



**Anekant Education Society's**

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

**BACHLOR OF BUSINESS ADMINISTRATION DEGREE**

**TYBBA- SEM -V & SEM-VI**

**SYLLABUS**

**Applicable with effect from 2025-26**

## **Title of the Program: BBA**

### **PREAMBLE**

#### **BBA/ BBA (Honors)/ BBA (Honors with Research) Four Year Degree Program:**

The Bachelor of Business Administration 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) has excellent Faculty, Laboratories, Library and other facilities to provide proper learning environment. The college is accredited by NAAC with an A+ grade. 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 endeavor. 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 BBA Program of course, the statements also embody the spirit of the Vision of Honorable Dr. Avinash Jagtap, Principal of Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati (Autonomous) 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 makes them globally competitive managers.

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**Tuljaram Chaturchand College of Arts, Science and Commerce,**

**Baramati (Autonomous)**

**COURSE STRUCTURE FOR BACHELOR OF BUSINESS ADMINISTRATION (B.B.A)**

**1. Title of the Degree:**

The degree shall be titled as Bachelor of Business Administration (B.B.A.) under the faculty of management.

**2. Program Objectives:**

- 1.To provide knowledge regarding the basic concepts, principles, and functions of management.
- 2.To develop business and entrepreneurial aptitude among the students.
- 3.To provide knowledge and requisites skills in different area of management like human resource, finance, operations and marketing to give a holistic understanding of a business system.
- 4.To develop IT skills in the areas of information search, word processing, office management software, and presentation software needed to excel in business.
- 5.To inculcate a global view of industrial and organizational establishments and their functions for taking viable decisions in international business settings.
- 6.To train the students in communication skills effectively.
- 7.To develop appropriate skills in the students so as to make them competent and themselves self-employment.

**3. Duration:**

The Course is a full-time course and the duration of the course shall be of Four years.

**4. Eligibility:**

A candidate for being eligible for admission to the Degree Course in Bachelor of Business Administration.

1. Shall have passed the 12th Std. Examination (H.S.C. 10+2) with MAH BBA CET from any stream with English as a passing subject and secured at least 45% marks in 12th Std.
2. Two years Diploma in Pharmacy after H.S.C. Board of Technical Education conducted by Government of Maharashtra or its equivalent.
3. Three Year Diploma Course (After H.S.C. i.e. 10<sup>th</sup> Standard) of Board of technical Education conducted by Government of Maharashtra or its equivalent.
4. MCVC.

**5. Medium of Instruction:**

Medium of instruction shall be in English.

**Program Specific Outcomes:****PO1: A Fundamental Knowledge and Coherent Understanding:**

Student should be able to acquire broad multidisciplinary knowledge in different educational domains and their links to various field of study like Banking, Accounting, Management, Logistics, Marketing, Human Resource Management and Computer Science and Applications.

**PO2: Procedural Knowledge for Skill Enhancement:**

Students should be able to acquired complete procedural knowledge for deep understanding of every subject and enhancing the subject skills.

**PO3: Critical Thinking and Problem-Solving Skills:**

Students should be able to solve all types of issues in both known and unknown circumstances, as well as apply what they have learned to real-life situations. Students will be able to conduct investigation on complex problem solving through the design of experiments, analysis and interpretation of data to arrive at valid conclusion.

**PO4: Professional Communication Skills:**

With the help of various languages students will enhance the communication skills which will improve the personality of the students with the help of interpersonal and intrapersonal communication skills. Students should be able to construct logical arguments using correct technical language related to a field of learning. Also, Students should be able to communicate effectively, analyse the concepts and participate in healthy arguments and portray skill in communication and in writing. Possess skills related with banking and other business.

**PO5: Analytical Reasoning Skills:**

The students should be able to demonstrate the capability to evaluate the reliability and relevance of situation and select the proper course of action. Strengthen analytical skills in business operations and analyse the positive aspects and limitations of conducting trade and trade-related activities according to their extensive knowledge.

**PO6: Innovation, Employability and Entrepreneurial Skills:**

The students should be able to identify opportunities and pursue those opportunities to create value and wealth for the betterment of the individual and society at large as well as be suitable for employment, as an entrepreneur focused, and serve as a role model for ethical and responsible economic professionals.

**PO7: Multidisciplinary Competence:**

The student should be able to demonstrate the acquisition of knowledge of the values and beliefs of multiple disciplines. The student should be able to perceive knowledge as an environmentally friendly, extensive, interconnected, and interconnected faculty of consciousness that encourages design, interpersonal, and empathetic and understanding environmental challenges across disciplines.

**PO8: Value Inculcation through Community Engagement:**

The students should be able to implement the acquired knowledge and attitude to embrace constitutional, humanistic, ethical, and moral values in life. Students should be able to participate in community-engaged activities for promoting the well-being of the society.

**PO9: Traditional Knowledge into Modern Application:**

Students should be able to acquire and apply traditional knowledge system in to modern and professional domain.

**PO10: Design and Development of System:**

Students should be able to design and develop efficient solutions for complex real world computing problems and design system components or processes that meet the specifies needs with appropriate consideration for public health and safety and the cultural, social and environmental considerations.

**PO11: Ethical and Social Responsibility:**

Students should be able to acquire knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community. Understand and accept the moral aspects, accountability, and value system for a nation and society. Students should be able to demonstrate academic accountability, intellectual authenticity, and personal integrity. Students also acquire abilities to comprehend and implement professional ethics.

**PO12: Research-Related skills:**

The students should be able to acquire the understanding of basic research process, methodology and ethics in practicing personal and social research work, regardless of the field of study.

**PO13: Teamwork:**

The students should be able to able to work constructively, cooperatively, effectively and respectfully as part of a team.

**PO14: Area Specific Expertise:**

The students should be able to apply various subjective concepts, theories and model in the area of Accounting, Taxation, Marketing, Finance and Human Resource Management after better understanding of the subject and its contents.

**PO15: Environmental Awareness:**

The students should be able to manage environmental- related risk from an organization's operation as well as identify environmental hazards affecting air, water and soil quality. The students should be able to manage and controls to reduce and eliminate environmental risk.

## Anekant Education Society's

## Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

## Bachelor in Business Administration

## Credit Structure as per NEP 2020 [2023 Pat.]

Se m	Major Mandatory 1 [Compulsory]				Major Manda tory 2	Major Mand atory 3	O E	O E	VSC	SEC	IK S	AE C	VEC	CC	Tot al
I	2(T)				2(T)	2(T)	2 (T)	2 (T)	2 (T)	2 (T)	2(T )	2(T)	2(T)	2(T )	22
II	2(T)				2(T)	Minor 2(T)	2 (T)	2 (T)	2 (T)	2 (T)	2 (T)	2(T)	2(T)	2(T )	22
Se m	Major Mandatory				Minor	--		OE		SEC	IK S	AEC	VEC	CC	Tot al
	Major Mandato ry1 [Comp].	Major Mandatory 2	VSC	FP/CE											
III	6(T)	2 (T)	2 (T)	2 (T)	4(T)	--	--	2(T)	--	--	2(T )	2(T)	--	2(T )	24
IV	4 (T)	4 (T)	--	2 [CEP]	4 (T)	--		2(T )	---	2 (T)	--	2(T)	--	2(T )	22
	Major Mandatory														
	Major Mandato ry1[ Compuls ory	Major Mandatory 2 (As Selected in major mandatory 2)	VSC	Field Proj ect (FP )	Minor										
V	10(T)	4 (T)	2 (T)	2(T)	4 (T)	--		--		--	--	--	--	--	22
VI	10 (T)	4 (T)	---	4(T)( OJT)	4 (T)	--		--		--	--	--	--	--	22
		<b>T = Theory P = Practical OE = Open Elective SEC = Skill Enhancement Course IKS = Indian Knowledge System AEC = Ability Enhancement Course VEC = Value Education Course CC = Co-curricular Course VSC= Vocational Skill Course CEP= Community Engagement Project</b> <b>FP= Field Project RP= Research Project</b>													

**Course Structure for F.Y. BBA SEM I & II (2023 Pattern) as per NEP-2020**

<b>Sem</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Theory / Practical</b>	<b>Credits</b>
<b>I</b>	Major Mandatory	BBA-101-MJM	Business Demography and Business Environmental Studies	Theory	02
	Major Mandatory	BBA-102-MJM	Financial Accounting	Theory	02
	Major Mandatory	BBA-303-MJM	Micro Economics	Theory	02
	Open Elective	BBA-116-OE	Business Organization and Corporate Environment	Theory	02
	Open Elective	BBA-117-OE	Business Etiquettes	Theory	02
	Vocational Skill Course (VSC)	BBA-121-VSC	Professional Communication Skill	Theory	02
	Skill Enhancement Course (SEC)	BBA-126-SEC	Community Work (Survey and Analysis)	Theory	02
	Ability Enhancement Course	ENG-131-AEC	Functional English I	Theory	02
	Value Education Course (VEC)	BBA-135-VEC	Environmental Science	Theory	02
	Indian Knowledge System (IKS)	BBA-137-IKS	Indian Leaders and Leadership Practices	Theory	02
	Co-Curricular Courses (CC)		To be Selected from the Basket	Theory	02
	<b>Total Credits Semester-I</b>				<b>22</b>
<b>II</b>	Major Mandatory	BBA-151-MJM	Principles of Management	Theory	02
	Major Mandatory	BBA-152-MJM	Principles of Finance	Theory	02
	Major Mandatory	BBA -153-MJM	Principles of Marketing	Theory	02
	Minor (MN)	BBA -161-MN-A	Business Statistics	Theory	02
	Minor (MN)	BBA -161-MN-A	Business Mathematics	Theory	02
	Open Elective (OE)	BBA-166-OE	Emotional Intelligence	Theory	02
	Open Elective (OE)	BBA-167-OE	Risk Management	Theory	02
	Vocational Skill Course (VSC)	BBA-171-VSC	Fundamentals of Computers	Theory	02
	Skill Enhancement Course (SEC)	BBA-176-SEC	Industry Analysis and Desk Research	Practical	02



	Ability Enhancement Course (AEC)	ENG-181-AEC	Functional English II	Theory	02
	Value Education Course (VEC)	BBA-185-VEC	Digital and Technological Solutions	Theory	02
	Co-Curricular Courses (CC)	----	To be Selected from the Basket	Theory	02
<b>Total Credits Semester-II</b>					<b>22</b>
<b>Total Credits Semester-I + II</b>					<b>44</b>

**Course Structure for S.Y. BBA SEM III & IV (2023 Pattern) as per NEP-2020**

<b>Sem</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Theory / Practical</b>	<b>Credits</b>
<b>III</b>	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 and Data Mining	Theory	02
	Major Mandatory	BBA-204-MJE(A) BBA-204-MJE(B) BBA-204-MJE(C)	1. Principles of HRM: Functions and Practices 2. Management Accounting 3. Fundamentals of Sales and Distribution	Theory (Any One)	02
	Minor (MN)	BBA-211-MN	Organizational Behaviour	Theory	02
	Minor (MN)	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	Marathi Hindi Sanskrit	Theory	02
	Co-curricular Courses (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
	Filed Project (FP)	BBA-235-FP	Filed Project (FP)		02
	Generic IKS Course (IKS)	BBA-239-IKS	Indian Knowledge System (Generic)	Theory	02
	<b>Total Credits Semester-III</b>				<b>24</b>
	Major Mandatory	BBA-251-MJM	Management Information System	Theory	02
	Major Mandatory	BBA-252-MJM	Production and operation Management	Theory	02
		BBA -253-MJM (A)	Industry Relation and Labour Law	Theory	02

<b>IV</b>	Major Mandatory	BBA -253-MJM (B) BBA -253-MJM (C)	Banking and Finance Retail Management	(Any One)	
		BBA -254-MJM (A) BBA -254-MJM (B) BBA -254-MJM (C)	Strategic Human Resource Management Business Taxation Digital Marketing	Theory (Any One)	02
	Minor (MN)	BBA -261-MN	Employee Recruitment and HR Record Management	Theory	02
	Minor (MN)	BBA -262-MN	Dissertation Report	Practical	02
	Open Elective (OE)	BBA-266-OE	Universal Human Values	Theory	02
	Skill Enhancement Course (SEC)	BBA-76-SEC	International Business	Theory	02
	Ability Enhancement Course (AEC)	MAR-231-AEC HIN-231-AEC SAN-231-AEC	Marathi Hindi Sanskrit	Theory	02
	Co-curricular Courses (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 (FP)	BBA-285-CEP	Project (CEP)	Practical	02
	<b>Total Credits Semester-IV</b>				<b>22</b>
	<b>Total Credits Semester III + IV</b>				<b>44</b>

**Course Structure for T.Y. BBA SEM V AND VI (2023 Pattern) as per NEP-2020**

<b>Sem</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Theory / Practical</b>	<b>Credits</b>
<b>V</b>	Major Mandatory	BBA-301-MJM	Research Methodology	Theory	04
	Major Mandatory	BBA-302-MJM	Business Law	Theory	04
	Major Mandatory	BBA-303-MJM	Supply Chain Management	Theory	02
	Major Elective (MJE)	BBA-304-MJE(A) BBA-304-MJE(B) BBA-304-MJE(C)	4. Recent Trends in HR and HR Accounting. 5. Legal Aspect in Financial Management 6. Analysis of Marketing Strategies and Environment	Theory (Any One)	02
		BBA-305-MJE(A) BBA-305-MJE(B) BBA-305-MJE(C)	1. Conflict and Negotiation Management. 2. Cost and Work Accounting. 3. Product and product Branding	Theory (Any One)	02
	Minor (MN)	BBA-316-MN	Strategic Human Resource Practices	Theory	04
	Vocational Skill Course (VSC)	BBA-321-VSC	Entrepreneurship Development	Theory	02
	Community Engagement Project (CEP) / Field Project (FP)	BBA-335- FP	Field Project [ Specialization Based]	Practical	02
<b>Total Credits Semester-V</b>					<b>22</b>
<b>VI</b>	Major Mandatory	BBA-351-MJM	Business Planning and Project Management	Theory	04
	Major Mandatory	BBA-352-MJM	Management Control System	Theory	04
	Major Mandatory	BBA -353-MJM	Business Analytics	Theory	02
	Major Elective (MJE)	BBA -354-MJM (A) BBA -354-MJM (B) BBA -354-MJM (C)	1. Global Human Resource Management 2. Indirect Tax. 3. International Marketing Management	Theory (Any One)	02
		BBA -355-MJM (A) BBA -355-MJM (B) BBA -355-MJM (C)	1. Labour Welfare 2. E Banking Services 3. Service Marketing	Theory (Any One)	02
	Minor (MN)	BBA -356-MN	Economics for Human Resource	Theory	04

			Management		
	On Job Training (OJT)	COM-385-OJT	Projects	Practical	04
	<b>Total Credits Semester-VI</b>				<b>22</b>
	<b>Total Credits Semester-V + VI</b>				<b>44</b>



**AES's T. C. College (Autonomous), Baramati. CBCS Syllabus (2023 Pattern) as per NEP 2020**

**SYLLABUS (CBCS –2023 Pattern as per NEP 2020) FOR T. Y. B.B.A  
(w. e. from June, 2025)**

**Name of the Programme: B.B.A.**

**Program Code: BBA**

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

**Semester: V**

**Course Type: Major Mandatory**

**Course Name: Research Methodology.**

**Course Code: BBA-301-MJM**

**No. of Lectures: 60**

**No. of Credits: 04**

**A) COURSE DESCRIPTION:**

A Research Methodology course typically covers the systematic methods and strategies used to conduct research across various fields. It teaches students how to plan, design, and execute research projects effectively. This course is essential for students in the field of business as it lays the foundation for independent and impactful research.

**B) COURSE OBJECTIVES:**

1. To develop understanding of research concepts, methods, and practices across disciplines.
2. To study how to identify and articulate meaningful research problems or hypotheses.
3. To understand how to select appropriate methodologies based on research goals.
4. To understand the various techniques for collecting, analysing, and interpreting data using various qualitative and quantitative methods.
5. To study how to gain competencies in presenting research outcomes clearly through written reports, presentations, and publications.
6. To understand how to select representative groups for research and the significance of sample size.
7. To exploring methods such as surveys, interviews, observations, or experiments, and deciding which is best for specific types of studies.

**C) COURSE OUTCOME:**

**CO1:** After completing the course students will be able to independently design and execute research projects using appropriate methods.

**CO2:** Students will be able to address research problems effectively by applying suitable methodological approaches.

**CO3:** Students will be able to develop the skills to collect, analyze, and interpret data using qualitative and quantitative techniques.

**CO4:** After completing the course students will be able to identify exact process to conduct the research.

**CO5:** This course will help the students to identify an appropriate research design.

**CO6:** Students will be able to demonstrate the ability to choose methods appropriate to research objectives.

**CO7:** Students will be able prepare research project reports or proposal after completion of the course.

## **UNIT NO.1 INTRODUCTION TO RESEARCH.**

- 1.1 Research: Definition, Meaning, Characteristics & Importance of Research.
- 1.2 Basic Research Process.
- 1.3 Types of research.
- 1.4 Research Design – Meaning, Characteristics of a good research design
- 1.5 Sampling Design – Definition and Characteristics of a sample, Sampling process. Types of Samplings methods

**No of Lectures 15**

## **UNIT NO. 2 DATA COLLECTION TECHNIQUES.**

- 2.1 Primary Data: Concept and Definitions
- 2.2 Techniques to collect primary data.
  - 2.2.1 Survey Method: Types of surveys.
  - 2.2.2. Questionnaire Method: Types of questions, Essentials of good questionnaire.
  - 2.2.3 Interview Method: Types of Interviews
  - 2.2.4 Experimentation & Observation Methods: Types of observation s
- 2.3 Secondary Data: Concept and Definition
- 2.4 Techniques to collect secondary data
- 2.5 Evaluating Quality of Data
- 2.6 Advantages and Disadvantages of primary data and secondary data

**No of Lectures 15**

## **UNIT NO. 3 DATA PROCESSING & ANALYSIS**

- 4.1 Data Processing – Editing, Codification, Classification, Tabulation, Scaling & Measurement
- 4.2 Data Analysis – Methods of data analysis.
- 4.3 Recent techniques used for data analysis.
- 4.4 Hypothesis - Concept and Types of Errors
- 4.5 Hypothesis Testing – Chi Square Test, Z-test & t-test

**No of Lectures 15**

## **UNIT NO. 4 - WRITING SKILLS FOR RESEARCH:**

- 4.1 Project Report Writing – Selecting and defining topic, Writing Chapters, Subject Matter, Style and Structure
- 4.2 Research Paper Writing – Structure of research paper, referencing styles

**No. of Lectures- 15**

**REFERENCE BOOKS:**

Sr. No.	Title of the Book	Author/s	Publication
1.	Research Methodology– Methods and Techniques	Kothari. C.R.	New Age: New Delhi
	Research Methodology	Sangale B. R.	Success Publications, Pune
	Business Research Methods	Donald. R. Cooper and Pamela S. Schindler	Irwin McGraw-Hill Publications, New Delhi
	Basic Marketing Research	Naresh K. Malhotra	

**EVALUATION:**

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



**Choice Based Credit System Syllabus (2023 Pattern)****Mapping of Program Outcomes with Course Outcomes****Class:** TYBBA (Sem –V)**Subject:** Research Methodology**Course:** Research Methodology**Course Code:** BBA-301-MJM**Weight age:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

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

**Justification****PO1: A Fundamental Knowledge and Coherent Understanding**

**CO1:** Students gain foundational knowledge required to independently design and execute research projects, reflecting a clear and structured understanding of research fundamentals such as problem formulation, objectives, hypothesis, and research design.

**CO2:** By learning to apply suitable methodological approaches to research problems, students demonstrate coherent understanding of various research paradigms, enabling them to tackle problems systematically.

**CO3:** Understanding how to collect, analyze, and interpret data involves mastering both qualitative and quantitative research principles, which enhances their theoretical and conceptual foundation.

**CO4:** Identifying the exact process to conduct research reflects their grasp over the research lifecycle—right from topic selection to data interpretation—which contributes to a well-rounded, coherent understanding.

**CO5:** Choosing an appropriate research design requires theoretical clarity about different types of research (exploratory, descriptive, experimental, etc.), contributing to the student's fundamental academic base.

**CO6:** The ability to select appropriate methods based on research objectives shows their understanding of method-function fit, which is rooted in strong subject knowledge.

**CO7:** Preparing a research project report or proposal requires integrating theoretical understanding into structured written communication, demonstrating clarity of research concepts and principles.

## **PO2: Procedural Knowledge for Skill Enhancement**

**CO1:** Designing and executing a research project involves applying step-by-step procedures such as problem identification, sampling, data collection, and interpretation, thereby enhancing students' procedural know-how in practical research tasks.

**CO2:** Addressing research problems through appropriate methodologies enables students to gain hands-on experience in the procedures of hypothesis testing, variable control, and data interpretation, directly enhancing analytical and investigative skills.

**CO3:** Learning to collect, analyze, and interpret data demands mastery of specific tools (e.g., SPSS, Excel, coding for qualitative data), which builds procedural competence through repeated skill-based applications.

**CO4:** Identifying the exact process of conducting research develops an understanding of structured workflows—problem formulation, literature review, data handling, analysis, and reporting—which enriches skill enhancement.

**CO5:** The selection of a suitable research design involves applying decision-making procedures based on research objectives, population characteristics, and data type—skills crucial for research practitioners.

**CO6:** Choosing methods appropriate to research objectives builds applied knowledge of various procedural techniques (surveys, experiments, case studies), reinforcing students' ability to perform with accuracy and relevance.

**CO7:** Preparing a research report or proposal is an exercise in procedural discipline—from format adherence and logical structuring to citation norms and visual data presentation—sharpening professional and academic research skills.

## **PO3: Critical Thinking and Problem-Solving Skills:**

**CO1 and CO2:** Directly enhance students' ability to analyze research problems, identify suitable solutions, and design appropriate methodologies, which are core aspects of problem-solving.

**CO3:** It sharpens critical thinking through data collection, analysis, and interpretation, fostering evidence-based reasoning and decision-making.

**CO4 and CO5:** It help students critically evaluate different research processes and designs, allowing them to choose the most effective and efficient path for their research objectives.

**CO6:** It strengthens problem-solving by requiring students to match research methods to specific objectives, reflecting a higher-order thinking process.

**CO7:** It enhances the ability to synthesize findings and logically present solutions through structured proposals or reports.

## **PO4: Communication Skills:**

**CO1 and CO2:** It enable students to present well-structured research designs and problem-solving approaches, which require clarity in written and oral communication.

**CO3:** It involves the presentation and interpretation of data, which demands the ability to convey complex information in a comprehensible manner using charts, graphs, and statistical reports.

**CO4 and CO5:** It require students to explain research processes and justify their design choices, encouraging the use of formal academic language and precise terminology.

**CO6:** It contributes to the development of communication by requiring clear expression of methodological reasoning tailored to specific research objectives.

**CO7:** It directly focuses on preparing professional research reports and proposals, honing skills in documentation, formatting, and scholarly writing conventions.

#### **PO5: Analytical Reasoning Skills**

**CO1 and CO2:** It help students apply structured reasoning to design research projects and solve research problems by evaluating multiple methods and selecting the most appropriate.

**CO3:** It emphasizes the development of data analysis and interpretation skills, encouraging students to draw meaningful insights from both qualitative and quantitative data core components of analytical reasoning.

**CO4 and CO5:** It train students to break down complex research processes and evaluate research designs, enhancing their ability to assess the strengths and limitations of different approaches.

**CO6:** It develops the ability to match research objectives with suitable methods, requiring logical thinking and judgment.

**CO7:** It strengthens analytical skills through the synthesis of research findings into coherent reports or proposals, requiring students to interpret results and form reasoned conclusions.

#### **PO6: Innovation, Employability, and Entrepreneurial Skills**

**CO1 and CO2:** It foster independent project planning and problem-solving, which simulate real-world challenges and encourage innovative approaches—key traits for both entrepreneurs and professionals.

**CO3:** It builds strong analytical and data interpretation skills, enabling students to generate insights that can lead to innovative solutions and data-driven decision-making in a workplace or startup context.

**CO4 and CO5:** It help students understand and structure research processes, encouraging systematic thinking and adaptability—both critical for employability and entrepreneurial ventures.

**CO6:** It supports strategic method selection, reinforcing the kind of decision-making needed in dynamic business or research settings.

**CO7:** It trains students in preparing professional research proposals and reports, essential for pitching ideas, seeking funding, or contributing effectively in employment roles.

#### **PO7: Multidisciplinary Competence**

**CO1 and CO2:** It empower students to design and execute research that can be applied across disciplines, such as business, social sciences, health, education, and technology, showcasing the interdisciplinary relevance of research skills.

**CO3 :** It enhances the ability to use both qualitative and quantitative data analysis techniques, which are drawn from multiple disciplines such as statistics, psychology, economics, and sociology—fostering a well-rounded approach to problem-solving.

**CO4 and CO5:** It help students understand research as a structured process that transcends disciplinary boundaries, preparing them to conduct research in diverse academic and industry sectors.

**CO6:** It enables students to make methodological choices based on the nature of problems, which may vary depending on the discipline—reflecting adaptability and cross-functional thinking.

**CO7:** It focuses on developing the ability to prepare professional reports and proposals, applicable in a variety of fields, thereby enhancing their competence in communicating research outcomes to different disciplinary audiences.

**PO8: Value Inculcation through Community Engagement**

**CO1 and CO2:** It guide students in designing and executing research projects that can be grounded in community issues, encouraging active engagement with societal challenges and value-driven inquiry.

**CO3:** It promotes the collection and analysis of data from diverse populations, enabling students to understand the dynamics and needs of communities through both qualitative and quantitative lenses.

**CO4 and CO5:** It help students systematically identify and structure community-focused research, ensuring that research efforts are relevant, ethical, and impactful.

CO6 fosters responsible and value-based decision-making by teaching students to align research methods with meaningful objectives, particularly when working with sensitive or vulnerable groups.

**CO7:** It emphasizes the creation of research reports and proposals that may be used for social advocacy, policy-making, or community development programs, reinforcing the importance of sharing research for the common good.

**PO9: Traditional Knowledge into Modern Application**

**CO1 and CO2:** It prepare students to design research projects that investigate traditional practices, cultural insights, or indigenous knowledge, and apply modern research methodologies to validate or enhance their relevance in contemporary settings.

**CO3:** It trains students in data collection and analysis, helping them document and interpret traditional knowledge using both qualitative and quantitative approaches, thus creating bridges between the past and present.

**CO4 and CO5:** It enable learners to identify structured processes and research designs suitable for exploring heritage-based topics, ensuring a scientific and respectful approach to traditional knowledge.

**CO6:** It enhances students' ability to select research methods that align with both the context of traditional practices and modern-day application, fostering a blend of innovation and cultural preservation.

**CO7:** It equips students to prepare detailed reports or proposals that can document traditional knowledge in a scholarly format, supporting efforts for its recognition, dissemination, or commercialization in modern industries.

**PO10: Design and Development of System**

**CO1 and CO2:** It lay the foundation for systematic thinking and planning, enabling students to design and implement research systems tailored to solve particular academic or professional challenges.

**CO3:** It develops analytical skills required to gather, interpret, and manage data, forming the backbone of any effective research system or process.

**CO4 and CO5:** It guide students in understanding the structured steps and design frameworks needed to develop a complete research system, from problem identification to solution development.

**CO6:** It encourages the customization of research methodologies as per the objectives, promoting innovation in the design of research processes or models.

**CO7:** It helps students in creating detailed documentation, research reports, or proposals that showcase the entire system—from conceptual design to execution—demonstrating their ability to develop a full-fledged, result-oriented research framework.

**PO11: Ethical and Social Responsibility**

**CO1 and CO2:** It guide students to independently conduct research with a strong emphasis on following ethical procedures, such as obtaining consent, maintaining confidentiality, and avoiding plagiarism.

**CO3:** It teaches students to collect and analyze data responsibly, ensuring accuracy and avoiding manipulation or bias, which are critical ethical concerns in research.

**CO4 and CO5:** It enable students to understand and follow ethical guidelines while selecting research designs and processes, especially when working with human subjects or sensitive data.

**CO6:** It ensures that students are capable of choosing research methods that not only meet academic standards but also uphold ethical considerations and social sensitivity.

**CO7:** It emphasizes transparent and accountable reporting, promoting integrity in the presentation of findings and reinforcing the role of research in addressing social issues responsibly.

## **PO12: Research-Related Skills**

**CO1 and CO2:** It build core research capabilities, enabling students to independently formulate research problems, choose appropriate methods, and carry out research projects effectively.

**CO3:** It focuses on data handling skills—including collection, analysis, and interpretation—which are critical competencies for any research-based activity in both academic and professional contexts.

**CO4 and CO5:** It train students in understanding and following a systematic research process, from identifying a problem to finalizing a research design—ensuring accuracy, structure, and rigor in research practice.

**CO6:** It helps students in the critical evaluation and selection of research methods, an essential skill in adapting research techniques to suit specific objectives and challenges.

**CO7:** It enhances students' ability to prepare structured research reports and proposals, strengthening their communication of research outcomes and readiness for further academic research, publication, or application in the industry.

## **PO13: Teamwork**

**CO1 and CO2:** It often involve group-based research projects, requiring students to work collaboratively in designing and applying appropriate methods to solve research problems, which enhances coordination and shared responsibility.

**CO3:** It develops collaborative skills in data collection and analysis, where students must often divide roles, cross-verify results, and work together to interpret findings—encouraging mutual respect and synergy.

**CO4 and CO5:** It promote joint decision-making in selecting the research process and design, building consensus and team-based problem-solving.

**CO6:** It requires students to evaluate and agree upon the most suitable research methods, promoting discussion, negotiation, and collective reasoning within a team setting.

**CO7:** It focuses on jointly preparing reports and proposals, a task that relies on clear communication, effective delegation, and collaborative editing—core aspects of teamwork.

## **PO14: Area Specific Expertise**

**CO1 and CO2:** It empower students to design and execute research projects aligned with their area of specialization, helping them gain expertise through hands-on application of theories and methods relevant to their domain.

**CO3:** It enables students to collect and interpret data specific to their subject area, enhancing their analytical depth and understanding of field-specific research trends and patterns.

**CO4 and CO5:** It guide students to adopt research processes and designs that are best suited to their particular field, allowing them to refine their skills and develop niche-level proficiency.

**CO6:** It ensures that students can critically evaluate and apply appropriate methodologies that reflect the norms and standards of their discipline, demonstrating their grasp of subject-specific research nuances.

**CO7:** It allows students to document findings through well-structured reports or proposals, showcasing their command over content, format, and presentation as per the expectations of their academic or industry domain.

**PO15: Environmental Awareness**

**CO1:** It enables students to design and execute independent research projects, where they can focus on topics related to environmental sustainability, pollution control, natural resource management, or climate change.

**CO2:** It helps them to apply suitable methodologies that are sensitive to environmental implications, allowing for ethical and responsible research practices in ecology-related studies.

**CO3:** It develops skills in data collection and analysis, which are essential for conducting environmental impact assessments or evaluating ecological trends using both qualitative and quantitative tools.

**CO4:** It ensures that students can identify the correct processes for conducting research, including the consideration of environmentally responsible practices in their methodology.

**CO5 and CO6:** It support students in selecting research designs and methods that are not only effective but also promote sustainable development and reflect environmental ethics.

**CO7:** It enables students to prepare reports or proposals that incorporate environmental findings and suggest eco-friendly recommendations, contributing to awareness and action on ecological issues.

**SYLLABUS (CBCS –2023 Pattern as per NEP 2020) FOR T. Y. B.B.A****(w. e. from June, 2025)****Name of the Programme: B.B.A.****Program Code: BBA****Class: T.Y.B.B.A****Semester: V****Course Type: Major Mandatory****Course Name: Business Law****Course Code: BBA-302-MJM****No. of Lectures: 60****No. of Credits: 04****A) COURSE OBJECTIVES:**

1. To understand basic legal terms & concepts used in law pertaining to business.
2. To comprehend applicability of legal principles to situations in business world by Referring to few decided leading cases.
3. To gain knowledge of the branches of law which relate to business transactions, certain corporate bodies and related matters.
4. To understand the applications of these laws to practical commercial situations.
5. Understand the elements of a valid contract and the consequences of contract breaches.
6. Understand property rights and interests, including real property and personal property.
7. To analyze the regulatory environment affecting business operations, including the impact of compliance with legislation and adherence to ethical standards in business practices.

**B) COURSE OUTCOME:****CO1:** Know rights and duties under various legal Acts.**CO2:** Understand consequences of applicability of various laws on business situations.**CO3:** Develop critical thinking through the use of law cases.**CO4:** Identify the fundamental legal principles behind contractual agreements.**CO5:** Understand the legal and fiscal structure of different forms of business organizations and their responsibilities as an employer.

**CO6:** Acquire problem solving techniques and to be able to present coherent, concise legal argument.

**CO7:** Communicate effectively and professionally on legal matters in a business setting.

### **UNIT-1 INDIAN CONTRACT ACT, 1872.**

- 1.1 Definition, Kinds & Concept of Contracts. Essentials of Contract U/S 10.
- 1.2 Offer & Acceptance.
- 1.3 Consideration.
- 1.4 Legality & Objects of Consideration.
- 1.5 Capacity of Parties.
- 1.6 Free Consent.
- 1.7 Void Agreements & Agreements opposed to Public Policy.
- 1.8 Performance of Contract.
- 1.9 Discharge of Contract & Remedies.

**No. of Lectures 12**

### **UNIT -2 THE SALE OF GOODS ACT, 1930.**

- 2.1 Contract of Sales of Goods-Essentials.
- 2.2 Distinction between Sale & Agreement to Sale.
- 2.3 Subject matter of Contract of Sale-Classification of Goods & Concept of Price.
- 2.4 Conditions & warranties-Types & Distinction.
- 2.5 Transfer of Property-Possession & Risk, Passing of Property, Goods sent on approval or“On sale or return” basis, Sale by Non-Owner.
- 2.6 Performance of Contract of sale –Delivery of Goods, Rights & Duties of the Buyer, Buyer’s liability for rejecting or refusing delivery.
- 2.7 Rights of Unpaid Seller.
- 2.8 Remedies for Breach of Contract of Sale.

**No. of Lectures 12**

### **UNIT -3 THE COMPANIES ACT, 1956**

- 3.1 Definition, Meaning, Features & Types of Company.
- 3.2 Incorporation of a Company-Mode of Forming, Documents to be filed with the Registrar, Certificate of Incorporation, Effects of Registration, Promoter & this position.
- 3.3 Memorandum of Association-Its contents & Alteration, Doctrine of Ultra Vires.
- 3.4 Articles of Association- Its contents & Alteration- Comparison between Articles & Memorandum, Doctrine of Indoor Management.
- 3.5 Prospectus-Registration & Contents.
- 3.6 Statement in Lieu of Prospectus.

**No. of Lectures 12**

### **UNIT -4 CONSUMER PROTECTION ACT 1986 & INFORMATION TECHNOLOGY ACT 2000.**

- 4.1 The Consumer Protection Act 1986, Dispute Redressal Commissions – District,



State & National Commissions, Composition, Jurisdiction, Powers, Appellate Authority.  
 4.2 Information Technology Act, 2000- Digital Signature, Electronic  
 Records  
 Electronic Governance-Advantages & Disadvantages.

**No. of Lectures 12**

### **UNIT-5 RIGHT TO INFORMATION ACT, 2005.**

- 5.1 Preliminary & Definitions.
- 5.2 Right to Information & Obligations to Public Authority.
- 5.3 Designation of Public Information Officers.
- 5.4 Request for Obtaining Information, Disposal of request and Exemption from Disclosure of Information.
- 5.5 State Information Commission & Central Information Commission-Constitution, Tenure, Conditions of Service, Powers & Functions.

**No. of Lectures 12**

### **EVALUATION**

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

### **REFERENCE BOOKS:**

<b>Title of Book</b>	<b>Author of Book</b>	<b>Publication</b>
Indian Contract Act 1872	S.N. Maheshwari	Sahitya Bhawan Publications
Contract Law: Text, Cases, and Materials	Ewan McKendrick	Oxford University Press
The Sale of Goods Act, 1930	A. S. Gautam	Universal Law Publishing
Sale of Goods: A Practical Approach	N. R. S. Raghavan	Kluwer Law International
Companies Act 1956	Avtar Singh	Eastern Book Company
Company Law	R. S. Naveen Kumar	Vikas Publishing House

### Choice Based Credit System Syllabus (2023Pattern)

#### Mapping of Program Outcomes with Course Outcomes

**Class:** TYBBA (SEM –V)

**Subject:** Business-Law

**Course:** Subject: Business-Law

**Course Code:** BBA-302-MJM

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

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

#### Justification for the mapping

##### PO1. A Fundamental Knowledge and Coherent Understanding

**CO1:** Understanding rights and duties under various legal Acts requires a fundamental knowledge of legal principles, making this a strong mapping. Students gain coherent insight into legal frameworks that govern societal interactions and responsibilities, which is crucial for their education.

**CO2:** The application of various laws on business situations requires a moderate level of understanding. Students need to grasp basic legal concepts but may not delve deeply into comprehensive theories or frameworks.

**CO3:** Developing critical thinking through law cases necessitates a strong grasp of legal fundamentals. This process helps students analyse and critique legal precedents, engaging with complex theories and arguably enhancing their analytical foundations in law.

**CO4:** Identifying fundamental legal principles behind contracts indicates a strong alignment with PO1. Students must understand the basic concepts and terminologies that form the basis of contractual law, showcasing a thorough grounding in the subject matter.

**CO5:** Understanding the legal and fiscal structures of business organizations requires solid foundational knowledge. This PO highlights the necessity for students to recognize basic principles and responsibilities that underpin various business forms, leading to coherent comprehension.

**CO6:** Acquiring problem-solving techniques in legal contexts and presenting arguments necessitates strong foundational knowledge of legal principles. This competency signifies a clear understanding of the subject, linking well with the need for coherent understanding outlined in PO1.

**CO7:** Effective and professional communication in legal matters demands strong foundational knowledge. This outcome ensures students convey complex information clearly, demonstrating a robust understanding of legal concepts and principles, closely aligning with PO1.

### **PO2: Procedural Knowledge for Skill Enhancement**

**CO1:** Understanding rights and duties has moderate relevance to procedural knowledge. While it's foundational, implementing this knowledge practically in various contexts may require additional procedural skills not fully covered in PO2.

**CO2:** The consequences of applying different laws in business contexts directly strengthen procedural knowledge relevant to legal implications. Students cultivate applicable skills needed for navigating legal frameworks effectively in business scenarios, indicating a strong mapping.

**CO3:** Developing critical thinking through legal cases strongly correlates with procedural skills. By engaging with complex cases, students enhance their analytical techniques, which allow for improved decision-making—the core aspect of procedural knowledge.

**CO4:** Identifying legal principles behind agreements relates moderately to procedural knowledge. While fundamental understanding is essential, translating this knowledge into practice may not be fully exhaustive of all procedural aspects present in PO2.

**CO5:** Understanding various business types and their employer responsibilities ties directly to skill enhancement. Students obtain procedural knowledge vital for effective operation and compliance in diverse business settings, reflecting a robust integration of practices and principles.

**CO6:** Problem-solving and presentation of legal arguments require a strong grasp of procedural skills. This relates to students' ability to articulate legal reasoning effectively, which is essential for both learning and professional environments, mapping strongly with PO2.

**CO7:** Strong communication skills are important for legal contexts but translating this into procedural knowledge varies. Effective communication relates moderately, as it also involves understanding situational nuances that go beyond just the basis of knowledge.

### **PO3: Critical Thinking and Problem-Solving Skills**

**CO1:** Recognizing rights and duties under laws does involve some critical thinking but primarily revolves around knowledge acquisition. This translates to a moderate link to problem-solving skills, stemming more from understanding than application.

**CO2:** The application of laws in business carries moderate implications for critical thinking. While students must assess and interpret situations, the depth of analytical engagement varies depending on specific contexts and scenarios presented.

**CO3:** Developing critical thinking via law cases directly aligns with problem-solving capabilities outlined in PO3. Engaging in the analysis of diverse legal cases enables students to hone their critical assessment skills effectively, mapping strongly with this outcome.

**CO4: Identifying** fundamental principles involves some critical thinking but may not fully engage advanced problem-solving techniques. It relates moderately as it primarily builds understanding rather than advanced analytical skills.

**CO5:** Understanding business responsibilities requires moderate critical thinking to assess laws properly. While it enhances their ability to navigate legal responsibilities, it may not require complex problem-solving skills, reflecting a moderate relationship.

**CO6:** The capacity to solve problems and present strong legal arguments necessitates critical thinking, leading to a strong mapping. This represents the core essence of effective problem-solving and analytical reasoning, indicative of an advanced skill level.

**CO7:** Communicating legal matters requires some critical thought regarding how to convey information effectively. While it is important, the depth of critical analysis involved may vary greatly, leading to a moderate relationship with PO3.

#### **PO4: Communication Skills**

**CO1:** Understanding rights and duties has a moderate connection to communication skills. While articulating these rights is important, the depth of effective communication in a legal context might not be fully developed merely through knowledge of laws.

**CO2:** Understanding legal consequences offers a moderate foundation for effective communication. However, it may not comprehensively develop the nuanced communication skills required for practical situations.

**CO3:** Developing critical thinking through law cases requires effective communication of complex ideas, thus representing a strong mapping with PO4 linked to the ability to articulate and argue effectively.

**CO4:** Identifying legal principles connected with contractual agreements has moderate relevance, as students communicate understanding but may not specialize in nuanced legal documentation or argumentation.

**CO5:** Understanding the legal responsibilities of business organizations directly influences communication skills, especially in discussions around employer obligations. This necessitates clear communication, solidly mapping with PO4.

**CO6:** Effectively presenting legal arguments and problem-solving correlates directly with communication skills. Clear articulation of reasoning and argumentative efforts demonstrates a strong mapping between PO4 and CO6.

**CO7:** Communicating professionally in legal settings inherently ties with the necessity for effective communication skills, emphasizing verbal and written expression. This strong relationship signifies the pivotal role of communication in legal contexts.

**PO5: Analytical Reasoning Skills**

**CO1:** Recognizing rights and duties aligns moderately with analytical reasoning as understanding principles does involve basic reasoning skills but does not deeply engage complex reasoning.

**CO2:** Understanding the impact of laws on business invokes some analytical reasoning, yet the depth may vary depending on the specifics of the situation at hand, marking a moderate linkage.

**CO3:** Engaging with legal cases develops robust analytical reasoning ability. Students critically analyze and interpret complex information, solidifying strong reasoning connections with PO5.

**CO4:** Identifying contractual principles involves a moderate engagement of analytical reasoning, as students apply foundational understanding without extensive reasoning complexity.

**CO5:** Exploring responsibilities within organizations utilizes strong analytical reasoning. Students must assess multiple variables in business contexts, leading to significant analytic development and marking a strong link with PO5.

**CO6:** Applying problem-solving techniques related to legal arguments enhances analytical reasoning skills. Clear, logical reasoning is paramount in this context, marking a strong connection with PO5.

**CO7:** Communication of legal matters has a moderate analytical reasoning component. While students need to assess the nuances surrounding communication in legal terms, the application is less focused on deep analytic reasoning skills.

**PO6: Innovation, Employability and Entrepreneurial Skills**

**CO1:** Understanding rights and duties has a moderate relevance for employability and entrepreneurial skills, as basic legal knowledge benefits individuals entering professional environments.

**CO2:** Comprehending the consequences of laws on business situations moderately links to employability skills. This understanding aids in professional alignment, although the depth may not fully capture the breadth of entrepreneurial skills.

**CO3:** Developing critical thinking through case law fosters innovation and enhances employability. These skills are crucial for navigating business environments and problem-solving creatively, establishing a strong connection with PO6.

**CO4:** Identifying legal principles is moderately relevant for understanding business frameworks, serving as foundational knowledge for entrepreneurial aptitude and employability skills without deep engagement.

**CO5:** Analysing legal structures within organizations enhances employability and entrepreneurial capacity. Insight into responsibilities prepares students for real-world business challenges, making this a strong alignment.

**CO6:** Developing effective legal arguments fosters innovative problem-solving techniques essential in employability contexts. Strong reasoning linked to problem-solving skills connects robustly with entrepreneurial competencies, thus a strong mapping.

**CO7:** Effective communication on legal matters has a moderate connection to employability skills. While communication skills are essential, this may not comprehensively reflect the broad scope of entrepreneurial competencies.

### **PO7: Multidisciplinary Competence PO7: Multidisciplinary Competence**

**CO1:** Understanding rights and duties has moderate multi-disciplinary relevance, serving as a basic foundation for connecting various fields of law but lacking in broader contextual applications.

**CO2:** Appreciating the applicability of laws in business contexts offers a moderate multi-disciplinary understanding that can be applied to various sectors but may not deeply engage interdisciplinary complexities.

**CO3:** Analysing legal cases encourages multi-disciplinary thoughts, as students draw on various knowledge areas. Engaging with complex cases allows for diverse perspectives, yielding a strong mapping with PO7.

**CO4:** Identifying legal principles behind contracts has a moderate impact on cross-disciplinary applications due to its specific focus on legal interpretations and principles.

**CO5:** Understanding organizational responsibilities reflects moderate multi-disciplinary competence, but it primarily focuses on business and legal intersections without broader implications.

**CO6:** Problem-solving techniques communicated through legal argumentation strongly support multi-disciplinary skills. The need for diverse perspectives strengthens the alignment with PO7 significantly.

**CO7:** Effective communication about legal matters has moderate relevance to multi-disciplinary skills; while necessary, it primarily focuses on legal discourse rather than other fields.

### **PO8: Value Inculcation through Community Engagement**

**CO1:** Understanding rights and duties under legal Acts can enhance social responsibility, making it moderately relevant through community engagement. This fosters a sense of awareness of legal obligations, even if indirectly.

**CO2:** The consequences of laws on business align moderately with community engagement, as understanding this can help inform responsible business practices that benefit societal contexts.

**CO3:** Critical thinking through law cases can moderate community engagement, as students may reflect on social implications, though this may not fully engage deeper community outreach or projects.

**CO4:** Identifying legal principles in contracts has a moderate link to social responsibility, as understanding these principles can shape ethical business practices that affect community standards.

**CO5:** The legal implications for organizations can have moderate relevance to community engagement, emphasizing responsibilities that organizations hold towards the communities in which they operate.

**CO6:** Problem-solving capabilities in legal arguments can enhance communal outreach but maintain a moderate link; the key is clarity in addressing community implications rather than focusing deeply on direct engagement.

**CO7:** Effective communication on legal matters strongly correlates with social responsibility; clear articulation fosters understanding of community needs and legal rights, enhancing engagement significantly.

#### **PO9: Traditional Knowledge into Modern Application**

**CO1:** Understanding rights within various legal Acts engages with the preservation of traditional knowledge, fostering moderate relevance as students navigate cultural frameworks.

**CO2:** The impact of laws on businesses has moderate implications for traditional knowledge as it incorporates historical and cultural context into modern practices, though not extensively explored.

**CO3:** Critical thinking developed through cases has a moderate tie to applying traditional knowledge, but the direct overlap may not comprehensively highlight this connection in all aspects.

**CO4:** Identifying principles underpinning contracts involves moderate relevance to traditional knowledge, as it engages certain historical practices but lacks wider integration into current applications.

**CO5:** The legal structures of organizations' responsibilities may moderately echo traditional knowledge through respect for historical practices, even if the focus skews towards modern organizations.

**CO6:** Problem-solving techniques can moderately engage with traditional knowledge, as strategies foster a blend of historical awareness with contemporary applications in legal contexts.

**CO7:** Effective communication on legal principles has moderate ties to traditional knowledge. Engaging culturally in legal discussions can reflect deeper applications but may not capture profound connections thoroughly.

#### **PO10: Design and Development of System**

**CO1:** Understanding legal duties and rights moderately correlates with design and development as they inform the frameworks using which systems are built. However, the focus stays more on knowledge rather than hands-on design.

**CO2:** The impact of applicable laws on business contexts relates moderately to design/development, providing foundational knowledge needed to inform comprehensive designs that respect legal guidelines.

**CO3:** Developing critical thinking through case discussions has a moderate relevance to system development, fostering innovative thought but mainly concentrating on analysis rather than design itself.

**CO4:** The legal principles behind contracts strongly support the development of systems, as these frameworks directly influence how systems are structured, making this a strong mapping.

**CO5:** Understanding organizational responsibilities strongly aligns with design and development, driving the importance of maintaining legal compliance in the creation process and thereby fostering discipline and thoroughness within development.

**CO6:** Problem-solving within legal arguments has a moderate linkage to design since it entails contextually understanding rules and regulations relevant to practical design scenarios.

**CO7:** Communication surrounding legal matters has moderate relevance in the design and development context as clarity is important in detailing systems, but may not be pivotal in the core design processes themselves.

### **PO11: Ethical and Social Responsibility**

**CO1:** Understanding legal responsibilities and rights relates moderately to ethical and social responsibility, shaping students' awareness of obligations within societies, though it may not cover depth or complexity.

**CO2:** Recognizing consequences of laws on businesses moderately fosters social and ethical responsibilities as students engage with understanding the implications of legal frameworks in societal contexts.

**CO3:** Developing critical thinking through law cases strongly enhances students' ability to assess ethical implications and social responsibilities, as evaluating case scenarios encourages a robust understanding of ethics, marking a strong connection.

**CO4:** Identifying legal principles underpinning contracts strongly aligns with ethical responsibility. Understanding contractual obligations helps foster principled business practices that actively engage ethical considerations.

**CO5:** Comprehension of business responsibilities holds a strong connection to ethical and social responsibility, essential for students to understand their roles as future leaders and responsible professionals within their communities.

**CO6:** Problem-solving in legal discussions connects moderately to ethical responsibility, as critical engagement encourages reflection but may not fully develop necessary ethical frameworks.

**CO7:** Effective communication on legal matters has a moderate tie to ethics, shaping how well students articulate their understanding of legal ramifications, yet lacking direct engagement with deeper ethical discourse.

### **PO12: Research-Related skills**

**CO1:** Understanding rights and duties within legal Acts has moderate exposure to research-related skills, providing foundational knowledge but focusing less on rigorous research methodologies.

**CO2:** The application of various laws to business situations requires moderate research competencies, as students must investigate legal implications but may not extensively engage with comprehensive research practices. |

**CO3:** Developing critical thinking skills through case analysis strongly supports research-related abilities, driving students to evaluate, synthesize and interpret varied legal perspectives during their assessments.



**CO4:** Identifying principles behind agreements has a moderate relevance to research, as the history and basis of contracts may require examination but lack depth in current research engagement.

**CO5:** Understanding the legal and fiscal structure of organizations requires moderate research skills, as knowing the regulations involves some exploration but doesn't mandate extensive inquiry in all situations.

**CO6:** Problem-solving and presentation of coherent legal arguments strongly invokes research-related skills as it necessitates a deep dive into existing case laws, demonstrating students' skills in investigative methods and analysis.

**CO7:** Effective communication in legal settings has a moderate connection to research-related skills as students must incorporate research findings into their communication, but it may not encompass deep investigative engagement.

### **PO13: Teamwork**

**CO1:** Understanding rights has a moderate relevance to teamwork since it establishes a foundational knowledge that aids in collaborative discussions, although it may lack practical teamwork applications.

**CO2:** Recognizing how laws apply to business situations moderately benefits collaboration but may not necessitate extensive teamwork dynamics, making the connection less strong.

**CO3:** Developing critical thinking through case discussions significantly enhances teamwork capabilities. Students must work collaboratively to analyse and solve complex legal issues, promoting cooperative engagement—this is a strong mapping.

**CO4:** Identifying contractual principles has a moderate tie to teamwork as understanding these principles can aid in collaborative projects, but it mainly focuses on knowledge rather than teamwork dynamics.

**CO5:** The understanding of a company's responsibilities within a team setting strongly supports teamwork skills, as it requires clear communication and collaborative fulfilment of these roles, leading to effective joint efforts.

**CO6:** Problem-solving techniques for legal arguments moderately influence teamwork as they require some collaborative effort, although in practice, the emphasis might vary depending on specific contexts.

**CO7:** Effective communication on legal matters directly correlates strongly with teamwork, where articulating and sharing legal insights is crucial to a collaborative environment, enhancing all participants' engagement and understanding.

### **PO14: Area Specific Expertise**

**CO1:** Understanding legal rights has a moderate connection to area-specific expertise as it equips students with foundational knowledge applicable in various fields, though depth may be lacking.

**CO2:** Comprehension of various law consequences offers moderate relevance in developing area-specific expertise, but deals primarily with a basic understanding of legal impacts rather than in-depth specialization.

**CO3:** Engaging critically with law cases strongly cultivates area-specific expertise as students analyse detailed case studies that enhance their expertise in specific legal areas.

**CO4:** Identifying legal principles behind contracts directly supports area-specific expertise as it necessitates deep understanding of contractual law, significantly enhancing subject matter knowledge, indicating a strong mapping.

**CO5:** Understanding the responsibilities tied to different business forms connects strongly to area-specific expertise, as it gives students insights into various legal and fiscal structures they may encounter professionally.

**CO6:** Problem-solving in legal contexts has moderate implications for area-specific expertise, as it engages with the field but may not cover the breadth of detail necessary for specialized knowledge.

**CO7:** Communication concerning legal matters has a moderate relevance to developing area-specific expertise since articulating knowledge enables application but may not delve into the intricacies of specialization thoroughly.

#### **PO15: Environmental Awareness**

**CO1:** Understanding rights under various Acts has moderate implications for environmental awareness, offering insight into the responsibilities individuals have towards sustainable practices and legal conduct.

**CO2:** Awareness of how laws impact businesses hold moderate linkage to environmental awareness as it encourages students to consider regulatory impacts and responsibilities towards the environment.

**CO3:** Critical thinking developed through law cases offers moderate exposure to environmental awareness. Analysing cases may touch upon environmental aspects but doesn't inherently promote an in-depth focus on ecological issues.

**CO4:** Identifying legal principles in contracts has a moderate relationship to environmental awareness, referencing legalities surrounding environmental responsibilities but not extensively engaging.

**CO5:** Understanding legal responsibilities in different business structures connects moderately with environmental awareness, as organizations often face ecological obligations under various laws.

**CO6:** Problem-solving techniques related to legal arguments hold moderate relevance to environmental conversations, though they may not directly showcase ecological implications significantly without broader context.

**CO7:** Effective communication surrounding legal matters has a moderately relevant linkage to environmental awareness, as articulating concerns can address ecological issues but lacks depth in direct engagement with environmental matters.

**SYLLABUS (CBCS –2023 Pattern as per NEP 2020) FOR T. Y. B.B.A  
(w. e. from June 2025)**

**Name of the Programme: B.B.A.**

**Program Code: BBA**

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

**Semester: V**

**Course Type: Major Mandatory**

**Course Name: Supply Chain & Logistics management**

**Course Code: BBA-303-MJM**

**No. of Lectures: 30**

**No. of Credits: 2**

**A. COURSE OBJECTIVES:**

1. To introduce the fundamental concepts in Materials and Logistics Management.
2. To familiarize with the issues in core functions in materials and logistics management
3. To make the students aware about the various marketing channels of supply chain management.
4. To understand various types of inventories & basics inventory models like EOQ Model, ABC Analysis
5. Introducing the students with the concept of current trends in supply chain management
6. To study E-Business Practices.

**B. COURSE OUTCOME:**

**CO1:** Students will demonstrate an understanding of the key challenges and issues in materials and logistics management.

**CO2:** Students will be able to identify and analyze various marketing channels.

**CO3:** Students will acquire knowledge about different types of inventories and demonstrate proficiency.

**CO4:** Students will stay updated on current trends in supply chain management.

**CO5:** Students will gain insights into e-business practices within the context of supply chain management.

**CO6:** Students will be able to critically analyze and adapt to the evolving landscape of supply chain management.

**CO7:** Evaluate the performance of inventory management systems using relevant key performance indicators

**UNIT NO. 1: SUPPLY CHAIN MANAGEMENT**

- 1.1 Concept, objectives, significance
- 1.2 Process view of a supply chain-cycle and push pull view
- 1.3 Drivers/components of supply chain – Facilities, Inventory, Transportation, Information, Material Handling
- 1.4 Achieving tradeoff between customer service and cost

**Total No. of Lectures- 08****UNIT NO. 2: PHYSICAL DISTRIBUTION**

- 2.1 Definition, Importance, participants in physical distribution process.
- 2.2 Marketing Channels – Definition and Importance
- 2.3 Different forms of channels - Unconventional channels
- 2.4 Channels for Consumer goods, Industrial Goods & Services
- 2.5 Integrated Marketing Channels –Horizontal, Vertical, Multi-channel.
- 2.4 Functions of Marketing Channels
- 2.5 Channel Management – Channel Selection Process & criteria

**Total No. of Lectures- 08****UNIT NO. 3: PROCUREMENT & INVENTORY**

- 3.1 Supplier Management, Management Supplier Selection
- 3.2 Tendering, E-Tendering, Negotiation.
- 3.3 Warehouse and - Types of Warehousing
- 3.4 Warehouse Safety Management
- 3.5 Inventories- Need and Types of Inventories
- 3.6 Objectives of Inventory

**Total No. of Lectures- 08****UNIT NO. 4: CURRENT TRENDS IN SUPPLY CHAIN MANAGEMENT**

- 4.1 Green Supply Chain Management.
- 4.2 Role and Future of IT in the Supply Chain.
- 4.3 Customer Relationship Management.
- 4.4 Supplier Relationship Management.
- 4.5 E-Business and the Supply Chain; E-Business in Practice.

**Total No. of Lectures- 06**

**EVALUATION:**

<b>Internal Evaluation</b>	<b>External Evaluation</b>
Unit Test (10)	Fill in the blanks-(4)
Mini Project / Assignment / Presentation (10)	One Sentence Answer-(6) Short answer questions-(12) Long answer questions-(8)
<b>20</b>	<b>30</b>

**REFERENCE BOOKS:**

<b>Sr. No.</b>	<b>Books Name</b>	<b>Authers</b>
1.	Supply Chain Management	Sunil Chopra, Peter Meindl & D.V. Kalra
2.	Inventory Management	L.C. Jhamb
3.	Principles and Practices of Costing	Sunita Pokharna
4.	Supply Chain Management	Success Publications
5.	Channel Management & Retail Management	David Blanchard

**Choice Based Credit System Syllabus (NEP 2020)****Mapping Program Outcomes with Course Outcomes****Class:** T.Y.BBA (Sem–VI)**Subject:** Supply Chain & Logistics management**Course:** BBA**Course Code:** BBA-303-MJM**Weight age:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

	<b>Programme Outcomes (POs)</b>														
<b>Course Outcomes</b>	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	3	2	3	2	1	1	2	2	3	2	2	2	2
CO2	2	2	2	3	3	2	2	1	1	2	3	3	2	2	2
CO3	3	3	2	2	2	2	1	1	1	2	2	2	3	3	2
CO4	3	2	3	3	3	3	2	1	1	2	3	2	2	2	3
CO5	2	3	2	2	3	3	2	1	1	2	3	3	2	2	3
CO6	3	3	3	3	3	2	2	1	1	2	3	2	2	3	3
CO7	3	3	3	2	3	2	2	1	1	2	2	3	3	3	3

**Justification for the mapping****PO1- A Fundamental Knowledge and Coherent Understanding**

**CO1:** A fundamental understanding of materials and logistics management is essential, as focuses on key challenges in these areas.

**CO2:** Knowledge of marketing channels requires a fundamental understanding of logistics, but it's more specific to marketing principles. |

**CO3:** Understanding different types of inventories directly correlates with fundamental knowledge in logistics and operations management.

**CO4:** Staying updated on trends necessitates a solid foundation in logistics and supply chain concepts.

**CO5:** Insights into e-business require basic understanding of logistics but focus on digital practices.

**CO6:** Adapting to landscape changes demands thorough knowledge of logistics principles.

**CO7:** Evaluating performance of inventory systems stems from a foundational grasp of the underlying principles.

**PO2: Procedural Knowledge for Skill Enhancement:**

**CO1:** Procedural knowledge can enhance skills in dealing with the challenges in materials and logistics management.

**CO2:** Identifying and analysing marketing channels strengthen procedural skills in decision-making.

**CO3:** Demonstrating proficiency with inventories requires procedural knowledge of inventory management techniques.

**CO4:** Some procedural skills may enhance the ability to stay updated on supply chain trends.

**CO5:** Proficiency in e-business practices involves skill development in online logistics management.

**CO6:** Improving skills in critical analysis assists in adapting to changes in supply chain management.

**CO7:** Skills related to evaluating performance indicators require procedural know-how in inventory systems.

**PO3: Critical Thinking and Problem-Solving Skills:**

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**CO1:** Critical thinking is necessary for understanding and addressing challenges in materials and logistics.

**CO2:** Analyzing marketing channels requires critical thinking and problem-solving skills.

**CO3:** Analyzing different inventories fosters problem solving but is not purely critical thinking.

**CO4:** Trends analysis requires the application of critical thinking in logistics management.

**CO5:** Critically analysing e-business practices necessitates strong problem-solving capabilities.

**CO6:** Adapting to the evolving landscape involves high-level critical thinking.

**CO7:** While evaluation requires some critical thinking, it is more procedural in nature.

**PO4: Professional Communication Skills-**

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**CO1:** While understanding key challenges is necessary, it doesn't directly involve communication skills.

**CO2:** Analyzing marketing channels entails professional communication to discuss strategies effectively.

**CO3:** Proficiency in inventories may not directly require communication; however, reporting findings is crucial.

**CO4:** Staying informed about trends often involves communicating findings and ideas to others.

**CO5:** E-business insights require some level of communication but are more technical in nature.

**CO6:** Critically analysing landscape changes necessitates effective communication of strategies.

**CO7:** Communicating performance evaluations is important, but not the primary focus.

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### **PO5: Analytical Reasoning Skills-**

**CO1:** Understanding logistics challenges requires strong analytical reasoning to assess situations effectively.

**CO2:** Analyzing channels requires strong reasoning to evaluate effectiveness.

**CO3:** Analyzing inventories may involve analytical reasoning, but it isn't the main focus.

**CO4:** Evaluating current trends in the supply chain requires an analytical mindset.

**CO5:** Gaining insights into e-business necessitates strong analytical reasoning to navigate complexities.

**CO6:** Adapting to evolving trends requires deep analytical skills.

**CO7:** Evaluating KPIs is fundamentally an analytical reasoning exercise.

### **PO6: Innovation, Employability and Entrepreneurial Skills**

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**CO1:** Understanding challenges in logistics can enhance employability but isn't directly aimed at innovation. |

**CO2:** Identifying marketing channels can lead to innovative solutions, supporting employability. |

**CO3:** Proficiency in inventory management contributes indirectly to employability skills. |

**CO4:** Staying updated on trends is crucial for employability, though not explicitly focused on innovation. |

**CO5:** E-business practices involve innovation in logistics, enhancing employability. |

**CO6:** Adapting to changes requires innovative thinking, directly supporting employability. |

**CO7:** Evaluating performance doesn't directly contribute to innovation but promotes employability skills in analysis.

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### **PO7: Multidisciplinary Competence**

**CO1:** The understanding of logistics challenges has some multidisciplinary aspects but isn't strong. |

**CO2:** Analyzing marketing channels can touch upon multiple disciplines but it is primarily marketing focused.



**CO3:** Knowledge of inventories is mostly logistical, with limited multidisciplinary relevance.

**CO4:** Current trends may encompass multiple disciplines within logistics and management.

**CO5:** E-business practices often require an interdisciplinary approach involving technology and logistics.

**CO6:** Analyzing supply chain management dynamics can involve multiple disciplines but isn't fundamental to adaptation.

**CO7:** Evaluating inventory systems can involve elements from different fields, but it is primarily logistical.

**PO8: Value Inculcation through Community Engagement-**

**CO1:** It is more focused on concepts rather than community engagement.

**CO2:** The analysis of marketing channels does not relate to community engagement directly.

**CO3:** Inventory knowledge does not generally incorporate community engagement aspects.

**CO4:** Staying updated on trends doesn't directly involve community interaction.

**CO5:** E-business insights do not incorporate community values.

**CO6:** Overall landscape changes in logistics are not directly linked to community engagement.

**CO7:** Evaluating inventory management systems does not encompass community engagement aspects.

**PO9: Traditional Knowledge into Modern Application**

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**CO1:** Understanding logistics could benefit from incorporating traditional knowledge but is more modern-focused.

**CO2:** Traditional knowledge is less applicable in the analysis of marketing channels.

**CO3:** Knowledge of inventory types does not particularly leverage traditional methodologies.

**CO4:** Current trends diverge from traditional knowledge.

**CO5:** E-business insights do not typically use traditional practices.

**CO6:** Landscape changes in supply chain are not explicitly linked to traditional knowledge.

**CO7:** Evaluating KPIs does not tie back to traditional approaches.

**PO10: Design and Development of System:**

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**CO1:** Key challenges may necessitate design and development in logistics but are mostly about understanding.

**CO2:** Analyzing marketing channels can involve aspects of design, though not primarily focused on development.

**CO3:** Developing inventory systems may touch upon design principles but is not fundamentally design oriented.

**CO4:** Staying updated could involve design principles but focus mainly on trends.

**CO5:** E-business integration requires some design input but isn't solely centered around it.

**CO6:** Adapting to landscape changes can involve design thinking but isn't the focus.

**CO7:** Evaluating performance encompasses aspects of design but is procedural mainly.

**PO11: Ethical and Social Responsibility:**

**CO1:** Understanding challenges in logistics often involves addressing ethical and social responsibilities.

**CO2:** Analyzing marketing channels requires an understanding of ethical considerations in business practices.

**CO3:** Managing inventory entails ethical considerations, though not prominently highlighted.

**CO4:** Current trends in logistics often include ethical implications and social responsibilities from sustainability aspects.

**CO5:** E-business practices involve ethical considerations, especially regarding data usage and consumer rights.

**CO6:** Adapting landscapes for better supply chain management often centres around ethical and social responsibilities.

**CO7:** Evaluating performance systems requires some ethical consideration but is mostly procedural.

**PO12: Research-Related skills:**

**CO1:** Understanding logistics issues may require some research-related skills but isn't primarily research-focused.

**CO2:** Analyzing marketing channels involves substantial research skills regarding market behaviour.

**CO3:** Knowledge about inventories requires some research but is mainly procedural.

**CO4:** Staying up-to-date could involve some research skills but is primarily about awareness.

**CO5:** Gaining insights into e-business practices largely relies on effective research skills.

**CO6:** Adapting to changes involves research but is not strictly driven research.

**CO7:** Evaluating inventory systems necessitates research skills to interpret performance data effectively.

**PO13: Teamwork:**

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**CO1:** While understanding logistics challenges requires some teamwork, it is not the primary focus.

**CO2:** Analyzing marketing channels could involve teamwork dynamics, although it is not central to the outcome.

**CO3:** Inventory management often involves team collaboration, making teamwork crucial in practical applications.

**CO4:** Staying up-to-date on trends might include teamwork, yet it is less about collaboration.

**CO5:** Insights into e-business practices could require some teamwork but aren't predominantly collaborative.

**CO6:** Adapting to changes typically benefits teamwork but may not be explicitly indicated in the outcome.

**CO7:** Evaluating inventory systems generally requires teamwork for analysis and decision-making.

**PO14: Area Specific Expertise:**

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**CO1:** Key challenges in materials and logistics management certainly require area-specific expertise.

**CO2:** Analyzing marketing channels falls within area-specific expertise in marketing and logistics.

**CO3:** Proficiency in different types of inventories necessitates strong area-specific knowledge.

**CO4:** Staying updated on current trends might require area expertise but is broader in scope.

**CO5:** Gaining insights into e-business requires area-specific expertise in both logistics and technology.

**CO6:** Adapting to supply chain changes benefits from area knowledge but is more about flexibility.

**CO7:** Evaluating inventory management systems is firmly grounded in area-specific expertise.

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**PO15: Environmental Awareness**

**CO1:** The understanding of logistics challenges includes environmental awareness, though not the focus.

**CO2:** Analyzing marketing channels can relate to environmental concerns but isn't explicitly focused on them.

**CO3:** Types of inventories may consider environmental impacts, but it's not the sole emphasis. |

**CO4:** Current trends in supply chain management are often intersected with environmental awareness but are primarily focused on market dynamics.

**CO5:** E-business practices may include environmental considerations but are mostly centered on business efficiencies.

**CO6:** Adapting to changes has environmental implications but isn't solely focused on this aspect. |

**CO7:** Evaluating inventory management systems can touch on environmental considerations but is mostly focused on operational effectiveness.



**SYLLABUS (CBCS – 2023 pattern as per NEP 2020) FOR T. Y. B.B.A****(w. e. from June, 2025)****Name of the Programme: B.B.A.****Program Code: BBA****Class: T.Y.B.B.A****Semester: V****Course Type: Major Elective****Course Name: Recent Trends in HR & HR Accounting****Course Code: BBA-304-MJE(A)****No. of Lectures: 30****No. of Credits: 2****A) COURSE OBJECTIVES:**

1. Define and explain the concept of employee engagement and its importance in organizational settings.
2. Identify and analyze the factors influencing employee engagement in the workplace.
3. Develop strategies to enhance employee engagement and promote a positive work environment.
4. Understand the role of company values in fostering employee loyalty and organizational culture.
5. Analyze the challenges in engaging employees and develop solutions to overcome them.
6. Explain the components of Human Resource Information System and its significance in managing human resources effectively.
7. Understand the concept of Human Resource Accounting and Human Resource Audit and their relevance in assessing and managing human capital within organizations.

**B) COURSE OUTCOMES:**

- CO1.** Understand the importance of employee engagement and its impact on organizational success.
- CO2.** Analyze the factors influencing employee engagement and develop strategies to enhance it.
- CO3.** Evaluate the role of company values in building employee loyalty.
- CO4.** Identify and address challenges in engaging employees effectively.
- CO5.** Understand the significance of Human Resource Information System (HRIS) in managing human resources.
- CO6.** Identify the components of HRIS and its advantages and limitations.

**CO7.** Understand the concept of Human Resource Accounting and Human Resource Audit and their implications for organizational decision-making.

**UNIT NO.1: EMPLOYEE ENGAGEMENT**

- 1.1 Meaning and Definition of Employee Engagement,
- 1.2 Factors Influencing Employee Engagement,
- 1.3 Strategies for Enhancing Employee Engagement,
- 1.4 Company Values and Building Employee Loyalty,
- 1.5 Challenges in Engaging Employees,

**No. of Lectures 10****UNIT NO.2: HUMAN RESOURCE INFORMATION SYSTEM AND PERSONNEL****RESEARCH**

- 2.1 Human Resource Information System
- 2.2 Meaning and Definition of Human Resource Information System,
- 2.3 Components of Human Resource Information System,
- 2.4 Advantages and Limitations of Human Resource Information System,
- 2.5 Process of Designing of Human Resource Information System

**No. of Lectures 10****UNIT NO.3: HUMAN RESOURCE ACCOUNTING AND HUMAN RESOURCE****AUDIT**

- 3.1 Human Resource Accounting
- 3.2 Meaning and Definition of HR Accounting,
- 3.3 Need and Objectives of HR Accounting,
- 3.4 Advantages and Limitations of HR Accounting,
- 3.5 Human Resource Audit
- 3.6 Meaning, Definition and Objectives of Human Resource Audit,
- 3.7 Areas and Levels of Human Resource Audit

**No. of Lectures 10**

**EVALUATION:**

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

**REFERENCE BOOKS:**

<b>Title of Book</b>	<b>Author of Book</b>	<b>Publication</b>
Employee Engagement: Tools for Analysis and Practice	William H. Macey, Benjamin Schneider	Cambridge University Press
Engaging Employee: A Practical Guide	Susan J. Ashford	Harvard Business Press
Human Resource Information Systems: Basics, Applications, and Future Directions	Michael J. Kavanagh, Mohan Thite	SAGE Publications
Strategic Human Resource Management	Jeffrey A. Mello	Cengage Learning
Human Resource Accounting	Angelo S. DeNisi, Stephen P. Robbins	South-Western College Publishing
Human Resource Audit: A New Approach to Measuring HR Effectiveness	P.S. Rao	Himalaya Publishing House



## Choice Based Credit System Syllabus (2023Pattern)

## Mapping of Program Outcomes with Course Outcomes

**Class:** TYBBA (SEM –V)**Subject:** Recent Trends in HR & HR  
Accounting**Course:** Subject: Recent Trends in HR &  
HR Accounting**Course Code:** BBA-304-MJE(A)**Weight age:** 1=weak or low relation, 2=moderate or partial relation,3=strong or direct relation

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

## Justification for the mapping

**PO1: A Fundamental Knowledge and Coherent Understanding**

**CO1:** Understanding employee engagement provides foundational insights that are crucial for recognizing its significance within organizational contexts. This lays the groundwork for broader organizational theories.

**CO2:** Analyzing factors influencing employee engagement requires a solid grasp of organizational behavior, showcasing a deeper foundational knowledge since it integrates various organizational elements.

**CO3:** While core principles of company values are addressed, the understanding is theoretical, indicating that more practical application is needed for a comprehensive grasp.

**CO4:** Identifying challenges within engagement demonstrates a robust comprehension of real-world applications, indicating a deeper understanding of practical engagement issues.

**CO5:** A basic understanding of HRIS reflects a conceptual foundation; however, it can be enhanced with more practical application.

**CO6:** Understanding components of HRIS showcases a coherent understanding of technical functionalities relevant to human resource systems.

**CO7:** Comprehending HR accounting concepts requires foundational knowledge; however, it may lack practical depth in application.

### **PO2: Procedural Knowledge for Skill Enhancement**

**CO1:** Some procedural understanding is cultivated while analysing employee engagement, but this requires further development to enhance effectiveness.

**CO2:** Developing strategies enhances procedural skills moderately, allowing for practical applications in HR practices that can be executed in various organizational settings.

**CO3:** Evaluating company values supports procedural knowledge, improving recruitment and retention strategies through systematic evaluations.

**CO4:** Addressing engagement challenges promotes basic problem-solving techniques, indicating a starting point for deeper procedural skills.

**CO5:** Understanding HRIS procedures indicates strong procedural knowledge, particularly focusing on technology integration.

**CO6:** Learning about the advantages and limitations of HRIS fosters moderate procedural understanding applicable in various HR scenarios.

**CO7:** Understanding HR audits encourages procedural knowledge, though it doesn't fully utilize the complexities involved in HR accounting.

### **PO3: Critical Thinking and Problem-Solving Skills**

**CO1:** Emphasizing critical thinking around employee engagement impacts establishes a foundation for effective problem-solving approaches.

**CO2:** Analyzing factors influencing employee engagement fosters strong critical thinking and problem-solving abilities due to the detailed nature of the analysis undertaken.

**CO3:** Evaluating values nurtures a basic level of critical thinking, which is foundational yet requires further development for greater depth.

**CO4:** Engaging with real-life challenges strengthens advanced problem-solving skills, indicating a mature approach to addressing complex issues.

**CO5:** The significance of HRIS provides avenues for critical thinking; however, the application in problem-solving can vary across different contexts.

**CO6:** The components of HRIS encourage critical analysis around their functionalities, but there isn't a strong focus on problem orientation.

**CO7:** Human Resource Audit necessitates moderate critical thinking within decision-making processes, analyzing the implications of audit findings.

#### **PO4: Communication Skills**

**CO1:** Understanding employee engagement has extensive implications for effective communication within organizations, strengthening interpersonal connections.

**CO2:** Communication strategies developed from analysing employee engagement factors show moderate development, indicating areas for enhancement in clarity and effectiveness.

**CO3:** Discussing company values inherently involves communication, making it a crucial skill development area in organizational contexts.

**CO4:** Addressing challenges in engagement necessitates clear communication, enhancing skills related to articulating complex issues effectively.

**CO5:** Understanding HRIS incorporates some communication aspects; however, its overall impact is less pronounced than traditional interpersonal communication.

**CO6:** A basic understanding of HRIS components has limited correlation with communication skills but retains potential for growth.

**CO7:** The implications of HR audits require some level of communication skills, though they are less directly engaged.

#### **PO5: Analytical Reasoning Skills**

**CO1:** Understanding the impacts of employee engagement entails moderate analytical reasoning skills to draw conclusions about engagement outcomes.

**CO2:** Analyzing influencing factors demands robust analytical reasoning, allowing for nuanced understanding and strategic insight development.

**CO3:** Evaluating company values involves some level of analytical reasoning, albeit with a narrower scope focused on specific values.

**CO4:** Identifying engagement challenges involves basic analytical reasoning, serving as an entry point for deeper evaluations of engagement phenomena.

**CO5:** Understanding HRIS components enhances strong analytical reasoning associated with systems thinking and data integration.

**CO6:** Recognizing advantages and limitations of HRIS requires some analytical assessment to weigh the efficacy of different systems.

**CO7:** Human Resource Accounting analysis necessitates analytical skills in context but leans towards traditional methodologies.

**PO6: Innovation, Employability, and Entrepreneurial Skills**

**CO1:** Understanding employee engagement lays the foundation for innovative HR practices but does not deeply engage entrepreneurial elements.

**CO2:** Developing strategies to enhance employee engagement strongly aligns with innovative practices and entrepreneurial thinking, fostering an adaptable mindset.

**CO3:** Evaluating values promotes moderate innovative thinking related to employability, particularly in how values align with workforce expectations.

**CO4:** Addressing engagement challenges paves the way for innovative thought, although not strongly entrepreneurial in nature.

**CO5:** Understanding the significance of HRIS can inform innovative HR approaches but lacks a direct entrepreneurial application.

**CO6:** Learning about HRIS components offers opportunities for employability enhancement; however, the entrepreneurial focus is limited.

**CO7:** HR Audit concepts present minimal opportunity for innovation or entrepreneurial skills development.

**PO7: Multidisciplinary Competence**

**CO1:** Knowledge of employee engagement integrates concepts from various domains, though the depth remains moderate.

**CO2:** Developing strategies involves a moderate level of integration across multiple disciplines, fostering a well-rounded understanding.

**CO3:** Evaluating company values indicates connections to different fields; however, it does not extend deeply.

**CO4:** Addressing engagement challenges requires a multidisciplinary perspective, with moderate development showcasing various insights.

**CO5:** The significance of HRIS incorporates awareness across disciplines but is fundamentally basic.

**CO6:** Understanding HRIS components suggests interdisciplinary knowledge, albeit without extensive depth.

**CO7:** Human Resource Audit processes connect various domains but have limited interdisciplinary application.

**PO8: Value Inculcation through Community Engagement**

**CO1:** Understanding employee engagement reflects community values and their organizational impact, pointing to the importance of societal connection.

**CO2:** Analyzing factors influencing engagement touches on community engagement but lacks substantial depth in regard to its implications.

**CO3:** The values underpinning employee loyalty are closely related to a presence in the community and the societal context of employment.

**CO4:** Addressing engagement challenges can involve community perspectives, but the comprehension of these aspects is limited.

**CO5:** The significance of HRIS implies some orientation towards community considerations, albeit indirectly.

**CO6:** HRIS components moderately engage community awareness, although direct implications are less pronounced.

**CO7:** Community values related to HR audits are acknowledged but are somewhat superficial in their influence.

**PO9: Traditional Knowledge into Modern Application**

**CO1:** Employee engagement primarily draws on contemporary theories and practices, which limits connections to traditional knowledge.

**CO2:** The process of strategy development does not invoke elements of traditional knowledge systems or practices, focusing more on modern approaches.

**CO3:** Traditional values have a limited place in modern frameworks of organizational loyalty and engagement.

**CO4:** Challenges in engagement might reflect some traditional insights but remain largely rooted in contemporary practice.

**CO5:** Connections between traditional HR practices and modern HRIS understanding are weak but exist.

**CO6:** HRIS components typically reflect modern systems without significant influence from traditional aspects.

**CO7:** Human Resource Audits are mainly contemporary practices without considerable representation of traditional knowledge.

#### **PO10: Design and Development of System**

**CO1:** Employee engagement has minimal direct implications for system design, focusing more on human elements than systematic ones.

**CO2:** Strategies related to engagement may hint at design considerations but do not predominantly center around system development.

**CO3:** Company values do not effectively translate into system design and development processes, highlighting a gap.

**CO4:** Addressing challenges might suggest design needs, though this lacks a systematic focus that integrates design principles strongly.

**CO5:** Understanding HRIS aligns modestly with system design and development aspects, acknowledging the need for tech integration.

**CO6:** HRIS components require some design considerations, particularly in customizability and user experience.

**CO7:** The implications of HR audits might necessitate systemic development but do not exhibit a strong systematic focus.

#### **PO11: Ethical and Social Responsibility**

**CO1:** Employee engagement raises ethical considerations, though the systematic approach to addressing these lacks depth.

**CO2:** Analyzing engagement factors involves ethical dimensions but remains a moderate discussion without full penetration of the implications.

**CO3:** Company values are intrinsically related to ethics and social responsibility, reflecting a strong alignment.

**CO4:** Engagement challenges touch on ethical considerations, but the exploration remains moderate.

**CO5:** The use of HRIS implicates ethical responsibilities, particularly concerning data handling and employee privacy.

**CO6:** Evaluating the strengths and limitations of HRIS includes some ethical discussions related to transparency and user rights.

**CO7:** HR auditing includes ethical implications but does not primarily focus on it, emphasizing compliance over ethical exploration.

#### **PO12: Research-Related Skills**

**CO1:** Knowledge of employee engagement has limited direct impact on developing research skills since it focuses more on theoretical applications.

**CO2:** Strategy development does not enhance research capabilities significantly, as it does not involve empirical approaches.

**CO3:** Evaluating values has limited implications for research, primarily fostering theoretical knowledge rather than practical application.

**CO4:** Addressing engagement challenges does not directly contribute to research methodologies or techniques.

**CO5:** Research might touch upon HRIS but lacks depth in empirical exploration or research methodology.

**CO6:** Understanding HRIS components does not substantially contribute to enhancing research skills or methodologies.

**CO7:** The implications of HR audits are loosely connected to research skills, falling short of robust development.

#### **PO13: Teamwork**

**CO1:** Understanding engagement significantly impacts teamwork dynamics, facilitating better collaboration and synergy among team members.

**CO2:** Analyzing influences enhances teamwork skills through collaborative strategy development, fostering group-oriented solutions.

**CO3:** Evaluating company values relates to teamwork; however, this connection is not heavily emphasized in practice.

**CO4:** Addressing engagement challenges can enhance teamwork attitudes, promoting a collaborative culture, though it is moderate.

**CO5:** HRIS recognizes the importance of teamwork facilitation but does not focus directly on building teamwork skills.

**CO6:** Learning about HRIS promotes some understanding of teamwork structures and how systems can support collective efforts.

**CO7:** HR audits involve considerations of organizational teamwork but emphasize compliance and assessment rather than direct collaborative efforts.

#### **PO14: Area-Specific Expertise**

**CO1:** Employee engagement requires some level of area-specific expertise within human resources, emphasizing core competencies.

**CO2:** Developing strategies aligns with HR expertise, though this alignment may remain moderate and require further refinement.

**CO3:** Evaluating loyalty is pertinent to specific HR expertise, necessitating knowledge of effective employee management strategies.

**CO4:** Addressing engagement challenges warrants specific knowledge in the HR field to effectively navigate common barriers.

**CO5:** Understanding the significance of HRIS requires area-specific expertise to fully leverage the system's capabilities and benefits.

**CO6:** Learning about HRIS components enhances specific HR knowledge, applying it to various functionalities and interactions.

**CO7:** HR auditing necessitates area-specific knowledge, primarily focusing on human resources practices and regulations.

#### **PO15: Environmental Awareness**

**CO1:** Employee engagement does not directly correlate with environmental awareness, suggesting a gap in integrating ecological considerations.

**CO2:** Developing strategies for engagement lacks explicit inclusion of environmental considerations, indicating an area for potential growth.

**CO3:** Evaluating company values has minimal environmental implications and does not prioritize sustainability aspects.



**CO4:** Addressing engagement challenges does not inherently relate to environmental issues, highlighting a lack of environmental integration.

**CO5:** Understanding HRIS does not typically engage with environmental awareness, keeping it largely focused on operational efficiency.

**CO6:** HRIS components engage less with environmental concerns, suggesting room for holistic development that incorporates ecological perspectives.

**CO7:** HR audit approaches do not significantly address environmental impact or sustainability issues, remaining strictly focused on compliance and processes.

**SYLLABUS (CBCS –2023 Pattern as per NEP 2020) FOR T. Y. B.B.A****(w. e. from June, 2025)****Name of the Programme: B.B.A.****Program Code: BBA****Class: T.Y.B.B.A****Semester: V****Course Type: Major Mandatory****Course Name: Legal aspect in financial Management****Course Code: BBA-304-MJE(B)****No. of Lectures: 30****No. of Credits: 02****A) COURSE DESCRIPTION:**

This course provides an in-depth understanding of the legal framework that governs the financial markets, banking systems, securities, and tax policies in India. Designed for students or professionals interested in finance, law, or both, it covers the key regulations, acts, and regulatory bodies that shape the Indian financial environment. The syllabus is divided into four comprehensive units, each focusing on a critical aspect of finance and its associated legal considerations.

**B) COURSE OBJECTIVES:**

1. To provide an overview of the Indian financial system, including its structure, components, and regulatory bodies.
2. To introduce the legal framework governing finance and the securities market, highlighting key regulations and authorities.
3. To familiarize students with the basics of insurance, derivatives, commercial banking, capital markets, money markets, and pension funds, emphasizing their legal aspects.
4. To introduce regulatory bodies such as the Forward Market Commission of India (FMC) and the Pension Fund Regulatory and Development Authority (PFRDA), explaining their roles in financial governance.
5. To understand the legal procedures for listing securities and issuing capital, including disclosure requirements and the role of regulatory authorities like SEBI.
6. To understand the role and functioning of the Investor Education and Protection Fund under SEBI regulations and the Companies Act 2013.

7. To understand the different types of GST (CGST, SGST, IGST, UTGST) and the legislative framework under the GST Act 2017.

### **C)COURSE OUTCOMES: -**

**CO1:** Student will able to develop a comprehensive understanding of the legal aspects governing financial systems, securities markets, and regulatory authorities.

**CO2:** Student will able to understand legal frameworks to financial instruments such as insurance, derivatives, and banking, ensuring compliance with regulations.

**CO3:** Student will able to understand and implement legal procedures for issuing capital and listing securities, contributing to effective capital management.

**CO4:** Student will able to grasp the significance of the Companies Act 2013, legal documents, and investor protection mechanisms for promoting good corporate governance.

**CO5:** Acquire the knowledge and skills required for GST compliance, including registration, understanding types of GST, and navigating the GST Network.

**CO6:** Understand and contribute to investor protection through knowledge of legal mechanisms such as the Investor Education and Protection Fund.

**CO7:** Demonstrate proficiency in legal procedures and regulations involved in the delisting of securities, ensuring adherence to compliance standards. Legal aspect of financial management.

### **UNIT 1: INTRODUCTION TO LEGAL ASPECT OF FINANCE.**

1.1 Overview of Indian financial system.

1.2 Introduction to legal aspect: finance and security market. (financial market, capital Market, Money market)

1.3 Commercial Banking.

1.4 Forward Market commission of India (FMC)

1.5 Pension fund regulatory and development authority (PFRDA)

**Number of lectures 8**

### **UNIT 2: THE ISSUE LISTING OF SECURITIES AND INVESTOR PROTECTION.**

2.1 Issue of securities.

2.2 Listing of securities

2.3 Delisting of securities

2.4 Employee stock option scheme (ESOS)

2.5 Employee Stock purchase scheme (ESPS)

**Number of lectures 8**

**UNIT 3: COMPANIES ACT 2013 AND INVESTOR PROTECTION.**

- 3.1 Introduction to the companies act 2013.
- 3.2 Overview of companies act 2013.
- 3.3 Legal documents -Memorandum of association and Article of association.

**Number of lectures 6**

**UNIT 4: GOODS SERVICE ACT 2017.**

- 4.1 Introduction to GST
- 4.2 Evolution to GST in India
- 4.3 Salient features of GST in India, GST council structure.
- 4.4 Constitution Act 2016
- 4.5 Types of Goods and service tax (GST)

**Number of lectures 8**

### Mapping of Program Outcomes with Course Outcomes

**Class:** TYBBA (Sem –V)      **Subject:** Legal aspect in financial Management

**Course:** Major Elective      **Course Code:** BBA-304-MJE(B)

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

	Programme Outcomes (POs)														
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	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	-	-	-	-	1	-	-	-	-	-	1	-	-
CO6	-	1	-	1	2	1	2	-	3	1	-	1	-	-	1
CO7	-	1	2	-	2	1	2	2	-	2	2	-	1	1	2

### Justification for the mapping

#### PO1: A Fundamental Knowledge and Coherent Understanding

**CO1:** It requires enhances students' procedural understanding of legal compliance.

#### PO2: Procedural Knowledge for Skill Enhancement

**CO2:** This procedural knowledge is essential for Legal reasoning and compliance handling develop problem-solving skills.

**CO3:** This procedural knowledge enables Communication of legal matters and reports crucial in all.

**CO4:** This procedural knowledge enables students to develop legal frameworks and make judgments based on laws.

**CO5:** This procedural knowledge helps students evaluate the importance Legal awareness improves employability in finance and law-related roles.

**CO6:** This procedural knowledge enables students to analyze the impact of legal advancements 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 legal issue, which is essential for adapting to changing current trends and judgment behaviour.

**PO3: Critical Thinking and Problem-Solving Skills:**

**CO1:** Critical thinking is required to analyze the structure of Connects legal, financial, and governance disciplines effectively.

**CO2:** Critical thinking is essential in analysing Investor protection and governance educate about social responsibilities.

**CO3:** Critical thinking is necessary to Applies traditional legal practices to contemporary financial systems

**CO7:** This is directly related in designing legal compliance systems and corporate governance models.

**PO4: Communication Skills**

**CO1:** Effective communication skills emphasize ethics, investor protection, and responsible governance.

**CO2:** Students need to effectively communicate their analysis Requires legal research and interpretation of regulatory guidelines.

**CO4:** Communication skills are essential Legal case studies and compliance projects require teamwork

**CO6:** Students must effectively communicate In-depth learning in legal aspects of finance supports domain expertise.

**PO5: Analytical Reasoning Skills:**

**CO1:** Analytical reasoning skills are necessary to understand Indirect relevance via governance and sustainability reporting compliance.

**CO2:** Laws ensure investors receive accurate information to make informed decisions and reduce the risk of fraud.

**CO3:** Public companies must disclose financial information regularly, ensuring market transparency and trust

**CO4:** Analytical reasoning skills are necessary It prevents individuals with confidential company information from gaining unfair market advantages.

**CO6:** Analytical reasoning skills are essential for Regulations require financial institutions to detect and report suspicious transactions to combat illegal activities.

**CO7:** Analytical reasoning skills are necessary Institutions must verify client identities to prevent fraud, terrorist financing, and other illicit activities.

**PO6: Innovation, Employability and Entrepreneurial Skills**

**CO1:** Describing the structure of Laws prohibit false or misleading actions that distort securities prices to maintain fair trading conditions.

**CO2:** Analyzing market trends and the retail life Securities must be registered with regulatory bodies to ensure transparency and protect investors.

**CO3:** Identifying and segmenting customer Securities must be registered with regulatory bodies to ensure transparency and protect investors.

**CO4:** Developing a retail marketing plan Legal frameworks define how corporations should be directed and controlled, ensuring accountability to shareholders.

**CO6:** Analyzing the impact of technological advancements financial advisors must act in the best interests of clients, maintaining trust and ethical standards.

**CO7:** Regulations require disclosure of conflicts to avoid compromised financial advice or decision-making.

**PO7: Multidisciplinary Competence**

**CO1:** Describing the structure of Banks must hold sufficient capital reserves, protecting depositors and maintaining systemic stability.

**CO2:** Analyzing Mandatory adherence to GAAP or IFRS ensures consistency and comparability in financial statements.

**CO3:** Laws like the CFPB enforce fair treatment and prevent deceptive financial practices affecting consumers.

**CO4:** Developing Statutory laws criminalize financial fraud, including misrepresentation and embezzlement.

**CO5:** Evaluating the role Laws regulate complex financial instruments to reduce systemic risk and speculative abuse.

**CO6:** Professionals and firms must obtain licenses, ensuring qualifications and compliance with ethical standards.

**CO7:** Finance laws uphold legally binding agreements, allowing remedies if obligations are violated.

**PO8: Value Inculcation through Community Engagement**

**CO3:** Bankruptcy laws offer a legal process for debt resolution, protecting creditors and debtors alike.

**CO7:** Stock exchanges are regulated to ensure fair access, transparency, and investor confidence.

**PO9: Traditional Knowledge into Modern Application**

**CO6:** Finance laws address taxation, compliance, and risk in international finance operations.

**PO10: Design and Development of System**

**CO4:** Institutions must safeguard financial data against breaches, under privacy and data protection laws

**CO6:** Laws protect retirement assets, requiring responsible management and disclosure by fund administrators.

**CO7:** Laws protect employees who report misconduct, encouraging transparency and accountability.

**PO11: Ethical and Social Responsibility**

**CO7:** Businesses and individuals must report financial information accurately to comply with tax regulations.

**PO12: Research-Related skills**

**CO1:** Legal trends increasingly require ESG-related financial disclosures for ethical and sustainable investing.

**CO2:** Accurate legal, financial, and tax content ensures compliance, supports informed decisions, minimizes risk exposure, and enhances stakeholder trust and transparency.



**CO4:** Organizations must follow financial laws and regulations to avoid penalties and ensure lawful operations.

**CO6:** Legal frameworks support ethical decision-making and accountability among directors and managers.

**PO13: Teamwork**

**CO3:** Accurate and legal financial reporting builds transparency for investors and regulatory bodies.

**CO5:** Proper tax planning within legal boundaries helps minimize liabilities and avoids legal troubles.

**CO7:** Legal contracts in financing (loans, investments, partnerships) must be properly structured and enforced.

**PO14: Area Specific Expertise**

**CO1:** Protects investors by regulating how companies raise capital in public and private markets.

**CO4:** Offers a legal route for businesses to restructure or liquidate while protecting stakeholders' rights.

**CO7:** Financial managers must ensure that transactions are legal and not linked to criminal activities.

**PO15: Environmental Awareness**

**CO2:** Ensure ethical financial dealings with customers, especially in lending or credit services.

**CO6:** External and internal audits are governed by legal standards to ensure accuracy and prevent fraud.

**CO7:** Financial planning includes legal protection of intangible and tangible assets.

**REFERENCE BOOKS:**

Sr.No.	Title of the Book	Author/s	Publication
1	Legal Financial Management	P.K Khan and M.P Jain	Vikas Publishing House
2	Financial Management essentials	Kalpesh Ashar	Vibrant Publication
3	Legal dimensions in financial management	Dr. Aparna Deshmukh and Deepti Lele	Nirali Publishing House

**EVALUATION:**

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

**SYLLABUS (CBCS –2023 Pattern as per NEP 2020) FOR T. Y. B.B.A**  
**(w. e. from June 2025)**

**Name of the Programme: B.B.A.**

**Program Code: BBA**

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

**Semester: V**

**Course Type: Major Elective**

**Course Name: Analysis of Marketing Strategies and Environment**

**Course Code: BBA-304-MJE(C)**

**No. of Lectures: 30**

**No. of Credits: 02**

**A) COURSE OBJECTIVES:**

1. To understand the various factors constituting the marketing environment and their impact on marketing decisions.
2. To explore the concept of business analysis, its significance, and the responsibilities of a business analyst.
3. To analyze the parameters and processes involved in business analysis, including critical success factors and key performance indicators.
4. To examine the role of data analytics in business analysis and its importance in decision-making.
5. To understand the concept and process of marketing research, including consumer buying behavior and the use of big data analytics.
6. To analyze different marketing strategies such as product, pricing, market segmentation, targeting, distribution, and communication strategies.
7. To explore the importance and challenges of digital marketing strategies in the current business environment.

**B) COURSE OUTCOMES:**

**CO1:** Analyze and evaluate the various factors in the marketing environment and make informed marketing decisions.

**CO2:** Students will be able to understand and apply the concepts of business analysis in organizational settings.

**CO3:** Identify and analyze critical success factors and key performance indicators in business analysis.

**CO4:** Students will be able to utilize data analytics to make informed business decisions.

**CO5:** Able to conduct marketing research, analyze consumer buying behavior, and use big data analytics to understand consumer psychologies.

**CO6:** Develop and implement various marketing strategies, including product, pricing, market segmentation, targeting, distribution, and communication strategies.

**CO7:** Importance and challenges of digital marketing strategies and apply them effectively in a business context.

### **UNIT NO-1: MARKETING ENVIRONMENT**

- 1.1 Introduction – Marketing Environment
- 1.2 Factors Constituting the Marketing Environment
- 1.3 Impact of Marketing Environment on Marketing Decisions

**No. of Lectures – 05**

### **UNIT NO-2: BUSINESS ANALYSIS**

- 2.1 Meaning, Definition of Business Analysis,
- 2.2 Need for Business Analysis in an Organization
- 2.3 Types of Business Analysis
- 2.4 Responsibilities of a Business Analyst
- 2.5 Analysis Parameters
- 2.6 Business Analysis Process
- 2.7 Critical Success Factor (CSF) in Business Analysis,
- 2.8 Key Performance Indicators (KPI) in Business Analysis
- 2.9 Boston Consulting Group's Matrik (BCG Matrik)

**No. of Lectures – 10**

### **UNIT NO- 3: MARKETING RESEARCH**

- 3.1 Meaning, Definition of Marketing Research, Need of Marketing Research
- 3.2 Marketing Research Process
- 3.3 Consumer Buying Behaviour
- 3.4 Marketing environment affecting consumer-buying behavior

**No. of Lectures – 08**

**UNIT NO- 4: MARKETING STRATEGIES**

- 4.1 Introduction to Marketing Strategies
- 4.2 Product and Pricing Strategies
- 4.3 Market Segmentation and Targeting Strategies
- 4.4 Distribution Strategies, Communication Strategies
- 4.5 Digital Marketing Strategies – Importance and Challenges

**No. of Lectures – 07****EVALUATION**

<b>Internal Evolution</b>	<b>External Evaluation</b>
Unit Test (10)	Fill in the blanks-(4)
Mini Project / Assignment / Presentation (10)	One Sentence Answer-(6) Short answer questions-(12) Long answer questions-(8)
<b>20</b>	<b>30</b>

**REFERENCE BOOKS:**

<b>Sr. No.</b>	<b>Books Name</b>	<b>Authers</b>
1.	Marketing Strategy	Boyd Walker, Mullins Larrech, TMG
2.	Marketing Environment Analysis and Strategies	- Dr. Makarand Wazal, Dr. Sagar Onkarrao Manjare
3.	Marketing Environment Analysis and Strategies	Dr. Shaila Bootwala, Dr. Zakira Shaikh

## Choice Based Credit System Syllabus (NEP2020)

**Mapping Program Outcomes with Course Outcomes****Class:** T.Y.BBA (Sem–VI)**Subject:** Analysis of Marketing Strategies and Environment**Course:** BBA**Course Code:** BBA-304-MJM(C)**Weight age:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

	<b>Programme Outcomes (POs)</b>														
<b>Course Outcomes</b>	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	3	2	3	2	1	1	2	2	3	2	2	2	2
CO2	2	2	2	3	3	2	2	1	1	2	3	3	2	2	2
CO3	3	3	2	2	2	2	1	1	1	2	2	2	3	3	2
CO4	3	2	3	3	3	3	2	1	1	2	3	2	2	2	3
CO5	2	3	2	2	3	3	2	1	1	2	3	3	2	2	3
CO6	3	3	3	3	3	2	2	1	1	2	3	2	2	3	3
CO7	3	3	3	2	3	2	2	1	1	2	2	3	3	3	3

**Justification for the mapping****PO1: A Fundamental Knowledge and Coherent Understanding:**

**CO1:** Understanding the marketing environment helps in making informed marketing decisions. This fundamental Knowledge supports the ability to analyze various marketing factors effectively.

**CO2:** Comprehending business analysis concepts is vital for making informed marketing decisions within organizational settings, reflecting a coherent understanding of the marketing landscape.

**CO3:** Identifying success factors and performance indicators allows students to evaluate their impact on informed decision-making in marketing, thus enhancing understanding.

**CO4:** Utilizing data analytics is essential for informed decision-making in marketing, showcasing coherent knowledge in the application of analytical methods.

**CO5:** Conducting marketing research and understanding consumer behaviour provides fundamental insights into marketing, which influences decision-making.

**CO6:** Developing and implementing marketing strategies necessitates a fundamental understanding of the marketing environment, ensuring decisions are based on informed analyses.

**CO7:** Recognizing the importance and challenges of digital marketing strategies entails a solid foundational understanding, supporting informed decision-making in the marketing sphere.

**PO2: Procedural Knowledge for Skill Enhancement-**

**CO1:** Analyzing marketing environmental factors and making marketing decisions represents procedural knowledge, crucial for skill enhancement in practical settings.

**CO2:** Business analysis concepts apply procedural skills to analyze various organizational settings effectively, enhancing procedural expertise.

**CO3:** Identifying critical success factors and KPIs involves procedural skills in business analysis, enhancing students' ability to make informed decisions.

**CO4:** Employing data analytics in business settings requires procedural knowledge for carrying out analyses and interpreting results.

**CO5:** Conducting research and understanding consumer behaviour require procedural skills to apply big data analytics effectively in real-world scenarios.

**CO6:** Fostering skills to develop marketing strategies encompasses procedural knowledge essential for execution in various market contexts.

**CO7:** Applying digital marketing strategies effectively includes procedural skills that enhance the ability to act in a business context.

**PO3: Critical Thinking and Problem-Solving Skills:**

**CO1:** Critical thinking plays a vital role in analysing and evaluating marketing factors, enhancing informed decision-making in business.

**CO2:** Applying business analysis principles demands critical thinking skills, enabling students to tackle problems analytically.

**CO3:** Critical thinking is essential for analysing success factors and KPIs, which are vital for business analysis in decision-making.

**CO4:** Utilizing data analytics requires critical analytical thinking to interpret results and apply them in business contexts effectively.

**CO5:** Critical thinking enables detailed analysis of consumer behaviour and research data, facilitating informed marketing strategies.



**CO6:** Developing marketing strategies hinges on critical thinking to analyze market conditions and potential strategies effectively.

**CO7:** Understanding digital marketing strategies requires critical thinking to evaluate their effectiveness and address associated challenges.

**PO4: Professional Communication Skills-**

**CO1:** Analyzing and evaluating marketing factors requires effective professional communication to convey conclusions and recommendations.

**CO2:** Understanding business analysis concepts involves the ability to articulate ideas and findings clearly in professional communication contexts.

**CO3:** Communicating findings about critical success factors and KPIs requires professionalism in presentation and reporting.

**CO4:** Effectively communicating data analytics results is crucial for informed decision-making across different business levels.

**CO5:** Marketing research findings need to be communicated effectively for strategy development based on consumer behaviour insights.

**CO6:** Communicating marketing strategies involves conveying complex ideas clearly to stakeholders, essential for successful implementation.

**CO7:** Professional communication is key in articulating the importance of digital marketing and its challenges to stakeholders.

**PO5: Analytical Reasoning Skills-**

**CO1:** Analytical reasoning is critical for weighing different factors within the marketing environment to make informed decisions.

**CO2:** Applying business analysis in organizations requires analytical reasoning to solve problems effectively.

**CO3:** Analyzing success factors and KPIs involves analytical reasoning to derive conclusions that influence decisions.

**CO4:** Using data analytics to inform business decisions requires strong analytical reasoning skills to interpret and apply results.

**CO5:** Conducting marketing research demands analytical reasoning to decode consumer buying behavior for effective strategies.

**CO6:** Developing diverse marketing strategies necessitates analytical reasoning to evaluate market conditions and consumer needs thoroughly.

**CO7:** Applying analytical reasoning to evaluate digital marketing strategies is vital for understanding their effectiveness and challenges.

**PO6: Innovation, Employability and Entrepreneurial Skills-**

**CO1:** Understanding the marketing environment serves as a foundation for innovation and entrepreneurial skills when adapting to market changes.

**CO2:** Applying business analysis fosters innovation by encouraging students to explore beyond traditional practices in organizational settings.

**CO3:** Identifying success factors fosters innovative approaches to increase effectiveness in organizations, creating a basis for entrepreneurial skills.

**CO4:** Data analytics can spur innovative solutions based on informed insights, enhancing entrepreneurial capacities in students.

**CO5:** Marketing research fundamentally supports innovation by identifying emerging consumer trends and behaviors for entrepreneurial endeavours.

**CO6:** Developing and implementing marketing strategies requires innovative approaches tailored to market demands, applicable in entrepreneurial contexts.

**CO7:** Digital marketing strategies challenge convention, encouraging innovation and creativity in addressing consumer needs and preferences.

**PO7: Multidisciplinary Competence-**

**CO1:** Analyzing the marketing environment requires multidisciplinary competence to integrate insights from various disciplines (e.g., psychology, economics).

**CO2:** Understanding business analysis in organizational settings integrates concepts from finance, psychology, and management, enhancing multidisciplinary competence.

**CO3:** Identifying success factors and KPIs necessitates input from multiple disciplines, showcasing the necessity of multidisciplinary competence.

**CO4:** Data analytics draws on principles from statistics, IT, and business studies, reflecting a multidisciplinary approach to problem-solving.

**CO5:** Conducting consumer research involves psychology, sociology, and marketing, warranting a multidisciplinary understanding of consumer behaviour.

**CO6:** Developing marketing strategies requires a multidisciplinary understanding of market dynamics, competition, and consumer preferences.

**CO7:** Digital marketing strategies intersect with various fields, such as technology, business, and communication, reflecting a need for multidisciplinary competence.

**PO8: Value Inculcation through Community Engagement**

**CO1:** Understanding the marketing environment can lead to community engagement initiatives that reflect societal values and consumer needs.

**CO2:** Business analysis concepts can be applied to community settings to identify opportunities for engagement and support.

**CO3:** Identifying critical success factors and KPIs can reveal areas for community involvement and improvement in outreach programs.

**CO4:** Data analytics can track community engagement effectiveness, allowing informed adjustments to initiatives and strategies.

**CO5:** Marketing research aids in understanding community dynamics and consumer behavior, leading to targeted outreach strategies.

**CO6:** Developing marketing strategies that involve community participation reflects a commitment to value cultivation and social responsibility.

**CO7:** Challenges in digital marketing strategies can be addressed by involving community feedback, illustrating the importance of social engagement.

**PO9: Traditional Knowledge into Modern Application:**

**CO1:** The ability to evaluate marketing environments applies traditional knowledge of market dynamics to contemporary scenarios.

**CO2:** Application of business analysis connects traditional business practices with modern analytical techniques, bridging the gap.

**CO3:** Identifying success factors ties traditional concepts of business success to contemporary performance metrics and analysis.

**CO4:** Data analytics employs traditional methods of interpretation with modern tools, merging old and new for informed decision-making.

**CO5:** Understanding consumer behaviour through the lens of traditional purchasing principles adapts to modern consumer dynamics.

**CO6:** Implementing strategies that encompass traditional marketing philosophies while leveraging modern marketing practices reflects this knowledge transition.

**CO7:** Digital marketing strategies can benefit from traditional approaches to customer engagement, illustrating how historical practices influence new methodologies.

**PO10: Design and Development of System-**

**CO1:** Analyzing marketing factors requires a systematic approach, reflecting skills in systematic design and development of frameworks.

**CO2:** Applying analysis concepts in business requires systematic methodologies to ensure effectiveness and clarity in the process.

**CO3:** Identifying performance metrics requires a structured approach to ensure they align with business goals and objectives.

**CO4:** Utilizing data analytics in business decisions involves systematic steps to ensure thorough analysis and application of findings.

**CO5:** Conducting marketing research requires a systematic design to ensure comprehensive understanding and analysis of consumer behaviour.

**CO6:** Developing marketing strategies requires careful design and consideration of various elements to ensure comprehensive effectiveness.

**CO7:** Implementing digital marketing strategies involves systematic design principles to monitor, evaluate, and refine approaches effectively.

**PO11: Ethical and Social Responsibility:**

**CO1:** Analyzing marketing factors necessitates ethical considerations concerning societal impact, aligning with social responsibility principles.

**CO2:** Business analysis in organizations must incorporate ethical perspectives to ensure fair and responsible practices in decision-making.

**CO3:** Understanding success factors should involve ethical considerations, ensuring alignment with societal values and norms.

**CO4:** Utilizing data analytics ethically involves ensuring responsibility in data collection, analysis, and application, reflecting social responsibility.

**CO5:** Marketing research needs to respect consumer rights and ethical considerations, particularly regarding their behaviour insights.

**CO6:** Developing marketing strategies should prioritize social responsibility and ethical standards to maintain transparency and build trust.

**CO7:** Understanding digital marketing involves ethical considerations for privacy, transparency, and consumer rights, reinforcing social responsibilities.

**PO12: Research-Related skills-**

**CO1:** Analyzing marketing environments requires research skills to gather and assess relevant data effectively.

**CO2:** Applying business analysis concepts in a research-oriented manner enhances students' ability to make informed decisions based on evidence.

**CO3:** Identifying success factors and KPIs involves research-oriented activities that enhance skills in data collection and analysis.

**CO4:** Utilizing data analytics for business decision-making requires strong research abilities to gather, analyze, and interpret data effectively.

**CO5:** Conducting marketing research emphasizes the importance of robust research methodologies to understand consumer behaviour comprehensively.

**CO6:** Developing marketing strategies is enhanced by thorough research to align with market needs, trends, and consumer expectations.

**CO7:** Applying research skills to address challenges in digital marketing strategies ensures that methods are rooted in evidence and data.

**PO13: Teamwork:**

**CO1:** Teamwork skills are essential for collaborative analysis and evaluation tasks within marketing environments. |

**CO2:** Engaging in teamwork enhances the capacity to apply business analysis concepts effectively through group discussions and collaborations.

**CO3:** Working in teams allows shared insights on critical success factors and KPIs, enriching analysis through collective input.

**CO4:** Utilizing data analytics benefits from collaborative efforts, whereby team members can contribute diverse perspectives and skills.

**CO5:** Team collaborations promote varied approaches to conducting marketing research, resulting in well-rounded consumer insights.

**CO6:** Developing marketing strategies often requires teamwork, where different skill sets come together to formulate effective approaches.

**CO7:** Addressing digital marketing challenges is often best achieved through team collaboration, combining varied expertise for innovative solutions.

**PO14: Area Specific Expertise-**

**CO1:** Area-specific expertise enables a deeper understanding of marketing environments and informs specialized evaluation of factors.

**CO2:** Understanding business analysis concepts can be deepened based on expertise in finance, marketing, or other relevant fields.

**CO3:** Identifying success factors and KPIs ties closely to area-specific knowledge that dictates how these metrics are interpreted.

**CO4:** Utilizing data analytics in specified areas leverages expertise to inform better business decisions effectively.

**CO5:** Conducting targeted marketing research necessitates an area-specific understanding of consumer behavior unique to that domain.

**CO6:** Developing focused marketing strategies demands expertise in specific markets or consumer segments to ensure relevance.

**CO7:** Analyzing the implementation of digital marketing strategies can benefit from specific knowledge and expertise in that emerging field.

**PO15: Environmental Awareness:**

**CO1:** Understanding and analysing marketing environments requires an awareness of their environmental impact, promoting responsible practices.

**CO2:** Applying business analysis concepts includes consideration for sustainability and ethical business practices related to environmental concerns.

**CO3:** Identifying success factors and KPIs can also incorporate environmental metrics to measure organizational accountability.

**CO4:** Utilizing data analytics can reflect considerations of environmental impacts, helping businesses operate sustainably.

**CO5:** Conducting marketing research involves understanding consumer attitudes toward environmental issues and preferences, essential for modern strategies.

**CO6:** Developing marketing strategies can proactively include sustainability considerations, enhancing organizational commitment to environmental awareness.

**CO7:** Understanding digital marketing challenges includes addressing environmental concerns impacting digital campaigning, reflecting responsibility

**SYLLABUS (CBCS –2023 Pattern as per NEP 2020) FOR T. Y. B.B.A****(w. e. from June, 2025)****Name of the Programme: B.B.A.****Program Code: BBA****Class: T.Y.B.B.A****Semester: V****Course Type: Major Elective****Course Name: Conflict and Negotiation Management.****Course Code: BBA-305-MJE(A)****No. of Lectures: 30****No. of Credits:0 2****A) COURSE DESCRIPTION:**

This course provides an in-depth understanding of negotiation strategies, styles, and conflict resolution techniques in both professional and personal settings. It covers fundamental negotiation concepts, models, and ethical considerations while emphasizing the role of effective communication and relationship-building. Students will explore different negotiation styles, analyses conflict dynamics, and develop strategies for resolving disputes within teams and organizations. Practical applications, including BATNA, ZOPA, and ADR (Alternative Dispute Resolution), will be discussed. By the end of the course, students will be equipped with skills to handle negotiations confidently and manage conflicts effectively.

**B) COURSE OBJECTIVES:**

1. To understand the nature of conflicts.
2. To analyse different conflict styles.
3. To study process of conflict management.
4. To study different models of conflict management.
5. To study the techniques for effective conflict management.
6. To analyse the role of communication in conflict management.
7. To study various concepts in conflict resolution.

**C) COURSE OUTCOMES:**

- CO1:** Students will be able to identify different sources of conflicts.
- CO2:** Students will be able to understand negotiation process.
- CO3:** Students will be able to understand various concepts in conflict Management.
- CO4:** After completing the course students will be able to identify zone of possible agreement in negotiation.
- CO5:** Students will be able to study ethics in negotiation process.
- CO6:** Students will identify different models of conflict resolution.
- CO7:** Students should learn the importance of effective conflict management.

**UNIT 1: FUNDAMENTALS OF NEGOTIATION.**

- 1.1 . Definition, Introduction, importance of negotiation.
- 1.2 . Dimensions of Negotiation, Structure and the prerequisites of successful negotiation.
- 1.3 . Types of negotiation, Strategy & planning of negotiation, four stage model of negotiation.
- 1.4 . Negotiation Process.
- 1.5 . Role of communication in negotiation process.
- 1.6 . Identification of BATNA.
- 1.7 . Zone of Possible Agreement in negotiation.
- 1.8 . Ethics in negotiation.

**No of Lectures 12****UNIT 2: NEGOTIATION STYLES.**

- 2.1 Leigh Thompson's 5 negotiation models.
- 2.2 Importance of establishing trust and building a relationship in negotiation.
- 2.3 Win-Win Negotiation.

**No of lectures 8****UNIT 3: CONFLICT MANAGEMENT.**

- 3.1 Introducing the concept of conflict management,
- 3.2 Definition, importance and Models of conflict.
- 3.3 Sources of conflict, analyze the relationship between conflict & performance in team.
- 3.4. Advantages & Disadvantages of Conflict.
- 3.5. Creating climate to resolve the conflict,
- 3.6. Apply the fundamentals of conflict management to build teams in the organizations.
- 3.7. Design the process for conflict management.
- 3.8. Analyze the techniques to resolve team conflict, creating the strategies to Manage organizational conflict
- 3.9 Understand the concept of third-party conflict resolution (ADR),

**No of lectures 10**



**REFERENCE BOOKS:**

<b>Sr.No.</b>	<b>Title of the Book</b>	<b>Author/s</b>	<b>Publication</b>
<b>1.</b>	Negotiation: Communication For Diverse Settings	Spangle, Michael L, Isenhardt, Myra Warren	Sage Publications
<b>2.</b>	Managing Workplace Conflicts.	Subbulakshmi	Hyderabad: ICFAI University Press

**EVALUATION:**

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

## Choice Based Credit System Syllabus (2023 Pattern)

**Mapping of Program Outcomes with Course Outcomes****Class:** TYBBA (Sem –V)**Subject:** Conflict and Negotiation Management**Course:** Conflict and Negotiation Management **Course Code:** BBA-305-MJE**Weight age:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

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

**Justification****PO1: A Fundamental Knowledge and Coherent Understanding:**

**CO1:** Identifying various sources of conflict introduces students to core theoretical constructs in conflict studies, thereby establishing a strong knowledge base.

**CO2:** Understanding the negotiation process enables students to grasp structured models and frameworks, reinforcing their theoretical understanding of conflict resolution.

**CO3:** Learning key concepts in conflict management provides a broad and coherent foundation essential for understanding the nature, causes, and resolution of conflicts.

**CO4:** The ability to identify the Zone of Possible Agreement (ZOPA) demonstrates application of theoretical principles, enhancing conceptual clarity and foundational knowledge.

**CO5:** Studying ethics in negotiation strengthens students' understanding of moral principles within conflict scenarios, contributing to a more comprehensive theoretical base.

**CO6:** Knowledge of different models of conflict resolution equips students with comparative perspectives and structured frameworks, deepening their conceptual learning.

**CO7:** Recognizing the importance of effective conflict management reinforces fundamental concepts, helping students internalize key principles and theoretical insights.

## **PO2: Procedural Knowledge for Skill Enhancement**

**CO1:** Identifying sources of conflict requires students to apply observation and diagnostic techniques, thereby enhancing their ability to assess conflict situations in real-life contexts.

**CO2:** Understanding the negotiation process involves learning structured procedures and stages, which supports the development of practical negotiation skills.

**CO3:** Gaining familiarity with conflict management concepts equips students to apply appropriate methods and procedural strategies in conflict resolution settings.

**CO3:** Recognizing the Zone of Possible Agreement (ZOPA) involves procedural thinking and strategic planning, strengthening students' applied negotiation capabilities.

**CO4:** Recognizing the Zone of Possible Agreement (ZOPA) involves procedural thinking and strategic planning, strengthening students' applied negotiation capabilities.

**CO5:** Studying ethics in negotiation helps students to apply ethical reasoning procedures and decision-making frameworks in practical scenarios.

**CO6:** Identifying conflict resolution models trains students in structured techniques and prepares them to implement appropriate strategies based on situational needs.

**CO7:** Understanding effective conflict management fosters the ability to follow established procedures to mitigate disputes and enhance workplace harmony.

## **PO3: Critical Thinking and Problem-Solving Skills**

**CO1:** Identifying various sources of conflict requires students to analyze interpersonal and organizational dynamics, strengthening their critical thinking and diagnostic abilities.

**CO2:** Understanding the negotiation process involves evaluating options, anticipating responses, and making informed decisions—core aspects of problem-solving.

**CO3:** Comprehending conflict management concepts enables students to assess different conflict scenarios and choose the most effective resolution strategies.

**CO4:** Recognizing the Zone of Possible Agreement (ZOPA) demands strategic thinking, scenario analysis, and logical reasoning to arrive at mutually beneficial outcomes.

**CO5:** Studying ethics in negotiation fosters ethical reasoning and critical evaluation of actions and consequences in morally complex situations.

**CO6:** Comparing and applying different conflict resolution models enhances analytical thinking and helps students solve problems by selecting the most appropriate model.

**CO7:** Learning about the importance of effective conflict management encourages students to think critically about the implications of unmanaged conflict and identify practical solutions.

#### **PO4: Communication Skills**

**CO1:** Identifying sources of conflict enhances students' ability to articulate observations clearly and discuss conflict origins with clarity in personal and professional environments.

**CO2:** Understanding the negotiation process equips students with effective dialogue strategies and communication techniques crucial for successful negotiation outcomes.

**CO3:** Learning conflict management concepts helps students express complex ideas and solutions clearly, both in writing and during discussions.

**CO4:** Recognizing the Zone of Possible Agreement (ZOPA) requires clear articulation of interests and boundaries, strengthening persuasive and diplomatic communication.

**CO5:** Studying ethics in negotiation fosters respectful and thoughtful communication, especially in sensitive or morally challenging situations.

**CO6:** Understanding conflict resolution models enables students to explain and discuss structured approaches effectively in team or group settings.

**CO7:** Emphasizing the importance of effective conflict management enhances interpersonal communication by promoting dialogue, empathy, and clarity during conflict situations.

#### **PO5: Analytical Reasoning Skills**

**CO1:** Identifying different sources of conflict requires analytical thinking to distinguish between root causes and symptoms, enabling sound conflict diagnosis.

**CO2:** Understanding the negotiation process demands logical reasoning to evaluate interests, positions, and possible outcomes.

**CO3:** Comprehending conflict management concepts enhances the ability to critically assess conflict situations and choose suitable strategies.

**CO4:** Identifying the Zone of Possible Agreement (ZOPA) involves reasoning through overlapping interests and predicting negotiation potential.

**CO5:** Studying ethics in negotiation fosters moral reasoning and the capacity to weigh different values and consequences in conflict settings.

**CO6:** Analyzing different models of conflict resolution develops comparative evaluation skills and strategic thinking.

**CO7:** Understanding the importance of effective conflict management strengthens judgment in applying appropriate methods for real-life conflict resolution.

**PO6: Innovation, Employability and Entrepreneurial Skills.**

**CO1:** Identifying various sources of conflicts involves analysing interpersonal dynamics and environmental factors, which strengthens students' capacity for critical observation and logical interpretation.

**CO2:** Understanding the negotiation process requires evaluating interests, assessing alternatives, and applying logic to structure effective communication and agreements.

**CO3:** Grasping concepts in conflict management allows students to logically analyze different types of conflicts and apply suitable methods of resolution.

**CO4:** Determining the Zone of Possible Agreement (ZOPA) involves analysing positions, calculating potential outcomes, and making reasoned judgments to arrive at a mutual consensus.

**CO5:** Studying ethics in negotiation promotes analytical evaluation of actions, dilemmas, and their consequences, encouraging thoughtful decision-making in complex situations.

**CO6:** Comparing conflict resolution models enhances the ability to assess the strengths, limitations, and applicability of each approach through systematic reasoning.

**CO7:** Recognizing the significance of effective conflict management requires analysing potential impacts on individuals and organizations, fostering logical thinking in decision-making processes.

**PO7: Multidisciplinary Competence**

**CO1:** Identifying sources of conflict involves drawing on insights from psychology, sociology, and organizational behaviour, reflecting the integration of multiple disciplines.

**CO2:** Understanding the negotiation process blends concepts from business, law, psychology, and communication studies, fostering interdisciplinary competence.

**CO3:** Exploring conflict management theories includes contributions from management, political science, and behavioural sciences, encouraging a cross-disciplinary perspective.

**CO4:** Analyzing the Zone of Possible Agreement (ZOPA) requires the application of logic, behavioural economics, and communication strategies from multiple knowledge domains.

**CO5:** Studying ethics in negotiation connects philosophy, law, and management ethics, promoting ethical literacy across fields.

**CO6:** Evaluating models of conflict resolution draws upon models developed in education, healthcare, law, and corporate management, emphasizing varied disciplinary approaches.

**CO7:** Understanding the broader importance of effective conflict management involves integrating perspectives from human resource management, psychology, and social sciences.

**PO8: Value Inculcation through Community Engagement**

**CO1:** Identifying sources of conflict in diverse social settings promotes empathy and understanding of community dynamics, encouraging value-based reflection.

**CO2:** Understanding negotiation processes helps students resolve disputes constructively in community interactions, fostering mutual respect and cooperation.

**CO3:** Learning conflict management concepts encourages students to address real-world challenges with sensitivity, enhancing their social awareness and ethical mindset.

**CO4:** Identifying the Zone of Possible Agreement (ZOPA) in community conflicts enables learners to apply fairness and inclusivity, core values in collaborative engagements.

**CO5:** Studying ethics in negotiation cultivates a strong moral compass, preparing students to make ethically responsible decisions in personal and community contexts.

**CO6:** Applying different conflict resolution models in social or organizational environments promotes a culture of peace and dialogue, contributing to community well-being.

**CO7:** Understanding the importance of conflict management reinforces values like patience, empathy, and tolerance—vital for harmonious community relationships.

**PO9: Traditional Knowledge into Modern Application**

**CO1:** Identifying sources of conflict can include traditional causes and cultural contexts, helping students understand conflict origins from a heritage-informed perspective.

**CO2:** Understanding the negotiation process allows students to appreciate traditional conflict resolution methods, such as community mediation or elders' councils, and relate them to modern practices.

**CO3:** Exploring concepts in conflict management involves studying age-old customs and rituals that have historically been used to resolve disputes, and applying them with modern relevance.

**CO4:** Identifying the Zone of Possible Agreement (ZOPA) aligns with traditional practices of mutual compromise and consensus, enabling students to blend ancestral wisdom with strategic negotiation.

**CO5:** Studying ethics in negotiation reflects the core values embedded in traditional systems—such as honesty, respect, and harmony—which continue to guide modern ethical frameworks.

**CO6:** Examining conflict resolution models allows students to evaluate and adapt traditional systems like panchayats, restorative circles, or indigenous arbitration for current use.

**CO7:** Understanding effective conflict management reinforces the role of time-tested cultural approaches, demonstrating their relevance in building sustainable peace today.

**PO10: Design and Development of System**

**CO1:** Identifying sources of conflict helps students design diagnostic tools or systems that can detect early warning signs and manage conflict proactively.

**CO2:** Understanding the negotiation process allows students to develop structured negotiation frameworks or protocols applicable in organizational or professional settings.

**CO3:** Grasping various concepts in conflict management supports the development of comprehensive conflict-handling systems that integrate theory with practice.

**CO4:** Identifying the Zone of Possible Agreement (ZOPA) is a step toward designing effective deal-making systems that facilitate consensus-building and mutual gains.

**CO5:** Studying ethics in negotiation enables the design of ethical guidelines and policies for organizational negotiation practices and decision-making systems.

**CO6:** Learning different models of conflict resolution provides a foundation for constructing adaptable systems tailored to different types of disputes and environments.

**CO7:** Understanding the importance of effective conflict management equips students to build sustainable systems that enhance harmony and productivity in group dynamics.

**PO11: Ethical and Social Responsibility**

**CO1:** Identifying sources of conflict promotes awareness of social and cultural sensitivities, encouraging students to respond ethically and responsibly.

**CO2:** Understanding the negotiation process helps students apply fairness, integrity, and respect for others' perspectives, reinforcing ethical behaviour in interactions.

**CO3:** Learning conflict management concepts fosters responsible decision-making and consideration of social impacts while resolving disputes.

**CO4:** Recognizing the Zone of Possible Agreement (ZOPA) encourages mutual understanding and ethical compromise, reflecting a socially responsible approach to negotiation.

**CO5:** Studying ethics in negotiation directly develops students' ethical reasoning skills and guides them in handling moral dilemmas in professional settings.

**CO6:** Exploring conflict resolution models allows learners to evaluate their societal impact and adopt those promoting fairness, justice, and social harmony.

**CO7:** Understanding the importance of effective conflict management reinforces the role of ethical leadership and social responsibility in maintaining peace and cooperation.

**PO12: Research-Related skills**

**CO1:** Identifying different sources of conflict encourages inquiry into underlying causes, allowing students to formulate research questions and conduct case-based investigations.

**CO2:** Understanding the negotiation process equips students to study real-world negotiation scenarios, apply qualitative/quantitative tools, and assess negotiation strategies.

**CO3:** Exploring concepts in conflict management supports literature review and theoretical framework development for research in social dynamics and organizational behaviour.

**CO4:** Recognizing the Zone of Possible Agreement (ZOPA) enables students to analyze negotiation outcomes and design research on conflict resolution effectiveness.

**CO5:** Studying ethics in negotiation provides a foundation for research into ethical dilemmas, moral reasoning, and behaviour in conflict settings.

**CO6:** Learning different models of conflict resolution allows students to compare frameworks, assess outcomes, and validate theoretical models through research.

**CO7:** Understanding effective conflict management helps in conducting action research, designing interventions, and evaluating conflict mitigation strategies in various environments.

**PO13: Teamwork**

**CO1:** Identifying sources of conflict helps students recognize potential triggers in team dynamics, improving interpersonal understanding and collaboration.

**CO2:** Understanding the negotiation process equips students to resolve disagreements constructively within a team, promoting harmony and cooperation.

**CO3:** Learning conflict management concepts enables students to navigate and mediate team conflicts, ensuring productive group interactions.

**CO4:** Recognizing the Zone of Possible Agreement (ZOPA) allows team members to reach consensus through compromise, enhancing group decision-making.

**CO5:** Studying ethics in negotiation fosters mutual respect, trust, and accountability among team members, which are vital for effective teamwork.



**CO6:** Understanding conflict resolution models prepares students to apply structured approaches for managing disputes within teams.

**CO7:** Learning the importance of effective conflict management ensures that students can contribute to a positive and goal-oriented team environment.

**PO14: Area Specific Expertise:**

**CO1:** Identifying different sources of conflict builds domain-specific insight into interpersonal and organizational challenges—critical for conflict management professionals.

**CO2:** Understanding the negotiation process is a core component of expertise in conflict resolution, especially in business, law, and human resources.

**CO3:** Learning various concepts in conflict management ensures mastery of key theories, tools, and techniques required in the field.

**CO4:** Identifying the Zone of Possible Agreement (ZOPA) enhances professional negotiation capabilities—a key area-specific skill for mediators and managers.

**CO5:** Studying ethics in negotiation strengthens decision-making within ethical frameworks, crucial for credibility and trust in the domain.

**CO6:** Exploring different models of conflict resolution develops applied expertise in selecting and utilizing the right method based on the situation.

**CO7:** Understanding the importance of effective conflict management fosters leadership and strategic intervention skills, adding depth to domain-specific practice.

**PO15: Environmental Awareness**

**CO1:** Identifying sources of conflict can include environmental disputes (e.g., resource allocation), making students aware of ecological dimensions in conflict.

**CO2:** Understanding negotiation processes enables resolution of environmental conflicts involving stakeholders like governments, NGOs, and local communities.

**CO3:** Concepts in conflict management often apply to environmental policy discussions and stakeholder disputes, enhancing environmental problem-solving capacity.

**CO4:** Recognizing ZOPA in negotiations is vital when balancing development and environmental sustainability among competing interests.

**CO5:** Ethics in negotiation fosters environmentally responsible decision-making, encouraging students to prioritize sustainability during conflict resolution.

**CO6:** Models of conflict resolution are applicable in ecological and conservation-related disputes, building competence in handling environmental conflicts.

**CO7:** Emphasizing effective conflict management teaches students how peaceful collaboration can lead to sustainable solutions in environmental and community contexts.

**SYLLABUS (CBCS-2023 Pattern as per NEP 2020) FOR T. Y. B.B.A  
(w. e. from June, 2025)**

**Name of the Programme: B.B.A.**

**Program Code: B.B.A.**

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

**Semester: V**

**Course Type: Major Elective**

**Course Name: Cost and Work Accounting**

**Course Code: BBA-305-MJE(B)**

**No. of Lectures: 30**

**No. of Credits:02**

**A) COURSE DESCRIPTION:**

This course provides a comprehensive understanding of cost accounting principles and practices. It covers the concepts of cost, costing, and cost accountancy, along with their objectives, features, and limitations. Students will learn to classify costs, prepare cost sheets, and understand the treatment of overheads. The syllabus also includes methods of costing such as contract, process, and service costing. Emphasis is placed on both theoretical concepts and practical applications through numerical problems.

**B) COURSE OBJECTIVES:**

- 1.To introduce the fundamental concepts of cost, costing, cost accounting, and cost accountancy.  
It helps students understand the objectives, features, advantages, and limitations of cost accounting.
- 2.To differentiate between financial and cost accounting. It enables conceptual understanding of cost units and cost centres for practical application.
- 3.To explain the various elements of cost including material, labour, and other expenses. It classifies different types of cost and develop the skill of preparing cost sheets with theory and numerical.
- 4.To provide in-depth knowledge of overheads in cost accounting.  
It useful to study the methods of collection, allocation, apportionment, and reapportionment of overheads.
- 5.To understand the concept of under and over absorption of overheads.  
It explore the reasons behind such variances and their impact on cost calculation.

6.To familiarize students with different methods of costing such as contract, process, and service costing. It analyses features and applications of each method in different business contexts.

7.To develop the ability to apply cost accounting techniques to real-life scenarios. It prepares process and service accounts, calculate profit on incomplete contracts, and handle losses effectively

### **C) COURSE OUTCOMES:**

**CO1:** Students will understand basic cost concepts to explain the fundamental concepts of cost, costing, cost accounting, and cost accountancy.

**CO2:** Students will understand analyze cost accounting objectives to identify the objectives, features, advantages, and limitations of cost accounting.

**CO3:** Students will understand differentiate between cost & financial accounting to compare and contrast cost accounting with financial accounting.

**CO4:** Students will understand classify elements of cost and understand material, labor, and expenses, along with various cost classifications and cost sheet preparation.

**CO5:** Students will understand interpret overhead allocation as well as explain the classification, collection, allocation, apportionment, and absorption of overheads.

**CO6:** Students will understand apply methods of costing to demonstrate the application of contract, process, and service costing in business operations.

**CO7:** Students will understand develop costing skills for Decision-Making to utilize costing techniques for cost control, cost reduction, and financial decision-making.

### **UNIT NO.1.INRODUCTION**

1.1. Concept of Cost, Costing, Cost Accounting & Cost Accountancy

1.2. Objectives and Features of Cost Accounting

1.3. Advantages and Limitations of Cost Accounting

1.4. Difference between Financial and Cost Accounting

1.5. Conceptual Analysis of Cost Unit and Cost Centre

**UNIT NO.2.ELEMENTS OF COST AND COST SHEET**

- 2.1. Material, Labour and other Expenses.
- 2.2. Classification of Cost and Types of Cost.
- 2.3. Preparation of Cost Sheet (Theory and Numericals)

**Total No. of Lectures 06**

**UNIT NO.3. CLASSIFICATION OF OVERHEADS**

- 3.1. Meaning and Definition.
- 3.2. Classification of Overheads.
- 3.3. Collections, Allocation, Apportionment and Reapportionment of Overheads.
- 3.4. Under and Over Absorption-Definition and Reasons.

**Total No. of Lectures 08**

**UNIT NO.4.METHODS OF COSTING**

- 4.1. Contract Costing -Meaning and Feature of Contract Costing, Work Certified and Uncertified, Escalation Clause, Cost Plus Contract, Work in Progress, Profit on Incomplete Contract.
- 4.2. Process Costing-Meaning, Features of Process Costing, Preparation of process account including Normal and Abnormal Loss/Gains.
- 4.3. Service Costing-Meaning, Feature and Application, Cost Unit-Simple and Composites.

**Total No. of Lectures 08**

**REFERENCE BOOKS:**

Sr. No	Name of the Books	Authors	Publications
1	Cost Accounting: Principles and Practice	M.N. Arora	Vikas Publishing House
2	Advanced Cost Accounting	S.P. Jain & K.L. Narang	Kalyani Publishers
3	Cost and Management Accounting	N.K. Prasad	Book Syndicate Pvt. Ltd.
4	Cost Accounting: Theory and Problems	M.C. Shukla, T.S. Grewal & M.P. Gupta	S. Chand Publishing
5	Practical Costing	B.S. Khanna, I.M. Pandey	S. Chand Publishing
6	Cost Accounting: Text and Problems	Dr. S.N. Maheshwari, S.K. Maheshwari	Sultan Chand & Sons
7	Cost Accounting	Jawahar Lal	Tata McGraw Hill
8	Cost Accounting Principles and Practice	Bhattacharyya A.K.	PHI Learning Pvt. Ltd.

**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)
<b>20</b>	<b>30</b>

## Choice Based Credit System Syllabus (2023 Pattern)

**Mapping of Program Outcomes with Course Outcomes****Class:** TYBBA (Sem –V)**Subject:** Cost and Work Accounting**Course:** Cost and Work Accounting**Course Code:** BBA-305-MJE(B)**Weight age:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

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

**Justification****PO1: A Fundamental Knowledge and Coherent Understanding**

**CO1:** It ensures that students comprehend the basic cost concepts, laying the groundwork for understanding the scope and significance of cost accounting as a discipline.

**CO2:** It further deepens this foundation by enabling students to analyze the objectives, features, advantages, and limitations of cost accounting, fostering a broader perspective and analytical thinking.

**CO3:** It helps students gain clarity in distinguishing between cost accounting and financial accounting, enhancing their ability to compare and contrast fundamental principles and applications.

**CO4:** It provides students with the tools to classify and organize the elements of cost, which is crucial for a coherent understanding of how costs are structured and presented in a cost sheet.

**CO5:** Its learners explore the classification and treatment of overheads, further refining their knowledge of how various cost components are accounted for within an organization.

**CO6:** It strengthens applied understanding by focusing on the practical application of different methods of costing like contract, process, and service costing—linking theory with business practices.

**CO7:** It encourages the development of costing skills for decision-making, enabling students to utilize their fundamental knowledge for cost control, reduction, and strategic financial decisions.

## **PO2: Procedural Knowledge for Skill Enhancement**

**CO1:** It enables students to understand and articulate the foundational concepts of cost and cost accounting, thereby forming the base for procedural application in accounting practices.

**CO2:** It equips students with the ability to analyze the objectives and features of cost accounting, helping them grasp the procedural purposes and practical implications of cost control systems in organizations.

**CO3:** It fosters critical thinking by helping students differentiate between cost and financial accounting, a necessary skill for selecting appropriate accounting methods in real-world business scenarios.

**CO4:** It provides the ability to classify cost elements and prepare a cost sheet, a vital procedural task in any accounting role.

**CO5:** It strengthens skills related to overhead allocation and absorption, essential for accurate cost computation and managerial decision-making.

**CO6:** It develops practical competence by allowing students to apply different methods of costing (contract, process, and service), thereby simulating real-world accounting procedures.

**CO7:** It focuses on applying costing techniques for cost control and decision-making, enabling students to translate procedural knowledge into strategic actions that impact organizational profitability.

## **PO3: Critical Thinking and Problem-Solving Skills**

**CO1:** It lays the groundwork by helping students understand and interpret basic cost concepts, enabling them to analyze cost structures critically and apply this understanding in business contexts.

**CO2:** It enhances students' ability to evaluate the objectives and limitations of cost accounting, encouraging a deeper analysis of its suitability and effectiveness in various organizational scenarios.

**CO3:** It develops comparative thinking by training students to differentiate between cost and financial accounting, helping them identify the strengths and weaknesses of each approach in problem-solving contexts.

**CO4:** It involves classification and preparation of cost sheets, which requires analytical reasoning to organize and compute costs accurately—a key problem-solving skill in managerial accounting.



**CO5:** It sharpens students' analytical capabilities through the allocation and absorption of overheads, demanding logical decision-making and accuracy to solve complex cost distribution problems.

**CO6:** It introduces varied costing methods like contract, process, and service costing, where students must evaluate situations and choose appropriate costing techniques, enhancing their problem-solving toolkit.

**CO7:** It directly targets decision-making by enabling students to apply costing techniques for cost control, reduction, and strategic financial decisions, thereby integrating critical thinking with real-world financial problem-solving.

**PO4: Communication Skills:**

**CO1:** It helps students understand and articulate basic cost concepts, enabling them to communicate fundamental accounting terms and definitions accurately and confidently in academic and professional discussions.

**CO2:** It involves analysing and explaining the objectives and limitations of cost accounting, which enhances students' ability to present well-reasoned arguments and structured explanations in reports or presentations.

**CO3:** It supports students in comparing cost and financial accounting, requiring clear comparative communication skills to present differences and similarities effectively in both written assignments and discussions.

**CO4:** It encourages students to prepare and interpret cost sheets, fostering the ability to present numerical data and cost classifications in a systematic and understandable manner.

**CO5:** It requires the explanation of overhead allocation processes, helping students build skills to describe complex procedures and accounting terminologies clearly, which is essential for team collaboration and reporting.

**CO6:** It enhances communication by requiring students to demonstrate the application of various costing methods in business scenarios, promoting clarity and precision in presenting business solutions.

**CO7:** It integrates communication and analytical skills by guiding students to utilize costing techniques in decision-making, where they must justify decisions and explain cost-saving strategies effectively in both oral and written formats.

**PO5: Analytical Reasoning Skills:**

**CO1:** It builds the foundation for analytical reasoning by enabling students to understand and explain key cost concepts, helping them identify and define the components of a cost system in structured ways.

**CO2:** It enhances students' ability to analyze the objectives and limitations of cost accounting, encouraging critical evaluation of the role and effectiveness of various costing techniques.

**CO3:** It trains students to differentiate between cost and financial accounting, developing their comparative analysis skills and helping them understand how and when to apply each method.

**CO4:** It strengthens classification and calculation skills through the understanding of cost elements and cost sheet preparation, which requires systematic breakdown and logical organization of data.

**CO5:** It promotes analytical interpretation of overheads, helping students handle complex scenarios involving allocation, apportionment, and absorption—a clear exercise in applying reasoning to resolve accounting challenges.

**CO6:** It supports analytical application of contract, process, and service costing methods, requiring students to choose and implement suitable techniques based on the nature of business operations.

**CO7:** It integrates analytical reasoning with decision-making by guiding students to apply costing techniques for cost control and financial decisions, encouraging them to assess alternatives and predict outcomes logically.

#### **PO6: Innovation, Employability and Entrepreneurial Skills:**

**CO1:** lays a strong foundation by helping students grasp the fundamental cost concepts, essential for any professional role in finance, accounting, or entrepreneurship. This understanding allows them to work confidently with cost data in any business environment.

**CO2:** It enables students to analyze the objectives and limitations of cost accounting, fostering a strategic mindset useful in both corporate decision-making and entrepreneurial planning.

**CO3:** It develops critical comparison skills between cost and financial accounting, a valuable competence for start-up founders and job seekers who must choose the right accounting systems based on business needs.

**CO4:** It enhances practical skills in classifying costs and preparing cost sheets, increasing students' job readiness for roles in accounting, finance, and operations.

**CO5:** It trains students in overhead allocation and absorption, sharpening their understanding of cost control and budget management, which are key entrepreneurial and employability skills.

**CO6:** It encourages application of costing methods to real-life business models (contract, process, and service costing), supporting innovative thinking in product pricing, service delivery, and project costing—skills vital for business development.

**CO7:** It focuses on decision-making using costing techniques, empowering students to take cost-effective actions in business settings, enhancing their problem-solving, planning, and entrepreneurial capabilities.

#### **PO7: Multidisciplinary Competence**

**CO1:** It provides a strong conceptual base in cost and accounting principles, which are essential for various disciplines including business strategy, finance, economics, and data analysis.

**CO2:** It enhances students' capacity to analyze the objectives and limitations of cost accounting, fostering an interdisciplinary approach to evaluating business processes from both financial and managerial perspectives.

**CO3:** It develops comparative reasoning between cost and financial accounting, encouraging students to understand the interlinkages between financial reporting, management accounting, and decision science.

**CO4:** It trains students in cost classification and cost sheet preparation, integrating concepts from operations management, budgeting, and financial planning.

**CO5:** It builds understanding of overhead allocation, which is not only critical in accounting but also in project management, supply chain, and resource planning across sectors.

**CO6:** It enables application of various costing methods in contract, process, and service operations, which connects accounting knowledge to manufacturing, service industry, and project-based work.

**CO7:** It emphasizes costing techniques for strategic decision-making, integrating concepts from finance, marketing, and organizational behaviour, thereby enhancing holistic business insight.

#### **PO8: Value Inculcation through Community Engagement**

**CO1:** It introduces students to the fundamental principles of cost accounting, laying the groundwork for understanding the ethical importance of transparency and accuracy in financial reporting, which is vital for gaining public trust and serving societal interests.

**CO2:** It emphasizes the objectives and limitations of cost accounting, encouraging students to critically reflect on the ethical dimensions and social impact of financial practices in organizations.

**CO3:** It builds awareness by helping students compare cost and financial accounting, highlighting how these systems can be used ethically to serve different stakeholders, including the community and non-profit sectors.

**CO6:** It fosters the application of costing methods in various sectors including services and public contracts, which helps students understand costing in community projects, government programs, and NGOs—linking accounting knowledge to social development.

**CO7:** It enhances decision-making skills not only for business growth but also for cost control and resource optimization, which are critical in social entrepreneurship and community initiatives where budgets are limited and impact is vital. By understanding cost behaviour, managing resources responsibly, and making financially sound decisions, students develop a sense of ethical accountability and social responsibility.

#### **PO9: Traditional Knowledge into Modern Application**

**CO1:** Introduces students to the fundamental cost concepts, many of which echo traditional business practices such as keeping simple ledgers, estimating costs manually, and maintaining transparency in resource use skills still relevant and adaptable through modern digital tools.

**CO2:** It allows students to reflect on the objectives and limitations of cost accounting, enabling them to merge time-tested accounting principles with modern standards for more inclusive and adaptive financial systems.

**CO3:** It strengthens the understanding of different accounting systems, encouraging learners to value both traditional methods and modern financial techniques, fostering a blended and culturally aware approach to financial reporting.

**CO4:** It focusses on the classification and allocation of costs, which have roots in ancient practices of tracking material and labour usage in crafts, agriculture, and trade—now integrated into structured cost sheets and software systems.

**CO6:** It promotes the application of contract, process, and service costing, which can be contextualized with traditional business models like artisanal production, handloom services, and community-based contract work—updated now through ERP systems and automated costing.

**CO7:** It cultivates decision-making using cost data, helping students innovate by combining traditional values of thrift, accountability, and sustainable resource use with modern techniques like budgeting, forecasting, and cost control tools.

#### **PO10: Design and Development of System**

**CO1:** It provides foundational knowledge of costing systems and principles, which is essential for designing structured accounting frameworks suitable for different business environments.

**CO2:** It encourages students to analyse the objectives and limitations of cost accounting, which is critical while developing or customizing cost accounting systems to meet specific organizational goals.

**CO3:** It equips students with the skills to compare cost and financial accounting, helping them understand how to integrate or separate these systems effectively, depending on the nature and complexity of business operations.

**CO4:CO5:** It involve practical application in classifying costs, preparing cost sheets, and allocating overheads, which contribute directly to the systematic development of internal costing procedures and control systems.

**CO6:** It allows students to apply various costing methods like process, contract, and service costing, enabling them to design industry-specific costing models for better resource utilization and pricing strategies.

**CO7:** It focuses on the application of costing techniques in decision-making, preparing students to develop cost control systems, budgetary frameworks, and performance evaluation models that improve organizational efficiency. Together, these outcomes prepare students not just to understand existing systems, but to design, customize, and develop cost accounting frameworks that are aligned with organizational needs and technological advancements.

#### **PO11: Ethical and Social Responsibility**

**CO1:** It provides a grounding in basic cost concepts, emphasizing the importance of accurate and honest financial reporting, which is a cornerstone of ethical accounting practices.

**CO2:** It encourages analysis of the advantages and limitations of cost accounting, helping students critically evaluate when and how cost systems should be applied responsibly, ensuring fairness and integrity in cost disclosure.

**CO3:** It trains students to differentiate between cost and financial accounting, promoting a better understanding of how truthful representation of financial data can impact stakeholders, including society at large.

**CO4:** It involves learning cost classification and overhead allocation—areas where unethical manipulation is possible. Understanding these concepts instills the value of transparency, accountability, and fair cost distribution.

**CO6:** It focuses on applying costing methods to real-world operations, which helps students recognize the importance of responsible costing in industries like public works, healthcare, and education—where ethical costing impacts social welfare.

**CO7:** It enhances students' skills in decision-making through cost control and cost reduction techniques, encouraging them to balance profitability with ethical standards and make choices that consider the broader impact on employees, communities, and the environment.

## **PO12: Research-Related Skills**

**CO1:** It lays the foundation by helping students understand basic cost concepts. This fundamental knowledge becomes the basis for further exploration and academic inquiry into various cost accounting systems.

**CO2:** It enables students to analyze objectives and limitations of cost accounting. This critical analysis forms the first step in the research process, helping students identify gaps and areas for improvement in cost practices across industries.

**CO3:** It fosters comparative analysis between cost and financial accounting. This nurtures the ability to evaluate and synthesize financial systems, a key component of research methodology.

**CO4:** It involves detailed understanding of cost elements and overhead allocation. These areas often require data collection, analysis, and modelling, which are crucial research skills for identifying cost efficiencies or inefficiencies within organizations.

**CO6:** It introduces applied methods of costing, encouraging students to study real-world industry practices and conduct case-based or empirical research on the effectiveness of various costing methods in different sectors.

**CO7:** It emphasizes decision-making through costing techniques, preparing students to use research tools, cost analysis, and performance data for drawing conclusions and proposing strategic improvements.

## **PO13: Teamwork**

**CO1:** It provides students with a common foundational understanding of cost accounting, ensuring that team members are aligned when engaging in collaborative academic or professional tasks.

**CO2:** It involves analysing the objectives and features of cost accounting, which often requires discussion, comparison of viewpoints, and group-based case studies, promoting shared learning and critical thinking in teams.

**CO3:** It fosters the ability to differentiate cost and financial accounting, encouraging students to debate, defend, and critique various accounting approaches in group settings—skills that are essential in collaborative environments.

**CO4:** **CO5:** It require students to work with complex data and perform calculations related to elements of cost and overhead allocation. These tasks are often done in groups, teaching students how to divide roles, check each other's work, and coordinate efforts for accuracy and efficiency.

**CO6:** It introduces students to applied costing methods. Collaborative case studies or simulations of contract, process, and service costing models enhance students' team coordination and role-specific accountability.

**CO7:** It focuses on using costing skills for decision-making. In team-based decision-making scenarios, students learn to respect diverse perspectives, synthesize ideas, and reach consensus for optimal cost strategies.

#### **PO14: Area Specific Expertise**

**CO1:** It introduces students to basic cost concepts, setting the foundation for domain-specific learning in cost accounting and distinguishing it from general accounting principles.

**CO2:** It strengthens conceptual clarity by exploring objectives, features, and limitations of cost accounting. This fosters a thorough understanding of the discipline's scope, essential for specialized knowledge.

**CO3:** It enables students to differentiate cost accounting from financial accounting, an important distinction that deepens their expertise in the unique tools, roles, and applications of cost accounting.

**CO4 and CO5:** It develop practical skills in classifying costs, preparing cost sheets, and managing overheads, which are critical technical competencies required in careers such as cost analysis, budgeting, and audit.

**CO6:** It emphasizes the application of contract, process, and service costing methods, making students proficient in specific costing techniques used across industries, and thus enhancing their domain mastery.

**CO7:** It helps students apply their learning in strategic decision-making scenarios, such as cost control and cost reduction—key responsibilities for professionals specializing in cost and management accounting.

#### **PO15: Environmental Awareness**

**CO1:** It helps students grasp the fundamental concepts of cost and costing, laying the groundwork to understand how cost-saving measures can lead to reduced resource consumption, which is beneficial for the environment.

**CO2:** It enables learners to analyze the objectives and limitations of cost accounting, helping them recognize how cost systems can integrate sustainability goals, such as eco-friendly production or energy-efficient operations.

**CO3:** It supports the understanding of differences between cost and financial accounting, highlighting how cost accounting focuses on internal efficiency and waste control, which can directly contribute to reducing environmental footprints.

**CO4 and CO5:** It teach cost classification and overhead allocation, which are essential in identifying environmental costs such as waste disposal, emissions, and energy usage, thereby helping students learn how to track, manage, and minimize these costs.

**CO6:** It encourages application of costing methods like process costing and service costing, often used in manufacturing and logistics. These processes can be analysed for environmental inefficiencies, encouraging greener alternatives and process improvements.

**CO7:** It prepares students for cost-based decision-making, enabling them to consider environmental impact alongside profitability, and use cost control techniques to support sustainable business strategies.

**SYLLABUS (CBCS –2023 Pattern as per NEP 2020) FOR T. Y. B.B.A****(w. e. from June 2025)****Name of the Programme: B.B.A.****Program Code: BBA****Class: T.Y.B.B.A****Semester: V****Course Type: Major Elective****Course Name: Product and Product Branding****Course Code: BBA-305-MJE(C)****No. of Lectures: 30****No. of Credits: 2****COURSE OBJECTIVES:**

1. To understand the concepts of product management, development, and design.
2. To explore the importance of project management in the consumer product industry vs. the industrial product industry.
3. To analyze the factors contributing to new product development and the challenges faced in the process.
4. To understand the elements of product strategies and their selection.
5. To comprehend the concepts of brand management, brand identity, and brand image.
6. To explore the process of brand management and the classifications of brands.
7. To understand brand positioning, brand building, and the various branding strategies.

**COURSE OUTCOME:**

**CO1:** Able to define and differentiate between various types of products and understand their features

**CO2:** Analyze the importance and functions of product management in both consumer and industrial product industries.

**CO3:** Students will be able to identify the factors contributing to new product development and the challenges faced in the process.

**CO4:** Develop and implement effective product strategies, considering customer and competitor analysis.

**CO5:** Understand the concepts of brand management, brand identity, and brand image in building successful brands.

**CO6:** Students will be able to create brand positioning strategies and implement brand building processes effectively.

**CO7:** Analyze the various types of branding strategies and their impact on brand success in the market.



**UNIT NO-1: PRODUCT MANAGEMENT**

- 1.1 Product Meaning, Definition, Features, Types of Products.
- 1.2 Product Management Meaning, Definition, Importance, Functions of Product Management, and Product Management in consumer product industry vs. industrial product industry.
- 1.3 Product Development Meaning, Definition, Factors Contributing to New Product Development, New Product Development Process
- 1.4 Challenges of New Product Development, Causes of Failures of New Product
- 1.5 Product Design Meaning, Definition, Elements of Product Design
- 1.6 Product Design Process Factors Influencing Product Design.

**No. of Lectures-10****UNIT NO-2: DEVELOPING PRODUCT STRATEGIES**

- 2.1 Product Strategies Introduction, Elements of a product strategy
- 2.2 Selection of Strategic Alternative
- 2.3 Customer Analysis Concept, Systematic Analysis of Customers
- 2.4 Competitors Analysis Concept
- 2.5 Steps in Analyzing Competitors

**No. of Lectures-08****UNIT NO- 3: BRAND MANAGEMENT**

- 3.1 Brand -Meaning, Definition, Characteristics of Successful Brands, Role of Brand, Classifications
- 3.2 Brand Management Meaning, Definition, Brand Management Process,
- 3.3 Brand Identity, Brand Image, Brand Knowledge, Brand Awareness, Brand Loyalty
- 3.4 Brand Positioning Meaning, Definition, Advantages
- 3.5 Brand Building Meaning, Importance, Steps in Brand Building, Types of Branding Strategies

**No. of Lectures12**

**EVALUATION:**

<b>Internal Evolution</b>	<b>External Evaluation</b>
Unit Test (10)	Fill in the blanks-(4)
Mini Project / Assignment / Presentation (10)	One Sentence Answer-(6) Short answer questions-(12) Long answer questions-(8)
<b>20</b>	<b>30</b>

**REFERENCE BOOKS:**

<b>Sr. No.</b>	<b>Books Name</b>	<b>Authors</b>
1.	Product Management	Lehmann & Winer, TMGH
2.	Strategic Brand Management	J N Kapferer, Kogan Page
3.	Product & Brand Management	U.C. Mathur
4.	Strategic Brand Management	Kevin Lane Keller

Choice Based Credit System Syllabus (NEP2020)  
**Mapping Program Outcomes with Course Outcomes**

**Class:** T.Y.BBA (Sem–V)

**Subject:** Product and Product Branding

**Course:** BBA

**Course Code:** BBA-305-MJM(C)

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

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

**Justification for the mapping**

**PO1: A Fundamental Knowledge and Coherent Understanding-**

**CO1:** Understanding product types and features is fundamental knowledge, essential for a coherent understanding of the product landscape, which is vital in marketing.

**CO2:** Analyzing product management functions requires a fundamental understanding of both consumer and industrial markets, demonstrating coherence in product knowledge.

**CO3:** Knowledge of new product development factors showcases a fundamental understanding of processes essential for coherent market engagement.

**CO4:** Developing product strategies involves a fundamental knowledge base regarding customer needs and competitor behavior, which is pivotal for informed decision-making.

**CO5:** Understanding brand management concepts is fundamental and provides insights into successful branding efforts and their implications in marketing.

**CO6:** Creating effective brand positioning strategies requires a fundamental understanding of brand identity and market needs, underpinning brand success.

**CO7:** Analyzing branding strategies requires a coherent understanding of marketing principles that affect brand success, enabling students to navigate the market effectively.

**PO2: Procedural Knowledge for Skill Enhancement-**

**CO1:** Defining and differentiating product types involves procedural knowledge but may have

limitations without practical application in real-world scenarios.

**CO2:** Analyzing functions of product management requires procedural knowledge, as students must apply theoretical foundations in practical management contexts.

**CO3:** Identifying factors in product development involves procedural knowledge, but application may be limited dependent on prior experience.

**CO4:** Developing and implementing strategies involves procedural skills that enhance the ability to apply knowledge in practical scenarios effectively.

**CO5:** Understanding brand concepts is procedural but might need further focus on actionable skills to develop real-world applications.

**CO6:** Creating brand strategies demands procedural skills necessary for execution, focusing on practical implementation in real scenarios.

**CO7:** Analyzing branding strategies requires some procedural knowledge; however, the ability to apply them may vary depending on context.

### **PO3: Critical Thinking and Problem-Solving Skills-**

**CO1:** Critical thinking is required to define and differentiate products, although the depth of application may vary based on context.

**CO2:** Analyzing product management functions demands critical thinking to understand complexities in consumer and industrial markets effectively.

**CO3:** Identifying factors in new product development involves problem-solving skills and critical thinking to assess challenges.

**CO4:** Developing product strategies require critical thinking to address customer and competitor analysis comprehensively.

**CO5:** Understanding brand management concepts requires some level of critical thinking, but deeper analysis may be needed for full application.

**CO6:** Analyzing brand positioning requires critical thinking, though the insights are largely shaped by existing knowledge rather than problem-solving.

**CO7:** Analyzing branding strategies involves critical thinking but might require further depth in evaluating implications for decision-making.

### **PO4: Professional Communication Skills-**

**CO1:** Professional communication skills are necessary for defining and differentiating products, although deeper discussions enhance effectiveness.

**CO2:** Analyzing product management functions relies heavily on effective communication to articulate importance in various contexts.

**CO3:** Identifying new product development challenges involves clear communication of concepts that require teamwork and collaborative inputs.

**CO4:** Effective product strategy development requires communication to convey ideas to stakeholders, though the focus is primarily analytical.

**CO5:** Understanding brand management involves articulation of concepts; the communication level varies depending on context and audience.

**CO6:** Communicating brand positioning strategies effectively requires strong professional communication skills to ensure implementation and execution.

**CO7:** Effective analysis of branding strategies necessitates communication to relay findings, though detail level can oscillate based on context.

**PO5: Analytical Reasoning Skills-**

**CO1:** Analytical reasoning is involved in defining product types, although this may not fully

encapsulate the broader analytical processes involved.

**CO2:** Analyzing product management functions involves significant analytical reasoning to understand market dynamics effectively.

**CO3:** Identifying factors in new product development relies on analytical reasoning skills to assess challenges and opportunities.

**CO4:** Developing product strategies requires robust analytical reasoning for understanding customer needs and competitor responses effectively.

**CO5:** Understanding brand management concepts requires analytical reasoning to some extent, but application might need practical anchoring.

**CO6:** Creating brand strategies demands strong analytical reasoning based on assessment of market scenarios and consumer priorities.

**CO7:** Analyzing branding strategies involves critical analytical reasoning that relates to market performance and brand success.

**PO6: Innovation, Employability and Entrepreneurial Skills.**

**CO1:** Defining products contributes to innovative thinking, although it may not directly lead to entrepreneurial skills development.

**CO2:** Analyzing product management connects with innovation and entrepreneurship, as effective management practices are essential for market success.

**CO3:** Identifying challenges in product development is critical for fostering innovation and developing entrepreneurial perspectives.

**CO4:** Implementing product strategies fuels innovation by responding to consumer demands and competitive action, enhancing entrepreneurial skills.

**CO5:** Understanding brand management can inspire innovative ideas but may require contextual application to strengthen entrepreneurial drive.

**CO6:** Creating brand strategies contributes to innovation by fostering unique approaches to market challenges, enhancing entrepreneurial skills.

**CO7:** Analyzing branding strategies cultivates innovative thinking and entrepreneurial skills by reflecting on market successes and challenges.

**PO7: Multidisciplinary Competence-**

**CO1:** Understanding product differentiation contributes to multidisciplinary competence but may not engage diverse fields effectively.

**CO2:** Analyzing product management benefits from multidisciplinary approaches, drawing insights from marketing, psychology, and economics.

**CO3:** Identifying factors in product development allows for integrating various disciplines, enhancing course relevance in practice.

**CO4:** Developing product strategies that involve competitor analysis promotes multidisciplinary by bringing market insights together.

**CO5:** Understanding brand concepts incorporates knowledge from multiple areas yet may not delve



deeply into specific disciplines.

**CO6:** Creating brand strategies requires insights from various fields, reflecting multidisciplinary competence vital for positioning.

**CO7:** Analyzing branding strategies encourages looking at various disciplines, leading to a comprehensive understanding of market dynamics.

**PO8: Value Inculcation through Community Engagement-**

**CO1:** Defining products can link to community engagement but lacks a direct connection to value inculcation.

**CO2:** Analyzing functions of product management may highlight consumer benefits and community impacts, thereby fostering engagement.

**CO3:** Identifying factors in new product development could create opportunities for community involvement, although this is somewhat indirect.

**CO4:** Developing product strategies that consider community needs may enhance engagement, but the connection can vary in strength.

**CO5:** Understanding brand management relating to community values can promote engagement, though it may need more direct interaction.

**CO6:** Creating brand strategies that resonate with community values fosters deeper connections and enhances community engagement.

**CO7:** Analyzing branding strategies might provide insights into community implications, though it may not fully capture engagement methodologies.

**PO9: Traditional Knowledge into Modern Application-**

**CO1:** Defining products relate to traditional concepts but may lack grounding in contemporary applications without thorough context.

**CO2:** Analyzing product management functions connects traditional knowledge with modern marketing practices effectively.

**CO3:** Identifying new product development factors applies to traditional practices while acknowledging contemporary challenges, vital in product marketing.

**CO4:** Developing product strategies merges traditional marketing wisdom with modern competitive analysis, solidly linking the two realms.

**CO5:** Understanding brand management connects traditional concepts to modern applications but may require thorough contextual interpretation.

**CO6:** Creating brand strategies demonstrate the application of traditional brand-building concepts in

a modern marketplace environment.

**CO7:** Analyzing branding strategies reflects the integration of traditional knowledge with current market dynamics, ensuring relevance.

**PO10: Design and Development of System-**

**CO1:** Defining product types does not inherently involve systematic design elements; its execution depends more on knowledge than process.

**CO2:** Analyzing product management requires systematic processes and approaches, demonstrating systematic knowledge in product evaluation.

**CO3:** Identifying factors in new product development showcases underlying systems for studying challenges, highlighting design considerations.

**CO4:** Developing effective product strategies necessitates a systematic approach, ensuring a structured methodology in implementation.

**CO5:** Understanding brand management requires a degree of systematic thinking but may not fully engage design processes inherently.

**CO6:** Creating brand strategies heavily relies on systematic design processes for effective brand implementation and market position.

**CO7:** Analyzing branding strategies from a systematic angle solidifies systematic thought processes in understanding brand success factors.

**PO11: Ethical and Social Responsibility-**

**CO1:** Defining product features requires ethical consideration, though its effectiveness is situational based on context.

**CO2:** Analyzing product management functions emphasizes social responsibility and ethical practices in product development.

**CO3:** Identifying factors in new product development entails ethical responsibility towards market impact and consumer welfare.

**CO4:** Developing product strategies requires consideration of ethical practices and social responsibility towards consumers and communities.

**CO5:** Understanding brand management invokes ethical considerations but may not encompass full social responsibility without context.

**CO6:** Creating brand strategies emphasize ethics and responsibility, ensuring alignment with core brand values in the marketplace.

**CO7:** Analyzing branding strategies necessitates ethical assessment to understand their market impact and sustainability.

**PO12: Research-Related skills-**

**CO1:** Defining products require strong research skills in understanding features and characteristics, directly linking to research competencies.

**CO2:** Analyzing product management functions relies heavily on research skills to gather data and insights effectively.

**CO3:** Identifying factors in product development involves research methodologies to thoroughly understand challenges and solutions.

**CO4:** Developing effective product strategies necessitates research skills to understand customer and competitor environments accurately.

**CO5:** Understanding brand management requires extensive research to build knowledge of brand identity and market positioning.

**CO6:** Creating brand strategies demands thorough research skills for effective brand development and implementation.

**CO7:** Analyzing branding strategies requires comprehensive research skills to evaluate their effectiveness and impacts in the market.

**PO13: Teamwork-**

**CO1:** Defining product types contributes to teamwork by requiring input from different members, although the connection is limited.

**CO2:** Analyzing product management functions necessitates collaboration and teamwork among various stakeholders to achieve success.

**CO3:** Identifying challenges in product development involves collaborative teamwork approaches, enhancing group dynamics and communication.

**CO4:** Developing strategies may require teamwork to leverage differing insights and perspectives for effective implementation.

**CO5:** Understanding brand management can improve teamwork through collaborative insight related to brand identity yet may not always necessitate it.

**CO6:** Creating brand strategies strongly emphasizes teamwork to ensure effective collaboration in positioning and messaging efforts.

**CO7: Analyzing** branding strategies relies on teamwork, utilizing collective insights for evaluation and improvement in the branding process.

**PO14: Area Specific Expertise-**

**CO1:** Defining products can reflect area-specific expertise, although contributions can be superficial

without deeper engagement.

**CO2:** Analyzing product management supports area-specific expertise through nuanced understanding of market practices and consumer behaviors.

**CO3:** Identifying factors in product development can lead to specialized knowledge through practical experiences in various fields.

**CO4:** Developing product strategies effectively reflects specific knowledge areas vital for comprehensive market performance.

**CO5:** Understanding brand management may be area-specific, though the connection to branding elements might not be deeply rooted in specialization.

**CO6:** Creating brand strategies depends significantly on area-specific expertise that drives effective branding principles.

**CO7:** Analyzing branding strategies connects specialized knowledge with evaluating effective practices in the real market.

#### **PO15: Environmental Awareness-**

**CO1:** Understanding product definitions partially incorporates environmental awareness, although the connection may be limited.

**CO2:** Analyzing product management functions involves recognizing environmental implications and the importance of sustainable practices.

**CO3:** Identifying factors in new product development necessitates considering environmental impacts and sustainability challenges.

**CO4:** Developing product strategies increasingly requires environmental awareness to ensure sustainability and corporate responsibility.

**CO5:** Understanding brand management may touch on environmental considerations, but its depth can vary significantly based on context.

**CO6:** Creating brand strategies considers environmental impacts effectively, aligning with responsible practices within branding.

**CO7:** Analyzing branding strategies increasingly requires an understanding of environmental considerations to assess brand impact and effectiveness.

**SYLLABUS (CBCS – 2023 Pattern as per NEP 2020) FOR T. Y. B.B.A****(w. e. from June, 2025)****Name of the Programme: B.B.A.****Program Code: BBA****Class: T.Y.B.B.A****Semester: V****Course Type: Minor****Course Name: Strategic Human Resource Practices****Course Code: BBA-316-MN****No. of Lectures: 60****No. of Credits: 04****A) COURSE OBJECTIVES:**

1. To analyze basic principles of Human resource management.
2. To understand various functions carried out under Human Resource Management.
3. To Understand training and development activities and evaluation programs.
4. To understand the recent trends in Human Resource Management.
5. Students will be able to define, identify, and apply the principles of Job Analysis and Job Design.
6. To understand different challenges of HRM among students.
7. To analyze and apply the critical role of managers in modern organizational settings.

**B) 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 HUMAN RESOURCE MANAGEMENT AND HR PLANNING**

- 1.1. Introduction to Human Resource Management
- 1.2. Nature of Human Resource Management
- 1.3. Scope & Functions of HRM
- 1.4. Objectives of HRM
- 1.5. Role of H.R. manager
- 1.6. Strategic HRM: Meaning, Objectives & Challenges
- 1.7. HR Planning: Meaning, Definition
- 1.8. Need for HR Planning
- 1.9. Process HR Planning
- 1.10. Job Analysis, Job Design & Job Evaluation

**No of lectures 12****UNIT NO.2: RECRUITMENT AND SELECTION FUNCTION**

- 2.1. Recruitment: Meaning & Definition
- 2.2. Recruitment Source: Internal vs. External
- 2.3. E-recruiting Methods, Benefits and Limitations
- 2.4. Factors Affecting Recruitment
- 2.5. Selection: Meaning & Process
- 2.6. E-selection, Advantages and Disadvantages.
- 2.7. Promotion: Policy and Types
- 2.8. Transfer: Policy and Procedure for Transfer
- 2.9. Demotion: Meaning, Causes of Demotion
- 2.10. Labor Turnover: Meaning. Measurement of Labor Turnover, Causes and Control Measures.

**No of Lectures 12****UNIT NO.3 EMPLOYEE TRAINING, DEVELOPMENT AND EVALUATION.**

- 3.1. Training: Meaning, Objectives & Need
- 3.2. Training Process & Evaluation
- 3.3. Methods of Training: On the Job & Off the Job
- 3.4. Management Development: Meaning & Methods of MDP
- 3.5. Management Development Process and Evaluation
- 3.6. Performance Appraisal: Meaning, Definition & Need
- 3.7. Techniques of PA: Traditional & Modern Techniques
- 3.8. Possible Errors or Problems in Appraisal
- 3.9. E-performance Management: Meaning, Advantages & Disadvantages
- 3.10. Performance Management System: Meaning & Importance

**No of Lectures 12**

**UNIT NO.4: PERSONNEL RECORDS REPORTS AND AUDIT**

- 4.1. Meaning & Significance of Records and Reports
- 4.2. Essentials of a good Record and good Report
- 4.3. Personnel Audit: Objective, Scope & Importance  
Methods of Analysis
- 4.4. Audit Report: Meaning & Importance

**No of Lectures 12****UNIT NO.5 RECENT TRENDS IN HRM AND EXIT POLICY**

- 5.1. Exit Policy: Meaning & Procedure
- 5.2. Challenges in implementing Exit Policy
- 5.3. Voluntary Retirement Schemes: Meaning, Merits & Demerits
- 5.4. Effects of Excess Manpower
- 5.5. HR in International Context: Global competency and Global Dimensions
- 5.6 Developing Cross Cultural Sensitivity
- 5.7 HRIS- Need, Advantages & Uses of HRIS.
- 5.8. Human Resource Accounting
- 5.9. Human Resource Audit
- 5.10. Bench marking
- 5.11. Human Resource Research

**No of Lectures 12**



**EVALUATION**

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

**REFERENCE BOOKS:**

<b>Title of Book</b>	<b>Author of Book</b>	<b>Publication</b>
Human Resource Management	Gary Dessler	Pearson Education
Human Resource Management: A Contemporary Approach	DeCenzo, Robbins	Wiley
Fundamentals of Human Resource Management	Eric Gosling, David Edwards	Pearson
Human Resource Development: Theory and Practice	Richard A. Swanson, Elwood F. Holton	Berrett-Koehler Publishers
Effective Human Resource Management	Edwin B. Flippo	McGraw-Hill
Human Resource Management in Organizations	Michael K. Badri, Michael H. Schuster	McGraw Hill

## Choice Based Credit System Syllabus (2023Pattern)

**Mapping of Program Outcomes with Course Outcomes****Class:** TYBBA (SEM –V)**Subject:** Strategic Human  
Resource Practices**Course:** Subject: Strategic Human  
Resource Practices**Course Code:** BBA-316-MN**Weight age:** 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

<b>Programme Outcomes (POs)</b>															
<b>Course Outcomes</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P O 10	PO11	PO1 2	PO1 3	PO1 4	PO15
CO1	3	2	2	3	2	1	2	1	1	2	1	1	2	2	1
CO2	3	3	2	3	2	2	2	1	1	2	1	1	2	2	1
CO3	2	3	2	2	2	2	2	1	1	3	1	1	2	3	1
CO4	3	3	3	3	3	3	3	2	1	2	1	1	3	2	1
CO5	2	2	2	3	2	1	3	2	1	2	1	1	2	3	1
CO6	3	3	3	3	3	3	3	1	1	2	1	1	3	3	1
CO7	-	3	3	3	3	2	3	1	1	3	1	1	3	2	1

**Justification for the mapping****PO1: A Fundamental Knowledge and Coherent Understanding**

**CO1:** This CO highlights the foundational aspect of HRM knowledge, emphasizing the need for students to grasp the basic objectives, scope, and significance of HRM within organizations. A thorough understanding of these elements equips students with the necessary background that serves as a building block for advanced HRM concepts.

**CO2:** the focus is on the contextual application of HRM principles in contemporary business environments. Mastering the role of HRM enables students to connect various theories and practices, showcasing the coherent understanding required to navigate the complexities of workforce management in today's dynamic workplace.

**CO3:** While this CO emphasizes the importance of fundamental knowledge in resource planning, it also acknowledges that this specific aspect may lack a comprehensive view. Students must recognize that resource planning is critical, but they should also aim to understand broader concepts such as talent management and organizational development to enhance their overall HRM competency.

**CO4:** In this CO, students are called to bridge theoretical knowledge with practical application. Successfully addressing real-world HR challenges demands a comprehensive understanding of various HR frameworks and techniques, ensuring students can employ their skills effectively in real scenarios.

**CO5:** It emphasizes the essential skill of recognizing and defining HR principles. However, students are urged to look beyond mere identification to grasp how these principles are

interrelated and applied in practice, fostering a more in-depth understanding of HRM's operational context.

**CO6:** it illustrates the advanced level of understanding required to integrate HRM practices with an organization's strategic goals. A solid grasp of this alignment signifies students' appreciation for the strategic role HR plays in driving business success, hence reflecting a coherent and integrated knowledge of HR systems.

### **PO2: Procedural Knowledge for Skill Enhancement**

**CO1:** While understanding the significance of HRM equips students with foundational knowledge and theoretical frameworks, this CO acknowledges a gap in practical application. Theoretical insights into HRM's role may enhance awareness but fall short of developing procedural skills needed for real-world implementation, thus highlighting the need for experiential learning to bridge the gap between theory and practice.

**CO2:** This CO emphasizes the importance of a holistic view of HRM that integrates various functions and practices. By understanding HRM within the context of broader business dynamics, students can develop procedural knowledge that is adaptable and responsive to changes in the business landscape. Such an integrated perspective prepares students to navigate complexities and employ nuanced approaches in their HR practices.

**CO3:** It focuses on the specific procedural skills involved in job design, which is critical for optimizing organizational efficiency and employee satisfaction. By learning about effective job design techniques, students enhance their practical knowledge and develop the capability to create roles that align with organizational objectives and employee needs, thus promoting a conducive work environment.

**CO4:** This CO highlights the importance of applying HR techniques in realistic scenarios to strengthen students' abilities to tackle organizational challenges. By engaging in hands-on projects and simulations, students can translate their theoretical understanding of HRM into actionable skills, equipping them with the confidence and competence to make informed HR decisions in practice.

**CO5:** While identifying core HR principles is integral to building procedural knowledge, this CO recognizes the shortcoming in translating these principles into practical, actionable strategies. It underscores the necessity for detailed exploration of how these principles can be applied in varied organizational contexts, which is vital for students aiming to operationalize their knowledge.

**CO6:** This CO connects the dots between HRM and organizational strategy, advocating for procedural knowledge that is tailored to support strategic objectives. Students learn how aligning HR initiatives with overall business goals can drive performance, ensuring that their HR skills are not only conceptually sound but also strategically relevant in contributing to organizational success.

**CO7:** This asserts that proficiency in performance management is a key component of procedural knowledge that is essential for HR effectiveness. By mastering performance management skills, students are better equipped to implement evaluation systems, provide feedback, and foster employee development. This proficiency ultimately leads to enhanced operational efficiency and aligns employee contributions with organizational aspirations.

**PO3: Critical Thinking and Problem-Solving Skills**

**CO1:** Understanding HRM concepts primarily serves as a foundational tool. While it aids in critical thinking, its focus is more on establishing a base knowledge of HR principles rather than fostering deep analytical skills.

**CO2:** The role of HRM is crucial in organizations, yet it largely entails learning established roles rather than enhancing critical thinking frameworks. It prepares students to understand functions without deeply engaging their analytical capacities.

**CO3:** Job design planning contributes to the improvement of analytical thinking through systematic organization of tasks; however, it does not primarily engage problem-solving skills.

**CO4:** Addressing real-world HR challenges in practical scenarios serves to enhance critical thinking, as it requires students to analyze complexities and devise informed solutions.

**CO5:** Defining HR roles is necessary for organizational clarity but does not inherently promote critical thinking; rather, it establishes role boundaries and structural understanding.

**CO6:** Analyzing the alignment of HRM with strategic objectives encourages both analytical and critical thinking, as it involves evaluating how HR supports overall business goals.

**CO7:** Skills to assess employee performance are critical as they directly foster an environment of critical thinking and solutions-oriented management approaches, enhancing the decision-making process.

**PO4: Communication Skills**

**CO1:** Effective communication skills are essential for articulating HRM objectives clearly, ensuring understanding and engagement across the organization.

**CO2:** Discussing the modern role of HR enhances the ability to communicate complex ideas clearly, necessitating strong communication competencies.

**CO3:** While planning job design requires some communication, it is not as prominent a focus compared to the broader implications of effective communication across HR functions.

**CO4:** The application of HR techniques in collaborative settings significantly benefits from robust communication skills, facilitating collective efforts towards achieving common goals.

**CO5:** The ability to articulate HR roles fosters good communication among management levels, ensuring alignment and understanding of HR functions throughout the organization.

**CO6:** Communicating how HR aligns with organizational goals demands strong verbal and written skills so that stakeholders can fully grasp the strategic vision.

**CO7:** Effective communication in performance management is crucial for ensuring alignment between individual contributions and organizational objectives, enabling performance optimization.

**PO5: Analytical Reasoning Skills**

**CO1:** Understanding HRM structures enhances reasoning capabilities but lacks depth in analysis, as it primarily engages students in foundational concepts.

**CO2:** While HRM roles offer some analytical reasoning opportunities, they are less integral, focusing more on applying existing practices rather than fostering deep analytical thought.

**CO3:** Effective job design utilizes analytical reasoning but primarily within a specific context, focusing on task efficiencies rather than overarching analytical applications.

**CO4:** Strong analytical reasoning is necessitated when addressing organizational challenges, pushing students to think critically and devise effective strategies.

**CO5:** Identifying HR principles requires reasoning but does not demand extensive analytical capacities across diverse contexts, focusing instead on applicability.

**CO6:** High-level analytical reasoning is essential when aligning HR functions with strategic objectives, as it encompasses evaluating multiple scenarios and their implications.

**CO7:** Performance assessment systems are reliant on in-depth analytical reasoning for continual improvement, stressing the need for a structured approach to performance management.

**PO6: Innovation, Employability, and Entrepreneurial Skills**

**CO1:** Basic HRM knowledge does not inherently foster innovation or enhance employability; it establishes a foundation devoid of innovative practices.

**CO2:** Understanding HRM's role can enhance employability prospects, yet it does not actively promote innovative skills or entrepreneurial thinking.

**CO3:** While planning resources may enhance skills, it does not directly contribute to fostering an entrepreneurial mindset among learners.

**CO4:** The application of HR techniques encourages innovative thinking, providing students with tools to creatively address HR-related challenges.

**CO5:** Exploring HR principles does not contribute significantly to enhancing employability or entrepreneurial skills; it remains focused on traditional HR functions.

**CO6:** HRM's strategic contributions spark innovative solutions to business challenges, enabling students to think outside conventional frameworks.

**CO7:** Skills in performance management can enhance employability by equipping students with competencies to improve workplace effectiveness, albeit without a primary focus on innovation.

**PO7: Multidisciplinary Competence**

**CO1:** HRM principles interact with various disciplines, enhancing awareness of multidisciplinary applications and their relevances in organizational contexts.

**CO2:** A broader understanding of HRM contributes to multidisciplinary competence by illustrating how HR integrates with diverse business functions and strategies.

**CO3:** The application of HRM in conjunction with other business processes demonstrates multidisciplinary interactions, although it remains somewhat limited in scope.

**CO4:** Real-world HR challenges frequently require multidisciplinary solutions, thus enhancing competence and promoting collaboration across various fields.

**CO5:** Recognizing HR roles across different disciplines broadens understanding and application, allowing students to operate effectively within multifaceted environments.

**CO6:** Integrating HRM into strategic business frameworks exemplifies its interdisciplinary nature, showcasing how HR can influence various aspects of an organization.

**CO7:** Enhancing performance impacts multiple areas of an organization, highlighting the importance of multidisciplinary competence in achieving organizational success.

### **PO8: Value Inculcation through Community Engagement**

**CO1:** Basic HRM knowledge does not directly contribute to the development of community engagement values, focusing instead on foundational HR principles.

**CO2:** Understanding HR functions lacks a direct link to community values engagement; it remains centered on traditional HR operational roles.

**CO3:** Job design alone does not encompass community engagement or value development, tending to concentrate on task efficiencies.

**CO4:** While addressing real-world challenges can include community aspects, the promotion of values through HR remains somewhat implicit.

**CO5:** Identifying HR roles can involve community engagement, yet it is not explicitly emphasized within the scope of HRM practices.

**CO6:** Merging HRM with strategic objectives generally reduces the focus on community value impacts and engagement opportunities.

**CO7:** Performance management systems typically do not address community-oriented values or engagement in HR functions, focusing instead on organizational outcomes.

### **PO9: Traditional Knowledge into Modern Application**

**CO1:** Basic understanding of HRM has minimal engagement with the application of traditional knowledge, remaining focused on contemporary HR practices.

**CO2:** Exploring HRM's organizational role does not foster a direct connection with traditional practices, restricting insights from historical contexts.

**CO3:** Job design techniques generally lack integration with traditional knowledge perspectives, concentrating more on efficiency and effectiveness.

**CO4:** Real-world HR challenges infrequently map to traditional knowledge frameworks, limiting the application of historical insights.

**CO5:** Defining HR roles does not invoke traditional practices or their applications, focusing purely on contemporary HRM standards.

**CO6:** Aligning HRM with strategic objectives rarely invokes traditional knowledge relevance, limiting broader organizational insights.

**CO7:** Employee performance management is predominantly contemporary and does not draw upon traditional methods or practices.

**PO10: Design and Development of System**

**CO1:** Basic understanding of HRM fosters only some design knowledge, lacking a comprehensive focus on developing HR-related systems.

**CO2:** While understanding HRM roles can contribute towards system development, it is not the primary emphasis of HRM education.

**CO3:** Techniques of job design are integral to system development, playing a vital role in enhancing organizational benefit through structured approaches.

**CO4:** The application of HR techniques can influence system design, but this impact is secondary to the focus on implementation.

**CO5:** Studying HR roles impacts system development indirectly, primarily informing the structural aspects of HR implementation.

**CO6:** Aligning HRM with organizational objectives can influence system design, although the integration of these elements is often not direct.

**CO7:** Performance management closely aligns with system design efforts, facilitating continuous improvement within HR and organizational frameworks.

**PO11: Ethical and Social Responsibility**

**CO1:** Basic HRM knowledge does not directly engage with ethical considerations, focusing primarily on structural knowledge.

**CO2:** Comprehending HRM's role does not inherently involve engagement with ethical responsibilities, creating a knowledge gap in ethical training.

**CO3:** Job design techniques do not address ethical or social responsibility dimensions, lacking a focus on moral implications.

**CO4:** Applications of HR to organizational challenges may highlight ethical considerations, though these elements remain implicit and not emphasized.

**CO5:** Identifying HR principles lacks a dedicated focus on ethical components, which limits the ethical discourse in HR frameworks.

**CO6:** Strategic alignment of HRM does not necessarily convey ethical responsibilities, failing to integrate ethics into everyday HR decisions.

**CO7:** Performance management typically emphasizes results over ethical frameworks, underscoring a gap in ethical training within HR practices.

**PO12: Research-Related Skills**



**CO1:** Basic HRM knowledge does not directly develop research skills, focusing primarily on foundational concepts rather than research methodologies.

**CO2:** Learning about HRM's role does not inherently encourage research capabilities, leaving a void in methodological training.

**CO3:** Job design techniques focus more on practical applications than on research development, limiting their applicability to academic settings.

**CO4:** Addressing organizational challenges does not necessitate research skills specifically, as practical solutions often take precedence.

**CO5:** Identifying HR roles does not involve research activities, reinforcing a gap in empirical engagement practices.

**CO6:** Aligning HRM with objectives prioritizes application over research insights, diminishing the focus on developing research competencies.

**CO7:** Performance evaluation skills lack a strong research component, underscoring a need for greater emphasis on research methodologies in HR training.

#### **PO13: Teamwork**

**CO1:** Basic HRM understanding may foster a general awareness of teamwork but lacks intensive engagement with collaborative practices.

**CO2:** Knowing HR roles can contribute to collaborative efforts but typically offers a surface-level understanding of teamwork dynamics.

**CO3:** Job design impacts teamwork indirectly, focusing more on individual tasks rather than fostering direct collaborative experiences.

**CO4:** Applying HR techniques has a significant influence on teamwork dynamics, enhancing collaborative efforts through structured team-building initiatives.

**CO5:** Recognizing HR roles contributes to teamwork but does not delve into detailed analysis, limiting a deeper understanding of team functions.

**CO6:** Understanding HRM's alignment with strategy fosters team synergy, enhancing collaboration for achieving organizational goals.

**CO7:** Performance management emphasizes teamwork by ensuring collective progress and efficiency, effectively aligning individual performance with group dynamics.

#### **PO14: Area-Specific Expertise**

**CO1:** HRM instruments contribute to the development of expertise in human resources, establishing foundational knowledge in the field.

**CO2:** The multiplicative roles of HR present numerous opportunities for developing area-specific expertise, allowing specialization in diverse HR functions.

**CO3:** Planning and implementing job design cultivates deep area-specific expertise, offering insights into effective talent management strategies.

**CO4:** Applying HR techniques to real challenges emphasizes specifics of expertise in particular HR facets, enhancing practical skills.

**CO5:** Defining HR roles not only clarifies responsibilities but also enhances specific expertise in human resource management principles and practice.

**CO6:** Researching ways in which HR aligns with strategic goals fosters area-specific knowledge accumulation pertinent to organizational success.

**CO7:** Performance management is integral to area-specific expertise development, allowing individuals to specialize and excel in human resource functions.

**PO15: Environmental Awareness**

**CO1:** Basic understanding of HRM does not correlate with environmental awareness, primarily focusing on internal HR processes.

**CO2:** Exploration of HRM's role lacks direct relevance to environmental considerations, resulting in a separation from sustainability topics.

**CO3:** Job design techniques do not typically address environmental contexts or sustainability issues in HR management.

**CO4:** Addressing organizational challenges rarely includes elements of environmental awareness, limiting the breadth of HRM discussions.

**CO5:** Identifying HR principles does not integrate environmental or sustainability considerations, focusing instead on operational efficiency.

**CO6:** Aligning HR with strategic objectives often overlooks environmental responsibilities, missing opportunities for promoting sustainable practices.

**CO7:** Performance evaluations typically target results and operational metrics, frequently neglecting considerations regarding environmental impact.

**SYLLABUS (CBCS-2023 Pattern as per NEP 2020) FOR T. Y. B.B.A****(w. e. from June, 2025)****Name of the Programme: B.B.A.****Program Code: B.B.A.****Class: T.Y.B.B.A****Semester: V****Course Type: Vocational Skill Course****Course Name: Entrepreneurship Development****Course Code: BBA-321-VSC****No. of Lectures: 30****No. of Credits:02****A) COURSE DESCRIPTION:**

This course provides an in-depth understanding of entrepreneurship, its evolution, and the key differences between entrepreneurs, managers, and intrapreneurs. It explores the identification of business opportunities using environmental scanning and market surveys. The management of MSMEs, financial assistance options, and solutions for industrial sickness are covered. The course also highlights the role of entrepreneurs in economic growth, unemployment solutions, and wealth creation. Finally, it examines the success stories of notable Indian entrepreneurs, with a focus on women-led startups.

**B) COURSE OBJECTIVES:**

- 1.To understand the concepts of Entrepreneur, Manager, and Intrapreneur and distinguish their roles in business environments and identify and categorize different types of Entrepreneurs, exploring their qualities and functions in business.
- 2.To evaluate the process of opportunity selection using convergent thinking, along with tools and techniques like market surveys as well as apply tools and techniques for environmental scanning to identify business opportunities.
- 3.To understand the meaning, objectives, and functions of MSMEs, along with the challenges they face and investigate various sources of financial assistance for small enterprises, including bank loans, angel funding, venture funding, and government schemes.
- 4.To identify and develop entrepreneurial competencies, recognizing the significance of competency development.
- 5.To explore the external problems affecting entrepreneurs and understand the factors influencing mobility and entrepreneurial change.
- 6.To Study and analyze case studies of women-founded start-ups in India and the biographies of prominent entrepreneurs like Upasana Taku, Anisha Singh, Sabina Chopra, Azim H. Premji, Ratan Tata, and Dr. Shiva Nadar.

7. Explore the contributions and success stories of prominent Indian entrepreneurs, particularly women-founded start-ups, analyzing their journey, challenges, and impact on the business ecosystem.

**C)COURSE OUTCOMES:**

- CO1:** Students will be able to differentiate between Entrepreneurs, Managers, and Intrapreneurs, understanding their distinct roles.
- CO2:** Students will comprehend the evolution and key concepts of Entrepreneurship, recognizing its significance in the business world.
- CO3:** Students will evaluate the impact of psychological, social, economic, and environmental factors on entrepreneurship.
- CO4:** Students will comprehend the interrelationships between business, industry, and commerce in the contemporary business environment.
- CO5:** Students will understand the relationship between unemployment, wealth creation, and entrepreneurship.
- CO6:** Students will analyze and propose solutions to common problems faced by entrepreneurs in marketing, finance, human resources, production, and research as well as students will explore external problems influencing entrepreneurs and understand factors contributing to mobility and entrepreneurial change.
- CO7:** Students will critically study and analyze case studies of women-founded start-ups and prominent entrepreneurs in India.

**UNIT 1. ENTREPRENEURIAL PERSPECTIVE**

- 1.1. Concept of Entrepreneur, Manager, Intrapreneur.  
Entrepreneur and Entrepreneurship.
- 1.2. Meaning, Definition, Evolution.
- 1.3. Types of Entrepreneurs, Qualities and Functions of Entrepreneur.
- 1.4. Factors influencing Entrepreneurship: Psychological, Social,  
economic and environmental factors.
- 1.5. Role of Entrepreneur in growth and development of the small business.
- 1.6. Problem of Unemployment and Importance of wealth creation.

**Total No. of Lectures 08****UNIT 2. BUSINESS OPPORTUNITY IDENTIFICATION**

- 2.1. Definition of business, industry & commerce and their  
interrelationship in today's environment.
- 2.2. Opportunity Search: Divergent Thinking Mode: Meaning Objectives  
Tools and Techniques: Environmental scanning for business opportunity  
identification.
- 2.3. Opportunity Selection: Convergent Thinking Mode: Meaning, Objectives, Tools and  
Techniques: Market Survey.

**Total No. of Lectures 08****UNIT 3. MANAGEMENT OF MSME'S AND SICK ENTERPRISES**

- 3.1. Meaning, Objectives and Functions of MSMEs Challenges of MSMEs,  
Preventing Sickness in Enterprises – Specific Management Problems;  
Industrial Sickness in India – Symptoms, process and Rehabilitation of Sick units.
- 3.2. Financial Assistance for Small Enterprise: Institutional:
  - A) Bank Loan
  - B) Angel Funding
  - C) Venture Funding
  - D) Self-Employment Schemes of Government of Maharashtra.
  - E) Government Financial Institutions: Khadi and Village Industries Board  
(KVIB)
  - F) Rajiv Gandhi Udyami Mitra Yojana (RUGMY)
  - G) Prime Minister Employment Generation Programme (PMEGP).

**Total No. of Lectures 08**

**UNIT 4. STUDY OF WOMEN-FOUNDED START-UPS IN INDIA AND  
ENTREPRENEURS' BIOGRAPHY**

Upasana Taku, Anisha Singh, Sabina Chopra, Azim H. Premji, Ratan Tata, DR. Shiva Nadar.

**Total No. of Lectures 06**

**SUGGESTED REFERENCES:**

Sr. No	Title Of the Book	Author/s	Publication
1	Entrepreneurship Development and Small Business Enterprises	Poornima M. Charantimath	Pearson, 2014.
2	Management of Small-Scale Industries	Desai Vasant	Himalaya Publishing House
3	The Dynamics of Entrepreneurial Development and Management,	Desai Vasant	Himalaya Publishing House, 2015

**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)	
<b>20</b>	<b>30</b>



Choice Based Credit System Syllabus (2023 Pattern)  
**Mapping of Program Outcomes with Course Outcomes**

**Class:** TYBBA (Sem –V)

**Subject:** Entrepreneurship Development

**Course:** Entrepreneurship Development **Course Code:** BBA-321-VSC

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

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

### Justification

#### **PO1: A Fundamental Knowledge and Coherent Understanding**

**CO1:** Understanding the distinction between Entrepreneurs, Managers, and Intrapreneurs builds the foundational knowledge required to grasp their roles and contributions to organizations. It provides a coherent understanding of the entrepreneurial ecosystem and organizational structures.

**CO2:** Comprehension of the evolution and key concepts of Entrepreneurship reinforces fundamental business knowledge. This includes theoretical grounding and historical context that are essential for a strong conceptual base.

**CO3:** Evaluating various factors influencing entrepreneurship—like psychological, social, economic, and environmental aspects—requires fundamental knowledge of these domains. This enables students to develop a broad and integrated understanding of the entrepreneurial context.

**CO4:** Recognizing the interrelationships between business, industry, and commerce forms part of essential business education. This ensures students have a coherent grasp of how various economic sectors interact and function.

**CO5:** Understanding how entrepreneurship impacts unemployment and wealth creation reflects core concepts in economics and business development. This understanding is crucial to link entrepreneurship with societal growth.

**CO6:** Analyzing internal and external problems faced by entrepreneurs involves applying fundamental concepts from multiple domains such as marketing, HR, and finance. This cross-functional application of knowledge reflects a coherent and well-integrated

understanding.

**CO7:** Critically analyzing case studies of women-founded start-ups and renowned entrepreneurs provides real-world application of theoretical knowledge. It reinforces the foundational understanding by relating it to practical, contextual scenarios.

**PO2: Procedural Knowledge for Skill Enhancement**

**CO1:** Differentiating between Entrepreneurs, Managers, and Intrapreneurs helps students understand the procedural aspects of their roles, decision-making styles, and workflows. This comparison enhances students' managerial and entrepreneurial skills through applied understanding.

**CO2:** Learning the evolution and key concepts of Entrepreneurship provides students with structured knowledge of business formation and operations. This procedural knowledge contributes directly to skill development in identifying opportunities and organizing resources.

**CO3:** Evaluating various external factors affecting entrepreneurship (psychological, social, economic, environmental) encourages learners to apply systematic approaches in analyzing entrepreneurial contexts, thus enhancing their strategic and analytical skills.

**CO4:** Comprehending how business, industry, and commerce interact requires procedural understanding of how different sectors function and contribute to economic systems. This knowledge supports the enhancement of operational and coordination skills in business environments.

**CO5:** Understanding the link between unemployment, wealth creation, and entrepreneurship enables students to grasp the mechanisms and processes through which entrepreneurship can address socio-economic challenges, refining their problem-solving and policy-oriented thinking.

**CO6:** Analyzing and proposing solutions to problems faced by entrepreneurs demands application of functional knowledge in marketing, finance, HR, and production. This directly engages students in practical, skill-building activities such as case-solving, planning, and strategy development.

**CO7:** Studying real-world entrepreneurial cases, particularly those involving women-founded start-ups, equips students with hands-on learning experiences. This improves their ability to understand procedural nuances like start-up funding, scalability, and leadership strategies—key for skill enhancement.

**PO3: Critical Thinking and Problem-Solving Skills**

**CO1:** Differentiating among Entrepreneurs, Managers, and Intrapreneurs requires critical thinking to assess their unique functions, responsibilities, and impacts. It cultivates students' ability to compare, contrast, and evaluate complex roles in real-world business settings.

**CO2:** Understanding the evolution and significance of entrepreneurship involves critical analysis of historical trends, concepts, and business models. This encourages learners to assess entrepreneurial relevance in varying economic scenarios, sharpening their evaluative thinking.

**CO3:** Evaluating how psychological, social, economic, and environmental factors influence entrepreneurship strengthens problem-solving by encouraging students to think beyond textbook knowledge and assess real-life influences on entrepreneurial ventures.

**CO4:** Analyzing interrelationships between business, industry, and commerce engages students in identifying connections and interdependencies, promoting logical reasoning

and systems thinking, which are key aspects of critical thinking.

**CO5:** Understanding how entrepreneurship addresses unemployment and fosters wealth creation requires the ability to critically assess societal needs and design entrepreneurial

strategies that serve broader economic purposes, thus enhancing problem-solving orientation.

**CO6:** This outcome directly fosters critical thinking and problem-solving by engaging students in diagnosing common entrepreneurial challenges and proposing practical solutions across different business functions—making it central to this PO.

**CO7:** Analyzing case studies of real entrepreneurs, especially from diverse backgrounds, strengthens students' critical thinking by encouraging them to explore strategies, failures, and innovations. It develops their ability to derive insights and apply them in various contexts.

#### **PO4: Communication Skills**

**CO1:** Differentiating between Entrepreneurs, Managers, and Intrapreneurs enhances students' ability to clearly articulate distinct roles and responsibilities. This improves their verbal and written communication skills in explaining complex organizational structures.

**CO2:** Understanding the evolution and significance of entrepreneurship equips students to effectively express and present historical insights, business ideas, and conceptual arguments—building their academic and professional communication competence.

**CO3:** Evaluating the impact of various external factors on entrepreneurship requires students to present their analysis logically and persuasively, improving their ability to communicate insights through reports, discussions, and presentations.

**CO4:** Comprehending interrelationships between business, industry, and commerce encourages students to communicate systems-based thinking and strategic connections in business environments, which is vital for managerial communication.

**CO5:** Understanding the link between unemployment and entrepreneurship enables students to confidently discuss policy implications and social entrepreneurship concepts in public forums, debates, or interviews, thus enhancing both oral and written communication.

**CO6:** Analyzing entrepreneurial challenges and proposing solutions involves group discussions, business presentations, and report writing. These activities provide hands-on practice in business communication, negotiation, and persuasive argumentation.

**CO7:** Studying and presenting case studies of successful entrepreneurs helps students convey real-world insights effectively. It strengthens storytelling, analytical narration, and data-backed presentation skills—critical in entrepreneurial and professional communication.

#### **PO5: Analytical Reasoning Skills**

**CO1:** Differentiating between Entrepreneurs, Managers, and Intrapreneurs involves analyzing their responsibilities, decision-making styles, and impact within organizations. This cultivates students' ability to logically categorize and interpret professional roles using analytical reasoning.

**CO2:** Understanding the evolution and key concepts of Entrepreneurship requires students to analyze historical patterns, entrepreneurial trends, and conceptual frameworks. This builds their capacity to dissect complex theories and assess their practical implications.

**CO3:** Evaluating the influence of psychological, social, economic, and environmental factors on entrepreneurship strengthens students' analytical thinking by requiring them to examine interrelated variables and predict their potential effects on entrepreneurial decisions.

**CO4:** Comprehending the interplay between business, industry, and commerce involves

logical reasoning to understand how sectors support and influence one another. Students use analytical skills to assess these relationships within dynamic market contexts.

**CO5:** Understanding the relationship between unemployment, wealth creation, and entrepreneurship demands analysis of economic principles and social outcomes. Students develop the ability to interpret data and evaluate policy impacts through reasoning-based arguments.

**CO6:** Analyzing entrepreneurial challenges across various business functions (marketing, finance, HR, etc.) requires students to apply structured thinking and problem decomposition. Proposing viable solutions further enhances their logical decision-making capabilities.

**CO7:** Critically examining case studies of real entrepreneurs promotes deep analysis of business models, leadership decisions, and growth strategies. Students develop the skill to interpret and evaluate success factors, setbacks, and innovations through a reasoned lens.

### **PO6: Innovation, Employability and Entrepreneurial Skills**

**CO1:** Differentiating among Entrepreneurs, Managers, and Intrapreneurs equips students with a foundational understanding of the roles that drive innovation and organizational growth. This clarity enhances employability and prepares students to take on dynamic roles in entrepreneurial settings.

**CO2:** Comprehending the evolution and significance of entrepreneurship fosters an entrepreneurial mindset. By learning how entrepreneurship has shaped the business world, students become better equipped to identify innovative opportunities and develop the confidence to pursue them.

**CO3:** Evaluating the psychological, social, economic, and environmental factors influencing entrepreneurship allows students to understand what drives innovation and entrepreneurial behavior. This awareness improves their readiness for entrepreneurial ventures or innovation-driven careers.

**CO4:** Understanding the interrelationships between business, industry, and commerce enhances students' ability to identify potential business gaps and develop innovative solutions. It builds the strategic thinking necessary for entrepreneurial success and future employability.

**CO5:** Learning the connection between unemployment, wealth creation, and entrepreneurship encourages students to view entrepreneurship as a solution to socio-economic issues. This realization nurtures the drive to innovate and contribute to economic development through start-ups or social enterprises.

**CO6:** Analyzing and proposing solutions to real-world entrepreneurial challenges across business functions enhances practical entrepreneurial skills. It trains students in innovation, adaptability, and business planning—crucial for both start-up success and employability in fast-paced industries.

**CO7:** Critically studying successful entrepreneurs, especially women-led start-ups, helps students recognize patterns of innovation, resilience, and leadership. These real-life insights inspire students to develop their own entrepreneurial abilities and creative thinking, increasing both innovation potential and job readiness.

**PO7: Multidisciplinary Competence**

**CO1:** Differentiating between Entrepreneurs, Managers, and Intrapreneurs requires understanding concepts from management, organizational behavior, and business strategy—showcasing the ability to integrate knowledge across disciplines.

**CO2:** Comprehending the evolution and key concepts of entrepreneurship draws from economics, history, sociology, and business management. This multidisciplinary



perspective allows students to grasp the broader context of entrepreneurial development.

**CO3:** Evaluating the influence of psychological, social, economic, and environmental factors involves integrating knowledge from psychology, sociology, economics, and environmental studies. This enhances students' ability to apply diverse disciplinary perspectives to entrepreneurial challenges.

**CO4:** Understanding interrelationships among business, industry, and commerce requires inputs from economics, business law, supply chain management, and industrial relations. It develops the competence to operate effectively in interconnected and multidisciplinary business environments.

**CO5:** Analyzing the relationship between unemployment, wealth creation, and entrepreneurship brings together insights from macroeconomics, public policy, and entrepreneurship. Students learn to assess economic and societal issues using a multidisciplinary lens.

**CO6:** Proposing solutions to challenges in marketing, finance, HR, production, and research involves synthesizing knowledge from multiple business domains. This fosters the ability to apply interdisciplinary skills to solve complex real-world entrepreneurial problems.

**CO7:** Studying case studies of entrepreneurs requires integrating insights from leadership, innovation management, gender studies, and strategic planning. This reinforces students' ability to approach entrepreneurial success and challenges from multiple academic and practical viewpoints.

#### **PO8: Value Inculcation through Community Engagement**

**CO1:** Understanding the roles of Entrepreneurs, Managers, and Intrapreneurs helps students appreciate the value-driven leadership styles that influence communities and workplaces. This promotes ethical thinking and responsibility toward society.

**CO2:** Learning the historical development and core principles of entrepreneurship allows students to see how entrepreneurs have historically contributed to societal growth and welfare, fostering respect for community-oriented business practices.

**CO3:** Evaluating psychological, social, economic, and environmental factors encourages students to understand the human side of entrepreneurship, including empathy, inclusivity, and sustainable practices—key values essential for community-focused engagement.

**CO4:** Comprehending the interconnections between business, industry, and commerce highlights how businesses can be agents of social change and development. It instills the importance of creating business models that contribute positively to communities.

**CO5:** Studying the link between unemployment, wealth creation, and entrepreneurship helps students understand how entrepreneurial ventures can empower communities, reduce poverty, and bring about inclusive growth—promoting value-based thinking.

**CO6:** Analyzing entrepreneurial challenges, especially those influenced by external social and economic issues, encourages students to develop solutions that are ethical, inclusive, and sustainable. It builds sensitivity toward real-world problems affecting communities.

**CO7:** Examining the journeys of women entrepreneurs and social innovators in India provides insight into how entrepreneurship can uplift marginalized sections of society. This promotes value inculcation such as gender sensitivity, equity, and social responsibility through real-life examples.

#### **PO9: Traditional Knowledge into Modern Application**

**CO1:** By distinguishing between Entrepreneurs, Managers, and Intrapreneurs, students

learn how traditional roles have evolved into modern organizational structures. This understanding helps them adapt age-old managerial and entrepreneurial wisdom to current industry contexts.

**CO2:** Comprehending the evolution of entrepreneurship allows students to recognize the influence of traditional business models and indigenous trade practices. They learn to appreciate how such traditional insights can be adapted and revitalized in the modern business landscape.

**CO3:** Evaluating socio-economic and environmental factors encourages students to identify sustainable entrepreneurial approaches that are rooted in traditional practices, such as local resource usage, community-based models, and eco-conscious business methods.

**CO4:** Understanding the interrelationships between business, industry, and commerce helps students identify traditional industry linkages—like cottage industries or family businesses—and consider how these can be modernized through technology and innovation.

**CO5:** Exploring the connection between unemployment, wealth creation, and entrepreneurship inspires students to consider traditional skills, crafts, and knowledge as foundations for start-ups or social enterprises, thus fostering inclusive growth.

**CO6:** Analyzing problems faced by entrepreneurs and developing solutions encourages students to draw on traditional methods—such as barter systems, oral negotiation tactics, or grassroots marketing—and integrate them with contemporary business strategies.

**CO7:** Studying case studies of Indian women entrepreneurs often highlights the integration of cultural heritage, traditional crafts, or indigenous knowledge into scalable business models. This fosters appreciation of how modern entrepreneurial success can be rooted in traditional wisdom.

#### **PO10: Design and Development of System**

**CO1:** Understanding the distinctions between Entrepreneurs, Managers, and Intrapreneurs provides students with the foundational knowledge to design effective organizational systems and structures that suit different leadership and operational roles.

**CO2:** Comprehending the evolution of entrepreneurship helps students recognize how various business systems have developed over time, enabling them to design innovative models that integrate traditional and modern approaches.

**CO3:** Evaluating psychological, social, economic, and environmental influences trains students to consider these factors while designing business systems that are resilient, adaptive, and sustainable in diverse real-world conditions.

**CO4:** Grasping the interrelationships between business, industry, and commerce enhances students' ability to design integrated business systems that align with current market dynamics and industrial networks.

**CO5:** Understanding the link between entrepreneurship, unemployment, and wealth creation equips students to develop systems that support inclusive employment models and wealth-distribution strategies through entrepreneurial ventures.

**CO6:** Analyzing and resolving entrepreneurial problems in areas like marketing, finance, HR, and production empowers students to design well-rounded systems and operational frameworks that address core business challenges effectively.

**CO7:** Studying real-life case studies of women-led start-ups and successful entrepreneurs offers practical insights into system development and innovation, allowing students to model effective strategies and operational frameworks in their own entrepreneurial



**PO11: Ethical and Social Responsibility**

**CO1:** Differentiating between Entrepreneurs, Managers, and Intrapreneurs allows students to understand the ethical responsibilities each role holds in maintaining fairness, integrity, and accountability in business practices.

**CO2:** Understanding the evolution of entrepreneurship enables students to trace the role of ethical considerations in business development over time, and how socially responsible entrepreneurs have positively impacted society.

**CO3:** Evaluating the psychological, social, economic, and environmental factors influencing entrepreneurship encourages students to approach problem-solving with empathy, sustainability, and ethical awareness in mind.

**CO4:** Comprehending the interrelationship between business, industry, and commerce gives students insights into how ethical practices contribute to trust, long-term partnerships, and corporate social responsibility in the marketplace.

**CO5:** Understanding the relationship between unemployment, wealth creation, and entrepreneurship makes students aware of their role in creating socially inclusive businesses that offer fair opportunities and address socio-economic challenges.

**CO6:** Proposing solutions to challenges in functional areas of business encourages students to prioritize ethical decision-making—such as fair labor practices, transparent financial management, and sustainable production—while addressing real-world problems.

**CO7:** Analyzing case studies of women-founded start-ups and prominent entrepreneurs in India gives students real-life examples of ethical leadership, inclusive entrepreneurship, and commitment to social causes, which inspire them to build businesses rooted in values and responsibility.

**PO12: Research-Related Skills**

**CO1:** Differentiating between Entrepreneurs, Managers, and Intrapreneurs requires exploration of organizational behavior and leadership models—enhancing students' ability to conduct role-based research and apply findings to real-world scenarios.

**CO2:** Comprehending the evolution and key concepts of entrepreneurship encourages students to research historical trends, economic impacts, and emerging entrepreneurial models, fostering academic inquiry and evidence-based understanding.

**CO3:** Evaluating psychological, social, economic, and environmental factors helps students develop a research mindset—collecting data, analyzing variables, and forming insights to understand complex entrepreneurial dynamics.

**CO4:** Understanding the interrelationships between business, industry, and commerce promotes investigation into market structures, policy impacts, and industry performance, improving data analysis and research interpretation skills.

**CO5:** Examining the relationship between unemployment, wealth creation, and entrepreneurship supports students in conducting socio-economic research, using both qualitative and quantitative methods to identify patterns and propose innovative solutions.

**CO6:** Analyzing and proposing solutions to entrepreneurial challenges requires students to perform applied research—collecting case data, testing strategies, and evaluating outcomes in functional business areas like marketing, finance, and operations.

**CO7:** Studying case studies of women entrepreneurs and Indian start-ups nurtures skills in case analysis, literature review, and comparative studies, fostering a deeper understanding

of business models through empirical research.

**PO13: Teamwork**

**CO1:** Understanding the distinct roles of Entrepreneurs, Managers, and Intrapreneurs fosters appreciation for role-based collaboration and highlights the need for coordinated efforts to achieve organizational goals—key elements of effective teamwork.

**CO2:** Comprehending the evolution of entrepreneurship and its significance helps students recognize how entrepreneurial ventures are built on collective effort, interdisciplinary collaboration, and mutual understanding among team members.

**CO3:** Evaluating various psychological, social, and economic factors enables students to work sensitively and cooperatively with diverse teams, acknowledging different viewpoints and values in problem-solving.

**CO4:** Understanding interrelationships between business, industry, and commerce emphasizes the interconnectedness of various sectors, reflecting the importance of teamwork in achieving synergy across functions.

**CO5:** Linking unemployment and wealth creation to entrepreneurship underlines how entrepreneurial teams play a critical role in job creation and collective socio-economic growth, requiring effective collaboration.

**CO6:** Analyzing and proposing solutions to entrepreneurial problems in functional areas like marketing, finance, and HR develops students' abilities to work in cross-functional teams and contribute meaningfully to group tasks and projects.

**CO7:** Studying case studies of women-founded start-ups and prominent entrepreneurs allows students to explore how successful ventures are often driven by strong team dynamics, co-founder synergies, and collaborative leadership models.

**PO14: Area Specific Expertise**

**CO1:** By differentiating between Entrepreneurs, Managers, and Intrapreneurs, students develop specialized knowledge of roles within business structures, which enhances their domain-specific clarity and strategic thinking.

**CO2:** Comprehending the evolution and key concepts of Entrepreneurship equips students with core theoretical and practical knowledge relevant to the entrepreneurship domain, making them more proficient in the subject.

**CO3:** Evaluating the influence of psychological, social, economic, and environmental factors on entrepreneurship enhances students' grasp of the contextual and functional dimensions specific to entrepreneurial ecosystems.

**CO4:** Understanding the interrelationships among business, industry, and commerce deepens learners' expertise in understanding market linkages and operational dynamics, essential for domain-specific business decision-making.

**CO5:** Studying the relationship between unemployment, wealth creation, and entrepreneurship helps students appreciate the economic impact of their domain, reinforcing their responsibility and insight within the entrepreneurial field.

**CO6:** Analyzing and proposing solutions to functional and external problems faced by entrepreneurs' trains students in applying specialized tools and approaches across domains like marketing, finance, HR, and operations, reinforcing their subject-matter proficiency.

**CO7:** Critical analysis of case studies of women entrepreneurs and successful start-ups offers students in-depth exposure to domain-specific strategies, challenges, and

innovations, fostering practical and contextual expertise.

**PO15: Environmental Awareness**

**CO1:** Understanding the distinctions between Entrepreneurs, Managers, and Intrapreneurs encourages awareness of their responsibilities toward sustainable and eco-conscious decision-making in their respective roles.

**CO2:** Learning the evolution and concepts of entrepreneurship includes examining how modern entrepreneurial practices are shifting toward sustainability, green innovations, and eco-friendly business models.

**CO3:** This CO directly aligns with environmental awareness, as students evaluate the environmental factors that influence entrepreneurship. It helps them recognize how ecological challenges and sustainability concerns shape business strategies.

**CO4:** Understanding the relationship between business, industry, and commerce includes recognizing how industrial activities impact the environment and how sustainable practices can be integrated into business operations.

**CO5:** By studying the connection between unemployment, wealth creation, and entrepreneurship, students explore green entrepreneurship as a pathway for both economic and environmental development, promoting eco-entrepreneurial ventures.

**CO6:** When analyzing entrepreneurial challenges, students consider environmental constraints in areas like production and supply chain. Proposing sustainable solutions strengthens their ability to balance business goals with environmental responsibility.

**CO7:** Studying case studies of successful entrepreneurs, especially those who have integrated eco-friendly practices or green technologies into their startups, enhances students' environmental sensitivity and appreciation of sustainability in business.





Anekant Education Society's  
**Tuljaram Chaturchand College, Baramati**

**Guidelines for Field Project (FP)**

**UG (Year-II Semester-III)**

In NEP 2020 (2023 Pattern) we are offering to UG (Second Year-second Semester) students **Field Project (FP)** for **TWO (2)** credits i.e. **50 Marks**. The total time allocation for the student to carry out field project is **60 hours**. The actual field work should be carried out after college hours or on holidays.

To carry out the field project work following guidelines should be used:

1. Field-based learning: Students should participate in field-based learning/projects under the supervision of faculty.
2. A minimum of **30 hours of learning per credit** in a semester is required.
3. Assignment of project topics to individual student or groups of students (2 or 3 students in one group/ Commerce faculty can have 5 students per group) and one faculty member from the department will act as GUIDE for the student or group of students.
4. If the project is related to survey type work, then prepare a questionnaire (20 -30 questions or more) related to their project topic (in Marathi or English). If the project is related to work that does not involve SURVEY work, then the questionnaire part can be replaced accordingly.
5. The departmental coordinator/guide should check the questions and finalize the questionnaire. The question that may create unnecessary complications should be avoided. The questions should be qualitative as well as quantitative. If the project is related to other type work (e.g. Data collection, sample collection etc.), then the guide should discuss with student and finalise the methodology for the same.
6. Students should go to their chosen field with the questionnaire and collect the information regarding the questions asked to the concerned people. Collect as much information as possible by collecting 25 or more questionnaires or enough number of samples or reasonable amount of data. The more the data, the better it will be for analysis.
7. The student should compile all the relevant data and carry out its analysis.
8. Write a project report in the standard format (2 Copies): Index, Chapter-1, Chapter-2, ..... Conclusion, References etc. The report should mention the clear **OUTPUT** drawn from the study. The typed project report should have minimum 25 pages (excluding title, Certificate, index and acknowledgement pages etc.), in Times New Roman with font size 12, and line spacing of 1.5.
9. Submit the project report with the Guide's signature to the department.
10. The Oral presentation for all the projects in the department should be arranged in the department. To evaluate the project, TWO examiners should be appointed by HoD (The details about appointment of examiners, weightage to internal and external marks etc. will be provided by examination section).
11. The total project work including preparation of questionnaire or sample/data collection to oral presentation should be evaluated for 2 credits (50 Marks). The details about the allocation of time, marks and scheme of examination for field project is given in Table. The departmental FP coordinator/HoD should submit the marks as per regular procedure to the examination section.

12. Since it is a compulsory subject in our syllabus, passing students in this **field project** is **MUST** to complete their degree.

Typical Time and marks allocation for the different stages of the field project is:

Step of Project	Individual students work in hours	Marks
Topic Selection/ Study Design	05	05
Survey preparation / Fieldwork	25	20
Analysis	10	05
Report writing	20	10
Oral Presentation		10
Total	60	50