**Anekant Education Society's**

Tuljaram Chaturchand College of Arts, Science and

Commerce, Baramati

(Empowered Autonomous)

**BACHLOR OF BUSINESS ADMINISTRATION**

**DEGREE**

**SYBBA- SEM-IV**

**PATTERN – 2024**

**Framed as per AICTE**

# 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

Our Department of BBA strives to be a world-class institution of higher education, recognized for our innovative approaches to business education, and our commitment to developing students who are leaders, critical thinkers, and problem-solvers.

### III. Mission Statement

Our Department of BBA is committed to providing a rigorous and comprehensive education that prepares students for the challenges of the business world. We strive to create an inclusive and supportive learning environment that promotes academic excellence, ethical behavior, and a commitment to social responsibility. Through innovative teaching methods, hands-on experience, and exposure to real-world business problems, we aim to develop students who are prepared to make

a positive impact on the world through their work in business. We are dedicated to serving as a resource for the community, providing valuable expertise and research in the field of business, and fostering entrepreneurship and economic growth.

Anekant Education Society's

**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. Borad of Technical Education conducted by Government of Maharashtra or its equivalent.
3. Three Year Diploma Course (After H.S.C.i.e. 10th 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:

Students 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 acquire 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 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, analyze 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 analyze 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 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 [2024 Pat.]

| Sem | Major Mandatory 1 [ Compulsory] | | | | Major Mandatory 2 | Major Mandatory 3 | OE | SEC | IKS | AEC | VEC | CC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | 4(T) | | | | 4(T) | 4(T) | 2 (T) | 2 (T) | 2(T) | 2(T) | 2(T) | -- |
| II | 4(T) | | | | 4(T) | 4(T) | 2 (T) | 2 (T) | -- | 2(T) | 2(T) | 2(T) |
| Sem | **Major Mandatory** | | | | Minor | -- | OE | SEC | IKS | AEC | VEC | CC |
| | Major Mandatory1 [Comp]. | Major Mandatory 2 | VSC | FP/CE | | | | | | | | |
| III | 2 (T) | 4(T) | 2 (T) | 2 [FP] | 4 (T) | -- | 2(T) | - | 2 | 2(T) | -- | 2(T) |
| IV | 2 (T) | 4 (T) | 2 (T) | 2 [CEP] | 4 (T) | -- | 2(T) | 2 (T) | --- | 2 | -- | 2 |
| | **Major Mandatory** | | | | | | | | | | | |
| | Major Mandatory1[ Compulsory | Major Mandatory 2 (As Selected in major mandatory 2) | VSC | Project | 4(T) | | | | | | | |
| V | 8(T) | 4 (T) | 2 (T) | RP - 4 | 4 | -- | -- | -- | -- | -- | -- | -- |
| VI | 8 (T) | 4 (T) | 2 (T) | RP- 4 | 4 | -- | -- | -- | -- | -- | -- | -- |
| | **Major Mandatory** | | | | | | | | | | | |
| | Major Mandatory1[ Compulsory | Major Mandatory 2 (As Selected in major mandatory 2) | VSC | Project | | | | | | | | |

| VII | 6(T) | 8(T) | -- | 4(RP) | 4(RM) (T) | -- | -- | -- | -- | -- | -- | -- |
|-----|------|------|----|-------|-----------|----|----|----|----|----|----|----|
| VIII | 8(T) | 8(T) | -- | 4(RP) | | -- | -- | -- | -- | -- | -- | -- |

Four Year **UG Honors Degree** in Major and Minor with 176 credits

**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  **FP**= Field Project  **RP**= Research Project

## Course Structure for S.Y. BBA (2024 Pattern) as per NEP-2020

| Sem. | Course Type | Course Code | Course Title | Theory / Practical | Credits |
|---|---|---|---|---|---|
| I | Major Mandatory 1 | BBA 101-GEN | Principles of Marketing | Theory | 04 |
|  | Major Mandatory 2 | BBA-102-GEN | Principles of Human Resource Management | Theory | 04 |
|  | Major Mandatory 3 | BBA-103-GEN | Business Accounting | Theory | 04 |
|  | Open Elective 1(OE) | BCA-104-OE | Fundamental of Data Science | Theory | 02 |
|  | Skill Enhancement Course (SEC) | BBA-105-SEC | Principles of Management | Theory | 02 |
|  | Ability Enhancement Course (AEC) | BCA-106-AEC | Business Communication Skills-I | Theory | 02 |
|  | Value Education Course (VEC) | ENV-107-VEC | Environmental Awareness | Theory | 02 |
|  | Indian Knowledge System (IKS) | GEN-106-IKS | Generic IKS |  |  |
|  |  |  |  | Total Credits | 22 |

| Sem. | Course Type | Course Code | Course Title | Theor y / Practic al | Credits |
|---|---|---|---|---|---|
| II | Major Mandatory 4 | BBA 151-GEN | Consumer Behaviour and Sales Management | Theory | 04 |
|  | Major Mandatory 5 | BBA-152-GEN | Organizational Behaviour | Theory | 04 |
|  | Major Mandatory 6 | BBA-153-GEN | Principles of Finance | Theory | 04 |
|  | Open Elective 2 | BCA-154-OE | Database Management System | Theory | 02 |
|  | Skill Enhancement Course (SEC) | BBA-155-SEC | \AI and MLfor Business | Theory | 02 |
|  | Ability Enhancement Course (AEC) | BCA-156-AEC | Business Economics (Micro) | Theory | 02 |
|  | Value Education Course (VEC) | BBA-157-VEC | Digital Technological Solution | Theory | 02 |
|  | Co-Curricular Course | CC- PHY | Physical Education |  | 02 |
|  |  |  |  | Total Credits | 22 |

## Course Structure for SYBBA SEM III (2024 Pattern) as
## per NEP-2020

| CLASS | COURSE TYPE | COURSE CODE | COURSE TITLE | THEORY / PRACTICAL | CREDITS |
|---|---|---|---|---|---|
| **SEM III** | Major Mandatory | BBA 201- MRM(A) | Employee Management & HRM Practice | Theory | 04 |
| | | BBA 201-MRM (B) | Management Accounting | | |
| | | BBA 201-MRM (C) | Digital Marketing | | |
| | Major Mandatory | BBA- 202- M R M | Supply Chain Management | Theory | 02 |
| | Major Mandatory | BBA- 203- M R M | Business Economics | Theory | 02 |
| | VSC | BBA – 204 - VSC | Business Analytics | Theory | 02 |
| | Field Project (FP) | BBA 205  FP | Field Project [Specialization Based] | Practical | 02 |
| | Minor | BBA-206-MN | Research Methodology | Theory | 04 |
| | Open Elective (OE) | BCA-207 - OE | IT in Management | Theory | 02 |
| | Ability Enhancement Course (AEC) | BBA-208-AEC | Marathi | Theory | 02 |
| | Co - Curricular Course | Co-Curricular Course | NSS/NCC/Yoga Education/Health and Wellness/Fine Arts-I | ------ | 02 |
| | | | | **Total** | **[ 22]** |

## Course Structure for SYBBA SEM IV (2024 Pattern) as per NEP-2020

| CLASS | COURSE TYPE | COURSE CODE | COURSE TITLE | THEORY / PRACTICAL | CREDITS |
|---|---|---|---|---|---|
| **SEM IV** | Major Mandatory | BBA 251-MRM(A) | Industrial Relation & Labour Law | Theory | 02 |
| | | BBA 251-MRM (B) | Business Taxation | | |
| | | BBA 251-MRM (C) | Retail Management | | |
| | Major Mandatory | BBA- 252- M R M | Business Ethics | Theory | 02 |
| | Major Mandatory | BBA- 253- M R M | Decision Making & Risk Management | Theory | 02 |
| | VSC | BBA – 254 - VSC | Computer Application for Business Administration | Theory | 02 |
| | Community Engagement Project (CEP) | BBA-255- CEP | Community Engagement Project [Specialization Based] | Practical | 02 |
| | Minor | BBA-256-MN | Production & Operations | Theory | 04 |
| | Open Elective (OE) | BBA-257 - OE | Hands on Google apps | Theory | 02 |
| | Skill Enhancement Course (SEC) | BBA-258-SEC | International Business | Theory | 02 |
| | Ability Enhancement Course (AEC) | AEC | Marathi | Theory | 02 |
| | Cocurricular Course | Co-Curricular Course | NSS/NCC/Yoga Education/Health and Wellness/Fine Arts-I | | 02 |
| | | | | **Total** | **[ 22]** |

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester:  I V
Course Type: Major Mandatory
Course Name: Business Taxation
Course Code: BBA-251-MRM(B)
No. of Lectures: 30
No. of Credits: 02

### A)  COURSE DESCRIPTIONS: -

This course offers a comprehensive overview of the Income Tax Act, 1961, covering its origin, key concepts, definitions, and taxation structure in India. Students will learn about different heads of income including salary, house property, capital gains, and other sources, along with basic computation. It focuses on the computation of total taxable income, deductions under Section 80, and online filing of Income Tax Returns (ITR). The course explains essential tax processes such as TDS, TCS, and advance tax. Emphasis is placed on both theoretical understanding and basic practical applications. The aim is to build foundational tax knowledge and compliance skills for individuals and professionals.

### B)  COURSE OBJECTIVES:

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

### C)COURSE OUTCOMES:

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

# UNIT 1. INTRODUCTION TO INCOME TAX ACT 1961.

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

**No. of lectures 08**

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

**Different heads of Income: -**

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

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

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

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

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

**No. of lectures 08**

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

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

**No. of lectures 08**

# UNIT 4. OTHER IMPORTANT ASPECTS OF INCOMETAX ACT 1961

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

**No. of lectures 06**

**REFERENCE BOOKS: -**

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

**EVALUATION: -**

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

**Choice Based Credit System Syllabus (2024 Pattern)**

**Mapping of Program Outcomes with Course Outcomes**

**Class:** SYBBA (Sem –IV)     **Course Title:** Business Taxation

**Course:** Business Taxation     **Course Code**: **BBA-251-MRM(B)**

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

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

**Justification for Mapping**

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

**CO1:** Students gain a strong foundation in basic taxation concepts, laws, and definitions, which forms the basis of coherent understanding in the field of income tax.

**CO2:** This enhances students' comprehension of how the Indian taxation system functions within the economy, fostering a structured understanding of fiscal policy and public finance.

**CO3:** Understanding income classification and taxability builds fundamental knowledge of income sources and their legal framework under the Income Tax Act.

**CO4:** Application of computation rules integrates theoretical knowledge with practical understanding, ensuring conceptual clarity in income assessment.

**CO5:** Students comprehend the digital procedures of taxation, strengthening their fundamental knowledge of tax compliance and online filing mechanisms.

**CO6:** By learning about deductions and exemptions, students develop a deeper understanding of income tax structure and computation principles.

**CO7:** Knowledge of TDS/TCS systems enhances conceptual clarity about advance tax mechanisms, reinforcing fundamental understanding of tax collection and payment procedures.

## PO2: Procedural Knowledge for Skill Enhancement

**CO1:** Understanding basic tax concepts provides the groundwork for applying taxation procedures accurately in real-life situations.

**CO2:** Knowledge of tax structure helps students grasp procedural aspects such as assessment, filing, and compliance with the Income Tax Act.

**CO3:** Learning to identify and classify income sources develops procedural competence in computing and assessing taxable income.

**CO4:** Applying rules and calculations enhances procedural skills required for preparing tax statements and returns.

**CO5:** Practical exposure to online ITR filing strengthens students' procedural and technical skills relevant to tax filing and compliance.

**CO6:** Learning to apply deductions and compute total tax liability cultivates procedural efficiency in preparing accurate tax returns.

**CO7:** Understanding TDS/TCS processes equips students with procedural skills essential for handling tax deductions and payments in professional practice.

## PO3: Critical Thinking and Problem-Solving Skills

**CO1**: Understanding core tax concepts enables students to analyze and interpret taxation issues critically in real-world contexts.

**CO2:** Comprehending the structure and purpose of taxation helps students evaluate fiscal challenges and propose practical solutions.

**CO3:** Identifying income heads requires analytical thinking to determine the correct tax treatment for different income sources.

**CO4:** Applying computation rules promotes problem-solving ability by interpreting tax laws and resolving calculation-related issues.

**CO5:** Learning e-filing procedures fosters analytical reasoning in managing data accuracy and addressing filing discrepancies.

**CO6:** Evaluating various deductions and exemptions develops problem-solving skills for minimizing tax liability within legal limits.

**CO7:** Understanding TDS/TCS systems encourages critical assessment of compliance procedures and enhances decision-making in tax operations.

DEPARTMENT OF BBA
SYBBA

**PO4: Professional Communication Skills**

**CO1:** Understanding key taxation terms enhances students' ability to communicate professionally using accurate financial and legal terminology.

**CO2:** Knowledge of the tax system enables students to articulate the importance of taxation clearly in both written and verbal forms.

**CO3:** Learning to classify income improves students' ability to present structured tax-related information in reports and discussions.

**CO4:** Preparing tax computations develops precision and clarity in presenting financial data and written calculations.

**CO5:** Exposure to online tax filing and documentation enhances students' ability to communicate professionally through digital tax platforms.

**CO6:** Explaining deductions and tax liabilities requires clear communication and documentation skills relevant to business and compliance contexts.

**CO7:** Understanding tax payment systems equips students to convey compliance information effectively in professional and organizational settings.

## PO5: Analytical Reasoning Skills

**CO1:** Understand the fundamental concepts and definitions related to income tax – Grasping the basic concepts of income tax, such as taxable income, exemptions, and rebates, requires students to identify key definitions and distinctions, fostering analytical thinking.

**CO2:** Gain knowledge of India's taxation structure and its objectives – Understanding the hierarchical structure of the tax system and its policy objectives involves reasoning about why certain taxes exist and how they impact individuals and businesses.

**CO3:** Identify the different heads of income and the criteria for their chargeability – This CO strengthens the ability to classify income correctly under relevant heads by evaluating various scenarios, enhancing logical decision-making.

**CO4:** Apply basic rules for computing taxable income from various heads – Computing taxable income demands methodical analysis of allowances, exemptions, and deductions, which directly cultivates problem-solving and quantitative reasoning.

**CO5:** Learn the process of online ITR filing and its related forms – Navigating the filing process requires sequential thinking and careful attention to procedural details, reinforcing analytical skills.

**CO6:** Understand deductions under Section 80 and calculate total tax liability – Determining applicable deductions and calculating total tax liability requires systematic evaluation of financial data and application of logical rules.

**CO7:** Familiarize with the TDS, TCS system, and methods of paying taxes – Analyzing the various modes of tax collection and compliance obligations enhances students' ability to assess practical taxation scenarios and make informed financial decisions.

## PO6: Innovation, Employability, and Entrepreneurial Skills

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**CO1:** Understanding core taxation concepts equips students with the knowledge base needed for roles in accounting, finance, and advisory services, enhancing employability.

**CO2:** Awareness of the tax system and its objectives enables students to identify business opportunities, advise clients, and innovate in financial planning.

**CO3:** Classifying income correctly develops analytical and practical skills necessary for accounting roles and entrepreneurial decision-making.

**CO4:** The ability to compute taxable income ensures students can handle real-world financial situations, increasing their employability in finance-related careers.

**CO5:** Familiarity with digital filing systems enhances technical competence, an essential skill in modern workplaces, and promotes innovation in process management.

**CO6:** Applying deductions and calculating tax liabilities nurtures precision, problem-solving, and advisory skills, supporting professional and entrepreneurial functions.

**CO7:** Knowledge of tax collection mechanisms equips students to design efficient financial systems, plan business strategies, and innovate in compliance management.

**PO7: Multidisciplinary Competence**

**CO1:** Requires integrating basic legal and financial principles to comprehend taxation.

**CO2:** Connects economic policy, governance, and financial management, reflecting multidisciplinary understanding.

**CO3:** Involves combining knowledge of law, accounting, and finance to classify income accurately.

**CO4:** Demonstrates the application of mathematical, financial, and regulatory knowledge to solve real-world problems.

**CO5:** Integrates IT skills with financial knowledge to execute taxation procedures efficiently.

**CO6:** Involves critical reasoning and application of finance, law, and mathematics to determine liabilities.

**CO7:** Connects accounting, regulatory compliance, and business operations, reflecting multidisciplinary competence.

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

**CO1:** Builds awareness of citizens' responsibilities towards paying taxes and contributing to public welfare.

**CO2:** Helps students appreciate how tax revenues fund community development and public services.

**CO3:** Encourages ethical financial reporting and accountability.

**CO4:** Promotes responsible handling of personal and organizational finances in line with societal norms.

**CO5:** Supports transparency and ethical practices in fulfilling civic duties.

**CO6:** Enables students to make informed decisions that are both legally compliant and socially responsible.

**CO7:** Encourages understanding of mechanisms that support national development and public welfare.

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

**CO1:** Combines traditional legal and financial concepts with current tax practices, bridging historical understanding with modern application.

**CO2:** Connects historical policy frameworks and objectives with contemporary tax systems.

**CO3:** Applies the foundational principles of income categorization in modern taxation scenarios.

**CO4:** Translates traditional computation methods into modern calculation tools and practices.

**CO5:** Utilizes digital platforms to execute age-old tax responsibilities efficiently.

**CO6:** Integrates traditional knowledge of lawful exemptions with current legal provisions.

**CO7:** Adapts traditional compliance ethics to modern financial systems for effective execution.

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

**CO1:** Provides the foundational knowledge required to design accurate tax computation systems.

**CO2:** Helps students develop systems aligned with legal and regulatory frameworks.

**CO3:** Supports the design of systems that correctly classify and process income under various heads.

**CO4:** Encourages development of computational procedures and automated methods for income calculation.

**CO5:** Familiarizes students with digital tools and system interfaces required for practical implementation.

**CO6:** Promotes creation of systematic approaches to include deductions and compute final tax liability accurately.

**CO7:** Equips students to design end-to-end systems for tax compliance, integrating collection and payment mechanisms.

**PO11: Ethical and Social Responsibility**

**CO1:** Helps students recognize their ethical duty to understand tax obligations thoroughly.

**CO2:** Encourages appreciation of the societal role of taxes in national development and public welfare.

**CO3:** Promotes ethical reporting and accountability in income declaration.

**CO4:** Ensures responsible computation and transparency in financial dealings.

**CO5:** Reinforces ethical conduct through accurate and timely filing of taxes.

**CO6:** Encourages lawful and ethical utilization of deductions without misrepresentation.

**CO7:** Instills a sense of social responsibility by understanding and complying with legal tax collection and payment systems.

**PO12: Research-Related Skills**

**CO1:** Provides the foundational knowledge necessary for conducting research on taxation topics.

**CO2:** Equips students to explore the rationale behind tax policies and analyze their implications on society and business.

**CO3:** Develops the ability to categorize and analyze diverse financial information for research purposes.

**CO4:** Encourages application-oriented analysis and evaluation of income computation methods.

**CO5:** Provides practical exposure to digital systems, allowing research into efficiency, accuracy, and usability of tax filing platforms.

**CO6:** Enables investigation of tax-saving provisions and their financial implications.

**CO7:** Promotes research on mechanisms of tax collection, compliance, and their impact on stakeholders.

## PO13: Teamwork – Justification:

**CO1:** Team discussions and collaborative study sessions help students clarify and reinforce core concepts collectively.

**CO2:** Working in groups encourages the exchange of perspectives on policy objectives and taxation frameworks.

**CO3:** Collaborative exercises enable peer learning in categorizing income correctly under various heads.

**CO4:** Group problem-solving tasks enhance collective analytical skills and application accuracy.

**CO5:** Team-based simulations of ITR filing develop coordination and collaborative decision-making.

**CO6:** Joint exercises in deduction calculation foster discussion, consensus-building, and accountability within teams.

**CO7:** Group projects involving TDS/TCS computations promote cooperative learning and shared responsibility for task completion.

## PO14: Area Specific Expertise

**CO1:** Builds foundational expertise necessary for professional competency in taxation.

**CO2:** Provides specialized understanding of tax policies and their implications on individuals and businesses.

**CO3:** Strengthens domain-specific skills in income classification and regulatory compliance.

**CO4:** Enhances practical expertise in accurate income computation and financial analysis.

**CO5:** Develops technical expertise in digital tax filing platforms and procedures.

**CO6:** Cultivates detailed knowledge of tax-saving provisions and their practical applications.

**CO7:** Builds specialized skills in tax deduction, collection, and compliance systems.

## PO15: Environmental Awareness

**CO1:** Provides the basis for recognizing how taxation can support sustainability initiatives.

**CO2:** Highlights tax policies aimed at promoting environmental responsibility, such as incentives for green investments.

**CO3:** Enables understanding of income sources and deductions that may encourage eco-friendly practices.

**CO4:** Encourages responsible computation that considers environmentally related deductions and exemptions.

**CO5:** Promotes paperless, digital compliance, reducing environmental impact.

**CO6:** Helps students recognize deductions that support sustainable and socially responsible investments.

**CO7:** Encourages understanding of systematic and efficient compliance, which reduces resource wastage and promotes accountability.

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

**Program Code: BBA**

**Class: S.Y.B.B.A**

**Semester: IV**

**Course Type: Major Mandatory**

**Course Name: Industry Relation & Labour Law**

**Course Code: BBA-251-MRM(A)**

**No. of Lectures: 30**

**No. of Credits: 2**

### A) COURSE DESCRIPTION:

This course provides a comprehensive overview of industrial relations, including the dynamics of trade unions, labor management, and dispute resolution. It explores workers' participation in management, the legal framework under the Industrial Dispute Act, 1946, and strategies for promoting harmonious labor relations and resolving industrial conflicts effectively.

### B) COURSE OBJECTIVES:

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

### C) COURSE OUTCOME

**CO1.** Students will be able to define industrial relations, explain its importance, and

describe its scope in the context of modern industry.

**CO2.** Students will be able to analyze the growth, objectives, functions, and role of trade unions in globalized content.

**CO3.** Students will be able to identify the role of personnel and industrial relations managers in promoting peaceful industrial relations.

**CO4.** Students will be able to differentiate between statutory and non-statutory conflict resolution mechanisms and explain their applicability in real-world scenarios.

**CO5.** Students will be able to explain the concept and benefits of workers' participation in management, including forms, levels, and roles.

**CO6.** Students will be able to apply knowledge of the Industrial Dispute Act, 1946, to case studies or real-world scenarios, including strike, lockout, layoffs, retrenchment, and grievance redressal machinery

**CO7.** Students will be able to analyze the provisions and implications of the Factories Act, 1948, on workplace safety, health, welfare, leave with wages, and working hours of adults.

## UNIT NO 1: INTRODUCTION INDUSTRY RELATION & INDUSTRY DISPUTE.

1.1. Industrial Relation-Definition, Importance & Scope

1.2. Trade Union-Growth, Objective, Function

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

1.4. Industrial Dispute-Nature of Industrial Dispute.

1.5. Causes of Industrial Dispute.

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

**No of Lectures 10**

## UNIT NO2: WORKERS PARTICIPATION IN MANAGEMENT

2.1 Concept & Pre-requisites.

2.2 Forms & Levels of Participation

2.3 Benefit of workers participation in management

2.4  Role of workers participation in Labour welfare & Industrial hygiene

Causes of Industrial Dispute.

**No of Lectures 08**

**UNIT NO 3:  INDUSTRIAL DISPUTE ACT, 1946.**
3.1. Definitions.

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

3.3 Strike & lockout, Lay-off and retrenchment.

3.4 Grievance Redressal Machinery.                     **No of Lectures 06**


**UNIT 4  FACTORIES ACT 1948.**
4.1 Provisions regarding Safety

4.2 Provisions regarding Health

4.3 Provisions regarding Welfare

4.4 Provisions regarding Leave with Wages

4.5 Working hours of adults

**No of Lectures 06**

**REFERENCE BOOKS:**
1. Industrial law - P.L.Malir

2. Industrial & labour laws -S.P.Jain

3. Taxmann's Labour Laws 4. Industrial Relations -Arun Monappa

5. Industrial Relations -Mamoria

6. Collective Bargaining -Kochan T.A. & Katz Henry 2 nd a. Ed.Homewood Illinois,
   b. Richard D.Irish 1988.

**EVALUATION:**


| Internal Evaluation | External Evaluation |
|---|---|
| Unit test(10) | Fill in the blanks, One sentence question (10) <br> Short answer question            (12) <br> Long answer questions            (8) |
| Mini project /Assignment/Presentation (10) | |
| **20** | **30** |

## Choice Based Credit System Syllabus (NEP2020)

### *Mapping of Program Outcomes with Course Outcomes*

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

**Course:** BBA                                **Course Code:BBA-251-MRM(A)**

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

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

### *Justification for the mapping*

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

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

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

**CO5**: Explaining this concept requires foundational knowledge of participative management theories and practices, directly mapping to PO1's focus on coherent understanding.

**CO7**: Analyzing this act's provisions requires a coherent and fundamental understanding of labor laws and workplace regulations, directly linked to PO1.

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

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

**CO6**: Applying the Industrial Dispute Act to case studies strengthens procedural skills by enabling students to practically engage with labor laws and dispute resolution processes in real contexts.

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

**CO2:** Analyzing trade unions' growth and roles demands problem-solving skills to evaluate their impact in a

globalized environment and assess challenges faced by labor organizations.

**CO4:** Critical thinking and problem-solving skills are required to differentiate between statutory and non-statutory conflict resolution mechanisms and explain their applicability in real-world scenarios.

**CO6:** Applying the Industrial Dispute Act to case scenarios calls for problem-solving to interpret legal provisions and devise solutions to labor disputes like strikes and layoffs.

**CO7:** Analyzing the Factories Act provisions requires critical thinking to evaluate workplace safety laws and solve practical issues related to health, welfare, and working conditions.

**PO4: Communication Skills:**

**CO1:** Defining and explaining industrial relations requires the ability to clearly communicate complex concepts and their significance in modern industry, enhancing students' professional articulation skills.

**CO3**: Identifying the role of managers in fostering peaceful relations involves communicating strategies and solutions effectively within teams and organizations, vital for industrial harmony.

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

**PO5: Analytical Reasoning Skills**

**CO2:** Analyzing trade unions' growth and functions demands strong analytical skills to critically evaluate their objectives and roles within a globalized labor environment.

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

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

**CO2:** Analyzing trade unions in a globalized context fosters entrepreneurial thinking about labor dynamics and equips students with skills to navigate and innovate in diverse employment environments.

**CO7:** Analyzing the Factories Act provisions equips students with knowledge to innovate in workplace safety and welfare practices, supporting employability in compliance and safety management sectors.

**PO7: Multidisciplinary Competence**

**CO1:** Defining industrial relations and its scope requires integrating knowledge from management, law, and social sciences, reflecting the multidisciplinary nature of the subject.

**CO2:** Analyzing trade unions in a globalized context involves understanding economic, legal, and social perspectives, demonstrating competence across multiple disciplines.

**CO5:** Explaining workers' participation in management involves concepts from management, sociology, and labor law, emphasizing an interdisciplinary approach.

## PO8: Value Inculcation through Community Engagement

**CO3:** Identifying the role of industrial relations managers highlights the importance of ethical leadership and peaceful conflict resolution, supporting community harmony and social responsibility.

**CO5:** Explaining workers' participation promotes inclusive decision-making and empowerment, encouraging value-based engagement in organizational and community contexts.

## PO10: Design and Development of System

**CO3:** Personnel and industrial relations managers play a critical role in maintaining peaceful industrial relations. Their responsibilities include negotiation, conflict resolution, and implementing policies that promote a positive work environment. Effective communication, transparency, and empathy are key to their success.

**CO4:** Statutory mechanisms are legally established processes for resolving workplace conflicts, such as arbitration and mediation. Non-statutory mechanisms include internal grievance procedures and external mediation services. Understanding the application of these mechanisms is crucial for effectively resolving workplace disputes.

## PO11: Ethical and Social Responsibility

**CO3:** Recognizing the role of personnel and industrial relations managers in promoting peaceful relations emphasizes ethical leadership, conflict resolution, and social harmony, directly supporting PO11's principles of ethical responsibility.

**CO4:** Differentiating conflict resolution mechanisms and understanding their application ensures ethical decision-making and social fairness in resolving disputes, aligning with PO11's emphasis on responsible organizational behavior.

**CO7:** Analyzing the provisions of the Factories Act ensures compliance with safety, health, and welfare standards, embodying social responsibility and ethical responsibility towards workers, aligning with PO11's core values.

## PO12: Research-Related skills

**CO4:** Differentiating conflict resolution mechanisms involves analyzing legal provisions and case law through research, enabling students to assess applicability in different situations, thus developing research and analytical skills aligned with PO12.

**CO6:** Applying the Industrial Dispute Act to case studies necessitates researching legal provisions, analyzing dispute scenarios, and drawing conclusions, which directly relates to PO12's focus on research and analytical skills.

**PO13: Teamwork**

**CO3:** This outcome supports PO13 by emphasizing the role of personnel and IR managers in fostering harmonious industrial relations, thereby enabling students to analyze managerial responsibilities within research frameworks.

**PO14: Area Specific Expertise**

**CO6:** Applying the Industrial Dispute Act to real-world scenarios enhances practical, industry-specific legal knowledge and dispute management skills, aligning with PO14's emphasis on expertise in resolving industrial conflicts.

**PO15: Environmental Awareness**

**CO7:** Analyzing the Factories Act's provisions on workplace safety and welfare emphasizes safeguarding environmental health standards. Understanding these regulations promotes environmentally conscious workplace practices, directly supporting the objectives of PO15.

## SYLLABUS (CBCS -2024 Pattern as per NEP 2020) FOR S. Y. B.B.A
## (w. e. from June 2025)

**Name of the Programme:**
**B.B.A. Program Code: BBA**
**Class: S.Y.B.B.A**
**Semester: IV**
**Course Type: Major**
**Course Name: Retail Management**
**Course Code: BBA-251-MRM(C)**
**No. of Lectures: 30**
**No. of Credits: 02**

**A) COURSE DESCRIPTION -** This course provides an in-depth understanding of retail concepts, operations, and strategies in the modern business environment. It covers the scope, functions, and types of retailing, comparing Indian and global retail scenarios. Students learn about retail location and site selection, store design, layout, and visual merchandising techniques. The course also emphasizes merchandise planning, category management, and private label strategies. Additionally, it explores current retail trends, including rural marketing and mall management in India and abroad.

**B) COURSE OBJECTIVES:**
1. To provide a comprehensive understanding of the fundamental concepts, nature, scope, and functions of retailing.
2. To familiarize students with various types and formats of retailing, including organized and unorganized sectors.
3. To analyze the Indian retail scenario in comparison with the global retail environment and identify key drivers of change.
4. To explain the importance of location, site selection, and store layout in retail success.
5. To introduce the principles of merchandising and merchandise planning in the retail process.
6. To explore the role of visual merchandising, store design, and atmospherics in enhancing customer experience.
7. To examine emerging trends in retailing such as rural retailing, mall management, and technological innovations in retail.

**C) COURSE OUTCOMES:**
**CO1:** Define and explain the basic concepts, scope, and functions of retailing.
**CO2:** Differentiate between organized and unorganized retail formats and their advantages.
**CO3:** Analyse the Indian retail scenario in the context of global trends and emerging drivers of change.
**CO4:** Identify suitable retail locations and design effective store layouts to attract customers.

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**CO5:** Apply the concepts of merchandising and merchandise planning for effective inventory and product management.

**CO6:** Demonstrate understanding of visual merchandising techniques and their impact on customer behaviour.

**CO7:** Evaluate the current and emerging trends in retailing, including rural retailing and mall management practices.

## UNIT NO. 1: INTRODUCTION TO RETAILING

1.1  Overview of retailing: Definition, Scope, Role and Functions of retailers,

1.2  Advantages of Retailing, Organized and Unorganized Retailing,

1.3  Indian Retail Scenario Vs. Global Retail Scenario, Drivers of retail change in India,

1.4  Emerging Trends in Retailing in India, Role of Retail in Nation's Economy.

1.5  Classification of Retailers: a. Traditional Retail Formats: (Store Based Retail Formats) (Non-Store Based Retail Formats) Direct Selling, Direct Marketing, Catalog Marketing, Tele Marketing, Automatic Vending Machines, Airport Retailing, Kiosks, Electronic Shopping,

**No of Lectures -12**

## UNIT NO. 2: RETAIL LOCATION AND SITE SELECTION

2.1  Retail Location and Site Selection: Concept of location and site

2.2  Factors to be considered in retail locations

2.3  Store Design and Store Layout- The concept of store design, element of store design (Interior and exterior), Store layout- Types of layouts

2.4  Visual Merchandising: Concept, Need and importance

2.5  Tools used for visual merchandising  and store atmospherics

**No of Lectures -06**

## UNIT NO. 3: RETAIL MERCHANDISING, MERCHANDISE PLANNING

3.1 Retail Merchandising: Concept and principles of merchandising,

3.2 Merchandise  Planning: Concept of merchandise planning

3.3 Types of merchandise, Process of merchandise planning

3.4 Introduction of Private Label Brands

3.5 Category Management: Definition and process

**No of Lectures -06**

## UNIT NO. 4: CURRENT TRENDS IN RETAILING

4.1 Mall Management: Nature and concept of a mall

4.2 Growth of malls globally and in India

4.3  Indian Malls vs. Western countries Malls.

4.4 Online Retailing- E-Tailing (Electronic Retailing), Social Media Retailing, Pop up shops

**No of Lectures -06**

**REFERENCE BOOKS –**

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

**EVALUATION-**

| Internal Evaluation | External  Evaluation |
|---|---|
| Unit Test (10) | Fill in the blanks, One Sentence Answer (10) |
| Mini Project / Assignment / Presentation (10) | Short Answer Que (12) |
| | Short Answer Que (08) |
| 20 | 30 |

Choice Based Credit System Syllabus (NEP2020)
**Mapping Program Outcomes with Course Outcomes**

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

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

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

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

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

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

**CO2:** This procedural knowledge is essential for students to recall and apply their knowledge of the retail industry structure to describe the different types of retailers, market segments, and channels.
**CO3:** This procedural knowledge enables students to analyze market trends and life cycles to inform business decisions, which is a critical skill in the retail industry.
**CO4:** This procedural knowledge enables students to develop a comprehensive retail marketing plan that incorporates key elements such as product, promotion, place, and pricing strategies.
**CO5:** This procedural knowledge helps students evaluate the importance of human resources in a retail business and develop effective staffing plans.
**CO6:** This procedural knowledge enables students to analyze the impact of technological advancements on retailing and develop strategies to incorporate new technologies into their business.
**CO7:** This procedural knowledge helps students apply critical thinking and problem-solving skills to address challenges in the retail industry, which is essential for adapting to changing market trends and consumer behavior.

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

**CO1:** Critical thinking is required to analyze the structure of the retail industry, identify patterns and relationships between different types of retailers, market segments, and channels. This requires students to think critically about the complex retail landscape and identify key elements that contribute to its structure.
**CO2:** Critical thinking is essential in analyzing market trends and identifying opportunities and challenges in the retail life cycle. Students need to evaluate data, identify patterns, and make informed decisions about how to adapt to changing market conditions.
**CO3:** Critical thinking is necessary to segment customer groups and develop effective marketing strategies. Students need to analyze customer data, identify patterns and preferences, and develop targeted marketing campaigns that resonate with specific customer groups.
**CO7:** This is directly related to the above statement, as it requires students to apply critical thinking and problem- solving skills to address real-world challenges in the retail industry. Students need to think critically about complex problems, identify root causes, and develop innovative solutions that adapt to changing market trends and consumer behavior.

**PO4: Communication Skills-**

**CO1:** Effective communication skills are necessary to convey complex information about the retail industry structure, requiring students to clearly explain and describe the different types of retailers, market segments, and channels.
**CO2:** Students need to effectively communicate their analysis of market trends and the retail life cycle to inform business decisions, which requires clear and concise communication.
**CO4:** Communication skills are essential to develop a comprehensive marketing plan, as students need to clearly articulate their strategies and ideas to stakeholders.

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

## PO5: Analytical Reasoning Skills-

**CO1:** Analytical reasoning skills are necessary to understand and describe the structure of the retail industry, requiring students to analyze and categorize different types of retailers, market segments, and channels.
**CO2:** Analytical reasoning skills are essential for analyzing market trends and the retail life cycle, as students need to identify patterns, make connections, and draw conclusions to inform business decisions.
**CO3:** Analytical reasoning skills are necessary for identifying and segmenting customer groups, requiring students to analyze customer data and behaviors to develop targeted marketing strategies.
**CO4:** Analytical reasoning skills are necessary for developing a comprehensive retail marketing plan, as students need to analyze market trends, consumer behavior, and competitive landscapes to create effective strategies.
**CO6:** Analytical reasoning skills are essential for analyzing the impact of technological advancements on retailing, requiring students to identify potential benefits and challenges, and develop strategies to incorporate new technologies into their business.
**CO7:** Analytical reasoning skills are necessary for applying critical thinking and problem-solving skills to address challenges in the retail industry, as students need to analyze complex problems, identify key factors, and develop innovative solutions.

## PO6: Innovation, Employability and Entrepreneurial Skills-

**CO1:** Describing the structure of the retail industry requires students to think creatively about the different types of retailers, market segments, and channels that exist. This involves developing entrepreneurial skills to identify opportunities and develop strategies to succeed in a competitive market.
**CO2:** Analyzing market trends and the retail life cycle requires students to think innovatively about how to adapt business strategies to changing market conditions. This involves developing entrepreneurial skills to identify opportunities and develop strategies to stay ahead of the competition.
**CO3:** Identifying and segmenting customer groups requires students to think innovatively about how to develop targeted marketing strategies that appeal to specific customer groups. This involves developing entrepreneurial skills to identify opportunities and develop strategies to reach new customers.
**CO4:** Developing a retail marketing plan requires students to think creatively and come up with innovative strategies to promote products and services. This involves applying entrepreneurial skills to develop a unique marketing plan that sets the business apart from competitors.
**CO6:** Analyzing the impact of technological advancements on retailing requires students to think innovatively about how to incorporate new technologies into their business. This involves developing entrepreneurial skills to identify opportunities and develop strategies to stay ahead of the competition.
**CO7:** Additionally, applying critical thinking and problem-solving skills to address challenges in the retail industry requires students to think innovatively and come up with creative solutions to complex problems.

**PO7: Multidisciplinary Competence-**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**PO11: Ethical and Social Responsibility-**

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

**PO12: Research-Related skills-**

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

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

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

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

**PO13: Teamwork-**

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

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

**CO7:** Applying critical thinking and problem-solving skills to address challenges in the retail industry requires

collaboration and communication among team members to brainstorm solutions, share knowledge, and make decisions. Teamwork is essential for developing innovative solutions to complex problems.

**PO14: Area Specific Expertise-**

**CO1:** Describe the structure of the retail industry: it requires students to demonstrate expertise in the retail industry, and describing its structure is a critical aspect of this. Students will need to demonstrate their knowledge of the industry's key components, such as types of retailers, market segments, and channels.
**CO4:** Develop a retail marketing plan: Developing a comprehensive marketing plan that incorporates product, promotion, place, and pricing strategies requires students to demonstrate their expertise in the retail industry. They will need to apply their knowledge of the industry to develop a plan that is tailored to a specific business.
**CO7:** Apply critical thinking and problem-solving skills: Adapting to changing market trends and consumer behavior requires students to apply their knowledge of the retail industry to develop innovative solutions. It is essential for developing effective solutions that take into account the complexities of the retail industry.

**PO15: Environmental Awareness**
**CO2:** Analyzing market trends and the retail life cycle to inform business decisions requires considering the environmental impact of consumer behavior and market trends. Students will need to think about how changing consumer habits and market trends affect the environment and how businesses can adapt to these changes.
 **CO6:** Analyzing the impact of technological advancements on retailing and developing strategies to incorporate new technologies into their business requires considering the environmental implications of new technologies.
Students will need to think about how new technologies can reduce waste, conserve energy, and minimize environmental impact.
**CO7:** Applying critical thinking and problem-solving skills to address challenges in the retail industry, including adapting to changing market trends and consumer behavior, requires considering the environmental impact of business decisions. Students will need to think about how to reduce waste, conserve energy, and minimize environmental impact while adapting to changing market trends and consumer.

**SYLLABUS (CBCS -2024 Pattern as per NEP 2020) FOR S. Y. B.B.A**
**(w. e. from June 2025)**

**Name of the Programme: B.B.A.**
**Program Code: BBA**
**Class: S.Y.B.B.A**
**Semester: IV**
**Course Type: Major Mandatory**
**Course Name: Business Ethics**
**Course Code: BBA-252-MRM**
**No. of Lectures: 30**
**No. of Credits: 02**

**A) COURSE DESCRIPTION -**This course on ethics explores the fundamental principles and complexities of ethical behavior, emphasizing its critical role in both personal and professional contexts. Students will gain an understanding of the nature and importance of ethics, along with the various types that influence decision-making in business. The curriculum covers business ethics, including its relevance in a globalized economy, the relationship between ethics and corporate social responsibility (CSR), and the moral dilemmas faced by businesses today. Through examining real-world scenarios and philosophical perspectives, including Gandhian ethics, participants will develop the skills to navigate ethical challenges and understand the implications of ethical conduct in promoting social justice and environmental protection.

**B) COURSE OBJECTIVES:**

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

**C) Course Outcomes:**
**CO1:** Students will grasp the fundamental meaning; nature of ethics and they will be able to distinguish between moral and ethical concepts.
**CO2:** Students will recognize and appreciate the significance of ethics in various spheres, and they will identify potential causes of unethical behavior.

**CO3:** Students will understand the core principles and importance of business ethics. They

will categorize and differentiate types of business ethics.

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

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

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

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

## UNIT NO. 1: INTRODUCTION & AREA OF BUSINESS ETHICS

 1.1. Ethics- Meaning, Importance

 1.2. Meaning, Nature and importance of Business Ethics.

 1.3. Types of Business Ethics.

 1.4. Factors influencing Business Ethics.

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

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

 1.7. Individual ethics, Professional ethics.

 1.8. Gandhian Philosophy of ethical behavior.

 1.9. Social Audit- Meaning

**No of Lectures 10**

## UNIT NO. 2: BUSINESS ETHICS IN GLOBAL ECONOMY

 2.1 Concept of Globalization.

 2.2 Global Business Network.

 2.3 Relationship among Business, Business Ethics and Business Development

 2.4 Developing Business Ethics in Global Economy.

 2.5 Marketing ethics in foreign trade.

 2.6 Role of Business Ethics in a developing civilized society.

 2.7 Concept of Corporate Social Responsibility.

 2.8 Relationship between C.S.R. and Business Ethics.

**No of Lectures 08**

## UNIT NO. 3: FUNCTIONAL ETHICS

 3.1. Functional Ethics – Meaning, Types

 3.2. Ethics in Marketing – Introduction, Norms, Framework, Impact

 3.3. Ethics in Purchasing

 3.4. Ethics in Selling

 3.5. Ethics in HRM

3.6. Ethics in Finance

3.7. Intellectual Property Rights

3.9. Patent – Meaning, Applications

3.10. Copyrights- Meaning, objective, Subjects

**No of Lectures 12**

**REFERENCE BOOKS –**

| Sr. No. | Book Title | Author(s) |
|---------|-----------|-----------|
| 1. | Business Ethics: Concepts and Cases | Manuel G. Velasquez |
| 2. | Ethics in the Real World: 82 Brief Essays on Things That Matter | Peter Singer |
| 3. | Business Ethics: Texts and Cases from the Indian Perspective | Ananda Das Gupta |
| 4. | Ethics, Business and Society: Managing Responsibly | Ananda Das Gupta |
| 5. | Business Ethics and Corporate Governance | A.C. Fernando |

**EVALUATION-**

| Internal Evaluation | External Evaluation |
|---------------------|---------------------|
| Unit Test (10) | Fill in the blanks, One Sentence Answer (10) |
| Mini Project / Assignment / Presentation (10) | Short Answer Que (12) |
| | Short Answer Que (08) |
| 20 | 30 |

Choice Based Credit System Syllabus (NEP2020)
**Mapping Program Outcomes with Course Outcomes**

**Class**: S.Y.BBA (Sem–IV)                          **Subject**: **Business Ethics**

**Course:** BBA                                      **Course Code:** BBA-201-MRM

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

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

*Justification for the mapping*

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

**CO1:** Understanding fundamental ethical concepts is essential for a coherent grasp of ethical distinctions, aligning well with a foundational knowledge of ethics.

**CO2:** Recognizing the significance of ethics in various spheres demonstrates a coherent understanding that is foundational to ethical comprehension.

**CO3:** Understanding core principles of business ethics establishes a fundamental knowledge base essential for ethical behavior in business contexts.

**CO4:** Analyzing factors influencing business ethics represents a fundamental understanding necessary for coherent business practices.

**CO5:** Comprehending the impact of globalization on business ethics exemplifies foundational knowledge essential in navigating global business environments.

**CO6:** Understanding corporate social responsibility (CSR) reflects a coherent grasp of the ethical responsibilities of businesses in modern societies.

**CO7:** Assessing justice and economic system ethics shows fundamental knowledge related to ethics' role in broader social and environmental contexts.

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

**CO1:** Distinguishing between moral and ethical concepts requires procedural knowledge at some level, although it may not necessarily involve direct application in all contexts.

**CO2:** Identifying causes of unethical behavior involves procedural skills that require applying knowledge to recognize patterns and avoid potential pitfalls.

**CO3:** Categorizing types of business ethics necessitates procedural knowledge applied in recognizing various ethical frameworks.

**CO4:** Analyzing factors influencing ethics in business involves procedural steps that are necessary for implementing ethical practices within organizations.

**CO5:** Understanding globalization's impact on ethics requires procedural knowledge to analyze complex global interconnections effectively.

**CO6:** Assessing CSR-related ethical challenges necessitates procedural skills in applying theoretical concepts to practical scenarios.

**CO7:** Analyzing the role of ethics in environmental protection requires procedural knowledge concerning specific business practices and considerations.

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

**CO1:** Critical thinking is necessary for distinguishing between moral and ethical concepts, but the depth of application might depend on context.

**CO2:** Appreciating ethics' significance demands strong critical thinking skills to analyze various causes of unethical behavior effectively.

**CO3:** Understanding core principles of business ethics requires critical analysis to differentiate and categorize various ethical standards.

**CO4:** Assessing influencing factors on ethics requires critical thinking to evaluate and apply these principles in business contexts.

**CO5:** Understanding globalization's impact necessitates critical thinking skills to interrogate complex interrelationships between business and ethics effectively.

**CO6:** Analyzing CSR from various angles involves critical thinking to assess ethical challenges faced by managers and their implications.

**CO7:** Assessing justice and environmental ethics requires critical thinking to analyze intricate relationships within ethical frameworks.

**PO4: Professional Communication Skills-**

**CO1:** It is required for discussing ethical concepts, although the impact could be variable based on context.

**CO2:** Recognizing significance and identifying unethical behavior requires effective communication skills to articulate findings clearly.

**CO3:** Communicating the principles of business ethics involves professional skills to relay complex ethical categories effectively.

**CO4:** Analyzing factors influencing business ethics necessitates professional communication to convey insights and recommendations clearly.

**CO5:** Understanding globalization's effect on ethics requires clear communication to discuss implications comprehensively in a global context.

**CO6:** Communicating CSR-related ethical challenges involves professional communication to articulate various viewpoints and considerations effectively.

**CO7:** Assessing the role of business ethics in environmental protection requires effective communication of complex ideas to diverse stakeholders.

**PO5: Analytical Reasoning Skills-**

**CO1:** Analytical reasoning is somewhat involved in distinguishing ethical concepts, although this may not fully exploit deeper analytical skills.

**CO2:** Recognizing causes of unethical behavior necessitates strong analytical reasoning to assess various influences effectively.

**CO3:** Understanding principles of business ethics incorporates analytical reasoning to interpret, evaluate, and apply ethical frameworks.

**CO4:** Analyzing factors influencing ethics requires analytical reasoning to assess business practices critically and recommend improvements.

**CO5:** Comprehending globalization's ethical impact demands analytical reasoning to interrogate complex and interconnected ethical issues.

**CO6:** Analyzing CSR challenges includes analytical reasoning as it critically assesses managerial decisions in ethical contexts.

**CO7:** Assessing ethical issues related to environmental protection demands analytical reasoning to navigate complex interplays effectively.

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

**CO1:** Grasping fundamental ethical meanings can contribute to innovation but may not fully demonstrate entrepreneurial skills in application.

**CO2:** Recognizing unethical behaviors can enhance innovation by encouraging ethical standards, fostering entrepreneurial integrity.

**CO3:** Understanding business ethics principles contributes to innovation and entrepreneurial skills by promoting ethical practices that drive success.

**CO4:** Analyzing business ethics factors supports entrepreneurial thinking by highlighting the importance of ethical practices in successful ventures.

**CO5:** Understanding globalization's ethical impact encourages innovative thinking in navigating complex global business situations.

**CO6:** Understanding CSR showcases an innovative approach to resolving ethical challenges in businesses, promoting entrepreneurial practices.

**CO7:** Analyzing environmental ethics, you support entrepreneurial thinking by recognizing the importance of ethics in sustainable business practices.

**PO7: Multidisciplinary Competence-**

**CO1:** Understanding ethics qualitatively contributes to multidisciplinary competence; however, deeper integration might be limited.

**CO2:** Recognizing the significance of ethics in various spheres enhances multidisciplinary competence by integrating insights from diverse fields.

**CO3:** Comprehending principles of business ethics promotes a multidisciplinary perspective vital for engaging with complex ethical issues.

 **CO4:** Analyzing factors influencing business ethics involves consideration from various fields,

showcasing multidisciplinary competence effectively.

**CO5:** Understanding globalization's ethical impact exposes students to multidisciplinary insights necessary for navigating global ethical concerns.

**CO6:** Comprehending CSR from various perspectives reinforces multidisciplinary competence by connecting social, economic, and environmental aspects.

**CO7:** Assessing justice and environmental ethics require multidisciplinary, as it demands knowledge across social sciences, economics, and environmental studies.

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

**CO1:** Understanding ethics does not inherently link to community engagement, although ethical perspectives can influence community interactions.

**CO2:** Recognizing ethics' significance encourages students to engage responsibly and fosters community relations through ethical considerations.

**CO3:** Understanding business ethics principles enhances community engagement by promoting ethical standards conducive to communal welfare.

**CO4:** Analyzing ethical factors in business includes assessing how organizational practices affect community health and ethical standards positively.

**CO5:** Understanding the globalization of ethics encourages responsible involvement with communities in a broader global context.

**CO6:** Comprehending CSR highlights the connection between business ethics and community well-being, reinforcing engagement principles.

**CO7:** Assessing business ethics concerning environmental protection enhances community collaboration and engagement through ethical practices.

**PO9: Traditional Knowledge into Modern Application**

**CO1:** Understanding fundamental ethics relates to traditional knowledge but requires adaptation to modern contexts for practical relevance.

**CO2:** Recognizing ethics' significance connects traditional ethical knowledge to contemporary application, bridging gaps across different contexts.

**CO3:** Understanding business ethics principles reflects the transition from traditional to modern applications in ethical frameworks.

**CO4:** Analyzing ethical factors inspires applying traditional practices to modern business scenarios effectively, yielding valuable insights.

 **CO5:** Understanding globalization's impact on ethics enlightens contemporary discussions while retaining the foundation of traditional ethical values.

**CO6:** Understanding CSR incorporates aspects of traditional ethical knowledge, although its application may vary in modern contexts.

**CO7:** Analyzing environmental ethics connects traditional views with modern ethical practices, reinforcing relevance in contemporary discussions.

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

**CO1:** Understanding fundamental ethics does not inherently involve systematic design processes but serves as knowledge groundwork instead.

**CO2:** Analyzing the significance of ethics in business involves clear processes, necessitating a systematic

approach to ethical issues.

**CO3:** Categorizing types of business ethics requires systematic design elements in organizing ethical standards effectively.

**CO4:** Analyzing factors influencing business ethics necessitates systematic methodologies for comprehensive insights into ethical practices.

**CO5:** Assessing globalization's impact involves systematic approaches to understanding complex, interconnected ethical systems in modern markets.

**CO6:** Evaluating CSR necessitates systematic design principles to address multifaceted ethical challenges effectively.

**CO7:** Analyzing the role of business ethics in environmental protection requires systematic design processes to ensure thorough examination of ethical considerations

**PO11: Ethical and Social Responsibility-**

**CO1:** Understanding ethical concepts requires some level of social responsibility awareness, although practical implications may be limited.

**CO2:** Recognizing the significance of ethics entails a strong ethical framework, significantly contributing to social responsibility within various contexts.

**CO3:** Understanding core principles of business ethics requires a commitment to social responsibility, guiding ethical decision-making.

**CO4:** Analyzing factors influencing business ethics necessitates considering social responsibility within ethical considerations.

**CO5:** Understanding globalization's ethical impact highlights the importance of social responsibility in global business practices.

**CO6:** Assessing CSR aligns closely with social responsibility principles, emphasizing accountability and ethical standards in business practices.

**CO7:** Analyzing environmental ethics shows the paramount importance of social responsibility in promoting ethical and sustainable business practices.

**PO12: Research-Related skills-**

**CO1:** Understanding ethics requires strong research skills to identify and differentiate concepts effectively in diverse contexts.

**CO2:** Recognizing the significance of ethics involves research-related skills to explore various ethical scenarios and their implications.

**CO3:** Understanding business ethics principles requires thorough research to categorize and differentiate among various ethical frameworks.

**CO4:** Analyzing influencing factors on business ethics necessitates utilizing research skills to gather comprehensive information effectively.

**CO5:** Understanding globalization's impact requires effective research skills to draw connections between various factors influencing ethics globally.

**CO6:** Evaluating CSR involves comprehensive research skills to assess ethical challenges relevant to contemporary business BBA practices.

**CO7:** Assessing business ethics concerning environment protection necessitates extensive research skills to understand various ethical implications.

**PO13: Teamwork-**

**CO1:** Understanding fundamental ethical concepts can contribute to teamwork; however, the link may be limited in application.

**CO2:** Recognition of significance in ethics encourages teamwork where members collaborate on ethical decision-making processes.

**CO3:** Understanding business ethics principles fosters collaborative teamwork, as team members can rely on shared ethical frameworks.

**CO4:** Analyzing factors that influence business ethics requires teamwork to share insights and different perspectives, fostering collaboration.

**CO5:** Understanding globalization's ethical implications promotes teamwork in addressing complex ethical challenges encountered by businesses globally.

**O6:** Analyzing CSR-related ethical challenges fosters collaboration among team members, promoting a shared understanding and approach to ethical practices.

**CO7:** Assessing the role of ethics in environmental issues encourages teamwork to effectively address and evaluate various ethical approaches within the organization.

**PO14: Area Specific Expertise**

**CO1-** Understanding ethical concepts relates somewhat to area-specific expertise but requires deeper engagement for full application.

**CO2 -**Recognizing the significance of ethics reinforces area-specific expertise, connecting knowledge with practical implications in various fields.

 **CO3:** Understanding business ethics principles fosters area-specific knowledge, allowing for clear application in relevant business contexts.

**CO4:** Analyzing ethical factors in a business context enhances area-specific expertise by incorporating real-case applications of ethical principles.

**CO5:** Understanding globalization's impact on ethics requires area-specific knowledge to navigate complex ethical discussions effectively.

**CO6:** Evaluating CSR highlights area-specific responsibilities in business ethics, enhancing expertise in ethical considerations across industries.

**CO7:** Assessing justice and environmental ethics requires specific knowledge areas to engage comprehensively with ethical arguments.

**PO15: Environmental Awareness**

**CO1:** Understanding fundamental ethics may link to environmental awareness but does not fully explore environmental implications.

**CO2:** Recognizing ethics' significance across spheres includes understanding environmental considerations and their implications for business practices.

**CO3:** Understanding business ethics principles encompasses environmental considerations, showcasing interrelationship opportunities in ethical practices.

**CO4:** Analyzing factors influencing business ethics also incorporates environmental impacts, aligning ethical practices with environmental responsibilities.

**CO5:** Understanding globalization's ethical impact highlights the importance of addressing environmental challenges within the global economy.

**CO6:** Analyzing CSR necessitates an understanding of environmental protection responsibilities and their

relevance in business ethics.

**CO7:** Assessing justice and economic system ethics highlights the significance of environmental protection, situating business ethics within broader societal expectations.

**SYLLABUS (CBCS-2024 Pattern as per NEP 2020  FOR  S.Y.B.B.A.**
**(w.e. from June, 2025)**

        **Name of the program: B.B.A**
        **Program Code**: **BBA**
        **Class: S.Y. BBA**
        **Semester-IV**
        **Course Type: Mejor Mandatory**
        **Course Code: BBA-253-MRM**
        **Course Name: Decision Making and risk management**
        **No. of Lectures:** 30
        **No. of credits:02**

## A) COURSE DESCRIPTION:

        This course provides students with a comprehensive understanding of the principles, models, and tools involved in effective decision making and risk management within organizations. It explores the cognitive, strategic, and analytical aspects of decision-making processes, while also emphasizing the importance of leadership and values in guiding decisions. The course also covers techniques for framing problems, identifying alternatives, and managing risk through qualitative and quantitative tools. Special focus is placed on real-world applications in corporate management, project execution, and strategic planning.

## B) COURSE OBJECTIVES:

1.  To learn the key topics in decision making and risk management to enhance participants' ability.

2.  To find the best alternative in a decision with multiple objectives and uncertainty.

3.  To describe the process of making a decision

4.  To introduce students to the fundamental concepts of decision making and risk management.

5.  To analyze the components and structure of decision-making systems.

6.  To understand the interplay between leadership and decision making.

7.  To analyze the components and structure of decision-making systems

## C) COURSE OUTCOMES:
**CO1:** Demonstrate knowledge of the risks faced in an organization.
**CO2:** Evaluate and document the efficacy of a risk management plan to inform future planning.
**CO3:** Understand the impact of risk on an organization.
**CO4:** Demonstrate deep knowledge of the process and different techniques of risk management

**CO5:** Demonstrate in-depth knowledge of the Enterprise Risk Management process and different types of risks in business.

**CO6:** Study different models in Risk Management.

**CO7:** Understand steps in decision making process.

## UNIT NO. 1: CONCEPTUAL BACKGROUND OF DECISION MAKING AND RISK MANAGEMENT

1.1 Decision Making and Risk Management

1.2 Introduction, Concept, Problem Definition, and Framing

1.3 Rational Models of Decision Making, Other Models - Myers-Briggs,

1.4 Bounded Rationality Model, Retrospective Decision Model

1.5 Types of Decisions, Steps in Decision-Making Process, Creative Decision-Making Process

**No. of Lectures: 10**

## UNIT NO. 2: DECISION MAKING TOOLS

2.1 Intuition: Pros and Cons, Decision Making for Corporate Management, Execution, and Operation of Projects,

2.2 Role of Technology in Decision Making and Data Analysis

2.3 Qualitative and Quantitative Risk Analysis Tools/Methods – Introduction, Concept

2.4 Decision Models in Strategic Management,

2.5 Decision-Making Systems.

**No. of Lectures:10**

## UNIT NO. 3: ROLE OF DECISION MAKING AND LEADERSHIP

4.1 Definitions of Leadership and Followership, Motivational Theory; Common Motives of Leaders and Followers

4.2 Identifying Resources that Affect Your Power and Influence; Use and Misuse of Power,

4.3 Role of Competition and Conflict in Leadership Roles

4.4 Decision Making and Leadership - Values as Underpinnings of Leadership.

**No. of Lectures:10**

**REFERENCES BOOKS:**

Decision and Risk Analysis for Construction Management by Melvin W. Lifson, Edward F. Shaifer, John Wiley & Sons, 1st U.S.

Credit Appraisal, Risk Analysis, and Decision Making by D.D. Mukherjee, Snowhite Publications, 9th Edition, India

Managing Project Risk and Uncertainty by Chris Chapman and Stephen Ward, Wiley Publications, New York

Process Systems Risk Management by Ian Cameron, Raghu Raman, Elsevier Academics Press

Fundamentals of Risk Measurements by Chris Marrison, Tata McGraw-Hill, New Delhi

Handbook of Environmental Risk Assessment and Management by Calow P, Blackwell Science Ltd, Oxford, UK

**EVALUATION:**

| Internal Evaluation | External Evaluation |
|---|---|
| Unit Test (10) | Fill in the blanks, One Sentence Answer (10) |
| Mini Project/Assignment/Presentation (10) | Short Notes (12) |
| | Long Answer Question (8) |
| **20** | **30** |

**Choice Based Credit System Syllabus (2024Pattern)**

**Mapping of Program Outcomes with Course Outcome**

**Class: S.Y.BBA** (Sem –IV)  **Course Title:** Decision Making and Risk Management
**Course: Mejor Mandatory**        **Course Code**: BBA-252-MRM
**Weightage**:1=weakorlowrelation,2=moderateorpartialrelation,3=strongordirectrelation

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

**Justification for the Mapping**

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

**CO1:** A deep understanding of risks directly aligns with fundamental and coherent knowledge of organizational functions. Students will demonstrate knowledge of risks faced in business.

**CO4:** Students will develop deep knowledge of processes and different techniques used for managing risks in various fields of business, i.e., Human Resource, Marketing, and Financial risk.

**CO5:** Students will use in-depth knowledge of different risks in business.

**CO7:** Builds area-specific expertise in recognizing industry-relevant risks and adapting strategies accordingly.

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

**CO1:** Students will explore management concepts and theories to enable them to gain a comprehensive understanding of the process and various techniques of risk management.

**CO2**: Applies procedural knowledge to assess existing risk management frameworks and

suggest improvements.

**CO4:** This enhances practical abilities required to operate within corporate or regulatory risk environments. Skill development is emphasized through real-world application.

**CO5:** Recognizing risks involves some procedural knowledge, especially in identifying and categorizing risk type**s.** Understanding risks supports innovation and business decision-making.

**CO7:** Identifying risks requires critical thinking to anticipate and interpret possible issues. Research skills are not central but can support advanced understanding.

## PO3: Critical Thinking and Problem-Solving Skills

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

**CO6:** Studying different models in risk management involves critical thinking and a systematic research approach to understand and evaluate various approaches to managing risks in business.

**CO7:** Understanding the steps in the decision-making process involves critical thinking and a systematic approach to analysing information and drawing conclusions

## PO4: Professional Communication Skills

**CO1:** Understanding risk impacts is fundamental to business continuity. Evaluating impact involves problem-solving and forecasting skills.

**CO2:** Knowing impacts helps design better risk mitigation strategies, useful in jobs. Strong procedural knowledge is essential for evaluating and documenting plans.

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

**PO4**: Strengthens professional communication skills essential for presenting and justifying decisions effectively

**CO7:** The decision-making process often involves ethical considerations, emphasizing understanding the ethical implications of decisions.

## PO5: Analytical Reasoning Skills:

**CO1:** Students will cultivate a critical attitude for lifelong learning, actively seeking and acquiring knowledge about various organizational risks.

**CO2:** With the help of course content, students will develop a critical attitude for lifelong learning by analyzing and assessing the effectiveness of risk management plans.

**CO3:** Students will understand the impact of risks on an organization from a critical perspective, essential for lifelong learning.

**CO4:** Covers financial, operational, strategic, reputational risks – a multidisciplinary view. Research may support developing better ERM frameworks.

**PO7**: Develops multidisciplinary competence by integrating finance, operations, and compliance in risk strategies

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

**CO1:** Enhances research skills through critical study and comparison of established risk models.
**CO4:** Sharpens problem-solving skills by evaluating the applicability of different models to real-world issues.
**CO5:** Encourages awareness of ethical and social consequences arising from unmanaged organizational risks. **CO7:** Decision-making is a key aspect of leadership, and understanding the steps in the decision-making process contributes to effective leadership and collaboration within a team.

### PO7: Multidisciplinary Competence

**CO1:** Students will understand the risks faced by an organization, including political, cultural, and legal risks, crucial for evaluating their impact on business organizations operating globally.

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

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

### PO8: Value Inculcation through Community Engagement

**CO1:** Understanding of environmental risks and their organizational impact. Encourages sustainable and risk-informed environmental decision-making practices.

**CO6:** Understanding and studying risk management models can contribute to the application of business management skills in addressing and mitigating organizational risks.

### PO9: Traditional Knowledge into Modern Application

**CO1**: Identify industry-specific risks and apply domain-relevant risk techniques. Builds deep knowledge tailored to particular sectors like finance, IT, or manufacturing.

**CO4:** Gain theoretical knowledge to build a coherent risk awareness structure. It forms the base for exploring advanced risk practices.

### PO10: Design and Development of System

**CO2:** Applies procedural knowledge to assess existing risk management frameworks and suggest improvements. Builds expertise in risk techniques specific to various business functions and industries.

**CO5:** Students will understand the ERM process and different types of risks in business,

providing a comprehensive perspective on organizational vulnerabilities and opportunities. This knowledge enables individuals to take calculated risks, seize opportunities, and navigate uncertainties with confidence.

### PO11: Ethical and Social Responsibility

**CO2**: Encourages multidisciplinary thinking for sound decision-making across varied organizational functions.

**CO6:** Critical analysis of risk processes, identification of planning inefficiencies, and evaluation of risk models. Learners develop a problem-solving mindset necessary for handling dynamic and complex risk scenarios.

### PO12: Research-Related skills

**CO1:** supports analytical evaluation of how risks manifest in organizations and influence operations. Learners assess cause-effect relationships and apply reasoning to forecast and mitigate risks.

**CO3:** Models may integrate concepts from various disciplines. Selecting and analyzing models needs critical reasoning. ERM involves cross-functional collaboration.

**CO7:** Study of traditional risk approaches and adaptation into modern risk models. Helps students appreciate legacy systems while applying them innovatively in today's risk frameworks.

### PO13: Teamwork

**CO1:** Traditional decision frameworks are rarely used in modern risk contexts. Weak relation unless decisions involve environmental concerns. Supports entrepreneurial and leadership roles.

**CO4:** Promotes research into various risk models, encouraging evaluation, adaptation, and continuous improvement of risk strategies. Students learn to gather, analyze, and present data-driven risk solutions.

**CO7:** Sharpens problem-solving skills by evaluating the applicability of different models to real-world issues. Uses critical thinking to evaluate the strengths and gaps in current risk plans, aiding future planning.

### PO14: Area Specific Expertise

**CO5:** Enhances analytical reasoning to identify, categorize, and assess risk areas within different business contexts. Builds area-specific expertise in recognizing industry-relevant risks and adapting strategies accordingly.

**CO7:** Establishes fundamental comprehension of how various risks influence organizational objectives and sustainability. Promotes teamwork through collaborative decision processes involving multiple stakeholders.

### PO15: Environmental Awareness:

**CO5:** Strong procedural understanding is needed to apply various risk management techniques effectively. Ethical and socially responsible decisions are a cornerstone of good governance.

**SYLLABUS (CBCS 2024 Pattern as per NEP 2020) FOR S. Y. B.B.A**
**(w. e. from November, 2025)**

**Name of the Programme: B.B.A.**
**Program Code: BBA**
**Class: S.Y.B.B.A**
**Semester:   I V**
**Course Type: Vocational Skill Course**
**Course Name: Computer Application for business administration**
**Course Code: BBA-254-VSC**
**No. of Lectures: 30**
**No. of Credits: 02**

**A) COURSE DESCRIPTIONS: -**

This course provides a comprehensive introduction to computer fundamentals, including hardware, software, operating systems, and networking concepts. Students will gain hands-on experience with essential productivity tools such as word processing, spreadsheets, presentations, and email for business use. It explores the strategic role of IT in business management and operations. Key business information systems like MIS, ERP, CRM, SCM, DSS, and BI are introduced to understand data-driven decision-making. The course also covers emerging technologies, including cloud computing, e-commerce, AI, big data, and automation in business contexts. Cybersecurity and data privacy principles are emphasized to ensure safe and ethical use of digital tools in modern enterprises.

**B) COURSE OBJECTIVES:**

1. Understand core concepts of computer systems, software, and networking, including operating systems and their role in business environments.
2. Develop proficiency in productivity tools such as word processing, spreadsheets, presentations, and communication platforms used in business settings.
3. Gain insight into the role of IT in business management, emphasizing its impact on efficiency, communication, and decision-making processes.
4. Explore various business information systems, including MIS, ERP, CRM, SCM, and how they support business operations and strategies.
5. Learn to utilize decision support systems and business intelligence tools for informed managerial decision-making.
6. Examine the impact of emerging technologies, including cloud computing, AI, automation, and digital transformation in modern business.
7. Understand cybersecurity principles and data privacy regulations, with a focus on protecting digital assets and maintaining trust in business systems.

## C) COURSE OUTCOMES:

**CO1:** Explain the fundamentals of computers, operating systems, and networking, and their role in supporting business functions.

**CO2:** Demonstrate the ability to use word processors, spreadsheets, and presentation tools to create professional business documents and reports.

**CO3:** Utilize email and collaboration platforms effectively for communication and teamwork in business environments.

**CO4:** Describe the structure and purpose of key business information systems, including MIS, ERP, CRM, and SCM.

**CO5:** Apply knowledge of decision support systems and business intelligence tools to support data-driven decision-making.

**CO6:** Analyze the impact of emerging technologies like cloud computing, AI, and automation on business operations and digital transformation.

**CO7:** Identify common cybersecurity threats and data privacy issues, and apply best practices to safeguard business information.

## CHAPTER 1: FUNDAMENTALS OF COMPUTER AND INFORMATION TECHNOLOGY

1.1. Introduction to Computers: Hardware and Software

1.2. Operating Systems and File Management

1.3. Basics of Networking and Internet

1.4. Role of IT in Business Management

**No. of lectures 08**

## CHAPTER 2: PRODUCTIVITY TOOLS FOR BUSINESS

2.1. Word Processing: Creating Business Documents

2.2. Spreadsheets: Data Analysis and Financial Modeling (Excel basics)

2.3. Presentation Software: Designing Effective Business Presentations

2.4. Email and Collaboration Tools for Business Communication

**No. of lectures 08**

**CHAPTER 3: BUSINESS INFORMATION SYSTEMS**

3.1. Overview of Management Information Systems (MIS)

3.2. Enterprise Resource Planning (ERP) Systems

3.3. Customer Relationship Management (CRM) and Supply Chain Management (SCM)

3.4. Decision Support Systems (DSS) and Business Intelligence

**No. of lectures 08**

**CHAPTER 4: EMERGING TECHNOLOGIES AND DIGITAL TRANSFORMATION IN BUSINESS**

4.1. Cloud Computing and Its Applications

4.2. E-Commerce and Digital Marketing Basics

4.3. Cybersecurity and Data Privacy in Business

4.4. Introduction to Big Data, AI, and Automation in Business Processes

**No. of lectures 06**

**REFERENCE BOOKS: -**

1. "Fundamentals of Computers" by V. Rajaraman

2. "Microsoft Office 365: In Practice, 2021 Edition" by Randy Nordell

3. "Management Information Systems" by Kenneth C. Laudon & Jane P. Laudon

4. "E-Commerce 2021: Business, Technology, Society" by Kenneth C. Laudon & Carol Guercio Traver

5. "Cybersecurity and Cyber Laws" by Alfred Basta, Nadine Basta & Mary Brown.

**EVALUATION: -**

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

**Choice Based Credit System Syllabus (2024 Pattern)**

**Mapping of Program Outcomes with Course Outcomes**

**Class:** SYBBA (Sem –IV)     **Course Title:** Computer Application for business administration

**Course:** Computer Application for business administration **Course Code: BBA-254-VSC**

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

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

**Justification for Mapping**

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

**CO1:** Students gain a strong foundational understanding of computers, operating systems, and networking concepts. This fundamental knowledge supports their ability to apply technology effectively in business functions.

**CO2:** Learners apply basic IT knowledge to create structured documents and reports. This strengthens their conceptual understanding through practical usage of essential tools.

**CO3:** Students apply fundamental knowledge of digital platforms for communication and teamwork. It reinforces their understanding of how basic IT concepts support business collaboration.

**CO4:** They build a solid theoretical base of key business information systems such as MIS, ERP, CRM, and SCM.This enhances their coherent understanding of how technology integrates with business processes.

**CO5:** Learners develop fundamental conceptual clarity about decision support systems and business intelligence tools. This strengthens their knowledge base for data-driven decision-making in organizations.

**CO6:** Students acquire a strong theoretical understanding of emerging technologies like AI, cloud, and automation. This expands their foundational knowledge to include modern digital transformation trends.

**CO7:** They develop core knowledge of cybersecurity concepts and data privacy fundamentals. This builds their understanding of essential principles for protecting business information systems.

**PO2: Procedural Knowledge for Skill Enhancement**

**CO1:** Understanding the fundamentals of computers, operating systems, and networking provides students with essential procedural knowledge for using digital infrastructure effectively in various business functions.

**CO2:** Demonstrating proficiency in word processors, spreadsheets, and presentation tools enhances students' hands-on skills in preparing professional business documents, data analysis reports, and visual presentations, promoting workplace readiness.

**CO3:** Utilizing email and collaboration platforms develops procedural competence in digital communication and teamwork, helping students perform efficiently in real-world business environments.

**CO4:** Describing MIS, ERP, CRM, and SCM systems builds the ability to understand and apply integrated business processes, enhancing operational efficiency through structured use of technology.

**CO5:** Applying decision support systems and business intelligence tools equips students with analytical and procedural skills to interpret data and make informed, evidence-based business decisions.

**CO6:** Analyzing emerging technologies like cloud computing, AI, and automation enables students to adapt procedural skills to evolving digital tools and innovate in business operations.

**CO7:** Identifying cybersecurity threats and applying data protection practices fosters the development of systematic procedures for securing digital assets and maintaining organizational integrity.

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

**CO1:** Understanding computers, operating systems, and networking develops analytical thinking as students evaluate how digital infrastructure supports and improves organizational processes.

**CO2:** Using word processors, spreadsheets, and presentation tools enhances problem-solving abilities by enabling students to organize, analyze, and present business data effectively for informed decision-making.

**CO3:** Utilizing email and collaboration platforms fosters critical thinking in communication management, helping students resolve coordination and workflow challenges in digital business environments.

**CO4:** Describing MIS, ERP, CRM, and SCM systems enables students to critically assess how integrated information systems can address business process inefficiencies and improve productivity.

**CO5:** Applying decision support systems and business intelligence tools cultivates analytical and problem-solving skills through data interpretation and evidence-based decision-making.

**CO6:** Analyzing emerging technologies like AI, automation, and cloud computing enhances students' critical thinking by prompting evaluation of technological trends and their impact on business transformation.

**CO7:** Identifying cybersecurity threats and data privacy issues encourages strategic problem-solving and risk assessment to develop effective protection mechanisms for business information.

**PO4: Professional Communication Skills**

**CO1:** Understanding computers, operating systems, and networking helps students grasp the technical foundation of digital communication systems, enabling smoother information exchange in professional settings.

**CO2:** Using word processors, spreadsheets, and presentation tools builds students' ability to prepare and present professional business documents and reports with clarity, accuracy, and visual appeal.

**CO3:** Utilizing email and collaboration platforms develops essential communication and teamwork skills, ensuring students can interact professionally in both synchronous and asynchronous digital environments.

**CO4:** Describing MIS, ERP, CRM, and SCM systems enhances students' ability to interpret and communicate organizational data effectively to different stakeholders using appropriate information systems.

**CO5:** Applying decision support systems and business intelligence tools helps students present data-driven insights in a clear and structured manner, improving persuasive and analytical communication.

**CO6:** Analyzing the impact of emerging technologies strengthens students' ability to discuss and articulate technological trends and their implications using professional language and digital communication tools.

**CO7:** Understanding cybersecurity and data privacy issues fosters responsible communication practices, ensuring students maintain professionalism, confidentiality, and ethical standards in digital correspondence.

**PO5: Analytical Reasoning Skills**

**CO1:** Understanding computers, operating systems, and networking builds the analytical foundation for assessing how technological systems support and optimize business operations.

**CO2:** Using word processors, spreadsheets, and presentation tools strengthens data analysis and interpretation skills, enabling students to organize, evaluate, and present business information logically.

**CO3:** Utilizing email and collaboration platforms cultivates analytical reasoning in managing communication flow, teamwork efficiency, and task coordination in digital environments.

**CO4:** Describing MIS, ERP, CRM, and SCM systems fosters the ability to analyze complex organizational processes and determine how integrated systems contribute to improved business decision-making.

**CO5:** Applying decision support systems and business intelligence tools directly develops students' analytical reasoning by engaging them in data evaluation, trend analysis, and evidence-based problem-solving.

**CO6:** Analyzing emerging technologies like cloud computing, AI, and automation encourages critical evaluation of their impact on business strategy and operational efficiency.

**CO7:** Identifying cybersecurity threats and applying preventive measures enhances analytical reasoning in assessing risks, predicting vulnerabilities, and implementing appropriate safeguards.

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

**CO1:** Understanding computers, operating systems, and networking builds a strong technological foundation that enhances employability and enables students to innovate in business processes using IT-based solutions.

**CO2:** Proficiency in word processors, spreadsheets, and presentation tools improves students' ability to produce professional business outputs, a key employability skill for administrative, analytical, and managerial roles.

**CO3:** Utilizing email and collaboration platforms develops digital communication and teamwork abilities, essential for success in modern workplaces and entrepreneurial ventures.

**CO4:** Knowledge of MIS, ERP, CRM, and SCM systems nurtures an innovative mindset by demonstrating how integrated technologies streamline operations, create efficiency, and support new business models.

**CO5:** Applying decision support systems and business intelligence tools fosters data-driven innovation and strategic thinking, empowering students to make informed and creative business decisions.

**CO6:** Analyzing emerging technologies such as AI, cloud computing, and automation promotes innovative thinking and prepares students for employability in digital industries or entrepreneurial pursuits in tech-enabled sectors.

**CO7:** Understanding cybersecurity and data privacy builds professional reliability and awareness of ethical entrepreneurship, as students learn to safeguard business information in innovative and secure ways.

**PO7: Multidisciplinary Competence**

**CO1:** Understanding computers, operating systems, and networking builds foundational IT knowledge that supports multidisciplinary problem-solving across business functions.

**CO2:** Using word processors, spreadsheets, and presentation tools enhances competence in combining technical, analytical, and communication skills to produce professional business outputs.

**CO3:** Utilizing email and collaboration platforms develops teamwork and communication skills, integrating human resource, management, and IT knowledge for effective coordination.

**CO4:** Describing MIS, ERP, CRM, and SCM systems provides insight into how technology, operations, and management intersect to streamline organizational processes.

**CO5:** Applying decision support systems and business intelligence tools fosters the integration of data analytics, management decision-making, and technological skills to solve complex problems.

**CO6:** Analyzing emerging technologies like AI, cloud computing, and automation promotes understanding of the intersection of technology, strategy, and business transformation, highlighting interdisciplinary applications.

**CO7:** Identifying cybersecurity threats and applying data protection practices integrates knowledge from IT, law, and business ethics, ensuring holistic problem-solving in safeguarding organizational information.

**PO8: Value Inculcation through Community Engagement**

**CO1:** Understanding computers, operating systems, and networking equips students with foundational skills that can be applied to develop digital solutions benefiting communities and improving access to technology.

**CO2:** Using word processors, spreadsheets, and presentation tools enables students to create informative materials and reports that can support community education, awareness programs, and social initiatives.

**CO3:** Utilizing email and collaboration platforms promotes teamwork and communication skills, fostering collaborative engagement with community projects and socially responsible initiatives.

**CO4:** Describing MIS, ERP, CRM, and SCM systems allows students to understand how organizational systems can be leveraged for social impact, such as optimizing resource management in NGOs or social enterprises.

**CO5:** Applying decision support systems and business intelligence tools empowers students to analyze societal data and contribute to community-focused decision-making and initiatives.

**CO6:** Analyzing emerging technologies like AI, cloud computing, and automation encourages students to explore innovative solutions for social challenges, enhancing the value of community engagement.

**CO7:** Identifying cybersecurity threats and ensuring data privacy cultivates responsible and ethical handling of community data, reinforcing the values of trust and accountability.

**PO9: Traditional Knowledge into Modern Application**

**CO1:** Understanding computers, operating systems, and networking allows students to apply foundational IT knowledge to modernize traditional business processes efficiently.

**CO2:** Using word processors, spreadsheets, and presentation tools helps students transform conventional record-keeping, reporting, and communication methods into professional digital formats.

**CO3:** Utilizing email and collaboration platforms encourages adaptation of traditional teamwork and communication practices to modern virtual environments.

**CO4:** Describing MIS, ERP, CRM, and SCM systems equips students to incorporate traditional business management concepts into automated, technology-driven systems.

**CO5:** Applying decision support systems and business intelligence tools enables students to analyze historical or traditional business data and derive modern, data-driven insights for decision-making.

**CO6:** Analyzing emerging technologies like cloud computing, AI, and automation allows students to reinterpret conventional business strategies using innovative technological solutions.

**CO7:** Identifying cybersecurity threats and implementing data protection practices helps students adapt traditional ethical and managerial principles to safeguard information in modern digital settings.

**PO10: Design and Development of System**

**CO1:** Understanding computers, operating systems, and networking provides the foundational knowledge necessary for designing systems that are technically robust and aligned with organizational needs.

**CO2:** Using word processors, spreadsheets, and presentation tools enables students to create structured documentation and prototypes during system development, ensuring clarity and usability.

**CO3:** Utilizing email and collaboration platforms fosters the ability to coordinate with teams during system design and implementation, promoting effective communication and workflow management.

**CO4:** Describing MIS, ERP, CRM, and SCM systems allows students to understand existing system architectures and develop new or improved systems tailored to business requirements.

**CO5:** Applying decision support systems and business intelligence tools helps students design systems that support data-driven decision-making and organizational efficiency.

**CO6:** Analyzing emerging technologies like cloud computing, AI, and automation enables students to incorporate innovative features into system design, ensuring modern, scalable, and effective solutions.

**CO7:** Identifying cybersecurity threats and implementing best practices ensures that system designs are secure, compliant, and reliable, protecting sensitive organizational information.

**PO11: Ethical and Social Responsibility**

**CO1:** Understanding computers, operating systems, and networking highlights the responsibility to use technology ethically and ensure its fair and secure deployment in business functions.

**CO2:** Using word processors, spreadsheets, and presentation tools teaches students to prepare accurate and honest business documents, promoting integrity in professional communication.

**CO3:** Utilizing email and collaboration platforms encourages ethical communication, transparency, and respect in team interactions and digital collaboration.

**CO4:** Describing MIS, ERP, CRM, and SCM systems fosters awareness of ethical considerations in managing organizational information and decision-making processes.

**CO5:** Applying decision support systems and business intelligence tools instills responsibility in analyzing and presenting data accurately for sound and ethical business decisions.

**CO6:** Analyzing emerging technologies like cloud computing, AI, and automation promotes understanding of ethical implications, such as fairness, privacy, and accountability in digital transformation initiatives.

**CO7:** Identifying cybersecurity threats and applying best practices emphasizes the ethical duty to protect sensitive organizational and stakeholder information, reinforcing trust and social responsibility.

## PO12: Research-Related Skills

**CO1:** Understanding computers, operating systems, and networking enables students to research technological frameworks and assess their role in supporting business operations.

**CO2:** Using word processors, spreadsheets, and presentation tools enhances students' ability to organize, document, and present research findings professionally.

**CO3:** Utilizing email and collaboration platforms supports data collection, team-based research, and effective communication of research outcomes.

**CO4:** Describing MIS, ERP, CRM, and SCM systems allows students to study organizational processes and research system efficiencies for business optimization.

**CO5:** Applying decision support systems and business intelligence tools cultivates skills in data analysis, trend identification, and evidence-based decision-making.

**CO6:** Analyzing emerging technologies like AI, cloud computing, and automation encourages students to conduct research on technological impacts and innovation strategies.

**CO7:** Identifying cybersecurity threats and data privacy issues develops research skills in evaluating risks and proposing solutions for secure business operations.

## PO13: Teamwork

**CO1:** Understanding computers, operating systems, and networking enables students to collaborate efficiently using digital infrastructure, ensuring smooth teamwork across technical platforms.

**CO2:** Using word processors, spreadsheets, and presentation tools fosters collaborative creation of professional documents, reports, and presentations within teams.

**CO3:** Utilizing email and collaboration platforms directly strengthens teamwork skills by promoting communication, task coordination, and collective problem-solving in virtual environments.

**CO4:** Describing MIS, ERP, CRM, and SCM systems allows students to understand interdependent organizational processes, fostering cooperation in managing and analyzing complex systems.

**CO5:** Applying decision support systems and business intelligence tools develops team-based analytical reasoning, enabling groups to make informed, data-driven decisions collaboratively.

**CO6:** Analyzing emerging technologies like cloud computing, AI, and automation encourages students to collaborate in implementing innovative solutions and digital transformation initiatives.

**CO7:** Identifying cybersecurity threats and applying best practices fosters teamwork in developing and maintaining secure systems, emphasizing shared responsibility for organizational data protection.

## PO14: Area Specific Expertise

**CO1:** Understanding computers, operating systems, and networking builds foundational technical expertise necessary for managing IT infrastructure in business contexts.

**CO2:** Using word processors, spreadsheets, and presentation tools develops practical skills for producing accurate and professional business outputs, reflecting applied expertise.

**CO3:** Utilizing email and collaboration platforms equips students with domain-specific competencies in digital communication and teamwork in professional environments.

**CO4:** Describing MIS, ERP, CRM, and SCM systems enhances specialized knowledge of business information systems, enabling students to manage and optimize organizational processes effectively.

**CO5:** Applying decision support systems and business intelligence tools strengthens analytical expertise, allowing students to derive insights and support strategic decision-making.

**CO6:** Analyzing emerging technologies like AI, cloud computing, and automation builds advanced knowledge in innovative digital solutions, preparing students for technology-driven roles.

**CO7:** Identifying cybersecurity threats and applying best practices cultivates specialized skills in information security and risk management, crucial for maintaining system integrity.

## PO15: Environmental Awareness

**CO1:** Understanding computers, operating systems, and networking enables students to consider energy-efficient and sustainable use of IT infrastructure in business operations.

**CO2:** Using word processors, spreadsheets, and presentation tools encourages paperless workflows, reducing resource consumption and promoting eco-friendly practices.

**CO3:** Utilizing email and collaboration platforms fosters virtual teamwork, minimizing the environmental impact of travel and promoting digital communication for sustainable operations.

**CO4:** Describing MIS, ERP, CRM, and SCM systems helps students understand how integrated systems can optimize resource use, reduce waste, and support environmentally responsible business processes.

**CO5:** Applying decision support systems and business intelligence tools allows students to analyze data to make environmentally conscious decisions and implement sustainable strategies.

**CO6:** Analyzing emerging technologies like cloud computing, AI, and automation promotes awareness of sustainable innovations that reduce energy consumption and enhance operational efficiency.

**CO7:** Identifying cybersecurity threats and ensuring data privacy emphasizes ethical and responsible digital practices that contribute to sustainable organizational management.

**SYLLABUS (CBCS-2024 Pattern as per NEP 2020) FOR S.Y.B.B.A**
**(w.e. from June,2025)**

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

**Program Code:BBA**

**Class: S.Y.B.B.A**

**Semester: IV**

**Course Type: Minor**

**Course Name: Production and Operations Management.**

**Course Code:BBA-256-MN**

**No. of Lectures:60**

**No. of Credits:04**

## A) COURSE DESCRIPTION:

This comprehensive course covers the fundamentals of production management, product design, planning, and control, emphasizing modern technological advancements like Industry 4.0, digital transformation, and quality management systems. It prepares students to understand and implement efficient, sustainable, and innovative practices in manufacturing and operations.

## B) COURSE OBJECTIVES:

1. To focus on basic terms related to production and operations management.

2. To analyze product design concepts, production layouts, and plant locations.

3. To elaborate on the concepts of production planning, productivity, and ergonomics.

4. To study the concepts of quality management.

5. To study the role of technology in current production processes.

6. To understand sustainability and environmental considerations in production and operations management.

## C) COURSE OUTCOME:

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

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

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

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

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

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

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

## UNIT NO1: INTRODUCTION

1.1 Nature, Scope, Objectives, functions of production management.

1.2 Qualities, responsibilities of production manager.

1.3 Plant location: Importance and factors responsible for Plant location decision.

1.4 Classification of production system.

1.5 Plant Layout: Definition, Objectives, types and factors affecting plant layout.

1.6 Challenges before production management

1.7 Ethics in Operations Management

   - Fair labor, sustainable sourcing, and corporate responsibility

1.8 Industry 4.0 and Smart Manufacturing

   - Integration of IoT, sensors, and data analytics in production.

   -Concepts: Smart factories, Cyber-Physical System (CPS)

1.9 Digital Transformation in Operations

   - Use of AI, Big Data, Cloud Computing, and Robotics in production

**No of Lectures 12**

## UNIT NO 2: PRODUCT DESIGN AND PRODUCT DEVELOPMENT

2.1 Definition of product design, Factors affecting product design.

2.2  Product development:

- Meaning of product design.
- Product development stages.
- Techniques or tools of product development.
- Factors responsible for product development.
- Business process reengineering.
- Cycle time reduction.
- Use of technology in product designing.

2.3 Additive Manufacturing / 3D Printing

- Rapid prototyping and customized production using digital technologies

2.4 Virtual Product Design Tools

- Use of AR/VR in design visualization and simulation.

**No of Lectures 12**

# UNIT NO 3: PRODUCTION PLANNING AND CONTROL:

3.1 Nature, Objectives, Functions, Importance and problems of production planning and control.

3.2 Production procedure, factors determining production planning and control.

3.3Techniques and tools of production planning and control.

3.4 New Concepts in production planning and control:

- Supply chain management.
- Worker's involvement.
- Green manufacturing.

3.5 Artificial Intelligence in Production Scheduling

- Predictive planning and optimization using AI/ML algorithms.

3.6 Digital Supply Chain Management (DSCM)

- Real-time data tracking, blockchain in supply chain transparency

- **No of Lectures 12**

# UNIT NO 4: PRODUCTIVITY AND ERGONOMICS

4.1 Productivity:

- Concept and definition.
- Importance of productivity.
- Measurement of productivity.
- Techniques to improve productivity.
- Factors affecting productivity.

4.2 Workplace Automation & Human–Machine Collaboration

- Cobots (Collaborative Robots), safety, and human adaptability.

4.3 Work-Life Balance and Employee Well-being in Operations

- Ergonomics: Objectives, Component
- mental health
- safety systems.

**No of Lectures 12**

**UNIT NO 5: QUALITY MANAGEMENT:**

5.1 Six sigma: Introduction, steps in implementation of six sigma.

5.2 Kaizen: Introduction, Principles, Procedure for implementation, Benefits.

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

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

5.5 Total Quality Management: Introduction, major ingredients in TQM.

5.6 Benchmarking: Comparing processes with industry best practices.

5.7 Quality 4.0: Digital quality management using data analytics and IoT.

5.8 Environmental Management Standards (ISO 14000)

      - Integrating environmental performance in quality systems.

**No of Lectures 12**

**References:**

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

2. Work Study ZO Publication

3. Production &Operations Management R S Goel

4. A Key to Production Management Kalyani Publicaion, Ludhiana

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

6. Modern Production and Operation Management El woods Butta

**EVALUATION: -**

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

Choice Based Credit System Syllabus (2024Pattern)

*Mapping Program Outcomes with Course Outcomes*

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

**Course:** Production and Operation            **Course Code:**BBA-256-MN
Management

**Weightage:**1=weak or low relation,2=moderateorpartialrelation,3=strong or direct relation

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

*Justification for the Mapping*

### PO1: A Fundamental Knowledge and Coherent Understanding

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

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

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

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

**CO7:** Product design and development involve various aspects of business, including marketing,

management, and potentially economic and financial considerations.

## PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

## PO4: Communication Skills

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

## PO5: Analytical Reasoning Skills

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

## PO7: Multidisciplinary Competence

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

## PO8: Value Inculcation through Community Engagement

**CO1:** It helps students develop their skills in operations management, which is crucial for effectively managing and optimizing production processes in both manufacturing and service sectors.
**CO2:** The ability to plan production schedules and allocate resources effectively is crucial for managing costs, meeting customer demands, and maximizing efficiency. These skills directly impact the overall profitability and success of a business.

## PO9: Traditional Knowledge into Modern Application

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

**PO10: Design and Development of System**

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

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


**PO11: Ethical and Social Responsibility**

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

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

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

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

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

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

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

**PO12: Research-Related Skills**

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

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

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

**PO13: Teamwork**

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

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

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

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

**PO14: Area-Specific Expertise**

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

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

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

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

**PO15: Environmental Awareness**

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

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

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

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

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

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

**Programme Code**          **:** BCA

**Class**                   **:** S.Y.B.C.A.

**Semester**                   IV

**Course Type**             **:** Open Elective (OE) [Practical]
**Course Code**             **:** BBA-257- OE

**Course Title**            **:** Hands on Google Apps

**No. of Credits**             02

**No. of Teaching Hours**      60

## Course Objectives:

1. .Introduce students to Google Workspace and its main tools.
2. Develop skills in creating and sharing documents online.
3. Teach file storage and collaboration using Google Drive.
4. Familiarize students with Gmail, Google Meet, and Calendar for communication.
5. Provide basic data handling practice using Google Sheets.
6. Encourage use of tools like Google Forms, Keep, and Sites for productivity.
7. Build digital literacy for academic and professional use.

## Course Outcomes:

**By the end of the course, students will be able to:**

**CO1:** Create, edit, and share documents using Google Docs, Sheets, and Slides.
**CO2:** Store and manage files securely on Google Drive.
**CO3:** Use Gmail, Google Meet, and Calendar for effective communication and scheduling.
**CO4:** Collect and analyze data using Google Forms and Sheets.
**CO5:** Collaborate in real-time with peers using Google Workspace tools.
**CO6:** Apply cloud-based tools for academic, personal, and professional tasks.
**CO7:** Demonstrate improved digital literacy and productivity skills.

**Suggested Practical Assignments:**

| Sr. No. | Title of Experiment/ Practical |
|:---:|:---|
| **1.** | Exploring Google Workspace |
| **2.** | Google Account Settings & Security |
| **3.** | Cloud Storage & Online Collaboration |
| **4.** | Professional Email with Gmail |
| **5.** | Online Meetings with Google Meet & Chat |
| **6.** | Real-time Collaboration in Google Drive |
| **7.** | Document Creation using Google Docs |
| **8.** | Data Management with Google Sheets |
| **9.** | Creating Presentations in Google Slides |
| **10.** | Designing Surveys with Google Forms |
| **11.** | Website Creation with Google Sites |
| **12.** | Integrating Google Workspace Tools for Projects |
| **13** | Case Study |

**Reference Books:**

1. **Google Workspace Learning Centre (user guides, tutorials)**
    https://support.google.com/a/users/
2. **Google Workspace Admin Help (for admin & configuration topics)**
    https://support.google.com/a/?hl=en
3. **Google Help & Support for Workspace / individual apps**
    https://workspace.google.com/support/
4. **Google Learning (Google's official training & education resources)**
    https://learning.google/](https://learning.google/
5. **Google Workspace Updates Blog (to keep up with changes & new features)**
    https://workspaceupdates.googleblog.com/
6. **Google Guide (interactive tutorials & reference for Google tools)**
    https://www.googleguide.com/
7. **Google Docs: Add citations & bibliography (official help article)**
    https://support.google.com/docs/answer/10090962?hl=en

## CO-OP Mapping:

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

**Mapping- 3= strongly relates 2= Moderately Related 1= Partially Related**

**Course Objectives (CO) and Program Outcomes (PO) Mapping:**

## 1. Justification of PO1 to All COs :

CO1:PO1-Requires understanding of basic computer concepts and data handling to create and share documents effectively.

CO2:PO1-Involves knowledge of cloud computing principles for secure file storage and management.

CO3:PO1-Applies fundamental ICT concepts for managing communication and scheduling tools.

CO4:PO1-Strongly integrates data collection and analysis principles aligning with data science fundamentals.

CO5:PO1-Requires multidisciplinary understanding for collaborative use of Google Workspace tools.

CO6:PO1-Strongly applies core computer science and data science knowledge to cloud-based academic and professional tasks.

CO7:PO1-Strongly builds comprehensive understanding of digital literacy and productivity using foundational theories.

## 2. Justification of PO2 to All COs:

CO1:PO2 -Strongly involves hands-on creation and editing of documents using professional standards.

CO2:PO2 -Strongly applies practical knowledge to securely store and manage files on cloud platforms.

CO3:PO2 -Moderately requires procedural use of communication and scheduling tools for professional tasks.

CO4:PO2 -Strongly focuses on practical data collection and analysis using Google Forms and Sheets.

CO5:PO2 -Strongly engages real-time collaboration using industry-standard Google Workspace tools.
CO6:PO2 -Strongly applies professional cloud-based tools for academic and real-world scenarios.
CO7:PO2 -Strongly enhances practical digital literacy and productivity for professional use.

### 3. Justification of PO3 to All COs:

CO1:PO3 -Moderately applies data handling through structured document creation and sharing in Sheets.
CO2:PO3 -Strongly focuses on secure cloud storage and organized file management on Google Drive.
CO3:PO3 -Partially supports data retrieval via email attachments and scheduling information exchange.
CO4:PO3 -Strongly involves collecting, managing, and analyzing data using Forms and Sheets.
CO5:PO3 -Moderately supports shared data handling through real-time collaborative editing.
CO6:PO3 -Strongly applies cloud-based tools for data storage, access, and retrieval in various tasks.
CO7:PO3 -Moderately enhances data management skills through improved digital literacy and productivity.

### 4. Justification of PO4 to All COs:

CO1:PO4 -Moderately develops problem-solving by organizing and presenting data in Docs, Sheets, and Slides.
CO2:PO4 -Partially supports analytical skills through structured file storage and retrieval.
CO3:PO4 -Partially aids problem-solving by scheduling and coordinating tasks for effective communication.
CO4:PO4 -Strongly builds analytical ability through data collection, statistical analysis, and interpretation in Forms and Sheets.
CO5:PO4 -Moderately enhances critical thinking via collaborative real-time problem-solving.
CO6:PO4 -Moderately applies cloud-based tools for solving academic or professional data-related tasks.
CO7:PO4 -Moderately improves analytical thinking by fostering digital literacy and productivity skills.

### 5. Justification of PO5 to All COs:

CO1:PO5 -Partially related, as basic document creation develops general technical skills but not domain-specific expertise.

CO2:PO5 -Partially supports technical competency through file management but lacks domain specialization.

CO3:PO5 -Minimal connection; communication tools are general-purpose rather than domain-specific.

CO4:PO5 -Moderately related, as analyzing data with Forms and Sheets introduces some technical skills relevant to analytics.

CO5:PO5 -Partially related collaboration improves technical skills but not specialized expertise.

CO6:PO5 -Moderately supports application of cloud tools in professional and academic contexts, enhancing technical competencies.

CO7:PO5 -Moderately develops digital literacy and productivity, indirectly supporting technical competency.

## 6. Justification of PO6 to All COs:

CO1:PO6- Moderately supports research documentation and reporting through Docs, Sheets, and Slides.

CO2:PO6- Partially related; secure storage aids research indirectly but not directly developing research skills.

CO3:PO6- Minimal relation; communication tools support collaboration but do not strongly foster research skills.

CO4:PO6- Strongly related; collecting and analyzing data develops inquiry-based, analytical, and ethical research skills.

CO5:PO6- Moderately enhances collaborative research and innovative problem-solving through real-time teamwork.

CO6:PO6- Moderately supports research tasks by applying cloud-based tools for analysis and reporting.

CO7:PO6- Moderately improves digital literacy and productivity, aiding research efficiency and innovation.

## 7. Justification of PO7 to All COs:

CO1:PO7- Strongly supports effective written and visual communication through creating and sharing documents, spreadsheets, and presentations

CO2:PO7- Moderately related; organizing and managing files aids collaborative workflows and information sharing

CO3:PO7- Strongly develops communication skills via Gmail, Meet, and Calendar for professional and academic interactions

CO4:PO7- Moderately enhances communication of data insights through analysis and reporting in Forms and Sheets

CO5:PO7- Strongly fosters real-time collaboration and teamwork using Google Workspace tools

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CO6:PO7- Moderately supports collaborative tasks and communication through cloud-based applications

CO7:PO7- Strongly improves overall communication and productivity skills through digital literacy

## 8. Justification of PO8 to All COs:

CO1:PO8- Strongly enhances proficiency in ICT tools for document creation, spreadsheets, and presentations

CO2:PO8- Strongly develops skills in secure digital storage and file management using cloud technology.

CO3:PO8- Strongly builds technological proficiency through email, calendar, and video conferencing tools.

CO4:PO8- Strongly supports use of data collection and analysis tools, improving technical skills.

CO5:PO8- Strongly fosters collaborative use of advanced ICT tools in real-time.

CO6:PO8- Strongly applies cloud-based platforms and tools for academic, professional, and

CO7:PO8- personal tasks. Strongly improves overall digital literacy and technical productivity skills.

## 9. Justification of PO9 to All COs:

CO1:PO9- Moderately encourages self-directed learning through document creation and editing.

CO2:PO9- Moderately supports adaptability by managing and organizing files efficiently on Google Drive.

CO3:PO9- Moderately develops continuous learning in communication and scheduling tools.

CO4:PO9- Strongly promotes analytical learning and adaptability through data collection and analysis.

CO5:PO9- Strongly enhances collaborative learning and adaptability in real-time teamwork.

CO6:PO9- Strongly supports lifelong learning by applying cloud-based tools across tasks and contexts.

CO7:PO9- Strongly builds digital literacy and productivity, fostering continuous skill enhancement

## 10. Justification of PO10 to All COs:

CO1:PO10- Moderately supports ethical practices by encouraging proper document management and sharing with integrity.

CO2:PO10- Strongly related; secure file storage and responsible data handling directly reflect ethical and responsible practices.

CO3:PO10- Moderately encourages ethical communication and professional scheduling in collaborative contexts.
CO4:PO10- Strongly applies ethical data collection, analysis, and reporting practices.
CO5:PO10- Moderately supports responsible collaboration and teamwork using shared digital tools.
CO6:PO10- Strongly promotes ethical use of cloud-based tools for academic and professional purposes.
CO7:PO10- Moderately improves digital literacy and productivity in an ethically responsible manner

## 11. Justification of PO11 to All COs:

CO1:PO11- Strongly develops autonomy and accountability through independent document creation and editing.
CO2:PO11- Strongly reinforces responsibility in managing and securing files effectively.
CO3:PO11- Moderately supports accountability and responsible communication in scheduling and professional interactions.
CO4:PO11- Strongly builds independence and responsibility in data collection and analysis.
CO5:PO11- Moderately encourages accountability in collaborative projects using Google Workspace tools.
CO6:PO11- Strongly fosters autonomy and responsible application of cloud-based tools for tasks.
CO7:PO11- Strongly enhances self-directed skill development, promoting accountability and productivity.

## 12. Justification of PO12 to All COs:

CO1:PO12- Moderately supports community engagement by enabling preparation of documents and presentations for societal projects.
CO2:PO12- Moderately related; secure file storage aids organized sharing of community-based project resources.
CO3:PO12- Strongly promotes engagement through effective communication and coordination with peers and stakeholders.
CO4:PO12- Strongly supports data collection and analysis for community-focused initiatives.
CO5:PO12- Strongly enhances real-time collaboration for projects that serve community or societal needs.
CO6:PO12- Moderately applies cloud-based tools for managing and executing community or academic tasks.
CO7:PO12- Moderately improves productivity and digital skills, indirectly supporting community service activities.

## 13. Justification of PO13 to All COs:

CO1:PO13- Strongly encourages creativity in preparing and presenting documents, spreadsheets, and slides innovatively.

CO2:PO13- Moderately related; organizing and managing files efficiently supports systematic work for entrepreneurial tasks.

CO3:PO13- Strongly supports innovative communication and collaboration, essential for entrepreneurial initiatives.

CO4:PO13- Strongly enhances analytical thinking and problem-solving, fostering innovative approaches using data.

CO5:PO13- Strongly promotes collaborative creativity in real-time teamwork and project execution.

CO6:PO13- Strongly supports application of cloud tools for innovative academic, professional, and entrepreneurial tasks.

CO7:PO13- Strongly builds digital literacy and productivity, enabling creative and entrepreneurial solutions.

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

   **Name of the program: B.B.A**
   **Program Code**: BBA
   **Class**: **S.Y.B.B.A.**
   **Semester-IV**
   **Course Type: Skill Enhancement course**
   **Course Code: BBA-258-SEC**
   **Course Name: International Business**
   **No. of Lectures:** 30
   **No. of credits:02**

## A)Course Description:

This course provides students with a foundational understanding of the principles, theories, and practical aspects of international trade and finance. It explores the evolution of global trade theories, the dynamics of multinational enterprises, exchange rate mechanisms, and the roles of major international financial institutions. The course also delves into the significance of regional economic groupings and their impact on global economic integration.

## B) Course Objectives:

1. To acquaint the students with emerging issues in international business.
2. To study the impact of international business environment on foreign market operations of a firm.
3. To understand the importance of foreign trade for Indian economy
4. To study of regional economic grouping
5. To operate the case studies of international business
6. To understand the determination of various types of exchange rates.

## C)  Course Outcome:

**CO1:** Students will demonstrate an understanding of current and emerging issues in international business.

**CO2:** Students will analyze and assess the influence of international business environment

**CO3**: Students will recognize and articulate the significance of foreign trade. for the Indian economy, including the impact on economic growth, employment, and overall national development.

**CO4**: Students will be able to describe and analyze various regional economic groupings.

**CO5**: Students will develop the ability to apply theoretical knowledge. 55

  **CO6:** Students will demonstrate a comprehensive understanding of the factors influencing different types of exchange rates.

  **CO7**: Understand the principles of international trade, including import/export regulations, tariffs, and trade agreements.

# UNIT NO. 1: INTRODUCTION
     1.1  Nature
     1.2  Theories of International Trade
     1.3  Ricardo's Theory
     1.4  Heckser-Ohlin Theory

**Total No. of Lectures- 8**

# UNIT NO. 2: MULTINATIONAL ENTERPRISES
     2.1  Meaning of International Corporations
     2.2  Features of Multinational Corporations (MNCs)
     2.3  Role and Importance of Multi-national corporations in international business
     2.4  Reasons for the Growth of MNCs

**Total No. of Lectures-8**

# UNIT NO.3 INTERNATIONAL FINANCE
     3.1 Meaning of Exchange rate
     3.2 Determination of Exchange Rate- Fixed, Flexible and Managed
     3.3 International Monetary Fund (IMF)- Objectives and Functions
     3.4 World Bank- Objectives and Functions
     3.5 General Agreement on Tariffs and Trade (GATT)
     3.6 Foreign Direct Investment

**Total No. of Lectures- 8**

# UNIT NO. 4: REGIONAL ECONOMIC GROUPING
     4.1  WTO- Structure and Functions
     4.2  European Union (EU)
     4.3  North American Free Trade Agreement (NAFTA)
     4.4  Association of South East Asian Nations (ASEAN)
     4.5  South Asian Association for Regional Cooperation (SAARC)

**Total No. of Lectures- 6**

**Reference Books:**

1.   International Business- P. Subbarao, Himalayaa Publishing
2.   International Business- Vyuptakesh Sharan, Pearson
3.   International Business- Francis, PHI Publication
4.   International Business- Daniels, Radebaugh, Pearson Education
5.   Charles Hill and Arun Jain, International Business
6.   International Business- Roger Bennett, Pearson Education

**Evaluation:**

| Internal Evaluation | External Evaluation |
|---|---|
| Unit Test (10) | Fill in the blanks, One Sentence Answer (10) |
| Mini Project/Assignment/Presentation (10) | Short Notes (12) |
| | Long Answer Question (8) |
| **20** | **30** |

## Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes
**Class**: SYBBA (Sem –IV)	**Subject**: International Business
**Course**: **Skill Enhancement course**	**Course Code**: **BBA-208-SEC**
**Weight age**: 1= weak or low relation, 2= moderate or partial relation,
3= strong or direct relation

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

## Justification of Mapping

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

**CO1:** understanding global economic trends, regional economic groupings, and emerging issues in international business can foster an entrepreneurial mindset.

**CO3:** Students build a foundational and coherent understanding of evolving global business trends. They gain expertise in international business dynamics and sector-specific issues.

**CO4:** Awareness of emerging issues enhances their innovation and employability skills. They engage in critical thinking to evaluate global challenges and formulate responses.

**CO5**: Students will develop the ability to apply theoretical knowledge. to real-world scenarios by effectively analyzing and solving case studies related to international business issues and challenges.

**CO6**: Students will demonstrate a comprehensive understanding of the factors influencing different types of exchange rates, including fixed, floating, and managed exchange rate systems.

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

**CO2:** Students will analyze and assess the influence of international business environment. on the operations of a firm in foreign markets, considering factors such as legal, cultural, political, and economic variables.

**CO3:** Students apply procedural knowledge to analyze business environments and adapt accordingly. nalytical reasoning helps them evaluate risks and opportunities in international markets.

**CO5:** They develop critical thinking to assess factors like culture, politics, and economics. This learning sharpens their skills for entrepreneurship and global employability.

**CO7**: Integration of international trade principles into various business functions (marketing, finance, operations). Recognition of the impact of global trade on business strategies.

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

**CO1:** supports students in analyzing and interpreting emerging trends, which requires critical evaluation of    dynamic global issues**.**

**CO3:** Evaluating dynamic global issues requires critical analysis and a problem-solving mindset. Students must assess complex situations like trade wars, economic sanctions, or technological disruptions in international business.

**CO4:** Students will bridge theory and practice through real-world business case applications improving innovation and problem-solving abilities.

**CO6:** Learners will gain coherent and analytical knowledge of exchange rate systems and their economic  implications.

**PO4: Professional Communication Skills:**

**CO2**: Students will analyze and assess the influence of international business environment. on the operations of a firm in foreign markets, considering factors such as legal, cultural, political, and economic variables.

CO3: Learners will develop critical thinking and analytical reasoning skills to assess global market influences.

CO4: Understanding India's historical trade practices helps students contextualize current practices, linking traditional economic strengths to modern global opportunities.

CO7: Students understanding current issues can contribute to designing responsive business systems and strategies for global operations that align with market demands.

### PO5: Analytical Reasoning Skills:

CO1: Students gain domain-specific knowledge of international trade laws, global marketing, and cross-border finance. This helps them become specialists in sectors like import/export, global finance, or international HR.

CO2: Analyzing international environments involves understanding trade procedures, policies, and protocols. This PO ensures students learn and apply systematic methods in global assessments.

CO3: Effective analysis requires students to collect, interpret, and evaluate international data and reports, building their academic and market research capability.

CO5: Students will develop the ability to apply theoretical knowledge. to real-world scenarios by effectively analyzing and solving case studies related to international business issues and challenges.

CO7: Students will acquire a strong foundational knowledge of global business trends and issues, including technological advancements and geopolitical shifts.

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

CO1: Students need core knowledge of India's economic structure, trade history, and its international relationships to articulate the importance of foreign trade.

CO2: Trade policies affect employment and economic equity. Students are encouraged to view trade from a social justice and national development perspective.

CO4: Students will critically assess global trends like trade wars, digitalization, and economic shifts. They learn to approach business issues from multiple perspectives to find effective solutions.

CO6: With a grasp of emerging business trends, students are prepared to adapt, innovate, and meet evolving employer and entrepreneurial demands in global markets.

### PO7: Multidisciplinary Competence:

CO1: Students analyze trade flows, economic integration levels, and market benefits within these groupings. They assess comparative advantages and geopolitical influences. Reasoning skills are developed through evaluating real-world regional case studies.

CO2: Analyzing international environments involves understanding trade procedures,

policies, and protocols. This PO ensures students learn and apply systematic methods in global assessments.

**CO4:** Students will be able to describe and analyze various regional economic groupings. such as trade blocs and economic unions, understanding their purposes, benefits, and challenges for member countries.

**CO6:** hey identify niche markets, supply chains, and regional cooperation advantages. Understanding regional groupings involves economics, politics, law, and culture. Students engage with multiple disciplines to understand international collaboration.

**CO7:** Global business environments are shaped by multiple disciplines—economics, politics, sociology, law—which students must integrate to conduct holistic assessments.

## PO8: Value Inculcation through Community Engagement:

**CO1:** Analyzing regional groupings involves evaluating shared goals, economic impact, and political integration across countries, which demands critical analysis.

**CO3:** Understanding regulations and tariffs is key in international trade management, making this a domain-specific skill critical for specialists.

**CO4:** tudents learn to implement theories like comparative advantage, globalization, and FDI. Procedural practice boosts their competency for global business roles.

**CO5:** tudents create systems/models for entry into international markets, logistics, or policy-making. This builds their capacity for structured thinking and implementation.

**CO6:** With a grasp of emerging business trends, students are prepared to adapt, innovate, and meet evolving employer and entrepreneurial demands in global markets.

## PO9: Traditional Knowledge into Modern Application:

**CO1:** Students learn to prepare trade documents, communicate with stakeholders, and interpret legal frameworks. They gain familiarity with WTO norms, FTAs, and tariff structures

**CO3:** Students will recognize and articulate the significance of foreign trade. for the Indian economy, including the impact on economic growth, employment, and overall national development.

**CO6:** Students get knowledge with international trends enhances employability and enables students to seize global entrepreneurial opportunities, especially in start-ups and trade-based businesses.

**CO7:** International business encompasses economics, law, sociology, and cultural studies. Understanding these dimensions equips students with holistic and cross-disciplinary thinking.

## PO10: Design and Development of System:

**CO1**: Students will demonstrate an understanding of current and emerging issues in international business including global economic trends, geopolitical factors, and technological advancements.

**CO4:** Students will be able to describe and analyze various regional economic groupings. such as trade blocs and economic unions, understanding their purposes, benefits, and challenges for member countries.

**CO5:** Evaluating business environments involves logical reasoning to draw connections

between political, economic, and legal factors influencing international markets.

**CO7:** Students will critically assess global trends like trade wars, digitalization, and economic shifts. They develop frameworks for evaluating risks and opportunities in volatile global contexts.

### PO11: Ethical and Social Responsibility:

**CO1:** Ethical reasoning is developed through evaluating trade's social and developmental impacts. awareness is strengthened by understanding fair trade and regulatory standards.

**CO2:** Understanding currency systems improves decision-making in international careers. Problem-solving skills are refined through real-world business scenarios.

**CO3:** Students understand the role of trade in India's economic development. They connect traditional Indian trade practices to modern economic strategies.

**CO5:** Multidisciplinary skills are developed by integrating finance, economics, and geopolitics. They enhance their analytical ability to evaluate factors influencing exchange rates.

**CO7:** Students gain procedural knowledge of global trade systems and compliance. They gain area-specific expertise related to global commerce and legal frameworks.

### PO12: Research-Related skills:

**CO1:** students gain the ability to interpret data, trends, and reports related to global business environments. Students learn to prepare trade documents, communicate with stakeholders, and interpret legal frameworks.

**CO2:** They develop a structured understanding of currency mechanisms. They develop a structured understanding of currency mechanisms. It strengthens analytical careers in finance and trade.

**CO3:** Students collaborate on simulations, case studies, and presentations. Application-based learning includes group projects and cross-functional tasks. Teamwork builds interpersonal and project management skills.

**CO4:** Improve professional communication by engaging with trade policies and documentation. Ethical awareness is strengthened by understanding fair trade and regulatory standards.

**CO7:** Students gain a solid foundation in global trends such as globalization, digitalization, and economic shifts. Learners communicate international business issues effectively.

### PO13: Teamwork:

**CO1:** Analytical skills are used to assess global business risks and opportunities. This knowledge fosters global employability and entrepreneurial foresight.

**CO2**: Strong focus on specific global business domains and industry practices. Environmental considerations are not the central focus here.

**CO3:** Strong development of problem-solving through real-world scenario analysis. Analytical thinking enables evaluation of global business variables.

**CO4:** Students learn trade's impact on GDP, employment, and national growth. Trade procedures are moderately covered in evaluating national significance.

**CO5:** Students critically analyze policy, trade deficits, and international trade strategies. Analytical tools are used to assess trade-related economic indicators.

**CO6:** Trade performance evaluation enhances research aptitude. Builds expertise in Indian foreign trade and policy. Trade procedures are moderately covered in evaluating national significance.

**CO7:** Procedural knowledge helps compare trade agreements and models. Analytical tools are used to study comparative advantages and trade flows.

### PO14: Area Specific Expertise:

**CO1:** Students practice applying concepts like FDI, globalization, and trade theory. Builds foundational to advanced understanding of trade and business theory.

**CO3:** Strong development of problem-solving by applying theory to practice. Effective articulation of theoretical application is required.

**CO6:** Prepares students for roles requiring both theoretical and innovative thinking. Encourages analytical application of models in real business settings.

### PO15: Environmental Awareness:

**CO1:** Students gain a deep understanding of currency systems and economic fundamentals. Learners understand how exchange rate mechanisms operate procedurally.

**CO2:** Problem-solving is key to analyzing dynamic currency fluctuations. Communication is not the focus here.

**CO4:** Analytical reasoning is essential for interpreting macroeconomic data. Combines knowledge of economics, statistics, and geopolitics.

**CO6:** Students apply procedural rules in customs, documentation, and compliance. Provides essential knowledge of trade laws, tariffs, and global policies. Trade problem-solving involves applying rules in complex situations.