Anekant Education Society's

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

BACHLOR OF BUSINESS ADMINISTRATION DEGREE

TYBBA

SEM-VI

2023 PATTERN 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 (Empowered 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 Englis has 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. 10^{th} Standard) of Board of technical Education conducted by Government of Maharashtra or its equivalent.

4. MCVC.

5. Medium of Instruction:

Medium of instruction shall be in English.

Program Specific Outcomes:

PO1: A Fundamental Knowledge and Coherent Understanding:

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

PO2: Procedural Knowledge for Skill Enhancement:

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

PO3: Critical Thinking and Problem-Solving Skills:

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

PO4: Professional Communication Skills:

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

participate in healthy arguments and portray skill in communication and in writing. Possess skills related with banking and other business.

PO5: Analytical Reasoning Skills:

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

PO6: Innovation, Employability and Entrepreneurial Skills:

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

PO7: Multidisciplinary Competence:

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

PO8: Value Inculcation through Community Engagement:

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

PO9: Traditional Knowledge into Modern Application:

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

PO10: Design and Development of System:

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

PO11: Ethical and Social Responsibility:

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

PO12: Research-Related skills:

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

PO13: Teamwork:

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

PO14: Area Specific Expertise:

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

PO15: Environmental Awareness:

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

Anekant Education Society's

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

Bachelors in Business Administration

Credit Structure as per NEP 2020 [2023 Pat.]

Sem	Major Mandatory 1 [Compulsory]				Major Mandatory 2	Major Mandatory 3	OE	OE	VSC	SEC	IK S	AEC	VEC	CC	Total
I	2(T)				2(T)	2(T)	2 (T)	2 (T)	2 (T)	2 (T)	2(T)	2(T)	2(T)	2(T)	**22**
II	2(T)				2(T)	**Minor** 2(T)	2 (T)	2 (T)	2 (T)	2 (T)	2(T)	2(T)	2(T)	2(T)	**22**
Sem	**Major Mandatory**				**Minor**	--		**OE**		**SEC**	**IK S**	**AEC**	**VEC**	**CC**	**Total**
	Major Mandatory1 [Comp].	Major Mandatory 2	VSC	FP/ CEP											
III	6(T)	2 (T)	2 (T)	2 (T)	4(T)	--	--	2(T)	--	--	2(T)	2(T)	--	2(T)	**24**
IV	4 (T)	4 (T)	--	2 [CEP]	4 (T)	--		2(T)	---	2 (T)	--	2(T)	--	2(T)	**22**
	Major Mandatory														
	Major Mandatory 1 [Compulsory]	Major Mandatory 2 (As Selected in majormandatory 2)	VSC	Field Project (FP)	Minor										
V	10(T)	4 (T)	2 (T)	2(T)	4 (T)	--		--		--	--	--	--	--	**22**
VI	10 (T)	4 (T)	---	4(T) (OJT)	4 (T)	--		--		--	--	--	--	--	**22**

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

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
I	Major Mandatory	BBA-101-MJM	Business Demography and Business Environmental Studies	Theory	02
	Major Mandatory	BBA-102-MJM	Financial Accounting	Theory	02
	Major Mandatory	BBA-303-MJM	Micro Economics	Theory	02
	Open Elective	BBA-116-OE	Business Organization and Corporate Environment	Theory	02
		BBA-117-OE	Business Etiquettes	Theory	02
	Vocational Skill Course (VSC)	BBA-121-VSC	Professional Communication Skill	Theory	02
	Skill Enhancement Course (SEC)	BBA-126-SEC	Community Work (Survey and Analysis)	Theory	02
	Ability Enhancement Course	ENG-131-AEC	Functional English I	Theory	02
	Value Education Course (VEC)	BBA-135-VEC	Environmental Science	Theory	02
	Indian Knowledge System (IKS)	BBA-137-IKS	Indian Management Guru's & their Contribution	Theory	02
	Co-Curricular Courses (CC)		To be Selected from the Basket	Theory	02
II	**Total Credits Semester-I**				**22**
	Major Mandatory	BBA-151-MJM	Principles of Management	Theory	02
	Major Mandatory	BBA-152-MJM	Principles of Finance	Theory	02
	Major Mandatory	BBA -153-MJM	Principles of Marketing	Theory	02
	Minor (MN)	BBA -161-MN	Principles of HRM	Theory	02
	Open Elective (OE)	BBA-166-OE	Emotional Intelligence	Theory	02
	Open Elective (OE)	BBA-167-OE	Risk Management	Theory	02
	Vocational Skill Course (VSC)	BBA-171-VSC	Fundamentals of Computers	Theory	02
	Skill Enhancement Course (SEC)	BBA-176-SEC	Industry Analysis and Desk Research	Practical	02
	Ability Enhancement Course (AEC)	ENG-181-AEC	Functional English II	Theory	02
	Value Education Course (VEC)	BBA-185-VEC	Digital and Technological Solutions	Theory	02
	Co-Curricular Courses (CC)	----	To be Selected from the Basket	Theory	02
	Total Credits Semester-II				**22**
	Total Credits Semester-I + II				**44**

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

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
III	Major Mandatory	BBA-201-MJM	Business Ethics	Theory	02
	Major Mandatory	BBA-202-MJM	Macro Economics	Theory	02
	Major Mandatory	BBA-203-MJM	Introduction to Database Administration and Data Mining	Theory	02
	Major Mandatory	BBA-204-MJM(A)	Principles of HRM: Functions and Practices	Theory (Any One)	02
		BBA-204-MJM(B)	Management Accounting		
		BBA-204-MJM(C)	Fundamentals of Sales and Distribution		
	Minor	BBA-211-MN	Organizational Behaviour	Theory	02
		BBA-212-MN	Dissertation Report	Practical	02
	Open Elective (OE)	BBA-216-OE	Corporate Social Responsibility	Theory	02
	Vocational Skill Course (VSC)	BBA-221-VSC	Personality Development	Theory	02
	Ability Enhanceme Course (AEC)	MAR-231-AEC HIN-231-AEC SAN-231-AEC	Marathi Hindi Sanskrit	Theory	02
	Co-curricular Courses (CC)	NSS- 239-CC NCC-239-CC PES-239-CC YOG-239-CC CUL-239-CC	NSS NCC Physical Education and Sports Yoga Cultural Activity	Theory/ Practical	02
	Filed Project (FP)	BBA-235-FP	Filed Project (FP)	Practical	02
	Generic IKS Course (IKS)	BBA-239-IKS	Indian Knowledge System (Generic)	Theory	02
IV	**Total Credits Semester-III**				**24**
	Major Mandatory	BBA-251-MJM	Management Information System	Theory	02
	Major Mandatory	BBA-252-MJM	Production and operation Management	Theory	02
	Major Mandatory	BBA -253-MJM (A)	Industry Relation and Labour Law	Theory (Any One)	02
		BBA -253-MJM (B)	Banking and Finance		
		BBA -253-MJM (C)	Retail Management		
		BBA -254-MJM (A)	Strategic Human Resource Managemen	Theory (Any One)	02
		BBA -254-MJM (B)	Business Taxation		
		BBA -254-MJM (C)	Digital Marketing		
	Minor	BBA -261-MN	Employee Recruitment and HR Record Management	Theory	02
		BBA -262-MN	Dissertation Report	Practical	02
	Open Elective (OE)	BBA-266-OE	Universal Human Values	Theory	02

	Skill Enhancement Course (SEC)	BBA-76-SEC	International Business	Theory	02
	Ability Enhancement Course (AEC)	MAR-231-AEC HIN-231-AEC SAN-231-AEC	Marathi Hindi Sanskrit	Theory	02
	Co-Curricular Courses (CC)	NSS-239-CC NCC-239-CC PES-239-CC YOG-239-CC CUL-239-CC	NSS NCC Physical Education and Sports Yoga Cultural Activity	Theory/ Practical	02
	Community Engagement Project (FP)	BBA-285-CEP	Project (CEP)	Practical	02
	Total Credits Semester-IV				**22**
	Total Credits Semester III + IV				**46**

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

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
V	Major Mandatory	BBA-301-MJM	Research Methodology	Theory	04
	Major Mandatory	BBA-302-MJM	Business Law	Theory	04
	Major Mandatory	BBA-303-MJM	Supply Chain Management	Theory	02
	Major Elective	BBA-304-MJE(A)	Recent Trends in HR and HR Accounting.	Theory (Any One)	02
		BBA-304-MJE(B)	Legal Aspect in Financial Management		
		BBA-304-MJE(C)	Analysis of Marketing Strategies and Environment		
	Major Elective	BBA-305-MJE(A)	Conflict and Negotiation Management	Theory (Any One)	02
		BBA-305-MJE(B)	Cost and Work Accounting		
		BBA-305-MJE(C)	Product and product Branding		
	Minor	BBA-316-MN	Strategic Human Resource Practices	Theory	04
	Vocational Skill Course (VSC)	BBA-321-VSC	Entrepreneurship Development	Theory	02
	Community Engagement Project (CEP) / Field Project (FP)	BBA-335- FP	Field Project [Specialization Based]	Practical	02
	Total Credits Semester-V				**22**
VI	Major Mandatory	BBA-351-MJM	Business Planning and Project Management	Theory	04
	Major Mandatory	BBA-352-MJM	Management Control System	Theory	04
	Major Mandatory	BBA -353-MJM	Business Analytics	Theory	02
	Major Elective	BBA -354-MJE (A)	Global Human Resource Management	Theory (Any One)	02
		BBA -354-MJE (B)	Indirect Tax.		
		BBA -354-MJE (C)	International Marketing Management		
	Major Elective	BBA -355-MJE(A)	Labour Welfare	Theory (Any One)	02
		BBA -355-MJE (B)	E Banking Services		
		BBA -355-MJE(C)	Service Marketing		
	Minor	BBA -356-MN	Economics for Human Resource Management	Theory	04
	On Job Training (OJT)	COM-385-OJT	Projects	Practical	04
	Total Credits Semester-VI				**22**
	Total Credits Semester V + IV				**44**

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

Name of the program: B.B.A
Program Code: BBA
Class: **T.Y. BBA**
Semester-VI
Course Type: Mejor Mandatory
Course Code: BBA-351-MJM
Course Name: Business planning and project management
No. of Lectures: 60
No. of credits:04

A) Course Description:

This course offers a comprehensive introduction to the principles and practices of project planning and management. Starting with foundational concepts in planning and forecasting, students will explore the definitions, objectives, and limitations of planning, along with key forecasting techniques and their role in decision-making. Students will also gain insights into initial project coordination including negotiation techniques, conflict resolution, cost estimation, and budget planning. The course concludes with project evaluation methods, including audits, lifecycle evaluations, and the termination process, emphasizing continuous improvement and accountability in project management.

B) Course Objectives: -

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

.

C) Course Outcome:-

1. **CO1:** Apply planning and forecasting principles to identify and achieve organizational goals.
2. **CO2:** Define a project, identify its need, and apply project management principles to select and manage projects.
3. **CO3:** Develop effective project coordination and budgeting strategies to ensure successful project delivery.
4. **CO4:** Analyse and apply network techniques, including PERT and CPM, to manage project schedules and resources.
5. **CO5:** Evaluate project performance and make data-driven decisions to improve project outcomes.
6. **CO6:** Develop essential skills for project management, including negotiation, partnering, and conflict resolution.
7. **CO7:** Assess project success and determine whether to continue or terminate a project based on evaluation criteria.

Unit 1: Planning and Forecasting

1.1Introduction to Planning:
1.2Introduction, Meaning, Definition, objective, nature of Planning
1.3Advantages and limitations of planning
1.4Steps in planning process
1.5Methods of planning
1.6Introduction to Forecasting:
1.7Introduction, Meaning, Definition, Process, Importance of forecasting.
1.8 Advantages of forecasting, Limitations of forecasting
1.9 Difference between forecasting and planning

No. of Lectures 12

Unit 2 Introduction to Project Management

2.1 Definition of a "Project"
2.2 Need of project Management, The project Lifecycle.
2.3 Project Selection and Criteria used to choose projects.
2.4 The Project Manager.
2.5 Problems for effective project management.

No of Lectures 12

Unit 3 Initial Project Coordination

3.1 Negotiation- Nature of Negotiation
3.2 Conflict
3.3 The project life cycle
3.4 Estimating Project Budgets
3.5 Improving the Process of Cost Estimation.

No of Lectures 12

Unit 4 Introduction to Network Techniques

4.1 Introduction to PERT and CPM.
4.2 The Resource Allocation Problem
4.3 Resource Loading, Resource Leveling
4.4 The Fundamental Purposes of project Control
4.5 Three Types of Control processes.

No of Lectures 12

Unit 5 Project Evaluation

5.1 Introduction to project evaluation and its Goals.
5.2 The Project Audit
5.3 The Project Audit Life Cycle
5.4 Some essentials of an Audit/Evolution
5.5 The Termination Process.

No of Lectures 12

EVALUATION: -

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

Reference Books: -

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

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (SEM –VI) **Subject**: **Business Planning & Project Management**
Course: Mejor mandatory **Course Code: BBA-351-MJM**
Weight age: 1=weak or low relation, 2=moderate or partial relation,3=strong or direct relation

	Program outcomes														
Course Outcomes	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**
CO1	1	2	3	1	1	-	3	-	-	3	3	3	2	1	1
CO2	3	3	2	1	2	3	2	3	3	2	2	-	1	1	2
CO3	3	-	2	1	3	3	-	2	2	1	1	-	2	2	1
CO4	3	-	3	-	2	2	-	2	2	1	1	2	1	-	2
CO5	3	1	3	2	2	2	-	3	3	3	3	-	2	-	1
CO6	2	3	2	3	3	3	-	1	2	-	2	-	2	-	1
CO7	3	-3	2	2	3	1	-	2	3	-	1	1	-	7	-

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

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

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

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

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

CO5: Evaluating project performance and making data-driven decisions is a critical aspect of disciplinary knowledge in project management. It requires an understanding of how to collect and analyze data, as well as how to use that data to inform decision-making. |

CO6: Developing essential skills for project management, such as negotiation, partnering, and conflict resolution, is a critical aspect of disciplinary knowledge. These skills are necessary for effective project delivery and require a deep understanding of the organizational context and stakeholder needs.

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

PO2: Procedural Knowledge for Skill Enhancement:

CO1: Critical thinking is required to identify and achieve organizational goals, but the focus is on planning and forecasting principles rather than problem-solving.
CO2: Critical thinking is required to define a project, identify its need, and select and manage projects effectively. This requires analyzing complex information and making informed decisions.
CO5: Critical thinking is required to develop effective project coordination and budgeting strategies, but the focus is on practical application rather than complex problem-solving.
CO6: Critical thinking is required to analyze complex project schedules and resources, and apply network techniques effectively. This requires problem-solving skills to overcome obstacles.
CO7: It is required to evaluate project performance, analyze data, and make informed decisions to improve project outcomes. This requires strong problem-solving skills.

PO3: Critical Thinking and Problem-Solving Skills:

CO1: Critical thinking and systematic research approach involve applying planning and forecasting principles to identify and achieve organizational goals. This is a strong match, as critical thinking is essential for sound planning and forecasting.
CO2: While critical thinking and systematic research approach are relevant to defining a project's need, they are not directly responsible for applying project management principles. This is a moderate match, as critical thinking can inform project management decisions.
CO3: Critical thinking and systematic research approach can inform effective project coordination and budgeting strategies, but do not directly develop them. This is a moderate match, as critical thinking can help identify potential issues or opportunities.
CO4: Critical thinking and systematic research approach are essential for analyzing and applying network techniques to manage project schedules and resources. This is a strong match, as critical thinking helps to identify the most effective approaches.
CO5: Critical thinking and systematic research approach are necessary for evaluating project performance and making data-driven decisions. This is a strong match, as critical thinking helps to identify the most relevant data and make informed decisions.
CO6: Critical thinking and systematic research approach can inform the development of essential skills for project management, such as negotiation and partnering. This is a moderate match, as critical thinking can help identify potential issues or opportunities.

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

PO4: Professional Communication Skills:

CO1: Apply planning and forecasting principles to identify and achieve organizational goals. This is because effective planning and forecasting require considering ethical implications of decisions.
CO2: Define a project, identify its need, and apply project management principles to select and manage projects. This is because project definition and selection do not directly involve ethical decision-making.
CO3: Develop effective project coordination and budgeting strategies to ensure successful project delivery. This is because project coordination and budgeting do not necessarily involve ethical decision-making.
CO5: Evaluate project performance and make data-driven decisions to improve project outcomes. This is because evaluating project performance requires considering the ethical implications of decisions.
CO6: Develop essential skills for project management, including negotiation, partnering, and conflict resolution. This is because effective negotiation, partnering, and conflict resolution require ethical decision-making.
CO7: Assess project success and determine whether to continue or terminate a project based on evaluation criteria. This is because assessing project success requires considering the ethical implications of decisions.

PO5: Analytical Reasoning Skills:

CO2: Define a project and apply project management principles, as it involves being open to new approaches and considering alternative solutions. This requires a critical attitude to evaluate options and choose the best approach.
CO3: Develop effective project coordination and budgeting strategies, as it involves applying established procedures and techniques. While critical thinking is involved, it is not as prominent as in
CO4: Analyze and apply network techniques, as it involves evaluating the effectiveness of different methods and considering alternative approaches. This requires a critical attitude to analyze data and make informed decisions.
CO5: Evaluate project performance and make data-driven decisions, as it involves questioning assumptions, seeking feedback, and being open to new ideas. This requires a critical attitude to analyze data and make informed decisions.
CO6: Develop essential skills for project management, as it involves developing skills such as

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

PO6: Innovation, Employability and Entrepreneurial Skills:

CO1: Planning and forecasting are influenced by political and cultural factors, but legal factors are more related to compliance rather than goal setting.
CO2: Project definition and need identification are influenced by political and cultural factors, while legal factors may impact project selection.
CO3: Stakeholder management is influenced by political and cultural factors, while legal factors impact budgeting and resource allocation.
CO4: Resource allocation is influenced by political and cultural factors, while legal factors impact scheduling.
CO5: Stakeholder expectations are influenced by political and cultural factors, while legal factors impact evaluation criteria.
CO6: Negotiation and partnering are influenced by political and cultural factors, while conflict resolution is impacted by legal factors.
CO7: Stakeholder expectations are influenced by political and cultural factors, while legal factors impact termination criteria.

PO7: Multidisciplinary Competence:

CO1: It uses planning and forecasting tools but may not have a robust forecasting system in place.
CO2: It has a well-established forecasting system and regularly reviews and updates its plans to achieve its goals.

PO8: Value Inculcation through Community Engagement:

CO2: Effective project management ensures efficient allocation of resources and prioritizes projects that align with social responsibility goals.
CO3: Budgeting ensures efficient allocation of resources, prioritizes spending on social responsibility initiatives.
CO4: Resource management ensures effective allocation of resources; tracks progress towards achieving social responsibility goals.
CO5: Performance monitoring tracks progress towards achieving social responsibility goals, makes data-driven decisions to improve outcomes.
CO6: Stakeholder engagement ensures effective communication and collaboration with

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

PO9: Traditional Knowledge into Modern Application:

CO1: Apply planning and forecasting principles to identify and achieve organizational goals is strongly aligned with an entrepreneurial mindset as it enables entrepreneurs to set goals and develop strategies to achieve them.
CO2: Define a project, identify its need, and apply project management principles to select and manage projects is moderately aligned with an entrepreneurial mindset as it involves taking calculated risks.
CO3: Develop effective project coordination and budgeting strategies to ensure successful project delivery is weakly aligned with an entrepreneurial mindset as it prioritizes coordination over innovation.
CO4: Analyze and apply network techniques, including PERT and CPM, to manage project schedules and resources is weakly aligned with an entrepreneurial mindset as it prioritizes complexity over simplicity.
CO5: Evaluate project performance and make data-driven decisions to improve project outcomes is strongly aligned with an entrepreneurial mindset as it enables entrepreneurs to make informed decisions.

PO10: Design and Development of System:

CO1: Coordination supports system development. May lead to redesign or shutdown of systems.
CO2: Planning frameworks may be part of system design, though indirectly. Project definition and selection are integral to system or process design.
CO3: Project definition and selection are integral to system or process design. Enhances employability through project management proficiency; entrepreneurial insight may be moderate.
CO4: Coordination strategies support system implementation but aren't directly part of design. Critical thinking required for resolving resource conflicts, delays, and over-expenditures.
CO5: PERT and CPM directly contribute to system planning and execution. Valuable for employment in planning and logistics but less tied to innovation.
CO6: Performance outcomes can lead to system redesign or enhancement. Promotes skill development useful in management and analysis roles.
CO7: Supports the implementation side of system. Conflict resolution and negotiation require critical judgment and empathy.

PO11: Ethical and Social Responsibility:

CO1: Draws on foundational knowledge of leadership, collaboration, and human behavior.
CO2: This CO strongly builds on fundamental knowledge of planning and forecasting. It enables learners to understand core concepts that support organizational effectiveness. Solid understanding of management theories is essential.
CO3: Moderate relevance to employability through planning expertise. Planning roles are in high demand, but innovation is not a direct focus here. Ethical considerations include equitable need assessment and impact evaluation.
CO4: Planning principles apply across business, engineering, logistics, etc., requiring cross-disciplinary integration. Uses tools and methods to assess project effectiveness and make procedural decisions.
CO5: Problem-solving in optimizing timelines and critical path decisions is key. Procedural knowledge like work breakdown structure, Gantt charts, and selection tools are essential.
CO6: Coordination strategies support system implementation but aren't directly part of design. Reports and schedule updates require moderate professional communication.
CO7: Promotes skill development useful in management and analysis roles. Strong communication skills are central to this CO.

PO12: Research-Related skills:

CO1: Involves analyzing trends, identifying gaps, and resolving issues using planning models. Encourages logical reasoning to achieve organizational objectives. Forecasting itself is a critical decision-making process.
CO4: Planning principles apply across business, engineering, logistics, etc., requiring cross-disciplinary integration. Uses data-driven methods but not advanced research methodologies.
CO7: Planning may have social implications but is not directly focused on community engagement. Uses foundational knowledge in project management.

PO13: Teamwork:

CO1: Ethical concerns arise in fair resource forecasting and inclusive planning. Social responsibility can be implied in equitable goal-setting and stakeholder consideration. However, it is not the core focus.
CO2: Project selection must consider stakeholder needs and ethical implications, such as fairness and long-term social impact. These aspects are relevant, though not central.
CO3: Budgeting and resource allocation require ethical decision-making, especially in transparent reporting and fairness. It encourages financial accountability.
CO4: Ethical responsibility is involved in transparent scheduling and fair resource distribution. Social impact is possible but not heavily emphasized.
CO5: Ethical judgment is essential in performance reporting—accuracy, fairness, and transparency are key considerations.
CO6: Ethical responsibility is significant in fair negotiations and transparent partnerships.

Social responsibility can be implied through team conduct.

PO14: Area Specific Expertise:

CO1: Project success criteria are usually defined per domain—revenue, usability, social impact—making it moderately aligned with specific expertise.
CO2: Negotiation and conflict skills are critical in many domains—HR, operations, public policy, etc. The skills are moderately domain-specific.
CO3: PERT and CPM are domain-specific in fields like construction, manufacturing, and software. Their use is moderately tied to expertise.
CO7: Coordination and budgeting are important in all professional domains, especially in operations-heavy sectors. Domain specificity depends on the project context.

PO15: Environmental Awareness:

CO1: Focused on environmental forecasting this has minimal relevance to sustainability or environmental concerns.
CO2: Environmental concerns may factor into project selection, but the does not emphasize sustainability. Weak relevance unless the project is eco-focused.

CO3: Environmental costs may be considered in budgeting but are usually secondary. The focus is on time, cost, and scope, not ecological sustainability.

CO4: Managing environmental projects, scheduling techniques don't directly contribute to environmental awareness. Limited ecological linkage.

CO5: Environmental performance might be evaluated in certain projects, but it's not the focus. Limited alignment with sustainability themes.

CO6: The project is environmental in nature; sustainability evaluation isn’t emphasized. Weak relevance unless contextually focused.

SYLLABUS (CBCS-2023 Pattern as per NEP 2020) FOR T. Y. B.B.A

(w. e. from June, 2025)

Name of the Programme: B.B.A.
Program Code: BBA
Class: T.Y.B.B.A
Semester: VI
Course Type: Major Mandatory (MJM)
Course Name: Management Control System
Course Code: BBA-352-MJM
No. of Lectures: 60
No. of Credits: 04

A) COURSE DISCRIPTIONS:

This course introduces the fundamentals of the control function in management, including its elements, nature, and associated challenges. It explores the principles, characteristics, and types of management control, along with the design of effective Management Control Systems (MCS). Students will learn how control is applied across various functional areas such as production, inventory, marketing, HR, and IT. The course emphasizes the role of computers and information systems like MIS, DSS, and expert systems in supporting control mechanisms. It covers management control in project environments, focusing on planning, cost, time, quality, and performance reporting. Implementation strategies for MCS in small and medium enterprises, including organizational roles and control structures, are discussed. Lastly, it examines how MCS can be adapted for service and non-profit organizations to improve efficiency and accountability.

B) COURSE OBJECTIVES:

1. To explain the fundamentals of control and its relevance in management systems.
2. To develop knowledge of Management Control Systems (MCS).
3. To apply control techniques across functional areas of business.
4. To demonstrate the role of computers in enhancing control systems.
5. To gain insight into project-based management control.
6. To understand the implementation of MCS in small and medium enterprises (SMEs).
7. To examine MCS structures and their use in service and non-profit sectors.

C) COURSE OUTCOMES:

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

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

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

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

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

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

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

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

UNIT 1. INTRODUCTION TO MANAGEMENT CONTROL SYSTEM

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

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

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

1.4 10 Commandments of Effective Control System

No. of lectures 12

UNIT 2. MANAGEMENT CONTROLS IN DIFFERENT FUNCTIONAL AREAS

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

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

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

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

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

No. of lectures 12

UNIT 3. COMPUTERS SYSTEMS

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

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

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

No. of lectures 12

UNIT 4. MANAGEMENT CONTROL OF PROJECTS

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

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

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

No. of Lectures 12

UNIT 5. IMPLEMENTING MCS FOR SMALL & MEDIUM SIZE COMPANIES

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

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

5.3.MCS in service & non-profit organizations.

No. of Lectures 12

REFERENCE BOOKS:

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

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

4. P. Saravanavel: MCS – H.P. House

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

EVALUATION:

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

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Course: Management Control System **Course Code**: BBA-352-MJM

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

	Programme Outcomes (POs)														
Course Outcomes	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO14	PO 15
CO1	3	2	3	1	3	2	1	1	1	2	3	2	1	3	1
CO2	3	3	3	1	2	2	1	1	1	3	2	2	1	3	1
CO3	2	3	3	1	3	3	2	1	1	3	2	2	2	3	1
CO4	2	3	3	1	2	3	3	2	2	3	3	2	2	3	1
CO5	3	3	3	1	3	3	2	1	1	3	3	3	2	3	2
CO6	1	2	3	3	2	3	2	2	1	2	3	2	3	2	1
CO7	3	3	3	1	3	3	2	3	2	3	3	2	2	3	2

Justification for Mapping

PO1: A Fundamental Knowledge and Coherent Understanding

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

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

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

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

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

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

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

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

PO2: Procedural Knowledge for Skill Enhancement

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

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

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

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

PO4: Professional Communication Skills

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

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

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

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

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

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

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

PO5: Analytical Reasoning Skills:

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

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

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

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

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills.

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

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

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

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

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

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

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

PO7: Multidisciplinary Competence

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

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

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

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

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

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

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

PO8: Value Inculcation through Community Engagement

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

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

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application

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

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

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

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

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

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

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

PO10: Design and Development of System

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

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

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

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

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

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

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

PO11: Ethical and Social Responsibility

CO1: By understanding the meaning, nature, functions, implementation, and evaluation of control systems, students learn to design systems that promote ethical conduct and responsible decision-making in organizations.

CO2: Knowledge of management control system design helps students incorporate ethical values and social responsibility considerations while framing control mechanisms.

CO3: While relating design and implementation of MCS to contingent factors, students recognize the ethical implications of control choices and their impact on stakeholders.

CO4: Appreciating how MCS must fit within specific contexts encourages students to adapt control systems that respect cultural, ethical, and social norms.

CO5: Analyzing the effectiveness of MCS in new economies enables students to evaluate systems based on ethical performance and social responsibility standards in project management.

CO6: Working effectively in teams with sound leadership instills a sense of fairness, respect, and shared ethical accountability in collaborative environments.

CO7: Understanding MCS implementation in small, medium, and nonprofit organizations helps students appreciate ethical stewardship and social responsibility in service-oriented and community-based enterprises.

PO12: Research-Related Skills

CO1: Understanding the meaning, nature, functions, implementation, and evaluation of control systems enhances students' ability to systematically study organizational processes through research and analytical inquiry.

CO2: Learning about the basic components of management control system design equips students with skills to identify variables and frameworks for empirical or case-based research in management control.

CO3: Relating effective design, implementation, and use of MCS to contingent factors develops students' capacity to analyze relationships, apply research models, and validate control system effectiveness through data-driven insights.

CO4: Appreciating the contextual fit and evolution of MCS enables students to explore and research adaptive control mechanisms using qualitative and quantitative approaches.

CO5: Critically analyzing the effectiveness of MCS within new economies nurtures research aptitude by encouraging critical evaluation, comparative study, and evidence-based conclusions in project management settings.

CO6: Working effectively in teams with communication and leadership skills fosters collaborative research abilities such as data collection, interpretation, and presentation of research outcomes.

CO7: Understanding the implementation of MCS in small, medium, and nonprofit organizations helps students apply research skills in studying real-world cases, developing innovative control solutions, and evaluating their impact.

PO13: Teamwork

CO1: Understanding the meaning, nature, and functions of control systems helps students recognize the importance of coordination and teamwork in implementing effective control mechanisms within organizations.

CO2: Learning the components of management control system design promotes collaborative decision-making, as students work together to develop balanced and efficient control structures.

CO3: Relating the design and implementation of MCS to various contingent factors encourages teamwork in analyzing organizational situations and creating integrated control solutions.

CO4: Appreciating the contextual fit and evolution of MCS allows students to work collectively in adapting control systems to dynamic environments and changing team needs.

CO5: Critically analyzing MCS effectiveness in new economies fosters collaborative research, group discussions, and joint evaluation of project management practices.

CO6: Working effectively in teams with communication and leadership directly strengthens students' teamwork competencies, encouraging cooperation, mutual respect, and shared accountability.

CO7: Understanding MCS implementation in small, medium, and nonprofit organizations enhances students' ability to function as cohesive teams while addressing control challenges in varied organizational contexts.

PO14: Area Specific Expertise

CO1: Understanding the meaning, nature, functions, implementation, and evaluation of control systems equips students with specialized knowledge essential for designing and managing control processes in organizations.

CO2: Gaining insights into the basic components of management control system design develops students' domain expertise in structuring efficient and context-specific control mechanisms.

CO3: Relating effective design, implementation, and use of MCS to contingent factors enhances students' analytical skills and area-specific understanding of how control systems function across varied business conditions.

CO4: Appreciating the contextual fit and evolution of MCS fosters expertise in adapting and innovating control frameworks suitable for changing organizational and environmental needs.

CO5: Critically analyzing MCS effectiveness in new economies builds advanced competence in applying control system concepts to real-world scenarios, particularly in project and strategic management.

CO6: Working effectively in teams with leadership and communication skills contributes to practical understanding of implementing control systems collaboratively in professional contexts.

CO7: Understanding MCS implementation in small, medium, and nonprofit organizations develops specialized knowledge of control applications in varied sectors, enhancing area-specific managerial proficiency.

PO15: Environmental Awareness

CO1: Understanding the meaning, nature, and functions of control systems helps students recognize how ethical and environmental considerations can be embedded within organizational control mechanisms.

CO2: Learning the basic components of management control system design enables students to integrate environmental performance indicators and sustainability metrics into control structures.

CO3: Relating the design and implementation of MCS to contingent factors encourages students to consider environmental regulations, green policies, and ecological impacts while designing control systems.

CO4: Appreciating how MCS must fit within a given context and evolve fosters awareness of adapting systems to support environmental sustainability and responsible resource management.

CO5: Critically analyzing MCS effectiveness in new economies encourages students to evaluate how control systems can be aligned with sustainable project management and eco-efficient practices.

CO6: Working effectively in teams enhances collaborative thinking towards implementing environmentally responsible decisions and sustainability-driven management controls.

CO7: Understanding MCS implementation in small, medium, and nonprofit organizations builds awareness of how such organizations can contribute to environmental protection and sustainable community development through effective control systems.

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: T.Y.B.B.A

Semester: VI

Course Type: Major Mandatory

Course Name: Business Analytics

Course Code: BBA-353-MJM

No. of Lectures: 30

No. of Credits: 02

A) COURSE DESCRIPTIONS:

This course introduces students to the core concepts of Business Analytics and its growing significance in business decision-making. It covers the evolution, scope, and impact of analytics in solving business problems. Students will learn about Descriptive, Diagnostic, Predictive, and Prescriptive analytics and how they apply in areas like Marketing, Finance, HR, and Operations. The course explores data types, sources, collection methods, and emphasizes data quality and preparation. Hands-on experience with tools like Excel/Google Sheets and basic data visualization techniques is included. Concepts of Big Data and analytics technologies are introduced. The curriculum also provides insights into Industry 4.0, Lean systems, Machine Learning, and Product Lifecycle Management.

B) COURSE OBJECTIVES:

1. To explore the evolution and importance of analytics in shaping business strategies. Emphasize its impact on performance and competitiveness.
2. To differentiate between various types of analytics—Descriptive, Diagnostic, Predictive, and Prescriptive. Learn their applications in analyzing business scenarios.
3. To examine real-world uses of analytics across Marketing, Finance, HR, and Operations. Apply analytics tools to solve domain-specific problems.
4. To highlight the role of data in analytics and distinguish between data types and sources. Understand structured, unstructured, internal, external, and Big Data.
5. To introduce essential tools like Excel/Google Sheets and visualization techniques. Develop basic analytical

and data management skills.

6. To provide insights into emerging technologies under Industry 4.0 including Lean Systems and Machine Learning.
7. To Understand the integration of digital transformation in business processes.

C) COURSE OUTCOMES:

CO1: Students will be able to explain the scope and significance of Business Analytics. They will understand how analytics supports business decisions.

CO2: Students will describe the evolution and types of analytics. They will be able to classify and apply each type in business contexts.

CO3: Students will analyze the role of analytics in various business functions. They will apply analytics knowledge to real-world business scenarios.

CO4: Students will identify different data types and sources.They will evaluate the relevance of structured, unstructured, and Big Data.

CO5: Students will demonstrate skills in data collection, cleaning, and preparation.They will recognize the importance of data quality and integrity.

CO6: Students will utilize Excel/Google Sheets and visualization tools.They will perform basic analytics tasks such as filtering, sorting, and creating charts.

CO7: Students will understand Industry 4.0 concepts like Lean Systems and Machine Learning. They will relate emerging tech trends to modern business analytics.

UNIT 1: INTRODUCTION TO BUSINESS ANALYTICS

1.1. Meaning and scope of Business Analytics

1.2. Evolution and Importance and impact on business decision-making

1.3. Types of Analytics: Descriptive, Diagnostic, Predictive, Prescriptive
Applications of Business Analytics in different business domains: Marketing, Finance, HR, and Operations

1.4. Role of Business Analyst.

No. of Lectures- 10

UNIT 2: FOUNDATIONS OF DATA FOR BUSINESS ANALYTICS

2.1. Data and Its Role in Business Analytics

2.2. Types of data: Structured vs. Unstructured

2.3. Sources of data: internal, external, big data ,5V's of big data

2.4. Data collection methods and challenges. Data cleaning and preparation. Importance of data quality and integrity, Introduction to databases and spreadsheets (Excel/Google Sheets).

2.5. Introduction to data visualization, Common tools and technologies for business Analytics. Basic Excel functions for analytics (sorting, filtering, pivot tables,charts)

No. of Lectures- 10

UNIT 3: INDUSTRY 4.0

3.1 LEAN Production Systems, Fourth Revolution, industry 4.0.

3.2 Additive Manufacturing

3.3 Basics of Machine Learning, Natural-Language Processing

3.4 Product Life cycle Management.

No. of Lectures- 10

SUGGESTED BOOKS:

1. Data Science for Modern Manufacturing by Li Ping Chu, O'Reilly Media
2. Industry 4.0 Data Analytics Paperback by Rajesh Agnihotri, Samuel New
3. Industry 4.0: The Industrial Internet of Things by Alasdair Gilchrist
4. Advances in Business, Operations, and Product Analytics: Cutting Edge Cases
5. Finance to Manufacturing to Healthcare (FT Press Analytics) by Matthew J. Drake

EVALUATION:

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

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem-VI) **Subject**: Business Analytics

Course: Business Analytics **Course Code: BBA- 353-MJM**

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

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

Justification

PO1: A Fundamental Knowledge and Coherent understanding

CO1: Students gain clarity on the foundational scope and significance of analytics in decision-making.
CO2: Builds their understanding of the historical development and classification of analytics types, aiding appropriate application.
CO3: It encourages contextual analysis across business domains like marketing, HR, finance, and operations.
CO4 and CO5: Students learn to manage various data forms and ensure data quality, reinforcing technical comprehension.
CO6: Equips them with hands-on experience in using tools like Excel and Google Sheets for data manipulation and visualization.
CO7: Enhances awareness of emerging technologies and trends, linking core knowledge with real-world innovation.

PO2: Procedural Knowledge for Skill Enhancement

CO1 and CO2: Help students translate conceptual understanding into procedural application by identifying analytics types and their uses.
CO3: Enhances analytical skills by applying techniques to real-life business problems in various functions. **CO4 and CO5:** Students develop essential data handling procedures such as data sourcing, cleaning, and evaluating data quality.
CO6: Builds operational proficiency in spreadsheet tools and visualization methods, essential for data-driven tasks.
CO7: Introduces procedural applications of modern technologies like Machine Learning and Lean Systems in analytics. Together, these COs ensure that students gain hands-on experience and enhance

their skills for professional readiness.

PO3: Critical Thinking and Problem-Solving Skills

CO1 and CO2: Encourage students to think critically about the evolution and application of analytics for strategic decisions.
CO3: Strengthens their ability to assess business scenarios and propose data-driven solutions.
CO4: Students evaluate diverse data types and sources, enhancing analytical judgment.

CO5 and CO6: involve practical problem-solving through tasks like cleaning data and creating visualizations to draw insights.
CO7: Enables students to analyze modern challenges by integrating Industry 4.0 tools such as Lean Systems and Machine Learning. Together, these COs foster logical thinking, informed decision-making, and innovative problem resolution**.**

PO4: Communication Skills

CO1 and CO2: Communication Skills focuses on enhancing students' ability to present, explain, and interpret analytical insights effectively. It helps students articulate the scope, significance, and types of analytics in a structured and clear manner.
CO3: Develops the ability to communicate analytical findings across various business domains for informed decision-making.
CO4 and CO5: Strengthen data-related communication, enabling students to explain the relevance, quality, and preparation of data.
CO6: Empowers students to use charts, tables, and visual tools to convey insights visually and persuasively.
CO7: It trains students to discuss modern technologies like Machine Learning and Lean Systems using relevant business vocabulary. Overall, these COs foster effective written, verbal, and visual communication essential for business analytics professionals.

PO5: Analytical Reasoning Skills

CO1 and CO2: Analytical Reasoning Skills emphasizes developing the ability to logically interpret data, draw conclusions, and make informed decisions., students build the foundation to reason through the role, scope, and categories of analytics in business contexts.
CO3: strengthens their capacity to assess and interpret business scenarios using analytical tools and frameworks.
CO4 and CO5: It train students to critically evaluate data types, sources, and quality, which are vital to sound analytical reasoning.
CO6: It enhances their ability to transform raw data into meaningful visuals, supporting evidence-based thinking.
CO7: It enables students to interpret complex technological trends like Lean Systems and Machine Learning analytically. Together, these outcomes foster structured, evidence-driven reasoning essential for solving business problems.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1 and CO2: Innovation, Employability and Entrepreneurial Skills aims to develop students' capabilities to adapt, innovate, and thrive in dynamic business environments., students gain a strategic understanding of analytics, enhancing their employability in data-driven roles.
CO3: empowers them to apply analytics creatively across various business functions, fostering innovation in problem-solving.

CO4 and CO5: It equip students with essential data-handling skills required in modern workplaces and startups alike.
CO6 : It strengthens their practical expertise in tools widely used in industry, improving job readiness and operational efficiency.
CO7: It nurtures entrepreneurial thinking by exposing students to Industry 4.0 trends like AI and Machine Learning in business contexts. Together, these outcomes cultivate a mindset of innovation, self-employment potential, and industry-relevant competence.

PO7: Multidisciplinary Competence

CO1 and CO2: Multidisciplinary Competence aims to develop students' ability to integrate knowledge across various domains and apply analytics in diverse business contexts.
lay the foundation for understanding analytics as a cross-functional tool applicable in marketing, finance, HR, and operations.
CO3: It strengthens the application of analytical thinking across multiple business functions, promoting interdisciplinary learning.
CO4 and CO5: It help students manage data from varied sources, encouraging collaboration across technical and managerial domains.
CO6: It develops technological fluency in tools used across industries, blending IT skills with business analysis. **CO7:** It enhances understanding of Industry 4.0 technologies, which combine disciplines like engineering, data science, and business strategy. Collectively, these COs foster a well-rounded approach, preparing students to work effectively in multidisciplinary teams and roles.

PO8: Value Inculcation through Community Engagement

CO1 and CO2: Value Inculcation through Community Engagement emphasizes using Business Analytics knowledge for societal benefit and ethical decision-making. It guide students to recognize the broader impact of analytics on social and community-based decisions.
CO3 : enables students to analyze real-world business and social issues, encouraging value-driven application of analytics.
CO4 and CO5: It foster responsibility in handling data ethically, with attention to accuracy, privacy, and community relevance.
CO6: It helps students visually communicate insights that can support community programs and public decision-making.
CO7: It inspires students to link modern technologies with social innovation, sustainability, and inclusive growth. These COs nurture a sense of responsibility, ethics, and active community participation using analytical tools.

PO9: Traditional Knowledge into Modern Application

CO1 and CO2: Traditional Knowledge into Modern Application aims to integrate age-old business wisdom and practices with contemporary analytical tools and technologies.
encourage students to appreciate the historical context and evolution of decision-making methods, bridging tradition and analytics.
CO3 :promotes applying analytical approaches to enhance traditional practices in areas like marketing, operations, and finance.
CO4 and CO5: enable students to manage and prepare data that may stem from legacy systems, oral knowledge, or conventional business records.
CO6: Supports modernization by transforming traditional data into visual formats for better interpretation and accessibility.

CO7: It drives innovation by linking modern tools such as Lean Systems and Machine Learning with time- tested business models and strategies. These COs collectively empower students to preserve, adapt, and apply traditional knowledge in today's digital business landscape.

PO10: Design and Development of System

CO1 and **CO2:** Design and Development of System focus on equipping students with the ability to design and build data-driven systems for effective business decision-making.
provide foundational insights into how business analytics systems support and enhance decision processes.
CO3 fosters the application of analytics across business functions, essential for designing function-specific analytical systems.
CO4 and **CO5** enable students to source, organize, and refine data—key steps in developing reliable analytics systems.
CO6 trains students in using tools like Excel and Google Sheets to create dashboards and visual systems for analysis and reporting.
CO7 encourages the integration of modern technologies such as Lean Systems and Machine Learning into analytics-based system design.
Together, these COs develop the competency to conceptualize, implement, and evaluate analytics systems suited to modern business needs.

PO11: Ethical and Social Responsibility

CO1 and CO2: Ethical and Social Responsibility aims to instill integrity, accountability, and a commitment to social impact through the use of business analytics.
help students understand how responsible analytics practices can influence fair and informed decision-making.
CO3: It promotes the ethical application of analytics across business functions, ensuring transparency and societal well-being.
CO4 and CO5: It develop awareness about responsible data sourcing, privacy concerns, and maintaining data integrity.
CO6: It guides students in presenting data truthfully and avoiding misleading representations through visualizations.
CO7: It encourages evaluating emerging technologies like Machine Learning through an ethical and socially conscious lens. These COs shape students to be data-savvy professionals who apply analytics ethically for inclusive and responsible business practices.

PO12: Research-Related Skills

CO1 and **CO2**: It focuses on developing students' abilities to systematically investigate business problems using analytical methods and data-driven inquiry. It provides the conceptual framework necessary for identifying research-worthy problems and understanding analytical approaches.
CO3: It encourages application of analytics in real-world contexts, laying the groundwork for practical business research.
CO4 and **CO5** train students in data sourcing, preparation, and quality assessment—critical steps in research methodology.
CO6: It equips students with tools to analyze, visualize, and interpret data findings for research reporting.
CO7: It introduces advanced topics like Lean Systems and Machine Learning, preparing students to explore cutting-edge research areas. Collectively, these COs enable students to plan, execute, and present meaningful research projects in the field of Business Analytics.

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem-VI) **Subject**: Business Analytics

Course: Business Analytics **Course Code:BBA-353-MJM**

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

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

Justification

PO1: A Fundamental Knowledge and Coherent understanding

CO1: Students gain clarity on the foundational scope and significance of analytics in decision-making.

CO2: Builds their understanding of the historical development and classification of analytics types, aiding appropriate application.

CO3: It encourages contextual analysis across business domains like marketing, HR, finance, and operations.

CO4 and CO5: Students learn to manage various data forms and ensure data quality, reinforcing technical comprehension.

CO6: Equips them with hands-on experience in using tools like Excel and Google Sheets for data manipulation and visualization.

CO7: Enhances awareness of emerging technologies and trends, linking core knowledge with real-world innovation.

PO2: Procedural Knowledge for Skill Enhancement

CO1 and CO2: Help students translate conceptual understanding into procedural application by identifying analytics types and their uses.

CO3 : Enhances analytical skills by applying techniques to real-life business problems in various functions.

CO4 and CO5: Students develop essential data handling procedures such as data sourcing, cleaning, and

evaluating data quality.

CO6: Builds operational proficiency in spreadsheet tools and visualization methods, essential for data-driven tasks.

CO7: Introduces procedural applications of modern technologies like Machine Learning and Lean Systems in analytics. Together, these COs ensure that students gain hands-on experience and enhance their skills for professional readiness.

PO3: Critical Thinking and Problem-Solving Skills

CO1 and CO2: Encourage students to think critically about the evolution and application of analytics for strategic decisions.

CO3: Strengthens their ability to assess business scenarios and propose data-driven solutions.

CO4: Students evaluate diverse data types and sources, enhancing analytical judgment.

CO5 and CO6: involve practical problem-solving through tasks like cleaning data and creating visualizations to draw insights.

CO7: Enables students to analyze modern challenges by integrating Industry 4.0 tools such as Lean Systems and Machine Learning. Together, these COs foster logical thinking, informed decision-making, and innovative problem resolution**.**

PO4: Communication Skills

CO1 and CO2: Communication Skills focuses on enhancing students' ability to present, explain, and interpret analytical insights effectively. It helps students articulate the scope, significance, and types of analytics in a structured and clear manner.

CO3: Develops the ability to communicate analytical findings across various business domains for informed decision-making.

CO4 and CO5: Strengthen data-related communication, enabling students to explain the relevance, quality, and preparation of data.

CO6: Empowers students to use charts, tables, and visual tools to convey insights visually and persuasively.

CO7: It trains students to discuss modern technologies like Machine Learning and Lean Systems using relevant business vocabulary. Overall, these COs foster effective written, verbal, and visual communication essential for business analytics professionals.

PO5: Analytical Reasoning Skills

CO1 and CO2: Analytical Reasoning Skills emphasizes developing the ability to logically interpret data, draw conclusions, and make informed decisions., students build the foundation to reason through the role, scope, and categories of analytics in business contexts.

CO3: strengthens their capacity to assess and interpret business scenarios using analytical tools and frameworks.

CO4 and CO5: It train students to critically evaluate data types, sources, and quality, which are vital to sound analytical reasoning.

CO6: It enhances their ability to transform raw data into meaningful visuals, supporting evidence-based thinking.

CO7: It enables students to interpret complex technological trends like Lean Systems and Machine Learning analytically. Together, these outcomes foster structured, evidence-driven reasoning essential for solving business problems.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1 and CO2: Innovation, Employability and Entrepreneurial Skills aims to develop students' capabilities to adapt, innovate, and thrive in dynamic business environments., students gain a strategic understanding of analytics, enhancing their employability in data-driven roles.

CO3: empowers them to apply analytics creatively across various business functions, fostering innovation in problem-solving.

CO4 and CO5: It equip students with essential data-handling skills required in modern workplaces and startups alike.

CO6 : It strengthens their practical expertise in tools widely used in industry, improving job readiness and operational efficiency.

CO7: It nurtures entrepreneurial thinking by exposing students to Industry 4.0 trends like AI and Machine Learning in business contexts. Together, these outcomes cultivate a mindset of innovation, self-employment potential, and industry-relevant competence.

PO7: Multidisciplinary Competence

CO1 and CO2: Multidisciplinary Competence aims to develop students' ability to integrate knowledge across various domains and apply analytics in diverse business contexts.

lay the foundation for understanding analytics as a cross-functional tool applicable in marketing, finance, HR, and operations.

CO3: It strengthens the application of analytical thinking across multiple business functions, promoting interdisciplinary learning.

CO4 and CO5: It help students manage data from varied sources, encouraging collaboration across technical and managerial domains.

CO6: It develops technological fluency in tools used across industries, blending IT skills with business analysis. **CO7:** It enhances understanding of Industry 4.0 technologies, which combine disciplines like

engineering, data science, and business strategy. Collectively, these COs foster a well-rounded approach, preparing students to work effectively in multidisciplinary teams and roles.

PO8: Value Inculcation through Community Engagement

CO1 and CO2: Value Inculcation through Community Engagement emphasizes using Business Analytics knowledge for societal benefit and ethical decision-making. It guide students to recognize the broader impact of analytics on social and community-based decisions.

CO3 : enables students to analyze real-world business and social issues, encouraging value-driven application of analytics.

CO4 and CO5: It foster responsibility in handling data ethically, with attention to accuracy, privacy, and community relevance.

CO6: It helps students visually communicate insights that can support community programs and public decision-making.

CO7: It inspires students to link modern technologies with social innovation, sustainability, and inclusive growth. These COs nurture a sense of responsibility, ethics, and active community participation using analytical tools.

PO9: Traditional Knowledge into Modern Application

CO1 and CO2: Traditional Knowledge into Modern Application aims to integrate age-old business wisdom and practices with contemporary analytical tools and technologies.

encourage students to appreciate the historical context and evolution of decision-making methods, bridging tradition and analytics.

CO3 :promotes applying analytical approaches to enhance traditional practices in areas like marketing, operations, and finance.

CO4 and CO5: enable students to manage and prepare data that may stem from legacy systems, oral knowledge, or conventional business records.

CO6: Supports modernization by transforming traditional data into visual formats for better interpretation and accessibility.

CO7: It drives innovation by linking modern tools such as Lean Systems and Machine Learning with time-tested business models and strategies. These COs collectively empower students to preserve, adapt, and apply traditional knowledge in today's digital business landscape.

PO10: Design and Development of System

CO1 and **CO2:** Design and Development of System focus on equipping students with the ability to design and build data-driven systems for effective business decision-making.

provide foundational insights into how business analytics systems support and enhance decision processes.

CO3 fosters the application of analytics across business functions, essential for designing function-specific analytical systems.

CO4 and **CO5** enable students to source, organize, and refine data—key steps in developing reliable analytics systems.

CO6 trains students in using tools like Excel and Google Sheets to create dashboards and visual systems for analysis and reporting.

CO7 encourages the integration of modern technologies such as Lean Systems and Machine Learning into analytics-based system design.

Together, these COs develop the competency to conceptualize, implement, and evaluate analytics systems suited to modern business needs.

PO11: Ethical and Social Responsibility

CO1 and CO2: Ethical and Social Responsibility aims to instill integrity, accountability, and a commitment to social impact through the use of business analytics.

help students understand how responsible analytics practices can influence fair and informed decision-making.

CO3: It promotes the ethical application of analytics across business functions, ensuring transparency and societal well-being.

CO4 and CO5: It develop awareness about responsible data sourcing, privacy concerns, and maintaining data integrity.

CO6: It guides students in presenting data truthfully and avoiding misleading representations through visualizations.

CO7: It encourages evaluating emerging technologies like Machine Learning through an ethical and socially conscious lens. These COs shape students to be data-savvy professionals who apply analytics ethically for inclusive and responsible business practices.

PO12: Research-Related Skills

CO1 and **CO2**: It focuses on developing students' abilities to systematically investigate business problems

using analytical methods and data-driven inquiry. It provides the conceptual framework necessary for identifying research-worthy problems and understanding analytical approaches.

CO3: It encourages application of analytics in real-world contexts, laying the groundwork for practical business research.

CO4 and **CO5** train students in data sourcing, preparation, and quality assessment—critical steps in research methodology.

CO6: It equips students with tools to analyze, visualize, and interpret data findings for research reporting.

CO7: It introduces advanced topics like Lean Systems and Machine Learning, preparing students to explore cutting-edge research areas. Collectively, these COs enable students to plan, execute, and present meaningful research projects in the field of Business Analytics.

PO13: Teamwork

CO1 and **CO2**: It emphasizes collaborative learning and the ability to function effectively in group settings while applying business analytics skills. It lay a common conceptual ground that enables students to communicate and share understanding within teams.

CO3: It encourages collaborative problem-solving by analyzing business scenarios through group discussions and joint decision-making.

CO4 and **CO5**: It foster cooperative efforts in collecting, preparing, and validating data, which are often team-based tasks in real-world settings.

CO6: It promotes sharing of responsibilities in data analysis and visualization projects, enhancing productivity through division of tasks.

CO7: It allows students to explore emerging technologies collectively, promoting peer learning and innovation through teamwork. Together, these COs develop interpersonal skills, mutual respect, and efficiency in working with diverse teams in professional environments.

PO14: Area Specific Expertise

CO1 and CO2: It aims to build specialized knowledge and technical skills in the field of Business Analytics for application in targeted business domains. It provide a solid foundation in understanding analytics concepts and types relevant to specific business areas like marketing, finance, HR, and operations.

CO3: It enhances domain-specific problem-solving by applying analytical tools within various functional contexts.

CO4 and CO5: It enable students to work with domain-relevant data, ensuring quality and integrity in specialized applications.

CO6: It builds proficiency in tools such as Excel and Google Sheets, often used in industry-specific analytics solutions.

CO7: It exposes students to industry-relevant advancements like Lean Systems and Machine Learning, enhancing sector-based expertise. Collectively, these COs prepare students for career roles that demand focused knowledge and skills in business analytics across professional domains.

PO15: Environmental Awareness

CO1 and **CO2**: It encourages students to use business analytics to understand and address environmental challenges through data-driven insights. This help students recognize the role of analytics in supporting sustainable and responsible business decisions.

CO3: It promotes the application of analytics in functions like operations and supply chain, where resource optimization impacts the environment.

CO4 and **CO5:** It build capabilities to collect and prepare environmentally relevant data from diverse sources for analysis.

CO6 : It enables students to create visual representations that highlight environmental trends, risks, and opportunities.

CO7: It links emerging technologies like Lean Systems and Machine Learning with sustainable practices and eco-friendly innovation. Together, these COs develop a consciousness toward environmental responsibility and equip students to contribute to sustainability through analytics.

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: T.Y.B.B.A

Semester: VI

Course Type: Major Elective

Course Name: Global Human Resource Management

Course Code: BBA-354-MJE (A)

No. of Lectures: 30

No. of Credits: 02

A) COURSE DESCRIPTION:

This course provides a comprehensive overview of Global Human Resource Management (HRM), exploring its fundamental concepts, features, and strategic importance in the context of international business. Students will examine the development and evolution of global HRM, understand the differences between global and domestic HR practices, and analyze the key functions involved in managing human resources across borders. The course delves into global staffing strategies, including recruitment, selection, and deployment of expatriates and non-expatriates, along with staffing policies and labor market dynamics. It also emphasizes the significance of expatriate training, staff development through international assignments, and the challenges faced in global training and development programs. Additionally, students will explore global compensation strategies, their components, approaches, and barriers. Through this course, learners will gain the skills and knowledge necessary to navigate and manage human resources effectively in a multinational and culturally diverse environment.

B) COURSE OBJECTIVES:

1. To understand the fundamental concepts and features of Global HRM.

2. To analyze the various functions involved in global human resource management, including staffing, training, and compensation.

3. To explore the processes and techniques of global staffing, recruitment, and selection for international assignments.

4. To examine the role of expatriate training and development in global HRM.

5. To evaluate global compensation strategies and their implementation challenges.

6. To identify emerging trends and future challenges in Global HRM, including ethics, technology, and knowledge management.

7. To develop an understanding of the strategic role of HRM in multinational enterprises and the impact of global trends on HR practices.

C) COURSE OUTCOME:

CO1: Students will be able to define and explain the key concepts and significance of Global HRM in international business.

CO2: Students will develop the ability to analyze global staffing strategies, including recruitment, selection, and deployment of expatriates.

CO3: Students will gain knowledge of global training and development practices, including pre-departure training and staff development through international assignments.

CO4: Students will understand the components and approaches of global compensation management and the challenges involved.

CO5: Students will critically evaluate the current trends and future challenges faced by HR professionals in multinational enterprises.

CO6: Students will be equipped to assess the role of technology, ethics, and knowledge management in shaping global HRM practices.

CO7: Students will be able to apply strategic thinking to align HR functions with the overall objectives of multinational corporations in a global context.

UNIT 1: INTRODUCTION TO GLOBAL HRM

1.1 Meaning and Definition of Global HRM,

1.2 Features of Global HRM,

1.3 Objectives of Global HRM,

1.4 Development of Global HRM,

1.5 Significance of Global HRM in International Business

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

1.7 Difference between Global HRM and Domestic HRM

No. of Lectures- 12

UNIT 2 : GLOBAL HR FUNCTIONS-I

2.1 Global Staffing,

2.2 The Role of Expatriates and Non-Expatriates,

2.3 Staffing Policy Approaches in International HRM

2.4 Recruiting staff for Global Assignment

2.5 Global Labour Market

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

2.7 Selecting staff for Global Assignment

2.8 Criteria and Techniques,

No. of Lectures- 12

UNIT 3 : GLOBAL HR FUNCTIONS-II

3.1 Meaning Definition,

3.2 Objectives,

3.3 Importance,

3.4 The role of Expatriate Training,

3.5 Key Components of Effective Pte-Departure Training,

3.6 Developing Staff Through International Assignments,

3.7 Barriers in Global Training & Development

3.8 Global Compensation Meaning & definition,

3.9 Key Components of Global Compensation Program,

3.10 Approaches to Global Compensation

3.11 Barriers in Global Compensation

No. of Lectures- 08

UNIT 4 : GLOBAL HRM TRENDS AND FUTURE CHALLENGES

4.1 Strategic HRM in Multinational Enterprises,

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

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

4.4 The Evolving Role of the HRM Function in MNCs

4.5 Role of Technology in Global HRM

4.6 Knowledge Management and Global HRM

No. of Lectures- 08

REFERENCES :

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

2. International Human Resource Management: A Multinational Company

Perspective" by ennis Briscoe, Randall Schuler, and Ibraiz Tarique

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

EVALUATION

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

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem-VI) **Subject**: Global HRM

Course: Global HRM **Course Code: BBA-354-MJE(A)**

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

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

Justification

PO1: A Fundamental Knowledge and Coherent understanding

CO1: Defining and explaining key concepts and significance of Global HRM requires a fundamental understanding of the subject, aligning directly with PO1's focus on fundamental knowledge and coherent understanding**.**

CO2: Analyzing global staffing strategies involves procedural knowledge and application, which is a step beyond basic understanding but still rooted in fundamental concepts, hence moderate relevance.

CO3: Gaining knowledge of training and development practices builds on foundational knowledge but also involves understanding procedures and practices, aligning moderately with PO1.

CO4 : Understanding components and approaches of compensation management requires awareness of concepts and their applications, thus moderately aligned with PO1.

CO5: Students learn to manage various data forms and ensure data quality, reinforcing technical comprehension.

CO6: Critically evaluating current trends and future challenges involves analytical thinking and understanding of the field, which builds upon fundamental knowledge but extends into analysis, so moderate relevance.

PO2: Procedural Knowledge for Skill Enhancement

CO1 : Defining and explaining key concepts directly involves procedural knowledge—understanding

definitions, concepts, and their significance. This aligns with PO2's focus on applying procedural skills to grasp foundational knowledge.

CO2: Analyzing staffing strategies requires procedural skills such as applying frameworks, methods, and techniques learned, which is core to PO2. This involves practical analysis and decision-making skills.

CO3 : Gaining knowledge about training practices involves procedural understanding of designing, implementing, and evaluating training modules, which fits PO2's emphasis on skill-based knowledge application.

CO4: Understanding compensation components and approaches involves procedural skills in applying compensation models, calculations, and policy frameworks, aligning with PO2's focus.

CO5: Evaluation involves applying analytical procedures and frameworks learned, but also requires higher-order thinking (linked to PO3). PO2 supports understanding the procedures for analysis but is not solely focused on evaluation.

CO6: Assessing roles of technology and ethics involves procedural skills in applying assessment frameworks and tools, aligning with PO2's focus but also requiring critical thinking (PO3).

CO7: Applying procedural knowledge in strategic alignment involves understanding procedures and frameworks for strategy formulation and implementation, consistent with PO2 but also emphasizing higher-level thinking (PO3).

PO3: Critical Thinking and Problem-Solving Skills

CO1: Explaining and understanding concepts require analytical thinking, but primarily involve comprehension. Critical thinking is needed to evaluate significance, but the core is conceptual clarity.

CO2:Analyzing staffing strategies involves evaluating complex scenarios, making judgments, and solving practical problems, which are core aspects of critical thinking.

CO3:Knowledge acquisition involves understanding practices; applying critical thinking involves evaluating effectiveness and designing solutions, which are moderate in this context.

CO4: Critical evaluation of compensation structures and challenges requires analytical reasoning, problem identification, and solutions, aligning strongly with PO3.

CO5: This directly involves analysis, evaluation, and problem-solving skills to interpret trends and forecast future challenges, central to PO3.

CO6: Assessment involves analysis and evaluation, but often relies on existing knowledge; critical thinking enhances depth of analysis but is moderate here**.**

CO7: Strategic thinking involves complex problem-solving, evaluating options, and making decisions, which are core to PO3.

PO4: Communication Skills

CO1: Effective communication is vital for clearly defining and explaining key concepts, making this relationship strong. Students must articulate complex ideas clearly to demonstrate understanding.

CO2: Analyzing strategies involves critical thinking, but communicating the analysis clearly and effectively enhances understanding among stakeholders. Strong communication skills facilitate articulating strategic insights.

CO3: Knowledge alone isn't sufficient; effectively communicating training programs, practices, and their benefits is crucial for successful implementation and engagement**.**

CO4: Communicating compensation structures, challenges, and approaches clearly is key to stakeholder understanding and effective management.

CO5: Critical evaluation involves articulating insights clearly, supporting arguments with evidence, and engaging in discussions, all of which require strong communication skills.

CO6: Assessing and discussing these complex topics require articulate expression of ideas, debates, and persuasive communication to influence understanding and decision-making.

CO7: Articulating strategic plans, justifying decisions, and communicating alignment strategies effectively are critical for successful implementation and stakeholder engagement.

PO5: Analytical Reasoning Skills

CO2: Analyzing staffing strategies involves evaluating complex data, identifying patterns, and making informed judgments — core aspects of analytical reasoning.

CO3: Gaining knowledge is primarily comprehension, but analyzing different practices and their effectiveness involves reasoning skills.

CO4 : Understanding the components requires comprehension, but analyzing challenges and approaches involves reasoning and evaluation.

CO5: Critical evaluation of trends and challenges involves analyzing data, identifying patterns, and making judgments, which are core to analytical reasoning.

CO6: Assessing the impact of various factors requires analyzing complex data, understanding cause-effect relationships, and evaluating outcomes.

CO7: Applying strategic thinking involves analyzing multiple variables, evaluating options, and formulating optimal strategies, core aspects of analytical reasoning.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Explaining core concepts demonstrates comprehension, which is a prerequisite for applying innovative and entrepreneurial approaches in real-world HR scenarios.

CO2: Critical analysis of staffing strategies develops problem-solving and innovative thinking, essential for

entrepreneurial HR solutions and employment excellence.

CO3: Understanding existing practices provides a foundation for innovating tailored training solutions, enhancing employability and entrepreneurial capabilities.

CO4: Knowledge of challenges encourages creative problem-solving and innovative compensation solutions, vital for employability and entrepreneurship in HR.

CO5: Critical evaluation develops a mindset geared toward identifying opportunities for innovation and entrepreneurship in HR functions.

CO6 : This competency enhances employability by aligning students with current technological advancements and ethical standards, fostering entrepreneurial thinking.

CO7: Strategic alignment encourages innovative approaches and entrepreneurial mindset, enhancing the ability to develop new HR solutions in complex global environments.

PO7: Multidisciplinary Competence

CO1: Understanding key concepts from multiple disciplines (business, management, international relations) is essential for explaining the significance of Global HRM, which requires a multidisciplinary perspective.

CO2: Analyzing staffing strategies requires understanding HR practices, cultural differences, legal frameworks, and organizational behavior, all of which are multidisciplinary in nature.

CO3: Training and development draw from educational theories, organizational psychology, and cultural studies, requiring a multidisciplinary approach.

CO4 : Compensation management involves understanding economics, labor laws, taxation, and organizational strategies, which are multidisciplinary fields.

CO5: Evaluating trends and challenges necessitates understanding global economic, political, technological, and organizational factors, all of which are multidisciplinary.

CO6: Assessing these aspects requires understanding technological advancements, ethical frameworks, and knowledge systems from multiple disciplines.

CO7: Strategic thinking in a global context requires synthesizing knowledge from various fields such as strategic management, international business, organizational behavior, and cultural studies.

PO8: Value Inculcation through Community Engagement

CO1: While understanding key concepts contributes to value inculcation, this CO primarily focuses on foundational knowledge. The connection to community engagement is indirect, emphasizing awareness rather than active engagement.

CO2: Analyzing staffing strategies can be linked to community engagement by understanding diverse

workforce needs and social contexts, fostering ethical and socially responsible HR practices.

CO3 : Training practices can be tailored to community needs, promoting social responsibility and community development, which aligns with inculcating values through community engagement.

CO4: Compensation strategies primarily relate to organizational practices. However, considering fair and equitable compensation can promote social justice and community values indirectly.

CO5: Critical evaluation fosters awareness of social and community impacts of HR practices, encouraging ethical responsibility and social value inculcation.

CO6: Ethical considerations and knowledge sharing are central to community engagement and social responsibility, promoting values of integrity, transparency, and social good.

CO7: Strategic alignment can incorporate community and social engagement as part of corporate social responsibility (CSR), fostering values and community involvement.

PO9: Traditional Knowledge into Modern Application

CO1: This CO involves understanding traditional HRM principles and explaining their relevance to modern global HRM, effectively translating traditional knowledge into contemporary contexts.

CO2: Analyzing staffing strategies requires applying traditional HRM concepts to new, global scenarios, reflecting a moderate level of application of traditional knowledge in modern settings.

CO3: This involves understanding and adapting traditional training principles to modern, global practices, representing a moderate application of traditional knowledge.

CO4: Applying traditional compensation concepts to the global context requires moderate translation of traditional knowledge into modern, complex compensation strategies.

CO5: Critical evaluation of trends and challenges involves modern analytical skills rather than direct application of traditional knowledge.

CO6: While understanding traditional HR principles provides a foundation, assessing modern technology and ethics reflects a shift beyond traditional knowledge.

CO7: Applying strategic thinking involves integrating traditional HRM concepts into modern strategic frameworks, representing a moderate level of application.

PO10: Design and Development of System

CO1: Understanding the core concepts of Global HRM requires designing conceptual frameworks and models, which aligns with system design and development.

CO2: Analyzing staffing strategies involves designing processes and systems for recruitment and deployment, directly related to system development skills.

CO3: Developing training programs involves designing systems and frameworks for effective learning and development but is less about system architecture.

CO4: Designing compensation systems requires creating structured approaches, which relates to system development at a procedural level.

CO5: Evaluating trends and challenges may involve designing adaptable models or frameworks, linking moderately to system development.

CO6: Implementing technology, ethics, and knowledge management systems involves designing integrated systems and frameworks, directly related to system development.

CO7: Developing systems that facilitate strategic HR alignment involves designing integrated models and frameworks, aligning strongly with PO10.

PO11: Ethical and Social Responsibility

CO1:Understanding the key concepts and their significance inherently involves grasping ethical and social responsibilities related to global HRM. This foundational knowledge is crucial for ethical practice in international business.

CO2: Analyzing staffing strategies requires understanding ethical considerations such as fairness, diversity, and equitable treatment across borders. Ethical decision-making is integral to developing responsible staffing policies.

CO3: Ethical considerations in training include cultural sensitivity, inclusivity, and respecting local norms. Knowledge of ethical training practices supports responsible development of global staff.

CO4: Compensation practices directly impact social responsibility, fair pay, and ethical treatment of employees across countries. Understanding this promotes responsible remuneration strategies aligned with ethical standards.

CO5: Evaluating trends involves ethical considerations such as corporate social responsibility, sustainability, and equitable treatment. Critical assessment includes these social responsibility aspects.

CO6: Ethical issues are central in adopting technology and managing knowledge, including data privacy, confidentiality, and responsible use of information. This CO directly relates to fostering ethical practices.

CO7: Strategic alignment must consider ethical implications, such as responsible business practices, social impact, and sustainability. Ethical reasoning is essential for responsible strategy formulation.

PO12: Research-Related Skills

CO1: While defining and explaining concepts primarily involves understanding, research skills support sourcing updated information, evidence, and case studies to deepen understanding.

CO2: Analyzing staffing strategies requires gathering relevant data, evaluating case studies, and applying research methodologies, making research skills crucial.

CO3: Research skills assist in reviewing and synthesizing training methodologies, evaluating effectiveness, and identifying innovative practices.

CO4: Understanding compensation approaches benefits from reviewing recent research, case studies, and empirical data on compensation challenges.

CO5: Critical evaluation of trends relies heavily on research of recent studies, industry reports, and emerging data.

CO6: Assessing the impact of technology and ethics requires reviewing technological developments, scholarly articles, and case studies, which necessitates strong research skills.

CO7: Research skills support strategic thinking by providing data, industry benchmarks, and case studies for informed decision-making**.**

PO13: Teamwork

CO1: Explaining concepts independently does not inherently involve teamwork; this is primarily individual understanding, so the link is weak.

CO2: Analyzing staffing strategies can be enhanced through teamwork, especially in collaborative case studies, discussions, or group projects. Developing these skills often involves teamwork exercises.

CO3: Knowledge acquisition can be supported through group work, sharing experiences, or collaborative learning activities related to training practices.

CO4: Understanding and analyzing compensation components are primarily individual tasks; teamwork may support but is not central.

CO5: Critical evaluation and discussion of trends benefit from group debates, collaborative analysis, and peer learning, thus supporting teamwork skills.

CO6: Collaborative assessments, group discussions, and team projects foster the ability to evaluate these aspects collectively.

CO7: Applying strategic thinking often involves teamwork, especially in group projects, simulations, or strategic planning exercises, making teamwork essential here.

PO14: Area Specific Expertise

CO1: Deep understanding of area-specific concepts is fundamental; thus, mastery of key concepts aligns strongly with area-specific expertise. This foundational knowledge is essential for applying HR principles in diverse international contexts.

CO2: Analyzing staffing strategies requires specialized knowledge of regional labor markets, legal systems, and cultural nuances, which directly pertains to area-specific expertise. This enables students to tailor staffing solutions in specific international settings.

CO3: Understanding region-specific training practices involves knowledge of local educational systems, cultural sensitivities, and legal requirements, which constitutes area-specific expertise necessary for designing effective international development programs.

CO4: Compensation practices vary significantly across regions due to legal, economic, and cultural differences. Mastery of these regional variations constitutes a core area-specific competency.

CO5: While this involves broader strategic thinking, understanding regional nuances and specific challenges enhances the ability to evaluate trends from an area-specific perspective, though it also requires knowledge beyond regional details.

CO6: Recognizing regional differences in technology infrastructure, ethical standards, and knowledge practices is crucial for applying global HRM principles effectively within specific areas.

CO7: Strategic alignment requires understanding of regional contexts, legal environments, and cultural factors—elements of area-specific expertise that inform contextually relevant HR strategies.

PO15: Environmental Awareness

CO1: While understanding global HRM concepts is fundamental, environmental awareness is not directly linked to defining and explaining core concepts unless explicitly integrated with sustainability or environmental considerations. Therefore, the link is weak.

CO2: Analyzing staffing strategies can include considerations of sustainable practices, ethical sourcing, and environmental impact of deployment, which align moderately with environmental awareness.

CO3: Training programs increasingly incorporate environmental sustainability and eco-conscious practices, especially in global assignments, leading to a moderate connection.

CO4: Compensation management generally focuses on financial and contractual aspects; environmental considerations are usually not a core component unless sustainability is embedded in compensation policies, which is less common.

CO5: Future HR challenges increasingly include sustainability, environmental regulations, and

corporate social responsibility, making this a moderate relationship.

CO6: Ethical considerations include environmental ethics, and knowledge management may involve sustainability data and eco-friendly practices, making this a strong link.

CO7: Strategic HR alignment increasingly includes sustainability goals, ecological responsibility, and environmental impact management, establishing a strong connection.

SYLLABUS (CBCS-2023 Pattern as per NEP 2020) FOR T. Y. B.B.A

(w. e. from June, 2025)

Name of the Programme: B.B.A.
Program Code: BBA
Class: T.Y.B.B.A
Semester: VI
Course Type: Major Elective (MJE)
Course Name: Indirect tax
Course Code: BBA-354-MJE(B)
No. of Lectures: 30
No. of Credits: 02

A) COURSE DESCRIPTIONS:

This course provides an in-depth understanding of India's indirect tax structure with a focus on the Goods and Services Tax (GST). It covers the evolution of GST, key concepts, types of taxpayers, and registration processes. Learners will explore the concept of supply, valuation rules, and tax computation under GST. The course explains the Input Tax Credit mechanism, return filing procedures, and compliance requirements. It also introduces basic customs duty concepts and other indirect taxes levied by the central or state governments. Practical examples and numerical problems enhance conceptual clarity and application skills.

B) COURSE OBJECTIVES:

1. To understand the structure and evolution of indirect taxes in India, leading to the introduction of GST.
2. To Study the key concepts, phases, and governance of GST, including the GST Council's role.
3. To identify various types of taxes and cess under GST and their application.
4. To demonstrate knowledge of GST registration requirements for different types of taxpayers.
5. To analyze supply under GST and calculate the value of supply for tax purposes.
6. To apply Input Tax Credit (ITC) rules, including utilization and reversal processes.
7. To understand customs duties and indirect taxation on specific commodities at central and state levels.

C) COURSE OUTCOMES:

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

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

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

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

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

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

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

UNIT NO. 1: INTRODUCTION, OVERVIEW AND EVOLUTION OF GST

1.1 Indirect tax structure in India

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

1.3 Phases of GST, GST Council

1.4 Taxes under GST, Cess **No. of lectures 06**

UNIT NO. 2: REGISTRATION UNDER GST

2.1 Threshold for Registration

2.2 Regular Tax Payer

2.3 Composition Tax Payer

2.4 Casual Taxable Person

2.5 Non-Resident Taxable Person

2.6 Unique Identification Number

2.7 Registration Number Format **No. of lectures 06**

UNIT NO. 3: SUPPLY UNDER GST AND VALUATION OF SUPPLY

3.1 Supply

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

3.3 Valuation of Supply (Numerical on valuation and calculation of tax)

No. of lectures 06

UNIT NO. 4: INPUT TAX CREDIT UNDER GST & RETURNS

4.1 Input tax credit process

4.2 Negative List for Input tax credit

4.3 Input Tax Credit Utilization and Input Tax Credit Reversal

4.4 Types of GST returns and their due dates, late filing, late fee and interest

No. of lectures 06

UNIT NO. 5: CUSTOM DUTY AND INDIRECT TAXATION

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

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

No. of lectures 06

REFERENCES: -

(I) Text Books

1. Systematic Approach to Indirect Tax- Kumar, Sanjeev.
2. Text Book of Indirect Tax – Sinha P.K.
3. Dr. Vinod Singhania, Taxman Publication, New Delhi.
4. Girish Ahuja & Ravi Gupta, Bharat Law House, New Delhi.

(II) Reference Books Indirect Taxes:

1. V. S. Datey – Taxman Publication.
2. M Vat Subramanian Snow White Publication.
3. Systematic Approach to Taxation – Dr. Girish Ahuja & Dr. Ravi Gupta.

EVALUATION: -

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

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem –VI) **Subject:** Indirect Tax

Course: Indirect Tax **Course Code:** BBA-354-MJE(B)

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

	Programme Outcomes (POs)														
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO1 4	PO 15
CO1	3	2	2		3					2	2	1	1	3	2
CO2	2	3	2		2					3	2	2	1	3	1
CO3			3	2	3					3	2	2	2	3	2
CO4			3		3					3	2	2	2	3	2
CO5	3	2	2							2	3	1	1	3	2
CO6			2	2	3					2	2	1	1	3	2
CO7	2	3	2			2				3	2	2	1	3	1

Justification For Mapping

PO1: A Fundamental Knowledge and Coherent Understanding

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

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

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

CO4: By demonstrating knowledge of the registration process and requirements for different types

of GST taxpayers, learners acquire practical insights into compliance and regulatory mechanisms. This knowledge is vital for ensuring adherence to tax laws in real-world scenarios.

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

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

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

PO2: Procedural Knowledge for Skill Enhancement

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

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

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

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

PO4: Professional Communication Skills

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

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

PO5: Analytical Reasoning Skills:

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

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

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills.

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

PO10: Design and Development of System

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

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

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

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

CO5: Analyzing the concept of supply under GST and computing tax based on valuation

promotes critical thinking and problem-solving skills, encouraging students to explore innovative solutions for tax planning and optimizing supply chains in their future entrepreneurial endeavors.

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

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

PO11: Ethical and Social Responsibility

CO1: By understanding the structure and evolution of indirect taxes leading to GST, students recognize the importance of compliance with legal tax frameworks, promoting ethical conduct in financial reporting and business operations.

CO2: Learning about GST governance and the role of the GST Council instills awareness of transparent governance, accountability, and ethical responsibility in the implementation of public financial systems.

CO3: Identifying and classifying taxes and cess under GST develops a sense of fairness and equity in taxation, reinforcing social responsibility toward contributing accurately to national revenue.

CO4: Understanding the GST registration process nurtures ethical awareness by emphasizing legal compliance and honest business registration practices.

CO5: Analyzing the concept of supply and computing taxes ethically ensures that students respect financial integrity and avoid malpractices in tax computation and reporting.

CO6: Applying Input Tax Credit (ITC) rules responsibly encourages adherence to lawful credit claims and discourages fraudulent practices, promoting ethical tax management.

CO7: Understanding customs duties and indirect taxation on specific commodities helps students appreciate the role of taxes in national development and the ethical obligation of businesses to support government revenue through compliance.

PO12: Research-Related Skills

CO1: Understanding the evolution of indirect taxes leading to GST fosters research aptitude by encouraging students to explore historical tax reforms, policy rationales, and their socio-economic impact.

CO2: Studying the key concepts and governance of GST develops students' ability to investigate legislative frameworks, interpret policy documents, and analyze the functioning of the GST Council through data and case-based research.

CO3: Identifying and classifying various types of taxes and cess sharpens analytical and comparative research skills, as students examine practical applications and variations across sectors.

CO4: Learning about the registration process for different taxpayer categories enhances students' ability to gather, interpret, and apply regulatory information from authentic sources, an essential research competency.

CO5: Analyzing the concept of supply and computing taxes involves data-driven reasoning and quantitative analysis, promoting the development of applied research skills in tax computation and policy evaluation.

CO6: Applying ITC rules and understanding reversal mechanisms enable students to engage in problem-based research, evaluating the efficiency and implications of tax credit systems through case analysis.

CO7: Studying customs duties and indirect taxes on specific commodities strengthens investigative and data interpretation skills, as students explore taxation trends, trade impacts, and government revenue patterns.

PO13: Teamwork

CO1: Understanding the evolution of indirect taxes encourages students to collaborate in researching historical taxation systems and reforms, fostering teamwork in analyzing economic transitions.

CO2: Exploring the governance of GST and the role of the GST Council requires group-based interpretation of policies and frameworks, promoting cooperative learning and shared understanding.

CO3: Classifying and differentiating between various taxes and cess enhances teamwork through group exercises and case analyses that involve practical applications of tax concepts across industries.

CO4: Learning about GST registration processes develops coordination among team members as they work together to study and simulate different taxpayer registration scenarios.

CO5: Analyzing supply concepts and tax computation promotes teamwork through collaborative problem-solving and data interpretation, allowing students to share perspectives and refine their calculations collectively.

CO6: Applying Input Tax Credit (ITC) rules fosters collaboration as students discuss and compare practical cases, enhancing their ability to solve complex taxation problems through collective reasoning.

CO7: Understanding customs duties and indirect taxation encourages students to work in teams to study sector-specific taxation policies and their implications, enhancing cooperative research and presentation skills.

PO14: Area Specific Expertise

CO1: Understanding the structure and evolution of indirect taxes equips students with specialized knowledge of India's fiscal reforms and their impact on business operations, forming the foundation of expertise in taxation.

CO2: Learning about the key concepts, phases, and governance of GST builds domain-specific insight into policy-making and tax administration, preparing students for roles in finance, taxation, and compliance.

CO3: Identifying and classifying types of taxes and cess under GST enhances technical proficiency, enabling students to handle real-world tax scenarios with accuracy and professional competence.

CO4: Demonstrating knowledge of the GST registration process develops applied expertise in regulatory compliance, preparing students to manage tax obligations for different categories of taxpayers.

CO5: Analyzing the concept of supply and computing tax liability sharpens analytical and practical skills, allowing students to perform GST-related calculations—a key competency in accounting and business advisory roles.

CO6: Applying rules of Input Tax Credit (ITC) cultivates a deep understanding of credit mechanisms and their implications for financial planning, reinforcing students' functional expertise in tax optimization.

CO7: Understanding customs duties and indirect taxation on specific commodities provides comprehensive sectoral knowledge, enabling students to specialize in trade, import-export operations, and taxation consultancy.

PO15: Environmental Awareness

CO1: Understanding the evolution of indirect taxes enables students to appreciate how tax reforms, such as GST, can be designed to support environmentally responsible policies by discouraging pollution-intensive industries through specific tax structures.

CO2: Learning about GST governance and the role of the GST Council helps students recognize the government's role in shaping policies that promote sustainable economic development through green taxation and environmental cess.

CO3: Identifying and classifying various taxes and cess, including those levied for environmental purposes (like Clean Energy Cess or Green Cess), increases students' awareness of how fiscal tools can be used to protect the environment.

CO4: Understanding the GST registration process and compliance requirements encourages ethical business practices that align with sustainability regulations, fostering responsible and transparent operations.

CO5: Analyzing the concept of supply and tax computation develops awareness of how tax structures can incentivize eco-friendly production and discourage environmentally harmful goods and services.

CO6: Applying Input Tax Credit (ITC) rules helps students understand how efficient tax management can encourage sustainable resource utilization and reduce waste in business operations.

CO7: Studying customs duties and indirect taxation on specific commodities highlights how import/export taxes can be structured to support environmental conservation, such as through higher duties on polluting goods and exemptions for green technologies.

SYLLABUS (CBCS - Pattern 2023 as per NEP 2020) FOR T. Y. B.B.A

(w. e. from June 2025)

Name of the Programme: B.B.A.

Programme Code: BBA

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

Semester: VI

Course Type: Major Elective

Course Code: BBA-354-MJE (C)

Course Title: International Marketing Management

No of Lectures: 30

Credit: 02

A) COURSE DISCRIPTION -

This course on International Marketing provides an in-depth understanding of marketing practices across global markets. It explores the scope, principles, opportunities, and challenges of international marketing while distinguishing it from domestic marketing. Students will learn about various market entry and distribution strategies, product planning, branding, pricing, and promotion in international contexts. Emphasis is placed on analyzing global market environments, strategic decision-making, and the role of MNCs and TNCs in shaping international business dynamics.

B) COURSE OBJECTIVES:

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

C) COURSE OUTCOME:

CO1: Analyze the opportunities and challenges in international marketing and identify the key

factors influencing international marketing decisions.

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

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

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

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

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

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

1. INTRODUCTION TO INTERNATIONAL MARKETING

1.1 International Marketing- Meaning, Definition
1.2 Characteristics, Scope of International Marketing,
1.3 Opportunities and challenges in International Marketing,
1.4 International Marketing vs. Domestic Marketing,
1.5 Principles of International Marketing,
1.6 MNCs and TNCs.
1.7 International Marketing advantages & Disadvantages

No. of Lectures- 08

2. INTERNATIONAL MARKET ENTRY AND DISTRIBUTION STRATEGY

2.1 International market- Meaning
2.2 International market selection process
2.3 Foreign manufacturing strategies with and without Direct Investment
2.4 International Entry Modes and Market Entry Strategies of Indian firms
2.5 International distribution strategy
2.6 Channel – Meaning, Types
2.7 Factors influencing the Channel decision.
2.8 Channel Selection decision.

No. of Lectures- 10

3. INTERNATIONAL PRODUCT POLICY AND PLANNING

3.1 Need for Product planning, Product adaptation
3.2 Product Standardization, International product positioning
3.3 Product life cycle in International Marketing, Product, and culture
3.4 Branding in International Market, International Branding Strategy
3.5 International Packaging
3.6 International marketing Planning and control
3.7 International Pricing and Promotion decisions

3.8 Environmental influences on Pricing Decisions, Grey Market goods
3.9 Transfer pricing
3.10 Global Pricing - Policy Alternative

No. of Lectures- 12

REFERANCE BOOKS: -

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

EVALUATION: -

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

Choice Based Credit System Syllabus (2023 Pattern)

Mapping Program Outcomes with Course Outcomes

Class: TYBBA (SEM –VI) **Subject**: INTERNATIONAL MARKETING

Course: BBA MANAGEMENT

Course Code: BBA-354-MJM (C)

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

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

Justification for the mapping

PO1: A fundamental Knowledge and Coherent Understanding

CO1: This provides students with a strong understanding of international marketing fundamentals.
It helps identify opportunities and challenges in foreign markets, building a solid theoretical base.
The directly contributes to coherent understanding of global marketing principles.

CO2: By differentiating between domestic and international marketing, students grasp key foundational concepts.
This comparison strengthens their theoretical clarity and conceptual framework.
It enhances their coherent understanding of global market dynamics.

CO3: Understanding entry and distribution strategies connects basic marketing theory to practical global operations.
It reflects the application of learned knowledge in real-world contexts.
The moderately builds on core understanding through applied examples.

CO4: This reinforces fundamental knowledge by focusing on international product policy and standardization.
It links conceptual learning with strategic global decision-making.

Students develop deep comprehension of product-related theories and their implications.
CO5: Designing pricing strategies involves applying theoretical principles of economics and marketing.
Students comprehend how environmental factors influence global pricing decisions.
The moderately contributes to strengthening basic marketing understanding.
CO6: This applies to basic communication and promotion concepts in an international setting.
It helps understand the role of marketing mix fundamentals across borders.
Students connect promotional theories to global practices moderately.
CO7: The integration of all marketing elements into a comprehensive plan reflects coherent understanding.
Students demonstrate mastery of international marketing concepts and their interrelationships.

PO2: Procedural Knowledge for Skill Enhancement
CO1: This CO moderately supports procedural knowledge by teaching how to identify global market opportunities. Students analyze procedures involved in evaluating foreign market challenges. It enhances skills of applying learned theory to structured decision processes.
CO2: Students gain strong procedural understanding by comparing domestic and international marketing processes. It develops skills for applying core marketing procedures to new environments.
Through case studies and examples, they enhance application-oriented learning.
CO3: Evaluating market entry and distribution strategies requires practical procedural skills.
Students apply systematic approaches to choose suitable entry modes.
It enhances step-by-step analytical and decision-making capabilities.
CO4: Developing international product policy involves sequential decision-making and analytical application. Students learn the procedures of adaptation, standardization, and positioning. These nurtures practical skill enhancement in global marketing design.
CO5: Pricing strategy design moderately contributes to procedural understanding. Students follow logical steps in setting prices based on global factors. It builds applied skills but remains more conceptual than operational.
CO6: This involves the practical execution of promotional and advertising procedures. Students enhance skills in selecting agencies and implementing campaigns. It provides strong exposure to procedural aspects of marketing promotion.
CO7: Developing a comprehensive marketing plan requires procedural coordination of all marketing tools. It integrates learning into actionable strategies and performance evaluation. Students acquire strong hands-on skill enhancement through practical planning.

PO3: Critical Thinking and Problem-Solving Skills
CO1: This enables students to critically analyze international marketing challenges. They apply problem-solving approaches to identify influencing factors in decision-making. It builds logical reasoning for addressing global business complexities.
CO2: Comparison between international and domestic marketing involves moderate critical thinking. Students interpret differences and similarities using analytical reasoning. It fosters understanding but limited real-world problem-solving.
CO3: Selecting entry strategies develops strong problem-solving capabilities. Students assess alternatives and evaluate risk-based decisions for global entry. It enhances critical evaluation and strategic judgment skills.
CO4: Developing product policy involves resolving standardization versus adaptation dilemmas. Students critically analyze implications of each choice on marketing outcomes. They use strategic thinking to balance brand consistency and localization.
CO5: Designing pricing strategies across international markets requires deep analytical reasoning. Students evaluate exchange rates, competition, and environmental constraints. This promotes strong problem-solving and evaluative decision-making skills.
CO6: Planning global promotional strategies moderately involves critical analysis. Students assess media effectiveness and cross-cultural communication challenges. It promotes moderate problem-solving related to message design and delivery.
CO7: Creating an international marketing plan requires integrating diverse problem-solving insights. Students address complex global issues through critical synthesis. It represents strong application of

analytical and evaluative thinking.

PO4: Professional Communication Skills
CO1: Students moderately develop communication skills while analyzing marketing opportunities. They interpret international data and express insights clearly. It encourages concise articulation of marketing decisions.
CO2: Comparative analysis enhances written and verbal communication of conceptual ideas.
Students practice explaining theoretical contrasts clearly. It helps in structured expression but with limited business communication exposure.
CO3: Explaining entry strategies moderately fosters professional presentation skills. Students prepare reports or discussions justifying chosen market modes. It strengthens practical communication in analytical contexts.

CO4: Developing product strategies involves persuasive communication and justification.
Students articulate positioning, branding, and adaptation decisions effectively.
It promotes strong professional and marketing communication skills.
CO5: Designing pricing policies requires moderate communication of technical and economic data.
Students learn to present cost, pricing, and competitive factors clearly.
It improves analytical presentation moderately.
CO6: This strongly emphasizes communication through promotion and advertising design.
Students plan and convey marketing messages effectively to diverse audiences.
It reflects real-world business communication proficiency.
CO7: Creating a comprehensive marketing plan demonstrates effective report writing and presentation.
Students articulate strategies, budgets, and goals coherently.
It develops strong oral and written communication in a professional setting.

PO5: Analytical Reasoning Skills:

CO1: Analyzing opportunities and challenges requires strong analytical reasoning. Students interpret market trends and data to identify decision factors. This strengthens quantitative and qualitative analysis ability.
CO2: Comparative study of domestic vs. international marketing fosters moderate reasoning. Students analyze conceptual differences using logical frameworks. It builds interpretation but less numerical analysis.
CO3: Evaluating market entry strategies enhances data-driven analytical reasoning. Students assess market size, cost, and risk using structured analysis. It develops logical and evidence-based decision-making.
CO4: Developing product policies requires analysis of consumer behavior and adaptation needs. Students use reasoning to decide standardization or customization. It supports critical analytical thinking in strategy formulation.
CO5: Pricing decisions rely on complex analytical assessments of internal and external factors. Students evaluate cost structures, competition, and currency implications. This develops strong reasoning and data interpretation.
CO6: Promotion planning involves moderate reasoning for message selection and media choice.
Students assess communication tools but with less quantitative data use. Thus, analytical reasoning is moderately applied.
Hence, moderate mapping.
CO7: Comprehensive marketing plan creation integrates analytical reasoning across all areas. Students evaluate data, synthesize insights, and justify strategic actions. It represents strong holistic analytical ability.

PO6: Innovation, Employability and Entrepreneurial Skills:
CO1: This moderately encourages innovative thinking in identifying global opportunities. Students explore dynamic international markets and evolving customer preferences. It enhances employability through awareness of international business prospects.
CO2: Comparing markets develops adaptive and innovative approaches to business strategies. Students learn to creatively adjust domestic methods to international settings. It builds entrepreneurial perspective but remains conceptual
CO3: Evaluating market entry strategies demands innovative problem-solving. Students design new

approaches for entering and sustaining foreign markets. It promotes employability and entrepreneurial readiness for global ventures.
CO4: Developing international product policy requires creativity in adapting or standardizing offerings. Students use innovation to design products suited for diverse markets. It fosters entrepreneurial decision-making and differentiation skills.
CO5: Pricing strategy involves innovative models like transfer pricing and dynamic pricing. Students think creatively to maintain competitiveness in global contexts. It enhances employability through practical strategic innovation.
CO6:
Promotion strategy planning develops innovative communication and branding skills. Students explore creative promotional tools and campaigns globally. It strongly supports employability and entrepreneurial initiative.
CO7:
Creating a complete marketing plan integrates innovation, entrepreneurship, and employability. Students design actionable, original global marketing frameworks. It demonstrates creativity in holistic business planning.

PO7: Multidisciplinary Competence
CO1: Students moderately integrate knowledge of economics, politics, and marketing in analyzing international environments. It shows cross-disciplinary application in understanding trade factors. This builds foundational multidisciplinary awareness.
CO2: Comparing international and domestic marketing incorporates economic, legal, and cultural perspectives. Students apply interdisciplinary understanding to real-world scenarios. It demonstrates strong integration of various functional domains.
CO3: Evaluating market entry strategies involves multidisciplinary factors—finance, logistics, and operations. Students synthesize these aspects into coherent strategic choices. It represents strong multidisciplinary competence.
CO4: Developing product policies requires understanding design, consumer psychology, and global regulations. It integrates multiple fields for a well-rounded strategy. Students apply varied disciplinary insights effectively.
CO5: Pricing strategy connects economics, accounting, and managerial decision-making. Students analyze cross-border taxation, competition, and cost elements. It strongly enhances multidisciplinary reasoning.
CO6: Promotion planning moderately incorporates psychology, media studies, and culture. It encourages interdisciplinary communication but within a marketing scope.
CO7: The final marketing plan requires integrating finance, logistics, communication, and strategy. Students apply multiple disciplines for cohesive decision-making. It demonstrates strong multidisciplinary competence.

PO8: Value Inculcation through Community Engagement:
CO1: Students moderately understand ethical and community-based aspects of global marketing. They learn to analyze marketing decisions that impact society and consumers. This builds social value awareness in business decisions.
CO2: Comparing markets helps students recognize cultural values in marketing approaches. It promotes understanding of diversity and ethical responsibility. Students moderately connect marketing principles to community welfare.
CO3: Market entry strategies weakly engage community perspectives as focus lies on profitability. Though awareness of socio-economic impacts exists, it remains limited.
CO4: Developing product strategies moderately involves ethics and consumer welfare. Students learn to design inclusive and responsible global products. It supports values of fairness and customer respect.
CO5: Pricing decisions moderately reflect ethical considerations like fair trade and transparency. Students recognize pricing's impact on communities and sustainability.
CO6: Promotion strategy development emphasizes socially responsible communication. Students learn ethical advertising and cultural sensitivity. It promotes strong community engagement through responsible media use.
CO7: Creating a marketing plan involves incorporating social and ethical values. Students propose

campaigns promoting inclusiveness and community benefit. It shows strong integration of societal values in business.

PO9: Traditional Knowledge into Modern Application
CO1: Students moderately connect traditional business ethics with modern marketing practices. They recognize heritage-based values influencing global trade. This encourages responsible adaptation of traditional ideas.
CO2: Comparing domestic and global marketing highlights the transformation of traditional practices. Students learn how legacy business models evolve in global contexts. It promotes strong understanding of modernization.
CO3: Market entry decisions moderately involve blending traditional trade methods with modern logistics. Students appreciate the evolution from conventional to digital trade.
CO4: Developing international product policies integrates traditional craftsmanship and innovation. Students explore how culture-driven products can be globally marketed. It strongly connects traditional values with modern application.
CO5: Pricing strategies moderately apply traditional fairness and modern competitive models. Students evaluate heritage-based cost structures with global flexibility.
CO6: Promotion strategies strongly reflect adaptation of cultural symbols into modern media. Students creatively use heritage themes in international advertising. It showcases traditional knowledge in innovative communication.
CO7: Marketing plan design integrates traditional insights and modern tools like digital analytics. Students combine cultural intelligence with technology. It exemplifies strong fusion of traditional and modern practice.

PO10: Design and Development of System
CO1: Students moderately design analytical frameworks for identifying market opportunities. They apply systematic tools for global market analysis. This encourages process-based thinking.
CO2: Comparing marketing environments fosters structured model development for global analysis. Students use frameworks like PESTEL and SWOT effectively.
CO3: Evaluating entry strategies directly involves system design—structuring channels and networks. Students create frameworks for distribution planning.
CO4: Developing product policy includes systematic design for adaptation and positioning. Students build models aligning with customer needs and brand strategy. It represents strong system development skills.
CO5: Pricing design integrates analytical tools and frameworks. Students construct systematic pricing systems for global consistency. It reflects strong procedural system thinking.
CO6: Promotion planning involves designing integrated communication systems. Students create frameworks combining advertising, media, and PR. It builds strong creative design skills.
CO7: Comprehensive marketing plan development is a complete system creation process. Students design, integrate, and evaluate all marketing subsystems. It demonstrates strong system development capability.

PO11: Ethical and Social Responsibility
CO1: Understanding international markets requires awareness of ethical norms and social responsibilities in different countries. While focusing on market opportunities, applying ethical principles ensures compliance with international laws and respect for cultural sensitivities. Ethical consideration in decision-making can influence the perception of business abroad.
CO2: Comparing international and domestic marketing involves evaluating ethical standards across regions. highlights the importance of understanding regulatory and cultural ethics while applying marketing principles. Social responsibility affects marketing approaches and branding.
CO3: Selecting market entry modes requires adherence to ethical norms, local laws, and responsible practices. Social responsibility is critical in choosing sustainable distribution channels. Ethical evaluation directly impacts decision-making.
CO4: Product policies must consider ethical sourcing, cultural appropriateness, and social impact. Standardization versus adaptation decisions can raise ethical concerns like environmental impact or social sensitivity.
CO5: Pricing strategies must follow fair trade, anti-exploitative practices, and social accountability. While it

focuses on financial strategy, integrating ethical standards ensures compliance with global norms.
CO6: International promotions must respect cultural norms, truthfulness, and social impact. Ethical advertising and responsible communication are key considerations in CO6. This makes the mapping strong.
CO7: A full marketing plan must integrate ethical considerations, CSR practices, and social responsibility in every decision. Inherently includes these elements, ensuring ethical compliance at all stages.

PO12: Research-Related Skills
CO1: Effective analysis requires research skills to gather data, assess market conditions, and interpret information. It emphasizes analytical evaluation, which relies heavily on systematic research.
CO2: Comparing markets demands the collection and analysis of empirical data, trends, and case studies. Research skills enable students to evaluate differences effectively.
CO3: Assessing market entry requires detailed market research, competitor analysis, and feasibility studies. directly leverages research-based decision-making.
CO4: Designing product strategies involves research on consumer preferences and market trends. While focusing on strategic design, research underpins informed decision-making.
CO5: Pricing decisions require researching competitor prices, economic factors, and market sensitivities. It is benefits from research but is not solely research focused.
CO6: It involves understanding market response and effectiveness of promotions, which is guided by research data and analytics.
CO7: Integrating all marketing elements into a plan requires extensive research, evaluation of outcomes, and data-driven insights. It relates to research-related skills.

PO13: Teamwork
CO1: Market analysis often involves collaboration with peers or cross-functional teams. It can be enhanced through team discussions and collective brainstorming, making this moderately relevant.
CO2: Comparative analysis benefits from group input and discussions, fostering a team approach to decision-making.
CO3: Decision-making for market entry is complex and often requires team collaboration across departments.
CO4: Product policy development involves multiple stakeholders and collaboration. It strengthens teamwork by coordinating insights from marketing, R&D, and management teams.
CO5: Pricing strategies require input from finance, marketing, and legal teams. Teamwork is essential but not the sole focus.
CO6: Promotional planning involves coordination between creative, marketing, and media teams. It promotes practical teamwork experience.
CO7: Creating a marketing plan is inherently collaborative, integrating ideas from multiple teams to achieve organizational goals.

PO14: Area-Specific Expertise
CO1: It develops expertise in international market dynamics, enabling students to specialize in global marketing analysis.
CO2: Understanding nuanced differences between domestic and international markets builds deep area-specific expertise in marketing strategies.
CO3: Selecting entry modes requires domain knowledge in international marketing, trade regulations, and logistics, strengthening area-specific expertise.
CO4: Product strategy development enhances subject-matter expertise in global product management and positioning strategies.
CO5: Designing pricing strategies develops specialized skills in global pricing models and competitive strategy formulation.
CO6: CO6 builds expertise in international promotional management, branding, and campaign execution strategies.
CO7: Integrating all elements into a cohesive plan demonstrates mastery of international marketing practices, reflecting strong area-specific expertise.

PO15: Environmental Awareness

CO1: Environmental awareness is important when analyzing global markets, especially regarding sustainability regulations and eco-friendly business practices.

CO2: It involves understanding environmental regulations and sustainable practices across countries, making.

CO3: Entry and distribution strategies must consider environmental impacts, sustainability requirements, and green logistics.

CO4: Product adaptation and positioning require consideration of environmental standards, eco-friendly packaging, and sustainability, making strongly linked to environmental awareness.

CO5: Pricing strategies can reflect environmental policies through green pricing, carbon tax considerations, and eco-product premium pricing.

CO6: Promotions may emphasize sustainability, green campaigns, and corporate social responsibility, but environmental focus,

CO7: An effective marketing plan integrates environmental policies, green marketing strategies, and sustainable practices.

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: T.Y.B.B.A

Semester: VI

Course Type: Major Elective

Course Name: Labour Welfare

Course Code: BBA-355-MJE (A)

No. of Lectures: 30

No. of Credits: 02

A) Course Description:

This course provides a comprehensive overview of Labour Welfare and its critical role in promoting the well-being of workers within the industrial and social framework. It explores the historical evolution, objectives, and importance of labour welfare, emphasizing the various classifications and principles guiding welfare initiatives. The course delves into the key agencies involved in labour welfare in India, including government bodies, employers, and trade unions, alongside the roles and responsibilities of Labour Welfare Officers. Additionally, it covers essential aspects of industrial hygiene and occupational health, focusing on safe working conditions, health and hygiene standards, and worker amenities such as canteen services and recreational activities. The course also examines pressing issues faced by Indian labour, including the challenges faced by women workers, unorganized labour sectors, and worker education. Through this course, students will gain a holistic understanding of the policies, agencies, and practices that contribute to worker welfare and address labour-related problems in India.

B) Course Objectives:

1. To understand the importance of labour welfare concepts.
2. To analyze labour legislation in India.
3. To get information about different agencies involved in labour welfare.
4. To analyze working conditions and labour hygiene issues.
5. To know the development and the judicial setup of Labour Laws.
6. To learn the salient features of welfare and wage Legislations.
7. To examine the role of trade unions and collective bargaining in promoting labour welfare and protecting workers' rights.

C) Course Outcome:

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

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

CO3: Understand historical aspects of labour movement in India.

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

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

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

CO7: Foster critical thinking and analytical skills to evaluate the effectiveness of labor laws and social welfare policies in promoting fair and equitable working conditions.

Unit 1: Introduction and Evaluation of labour welfare:

1.1 Origin and evolution of Labour Welfare.

1.2 Objectives of Labour Welfare

1.3 Need and importance of Labour Welfare.

1.4 Classification of Labour Welfare.

1.4.1. Work agencies of Labour Welfare, Scope of Labour Welfare, Concepts, philosophy and principles of labour welfare, Plans and labour policy in India and Labour Welfare in India.

No of Lectures 06

Unit 2: Agencies of Labour welfare

2.1. Agencies of Labour welfare in India (Central Govt State Govt., Employers & Trade-Unions),

2.2. Labour Welfare Officer: Role, Qualifications, Functions, Duties, Labour Administration in India

No of Lectures 10

Unit 3: Industrial Hygiene & Occupational Health

3.1. Working condition and benefits, Working conditions in the factory- safety and accident prevention, Health and hygiene,

3.2. Canteen organization and management, Organization of credit and consumer co-operative societies-recreational and educational actives-workers education in India,

3.3. Functions of Labour welfare officers India.

No of Lectures 10

Unit 4: Problems of Indian labour

4.1. Problems of Women Labour, Problems of Unorganized labour, Problems of Worker's education.

No of Lectures 04

SUGGESTED TEXT BOOKS:

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

SUGGESTED REFERENCE BOOKS:

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

EVALUATION

Internal Evaluation	**External Evaluation**
Unit test (10)	Fill in the blanks, One Sentence Questions (12) Short answer question (12) Long answer questions (08)
Mini project /Assignment/Presentation (10)	
20	**30**

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Course: Labour Welfare **Course Code: BBA-355-MJE(A)**

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

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

Justification

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: This CO strongly contributes to foundational knowledge because understanding the importance of Labour Welfare builds awareness of the objectives, scope, and rationale behind labour legislation. It creates a conceptual base for students to appreciate how welfare measures safeguard employee rights and promote industrial harmony, aligning directly with the essence of coherent academic understanding.

CO2: By learning legal provisions related to vulnerable workers, wages, and social security, students gain a comprehensive grasp of statutory protection mechanisms. This strengthens their conceptual understanding of labour law frameworks and connects theory with practical welfare outcomes, establishing a solid foundation for legal and managerial comprehension.

CO3: Understanding the historical aspects of the labour movement in India moderately supports this PO, as it contextualises the evolution of welfare laws. It enables students to appreciate how fundamental knowledge of past reforms shapes present-day labour systems, thus enriching their coherent understanding of labour policy development.

CO4: This outcome strongly maps to fundamental knowledge by imparting an analytical understanding of the labour market, wage structures, and employment dynamics. It allows learners to relate theoretical economic principles to real-world labour issues, deepening their knowledge of how welfare systems operate within the broader economy.

CO5: Developing understanding of legislation concerning working conditions and social security directly builds core legal and managerial competence. Students learn to interpret, connect, and integrate statutory provisions that protect workers, thereby achieving coherent and comprehensive subject knowledge under this PO.

CO6: Understanding the social and industrial aspects of the psychology of work moderately aligns with this PO as it introduces behavioural science principles that complement legal and economic knowledge. It broadens students' fundamental perspective by linking human behaviour to welfare measures, improving overall conceptual integration.

CO7: This CO strongly supports the PO by fostering the ability to critically interpret and evaluate labour laws and welfare policies. It enables students to synthesize theoretical knowledge with ethical and practical considerations, reinforcing a deep, coherent understanding of labour welfare systems and their societal impact.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Understanding the importance of Labour Welfare moderately supports this PO, as it helps students identify and follow the procedures involved in implementing welfare schemes. It provides awareness of the administrative and operational steps required to ensure compliance with welfare norms, enhancing procedural understanding and practical application skills.

CO2: This CO strongly aligns with procedural skill enhancement because students not only learn about legal provisions but also the procedures for applying, enforcing, and monitoring them. By studying laws related to wages, social security, and vulnerable workers, learners develop the ability to interpret and implement welfare processes effectively in real workplace scenarios.

CO3: Comprehending the historical aspects of labour movements moderately supports procedural knowledge, as it exposes students to how earlier procedural frameworks evolved into modern welfare laws. It enhances their understanding of policy implementation steps and procedural reforms that shaped labour administration systems.

CO4: This CO strongly maps to procedural knowledge because understanding labour markets, wages, and employment involves applying data analysis and labour management processes. Students gain hands-on procedural insight into how labour statistics, wage determinations, and employment records are handled, thus improving operational competency.

CO5: Developing understanding of legislations related to working conditions and social security strongly contributes to procedural learning. It teaches students the administrative procedures required to enforce such laws, including compliance audits, documentation, and inspection processes, which are essential for skill enhancement in HR and labour management roles.

CO6: Understanding the social and industrial aspects of psychology of work moderately contributes to procedural knowledge. It provides insights into behavioural procedures such as motivation assessment, grievance handling, and welfare counselling, which enhance the student's ability to apply psychological principles in procedural HR practices.

CO7: This CO strongly supports procedural knowledge development as it involves evaluating and interpreting labour laws and welfare policies through case studies and reports. Students learn the procedural steps of legal review, policy analysis, and implementation, which equip them with critical procedural and analytical competencies for professional practice.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Understanding the importance of Labour Welfare moderately enhances critical thinking as it encourages students to evaluate the rationale behind welfare initiatives and their societal outcomes. It helps them identify challenges in implementing welfare measures and consider innovative solutions.

CO2: By studying detailed legal provisions and case examples, students develop strong analytical ability to identify gaps and propose remedies within welfare laws. This CO nurtures logical reasoning and decision-making skills essential for resolving complex labour issues.

CO3: Understanding the historical evolution of the labour movement strongly supports problem-solving by encouraging learners to critically assess how past struggles shaped current labour relations. It helps them think strategically about modern reforms and develop comparative analytical perspectives.

CO4: Learning about labour markets, wages, and employment builds strong critical reasoning. Students analyse trends, evaluate fairness in wage structures, and identify problems in employment policies, leading to data-driven solutions in workforce management.

CO5: This CO strongly supports problem-solving skills as students interpret multiple welfare laws and identify practical ways to ensure compliance and efficiency. It helps them propose corrective measures in working conditions and social security mechanisms.

CO6: Understanding the social and industrial psychology of work moderately supports critical thinking by fostering awareness of human behaviour. Students learn to diagnose behavioural issues and design welfare initiatives that address workplace challenges effectively.

CO7: This CO strongly contributes to analytical and evaluative abilities as students interpret real-world labour policies and cases. They learn to assess policy effectiveness and propose feasible welfare reforms, demonstrating applied problem-solving skill.

PO4: Professional Communication Skills

CO1: Understanding the significance of labour welfare moderately promotes communication ability by helping students articulate welfare concepts clearly in professional and social discussions. It enables them to express complex welfare principles in accessible language.

CO2: This CO strongly contributes to communication skill development as students interpret and explain legal provisions related to labour laws. It enhances their written and verbal articulation of statutory concepts, essential for HR and legal communication.

CO3: Comprehending the history of the labour movement moderately aids communication skills by enabling students to narrate socio-political developments clearly. It improves their capacity to convey ideas about worker rights and historical lessons effectively.

CO4: This CO moderately supports communication by teaching students to present labour market data and employment insights using structured formats. It encourages report writing, presentations, and effective professional documentation.

CO5:A strong mapping exists here since interpreting complex legal provisions requires clear communication. Students learn to translate legal terminology into understandable terms for employees and management, strengthening interpersonal communication.

CO6: Understanding industrial psychology strongly supports communication by fostering empathy, listening, and negotiation abilities. It enables students to communicate sensitively and effectively in employee welfare contexts.

CO7: This CO strongly enhances communication through practice-based evaluation and policy interpretation exercises. Students articulate conclusions, draft reports, and present findings effectively, building professional communication competence.

PO5: Analytical Reasoning Skills

CO1: This CO has a weak linkage with modern tool usage, as understanding welfare principles offers limited scope for technological application. However, it indirectly promotes awareness about digital welfare communication and online compliance systems.

CO2:A moderate mapping exists here because interpreting legal provisions may involve using digital databases, e-filing systems, and government portals for compliance. Students gain preliminary exposure to technological applications in labour management.

CO3: The historical study of labour movements weakly supports this PO, though digital archives and online sources help students access information and develop data retrieval skills. It indirectly encourages use of digital learning tools.

CO4:A strong mapping exists since labour market analysis requires using spreadsheets, data analytics, and online statistical tools. Students learn to apply technology for data interpretation, reporting, and forecasting employment trends.

CO5: This CO strongly supports the use of modern tools as students explore labour legislation databases, HR information systems, and digital case repositories. It develops their technological proficiency in policy tracking and HR operations.

CO6: Understanding industrial psychology moderately supports this PO by encouraging use of digital assessment and survey tools for measuring employee satisfaction, motivation, and engagement.

CO7:A strong linkage exists as evaluation of laws and policies often requires digital research, online reporting, and documentation using technological tools. Students develop competence in using modern information systems to support welfare analysis.

PO6: Innovation, Employability and Entrepreneurial Skills.

CO1: Understanding labour welfare moderately promotes innovation as students can think of new ways to improve employee benefits and work environments. It encourages creative approaches to enhance workplace efficiency and satisfaction.

CO2: This CO strongly supports entrepreneurship and innovative thinking by helping students identify gaps in legal frameworks and propose practical welfare solutions, fostering the mindset

of social innovation and responsible business leadership.

CO3: Learning historical labour movements moderately contributes to innovation by allowing students to analyse past challenges and derive creative solutions for modern labour issues.

CO4: This CO strongly maps as understanding labour market trends encourages entrepreneurial thinking, enabling students to identify opportunities for sustainable employment and welfare-oriented ventures.

CO5:A strong linkage exists because studying legislations allows learners to design innovative HR policies, compliance systems, and welfare schemes aligned with organizational objectives.

CO6: Understanding work psychology moderately supports innovative thinking by providing insights into employee motivation and behaviour, helping design novel interventions for workforce engagement and productivity.

CO7: This CO strongly contributes by enabling students to critically evaluate welfare laws and propose innovative policy improvements, demonstrating applied creativity in social and organizational contexts.

PO7: Multidisciplinary Competence

CO1: Understanding labour welfare moderately develops multidisciplinary competence by integrating knowledge of law, economics, and social policy. It helps students connect legal and social aspects with human resource management.

CO2: This CO strongly supports multidisciplinary learning as it involves interpreting labour laws, social security provisions, and environmental compliance, blending law, management, and ethics.

CO3: Learning the history of labour movements strongly contributes by linking sociology, political science, and legal reforms, offering students a comprehensive understanding of multiple disciplines.

CO4:A strong mapping exists as labour market analysis requires knowledge of economics, statistics, and organizational behaviour, fostering integrated understanding across disciplines.

CO5: Studying welfare legislation strongly enhances multidisciplinary competence by bridging legal provisions, social policy, and HR practices in practical contexts.

CO6: Understanding work psychology strongly supports interdisciplinary skills, combining insights from psychology, management, and sociology to analyze and improve workforce dynamics.

CO7: This CO strongly contributes by encouraging cross-functional evaluation of labour policies, integrating perspectives from law, ethics, management, and social sciences

PO8: Value Inculcation through Community Engagement

CO1: Understanding labor law is foundational to recognizing workers' rights and the

significance of social welfare in promoting equitable work environments. This awareness is essential for students to engage effectively with community issues related to labor.

CO2: Recognizing the legal protections for vulnerable workers is crucial for fostering inclusive communities. This knowledge empowers students to advocate for social justice and engage in community initiatives that protect these groups.

CO3: Knowledge of the historical context of labor movements informs current practices and policies. By understanding past struggles and achievements, students can appreciate the need for continued engagement and advocacy in their communities.

CO4: Understanding the dynamics of the labor market and issues surrounding wages and employment equips students to engage intelligently in community discussions and initiatives aimed at improving these conditions.

CO5: Familiarity with relevant legislation enhances students' ability to assess and influence community standards for working conditions and security, thereby promoting social welfare and justice**.**

CO6: Insights into the psychological aspects of work can help students understand how to create supportive work environments. This knowledge is vital for promoting mental well-being within the community.

CO7: Critical thinking skills enable students to analyze and critique existing policies and practices. This capability is essential for engaging in meaningful discussions and advocating for improvements in labor laws and welfare policies within the community.

PO9: Traditional Knowledge into Modern Application

CO1: Recognizing the foundations of labor law and social welfare is essential for applying traditional knowledge about community rights and social justice in modern contexts. This understanding bridges traditional values with contemporary legal frameworks.

CO2: Traditional knowledge often emphasizes the importance of protecting vulnerable groups. By understanding current legal provisions, students can effectively apply traditional perspectives to advocate for these groups within modern legal contexts.

CO3: Historical labor movements provide insight into traditional practices and values that have influenced present-day labor rights. Understanding this history enables students to integrate these lessons with modern labor issues and policies.

CO4: Knowledge of labor market dynamics reflects traditional understandings of work and community roles. Applying this traditional insight helps students address contemporary employment challenges and formulate solutions that honor both past and present contexts.

CO5: Traditional practices often include community support systems for working individuals. By understanding modern legislation, students can adapt these practices to create more effective social security mechanisms that align with today’s realities.

CO6: Traditional cultures frequently recognize the psychological and social aspects of work. Understanding modern psychological principles allows students to incorporate these values into contemporary work environments, fostering healthier workplace cultures.

CO7: Critical thinking rooted in traditional knowledge encourages students to question and analyze existing systems. This skill is crucial for innovatively applying traditional principles to modern labor laws and social welfare policies, ultimately enhancing fairness and equity in the workplace.

PO10: Design and Development of System

CO1: Understanding labor law and social welfare is foundational for designing systems that promote equitable work environments. This knowledge ensures that developed systems incorporate legal frameworks and ethical considerations, fostering social responsibility.

CO2: Knowledge of legal protections for vulnerable groups is critical when designing systems that aim to support these workers. By integrating these legal provisions into system design, students can create more inclusive and protective environments in the workplace.

CO3: Awareness of historical labor movements helps inform the design of systems that address contemporary labor issues. By learning from past struggles and successes, students can develop systems that better meet the needs of workers while respecting their rights.

CO4: Understanding the dynamics of the labor market is essential for developing systems that effectively match employment opportunities with workforce needs. This insight allows for the creation of strategies that enhance job security and optimize wage structures for fair compensation.

CO5: Familiarity with relevant legislation ensures that systems designed by students comply with existing laws and promote safe and secure working conditions. This compliance is crucial for protecting worker rights and enhancing overall system integrity.

CO6: Insights into the psychological aspects of work are vital for creating systems that promote employee well-being and productivity. Understanding these elements enables the development of supportive workplaces that consider both operational efficiency and mental health.

CO7: Critical thinking and analytical skills allow students to assess how well current systems meet the intended goals of labor laws and social welfare. This assessment capability is crucial for designing systems that not only comply with laws but also actively promote fairness and equity in working conditions.

PO11:Ethical and Social Responsibility

CO1: Understanding the importance of labour welfare strongly promotes ethical awareness and a sense of social responsibility. Students learn that welfare is not only a legal requirement but also a moral obligation of employers toward employees and society.

CO2: This CO strongly supports ethics and social responsibility as it familiarizes learners with laws protecting vulnerable sections of the workforce. It encourages fair treatment, equality, and human dignity, aligning professional actions with ethical standards.

CO3: Understanding the historical context of the labour movement moderately supports ethical development. It helps students recognize how social justice principles emerged through workers' struggles, promoting appreciation for collective responsibility and fairness.

CO4: Comprehending labour market structures and wage mechanisms moderately connects to ethics by encouraging analysis of equity and justice in pay systems. Students understand the moral significance of fair compensation and decent working conditions.

CO5: This CO strongly supports ethical competence by guiding students through laws ensuring social security, safety, and health. It fosters a professional commitment to protect worker welfare and to act responsibly within organizational systems.

CO6: Understanding the psychology of work strongly strengthens moral reasoning and empathy toward employees. It develops ethical sensitivity and responsible decision-making in promoting workers' emotional and psychological well-being.

CO7:A strong mapping exists as this CO enables critical evaluation of welfare laws through an ethical lens. Students learn to uphold fairness, justice, and social responsibility in policy analysis and real-life decision-making.

PO12: Research-Related skills

CO1: This CO moderately enhances research aptitude as understanding labour welfare provides a foundation for exploring new issues and case studies related to worker well-being and legal frameworks.

CO2: Strong mapping exists since analysing laws on wages, environment, and social security encourages literature review, case research, and policy evaluation — key research-oriented tasks.

CO3: This CO strongly contributes to research aptitude by enabling exploration of historical sources and labour reform literature, fostering analytical and interpretive skills in research work.

CO4:A strong mapping exists as the study of labour market trends encourages quantitative and qualitative research methods, enabling students to examine employment and wage-related issues empirically.

CO5: This CO strongly supports research skill development by guiding students to investigate the impact of social security and welfare laws, using real-world data and statutory references.

CO6: Understanding psychology of work moderately supports research aptitude, as it enables empirical studies on motivation, productivity, and employee behaviour within organizations.

CO7: Strong mapping exists because evaluating labour policies demands data collection, critical analysis, and synthesis — key elements of a sound research methodology.

PO13: Teamwork

CO1: Understanding the need for labour welfare moderately develops teamwork values by helping students appreciate collective welfare and cooperation in industrial settings. It builds sensitivity toward group harmony and shared goals.

CO2:A strong mapping exists here as interpreting legal provisions requires collaboration and discussion among peers. Students learn to work in teams to analyze cases and draft recommendations related to labour laws and welfare.

CO3: Understanding historical labour movements moderately enhances teamwork by showing the power of collective action and unity. It inspires students to value coordination, solidarity, and cooperative problem-solving in group settings.

CO4: This CO strongly supports team functioning since analysing labour markets and wage systems involves group projects and collaborative research. Students learn to divide responsibilities and achieve goals collectively.

CO5: Strong mapping exists as interpreting welfare legislation requires teamwork in HR and compliance functions. Students learn to coordinate among departments to implement welfare schemes effectively.

CO6: This CO strongly supports teamwork and interpersonal collaboration through its focus on work psychology. Understanding group dynamics, motivation, and leadership enhances both individual and collective performance.

CO7:A strong linkage exists as evaluating welfare laws and policies involves group discussions and teamwork during analysis, presentations, and project submissions, developing cooperative and leadership skills.

PO14: Area Specific Expertise

CO1: A thorough understanding of labor law and social welfare is essential for students to develop specific expertise in this field. This knowledge forms the foundation of their competency, enabling them to address real-world labor issues and advocate for worker rights effectively.

CO2: Familiarity with legal provisions for vulnerable workers equips students with the necessary tools to specialize in advocating for these groups. It empowers them to identify gaps in existing protections and to propose solutions that enhance legal frameworks.

CO3: Understanding the historical context of labor movements enriches students' expertise by providing insights into the evolution of labor rights and policies. This background allows them to appreciate current challenges and formulate strategies for future advocacy and reform.

CO4: Knowledge of the labor market dynamics is crucial for students aiming to specialize in employment-related areas. Understanding wages, employment trends, and unemployment issues equips them to analyze and respond to labor market challenges effectively.

CO5: A deep understanding of relevant legislation is necessary for students to become experts in ensuring compliance with labor laws and enhancing workers' rights. This knowledge enables them to play a proactive role in improving working conditions and developing effective social security systems.

CO6: Recognizing the psychological elements of work informs students' expertise in creating healthy work environments. This understanding is vital for addressing employee motivation, job satisfaction, and overall workplace culture within their areas of specialization.

CO7: Developing critical thinking and analytical skills is essential for students to assess and improve labor laws and social welfare initiatives. This capability strengthens their area-specific expertise by enabling them to critique policies critically and suggest evidence-based improvements in labor standards.

PO15: Environmental Awareness

CO1: Understanding labour welfare moderately supports environmental awareness, as safe and healthy workplaces contribute to environmental sustainability and human health protection.

CO2: This CO moderately enhances environmental responsibility through laws regulating worker safety, environmental hazards, and industrial health standards.

CO3: Studying historical labour movements moderately helps students understand the evolution of environmentally conscious practices in worker welfare.

CO4: Strong mapping exists as labour market analysis includes green jobs, sustainable practices, and employment in eco-friendly industries, fostering environmental responsibility.

CO5: This CO strongly supports environmental awareness by linking social security and safety legislations with sustainable workplace and industrial practices.
CO6: Understanding work psychology strongly contributes by promoting a culture of environmental consciousness, workplace wellness, and sustainable behaviour among employees.

CO7: This CO moderately supports environmental awareness through evaluation of welfare policies, considering their long-term impact on worker safety and sustainable industrial practices.

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

Name of the program: B.B.A
Program Code: BBA
Class: **T.Y. BBA**
Semester-VI
Course Type: Major Elective
Course Code: BBA-355-MJE (B)
Course Name: E- Banking Services
No. of Lectures: 30
No. of credits:02

A) Course Description: -

This course is designed to provide students with a comprehensive understanding of how customer relationship management (CRM) principles are applied within the Indian banking and insurance sectors. The course delves into retail banking services, including modern trends such as e-banking, online banking, digital payment systems, and cross-selling strategies. Students will also explore Demat accounts, investment advisory services, and the roles of merchant and portfolio managers in the growing digital banking ecosystem. Students will gain knowledge of account opening procedures, KYC norms, and digital service delivery mechanisms that define today's financial landscape. The course highlights digital advancements in insurance such as online KYC, mobile apps, policy renewals, online claims, and modern payment mechanisms.

B) COURSE OBJECTIVES: -

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

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

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

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

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

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

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

C) COURSE OUTCOMES: -

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

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

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

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

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

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

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

UNIT 1: CUSTOMER RELATIONSHIP MANAGEMENT IN BANKING AND INSURANCE SECTOR

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

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

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

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

No. of Lectures: 8

UNIT 2: RETAIL BANKING SERVICES

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

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

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

No. of Lectures:8

UNIT 3: UNIVERSAL BANKING SERVICES

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

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

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

No. of Lectures:8

UNIT 4: INSURANCE SERVICES AND TYPES

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

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

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

No. of Lectures:6

REFERENCE BOOKS: -

1. Retail Banking. Indian Institute of Banking and Finance, Macmillan India Ltd (2010/Latest)
2. Commercial Bank Management Kanhaiya Singh and Vinay Dutta. McGraw Hill
3. Bank management and financial services. Rose, Peter, and Sylvia Hudgins The McGraw− Hill,
4. Bank management: text and cases Hempel, George H., Donald G. Simonson, and Alan B. Coleman, Taxmann Publication.
5. E-Banking in India: Challenges and Opportunities- RimpiJatana, R. K. Uppal
6. Frontiers of E-Commerce Ravi Kalakota, Andrew B. Whinston Pearson Education
7. E-CRM – Concepts and Cases MadhaviGarikaparthi, The ICFAI University Press.

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: **TYBBA (Sem –VI)** **Subject**: **E-Banking Services**
Course: **Mejor Elective**. **Course Code**: **BBA-355-MJE**
Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

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

Justification for Mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: Understanding CRM processes and its importance in Indian banking and insurance provides students with foundational knowledge about customer relationship management. This knowledge is essential for comprehending how effective CRM strategies enhance customer satisfaction and loyalty in these sectors.
CO2: Gaining knowledge of customer service roles and emerging trends in banks equips students with an understanding of current industry practices. This insight helps them stay informed about the evolving landscape of customer service and prepares them for roles that demand adaptability in banking and insurance.
CO3: Analyzing the impact of E-CRM and call centers on customer relationships allows students to explore how technology reshapes customer interactions. This critical understanding of E-CRM systems is vital for effectively managing customer relationships in a digital-first environment.
CO4: Comprehending the workings of the Ombudsman Scheme for redressal in banking and insurance enhances students' awareness of regulatory frameworks. This knowledge is crucial for understanding how consumer rights are protected and the mechanisms available for resolving disputes.
CO5: Evaluating retail banking services, cross-selling opportunities, and new products helps students develop a nuanced understanding of product offerings and market dynamics.

This evaluation fosters their ability to identify opportunities for business growth and customer engagement in retail banking.
CO6: Understanding universal banking services and the application of technology in banking broadens students' knowledge base regarding the integration of various banking services. This understanding is essential for recognizing how technology enhances operational efficiency and service delivery.
CO7: Recognizing the need for different types of insurance and utilizing online and app-based insurance services equips students with essential knowledge in the insurance domain. This knowledge prepares them to advise customers effectively and navigate the growing trend of digital insurance services

PO2: Procedural Knowledge for Skill Enhancement:

CO1: Understanding CRM processes and their importance in Indian banking and insurance encourages students to critically evaluate how these processes impact customer satisfaction and business performance. This analytical perspective enables them to identify areas for improvement within CRM strategies.
CO2: Gaining knowledge of customer service roles and emerging trends in banks promotes critical thinking by requiring students to assess the effectiveness of various service roles. This knowledge helps them identify best practices and anticipate future trends in customer service.
CO5: Evaluating retail banking services, cross-selling opportunities, and new products requires students to apply critical thinking to assess the market and consumer needs. This evaluation fosters their ability to devise innovative strategies for enhancing customer service and driving sales.

PO3: Critical Thinking and Problem-Solving Skills:

CO1: Understanding CRM processes and their importance in Indian banking and insurance fosters a systematic research approach as students analyze various CRM models and their effectiveness. This critical evaluation allows them to draw informed conclusions about best practices in customer relationship management.
CO2: Gaining knowledge of customer service roles and emerging trends in banks encourages students to engage in critical thinking by evaluating the effectiveness of different service roles. They can systematically research the latest trends and innovations, leading to a deeper understanding of how these changes impact customer satisfaction.
CO3: Analyzing the impact of E-CRM and call centers on customer relationships requires students to critically assess data and case studies. This analysis promotes a systematic research approach, where they gather evidence, evaluate findings, and make informed recommendations for improving customer interactions.
CO4: Comprehending the workings of the Ombudsman Scheme for redressal in banking and insurance helps students critically evaluate the effectiveness of this consumer protection mechanism. This understanding encourages them to conduct systematic research on its processes and outcomes, identifying areas for improvement.
CO6: Understanding universal banking services and the application of technology in banking encourages students to investigate how technological advancements can improve service delivery. They learn to approach research systematically, evaluating both qualitative and quantitative data to inform their analyses.
CO7: Recognizing the need for different types of insurance and utilizing online and app-

based insurance services encourages students to critically evaluate the effectiveness and accessibility of these services. This evaluation fosters a systematic research approach, as they investigate consumer behavior and preferences in the digital insurance landscap.

PO4: Professional Communication Skills:

CO3: Identifying and classifying the types of taxes and cess under GST allows students to critically assess the ethical implications of tax categorization. This knowledge helps them understand the potential burden on different sectors and the importance of equitable tax practices that minimize unfair impacts.
CO4: Demonstrating knowledge of the registration process and requirements for various types of GST taxpayers emphasizes the ethical obligation to comply with tax regulations. Students learn to appreciate the significance of ethical behavior in ensuring fair competition and upholding the integrity of the tax system.
CO5: Analyzing the concept of supply under GST and computing tax based on the valuation of supply encourages students to make ethical decisions in tax reporting. They learn to identify the importance of honesty and accuracy in tax calculations, which are crucial for maintaining public trust in the taxation system.
CO6: Applying the rules of Input Tax Credit (ITC), including utilization and reversal mechanisms, enhances students' understanding of ethical practices in financial management. They learn to recognize the importance of ethical conduct in utilizing tax credits responsibly to prevent fraud and abuse of the system.

PO5: Analytical Reasoning Skills:

CO2: Explaining the key concepts, phases, and governance of GST, including the GST Council’s role, promotes curiosity about governance and policy-making. Students are encouraged to engage with ongoing discussions and developments in tax governance, fostering a critical attitude towards evolving taxation systems.
CO3: Identifying and classifying the types of taxes and cess under GST develops analytical skills that are essential for lifelong learning. Students learn to appreciate the complexity of tax structures and the need for continuous education to stay updated on tax regulations and their applications.
CO4: Demonstrating knowledge of the registration process and requirements for various types of GST taxpayers fosters a proactive learning attitude. Understanding these requirements motivates students to seek additional resources and training to ensure compliance and make informed decisions.
CO5: Analyzing the concept of supply under GST and computing tax based on the valuation of supply encourages students to approach problems critically and seek innovative solutions. This analytical mindset is crucial for adapting to changing tax laws and practices in their future careers.
CO6: Applying the rules of Input Tax Credit (ITC), including utilization and reversal mechanisms, reinforces the need for ongoing education in tax compliance. Students learn the significance of keeping up with regulatory changes, which fosters a commitment to continual professional development.
CO7: Understanding customs duties and indirect taxation on specific commodities encourages students to engage with broader economic and legal contexts. This knowledge

helps them recognize the importance of lifelong learning in navigating complex issues related to customs law and taxation.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO1: Understanding CRM processes and their importance in Indian banking and insurance cultivates teamwork skills, as students learn to collaborate in managing customer relationships. Effective CRM requires cross-functional collaboration, allowing students to appreciate the value of diverse roles in achieving common goals.
CO7: Recognizing the need for different types of insurance and utilizing online and app-based insurance services fosters collaboration and leadership in adapting to digital platforms. Students learn to lead initiatives
that promote customer awareness and utilization of technology, emphasizing the role of teamwork in achieving business objectives.

PO7: Multidisciplinary Competence:

CO1: Understanding CRM processes and their importance in Indian banking and insurance encourages students to think innovatively about customer relationship management. By recognizing the value of personalized customer service, students develop an entrepreneurial approach to improving customer retention and satisfaction.
CO2: Gaining knowledge of customer service roles and emerging trends in banks promotes an entrepreneurial mindset by encouraging students to explore new business opportunities in customer service innovations. Staying ahead of trends fosters the ability to anticipate market changes and capitalize on them.
CO3: Analyzing the impact of E-CRM and call centers on customer relationships enhances students' ability to identify new technologies and tools that improve customer service. This encourages creative thinking and innovation in designing solutions that leverage E-CRM for competitive advantage.
CO4: Comprehending the workings of the Ombudsman Scheme for redressal in banking and insurance helps students develop problem-solving skills, essential for entrepreneurship. Understanding regulatory frameworks and customer redressal encourages proactive thinking in developing customer-centric solutions.
CO5: Evaluating retail banking services, cross-selling opportunities, and new products enhances students' entrepreneurial ability by identifying opportunities for new products and services. This fosters a mindset of growth, innovation, and adaptability in offering tailored solutions to customers.
CO6: Understanding universal banking services and the application of technology in banking nurtures an entrepreneurial mindset by promoting the exploration of technological advancements. Students are encouraged to think creatively about integrating technology to create more efficient and innovative banking solutions.
CO7: Recognizing the need for different types of insurance and utilizing online and app-based insurance services encourages entrepreneurial thinking by exploring new ways to deliver insurance products through digital platforms. This fosters innovation in product delivery and the identification of niche markets in the insurance sector.

PO8: Value Inculcation through Community Engagement:

CO1: Students will understand CRM processes while fostering community values, emphasizing service in Indian banking and insurance.
CO2: By engaging with communities, students will grasp customer service roles and adapt to emerging trends with empathy and social awareness.
CO3: Community feedback helps analyze the impact of E-CRM and call centers, enhancing relationships based on real-world interactions.
CO4: Students will value ethical redressal mechanisms like the Ombudsman Scheme as a service to society's needs.
CO5: Engagement with customers enables students to evaluate retail banking and cross-selling while prioritizing community benefit.
CO6: Community interaction promotes awareness of technological applications in banking that serve broader social needs.
CO7: Through community involvement, students recognize the insurance needs of diverse groups and the role of digital services in outreach.

PO9: Traditional Knowledge into Modern Application:

CO1: Students integrate traditional CRM concepts with modern Indian banking practices, ensuring continuity and innovation.
CO2: Knowledge of customer service roles builds on traditional methods, adapting to new banking trends effectively.
CO3: Analysis of E-CRM and call centers is enriched by applying lessons from traditional customer engagement techniques.
CO4: Understanding the Ombudsman Scheme involves applying traditional dispute resolution values in modern frameworks.
CO5: Retail banking evaluation merges traditional banking wisdom with new product development and cross-selling strategies.
CO6: Students bridge universal banking services and technology by modernizing traditional financial applications.
CO7: Recognition of insurance types includes adapting traditional risk management into online and app-based solutions.

PO10: Design and Development of System:

CO1: Students learn to design CRM systems tailored to Indian banking and insurance needs for better process management.
CO2: They develop systems supporting emerging customer service roles and integrate modern banking trends.
CO3: System design includes analyzing and implementing E-CRM and call center technologies to enhance customer relationships.
CO4: Designing redressal systems incorporates the Ombudsman Scheme to ensure effective complaint handling.
CO5: Students create systems that evaluate retail banking services, enable cross-selling, and launch new products efficiently.
CO6: The design includes universal banking service platforms, applying cutting-edge technology for improved delivery.
CO7: Systems support diverse insurance products and facilitate usage of online and app-based insurance services.

PO11: Ethical and Social Responsibility:

CO1: Students apply ethical considerations in CRM processes to foster trust in Indian banking and insurance.
CO2: They promote ethical customer service practices and adapt responsibly to emerging banking trends.
CO3: Understanding E-CRM and call center ethics ensures transparent and fair customer relationship management.
CO4: Ethical responsibility guides the implementation and use of the Ombudsman Scheme for fair dispute resolution.
CO5: Students evaluate retail banking and cross-selling with a focus on ethical marketing and social responsibility.
CO6: Application of technology in banking is guided by principles of privacy, security, and fairness.
CO7: Ethical use and promotion of insurance services ensure customer protection and informed decision-making.

PO12: Research-Related Skills:

CO1: Students research CRM processes and their significance in Indian banking and insurance for deeper understanding.
CO2: They investigate emerging customer service roles and trends to anticipate future banking needs.
CO3: Research on E-CRM and call centre impacts helps analyse customer relationship dynamics effectively.
CO4: Students study the Ombudsman Scheme's effectiveness and propose improvements through research.
CO5: Research aids evaluation of retail banking services, cross-selling techniques, and new product viability.
CO6: Understanding technology's role in universal banking is enhanced by ongoing research and innovation analysis.
CO7: Research enables identification of insurance needs and the efficacy of online/app-based service delivery.

PO13: Teamwork:

CO1: Students collaborate to understand and implement CRM processes in banking and insurance effectively.
CO2: Teamwork enhances learning of customer service roles and helps adapt to emerging trends collectively.
CO3: Working in teams supports analysis and management of E-CRM and call center operations.
CO4: Collaborative efforts improve comprehension and application of the Ombudsman Scheme in resolving disputes.
CO5: Teams evaluate retail banking, cross-selling opportunities, and new products through shared insights.
CO6: Students work together to understand and apply technology in universal banking

services.

CO7: Team collaboration facilitates understanding of various insurance types and the use of digital platforms.

PO14: Area Specific Expertise:

CO1: Students develop specialized expertise in CRM processes specific to Indian banking and insurance sectors.
CO2: They gain deep knowledge of customer service roles and emerging trends unique to the banking industry.
CO3: Expertise includes analyzing the impact of E-CRM and call centers within Indian financial services.
CO4: Mastery of the Ombudsman Scheme is acquired to effectively manage banking and insurance complaints.
CO5: Specialized knowledge helps evaluate retail banking services, cross-selling strategies, and product innovation.
CO6: Students focus on universal banking technologies tailored to the Indian market.
CO7: They become proficient in understanding insurance needs and digital service delivery in India.

PO15: Environmental Awareness:

CO1: Students recognize CRM's role in promoting sustainable practices in Indian banking and insurance.
CO2: Awareness of eco-friendly customer service trends helps align banking operations with environmental goals.
CO3: They analyze how E-CRM and call centers can reduce environmental impact by minimizing physical interactions.
CO4: Environmental responsibility is integrated into the Ombudsman Scheme's operations and dispute resolutions.
CO5: Retail banking services and cross-selling strategies are evaluated with an emphasis on sustainability.
CO6: Students apply green technologies in universal banking services to reduce carbon footprints.
CO7: They promote insurance products supporting environmental risks and encourage use of digital platforms to save resources.

SYLLABUS (CBCS - Pattern-2023 as per NEP 2020) FOR T. Y. B.B.A

(w. e. from June 2025)

Name of the Programme: B.B.A.

Programme Code: BBA

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

Semester: VI

Course Type: Major Elective

Course Code:BBA-355-MJE (C)

Course Title: Service Marketing

No of Lectures: 30

Credit: 02

A) COURSE DESCRIPTION- This course on Services Marketing introduces students to the fundamental concepts, nature, and characteristics of services and their growing importance in the modern economy. It explores the global and Indian service sector landscape, highlighting factors influencing its development and growth. Students will gain insights into the services marketing mix and the extended 7 Ps framework, understanding how marketing principles are adapted to service industries. The course emphasizes strategic approaches for designing, delivering, and managing services to enhance customer value and satisfaction.

B) COURSE OBJECTIVES:

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

C) COURSE OUTCOME:

CO1: Students will be able to define and explain the concept and characteristics of services.
CO2: Students will be able to analyses the global and Indian scenario in the services sector and identify its importance, structure, categories, and growth prospects.
CO3: Students will be able to understand the concept of services marketing mix and its elements,

including value addition to service products and new services.
CO4: Students will be able to apply the 7 Ps (Product, Price, Place, People, Process, Physical Evidence, and Promotion) of services marketing mix to real-world scenarios.
CO5: Students will be able to identify the factors affecting the development of service marketing and its importance in the services sector.
CO6: Students will be able to develop critical thinking and problem-solving skills to address challenges in services marketing.
CO7: Students will be able to understand the significance of service marketing in the context of the services sector and its impact on business and society.

1. INTRODUCTION TO SERVICES

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

No. of Lectures - 08

2. GLOBAL & INDIAN SCENARIO IN SERVICES SECTOR

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

No. of Lectures- 12

3. SERVICES MARKETING MIX

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

No. of Lectures- 12

4. INTRODUCTION TO 7 PS OF SERVICES MARKETING MIX

4.1 7 Ps of Services Marketing Mix- Introduction
4.2 Product / Service Product
4.3 Level of Service Product
4.4 Service Product Mix

No. of Lectures- 04

REFERENCE BOOKS: -

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

EVALUATION: -

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

Choice Based Credit System Syllabus (2023 Pattern)

Mapping Program Outcomes with Course Outcomes

Class: TYBBA (SEM –VI) **Subject**: Service Marketing
Course: Subject: Service Marketing
Course Code: BBA-355-MJM (C)

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

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

Justification for the mapping

PO1: A fundamental Knowledge and Coherent Understanding

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

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

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

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

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

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

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

PO2: Procedural Knowledge for Skill Enhancement-

CO1: To define and explain the concept and characteristics of services, students need to have a foundational understanding of the subject. This requires moderate procedural knowledge—students must recall definitions and characteristics and articulate them clearly, which involves some level of skill but is primarily comprehension-based.

CO2: Analysing the scenario demands critical thinking, data interpretation, and application of knowledge, which are higher-order skills. Students must evaluate various factors and trends, making this a strong procedural knowledge requirement.

CO3: Understanding the marketing mix involves grasping multiple concepts and their interrelations. While it requires comprehension, applying this understanding to examples involves moderate procedural skills.

CO4: Applying theoretical elements like the 7 Ps to real situations involves practical skill, problem-solving, and implementation, indicating a strong procedural knowledge requirement.

CO5: Identification involves understanding and recalling factors, which is a moderate skill. Critical analysis might enhance this, but basic identification is moderate procedural knowledge.

CO6: Developing critical thinking and problem-solving skills entails applying knowledge to new situations, analysing problems, and formulating solutions—this is a high-level procedural skill.

CO7: Understanding the significance involves comprehension and contextual analysis, which is moderate in procedural complexity.

PO3: Critical Thinking and Problem – Solving Skills

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

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

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

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

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

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

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

PO4: Professional Communication Skills

CO1: Effective communication is crucial for clearly explaining concepts and characteristics. Since CO1 involves understanding and articulating definitions and features, communication skills play a moderate role—important but not the sole focus.

CO2: Analytical and interpretative skills require good communication for articulating insights. While core analysis is content-driven, communicating findings effectively depends on strong communication skills, hence a moderate level.

CO3: Understanding involves comprehension, but explaining and discussing these concepts effectively in presentations or written form relies on communication skills, making it moderate.

CO4: Application in real-world scenarios often involves case analysis, presentations, and discussions, requiring strong communication skills to articulate strategies and insights effectively.

CO5: Identification and understanding are content based, but communicating these factors clearly enhances comprehension.

CO6: Critical thinking and problem-solving are heavily dependent on effective communication to analyze issues and propose solutions, making communication skills vital.
CO7: While understanding is fundamental, effectively communicating the significance and impact requires good communication skills.

PO5: Analytical Reasoning Skills:

CO1: While defining and explaining concepts primarily involves understanding and recall, analytical reasoning is moderately involved when students differentiate characteristics and interpret the nuances of services versus goods.
CO2: Analysing scenarios requires critical evaluation of data, trends, and structures, which heavily relies on analytical reasoning skills. Students must interpret complex information and draw insights, making this a strong application of analytical reasoning.
CO3: Understanding and explaining concepts involve comprehension and some analysis, especially when evaluating how different elements contribute to value addition. However, it's less intensive compared to scenario analysis.
CO4: Application of concepts to real-world scenarios necessitates analytical reasoning to adapt theoretical elements to practical situations.
CO5: Identification involves analysis of various influencing factors, which requires some level of critical thinking and evaluation.
CO6: Developing problem-solving abilities directly correlates with analytical reasoning, as students must analyze challenges and formulate solutions.
CO7: Understanding the significance involves interpretation and analysis of broader impacts, but it leans more towards comprehension than intensive analysis, so moderate is appropriate.

PO6: Innovation, Employability and Entrepreneurial Skills-
CO1: This primarily focuses on understanding basic concepts, which is foundational knowledge rather than directly fostering innovation, employability, or entrepreneurial skills. It does not emphasize skill development or innovative thinking.
CO2: Analysing the sector involves critical thinking and understanding industry trends, which can contribute to employability and entrepreneurial awareness. However, it does not explicitly promote innovation or entrepreneurial skill development.
CO3: Understanding marketing mix and value addition encourages creative thinking about service innovation and entrepreneurship, fostering some employability skills related to marketing strategies.
CO4: Applying concepts to real-world situations enhances problem-solving, practical skills, and entrepreneurial thinking, directly contributing to employability and innovation.
CO5: Recognizing influencing factors develops analytical skills and awareness, which are relevant for entrepreneurial ventures and innovative approaches but are not explicitly focused on innovation or employability.
CO6: This directly promotes core skills related to innovation and employability, as critical thinking and problem-solving are essential entrepreneurial skills.
CO7: These understanding fosters awareness of the sector's importance, which can inspire entrepreneurial ideas and innovative approaches, though it is more conceptual than skill based.

PO7: Multidisciplinary Competence-
CO1: This foundational knowledge requires basic understanding but does not involve multidisciplinary insights or advanced analysis.
CO2: This involves comprehensive analysis of various factors across different contexts, demanding a strong grasp of diverse disciplines and current trends.
CO3: Understanding and integrating marketing concepts and value creation requires moderate multidisciplinary insights.
CO4: Application skills entail practical understanding and cross-disciplinary thinking, warranting a strong.

CO5: This involves recognizing multiple influencing factors, which requires a moderate level of multidisciplinary understanding.

CO6: While crucial, this competency is more skill-based and less directly linked to multidisciplinary knowledge.
CO7: This broad understanding connects marketing to societal and business impacts, requiring.

PO8: Value Inculcation through Community Engagement-
CO1: Understanding the basic concepts and characteristics of services helps students appreciate the value of community engagement by recognizing how services impact society and community well-being. This foundational knowledge supports value inculcation indirectly, hence a moderate correlation.
CO2: Analysing the sector's landscape fosters awareness of societal needs and community development, aligning with community engagement to promote service values. The correlation is moderate because analysis supports community-focused perspectives but is not solely cantered on community engagement.
CO3: Understanding how services are marketed and how value is added emphasizes the importance of community perceptions and needs, which is crucial for community engagement. This understanding moderately supports value inculcation through community involvement.
CO4: Applying the 7 Ps involves engaging with real communities and understanding their needs, preferences, and perceptions, directly fostering community engagement and value inculcation. This is a strong correlation because practical application enhances community-focused values.
CO5: Recognizing factors influencing service development helps students appreciate societal and community influences, supporting value inculcation. The correlation is moderate as it provides contextual understanding rather than direct community interaction.
CO6: Critical thinking encourages students to consider community needs and challenges, fostering empathy and social responsibility—key aspects of value inculcation through community engagement. This strong correlation reflects the importance of developing such skills for community-oriented solutions.
CO7: Understanding the societal impact of service marketing directly relates to community engagement by emphasizing social responsibility and ethical considerations, thus supporting value inculcation moderately.

PO9: Traditional Knowledge into Modern Application
CO1: Understanding the concept and characteristics of services is foundational. It provides the basic knowledge necessary to appreciate how traditional knowledge can be adapted into modern service-oriented contexts, but it does not directly involve the application of traditional knowledge.
CO2: Analysing the global and Indian scenario allows students to recognize traditional practices' role and potential in current service sectors. This aligns with applying traditional knowledge in understanding modern developments but remains at a conceptual analysis level.
CO3: Understanding the services marketing mix and its elements enables students to appreciate how traditional practices can be integrated into value addition and new service offerings, bridging traditional knowledge with modern marketing strategies.
CO4: Applying the 7 Ps to real-world scenarios provides practical insights into how traditional knowledge can influence service delivery, promotion, and customer engagement, though it is still at an application level.
CO5: Identifying factors affecting the development of service marketing includes understanding cultural and traditional influences, aligning with integrating traditional knowledge into sector development.
CO6: Developing critical thinking and problem-solving skills to address challenges in services marketing is highly relevant to translating traditional knowledge into modern solutions, making this CO strongly aligned with the PO.

CO7: Recognizing the significance of service marketing in societal and business contexts inherently involves appreciating the role of traditional knowledge and practices, thus strongly aligning with the PO for fostering modern applications of traditional knowledge.

PO10: Design and Development of System

CO1: Basic understanding aids system design but does not involve complex development.
CO2: Analysing sector dynamics informs system design tailored to industry needs.
CO3: Knowledge of marketing concepts informs system features but doesn't directly involve system development.
CO4: Practical application necessitates system design aligned with marketing strategies.
CO5: Recognizing factors informs system needs but doesn't involve system creation directly.
CO6: Developing systems requires analytical skills to address complex service delivery challenges.
CO7: Knowledge of sector significance influences system objectives but isn't directly about system development.

PO11: Ethical and Social Responsibility-

CO1: As it does not require students to make ethical decisions about services.
CO2: It does not require students to analyze the global and Indian scenario in the services sector with an ethical lens.
CO3: It does not require students to understand the concept of services marketing mix with an ethical perspective.
CO4: The students are expected to apply the 7 Ps of services marketing mix to real-world scenarios, which may require some consideration of ethical issues.
CO5: The students are expected to identify the factors affecting the development of service marketing, which may involve consideration of ethical issues.
CO6: Students are expected to develop critical thinking and problem-solving skills to address challenges in services marketing, which may involve consideration of ethical issues.
CO7: The requires students to understand the significance of service marketing in the context of the services sector and its impact on business and society, which inherently involves consideration of ethical issues.

PO12: Research-Related skills

CO1: This outcome primarily focuses on understanding and conceptual clarity. Research skills are less directly involved here, so the relevance is moderate. Students may need basic research to explore definitions, but the core is understanding, not research methodology.
CO2: This involves significant research to gather, analyse, and interpret data about the services sector, making this a match. It requires applying research skills to understand market dynamics and trends.
CO3: This involves understanding concepts, and while some research might be needed to explore case studies or examples, it is primarily comprehension-based.
CO4: Applying theoretical concepts to practical situations necessitates research to find relevant real-world examples. It depends on the depth of application.
CO5: This requires research to identify and analyze various influencing factors, making it a strong match.
CO6: Developing critical thinking involves research to understand challenges and evaluate solutions.
CO7: This involves understanding and analyzing the broader impact, which requires research to

gather evidence and case studies.

PO13: Teamwork-

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

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

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

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

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

PO14: Area Specific Expertise

CO1: Focuses on understanding the basic concept and characteristics of services, which is foundational knowledge. While Area Specific Expertise enhances contextual understanding, it is not directly linked to the core technical knowledge of services, hence rated weak.

CO2: Involves analyzing the global and Indian scenario in the services sector. Area Specific Expertise can provide contextual insights, making this a moderate correlation. It helps in applying specialized knowledge to real-world scenarios.

CO3 and **CO4:** Are directly related to the application and marketing of services, which are core to Area Specific Expertise. The application of marketing mix elements and real-world scenarios require specialized knowledge, hence rated strong.

CO5: Deals with factors affecting service marketing development, which can benefit from area-specific insights, making it moderately relevant.

CO6: Emphasizes critical thinking and problem-solving in services marketing. Area Specific Expertise can deepen understanding and offer nuanced perspectives, making this a strong relevance.

CO7: Concerns the broader impact of service marketing on society and business, which area-specific expertise can inform, but it is more of an overarching concept, thus moderately relevant.

PO15: Environmental Awareness

CO1: Primarily focuses on defining and explaining services, which is foundational knowledge. It has minimal direct link to environmental awareness, which is a broader contextual concern. Therefore, the connection is weak.

CO2: Analysing the global and Indian scenario in the services sector can include environmental considerations, such as sustainability and eco-friendly practices. This makes the link moderate, as environmental awareness can be integrated into understanding sector growth and structure.

CO3: Understanding the services marketing mix and value addition does not inherently emphasize environmental aspects. Unless explicitly linked to eco-friendly value addition, this mapping remains weak.

CO4: Applying the 7 Ps to real-world scenarios can include environmental considerations, such as promoting sustainable practices in promotion or physical evidence. Hence, the connection is moderate.

CO5: Factors affecting service marketing development often include environmental regulations, sustainability trends, and eco-conscious consumer behaviour, making this a strong link.

CO6: Developing critical thinking and problem-solving skills can involve addressing environmental

challenges in services marketing, but this is dependent on how explicitly environmental issues are integrated into the curriculum.

CO7: Understanding the broader impact of service marketing on society naturally includes environmental considerations, making this a strong link.

SYLLA BUS (CBCS-2023 Pattern as per NEP 2020) FOR T. Y. B.B.A

(w. e. from 2025)

Name of the Programme: B.B.A.
Program Code: BBA
Class: T.Y.B.B.A
Semester: VI
Course Type: Minor
Course Name: Economics for Human Resource Management
Course Code: BBA-256-MN
No. of Lectures: 60
No. of Credits: 04

A) COURSE DISCRIPTIONS:

Relationship between economics and human resource management (HRM) is examined in this course. It gives students a thorough understanding of how economic concepts affect organizational HR policies, choices, and tactics. The course examines labour markets, wage determination, employment, human capital investment, and worker behaviour by combining ideas from organizational economics, macroeconomics, and microeconomics. It gives aspiring human resources professionals the analytical skills they need to make logical, fact-based decisions in ever-changing economic landscapes.

B) COURSE OBJECTIVES:

1. To introduce fundamental economic concepts and demonstrate their relevance to HRM decisions and practices.
2. To develop an understanding of labour markets, including factors affecting labour demand, supply, and wage determination.
3. To understand the economic rationale behind investment in human capital, compensation structures, and incentives.
4. To analyse the impact of macroeconomic trends such as recessions, inflation, and globalization—on employment and HR strategies.
5. Equip students with the ability to apply economic reasoning for effective and strategic human resource planning under uncertainty.

`

C) COURSE OUTCOMES:

CO1: Explain core concepts of microeconomics and macroeconomics and relate them to HR practices.

CO2 : Analyze labor market dynamics and evaluate factors influencing labor demand, supply, and wage determination.

CO3 : Apply economic tool such As demand elasticity to HR decision-making.

CO4 : Evaluate the economic value of human capital investments and their impact on organizational performance.

CO5 : Design compensation and incentive systems based on economic and behavioral principles.

CO6 : Assess the influence of macroeconomic conditions (e.g., inflation, recessions, globalization) on HR planning and employment strategies.

CO7 : Apply cost-benefit and transaction cost analysis to HR policies such as outsourcing, hiring, and training.

CO8 : Demonstrate strategic workforce planning and adaptability in response to economic uncertainty

UNIT 1. Introduction to Economics and HRM

1.1 Definition and Scope of Economics
- **1.1.1** Microeconomics Vs Macroeconomics
- **1.1.2** Relevance to HRM

1.2 Economic Thinking in HR
- **1.2.1** Opportunity cost, scarcity, and trade-offs in HR decisions
- **1.2.2** Marginal analysis in workforce planning

No. of lectures 12

UNIT 2. Labor Markets and Employment

2.1 Labor Supply and Demand
- **2.1.1** Determinants of labor supply (skills, demographics, mobility).
- **2.1.2** Determinants of labor demand (productivity, technology, cost)

2.2 Equilibrium in Labor Market
- **2.2.1** Wage determination
- **2.2.2** Employment levels

2.3 Elasticity in Labor Markets
- **2.3.1** Wage elasticity of demand and supply
- **2.3.2** Implications for HR strategies

No. of lectures 15

UNIT 3. Human Capital Theory

3.1 Investment in Human Capital
- **3.1.1** Education, training, and skills development

3.2 Productivity and Economic Value of Employees
- **3.2.1** ROI on training programs
- **3.2.2** Linking human capital to organizational performance

3.3 Compensation and Incentives
- **3.3.1** Pay structures, performance-based incentives
- **3.3.2** Economic rationale for benefits and retention strategies

No. of lectures 15

UNIT 4. Organizational Economics and Decision Making

4.1 Cost-Benefit Analysis in HR Decisions
- **4.1.1** Hiring, layoffs, promotions, outsourcing

4.2 Transaction Cost Economics
- **4.2.1** Outsourcing, contracting, and employment relationships

4.3 Behavioral Economics in HR
- **4.3.1** Decision biases affecting employee motivation and retention
- **4.3.2** Nudges for better workplace behavior

4.4 Macroeconomic Context for HR
- **4.4.1** Economic Cycles and Employment
- **4.4.2** Impact of recessions, booms, and inflation on workforce
- **4.4.3** Globalization and Labor Markets
- **4.4.4** Outsourcing, migration, and talent mobility

4.5 HR Planning under Economic Uncertainty
- **4.5.1** Strategic workforce planning and flexibility

No. of Lectures 18

REFERENCE BOOKS:

1. "Labour Economics" by George J.Boajas.
2. "Personnel Economics in Practice " by edward p. Lazear .
3. "The economics of human resources" by Peter Philip.

EVALUATION:

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

DEPARTMENT OF BBA TYBBA

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem –VI) Subject: Economics for human resource management.

Course: Economics for human resource management Course Code: BBA-256-MN

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

	Programme Outcomes (POs)														
Course Outcomes	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO14	PO 15
CO1	3	2	2	-	2	-	-	-	-	-	-	-	-	-	3
CO2	2	3	3	-	3	2	-	-	-	-	-	-	-	3	-
CO3	-	3	3	-	3	2	-	-	-	-	-	-	-	3	-
CO4	-	2	3	-	-	3	-	-	-	-	-	2	-	3	-
CO5	-	2	3	3	3	3	-	-	-	-	2	3	3	-	-
CO6	2	-	3	-	2	3	-	-	-	-	-	-	-	3	3
CO7	-	3	3	-	3	3	-	-	-	-	-	-	-	3	-
CO8	-	3	3	3	2	3	2	1	-	-	1	-	2	3	3

Justification for Mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1 Builds a strong theoretical foundation by connecting economic principles to HR decisions. Encourages understanding of business fundamentals and analytical thinking in workforce contexts.

Co2 : Strengthens multidisciplinary learning by integrating labor economics with HR functions. Enables students to analyze employment trends and wage structures for practical HR applications.

CO6 : Links national/global economic indicators with HR strategies. Builds awareness of environmental and economic factors affecting workforce management.

PO2: Procedural Knowledge for Skill Enhancement

Co1 Builds a strong theoretical foundation by connecting economic principles to HR decisions. Encourages understanding of business fundamentals and analytical thinking in workforce contexts..

CO2 : Strengthens multidisciplinary learning by integrating labor economics with HR functions. Enables students to analyze employment trends and wage structures for practical HR applications.

CO3 : Enhances analytical and problem-solving skills through application of quantitative economic tools to real HR situations such as recruitment or training.

CO4 : Connects human capital theory with economic evaluation, fostering employability and research aptitude by assessing ROI on training and employee development.

CO5 : Integrates economic understanding with behavioral insights to create effective pay structures. Encourages ethical and communicative competence in compensation decisions.

CO7 : Reinforces decision-making skills by applying cost–benefit models to HR operations, promoting efficiency and entrepreneurial thinking.

CO8 : Encourages adaptability, leadership, and strategic planning. Promotes ethical and socially responsible workforce decisions aligned with changing economic environments.

PO3: Critical Thinking and Problem-Solving Skills

CO1 : Builds a strong theoretical foundation by connecting economic principles to HR decisions. Encourages understanding of business fundamentals and analytical thinking in workforce contexts.

CO2 : Strengthens multidisciplinary learning by integrating labor economics with HR functions. Enables students to analyze employment trends and wage structures for practical HR applications.

CO3 : Enhances analytical and problem-solving skills through application of quantitative economic tools to real HR situations such as recruitment or training.

CO4 : Connects human capital theory with economic evaluation, fostering employability and research aptitude by assessing ROI on training and employee development

CO5 : Integrates economic understanding with behavioral insights to create effective pay structures. Encourages ethical and communicative competence in compensation decisions.

CO6 : Links national/global economic indicators with HR strategies. Builds awareness of environmental and economic factors affecting workforce management.

CO7 : Reinforces decision-making skills by applying cost–benefit models to HR operations, promoting efficiency and entrepreneurial thinking.

CO8 : Encourages adaptability, leadership, and strategic planning. Promotes ethical and socially responsible workforce decisions aligned with changing economic environments.

PO4: Professional Communication Skills

Co5 : This CO develops professional communication and design skills as students formulate effective compensation systems. It integrates economic theory and behavioral insights to align incentives with organizational goals. Learners also demonstrate ethical decision-making and teamwork while designing HR systems collaboratively, enhancing employability and entrepreneurship and strengthening HR-specific expertise.

CO8 : This outcome emphasizes strategic and adaptive thinking in uncertain economic environments. It strengthens communication and leadership , ethical responsibility , and team collaboration in planning HR

policies. It fosters social and community awareness and multidisciplinary competence by integrating economics with HR, sustainability, and social welfare. It builds environmental consciousness and consolidates professional expertise through strategic workforce management.

PO5: Analytical Reasoning Skills:

CO1 : This outcome strengthens conceptual and disciplinary knowledge by helping students grasp key economic principles such as demand, supply, and market equilibrium. It builds procedural understanding when students connect these concepts to HR operations like manpower planning and recruitment. Critical thinking develops as they interpret how economic forces affect HR decisions, while analytical reasoning (PO5) is fostered through interpreting data and trends. Finally, area-specific expertise is demonstrated as students integrate economics directly into human resource strategies.

CO2 : This CO blends theoretical understanding with analytical application by engaging students in evaluating real labor market conditions. It cultivates procedural knowledge through tools like labor supply models and wage theories. It also promotes employability and entrepreneurship by helping learners understand workforce economics, and strengthens domain expertise by linking labor economics directly to HR policy decisions.

CO3 : This outcome builds analytical and quantitative skills through applying elasticity concepts to HR functions like salary structuring and manpower forecasting. It promotes problem-solving ability as students assess workforce needs based on demand changes. It also supports entrepreneurial and employability skills through economic reasoning and enhances HR domain knowledge by blending economics with human resource analysis.

CO5 : This CO develops professional communication and design skills as students formulate effective compensation systems. It integrates economic theory and behavioral insights to align incentives with organizational goals. Learners also demonstrate ethical decision-making and teamwork while designing HR systems collaboratively, enhancing employability and entrepreneurship and strengthening HR-specific expertise.

C06 : Students develop an understanding of macroeconomic linkages that affect HR strategies. They learn analytical reasoning by evaluating data on inflation or unemployment and apply critical thinking to forecast HR impacts. This outcome promotes employability and strategic adaptability, integrates domain expertise, and builds environmental and economic awareness by relating economic trends to sustainable employment.

CO7 : This CO strengthens decision-making skills through application of analytical models in HR policies. Students gain procedural knowledge to evaluate alternatives and optimize HR expenditure. It promotes analytical reasoning and entrepreneurial thinking as they make efficient HR investment decisions. It also enhances area-specific expertise by linking economics to HR strategies.

CO8 : This outcome emphasizes strategic and adaptive thinking in uncertain economic environments. It strengthens communication and leadership, ethical responsibility, and team collaboration in planning HR policies. It fosters social and community awareness and multidisciplinary competence by integrating economics with HR, sustainability, and social welfare. It builds environmental consciousness and consolidates professional expertise through strategic workforce management.

PO6: Innovation, Employability and Entrepreneurial Skills.

CO2 : This CO blends theoretical understanding with analytical application by engaging students in evaluating real labor market conditions. It cultivates procedural knowledge through tools like labor supply models and wage theories. It also promotes employability and entrepreneurship by helping learners understand workforce economics, and strengthens domain expertise by linking labor economics directly to HR policy decisions.

CO3 : This outcome builds analytical and quantitative skills through applying elasticity concepts to HR functions like salary structuring and manpower forecasting. It promotes problem-solving ability as students assess workforce needs based on demand changes. It also supports entrepreneurial and employability skills through economic reasoning and enhances HR domain knowledge by blending economics with human resource analysis.

CO4 : Students develop the ability to evaluate the return on investment in training and development by applying critical and evaluative reasoning within HR economics. They enhance their research and analytical skills through cost–benefit analysis and cultivate entrepreneurial insight by examining how human capital contributes to organizational productivity and profitability. Additionally, this outcome reinforces procedural knowledge and deepens specialized expertise in human resource management economics.

CO5 : This course outcome enhances students' professional communication and system design skills as they develop effective compensation and incentive structures. It combines economic theory with behavioral insights to ensure alignment of incentives with organizational objectives. Students also practice ethical decision-making and collaborative teamwork while designing HR systems, simultaneously fostering employability, entrepreneurial thinking, and specialized expertise in human resource management.

CO6 : This course outcome strengthens students' professional communication and system-design capabilities as they create effective compensation and incentive structures. By integrating economic principles with behavioral insights, it ensures that incentives are aligned with organizational goals. Students also cultivate ethical decision-making and collaborative teamwork skills while designing HR systems, thereby enhancing employability, entrepreneurial aptitude, and specialized expertise in human resource management.

CO7 : This CO strengthens decision-making skills through application of analytical models in HR policies. Students gain procedural knowledge to evaluate alternatives and optimize HR expenditure. It promotes analytical reasoning and entrepreneurial thinking as they make efficient HR investment decisions. It also enhances area-specific expertise by linking economics to HR strategies.

CO8 : This outcome focuses on developing strategic and adaptive thinking in response to uncertain economic environments. It enhances communication and leadership skills, promotes ethical decision-making, and strengthens team collaboration in the formulation of HR policies. The outcome also fosters social and community awareness and multidisciplinary competence by integrating economics with HR practices, sustainability, and social welfare considerations. Additionally, it cultivates environmental consciousness and consolidates professional expertise through strategic workforce management.

PO7: Multidisciplinary Competence

CO8: This outcome develops strategic and adaptive thinking to navigate uncertain economic environments effectively. It enhances communication and leadership skills, promotes ethical decision-making, and strengthens collaborative teamwork in HR policy planning. Students also gain social and community awareness and cultivate multidisciplinary competence by integrating economics with HR practices, sustainability, and social welfare. Furthermore, it fosters environmental consciousness and reinforces professional expertise through strategic workforce management.

PO8: Value Inculcation through Community Engagement

CO8: This course outcome targets the highest cognitive level, emphasizing creation and synthesis, where learners integrate knowledge from economics and human resource management to develop dynamic workforce strategies. It fosters strategic thinking, effective communication, and adaptability, while ensuring strong methodological and analytical skills. Students gain multidisciplinary understanding, social awareness, and ethical responsibility. The outcome also enhances teamwork capabilities, strengthens specialized HR expertise, and encourages sustainability-conscious workforce planning in global contexts.

PO11: Ethical and Social Responsibility

CO5: This course outcome develops creation-level skills, where students design compensation structures and effectively communicate incentive strategies. It cultivates applied, analytical, and creative thinking, while promoting employability through alignment of pay systems with organizational objectives. Students also learn to uphold ethical standards in reward systems, work collaboratively in policy design, and integrate economics, behavioral insights, and HR principles to build specialized expertise in human resource management.

CO8: This course outcome targets the highest cognitive level, emphasizing creation and synthesis, where students integrate knowledge from economics and human resource management to develop dynamic workforce strategies. It cultivates strategic thinking, effective communication, and adaptability, while strengthening methodological and analytical skills. Learners gain multidisciplinary understanding, social awareness, and ethical responsibility. The outcome also enhances teamwork, reinforces specialized HR expertise, and promotes sustainability-conscious workforce planning in global contexts.

PO12: Research-Related Skills

CO4: This course outcome develops evaluative and critical judgment skills, enabling students to assess the return on investment in training and skill development. It enhances understanding of the economic impact of human capital on organizational growth and competitiveness. Students also strengthen their research orientation through quantitative evaluation of productivity data and cost–benefit analysis, while consolidating professional competency in HR economics through applied analysis and informed decision-making.

PO13: Teamwork

CO5: This course outcome develops creation-level skills, enabling students to design compensation structures and effectively communicate incentive strategies. It fosters applied, analytical, and creative thinking, while enhancing employability through the alignment of pay systems with organizational objectives. Students also cultivate ethical decision-making in reward management, engage in collaborative teamwork during policy design, and integrate economic, behavioral, and HR principles to build specialized expertise in human resource management.

CO8: This course outcome targets the highest cognitive level, emphasizing creation and synthesis, where students integrate knowledge from economics and human resource management to develop dynamic workforce strategies. It cultivates strategic thinking, effective communication, and adaptability, while strengthening methodological and analytical skills. Students also develop multidisciplinary understanding, social awareness, and ethical responsibility. Additionally, it enhances teamwork, reinforces specialized HR expertise, and promotes sustainability-conscious workforce planning in global contexts.

PO14: Area Specific Expertise

CO1: This course outcome provides students with strong conceptual foundations in both economics and human resource management, enhancing disciplinary understanding. It enables learners to integrate theoretical economic models into practical HR scenarios and engage in higher-order thinking by analyzing how market mechanisms influence workforce planning. Students also develop analytical reasoning skills and professional competence by applying economic insights to HR policy formulation.

CO1: This course outcome provides students with solid conceptual foundations in both economics and human resource management, enhancing disciplinary understanding. Learners integrate theoretical economic models into practical HR scenarios and engage in higher-order thinking to analyze how market mechanisms influence workforce planning. They also develop analytical reasoning skills and professional competence by applying economic insights to HR policy formulation.

CO2: Students gain domain-specific knowledge of labor economics, enhancing their ability to interpret labor market data using empirical reasoning and quantitative analysis. This outcome enables evaluation of labor market equilibrium and disequilibrium, fosters understanding of labor cost management and workforce strategies, and strengthens the integration of HR and labor market concepts for evidence-based decision-making.

CO3: Learners apply economic tools such as demand elasticity and marginal analysis to real-world HR functions, including hiring, retention, and compensation decisions. This outcome develops analytical and problem-solving skills, facilitates the translation of economic data into actionable HR insights, promotes organizational adaptability, and ensures specialized knowledge in HR analytics grounded in economic methodology.

CO4: This outcome develops evaluative and critical judgment skills for assessing the return on investment in training and skill development. Students understand the economic impact of human capital on organizational growth and competitiveness, strengthen their research orientation through quantitative evaluation and cost–benefit analysis, and consolidate professional competency in HR economics through applied analysis and informed decision-making.

CO5: Learners develop creation-level skills by designing compensation structures and effectively communicating incentive strategies. The outcome fosters applied, analytical, and creative thinking, enhances employability through alignment of pay systems with organizational objectives, promotes ethical decision-making, encourages collaborative teamwork in policy design, and integrates economic, behavioral, and HR principles to build specialized expertise in human resource management.

CO6: Students critically analyze macroeconomic conditions and assess their implications for organizational employment strategies. This outcome strengthens analytical reasoning, develops adaptive employability in response to economic volatility, ensures contextual HR expertise aligned with the external economy, and fosters environmental and global sustainability awareness in workforce planning.

CO7: Learners apply cost–benefit and transaction cost analysis to optimize HR decisions such as outsourcing, hiring, and training. This outcome develops strategic evaluation and synthesis skills, encourages economic rationality in HR operations, enhances business performance through cost efficiency, and strengthens professional acumen by embedding economic evaluation into HR practices.

CO8: This outcome emphasizes creation and synthesis at the highest cognitive level, enabling students to integrate knowledge from economics and human resource management to develop dynamic workforce strategies. It cultivates strategic thinking, effective communication, adaptability, methodological and analytical skills, multidisciplinary understanding, social and ethical awareness, teamwork, specialized HR expertise, and sustainability-conscious workforce planning in global contexts.

PO15: Environmental Awareness:

CO6: Students critically analyze the macroeconomic environment and evaluate its implications for organizational employment strategies. This outcome enhances analytical reasoning by interpreting economic

indicators, develops adaptive employability in response to economic fluctuations, ensures contextual expertise in HR practices aligned with external economic conditions, and fosters awareness of environmental and global sustainability considerations in workforce planning.

CO8: This course outcome targets the highest cognitive level, emphasizing creation and synthesis, where students integrate knowledge from economics and human resource management to formulate dynamic workforce strategies. It cultivates strategic thinking, effective communication, adaptability, and strong methodological and analytical skills. Learners also develop multidisciplinary understanding, social and ethical awareness, teamwork capabilities, specialized HR expertise, and the ability to implement sustainability-conscious workforce planning in global contexts.