



Anekant Education Society's

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

BACHLOR OF BUSINESS ADMINISTRATION DEGREE

TYBBA

SEM-V

PATTERN -2024

Framed as per AICTE

SYLLABUS

Applicable with effect from 2026-27

Title of the Program: BBA**PREAMBLE****I. BBA/ BBA (Honors)/ BBA (Honors with Research) Four Year Degree Program:**

The Bachelor of Business Administration Program is four-year degree Program offered by Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati (Autonomous). Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati (Autonomous) has excellent Faculty, Laboratories, Library and other facilities to provide proper learning environment. The college is accredited by NAAC with an A+ grade. The BBA Program focuses on imparting to Students/Learners the ability to demonstrate leadership, understand human relationships and problem- solving abilities essential for success in any business endeavor. While designing the BBA Program, the above facts are considered and the requirements for higher studies and immediate employment are visualized. This effort is reflected in the Vision and Mission statements of BBA Program of course, the statements also embody the spirit of the Vision of Honorable Dr. Avinash Jagtap, Principal of Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati (Autonomous) which is to usher in – “Social Transformation Through Dynamic Education’

II. Vision Statement

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

III. Mission Statement

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

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. Eligibility:

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

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

4. 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, analyze the concepts and participate in healthy arguments and portray skill in communication and in writing. Possess skills related with banking and other business.

PO5: Analytical Reasoning Skills:

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

PO6: Innovation, Employability and Entrepreneurial Skills:

The students should be able to identify opportunities and pursue those opportunities to create value and wealth for the betterment of the individual and society at large as well as be suitable for employment, as an entrepreneur focused,

and serve as a role model for ethical and responsible economic professionals.

PO7: Multidisciplinary Competence:

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

PO8: Value Inculcation through Community Engagement:

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

PO9: Traditional Knowledge into Modern Application:

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

PO10: Design and Development of System:

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

PO11: Ethical and Social Responsibility:

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

PO12: Research-Related skills:

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

PO13: Teamwork:

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

PO14: Area Specific Expertise:

The students should be able to apply various subjective concepts, theories and model in 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

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Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

BACHELOR IN BUSINESS ADMINISTRATION

Credit Structure as per NEP 2020 [2024 Pat.]

Sem	Major Mandatory 1 [Compulsory]				Major Mandatory 2	Major Mandatory 3	OE	SEC	IKS	AEC	VEC	CC	Total
I	4(T)				4(T)	4(T)	2 (T)	2 (T)	2(T)	2(T)	2(T)	--	22
II	4(T)				4(T)	4(T)	2 (T)	2 (T)	--	2(T)	2(T)	2(T)	22
Sem	Major Mandatory				Minor	--	OE	SEC	IKS	AEC	VEC	CC	Total
	Major Mandatory1 [Comp].	Major Mandatory 2	VSC	FP/CE									
III	2 (T)	4(T)	2 (T)	2 [FP]	4 (T)	--	2(T)	-	2(T)	2(T)	--	2(T)	22
IV	2 (T)	4 (T)	2 (T)	2 [CEP]	2 (T)	--	2(T)	2 (T)	---	2	--	--	22
Major Mandatory													
	Major Mandatory1[Compulsory	Major Mandatory 2 (As Selected in major mandatory 2)	VSC	Project	4(T)								
V	12(T)	4 (T)	-	OJT - 4	2(T)	--	--	--	--	--	--	--	22
VI	12 (T)	4 (T)	4 (T)	FP- 2	-	--	--	--	--	--	--	--	22
Major Mandatory													
	Major Mandatory1[Compulsory	Major Mandatory 2 (As Selected in major mandatory 2)	VSC	Project									
VII	6(T)	8(T)	--	4(RP)	4(RM) (T)	--	--	--	--	--	--	--	22
VIII	8(T)	8(T)	--	4(RP)		--	--	--	--	--	--	--	22
Four Year UG Honors Degree in Major and Minor with 176 credits													
T = Theory P = Practical OE = Open Elective SEC = Skill Enhancement Course IKS = Indian Knowledge System AEC = Ability Enhancement Course VEC = Value Education Course CC = Co-curricular Course VSC = Vocational Skill Course CEP = Community Engagement Project FP = Field Project RP = Research Project													

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

Sem.	Course Type	Course Code	Course Title	Theory / Practical	Credits
I	Major Mandatory 1	BBA 101-GEN	Principles of Marketing	Theory	04
	Major Mandatory 2	BBA-102-GEN	Principles of Human Resource Management	Theory	04
	Major Mandatory 3	BBA-103-GEN	Business Accounting	Theory	04
	Open Elective 1(OE)	BCA-107-OE	Business Statistics & Loic	Theory	02
	Skill Enhancement Course (SEC)	BBA-105-SEC	Principles of Management	Theory	02
	Ability Enhancement Course (AEC)	BBA-106-AEC	Business Communication Skills-I	Theory	02
	Value Education Course (VEC)	ENV-105-VEC	Environmental Awareness	Theory	02
	Indian Knowledge System (IKS)	GEN-106-IKS	Generic IKS	Theory	02
				Total Credits	22
Sem.	Course Type	Course Code	Course Title	Theory / Practical	Credits
II	Major Mandatory 4	BBA 151-GEN	Consumer Behaviour and Sales Management	Theory	04
	Major Mandatory 5	BBA-152-GEN	Organizational Behaviour	Theory	04
	Major Mandatory 6	BBA-153-GEN	Principles of Finance	Theory	04
	Open Elective 2	BCA-157-OE	Database Management System	Theory	02
	Skill Enhancement Course (SEC)	BBA-155-SEC	AI and ML for Business	Theory	02
	Ability Enhancement Course (AEC)	BBA-156-AEC	Business Communication Skill-II	Theory	02
	Value Education Course (VEC)	COS-155-VEC	Digital Technological Solution	Theory	02
		CC-PHY	Physical Education		02
				Total Credits	22

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

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
III	Major Mandatory	BBA 201-MRM(A)	Employee Management & HRM Practices	Theory	02
		BBA 201-MRM(B)	Management Accounting		
		BBA-201-MRM(C)	Digital Marketing		
	Major Mandatory	BBA- 202- MRM	Supply Chain Management	Theory	02
	Major Mandatory	BBA- 203- MRM	Business Economics	Theory	02
	VSC	BBA – 204 - VSC	Business Analytics	Theory	02
	Field Project (FP)	BBA 205 FP	Field Project [Specialization Based]	Practical	02
	Minor	BBA-206-MN	Research Methodology	Theory	04
	Open Elective (OE)	BCA-207-OE	IT in Management	Theory	02
	Minor	BBA-209-IKS	Indian leaders and Leadership Practices	Theory	02
	Ability Enhancement Course(AEC)	MRA-210-AEC	Marathi	Theory	02
Co-Curricular Course	Co-Curricular Course	NSS/NCC/Yoga/Physical Education/Health and Wellness/Fine Arts-I		02	
Total Credits Semester-III					22
IV	Major Mandatory	BBA-251-MRM(A)	Industrial Relation & Labour Law	Theory	02
		BBA-251-MRM(B)	Business Tax		
		BBA-251-MRM(C)	Retail Management		
	Major Mandatory	BBA- 252- MRM	Business Ethics	Theory	02
Major Mandatory	BBA- 253- MRM	Decision Making & Risk Management	Theory	02	

VSC	BBA – 254 - VSC	Computer Application For Business Administration	Theory	02
Community Engagement Project (CEP)	BBA-255- CEP	Community Engagement Project [Specialization Based]	Practical	02
Minor	BBA-256-MN	Production&Operations	Theory	04
Open Elective (OE)	BCA-257-OE	Machine Learning	Theory	02
Skill Enhancement Course (SEC)	BBA-258-SEC	International Business	Theory	02
Ability Enhancement Course (AEC)	BBA-260-AEC	Marathi	Theory	02
Co-Curricular Course	Co-Curricular Course	NSS/NCC/Yoga/Physical Education/Health and Wellness/Fine Arts-I		02
Total Credits Semester-IV				22
Cumulative Credits Semester III + Semester IV				44

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

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
V (5.5)	Major Mandatory	BBA-301-MRM	Entrepreneurship and Startup Ecosystem	Theory	04
	Major Mandatory	BBA-302-MRM	Strategic Management	Theory	04
	Major Mandatory	BBA-303-MRM	Business Law	Theory	04
	Major Elective (MJE)	BBA-306-MJE(A)	Recent trends in HR and HR accounting Financial Management Analysis of Marketing Strategies and Environment	Theory (Any One)	02
		BBA-306-MJE(B)			
		BBA-306-MJE(C)			
	Major Elective (MJE)	BBA-307-MJE(A)	Conflict and Negotiation Management Investment Analysis & Portfolio Management Product and Product Branding	Theory (Any One)	02
		BBA-307-MJE(B)			
BBA-307-MJE(C)					
Minor(MN)	BBA-308-MN	Global Business Environment	Theory	02	
On Job Training	BBA-309- OJT	On Job Training [Specialization Based]	Project	04	
Total Credits Semester-V					22
VI (5.5)	Major Mandatory	BBA-351-MRM	Business Planning and Project Management	Theory	04
	Major Mandatory	BBA-352-MRM	Management Control System	Theory	04
	Major Mandatory	BBA -353-MRM	International Supply Chain Management	Theory	04
	Major Elective (MJE)	BBA -356-MJE (A)	Global Human Resource Management Indirect Tax International Marketing Management	Theory (Any One)	02
		BBA -356-MJE (B)			
		BBA -356-MJE (C)			
	Major Elective (MJE)	BBA -357-MJE (A)	HR Analytics Financial Analytics Service Marketing	Theory (Any One)	02
		BBA -357-MJE (B)			
		BBA -357-MJE(C)			
Vocational Skill Course	BBA -358-VSC	Social Media and Web Analytics	Theory	04	
Field Project	BBA-359-FP	Field Project [Specialization Based]	Project	02	
Total Credits Semester-VI					22
Total Credits Semester-V + VI					44

SYLLABUS (CBCS-2024 Pattern as per NEP 2020) FOR T. Y. B.B.A

(w. e. from June, 2026)

Name of the Programme: B.B.A.

Program Code: BBA

Class: T.Y.B.B.A

Semester: V

Course Type: Major Mandatory

Course Name: Entrepreneurship and Startup Ecosystem

Course Code: BBA-301-MRM

No. of Lectures: 60

No. of Credits: 04

A) COURSE DESCRIPTION:

This course on Innovation and Entrepreneurship is designed to provide students with comprehensive knowledge of entrepreneurial concepts, start-up creation, and sustainable business growth. It introduces the fundamentals of entrepreneurship, innovation, and the role of entrepreneurs in economic development. The course explores the start-up ecosystem, entrepreneurial mindset, and government policies supporting new ventures. Students will learn how to generate business ideas, conduct market research, and develop effective business models and business plans. It also covers legal procedures, intellectual property rights, and lean start-up methodology. Financial aspects such as sources of funding, venture capital, budgeting, working capital, pricing, and risk management are discussed in detail. Special focus is given to women entrepreneurship, ethical issues, and relevant case studies. The course further emphasizes innovation management, marketing strategies, leadership, and digital tools for business growth. Concepts of sustainability, social responsibility, and scaling strategies are also included. Finally, students gain insights into exit strategies such as mergers, acquisitions, IPOs, and succession planning to ensure long-term entrepreneurial success.

B) COURSE OBJECTIVES:

1. Understand the fundamental concepts of innovation, entrepreneurship, enterprise, and the role of start-ups in economic development.
2. Develop entrepreneurial skills and mindset, including creativity, opportunity identification, and innovative thinking.
3. Analyze and prepare business plans by conducting market research, feasibility analysis, and designing business models using tools like the Business Model Canvas.
4. Examine various sources of start-up finance and apply financial planning, budgeting, costing, and break-even analysis techniques.
5. Understand legal, ethical, and regulatory requirements, including business registration, intellectual property rights, and government policies supporting start-ups.
6. Apply strategies for managing growth and innovation, including marketing, leadership, digital tools, and technology adoption.
7. Evaluate sustainability and exit strategies such as mergers, acquisitions, IPOs, and succession planning for long-term business success.

C) COURSE OUTCOMES:

CO1: Explain the fundamental concepts of entrepreneurship, innovation, start-up ecosystem, and the role of entrepreneurship in economic development.

CO2: Differentiate between entrepreneur and intrapreneur, and identify the characteristics, types, and challenges of entrepreneurs.

CO3: Generate business ideas, conduct market research, and prepare feasibility reports and business plans for new ventures.

CO4: Develop business models using tools such as the Business Model Canvas and apply lean start-up methodology including MVP development.

CO5: Analyze various sources of start-up finance and apply financial planning techniques including budgeting, working capital management, pricing, and break-even analysis.

CO6: Demonstrate understanding of legal procedures, IPR, government schemes, risk management, and ethical issues related to entrepreneurship, including women entrepreneurship.

CO7: Apply strategies for managing growth, innovation, sustainability, marketing, leadership, digital tools, and evaluate suitable exit strategies for start-ups.

UNIT NO.1: FUNDAMENTALS OF INNOVATION AND ENTREPRENEURSHIP

1.1 Concept and Meaning of Entrepreneurship

1.2 Concept and Meaning of Enterprise difference between Intrapreneurship and entrepreneur

1.3 Characteristics and Types of Entrepreneurs challenges faced by entrepreneurs

1.4 Innovation: Meaning, Types, and Importance

1.5 Start-Up Ecosystem: Components and Stakeholders

1.6 Entrepreneurial Mindset and Creativity

1.7 Role of Entrepreneurship in Economic Development

1.8 Government Policies and Institutional Support for Start-Ups (State and central government initiatives)

No of Lectures 15

UNIT NO.2: START-UP CREATION AND BUSINESS PLANNING

- 2.1 Idea Generation and Opportunity Identification
- 2.2 Market Research and Feasibility Analysis
- 2.3 Business Model Development (Business Model Canvas)
- 2.4 Preparing a Business Plan
- 2.5 Legal Structure and Registration of Start-Ups
- 2.6 Intellectual Property Rights (IPR): Patents, Trademarks, Copyrights
- 2.7 Lean Start-Up Methodology and MVP (Minimum Viable Product)

No of Lectures 15

UNIT NO.3: START-UP FINANCE AND RESOURCE MANAGEMENT

- 3.1 Sources of Finance for Start-Ups (Bootstrapping, Banks, NBFCs)
- 3.2 Venture Capital, Angel Investment, and Crowd-Funding
- 3.3 Financial Planning and Budgeting for Start-Ups
- 3.4 Working Capital and Cash Flow Management
- 3.5 Costing, Pricing, and Break-Even Analysis
- 3.6 Risk Management and Insurance for Start-Ups
- 3.7 Government Schemes and Funding Support (Startup India, MSME, SIDBI, etc.)
- 3.8 Legal and Ethical Issues Faced by Women Entrepreneurs
- 3.9 Case Studies of Successful Women Entrepreneurs

No of Lectures 15

UNIT NO.4: MANAGING GROWTH, INNOVATION, AND SUSTAINABILITY

- 4.1 Scaling Up Strategies for Start-Ups
- 4.2 Innovation Management and Technology Adoption

4.3 Marketing Strategies for New Ventures

4.4 Leadership, Team Building, and HR Management

4.5 Digital Tools for Start-Up Growth (Social Media, Analytics, CRM)

4.6 Ethics, Social Responsibility, and Sustainable Entrepreneurship

4.7 Exit Strategies: Mergers, Acquisitions, IPOs, and Succession Planning

No of Lectures 15

REFERENCE BOOKS:

Sr. No.	Author(s)	Title of the Book	Publisher
1	Hisrich, R. D., Peters, M. P. & Shepherd, D. A.	Entrepreneurship	McGraw Hill Education
2	Khanka, S. S.	Entrepreneurial Development	S. Chand & Company Ltd.
3	Drucker, Peter F.	Innovation and Entrepreneurship	Harper Business
4	Kuratko, D. F.	Entrepreneurship: Theory, Process and Practice	Cengage Learning
5	Ries, Eric	The Lean Start-Up	Crown Business
6	Osterwalder, A., & Pigneur, Y.	Business Model Generation	Wiley Publication

EVALUATION:

Internal Evaluation	External Evaluation
Unit test (20)	Fill in the blanks, True and False (04) One Sentence Question (08) Short Note (12) Short answer question (12) Short answer question (12) Long answer questions (12)
Mini project /Assignment/Presentation (20)	
40	60

Choice Based Credit System Syllabus (2024 Pattern)
Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem –V) **Course Title:** Entrepreneurship and Startup Ecosystem

Course: Entrepreneurship and Startup Ecosystem **Course Code:** BBA-301-MRM

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

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

Justification for Mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: Students gain strong foundational knowledge of entrepreneurship, innovation, start-up ecosystem, and economic development. This directly supports fundamental conceptual understanding.

CO2: Differentiating entrepreneur and intrapreneur and understanding characteristics and challenges strengthens theoretical clarity and core knowledge base.

CO3: Generating ideas, conducting market research, and preparing business plans require strong conceptual grounding in entrepreneurship fundamentals.

CO4: Developing business models and applying lean start-up methodology builds applied understanding based on foundational concepts.

CO5: Financial planning and start-up finance analysis enhance understanding of entrepreneurial finance principles.

CO6: Knowledge of legal procedures, IPR, and government schemes strengthens coherent understanding of the regulatory framework of entrepreneurship.

CO7: Strategies for growth, innovation, sustainability, and leadership integrate core entrepreneurial knowledge into comprehensive understanding.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Understanding entrepreneurship concepts provides procedural awareness of how start-up ecosystems function, forming the base for skill application.

CO2: Identifying entrepreneurial characteristics and challenges enhances practical understanding of roles and operational behavior in business environments.

CO3: Business idea generation and feasibility analysis introduce structured procedural steps for venture creation.

CO4: Developing business models using tools like Business Model Canvas and applying lean start-up methodology significantly enhances hands-on procedural skills.

CO5: Applying financial planning techniques such as budgeting, pricing, working capital management, and break-even analysis strengthens practical financial skills.

CO6: Understanding legal procedures, IPR, government schemes, and risk management directly develops procedural competence required for establishing and managing ventures.

CO7: Applying growth, marketing, and sustainability strategies enhances operational and managerial skill development.

PO3: Critical Thinking and Problem-Solving Skills – Justification as per Mapping

CO1: Understanding entrepreneurship concepts enables students to think critically about innovation, economic development, and start-up ecosystems.

CO2: Differentiating between entrepreneur and intrapreneur develops analytical ability to evaluate roles, challenges, and behavioral patterns in business contexts.

CO3: Generating business ideas and preparing feasibility reports require evaluation of alternatives and problem identification in the market.

CO4: Designing business models and applying lean start-up methodology encourage logical thinking and structured problem-solving approaches.

CO5: Analyzing sources of finance and applying financial techniques such as budgeting and break-even analysis significantly enhance decision-making and analytical problem-solving skills.

CO6: Understanding legal procedures, IPR, risk management, and ethical issues strengthens the ability to assess risks and resolve regulatory and ethical challenges effectively.

CO7: Applying growth and sustainability strategies promotes strategic thinking in handling business expansion and competitive challenges.

PO4: Professional Communication Skills – Justification as per Mapping

CO1: Explaining fundamental concepts of entrepreneurship provides limited contribution to communication skills, mainly through theoretical discussion and classroom interaction.

CO2: Differentiating entrepreneur and intrapreneur involves basic explanation and presentation, contributing minimally to professional communication development.

CO3: Preparing feasibility reports and business plans introduces structured written communication, but communication is not the primary focus.

CO4: Developing business models and presenting Business Model Canvas and MVP concepts enhance presentation and professional articulation skills.

CO5: Financial planning and break-even analysis require interpretation and explanation of financial data, strengthening technical communication skills.

CO6: Understanding legal procedures, IPR, and ethical issues improves formal and professional communication related to compliance and regulatory matters.

CO7: Applying growth and sustainability strategies contributes minimally, mainly through strategic discussions and reporting.

PO5: Analytical Reasoning Skills

CO1: Understanding entrepreneurship concepts develops the ability to analyze the role of innovation and start-up ecosystems in economic development.

CO2: Differentiating entrepreneur and intrapreneur strengthens comparative analysis and logical reasoning regarding business roles and challenges.

CO3: Generating business ideas, conducting market research, and preparing feasibility reports require systematic data analysis and rational decision-making.

CO4: Developing business models and applying lean start-up methodology involve structured reasoning in designing viable ventures.

CO5: Analyzing start-up finance, budgeting, pricing, and break-even analysis significantly enhances quantitative reasoning and financial decision-making skills.

CO6: Evaluating legal procedures, IPR, and risk management requires careful analysis of compliance, ethical implications, and regulatory frameworks.

CO7: Applying strategies for growth, sustainability, and exit decisions demands strategic analysis and evaluation of long-term business performance.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Basic understanding of entrepreneurship concepts introduces innovation awareness but provides limited direct skill application.

CO2: Identifying entrepreneurial characteristics enhances employability skills and professional adaptability.

CO3: Generating business ideas and preparing business plans strengthen entrepreneurial capability and opportunity recognition skills.

CO4: Developing business models and applying lean start-up methodology enhance practical innovation skills.

CO5: Financial planning, budgeting, and break-even analysis strongly develop employability and venture management competencies.

CO6: Understanding legal procedures, IPR, and government schemes directly prepares students for real-world entrepreneurial practice.

CO7: Growth and sustainability strategies contribute to entrepreneurial confidence and long-term employability.

PO7: Multidisciplinary Competence

CO1: Entrepreneurship concepts provide limited interdisciplinary exposure.

CO2: Understanding entrepreneurial roles involves minimal cross-disciplinary integration.

CO3: Business idea generation has limited direct multidisciplinary linkage.

CO4: Business modeling primarily focuses on management concepts.

CO5: Financial analysis provides limited interdisciplinary expansion.

CO6: Legal knowledge introduces some cross-functional exposure but remains limited.

CO7: Integration of marketing, leadership, digital tools, and sustainability promotes multidisciplinary competence.

PO8: Value Inculcation through Community Engagement

CO1: Conceptual understanding provides limited exposure to community engagement.

CO2: Entrepreneurial characteristics indirectly relate to societal contribution.

CO3: Business planning has limited direct community focus.

CO4: Business model development focuses mainly on venture creation.

CO5: Financial planning has minimal direct community engagement linkage.

CO6: Ethical and women entrepreneurship concepts indirectly promote inclusive values.

CO7: Sustainability strategies provide limited but indirect community orientation.

PO9: Traditional Knowledge into Modern Application

CO1: Entrepreneurship concepts encourage modernization of traditional business ideas.

CO2: Understanding entrepreneurial traits supports transformation of traditional practices.

CO3: Business idea generation allows adaptation of traditional knowledge into structured ventures.

CO4: Business modeling tools have limited direct traditional integration.

CO5: Financial planning has minimal connection to traditional systems.

CO6: Legal frameworks focus mainly on modern regulatory systems.

CO7: Integration of marketing, leadership, digital tools, and sustainability promotes multidisciplinary competence.

PO10: Design and Development of System

CO1: Conceptual understanding offers minimal direct system design exposure.

CO2: Entrepreneurial differentiation has limited system development focus.

CO3: Feasibility reports and business planning support structured venture design.

CO4: Business Model Canvas and MVP development strongly enhance systematic venture design skills.

CO5: Financial planning contributes to structured development of business systems.

CO6: Understanding legal procedures ensures systematic and compliant venture establishment.

CO7: Growth and exit strategies support organized system expansion.

PO11: Ethical and Social Responsibility

CO1: Entrepreneurship concepts include ethical considerations in economic development.

CO2: Understanding entrepreneurial challenges highlights responsible decision-making.

CO3: Feasibility analysis promotes responsible and realistic planning.

CO4: Business modeling integrates ethical and sustainable considerations.

CO5: Financial decisions involve responsible resource allocation.

CO6: Legal procedures and IPR awareness reinforce ethical compliance.

CO7: Sustainability, responsible growth, and leadership strategies strongly promote social responsibility.

PO12: Research-Related Skills

CO1: Conceptual learning provides limited direct research practice.

CO2: Entrepreneurial differentiation involves minimal research activity.

CO3: Business idea generation includes limited structured research exposure.

CO4: Business model development involves analytical evaluation and structured assessment.

CO5: Financial analysis enhances data interpretation and analytical documentation skills.

CO6: Legal and risk analysis strengthens investigative and evaluative skills.

CO7: Growth strategy application involves limited formal research engagement.

PO13: Teamwork

CO1: Conceptual understanding involves minimal collaborative activity.

CO2: Entrepreneurial traits discussion offers limited teamwork exposure.

CO3: Business planning may involve limited group interaction.

CO4: Business model preparation has minimal direct teamwork focus.

CO5: Financial planning often requires collaborative discussion and group analysis.

CO6: Legal and compliance activities encourage coordinated effort.

CO7: Strategic application involves limited structured teamwork emphasis.

PO14: Area Specific Expertise

CO1: Provides strong foundational expertise in entrepreneurship and innovation concepts.

CO2: Develops in-depth understanding of entrepreneurial roles and challenges.

CO3: Enhances practical expertise in market research and business planning.

CO4: Builds strong competence in business model design and lean start-up practices.

CO5: Develops specialized expertise in entrepreneurial finance and budgeting.

CO6: Strengthens professional expertise in legal compliance and regulatory systems.

CO7: Enhances advanced knowledge in growth, sustainability, and exit strategy planning.

PO15: Environmental Awareness

CO1: Entrepreneurship concepts include sustainable economic development awareness.

CO2: Entrepreneurial challenges include environmental and social considerations.

CO3: Business planning encourages sustainable venture thinking.

CO4: Business modeling has limited direct environmental focus.

CO5: Financial planning promotes responsible resource utilization.

CO6: Legal frameworks include environmental compliance awareness.

CO7: Sustainability strategies promote environmentally responsible entrepreneurship.

**SYLLABUS (CBCS-2024 Pattern as per NEP 2020) FOR T. Y. B.B.A
(w. e. from June, 2026)**

Name of the Programme: B.B.A.

Class: T.Y.B.B.A

Semester: V

Course Type: Major Mandatory

Course Name: Strategic Management

Course Code: BBA-302-MRM

No. of Lectures: 60

No. of Credits: 04

A) COURSE DESCRIPTION:

This course provides a comprehensive understanding of Strategic Management and its role in achieving long-term organizational success. It introduces students to the fundamental concepts of strategy, its relevance, role, and benefits in a dynamic business environment. The course explains the importance of strategic management and familiarizes students with the strategic management process, levels of strategy (corporate, business, and functional), and various approaches to strategic decision-making. It also emphasizes the significance of social responsibility and ethics in strategic management practices. The course further focuses on strategic analysis, highlighting its need and importance in identifying internal strengths and weaknesses and external opportunities and threats. Students will learn to apply analytical tools such as Value Chain Analysis, Experience Curve, SWOT Analysis, BCG Matrix, and GE-Cell Matrix. The distinction between strategic management and operational management is also explored to provide clarity on long-term and short-term decision-making perspectives.

B) COURSE OBJECTIVES:

- 1) To understand the concept, relevance, role, and benefits of strategy.
- 2) To analyze the strategic management process and levels of strategy.
- 3) To develop the ability to apply strategic analysis tools .
- 4) To differentiate between strategic management and operational management.
- 5) To formulate business, corporate, international, growth, and renewal strategies.
- 6) To understand the strategic fundamentals of mergers, acquisitions, and expansion strategies.
- 7) To evaluate and implement strategies effectively through structural and behavioral approaches.

C) COURSE OUTCOMES:

CO1: Explain the concept, relevance, role, and benefits of strategy and describe the importance of strategic management in organizational success.

CO2: Illustrate the strategic management process and differentiate between corporate, business, and functional levels of strategy.

CO3: Compare strategic management with operational management and analyze various approaches to strategic decision-making.

CO4: Apply strategic analysis tools such as SWOT Analysis, Value Chain Analysis, Experience Curve, BCG Matrix, and GE-Cell Matrix to evaluate business environments.

CO5: Formulate appropriate business, corporate, international, growth, stability, and renewal strategies based on organizational objectives.

CO6: Assess different types of growth and renewal strategies including diversification, integration, retrenchment, turnaround, mergers, and acquisitions.

CO7: Evaluate strategy implementation and control mechanisms, including structural and behavioral implementation, strategic leadership, organizational design, and management control systems.

UNIT 1: INTRODUCTION TO STRATEGY

- 1.1 Strategy – concept, relevance, role and benefits.
- 1.2 Importance of Strategic Management.
- 1.3 Strategic Management Process, Levels of Strategy.
- 1.4 Approaches to Strategic Decision Making.
- 1.5 Social Responsibility and Ethics in Strategic Management.

No of Lectures:15

UNIT 2: STRATEGIC ANALYSIS

- 2.1 Basic introduction of strategic analysis, Need, Importance.
- 2.2 Role of strategic analysis
- 2.3 Levels of strategies- Corporate level, business level and functional level.
- 2.4 strategic management vs operational management.
- 2.5 Value chain analysis , Experience Curve,
- 2.6 SWOT analysis, BCG Matrix, GE- Cell Matrix.

No of Lectures:15

UNIT 3: STRATEGY FORMULATION

3.1 Business Strategy Formulation: Generic strategies and Functional strategies.

3.2 Corporate Strategy Formulation:

3.3 International expansion strategies; Introduction to strategies of growth, stability and renewal,

3.4 Types of growth strategies concentrated growth, product development, integration, diversification.

3.5 Types of renewal strategies retrenchment and turnaround.

3.6 Strategic fundamentals of merger & acquisitions.

No of Lectures:15

UNIT 4: STRATEGY IMPLEMENTATION AND CONTROL

4.1 Introduction of Structural Implementation- Functional and Operational Implementation.

4.2 Behavioral Implementation.

4.3 Strategy Evaluation and Control-Strategic leadership, Strategic control,

4.4 Issues in Strategy Implementation. Creating effective organizational designs.

4.5 Strategy Evaluation and Control - Operational Control - Overview of Management control.

No of Lectures:15

REFERENCE BOOKS:

Sr. No	Author	Title of Book	Publisher
1	Arthur A. Thompson, Margaret A. Peteraf, John E. Gamble, A.J. Strickland III, Thomas Joseph	Crafting and Executing Strategy:	McGraw Hill
2	Krishna G. Palepu, Tarun Khanna	A Roadmap for Strategy and Execution	Harvard Business Press
3	Michael E. Porter	Innovation and Sustainability	Pearson
4	Pankaj Ghemawat	Strategy and the Business Landscape	Pearson Education
5	Michael E. Porter	Competitive Advantage to Corporate Strategy	Macmillan Education UK

EVALUATION:

Internal Evaluation	External Evaluation
Unit test (20)	Fill in the blanks, True and False (04) One Sentence Question (08) Short Note (12) Short answer question (12) Short answer question (12) Long answer questions (12)
Mini project /Assignment/Presentation (20)	
40	60

Choice Based Credit System Syllabus (2024Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem –V)

Subject: **Strategic Management**Course: **Major Mandatory**

Course Code: BBA-302-MRM

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

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

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

CO1: as students develop fundamental knowledge about strategy and its importance. They gain conceptual clarity regarding how strategic management contributes to long-term organizational success.

CO2: strongly supports because it enhances systematic understanding of the entire strategic management process. Students clearly understand different strategy levels and how they interrelate.

CO3: Students learn the distinction between strategic and operational perspectives, strengthening their coherent understanding of management frameworks and improving critical thinking skills.

CO4: moderately contributes to as students apply fundamental concepts using analytical tools. Application of these models enhances practical understanding and connects theoretical knowledge with business situations, strengthening their overall conceptual foundation.

CO5: has a strong alignment with PO1 because strategy formulation requires deep understanding of strategic concepts and their integration. Students demonstrate coherent knowledge by designing strategies aligned with organizational goals.

CO6: This CO moderately supports by enhancing students' understanding of strategic alternatives and their implications. It strengthens conceptual clarity regarding organizational growth and corrective strategies.

CO7: has a lower contribution to because it focuses more on practical implementation and evaluation rather than foundational conceptual knowledge.

PO2: Procedural Knowledge for Skill Enhancement.

CO1: Students gain procedural understanding of how strategy works in organizations. Though mainly conceptual, it moderately supports skill enhancement by helping learners apply strategic thinking in practical contexts.

CO2: strongly contributes to PO2 as students learn the step-by-step strategic management process. Understanding corporate, business, and functional strategies enhances their procedural and managerial skills.

CO3: By analyzing strategic vs. operational management and decision-making approaches, students develop structured decision-making skills. This strengthens their ability to apply procedures in real-life management situations.

CO4: Application of SWOT, Value Chain, BCG, and GE Matrix develops analytical and technical skills. It moderately enhances procedural competence through practical business evaluation tools.

CO5: Strategy formulation requires systematic application of knowledge and structured analysis. This strongly enhances planning, decision-making, and managerial skills aligned.

CO6: Assessing growth and renewal strategies improves evaluative and managerial skills. Students learn procedural aspects of diversification, mergers, retrenchment, etc.

CO7: Although focused more on evaluation and control, it provides limited but important exposure to implementation procedures and management control systems.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Understanding the role and relevance of strategy builds analytical awareness. Students develop the ability to interpret business situations logically.

CO2: This CO provides structural understanding of strategy levels. While useful, it contributes less directly to deep critical analysis.

CO3: Comparative analysis between strategic and operational management enhances critical evaluation and reasoning skills.

CO4: Use of strategic tools supports structured thinking but focuses more on application than deep problem-solving.

CO5: Strategy formulation strongly develops problem-solving skills. Students must analyze complex environments and choose appropriate strategic alternatives.

CO6: Assessment of growth and renewal strategies involves evaluation but has limited depth in creative problem-solving compared to formulation.

CO7: Evaluating implementation, leadership, and control mechanisms requires high-level critical

thinking. Students analyze organizational challenges and propose corrective measures.

PO4: Professional Communication Skills.

CO1: Students explain strategic concepts and importance of strategic management, which improves their ability to communicate management ideas effectively.

CO2: Illustrating strategic processes and differentiating levels of strategy enhances structured communication skills. Students learn to present complex strategic frameworks clearly.

CO3: Comparing strategic and operational management develops logical expression and argumentative skills, strengthening professional communication.

CO4: Application of strategic tools requires presenting analytical findings through reports and presentations, moderately enhancing communication skills.

CO5: Strategy formulation involves presenting strategic plans and recommendations clearly to stakeholders, strongly contributing to professional communication ability.

CO6: Assessment of growth and renewal strategies requires explanation and justification, moderately supporting communication development.

CO7: Evaluation of implementation mechanisms involves limited but necessary professional discussion and reporting skills.

PO5: Analytical Reasoning Skills

CO1: Conceptual understanding of strategy builds basic analytical thinking regarding organizational success.

CO2: Understanding levels of strategy contributes to reasoning but with limited depth in analytical complexity.

CO3: Comparative analysis between strategic and operational management strengthens reasoning and evaluative skills.

CO4: Application of analytical tools supports structured reasoning but focuses more on technical application than deep reasoning.

CO5: Formulating strategies requires comprehensive environmental analysis and logical evaluation of alternatives, strongly enhancing analytical reasoning.

CO6: Assessment of growth strategies involves evaluation, but comparatively limited in complex analytical depth.

CO7: Evaluating strategy implementation and control systems requires critical assessment and logical reasoning, strongly supporting.

PO6: Innovation, Employability and Entrepreneurial Skills.

CO1: Understanding strategic importance builds foundational knowledge useful for employability and managerial roles.

CO2: Knowledge of strategic management process prepares students for real organizational

roles and enhances career readiness.

CO3: Analyzing strategic decisions builds managerial competence and decision-making ability required in employment and entrepreneurship.

CO4: Use of analytical tools enhances practical skills valued in corporate environments.

CO5: Formulating business and corporate strategies directly supports entrepreneurial thinking and innovation.

CO6: Assessment of diversification, mergers, and growth strategies builds business expansion knowledge useful for entrepreneurs.

CO7: Strategy implementation knowledge provides limited but important practical exposure to managerial roles.

PO7: Multidisciplinary Competence.

CO1: Understanding strategic concepts connects management principles with economics and organizational behavior, moderately supporting multidisciplinary thinking.

CO2: The strategic management process integrates corporate, business, and functional areas (finance, HR, marketing), strongly contributing to multidisciplinary competence.

CO3: Comparative analysis between strategic and operational management links multiple business domains, strengthening cross-functional understanding.

CO4: Strategic tools like SWOT and Value Chain incorporate finance, marketing, and operations, moderately enhancing interdisciplinary skills.

CO5: Strategy formulation requires integrating global, financial, operational, and competitive perspectives, strongly supporting PO7.

CO6: Growth strategies like mergers and diversification involve financial, legal, and managerial aspects, moderately contributing.

CO7: Implementation focuses more on internal management processes with limited interdisciplinary expansion.

PO8: Value Inculcation through Community Engagement.

CO1: Understanding strategic management includes corporate social responsibility and ethical strategy concepts.

CO2: Strategic levels provide structural understanding but limited direct community focus.

CO3: Strategic decision-making approaches consider stakeholder impact and ethical reasoning.

CO4: Analytical tools evaluate business environments but indirectly address social concerns.

CO5: Strategy formulation can incorporate sustainability, CSR, and socially responsible growth models.

CO6: Growth and renewal strategies may affect society but with limited direct value-based emphasis.

CO7: Strategic leadership and control systems emphasize ethical governance and responsible management.

PO9: Traditional Knowledge into Modern Application

CO1: Basic understanding of strategy can include traditional business philosophies applied in modern contexts.

CO2: Strategic processes allow adaptation of traditional knowledge into corporate and functional strategies.

CO3: Comparative analysis supports blending traditional and modern decision-making approaches.

CO4: Analytical tools can evaluate traditional business models within contemporary environments.

CO5: Strategy formulation enables innovation through integration of traditional values with global practices.

CO6: Growth strategies may incorporate traditional family business expansion models.

CO7: Implementation mechanisms have limited direct relation to traditional knowledge systems.

PO10: Design and Development of System.

CO1: Understanding strategic foundations helps in designing strategic direction frameworks.

CO2: Strategic management process directly contributes to systematic design and structured planning.

CO3: Analytical comparison enhances system-level thinking in management design.

CO4: Strategic tools assist in designing evaluation systems and business analysis frameworks.

CO5: Formulation of corporate and business strategies contributes directly to system development.

CO6: Growth and renewal strategies involve structural redesign and organizational system modification.

CO7: Implementation and control mechanisms contribute at an operational system level but with limited new system design aspects.

PO11: Ethical and Social Responsibility

CO1: Understanding strategic management includes awareness of ethical practices and long-term responsible growth.

CO2: Strategic management process integrates corporate governance and stakeholder considerations, strongly supporting ethical responsibility.

CO3: Analyzing decision-making approaches develops ethical reasoning and responsible managerial judgment.

CO4: Strategic tools help evaluate external social and environmental factors affecting ethical decisions.

CO5: Strategy formulation can incorporate CSR, sustainability, and ethical growth policies.

CO6: Growth and renewal strategies must consider social impact, moderately supporting ethical

awareness.

CO7: Implementation and control involve governance systems but with limited direct ethical focus.

PO12: Research-Related Skills

CO1: Conceptual clarity provides foundation for research-based understanding of strategic management.

CO2: Understanding process structure contributes limited direct research skills.

CO3: Comparative analysis enhances critical evaluation and research orientation.

CO4: Application of strategic tools develops basic analytical techniques but limited in-depth research methodology.

CO5: Formulating strategies requires environmental scanning, data analysis, and evidence-based reasoning

CO6: Assessment of growth strategies involves evaluation but limited formal research depth.

CO7: Evaluation of implementation and control systems requires performance analysis and systematic assessment.

PO13: Teamwork

CO1: Discussion of strategy concepts in group settings enhances collaborative learning.

CO2: Strategic management process involves coordination among corporate, business, and functional teams.

CO3: Decision-making approaches require collective brainstorming and managerial collaboration.

CO4: Application of strategic tools often involves team-based analysis and presentations.

CO5: Strategy formulation requires cross-functional teamwork and collaborative planning.

CO6: Growth strategies such as mergers and diversification demand coordinated teamwork.

CO7: Implementation involves coordination but focuses more on structural systems than team skill development.

PO14: Area Specific Expertise

CO1: Builds foundational expertise in strategic concepts.

CO2: Provides structured and in-depth understanding of strategic management frameworks.

CO3: Enhances analytical expertise through comparative and decision-making approaches.

CO4: Application of strategic tools strengthens technical and domain-specific competence.

CO5: Strategy formulation enhances advanced professional expertise.

CO6: Growth and renewal strategies broaden domain knowledge.

CO7: Implementation and control contribute limited specialization depth compared to formulation aspects.

**SYLLABUS (CBCS –2024 Pattern as per NEP 2020) FOR T. Y. B.B.A
(w. e. from June, 2026)**

Name of the Programme: B.B.A.

Programme Code: BBA

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

Semester: V

Course Type: Major Mandatory

Course Name: Business Law

Course Code: BBA-303-MRM

No. of Lectures: 60

No. of Credits: 4

A) COURSE DESCRIPTION

This course is designed to provide students with a comprehensive understanding of the legal environment in which businesses operate. It introduces the fundamental principles of business law, including contract law, sale of goods, company law, consumer protection, information technology law, and the right to information. The course emphasizes the practical application of legal principles through case references and real-world business situations. It aims to equip students with the necessary legal knowledge and analytical skills required to make informed decisions, ensure compliance with legal regulations, and promote ethical business practices.

B) COURSE OBJECTIVES

1. To understand basic legal terms and concepts used in law pertaining to business.
2. To comprehend the applicability of legal principles to situations in the business world by referring to selected leading cases.
3. To gain knowledge of the branches of law related to business transactions, corporate bodies, and related matters.
4. To understand the application of these laws to practical commercial situations.
5. To understand the elements of a valid contract and the consequences of breach of contract.
6. To understand property rights and interests, including real and personal property.

7. To analyze the regulatory environment affecting business operations, including compliance with legislation and ethical standards in business practices.

C) COURSE OUTCOMES

CO1: Know rights and duties under various legal Acts.

CO2: Understand the consequences of applicability of various laws in business situations.

CO3: Develop critical thinking through the use of legal cases.

CO4: Identify the fundamental legal principles behind contractual agreements.

CO5: Understand the legal and fiscal structure of different forms of business organizations and their responsibilities as employers.

CO6: Acquire problem-solving techniques and present coherent, concise legal arguments.

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

UNIT NO.1: INDIAN CONTRACT ACT, 1872

- 1.1 Definition, kinds and concept of contracts; essentials of a valid contract under Section 10.
- 1.2 Offer and acceptance.
- 1.3 Consideration.
- 1.4 Legality and objects of consideration.
- 1.5 Capacity of parties.
- 1.6 Free consent.
- 1.7 Void agreements and agreements opposed to public policy.
- 1.8 Performance of contract.
- 1.9 Discharge of contract and remedies.

No. of Lectures: 12

UNIT NO.2: THE SALE OF GOODS ACT, 1930

- 2.1 Contract of sale of goods – essentials.
- 2.2 Distinction between sale and agreement to sell.
- 2.3 Subject matter of contract of sale – classification of goods and concept of price.
- 2.4 Conditions and warranties – types and distinction.
- 2.5 Transfer of property – possession and risk, passing of property, goods sent on approval or “sale or return” basis, sale by non-owner.
- 2.6 Performance of contract of sale – delivery of goods, rights and duties of buyer, buyer’s liability for rejecting or refusing delivery.

2.7 Rights of unpaid seller.

2.8 Remedies for breach of contract of sale.

No. of Lectures: 12

UNIT NO. 3: THE COMPANIES ACT, 2013

3.1 Definition, meaning, features and types of company.

3.2 Incorporation of a company – mode of forming, documents to be filed with the Registrar, certificate of incorporation, effects of registration, promoter and his position.

3.3 Memorandum of Association – contents and alteration; doctrine of ultra vires.

3.4 Articles of Association – contents and alteration; comparison between Articles and Memorandum; doctrine of indoor management; prospectus – registration and contents.

3.5 Statement in lieu of prospectus.

No. of Lectures: 12

UNIT NO. 4: CONSUMER PROTECTION ACT, 1986 & INFORMATION TECHNOLOGY ACT, 2000

4.1 The Consumer Protection Act, 1986 – dispute redressal commissions (District, State and National), composition, jurisdiction, powers and appellate authority.

4.2 Information Technology Act, 2000 – digital signature, electronic records, electronic governance; advantages and disadvantages.

No. of Lectures: 12

UNIT NO. 5: RIGHT TO INFORMATION ACT, 2005

5.1 Preliminary and definitions.

5.2 Right to information and obligations of public authorities.

5.3 Designation of Public Information Officers.

5.4 Request for obtaining information, disposal of requests and exemption from disclosure of information.

5.5 State Information Commission and Central Information Commission – constitution, tenure, conditions of service, powers and functions.

No. of Lectures: 12

Reference Books:

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

Evaluation

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

Choice Based Credit System Syllabus (2024Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (SEM –V)**Subject:** Business-Law**Course:** Subject: Business-Law**Course Code:** BBA-303-MRM**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	PO1 1	PO1 2	PO1 3	PO1 4	PO1 5
CO1	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2
CO3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	2
CO4	3	2	2	2	2	2	2	2	2	3	3	2	2	3	2
CO5	3	3	2	3	3	3	2	2	2	2	3	2	3	3	2
CO6	3	3	3	3	3	2	3	2	2	2	2	3	2	2	2
CO7	3	2	2	3	2	3	2	3	2	2	2	2	3	2	2

Justification for the mapping

PO1. A Fundamental Knowledge and Coherent Understanding

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

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

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

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

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

CO6: Acquiring problem-solving techniques in legal contexts and presenting arguments necessitates strong foundational knowledge of legal principles. This competency signifies a

clear understanding of the subject, linking well with the need for coherent understanding outlined in PO1.

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

PO2: Procedural Knowledge for Skill Enhancement

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

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

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

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

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

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

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

PO4: Communication Skills

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

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

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

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

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

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

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

PO5: Analytical Reasoning Skills

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

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

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

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

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills

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

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

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

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

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

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

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

PO7: Multidisciplinary Competence PO7: Multidisciplinary Competence

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

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

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

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

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

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

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

PO8: Value Inculcation through Community Engagement

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

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

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application

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

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

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

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

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

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

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

PO10: Design and Development of System

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

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

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

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

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

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

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

PO11: Ethical and Social Responsibility

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

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

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

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

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

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

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

PO12: Research-Related skills

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

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

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

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

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

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

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

PO13: Teamwork

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

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

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

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

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

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

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

PO14: Area Specific Expertise

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

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

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

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

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

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

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

PO15: Environmental Awareness

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

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

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

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

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

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

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

**SYLLABUS (CBCS – 2024 pattern as per NEP 2020) FOR T. Y. B.B.A
(w. e. from June, 2026)**

Name of the Programme: B.B.A.

Program Code: BBA

Class: T.Y.B.B.A

Semester: V

Course Type: Major Elective

Course Name: Recent Trends in HR & HR Accounting

Course Code: BBA-306-MJE(A)

No. of Lectures: 30

No. of Credits: 2

A) COURSE DESCRIPTION:

The course focuses on developing conceptual clarity as well as practical insights into how modern organizations manage, measure, and enhance their human capital in a dynamic business environment. Students will learn how employee engagement contributes to organizational performance, how HRIS supports effective HR decision-making, and how Human Resource Accounting and Audit help in evaluating the value and effectiveness of human resources.

B) COURSE OBJECTIVES:

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

organizations.

C) COURSE OUTCOMES:

- CO1.** Understand the importance of employee engagement and its impact on organizational success.
- CO2.** Analyze the factors influencing employee engagement and develop strategies to enhance it.
- CO3.** Evaluate the role of company values in building employee loyalty.
- CO4.** Identify and address challenges in engaging employees effectively.
- CO5.** Understand the significance of Human Resource Information System (HRIS) in managing human resources.
- CO6.** Identify the components of HRIS and its advantages and limitations.
- CO7.** Understand the concept of Human Resource Accounting and Human Resource Audit and their implications for organizational decision-making.

UNIT NO 1: EMPLOYEE ENGAGEMENT

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

No. of Lectures 10

UNIT NO 2: HUMAN RESOURCE INFORMATION SYSTEM AND PERSONNEL RESEARCH

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

No. of Lectures 10

UNIT NO 3: HUMAN RESOURCE ACCOUNTING AND HUMAN RESOURCE AUDIT

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

No. of Lectures 10

Reference Books:

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

Evaluation

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

Choice Based Credit System Syllabus (2024Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (SEM –V)

Subject: Recent Trends in HR & HR
AccountingCourse: Subject: Recent Trends in HR & HR Accounting
Course Code: BBA-306-MJE(A)Weight age: 1=weak or low relation, 2=moderate or partial relation,3=strong or direct
relation

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

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

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

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

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

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

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

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

PO2: Procedural Knowledge for Skill Enhancement

CO1: Some procedural understanding is cultivated while analyzing employee engagement, but

this requires further development to enhance effectiveness.

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

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

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

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

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

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

PO4: Communication Skills

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

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

CO3: Discussing company values inherently involves communication, making it a crucial skill

development area in organizational contexts.

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

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

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

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

PO5: Analytical Reasoning Skills

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

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

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

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

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

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

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

PO6: Innovation, Employability, and Entrepreneurial Skills

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

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

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

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

CO5: Understanding the significance of HRIS can inform innovative HR approaches but lacks

a direct entrepreneurial application.

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

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

PO7: Multidisciplinary Competence

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

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

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

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

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

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

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

PO8: Value Inculcation through Community Engagement

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

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

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application

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

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

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

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

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

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

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

PO10: Design and Development of System

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

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

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

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

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

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

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

PO11: Ethical and Social Responsibility

CO1: Employee engagement raises ethical considerations, though the systematic approach to

addressing these lacks depth.

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

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

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

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

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

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

PO12: Research-Related Skills

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

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

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

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

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

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

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

PO13: Teamwork

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

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

CO3: Evaluating company values relates to teamwork; however, this connection is not heavily

emphasized in practice.

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

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

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

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

PO14: Area-Specific Expertise

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

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

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

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

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

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

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

PO15: Environmental Awareness

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

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

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

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

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

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

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

**SYLLABUS (CBCS-2024 Pattern as per NEP 2020) FOR T. Y. B.B.A
(w. e. from June, 2026)**

Name of the Programme: B.B.A.

Program Code: BBA

Class: T.Y.B.B.A

Semester: V

Course Type: Major Elective

Course Name: Financial Management

Course Code: BBA-306-MJE(B)

No. of Lectures: 30

No. of Credits: 02

A) COURSE DESCRIPTION:

This course provides a comprehensive understanding of the principles and practices of Financial Management. It introduces the meaning, objectives, scope, and key financial decisions, focusing on profit and wealth maximization. Students learn about various sources of finance, capital structure theories, and the concept of optimum capital structure. The course explains cost of capital, leverage analysis, and working capital management with practical problem-solving approaches. It develops analytical skills through EBIT–EPS analysis, WACC, CAPM, and estimation of working capital. Capital budgeting techniques such as Payback Period, NPV, IRR, PI, and MIRR are covered with practical applications. The course also examines dividend policy theories and regulatory guidelines under the Companies Act, 2013 and SEBI. Ethical considerations and agency cost concepts are integrated to build responsible financial decision-making. Overall, the course equips students with theoretical knowledge and practical skills required for effective financial planning and corporate financial management.

B) COURSE OBJECTIVES:

- 1.To develop fundamental understanding of finance and financial management, including objectives, scope, and key financial decisions in business organizations.
- 2.To familiarize students with various sources of finance, capital structure theories, and financing alternatives including startup financing and internal funding.
- 3.To enable students to understand capitalization concepts, over and under capitalization issues, and the principles for determining an optimum capital structure.
- 4.To provide conceptual and analytical knowledge of cost of capital, leverage, and their impact on risk and return, including practical computation techniques.
- 5.To develop skills in managing working capital, including cash, inventory, and receivables management, and estimation of working capital requirements.

6.To equip students with capital budgeting techniques such as Payback Period, NPV, PI, IRR, and MIRR for effective investment decision-making.

7.To enhance understanding of dividend policy decisions, relevant theories, and legal provisions under the Companies Act, 2013 and SEBI guidelines.

C)COURSE OUTCOMES:

CO1: Explain the fundamental concepts of finance and financial management, including objectives, scope, and ethical considerations in financial decision-making.

CO2: Analyze various sources of finance and evaluate appropriate financing options, including ownership securities, debt instruments, and startup funding methods.

CO3: Examine capitalization and capital structure theories and assess their impact on business performance, including EBIT–EPS analysis and point of indifference.

CO4: Compute cost of capital, including WACC and CAPM, and interpret their significance in financial decision-making.

CO5: Apply leverage concepts (operating, financial, and combined) to measure risk and return relationships in business operations.

CO6: Estimate and manage working capital requirements, including cash, inventory, and receivables management for efficient short-term financial planning.

CO7: Evaluate investment proposals using capital budgeting techniques (Payback Period, NPV, PI, IRR, MIRR) and analyze dividend policy decisions in accordance with legal provisions.

UNIT NO 1: INTRODUCTION TO FINANCIAL MANAGEMENT

1.1. Meaning of finance and financial management, Types of finance, Objective and Scope of financial management– profit maximization and wealth maximization - merits and criticisms.

1.2. Financial decisions, Internal relation of financial decisions, Factors influencing financial decisions, Functional areas of financial management, Functions of a finance manager.

1.3. Agency Cost, Definition of ethics and the importance of ethics in Finance

1.4. Sources of Finance: Ownership securities – Equity shares, Preference shares, Deferred shares, no par stock/shares, Shares with differential rights, Sweat Equity
Creditorship securities – Debentures – Zero coupon bonds, Zero interest bonds, Callable bonds, Deep discount bonds
Internal financing or ploughing back of profit – short term and long-term sources. Startup finance- Bootstrapping, Series Funding.

No of Lectures 8

UNIT NO 2: CAPITAL STRUCTURE & CAPITALIZATION

2.1. Meaning of capitalization – Theories of capitalization – cost theory and earnings theory.

2.2. Over capitalization and under capitalization (Theory) – causes – effects and remedies,

Watered stock, Over trading and under trading.

2.3. Meaning of capital structure and financial structure, principles of capital structure, Optimum Capital Structure,

2.4. Determinants of capital structure, capital gearing-Theories of Capital structure, Effect of capital structure on EPS, EBIT-EPS Analysis, Point of indifference-Practical Problems

No of Lectures 8

UNIT NO 3: COST OF CAPITAL, LEVERAGES AND MANAGING WORKING CAPITAL

3.1. Meaning of cost of capital, significance of cost of capital, components of cost of capital – Computation of Cost of capital and Weighted Average Cost of Capital, CAPM-Practical Problems.

3.2. Meaning of Leverage, Types of Leverages – operating, financial and combined leverage, risk and leverage – practical problems.

3.3. Managing working Capital - Meaning of working capital, types of working capital, working capital cycle, adequate working capital, determinants of working capital,

3.4. Estimation of working capital-Practice problems. Management of cash. Management of inventory and debtors.

No of Lectures 8

UNIT 4: CAPITAL BUDGETING AND DIVIDEND POLICY

4.1. Meaning of Capital Budgeting, Importance, Need, Time value of money-Present and Future Value (Simple Problems),

4.2. Capital budgeting process, project appraisal by using traditional methods and modern methods, Practical problems on Payback Period, Net Present Value, Profitability Index, IRR and MIRR methods

4.3. Dividend Policy-Meaning, Kinds, Theories of dividend decisions, determinants of dividend policy decisions, Companies Act, 2013 and SEBI Guidelines on Dividend Distribution.

No of Lectures 6

REFERENCES:

Sr. No.	Author(s)	Title of the Book	Publisher
1	Khan, M. Y. & Jain, P. K.	Financial Management	Tata McGraw Hill
2	Chandra, P.	Financial Management	Tata McGraw Hill Book Co., New Delhi, India
3	Pandey, I. M.	Financial Management	Vikas Publishing House, New Delhi, India
4	Kumar, A.	Financial Management	Khanna Publishing House
5	Gupta, S. K., Sharma, R. K. & Gupta, N.	Financial Management	Kalyani Publishers
6	Khan, M. Y. & Jain, P. K.	Financial Management	Tata McGraw Hill
7	Brigham & Houston	Fundamentals of Financial Management	Cengage Learning

EVALUATION:

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

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem –V) **Course Title:** Financial Management

Course: Financial Management **Course Code:** BBA-306-MJE(B)

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

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

Justification for Mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1 : It focuses on explaining the fundamental concepts of finance and financial management, including objectives, scope, and ethical considerations. This forms the conceptual base of the subject and ensures students acquire essential theoretical knowledge required for advanced learning.

CO2: Through analysis of various sources of finance and evaluation of financing options, students deepen their understanding of financial structures. While this is application-oriented, it strengthens foundational knowledge regarding ownership securities, debt instruments, and startup funding.

CO3 :The study of capitalization and capital structure theories builds conceptual clarity about financial decision-making frameworks. Understanding EBIT–EPS analysis and the point of indifference enhances theoretical comprehension of financial leverage decisions.

CO4: Computing cost of capital (WACC and CAPM) strengthens students’ understanding of the fundamental principle of risk-return relationship and financial valuation, thereby reinforcing conceptual knowledge.

CO5: Application of leverage concepts primarily develops analytical ability; however, it also contributes to foundational understanding of risk and return principles in finance, though at a lower level compared to earlier COs.

CO6: Working capital management introduces students to short-term financial planning concepts. While practical in nature, it still supports basic understanding of liquidity and operational finance.

CO7: Capital budgeting and dividend policy decisions mainly develop evaluative and decision-making skills, but they also rest on core financial principles, thus contributing marginally to fundamental knowledge.

PO2: Procedural Knowledge for Skill Enhancement

CO1: It provides structured understanding of financial management concepts and ethical decision-making frameworks. Although primarily theoretical, it supports procedural knowledge by introducing systematic approaches to financial decision processes.

CO2: The students analyze various sources of finance using structured comparison techniques. Evaluating ownership securities, debt instruments, and startup funding methods enhances practical financial planning and decision-making procedures.

CO3: Capitalization theories, EBIT–EPS analysis, and point of indifference require step-by-step computational procedures. Students apply financial models and structured analytical techniques, directly strengthening procedural and technical competence.

CO4: Computation of cost of capital (WACC and CAPM) develops formula-based application skills. It enhances quantitative proficiency and interpretation ability, contributing moderately to procedural skill enhancement.

CO5: Application of operating, financial, and combined leverage involves systematic calculations and interpretation of risk–return relationships. This strongly enhances technical execution skills and financial analysis capability.

CO6: Estimation and management of working capital require procedural tools such as cash budgeting, inventory management techniques, and receivables analysis. These structured processes strengthen operational financial skills.

CO7: Capital budgeting techniques (NPV, IRR, PI, MIRR, Payback Period) and dividend policy evaluation involve systematic financial evaluation procedures. Students apply stepwise decision-making frameworks, contributing moderately to procedural competence.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Understanding fundamental finance concepts and ethical considerations encourages students to think logically about financial objectives and decision-making frameworks. This builds a base for critical evaluation of financial situations.

CO2: Analyzing various sources of finance and evaluating appropriate financing options requires comparison, assessment of advantages and disadvantages, and selection of optimal alternatives. This strongly enhances critical thinking and decision-making ability.

CO3: Capital structure theories, EBIT–EPS analysis, and point of indifference demand analytical interpretation and evaluation of different financing plans. Students solve complex financial problems by applying logical reasoning and financial models.

CO4: Computation and interpretation of WACC and CAPM require analytical reasoning to understand risk–return relationships. Students interpret results and apply them in decision-making, contributing moderately to problem-solving skills.

CO5: Leverage analysis involves assessing risk exposure and return implications under different scenarios. Students critically evaluate financial risk and operational efficiency, strongly supporting PO3.

CO6: Working capital management requires identifying liquidity problems and proposing corrective measures. Students analyze cash flows, inventory levels, and receivables to solve short-term financial issues.

CO7: Capital budgeting and dividend decisions involve evaluation techniques; however, they are more procedural in nature. Critical analysis is involved but comparatively less emphasized under this PO.

PO4: Professional Communication Skills

CO1: Explaining fundamental concepts of finance requires students to articulate objectives, scope, and ethical considerations clearly. This enhances their ability to communicate theoretical financial knowledge effectively.

CO2: Analyzing and evaluating sources of finance involves presenting comparative findings and justifying financing choices. Students develop skills in presenting financial arguments logically and professionally.

CO3: Capital structure theories and EBIT–EPS analysis requires interpretation and explanation of financial results. Students communicate analytical findings through reports and discussions, supporting professional expression.

CO4: While cost of capital calculations focus more on computation, students must interpret and explain WACC and CAPM results, contributing slightly to communication skills.

CO5: Leverage analysis primarily enhances analytical skills; however, explaining risk–return relationships in business contexts provides limited support to communication development.

CO6: Working capital management involves presenting liquidity analysis and short-term financial strategies, offering minimal but relevant communication practice.

CO7: Evaluation of investment proposals and dividend policies requires justification of decisions using financial data. Presenting capital budgeting results strengthens professional reporting and decision explanation skills.

PO5: Analytical Reasoning Skills

CO1: It primarily focuses on conceptual understanding of finance fundamentals. While it provides the theoretical base necessary for reasoning, analytical application is limited at this stage, hence a low correlation.

CO2: Analyzing various sources of finance and evaluating financing options requires comparison of costs, risks, and returns. Students apply logical reasoning and financial metrics to select optimal funding alternatives, strongly contributing to analytical skill development.

CO 3: Capital structure theories, EBIT–EPS analysis, and point of indifference involve detailed quantitative evaluation. Students interpret financial outcomes under different scenarios, demonstrating strong analytical reasoning.

CO4: Computation of cost of capital (WACC and CAPM) requires mathematical application, interpretation of beta, risk premium, and discount rates. This outcome strongly enhances quantitative and analytical abilities.

CO5: Leverage analysis demands careful assessment of operating and financial risks. Students evaluate how changes in sales or capital structure affect profitability, reinforcing high-level analytical reasoning.

CO6: Working capital management involves analysis of liquidity ratios, cash flows, and inventory turnover. Students use financial data to solve short-term financial problems, strongly supporting PO5.

CO7: Capital budgeting techniques (NPV, IRR, PI, MIRR, Payback Period) require rigorous financial evaluation and comparison of investment alternatives. Analytical reasoning is essential in interpreting results and making rational investment decisions.

PO6: Innovation, Employability and Entrepreneurial Skills.

CO1: It provides fundamental financial knowledge, which forms the base for entrepreneurship and employability. However, it is primarily theoretical and contributes indirectly to innovation and skill development.

CO2: Analyzing sources of finance and evaluating funding options (equity, debt, startup funding) equips students with essential entrepreneurial skills. Understanding financing alternatives is critical for business startups and corporate employability.

CO3: Capital structure decisions influence business growth and sustainability. By examining EBIT–EPS analysis and financial planning strategies, students gain strategic insight useful in entrepreneurial ventures.

CO4: Knowledge of cost of capital (WACC and CAPM) supports strategic financial planning and investment decisions, enhancing professional competence required in finance-related careers.

CO5: Application of leverage concepts helps entrepreneurs understand risk–return trade-offs and make informed operational and financial decisions, strengthening managerial capability.

CO6: Working capital management is crucial for business survival and operational efficiency. This outcome enhances practical financial management skills required for employability and entrepreneurship.

CO7: Evaluation of investment proposals using capital budgeting techniques directly supports entrepreneurial decision-making. Selecting profitable projects and designing dividend policies are essential for innovation, business expansion, and long-term sustainability.

PO7: Multidisciplinary Competence

CO1: It introduces fundamental finance concepts and ethical considerations. While primarily discipline-specific, it provides a base that connects finance with ethics and business management principles.

CO2: Analysis of various sources of finance integrates knowledge from banking, capital markets, economics, and entrepreneurship. Evaluating ownership securities and debt instruments reflects interdisciplinary financial understanding.

CO3: Capital structure theories are largely finance-centered; however, they indirectly relate to business strategy and corporate governance, contributing slightly to multidisciplinary exposure.

CO4: Cost of capital computation (WACC and CAPM) is technical and finance-specific, with limited interdisciplinary application beyond investment and valuation decisions.

CO5: Leverage analysis mainly focuses on financial risk and operational efficiency within the finance domain, offering limited cross-disciplinary integration.

CO6: Working capital management connects finance with operations management, supply chain, and accounting practices. Managing cash, inventory, and receivables demonstrates integration across business functions.

CO7: Capital budgeting and dividend policy decisions involve finance, legal provisions, corporate governance, and strategic management. This outcome reflects broader multidisciplinary competence in business decision-making.

PO10: Design and Development of System

CO2: Analyzing various sources of finance contributes slightly to system design, as selecting appropriate financing options forms a part of developing a firm's financial structure.

CO3: Capital structure theories and EBIT–EPS analysis assist in designing an optimal capital structure system. Students learn to structure financing strategies that influence long-term business performance.

CO4: Computation of cost of capital (WACC and CAPM) supports the development of a financial evaluation system for investment decisions. It contributes to designing structured financial decision frameworks.

CO5: Application of leverage concepts helps in structuring operational and financial risk management systems. Students design financial strategies balancing risk and return.

CO6: Working capital management directly contributes to designing short-term financial management systems involving cash flow planning, inventory control, and receivables management.

CO7: Capital budgeting and dividend policy decisions support the development of systematic investment appraisal and profit distribution frameworks, contributing to structured financial system development.

PO11: Ethical and Social Responsibility

CO1: It directly addresses ethical considerations in financial decision-making. Understanding objectives, scope, and ethical frameworks in finance strongly supports responsible and value-based professional conduct.

CO2: Evaluation of financing options involves considering fairness, transparency, stakeholder impact, and legal compliance. Students learn to select financial sources responsibly, reflecting ethical awareness.

CO3: Capital structure decisions focus primarily on financial performance; however, they indirectly relate to stakeholder interests and corporate governance, contributing slightly to ethical understanding.

CO4: Cost of capital computation is mainly analytical, with limited direct ethical linkage, though fair valuation and transparency in financial decisions provide minimal support to PO11.

CO5: Leverage decisions primarily address risk–return relationships. Ethical responsibility arises in avoiding excessive financial risk, but the focus remains analytical rather than ethical.

CO6: Working capital management ensures operational efficiency and financial discipline, contributing indirectly to responsible management practices.

CO7: Capital budgeting and dividend policy decisions involve adherence to legal provisions and protection of shareholder interests. Ethical investment decisions and lawful profit distribution moderately support PO11.

PO12: Research-Related Skills

CO1: It provides the theoretical foundation necessary for conducting financial research. Understanding fundamental concepts, objectives, and ethical considerations enables students to frame research problems and develop conceptual clarity.

CO2: Analyzing various sources of finance requires comparison of alternatives, interpretation of financial data, and evaluation of outcomes. This process reflects research-oriented thinking and analytical investigation.

CO3: Capital structure theories and EBIT–EPS analysis involve analytical techniques, but the focus is primarily application-based rather than research-driven, resulting in limited contribution to research skills.

CO4: Cost of capital computation develops quantitative ability; however, its research linkage is minimal as it mainly emphasizes procedural calculation.

CO5: Leverage analysis involves interpretation of risk and return, but it is more problem-solving oriented than research-oriented.

CO6: Working capital management requires financial assessment and data analysis; however, it does not extensively involve independent research methodologies.

CO7: Capital budgeting and dividend policy evaluation involve data analysis, comparative assessment, and interpretation of financial results. This strengthens students' ability to evaluate alternatives using systematic approaches, contributing moderately to research skills.

PO13: Teamwork

CO1: It mainly focuses on individual understanding of financial concepts and ethical principles. It does not directly involve collaborative activities; hence, no significant mapping is observed.

CO2: Analyzing sources of finance may involve group discussions and comparative evaluations in classroom activities or case studies. Students can collaboratively assess financing options, contributing slightly to teamwork skills.

CO3: Capital structure and EBIT–EPS analysis can be practiced through group problem-solving tasks. However, the outcome primarily focuses on analytical skills rather than team-based execution.

CO4: Cost of capital computation is largely an individual analytical task with minimal direct emphasis on collaborative learning.

CO5: Leverage analysis may be conducted through group assignments and case discussions, providing limited support for teamwork development.

CO6: Working capital management involves practical problem-solving that can be addressed through group exercises, offering minimal but relevant contribution to collaborative skills.

CO7: Capital budgeting and dividend policy evaluation often involve group case analysis and presentations, encouraging collective interpretation and decision-making, though teamwork is not the primary focus.

PO14: Area Specific Expertise

CO1: It establishes strong foundational knowledge in finance and financial management. Understanding objectives, scope, and ethical principles contributes moderately to subject-specific competence.

CO2: Analysis of various sources of finance and evaluation of financing options develops specialized knowledge of capital markets, debt instruments, and startup funding. This strongly enhances professional financial expertise.

CO3: Capital structure theories, EBIT–EPS analysis, and point of indifference are core financial management areas. Mastery of these topics directly strengthens area-specific analytical competence.

CO4: Computation of cost of capital (WACC and CAPM) develops technical expertise in financial valuation and investment decision-making, contributing significantly to specialization.

CO5: Application of leverage concepts enhances expertise in financial risk management and profitability analysis, which are central to financial management specialization.

CO6: Working capital management strengthens practical expertise in short-term financial planning and liquidity management, important for professional financial roles.

CO7: Capital budgeting and dividend policy decisions contribute to specialization; however, compared to other COs, the mapping indicates relatively lower direct emphasis under this PO.

PO15: Environmental Awareness

CO1:CO1 primarily deals with fundamental financial concepts and ethical considerations. It does not directly address environmental aspects of financial management.

CO2: Analysis of financing options mainly focuses on financial feasibility and risk-return evaluation, with no specific environmental linkage in the course outcome.

CO3: Capital structure theories and EBIT–EPS analysis concentrates on financial performance rather than environmental sustainability considerations.

CO4: Cost of capital computation (WACC and CAPM) is quantitative and finance-centered, with no direct environmental dimension.

CO5: Leverage concepts primarily deal with financial risk and profitability, without direct environmental focus.

CO6: Working capital management involves efficient use of financial and operational resources. Proper management of inventory and resources indirectly promotes sustainable and responsible utilization practices.

CO7: Capital budgeting decisions may include evaluation of projects considering sustainability, long-term social impact, and compliance with environmental regulations. Though not explicitly stated, investment appraisal can incorporate environmentally responsible decision-making.

**SYLLABUS (CBCS –2024 Pattern as per NEP 2020) FOR T. Y. B.B.A
(w. e. from June 2026)**

Name of the Programme: B.B.A.

Program Code: BBA

Class: T.Y.B.B.A

Semester: V

Course Type: Major Elective (MJE)

Course Name: Analysis of Marketing Strategies and Environment

Course Code: BBA-306-MJE(C)

No. of Lectures: 30

No. of Credits: 2

A) COURSE DESCRIPTION-

The course Marketing Environment and Business Analysis provides students with a comprehensive understanding of the dynamic forces influencing marketing decisions and organizational performance. It explores the internal and external marketing environment and their impact on strategic planning. The course introduces business analysis concepts, processes, tools such as CSF, KPI, and BCG Matrix to support managerial decision-making. It also covers marketing research techniques and consumer buying behavior to understand market trends. Finally, the course focuses on developing effective marketing strategies including product, pricing, segmentation, distribution, and digital marketing strategies. This course equips students with analytical and strategic skills essential for modern marketing management.

B) COURSE OBJECTIVES:

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

C) COURSE OUTCOMES:

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

marketing decisions.

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

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

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

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

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

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

UNIT NO-1: MARKETING ENVIRONMENT

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

No. of Lectures – 05

UNIT NO-2: BUSINESS ANALYSIS

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

No. of Lectures – 10

UNIT NO- 3: MARKETING RESEARCH

- 3.1 Meaning, Definition of Marketing Research, Need of Marketing Research
- 3.2 Marketing Research Process

3.3 Consumer Buying Behaviour

3.4 Marketing environment affecting consumer-buying behavior

No. of Lectures – 08

UNIT NO- 4: MARKETING STRATEGIES

4.1 Introduction to Marketing Strategies

4.2 Product and Pricing Strategies

4.3 Market Segmentation and Targeting Strategies

4.4 Distribution Strategies, Communication Strategies

4.5 Digital Marketing Strategies – Importance and Challenges

No. of Lectures – 07

EVALUATION-

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

REFERENCE BOOKS:

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

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

Class: T.Y.BBA (Sem–VI)

Subject: Analysis of Marketing Strategies and Environment

Course: BBA

Course Code: BBA-306-MJE(C)

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

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

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

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

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

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

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

CO7: Recognizing the importance and challenges of digital marketing strategies entails a solid foundational

understanding, supporting informed decision-making in the marketing sphere.

PO2: Procedural Knowledge for Skill Enhancement-

CO1: Analyzing marketing environmental factors and making marketing decisions represents procedural knowledge,

crucial for skill enhancement in practical settings.

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

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

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills-

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

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

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

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

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

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

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

PO4: Professional Communication Skills-

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

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

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

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

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

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

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

PO5: Analytical Reasoning Skills-

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

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

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

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

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills-

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

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

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

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

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

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

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

PO7: Multidisciplinary Competence-

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

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

CO3: Identifying success factors and KPIs necessitates input from multiple disciplines, showcasing the necessity

of multidisciplinary competence.

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

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

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

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

PO8: Value Inculcation through Community Engagement

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

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

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application-

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

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

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

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

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

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

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

PO10: Design and Development of System-

CO1: Analyzing marketing factors requires a systematic approach, reflecting skills in systematic design and

development of frameworks.

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

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

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

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

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

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

PO11: Ethical and Social Responsibility-

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

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

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

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

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

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

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

PO12: Research-Related skills-

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

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

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

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

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

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

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

PO13: Teamwork-

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

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

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

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

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

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

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

PO14: Area Specific Expertise-

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

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

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

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

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

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

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

PO15: Environmental Awareness-

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

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

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

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

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

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

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

SYLLABUS (CBCS –2024 Pattern as per NEP 2020) FOR T. Y. B.B.A**(w. e. from June, 2026)****Name of the Programme: B.B.A.****Program Code: BBA****Class: T.Y.B.B.A****Semester: V****Course Type: Major Elective****Course Name: Conflict and Negotiation Management.****Course Code: BBA-307-MJE(A)****No. of Lectures: 30****No. of Credits:02****A) COURSE DESCRIPTION:**

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

B) COURSE OBJECTIVES:

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

C) COURSE OUTCOMES:

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

UNIT NO 1: FUNDAMENTALS OF NEGOTIATION.

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

No of Lectures 12

UNIT NO 2: NEGOTIATION STYLES.

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

No of lectures 8

UNIT NO 3: CONFLICT MANAGEMENT.

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

No of lectures 10

REFERENCE BOOKS:

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

EVALUATION:

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

Mapping of Program Outcomes with Course Outcomes**Class:** TYBBA (Sem –V)**Subject:** Conflict and Negotiation Management**Course:** Conflict and Negotiation Management **Course Code:** BBA-307-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	3	2	2	1	1	1	2	2	2	3	1
CO2	2	3	3	2	2	3	2	1	1	2	2	2	3	3	1
CO3	3	2	3	2	3	2	2	1	1	1	2	2	2	3	1
CO4	2	2	3	2	3	3	1	1	1	1	2	2	3	3	1
CO5	2	1	2	2	2	1	1	2	1	1	3	1	2	2	1
CO6	3	2	3	2	3	2	2	1	1	2	2	2	2	3	1
CO7	3	2	3	3	3	2	2	2	1	1	3	2	3	3	1

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

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

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

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

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

CO5: Studying ethics in negotiation strengthens students' understanding of moral principles within conflict scenarios, contributing to a more comprehensive theoretical base.

CO6: Knowledge of different models of conflict resolution equips students with comparative perspectives and structured frameworks, deepening their conceptual learning.

CO7: Recognizing the importance of effective conflict management reinforces fundamental concepts, helping students internalize key principles and theoretical insights.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Identifying sources of conflict requires students to apply observation and diagnostic techniques, thereby enhancing their ability to assess conflict situations in real-life contexts.

CO2: Understanding the negotiation process involves learning structured procedures and stages, which supports the development of practical negotiation skills.

CO3: Gaining familiarity with conflict management concepts equips students to apply appropriate methods and procedural strategies in conflict resolution settings.

CO3: Recognizing the Zone of Possible Agreement (ZOPA) involves procedural thinking and strategic planning, strengthening students' applied negotiation capabilities.

CO4: Recognizing the Zone of Possible Agreement (ZOPA) involves procedural thinking and strategic planning, strengthening students' applied negotiation capabilities.

CO5: Studying ethics in negotiation helps students to apply ethical reasoning procedures and decision-making frameworks in practical scenarios.

CO6: Identifying conflict resolution models trains students in structured techniques and prepares them to implement appropriate strategies based on situational needs.

CO7: Understanding effective conflict management fosters the ability to follow established procedures to mitigate disputes and enhance workplace harmony.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Identifying various sources of conflict requires students to analyze interpersonal and organizational dynamics, strengthening their critical thinking and diagnostic abilities.

CO2: Understanding the negotiation process involves evaluating options, anticipating responses, and making informed decisions—core aspects of problem-solving.

CO3: Comprehending conflict management concepts enables students to assess different conflict scenarios and choose the most effective resolution strategies.

CO4: Recognizing the Zone of Possible Agreement (ZOPA) demands strategic thinking, scenario analysis, and logical reasoning to arrive at mutually beneficial outcomes.

CO5: Studying ethics in negotiation fosters ethical reasoning and critical evaluation of actions and consequences in morally complex situations.

CO6: Comparing and applying different conflict resolution models enhances analytical thinking and helps students solve problems by selecting the most appropriate model.

CO7: Learning about the importance of effective conflict management encourages students to think critically about the implications of unmanaged conflict and identify practical solutions.

PO4: Communication Skills

CO1: Identifying sources of conflict enhances students' ability to articulate observations clearly and discuss conflict origins with clarity in personal and professional environments.

CO2: Understanding the negotiation process equips students with effective dialogue strategies and communication techniques crucial for successful negotiation outcomes.

CO3: Learning conflict management concepts helps students express complex ideas and solutions clearly, both in writing and during discussions.

CO4: Recognizing the Zone of Possible Agreement (ZOPA) requires clear articulation of interests and boundaries, strengthening persuasive and diplomatic communication.

CO5: Studying ethics in negotiation fosters respectful and thoughtful communication, especially in sensitive or morally challenging situations.

CO6: Understanding conflict resolution models enables students to explain and discuss structured approaches effectively in team or group settings.

CO7: Emphasizing the importance of effective conflict management enhances interpersonal communication by promoting dialogue, empathy, and clarity during conflict situations.

PO5: Analytical Reasoning Skills

CO1: Identifying different sources of conflict requires analytical thinking to distinguish between root causes and symptoms, enabling sound conflict diagnosis.

CO2: Understanding the negotiation process demands logical reasoning to evaluate interests, positions, and possible outcomes.

CO3: Comprehending conflict management concepts enhances the ability to critically assess conflict situations and choose suitable strategies.

CO4: Identifying the Zone of Possible Agreement (ZOPA) involves reasoning through overlapping interests and predicting negotiation potential.

CO5: Studying ethics in negotiation fosters moral reasoning and the capacity to weigh different values and consequences in conflict settings.

CO6: Analyzing different models of conflict resolution develops comparative evaluation skills and strategic thinking.

CO7: Understanding the importance of effective conflict management strengthens judgment in applying appropriate methods for real-life conflict resolution.

PO6: Innovation, Employability and Entrepreneurial Skills.

CO1: Identifying various sources of conflicts involves analysing interpersonal dynamics and environmental factors, which strengthens students' capacity for critical observation and logical interpretation.

CO2: Understanding the negotiation process requires evaluating interests, assessing alternatives, and applying logic to structure effective communication and agreements.

CO3: Grasping concepts in conflict management allows students to logically analyze different types of conflicts and apply suitable methods of resolution.

CO4: Determining the Zone of Possible Agreement (ZOPA) involves analysing positions, calculating potential outcomes, and making reasoned judgments to arrive at a mutual consensus.

CO5: Studying ethics in negotiation promotes analytical evaluation of actions, dilemmas, and their consequences, encouraging thoughtful decision-making in complex situations.

CO6: Comparing conflict resolution models enhances the ability to assess the strengths, limitations, and applicability of each approach through systematic reasoning.

CO7: Recognizing the significance of effective conflict management requires analysing potential impacts on individuals and organizations, fostering logical thinking in decision-making processes.

PO7: Multidisciplinary Competence

CO1: Identifying sources of conflict involves drawing on insights from psychology, sociology, and organizational behaviour, reflecting the integration of multiple disciplines.

CO2: Understanding the negotiation process blends concepts from business, law, psychology, and communication studies, fostering interdisciplinary competence.

CO3: Exploring conflict management theories includes contributions from management, political science, and behavioural sciences, encouraging a cross-disciplinary perspective.

CO4: Analyzing the Zone of Possible Agreement (ZOPA) requires the application of logic, behavioural economics, and communication strategies from multiple knowledge domains.

CO5: Studying ethics in negotiation connects philosophy, law, and management ethics, promoting ethical literacy across fields.

CO6: Evaluating models of conflict resolution draws upon models developed in education, healthcare, law, and corporate management, emphasizing varied disciplinary approaches.

CO7: Understanding the broader importance of effective conflict management involves integrating perspectives from human resource management, psychology, and social sciences.

PO8: Value Inculcation through Community Engagement

CO1: Identifying sources of conflict in diverse social settings promotes empathy and understanding of community dynamics, encouraging value-based reflection.

CO2: Understanding negotiation processes helps students resolve disputes constructively in community interactions, fostering mutual respect and cooperation.

CO3: Learning conflict management concepts encourages students to address real-world challenges with sensitivity, enhancing their social awareness and ethical mindset.

CO4: Identifying the Zone of Possible Agreement (ZOPA) in community conflicts enables learners to apply fairness and inclusivity, core values in collaborative engagements.

CO5: Studying ethics in negotiation cultivates a strong moral compass, preparing students to make ethically responsible decisions in personal and community contexts.

CO6: Applying different conflict resolution models in social or organizational environments promotes a culture of peace and dialogue, contributing to community well-being.

CO7: Understanding the importance of conflict management reinforces values like patience, empathy, and tolerance—vital for harmonious community relationships.

PO9: Traditional Knowledge into Modern Application

CO1: Identifying sources of conflict can include traditional causes and cultural contexts, helping students understand conflict origins from a heritage-informed perspective.

CO2: Understanding the negotiation process allows students to appreciate traditional conflict resolution methods, such as community mediation or elders' councils, and relate them to modern practices.

CO3: Exploring concepts in conflict management involves studying age-old customs and rituals that have historically been used to resolve disputes, and applying them with modern relevance.

CO4: Identifying the Zone of Possible Agreement (ZOPA) aligns with traditional practices of mutual compromise and consensus, enabling students to blend ancestral wisdom with strategic negotiation.

CO5: Studying ethics in negotiation reflects the core values embedded in traditional systems—such as honesty, respect, and harmony—which continue to guide modern ethical frameworks.

CO6: Examining conflict resolution models allows students to evaluate and adapt traditional systems like panchayats, restorative circles, or indigenous arbitration for current use.

CO7: Understanding effective conflict management reinforces the role of time-tested cultural approaches, demonstrating their relevance in building sustainable peace today.

PO10: Design and Development of System

CO1: Identifying sources of conflict helps students design diagnostic tools or systems that can detect early warning signs and manage conflict proactively.

CO2: Understanding the negotiation process allows students to develop structured negotiation frameworks or protocols applicable in organizational or professional settings.

CO3: Grasping various concepts in conflict management supports the development of comprehensive conflict-handling systems that integrate theory with practice.

CO4: Identifying the Zone of Possible Agreement (ZOPA) is a step toward designing effective deal-making systems that facilitate consensus-building and mutual gains.

CO5: Studying ethics in negotiation enables the design of ethical guidelines and policies for organizational negotiation practices and decision-making systems.

CO6: Learning different models of conflict resolution provides a foundation for constructing adaptable systems tailored to different types of disputes and environments.

CO7: Understanding the importance of effective conflict management equips students to build sustainable systems that enhance harmony and productivity in group dynamics.

PO11: Ethical and Social Responsibility

CO1: Identifying sources of conflict promotes awareness of social and cultural sensitivities, encouraging students to respond ethically and responsibly.

CO2: Understanding the negotiation process helps students apply fairness, integrity, and respect for others' perspectives, reinforcing ethical behaviour in interactions.

CO3: Learning conflict management concepts fosters responsible decision-making and consideration of social impacts while resolving disputes.

CO4: Recognizing the Zone of Possible Agreement (ZOPA) encourages mutual understanding and ethical compromise, reflecting a socially responsible approach to negotiation.

CO5: Studying ethics in negotiation directly develops students' ethical reasoning skills and guides them in handling moral dilemmas in professional settings.

CO6: Exploring conflict resolution models allows learners to evaluate their societal impact and adopt those promoting fairness, justice, and social harmony.

CO7: Understanding the importance of effective conflict management reinforces the role of ethical leadership and social responsibility in maintaining peace and cooperation.

PO12: Research-Related skills

CO1: Identifying different sources of conflict encourages inquiry into underlying causes, allowing students to formulate research questions and conduct case-based investigations.

CO2: Understanding the negotiation process equips students to study real-world negotiation scenarios, apply qualitative/quantitative tools, and assess negotiation strategies.

CO3: Exploring concepts in conflict management supports literature review and theoretical framework development for research in social dynamics and organizational behaviour.

CO4: Recognizing the Zone of Possible Agreement (ZOPA) enables students to analyze negotiation outcomes and design research on conflict resolution effectiveness.

CO5: Studying ethics in negotiation provides a foundation for research into ethical dilemmas, moral reasoning, and behavior in conflict settings.

CO6: Learning different models of conflict resolution allows students to compare frameworks, assess outcomes, and validate theoretical models through research.

CO7: Understanding effective conflict management helps in conducting action research, designing interventions, and evaluating conflict mitigation strategies in various environments.

PO13: Teamwork

CO1: Identifying sources of conflict helps students recognize potential triggers in team dynamics, improving interpersonal understanding and collaboration.

CO2: Understanding the negotiation process equips students to resolve disagreements constructively within a team, promoting harmony and cooperation.

CO3: Learning conflict management concepts enables students to navigate and mediate team conflicts, ensuring productive group interactions.

CO4: Recognizing the Zone of Possible Agreement (ZOPA) allows team members to reach consensus through compromise, enhancing group decision-making.

CO5: Studying ethics in negotiation fosters mutual respect, trust, and accountability among team members, which are vital for effective teamwork.

CO6: Understanding conflict resolution models prepares students to apply structured approaches for managing disputes within teams.

CO7: Learning the importance of effective conflict management ensures that students can contribute to a positive and goal-oriented team environment.

PO14: Area Specific Expertise:

CO1: Identifying different sources of conflict builds domain-specific insight into interpersonal and organizational challenges—critical for conflict management professionals.

CO2: Understanding the negotiation process is a core component of expertise in conflict resolution, especially in business, law, and human resources.

CO3: Learning various concepts in conflict management ensures mastery of key theories, tools, and techniques required in the field.

CO4: Identifying the Zone of Possible Agreement (ZOPA) enhances professional negotiation capabilities—a key area-specific skill for mediators and managers.

CO5: Studying ethics in negotiation strengthens decision-making within ethical frameworks, crucial for credibility and trust in the domain.

CO6: Exploring different models of conflict resolution develops applied expertise in selecting and utilizing the right method based on the situation.

CO7: Understanding the importance of effective conflict management fosters leadership and strategic intervention skills, adding depth to domain-specific practice.

PO15: Environmental Awareness

CO1: Identifying sources of conflict can include environmental disputes (e.g., resource allocation), making students aware of ecological dimensions in conflict.

CO2: Understanding negotiation processes enables resolution of environmental conflicts involving stakeholders like governments, NGOs, and local communities.

CO3: Concepts in conflict management often apply to environmental policy discussions and stakeholder disputes, enhancing environmental problem-solving capacity.

CO4: Recognizing ZOPA in negotiations is vital when balancing development and environmental sustainability among competing interests.

CO5: Ethics in negotiation fosters environmentally responsible decision-making, encouraging students to prioritize sustainability during conflict resolution.

CO6: Models of conflict resolution are applicable in ecological and conservation-related disputes, building competence in handling environmental conflicts.

CO7: Emphasizing effective conflict management teaches students how peaceful collaboration can lead to sustainable solutions in environmental and community contexts.

SYLLABUS (CBCS-2024 Pattern as per NEP 2020) FOR T. Y. B.B.A
(w. e. from June, 2026)

Name of the Programme: B.B.A.

Program Code: BBA

Class: T.Y.B.B.A

Semester: V

Course Type: Major Elective

Course Name: Investment Analysis and Portfolio Management

Course Code: BBA-307-MJE(B)

No. of Lectures: 30

No. of Credits: 02

A) COURSE DESCRIPTION:

This course provides students with a comprehensive understanding of the principles and practices of investment analysis and portfolio management. It introduces the conceptual framework of investments, financial markets, security analysis, and portfolio construction to enable informed financial decision-making. The course emphasizes both theoretical foundations and practical applications required for managing personal and institutional investments in a dynamic financial environment. This course will familiarize students with the structure, nomenclature and practices of financial markets. Students will be exposed to the wide variety of securities available. Course will also cover theories related to risk and return and conceptual insight to the valuation of securities.

B) COURSE OBJECTIVES:

- 1) To Knowledge about investments, their importance, and difference from speculation
- 2) To Exposure about the financial markets, utility and securities
- 3) To Develop knowledge about various financial markets such as bond markets, equity markets, foreign exchange, commodities, gold, and derivatives
- 4) To Understanding about Fundamental and Technical analysis
- 5) To Knowledge about importance of investing in a portfolio and its management
- 6) To Understand portfolio management concepts, including risk-return relationship.
- 7) To Understand the role and responsibilities of regulatory bodies like RBI and SEBI

C) COURSE OUTCOMES:

CO1: Explain the concept, objectives, characteristics, and process of investment and clearly distinguish between investment and speculation.

CO2: Identify and describe the structure and functioning of different financial markets including bond, equity, foreign exchange, commodity, gold, and derivative markets.

CO3: Evaluate various investment avenues such as debt, equity, deposits, and mutual funds based on risk, return, and liquidity.

CO4: Analyze the role and responsibilities of regulatory bodies like RBI and SEBI in protecting investors and ensuring efficient market operations.

CO5: Apply fundamental analysis techniques by examining macroeconomic indicators, financial statements, and valuing equity and debt instruments.

CO6: Use technical analysis tools such as Simple Moving Averages (SMA) and Rate of Change (ROC) to study price trends and investor behavior.

CO7: Construct and manage a portfolio using concepts of risk-return (CAPM), diversification, asset allocation, and differentiate between active and passive portfolio strategies.

UNIT 1: A CONCEPTUAL FRAMEWORK OF INVESTMENTS

1.1 Defining Investment.

1.2 Describing Investments – Objectives, Characteristics, Process,

1.3 Difference from speculation

No of Lecture 06

UNIT 2: FINANCIAL MARKETS

2.1 What are Financial Markets, Different types of Financial Markets, Bond Market.

2.2 Instruments in Equity Markets – Shares, IPOs; Other Markets – Foreign Exchange, Commodities, Gold, Derivatives.

2.3 Investment Avenues – Debt, Equity, Deposits, Mutual Funds.

2.4 Regulatory Bodies – RBI and SEBI – Roles and Responsibilities

No of Lecture 08

UNIT 3: FUNDAMENTAL AND TECHNICAL ANALYSIS

3.1 What is Fundamental Analysis? Investor mindset.

3.2 Macroeconomic analysis – Inflation, Interest rate, Money supply

3.3 Financial Statement Analysis, Valuation of equity and debt.

3.4 What is Technical Analysis – Difference from Fundamental Analysis; Investor mindset

No of Lecture 08

UNIT 4: PORTFOLIO MANAGEMENT

4.1 Concept of portfolio and portfolio management.

4.2 concept of risk-return and Diversification.

4.3 types of portfolio management – active vs passive, Asset allocation decision.

No of Lecture 08

REFERENCE BOOKS:

Sr. No	Author	Title of Book	Publisher
1	Elton, J. E., Gruber, M. J., Brown, S. J.	Modern Portfolio Theory and Investment Analysis	Wiley
2	Reilly, F. K., Brown, K. C.	Analysis of Investments and Management of Portfolios	Cengage Learning
3	Chandra, P.	Investment Analysis and Portfolio Management	McGraw Hill
4	Kevin, S.	Security Analysis and Portfolio Management	McGraw Hill
5	Edwin J. Elton, Martin J. Gruber, Stephen J. Brown, William N. Goetzmann	Modern Portfolio Theory and Investment Analysis	Wiley

EVALUATION:

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

Choice Based Credit System Syllabus (2024Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** TYBBA (Sem –V) **Subject:** Investment analysis and portfolio management**Course:** Major Mandatory **Course Code:** BBA-307-MJE(B)**Weight age:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

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

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

CO1: Students gain basic understanding of investment concepts, objectives, and differences between investment and speculation, supporting foundational knowledge.

CO2: Understanding structure and functioning of various financial markets provides comprehensive conceptual clarity in finance.

CO3: Evaluating investment avenues strengthens theoretical and comparative understanding of risk, return, and liquidity.

CO4: Knowledge of RBI and SEBI roles builds regulatory and institutional understanding in financial systems.

CO5: Fundamental analysis develops deep understanding of macroeconomic indicators and valuation techniques.

CO6: Technical analysis tools enhance structured financial knowledge.

CO7: Portfolio construction applies knowledge but focuses more on application than pure conceptual foundation.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Provides procedural clarity on investment processes and decision-making.

CO2: Descriptive knowledge of financial markets provides limited procedural skill.

CO3: Evaluation of investment avenues enhances practical decision-making ability.

CO4: Understanding regulatory roles contributes limited procedural skill.

CO5: Application of fundamental analysis techniques strongly enhances practical financial skills.

CO6: Technical tools provide specific analytical skills but limited broader procedural development.

CO7: Portfolio construction and CAPM application significantly enhance applied financial skills.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Distinguishing investment and speculation builds logical reasoning skills.

CO2: Understanding different financial markets enhances analytical thinking regarding market behavior.

CO3: Comparative evaluation of investment avenues strengthens risk-return analysis and decision-making skills.

CO4: Analyzing regulatory frameworks supports critical evaluation of market protection systems.

CO5: Fundamental analysis requires interpretation of economic data and financial statements, strongly enhancing problem-solving skills.

CO6: Technical analysis improves pattern recognition and trend analysis abilities.

CO7: Portfolio management contributes to evaluation but with less focus on independent problem formulation.

PO4: Professional Communication Skills

CO1: Explaining investment concepts and differentiating investment from speculation enhances financial communication skills.

CO2: Describing structures and functioning of financial markets improves professional explanation and presentation abilities.

CO3: Evaluating investment avenues requires presenting comparative analysis clearly to investors or stakeholders.

CO4: Discussing RBI and SEBI roles strengthens formal communication related to regulatory frameworks.

CO5: Fundamental analysis findings must be communicated effectively in reports and presentations.

CO6: Technical analysis interpretation enhances graphical and analytical explanation skills.

CO7: Portfolio construction involves limited but necessary reporting and advisory communication.

PO5: Analytical Reasoning Skills

CO1: Understanding investment principles builds foundational reasoning ability.

CO2: Market structure knowledge provides limited analytical depth.

CO3: Evaluating risk-return relationships strengthens logical comparison skills.

CO4: Regulatory analysis contributes limited quantitative reasoning.

CO5: Fundamental analysis requires interpretation of economic and financial data, strongly enhancing analytical reasoning.

CO6: Technical indicators provide specific analytical skill but limited comprehensive reasoning.

CO7: Portfolio construction using CAPM and diversification requires strong quantitative and analytical reasoning.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Basic investment knowledge supports financial literacy required for employability.

CO2: Understanding different financial markets prepares students for industry roles.

CO3: Evaluating investment avenues develops professional advisory and decision-making skills.

CO4: Knowledge of RBI and SEBI enhances regulatory awareness for financial careers.

CO5: Fundamental analysis skills are essential for equity research and investment advisory careers.

CO6: Technical analysis tools improve employable trading and market analysis skills.

CO7: Portfolio construction contributes practical exposure but limited innovation dimension.

PO7: Multidisciplinary Competence

CO1: Investment concepts connect finance with economics and business fundamentals.

CO2: Financial markets integrate economic theory, global trade, and monetary systems.

CO3: Evaluation of investment avenues involves finance, risk management, and economics.

CO4: Regulatory analysis links finance with legal and governance frameworks.

CO5: Fundamental analysis integrates macroeconomics, accounting, and corporate finance.

CO6: Technical analysis uses statistical tools and behavioral finance concepts.

CO7: Portfolio management applies finance principles but limited interdisciplinary expansion.

PO8: Value Inculcation through Community Engagement

CO1: Understanding investment vs speculation promotes responsible financial behavior in society.

CO2: Knowledge of financial markets helps students educate communities about safe investment practices.

CO3: Evaluation of investment avenues enables guiding small investors in making informed decisions.

CO4: Understanding RBI and SEBI roles strengthens awareness of investor protection mechanisms.

CO5: Fundamental analysis helps promote rational and informed investing in the community.

CO6: Technical tools support awareness of market trends and risks.

CO7: Portfolio construction has limited direct community engagement relevance.

PO9: Traditional Knowledge into Modern Application

CO1: Basic investment principles connect traditional saving concepts with modern investing.

CO2: Understanding gold and commodity markets links traditional assets with formal markets.

CO3: Evaluation of deposits and gold integrates traditional investment methods into structured comparison.

CO4: Regulatory knowledge ensures safe modernization of traditional practices.

CO5: Fundamental analysis supports valuation of traditional and modern financial assets.

CO6: Technical analysis modernizes trading decisions for traditional assets.

CO7: Portfolio management has limited direct focus on traditional integration.

PO10: Design and Development of System

CO1: Understanding investment processes builds foundational system knowledge.

CO2: Financial market structure contributes to system-level understanding.

CO3: Evaluation frameworks strengthen structured financial system thinking.

CO4: Regulatory bodies form part of financial system design.

CO5: Fundamental analysis supports structured valuation systems.

CO6: Technical indicators contribute to analytical system design.

CO7: Portfolio management focuses on application rather than full system development.

PO11: Ethical and Social Responsibility

CO1: Differentiating investment and speculation promotes ethical decision-making.

CO2: Understanding market functioning enhances transparency awareness.

CO3: Risk-return evaluation encourages responsible investing.

CO4: RBI and SEBI roles promote ethical market conduct.

CO5: Fundamental analysis supports rational and transparent investment decisions.

CO6: Technical tools improve informed trading decisions.

CO7: Portfolio strategies involve limited direct ethical focus.

PO12: Research-Related Skills

CO1: Provides conceptual foundation for research.

CO2: Descriptive market structure offers limited research depth.

CO3: Investment comparison develops evaluative skills.

CO4: Regulatory understanding has limited analytical depth.

CO5: Fundamental analysis strongly enhances research skills.

CO6: Technical indicators offer limited structured research ability.

CO7: Portfolio management using CAPM strengthens applied financial research.

PO13: Teamwork

CO1: Discussion-based learning supports teamwork.

CO2: Market analysis often requires collaborative learning.

CO3: Group evaluation of investment options strengthens teamwork.

CO4: Regulatory case discussions encourage collaboration.

CO5: Fundamental analysis projects enhance team-based research.

CO6: Technical analysis activities may be group-based.

CO7: Portfolio design has limited teamwork emphasis.

PO14: Area Specific Expertise

CO1: Builds investment fundamentals.

CO2: Develops deep understanding of financial markets.

CO3: Strengthens investment evaluation expertise.

CO4: Enhances regulatory knowledge.

CO5: Provides strong valuation and analytical expertise.

CO6: Adds technical trading knowledge.

CO7: Portfolio application contributes limited additional specialization.

PO15: Environmental Awareness

CO1: Investment awareness includes sustainable investing concepts.

CO2: Financial markets increasingly include green bonds and ESG products.

CO3: Risk-return evaluation includes ESG considerations.

CO4: Regulatory bodies promote sustainable finance guidelines.

CO5: Fundamental analysis can include ESG factors.

CO6: Technical analysis supports monitoring of sustainable investment trends.

CO7: Portfolio strategies may include green asset allocation but limited direct environmental focus.

**SYLLABUS (CBCS –2024 Pattern as per NEP 2020) FOR T. Y. B.B.A
(w. e. from June 2026)**

Name of the Programme: B.B.A.

Program Code: BBA

Class: T.Y.B.B.A

Semester: V

Course Type: Major Elective (MJE)

Course Name: Product and Product Branding

Course Code: BBA-307-MJE(C)

No. of Lectures: 30

No. of Credits: 2

A) COURSE DESCRIPTION: The course **Product and Brand Management** focuses on developing a comprehensive understanding of product planning, product development, and brand management strategies in a competitive business environment. It introduces the concepts of product management, product design, and new product development processes along with the challenges involved. The course also covers formulation of product strategies through customer and competitor analysis. Further, it emphasizes brand management concepts such as brand identity, brand positioning, brand loyalty, and brand building. The course equips students with strategic and analytical skills required to manage products and brands effectively in consumer and industrial markets.

B) COURSE OBJECTIVES:

1. To understand the concepts of product management, development, and design.
2. To explore the importance of project management in the consumer product industry vs. the industrial product industry.
3. To analyze the factors contributing to new product development and the challenges faced in the process.
4. To understand the elements of product strategies and their selection.
5. To comprehend the concepts of brand management, brand identity, and brand image.
6. To explore the process of brand management and the classifications of brands.
7. To understand brand positioning, brand building, and the various branding strategies.

C) COURSE OUTCOME:

CO1: Able to define and differentiate between various types of products and understand their features

CO2: Analyze the importance and functions of product management in both consumer and industrial product industries.

CO3: Students will be able to identify the factors contributing to new product development and the challenges faced in the process.

CO4: Develop and implement effective product strategies, considering customer and competitor analysis.

CO5: Understand the concepts of brand management, brand identity, and brand image in building successful brands.

CO6: Students will be able to create brand positioning strategies and implement brand building processes effectively.

CO7: Analyze the various types of branding strategies and their impact on brand success in the market.

UNIT NO-1: PRODUCT MANAGEMENT

1.1 Product Meaning, Definition, Features, Types of Products.

1.2 Product Management Meaning, Definition, Importance, Functions of Product Management, and Product Management in consumer product industry vs. industrial product industry.

1.3 Product Development Meaning, Definition, Factors Contributing to New Product Development, New Product Development Process

1.4 Challenges of New Product Development, Causes of Failures of New Product

1.5 Product Design Meaning, Definition, Elements of Product Design

1.6 Product Design Process Factors Influencing Product Design.

No. of Lectures-10

UNIT NO-2: DEVELOPING PRODUCT STRATEGIES

2.1 Product Strategies Introduction, Elements of a product strategy

2.2 Selection of Strategic Alternative

2.3 Customer Analysis Concept, Systematic Analysis of Customers

2.4 Competitors Analysis Concept

2.5 Steps in Analyzing Competitors

No. of Lectures-08

UNIT NO- 3: BRAND MANAGEMENT

3.1 Brand -Meaning, Definition, Characteristics of Successful Brands, Role of Brand, Classifications

3.2 Brand Management Meaning, Definition, Brand Management Process,

3.3 Brand Identity, Brand Image, Brand Knowledge, Brand Awareness, Brand Loyalty

3.4 Brand Positioning Meaning, Definition, Advantages

3.5 Brand Building Meaning, Importance, Steps in Brand Building, Types of Branding Strategies

No. of Lectures 12

EVALUATION:

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

REFERENCE BOOKS:

Sr. No.	Books Name	Authors
1.	Product Management	Lehmann & Winer, TMGH
2.	Strategic Brand Management	J N Kapferer, Kogan Page
3.	Product & Brand Management	U.C. Mathur
4.	Strategic Brand Management	Kevin Lane Keller

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

Class: T.Y.BBA (Sem–V)

Subject: Product and Product Branding

Course: BBA

Course Code: BBA-307-MJE(C)

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding-

CO1: Understanding product types and features is fundamental knowledge, essential for a coherent understanding of the product landscape, which is vital in marketing.

CO2: Analyzing product management functions requires a fundamental understanding of both consumer and industrial markets, demonstrating coherence in product knowledge.

CO3: Knowledge of new product development factors showcases a fundamental understanding of processes essential for coherent market engagement.

CO4: Developing product strategies involves a fundamental knowledge base regarding customer needs and competitor behavior, which is pivotal for informed decision-making.

CO5: Understanding brand management concepts is fundamental and provides insights into successful branding efforts and their implications in marketing.

CO6: Creating effective brand positioning strategies requires a fundamental understanding of brand identity and market needs, underpinning brand success.

CO7: Analyzing branding strategies requires a coherent understanding of marketing principles that affect brand success, enabling students to navigate the market effectively.

PO2: Procedural Knowledge for Skill Enhancement-

CO1: Defining and differentiating product types involves procedural knowledge but may have

limitations without practical application in real-world scenarios.

CO2: Analyzing functions of product management requires procedural knowledge, as students must apply theoretical foundations in practical management contexts.

CO3: Identifying factors in product development involves procedural knowledge, but application may be limited dependent on prior experience.

CO4: Developing and implementing strategies involves procedural skills that enhance the ability to apply knowledge in practical scenarios effectively.

CO5: Understanding brand concepts is procedural but might need further focus on actionable skills to develop real-world applications.

CO6: Creating brand strategies demands procedural skills necessary for execution, focusing on practical implementation in real scenarios.

CO7: Analyzing branding strategies requires some procedural knowledge; however, the ability to apply them may vary depending on context.

PO3: Critical Thinking and Problem-Solving Skills-

CO1: Critical thinking is required to define and differentiate products, although the depth of application may vary based on context.

CO2: Analyzing product management functions demands critical thinking to understand complexities in consumer and industrial markets effectively.

CO3: Identifying factors in new product development involves problem-solving skills and critical thinking to assess challenges.

CO4: Developing product strategies require critical thinking to address customer and competitor analysis comprehensively.

CO5: Understanding brand management concepts requires some level of critical thinking, but deeper analysis may be needed for full application.

CO6: Analyzing brand positioning requires critical thinking, though the insights are largely shaped by existing knowledge rather than problem-solving.

CO7: Analyzing branding strategies involves critical thinking but might require further depth in evaluating implications for decision-making.

PO4: Professional Communication Skills-

CO1: Professional communication skills are necessary for defining and differentiating products, although deeper discussions enhance effectiveness.

CO2: Analyzing product management functions relies heavily on effective communication to articulate importance in various contexts.

CO3: Identifying new product development challenges involves clear communication of concepts that require teamwork and collaborative inputs.

CO4: Effective product strategy development requires communication to convey ideas to stakeholders, though the focus is primarily analytical.

CO5: Understanding brand management involves articulation of concepts; the communication level varies depending on context and audience.

CO6: Communicating brand positioning strategies effectively requires strong professional communication skills to ensure implementation and execution.

CO7: Effective analysis of branding strategies necessitates communication to relay findings, though detail level can oscillate based on context.

PO5: Analytical Reasoning Skills-

CO1: Analytical reasoning is involved in defining product types, although this may not fully

encapsulate the broader analytical processes involved.

CO2: Analyzing product management functions involves significant analytical reasoning to understand market dynamics effectively.

CO3: Identifying factors in new product development relies on analytical reasoning skills to assess challenges and opportunities.

CO4: Developing product strategies requires robust analytical reasoning for understanding customer needs and competitor responses effectively.

CO5: Understanding brand management concepts requires analytical reasoning to some extent, but application might need practical anchoring.

CO6: Creating brand strategies demands strong analytical reasoning based on assessment of market scenarios and consumer priorities.

CO7: Analyzing branding strategies involves critical analytical reasoning that relates to market performance and brand success.

PO6: Innovation, Employability and Entrepreneurial Skills.

CO1: Defining products contributes to innovative thinking, although it may not directly lead to entrepreneurial skills development.

CO2: Analyzing product management connects with innovation and entrepreneurship, as effective management practices are essential for market success.

CO3: Identifying challenges in product development is critical for fostering innovation and developing entrepreneurial perspectives.

CO4: Implementing product strategies fuels innovation by responding to consumer demands and competitive action, enhancing entrepreneurial skills.

CO5: Understanding brand management can inspire innovative ideas but may require contextual application to strengthen entrepreneurial drive.

CO6: Creating brand strategies contributes to innovation by fostering unique approaches to market challenges, enhancing entrepreneurial skills.

CO7: Analyzing branding strategies cultivates innovative thinking and entrepreneurial skills by reflecting on market successes and challenges.

PO7: Multidisciplinary Competence-

CO1: Understanding product differentiation contributes to multidisciplinary competence but may not engage diverse fields effectively.

CO2: Analyzing product management benefits from multidisciplinary approaches, drawing insights from marketing, psychology, and economics.

CO3: Identifying factors in product development allows for integrating various disciplines, enhancing course relevance in practice.

CO4: Developing product strategies that involve competitor analysis promotes multidisciplinary by bringing market insights together.

CO5: Understanding brand concepts incorporates knowledge from multiple areas yet may not delve

deeply into specific disciplines.

CO6: Creating brand strategies requires insights from various fields, reflecting multidisciplinary competence vital for positioning.

CO7: Analyzing branding strategies encourages looking at various disciplines, leading to a comprehensive understanding of market dynamics.

PO8: Value Inculcation through Community Engagement-

CO1: Defining products can link to community engagement but lacks a direct connection to value inculcation.

CO2: Analyzing functions of product management may highlight consumer benefits and community impacts, thereby fostering engagement.

CO3: Identifying factors in new product development could create opportunities for community involvement, although this is somewhat indirect.

CO4: Developing product strategies that consider community needs may enhance engagement, but the connection can vary in strength.

CO5: Understanding brand management relating to community values can promote engagement, though it may need more direct interaction.

CO6: Creating brand strategies that resonate with community values fosters deeper connections and enhances community engagement.

CO7: Analyzing branding strategies might provide insights into community implications, though it may not fully capture engagement methodologies.

PO9: Traditional Knowledge into Modern Application-

CO1: Defining products relate to traditional concepts but may lack grounding in contemporary applications without thorough context.

CO2: Analyzing product management functions connects traditional knowledge with modern marketing practices effectively.

CO3: Identifying new product development factors applies to traditional practices while acknowledging contemporary challenges, vital in product marketing.

CO4: Developing product strategies merges traditional marketing wisdom with modern competitive analysis, solidly linking the two realms.

CO5: Understanding brand management connects traditional concepts to modern applications but may require thorough contextual interpretation.

CO6: Creating brand strategies demonstrate the application of traditional brand-building concepts in

a modern marketplace environment.

CO7: Analyzing branding strategies reflects the integration of traditional knowledge with current market dynamics, ensuring relevance.

PO10: Design and Development of System-

CO1: Defining product types does not inherently involve systematic design elements; its execution depends more on knowledge than process.

CO2: Analyzing product management requires systematic processes and approaches, demonstrating systematic knowledge in product evaluation.

CO3: Identifying factors in new product development showcases underlying systems for studying challenges, highlighting design considerations.

CO4: Developing effective product strategies necessitates a systematic approach, ensuring a structured methodology in implementation.

CO5: Understanding brand management requires a degree of systematic thinking but may not fully engage design processes inherently.

CO6: Creating brand strategies heavily relies on systematic design processes for effective brand implementation and market position.

CO7: Analyzing branding strategies from a systematic angle solidifies systematic thought processes in understanding brand success factors.

PO11: Ethical and Social Responsibility-

CO1: Defining product features requires ethical consideration, though its effectiveness is situational based on context.

CO2: Analyzing product management functions emphasizes social responsibility and ethical practices in product development.

CO3: Identifying factors in new product development entails ethical responsibility towards market impact and consumer welfare.

CO4: Developing product strategies requires consideration of ethical practices and social responsibility towards consumers and communities.

CO5: Understanding brand management invokes ethical considerations but may not encompass full social responsibility without context.

CO6: Creating brand strategies emphasize ethics and responsibility, ensuring alignment with core brand values in the marketplace.

CO7: Analyzing branding strategies necessitates ethical assessment to understand their market impact and sustainability.

PO12: Research-Related skills-

CO1: Defining products require strong research skills in understanding features and characteristics, directly linking to research competencies.

CO2: Analyzing product management functions relies heavily on research skills to gather data and insights effectively.

CO3: Identifying factors in product development involves research methodologies to thoroughly understand challenges and solutions.

CO4: Developing effective product strategies necessitates research skills to understand customer and competitor environments accurately.

CO5: Understanding brand management requires extensive research to build knowledge of brand identity and market positioning.

CO6: Creating brand strategies demands thorough research skills for effective brand development and implementation.

CO7: Analyzing branding strategies requires comprehensive research skills to evaluate their effectiveness and impacts in the market.

PO13: Teamwork-

CO1: Defining product types contributes to teamwork by requiring input from different members, although the connection is limited.

CO2: Analyzing product management functions necessitates collaboration and teamwork among various stakeholders to achieve success.

CO3: Identifying challenges in product development involves collaborative teamwork approaches, enhancing group dynamics and communication.

CO4: Developing strategies may require teamwork to leverage differing insights and perspectives for effective implementation.

CO5: Understanding brand management can improve teamwork through collaborative insight related to brand identity yet may not always necessitate it.

CO6: Creating brand strategies strongly emphasizes teamwork to ensure effective collaboration in positioning and messaging efforts.

CO7: Analyzing branding strategies relies on teamwork, utilizing collective insights for evaluation and improvement in the branding process.

PO14: Area Specific Expertise-

CO1: Defining products can reflect area-specific expertise, although contributions can be superficial

without deeper engagement.

CO2: Analyzing product management supports area-specific expertise through nuanced understanding of market practices and consumer behaviors.

CO3: Identifying factors in product development can lead to specialized knowledge through practical experiences in various fields.

CO4: Developing product strategies effectively reflects specific knowledge areas vital for comprehensive market performance.

CO5: Understanding brand management may be area-specific, though the connection to branding elements might not be deeply rooted in specialization.

CO6: Creating brand strategies depends significantly on area-specific expertise that drives effective branding principles.

CO7: Analyzing branding strategies connects specialized knowledge with evaluating effective practices in the real market.

PO15: Environmental Awareness-

CO1: Understanding product definitions partially incorporates environmental awareness, although the connection may be limited.

CO2: Analyzing product management functions involves recognizing environmental implications and the importance of sustainable practices.

CO3: Identifying factors in new product development necessitates considering environmental impacts and sustainability challenges.

CO4: Developing product strategies increasingly requires environmental awareness to ensure sustainability and corporate responsibility.

CO5: Understanding brand management may touch on environmental considerations, but its depth can vary significantly based on context.

CO6: Creating brand strategies considers environmental impacts effectively, aligning with responsible practices within branding.

CO7: Analyzing branding strategies increasingly requires an understanding of environmental considerations to assess brand impact and effectiveness.

SYLLABUS (CBCS-2024 Pattern as per NEP 2020) FOR T. Y. B.B.A**(w. e. from June, 2026)****Name of the Programme: B.B.A.****Program Code: BBA****Class: T.Y.B.B.A****Semester: V****Course Type: Minor (MN)****Course Name: Global Business Environment****Course Code: BBA-308-MN****No. of Lectures: 30****No. of Credits: 02****A) COURSE DESCRIPTION:**

The course Global Business Environment provides a comprehensive understanding of the dynamic forces shaping international business operations. It introduces students to globalization, multinational enterprises (MNEs), and international market mechanisms. The course examines the macro-environmental factors affecting global business through the PESTEL framework. It also explores major international organizations such as WTO, IMF, World Bank, and other global trade institutions. The course equips students with analytical skills to evaluate global trade policies, economic environments, and emerging challenges in international business governance.

B) COURSE OBJECTIVES:

1. Understand the concept, scope, and evolution of global business and globalization.
2. Analyze international markets and operational strategies of multinational enterprises.
3. Examine the impact of political, economic, social, technological, ecological, and legal environments on global business.
4. Understand the structure, objectives, and functions of major international economic organizations.
5. Study global trade agreements such as GATT and WTO and their role in international trade regulation.
6. Evaluate the impact of globalization and MNEs on host and home countries.
7. Develop analytical skills to assess emerging trends and challenges in global trade governance.

C) COURSE OUTCOMES:**CO1:** Explain the concept, meaning, scope, and historical development of global business.**CO2:** Analyze the drivers of globalization and differentiate between global and transnational business

models.

CO3: Apply the PESTEL framework to assess the external environment of international business.

CO4: Evaluate the role and functioning of WTO, IMF, World Bank, OECD, UNCTAD, ADB, and other institutions.

CO5: Interpret the significance of international trade agreements and dispute settlement mechanisms.

CO6: Assess the economic, cultural, and environmental impact of multinational enterprises.

CO7: Critically examine contemporary issues and emerging challenges in global trade and governance.

UNIT NO.1: INTRODUCTION TO THE GLOBAL BUSINESS ENVIRONMENT

1.1 Concept, Meaning & Definition of Global Business

1.2 Scope of Global Business

1.3 Understanding international markets and operations

1.4 Historical Evolution of Globalization: Key phases and milestones in global trade

1.5 Key Drivers of Globalization: Technology, trade policies, transportation, and communication

1.6 Multinational Enterprises (MNEs): Characteristics, strategies, and market entry modes

1.7 Impact of MNEs: Economic, cultural, and environmental influences on host and home countries

1.8 Global vs. Transnational Business: Differences, strategies, and organizational structures

No of Lecture 12

UNIT NO.2: ENVIRONMENTS OF GLOBAL BUSINESS

2.1 Overview of the PESTEL Framework

2.2 Understanding the components

2.3 Political Environment: Government policies, stability, and international relations

2.4 Economic Environment: Economic growth, exchange rates, inflation, and market conditions

2.5 Social Environment: Cultural trends, demographics, and consumer behaviors

2.6 Technological Environment: Technological advancements, innovation, and digital transformation

- 2.7 Ecological Environment: Environmental regulations, sustainability practices, and impact on business
- 2.8 Legal Environment: Regulatory frameworks, compliance, and legal issues in international business
- 2.9 Case Studies: Application of PESTEL analysis in real-world scenarios

No of Lecture 10

UNIT NO.3: INTERNATIONAL ORGANIZATIONS AND AGREEMENTS

- 3.1 General Agreement on Trade and Tariffs (GATT) – Concept
- 3.2 World Trade Organization (WTO)- Functions, Principles
- 3.3 Organizational Structure; The WTO Agreements - A Bird's eye view; Salient feature of Uruguay Round Agreement Dispute Settlement Mechanism, Ministerial Conferences
- 3.4 International Economic Organizations: Introduction, Objectives, Organizational Structure and Functions; International Monetary Fund (IMF)
- 3.5 World Bank Group International Bank for Reconstruction and Development (IBRD) & International Development Association (IDA)
- 3.6. Organization for Economic Co-operation and Development (OECD); United Nations Conference on Trade and Development (UNCTAD)
- 3.7 IFC International Finance Corporation; Asian Development Bank (ADB)
- 3.8 Emerging trends and challenges in global trade governance.

No of Lecture 08

REFERENCE BOOKS:

Sr. No.	Book Title	Author(s)
1	International Business	Simon Collinson, Rajneesh Narula & Rugman
2	Fundamentals of International Business	—
3	International Business	Sumati Varma
4	Global Business	Mike W. Peng
5	The International Business Environment	Leslie Hamilton & Philip Webster
6	Globalization and Its Discontents	Joseph E. Stiglitz

EVALUATION:

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

Choice Based Credit System Syllabus (2024 Pattern)**Mapping Program Outcomes with Course Outcomes**

Class: TYBBA (Sem –V)
Course Type: Minor (MN)

Subject: Global Business Environment
Code: BBA-308-MN

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

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

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

CO3: Students build a foundational and coherent understanding of evolving global business trends. They gain expertise in international business dynamics and sector-specific issues.

CO4: Awareness of emerging issues enhances their innovation and employability skills. They engage in critical thinking to evaluate global challenges and formulate responses.

CO5: Students will develop the ability to apply theoretical knowledge. to real-world scenarios by effectively analyzing and solving case studies related to international business issues and challenges.

CO6: Students will demonstrate a comprehensive understanding of the factors influencing

different types of exchange rates, including fixed, floating, and managed exchange rate systems.

PO2: Procedural Knowledge for Skill Enhancement:

CO2: Students will analyze and assess the influence of international business environment on the operations of a firm in foreign markets, considering factors such as legal, cultural, political, and economic variables.

CO3: Students apply procedural knowledge to analyze business environments and adapt accordingly. analytical reasoning helps them evaluate risks and opportunities in international markets.

CO5: They develop critical thinking to assess factors like culture, politics, and economics. This learning sharpens their skills for entrepreneurship and global employability.

CO7: Integration of international trade principles into various business functions (marketing, finance, operations). Recognition of the impact of global trade on business strategies.

PO3: Critical Thinking and Problem-Solving Skills:

CO1: supports students in analyzing and interpreting emerging trends, which requires critical evaluation of dynamic global issues.

CO3: Evaluating dynamic global issues requires critical analysis and a problem-solving mindset. Students must assess complex situations like trade wars, economic sanctions, or technological disruptions in international business.

CO4: Students will bridge theory and practice through real-world business case applications improving innovation and problem-solving abilities.

CO6: Learners will gain coherent and analytical knowledge of exchange rate systems and their economic implications.

PO4: Professional Communication Skills:

CO2: Students will analyze and assess the influence of international business environment on the operations of a firm in foreign markets, considering factors such as legal, cultural, political, and economic variables.

CO3: Learners will develop critical thinking and analytical reasoning skills to assess global market influences.

CO4: Understanding India's historical trade practices helps students contextualize current practices, linking traditional economic strengths to modern global opportunities.

CO7: Students understanding current issues can contribute to designing responsive business systems and strategies for global operations that align with market demands.

PO5: Analytical Reasoning Skills:

CO1: Students gain domain-specific knowledge of international trade laws, global marketing, and cross-border finance. This helps them become specialists in sectors like import/export, global finance, or international HR.

CO2: Analyzing international environments involves understanding trade procedures, policies, and protocols. This PO ensures students learn and apply systematic methods in global assessments.

CO3: Effective analysis requires students to collect, interpret, and evaluate international data and reports, building their academic and market research capability.

CO5: Students will develop the ability to apply theoretical knowledge to real-world scenarios by effectively analyzing and solving case studies related to international business issues and challenges.

CO7: Students will acquire a strong foundational knowledge of global business trends and issues, including technological advancements and geopolitical shifts.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO1: Students need core knowledge of India's economic structure, trade history, and its international relationships to articulate the importance of foreign trade.

CO2: Trade policies affect employment and economic equity. Students are encouraged to view trade from a social justice and national development perspective.

CO4: Students will critically assess global trends like trade wars, digitalization, and economic shifts. They learn to approach business issues from multiple perspectives to find effective solutions.

CO6: With a grasp of emerging business trends, students are prepared to adapt, innovate, and meet evolving employer and entrepreneurial demands in global markets.

PO7: Multidisciplinary Competence:

CO1: Students analyze trade flows, economic integration levels, and market benefits within these groupings. They assess comparative advantages and geopolitical influences. Reasoning skills are developed through evaluating real-world regional case studies.

CO2: Analyzing international environments involves understanding trade procedures, policies, and protocols. This PO ensures students learn and apply systematic methods in global assessments.

CO4: Students will be able to describe and analyze various regional economic groupings, such as trade blocs and economic unions, understanding their purposes, benefits, and challenges for member countries.

CO6: They identify niche markets, supply chains, and regional cooperation advantages. Understanding regional groupings involves economics, politics, law, and culture. Students engage with multiple disciplines to understand international collaboration.

CO7: Global business environments are shaped by multiple disciplines—economics,

politics, sociology, law—which students must integrate to conduct holistic assessments.

PO8: Value Inculcation through Community Engagement:

CO1: Analyzing regional groupings involves evaluating shared goals, economic impact, and political integration across countries, which demands critical analysis.

CO3: Understanding regulations and tariffs is key in international trade management, making this a domain-specific skill critical for specialists.

CO4: Students learn to implement theories like comparative advantage, globalization, and FDI. Procedural practice boosts their competency for global business roles.

CO5: Students create systems/models for entry into international markets, logistics, or policy-making. This builds their capacity for structured thinking and implementation.

CO6: With a grasp of emerging business trends, students are prepared to adapt, innovate, and meet evolving employer and entrepreneurial demands in global markets.

PO9: Traditional Knowledge into Modern Application:

CO1: Students learn to prepare trade documents, communicate with stakeholders, and interpret legal frameworks. They gain familiarity with WTO norms, FTAs, and tariff structures.

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

CO6: Students get knowledge with international trends enhances employability and enables students to seize global entrepreneurial opportunities, especially in start-ups and trade-based businesses.

CO7: International business encompasses economics, law, sociology, and cultural studies. Understanding these dimensions equips students with holistic and cross-disciplinary thinking.

PO10: Design and Development of System:

CO1: Students will demonstrate an understanding of current and emerging issues in international business including global economic trends, geopolitical factors, and technological advancements.

CO4: Students will be able to describe and analyze various regional economic groupings, such as trade blocs and economic unions, understanding their purposes, benefits, and challenges for member countries.

CO5: Evaluating business environments involves logical reasoning to draw connection between political, economic, and legal factors influencing international markets.

CO7: Students will critically assess global trends like trade wars, digitalization, and economic shifts. They develop frameworks for evaluating risks and opportunities in volatile global contexts.

PO11: Ethical and Social Responsibility:

CO1: Ethical reasoning is developed through evaluating trade's social and developmental impacts.

awareness is strengthened by understanding fair trade and regulatory standards. **CO2:** Understanding currency systems improves decision-making in international careers. Problem-solving skills are refined through real-world business scenarios.

CO3: Students understand the role of trade in India's economic development. They connect traditional Indian trade practices to modern economic strategies.

CO5: Multidisciplinary skills are developed by integrating finance, economics, and geopolitics. They enhance their analytical ability to evaluate factors influencing exchange rates.

CO7: Students gain procedural knowledge of global trade systems and compliance. They gain area-specific expertise related to global commerce and legal frameworks.

PO12: Research-Related skills:

CO1: students gain the ability to interpret data, trends, and reports related to global business environments. Students learn to prepare trade documents, communicate with stakeholders, and interpret legal frameworks.

CO2: They develop a structured understanding of currency mechanisms. They develop a structured understanding of currency mechanisms. It strengthens analytical careers in finance and trade.

CO3: Students collaborate on simulations, case studies, and presentations. Application-based learning includes group projects and cross-functional tasks. Teamwork builds interpersonal and project management skills.

CO4: Improve professional communication by engaging with trade policies and documentation. Ethical awareness is strengthened by understanding fair trade and regulatory standards.

CO7: Students gain a solid foundation in global trends such as globalization, digitalization, and economic shifts. Learners communicate international business issues effectively.

PO13: Teamwork:

CO1: Analytical skills are used to assess global business risks and opportunities. This knowledge fosters global employability and entrepreneurial foresight.

CO2: Strong focus on specific global business domains and industry practices. Environmental considerations are not the central focus here.

CO3: Strong development of problem-solving through real-world scenario analysis. Analytical thinking enables evaluation of global business variables.

CO4: Students learn trade's impact on GDP, employment, and national growth. Trade procedures are moderately covered in evaluating national significance.

CO5: Students critically analyze policy, trade deficits, and international trade strategies. Analytical tools are used to assess trade-related economic indicators.

CO6: Trade performance evaluation enhances research aptitude. Builds expertise in Indian

foreign trade and policy. Trade procedures are moderately covered in evaluating national significance.

CO7: Procedural knowledge helps compare trade agreements and models. Analytical tools are used to study comparative advantages and trade flows.

PO14: Area Specific Expertise:

CO1: Students practice applying concepts like FDI, globalization, and trade theory. Builds foundational to advanced understanding of trade and business theory.

CO3: Strong development of problem-solving by applying theory to practice. Effective articulation of theoretical application is required.

CO6: Prepares students for roles requiring both theoretical and innovative thinking. Encourages analytical application of models in real business settings.

PO15: Environmental Awareness:

CO1: Students gain a deep understanding of currency systems and economic fundamentals. Learners understand how exchange rate mechanisms operate procedurally.

CO2: Problem-solving is key to analyzing dynamic currency fluctuations. Communication is not the focus here.

CO4: Analytical reasoning is essential for interpreting macroeconomic data. Combines knowledge of economics, statistics, and geopolitics.

CO6: Students apply procedural rules in customs, documentation, and compliance. Provides essential knowledge of trade laws, tariffs, and global policies. Trade problem-solving involves applying rules in complex.