

## TITLE

**Name of the Programme:** Bachelor of Vocational (B.VOC) -

### **E-COMMERCE & DIGITAL MARKETING (ECDM)**

**Nature of the Programme:** B.VOC is three years full time graduate degree programme.

## PREAMBLE

The curriculum for B.VOC- ECDM is developed keeping in mind the *national priorities* and *international practices*. It also attempts to align the programme structure and course contents with student aspirations & recruiter expectations. This syllabus also attempts to align with National Goal of “Make in India”, “Start – Up and Stand – Up India” and “Digital India”.

## NEED FOR THE CURRICULUM

The B.VOC- ECDM programme curriculum of the Tuljaram Chaturchand College of Arts, Science & Commerce (Autonomous) is developed for the dynamism in the industry practices, evolution in technology and the evolving expectations of key stakeholders viz. students, the industry and faculty members at large. It also has relevance due to changed technological, social, cultural and economic environment of the nation. Specifically, the triggers for the comprehensive revamp of the curriculum are -

### **a) New Skills & Competencies desired due to dynamic business environment:**

Jobs of today were perhaps not created about 5 years ago. This aspect has a direct linkage with contents and structure of syllabus across the *Knowledge, Skills and Attitude (KSA) dimensions*, which calls for frequent and meaningful updating of the curriculum.

### **b) Concerns expressed by the Industry:**

The industry has expressed concerns about the need for improvement in the *communication skills, interpersonal skills, domain knowledge basics, business environment awareness, technology proficiency, and attitude* of the B.VOC- ECDM graduates. *Newer and innovative evaluation methods* are necessary to address these concerns of the industry.

### **c) Application Orientation:**

There is a pressing need to *imbibe application oriented thinking*, based on sound knowledge of management theories, principles and concepts. Management education needs to move out of the classrooms and instead focus on *group activity, field work, experiential learning, etc.* This can be achieved only through a radical change in the evaluation pattern and course delivery methodology.

### **d) Changing mindset of the Learner:**

The profile of the students for the management programme, their learning styles and the outlook towards higher education has undergone a gradual transformation. The expectations of the students from the B.VOC- ECDM programme have changed over the last decade.

**e) Integrate a basket of skill sets:**

B.VOC- ECDM colleges are expected to imbibe varied aspects of 'learning beyond the syllabus through innovative curriculum design, contemporary syllabus, effective delivery and comprehensive evaluation.

**f) Entrepreneurial aspirations and preparedness for the same:**

The youth now aspires to become masters of their own and wish to start up their new ventures. These will create further growth opportunities.

**Specifically the following skill sets are in focus:**

- i. Reading & Listening Skills
- ii. Problem Definition & Problem Solving Skills
- iii. Application of Technology Tools
- iv. Mastery of Analytics (Quantitative Aspects)
- v. Sensitization to Cross-Functional skills
- vi. Sensitization to Cross-Cultural skills
- vii. Sensitization to Global perspectives
- viii. Peer-based Learning - Working in groups
- ix. Learning by application and doing – Experiential learning
- x. Team building basics and its orientation

**B.VOC- ECDM PROGRAMME OBJECTIVES**

The B.VOC- ECDM programme prepares a student for a career in diverse sectors of the industry domestically and globally. The B.VOC- ECDM programme facilitates learning in theory and practice of different functional areas of management and equips the students with an integrated approach to various functions of management. However, the demand for managerial skills is not limited to the industry. Managerial talent is much sought by the Government Sector, NGOs, non-corporate sector as well.

## Programme Specific Outcomes (PSOs)

### Program Specific Outcomes (PSOs) for B.Voc. Programme

PSO1	<b>Disciplinary Knowledge:</b> Demonstrate comprehensive knowledge of one or more disciplines that form a part of an undergraduate B.Voc programme Execute strong theoretical and practical understanding generated from the chosen B.Voc programme.
PSO2	<b>Critical Thinking and Problem solving:</b> Exhibit the skill of critical design thinking and use them to predict a range of creative solutions towards a design problem, evaluate them and choose the most appropriate options.
PSO3	<b>Social Competence Exhibit thoughts and ideas effectively in writing and orally;</b> communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies and connect to people individually or in group settings.
PSO4	<b>Research-Related Skills:</b> Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an experiment Employ knowledge of the avenues for research and higher academic achievements in the chosen field and allied subjects and aware about research ethics, intellectual property rights and issues of plagiarism.
PSO5	<b>Personal and Professional competence:</b> Perform independently and participates in team activities and demonstrates cooperation. Integrate enthusiasm and commitment to improve personal and team performance levels and build skills to achieve the goals.
PSO6	<b>Effective Citizenship and Ethics :</b> Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PSO7	<b>Environment and Sustainability:</b> Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.
PSO8	<b>Self-directed and Life-long learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes
PSO9	<b>Trans-disciplinary Research competence:</b> Create new conceptual, theoretical, methodological innovations that integrate and transcend beyond discipline-specific approaches to address a common problem.

## B. Voc in E-Commerce & Digital Marketing

### Course Structure and Syllabus

#### First Year

Semester-I		Semester-II	
Subject Code	Name of the Subject	Subject Code	Name of the Subject
<b>General Component</b>			
ECDM101	Basics of E-Commerce	ECDM201	Basics of Marketing
ECDM102	Fundamentals of Information Technology	ECDM202	Basic concepts of DBMS
ECDM103	Business Communication I	ECDM203	Business Communication II
<b>Skill Component</b>			
ECDM104	Discussion & Case Study on E-Commerce	ECDM204	Case study on Marketing
ECDM105	Programming Lab based on I.T(MS-Office)	ECDM205	Programming Lab on SQL
ECDM106	Programming Lab of HTML and DHTML	ECDM206	Drafting of Business Letters & Application of New Technology in Communication

# Semester I

## Paper 1: Basics of E-Commerce

[Course Code -: ECDM101]

**Duration: 03 hrs.    Marks: 100    Lectures: 48    Credits: Theory 12+ Practical 18 (Total: 30)**

### Course Objectives:

1. To understand the basics of e-commerce, including its history, concept, and significance in the business world.
2. To develop an understanding of the various types of e-commerce business models and their characteristics.
3. To explore the technological infrastructure required for e-commerce operations, including web hosting, payment gateways, and security measures.
4. To learn about the process of creating and managing an online store, including product selection, pricing, and inventory management.
5. To understand the role of digital marketing in e-commerce and the various strategies used to attract and retain customers.
6. To gain knowledge about legal and ethical considerations in e-commerce, including consumer protection and privacy laws.
7. To explore the challenges and opportunities associated with international e-commerce expansion.

### Course Outcomes:

- CO1. Students will be able to explain the concept and significance of e-commerce in the business world.
- CO2. Students will be able to analyze and compare different e-commerce business models and identify their key characteristics.
- CO3. Students will be able to identify and utilize the technological infrastructure required for e-commerce operations.
- CO4. Students will be able to create and manage an online store, including product selection, pricing, and inventory management.
- CO5. Students will be able to implement digital marketing strategies to attract and retain customers in an e-commerce business.
- CO6. Students will be able to understand and apply legal and ethical considerations in e-commerce operations.
- CO7. Students will be able to identify and address the challenges and opportunities associated with international e-commerce expansion.

## CONTENT OF SYLLABUS

UNIT	TOPIC	No. of Lectures
1	<b>Introduction to E- commerce:</b> Meaning and concept – E-commerce v/s Traditional Commerce– E- Business & E- Commerce – History of E- Commerce – EDI – Importance, features & benefits of E- Commerce – Impacts, Challenges & Limitations of E- Commerce – Supply chain management & E – Commerce – E – Commerce infrastructure.	12
2	<b>Business models of E – Commerce:</b> Business to Business – Business to customers– Customers to Customers – Business to Government – Business to Employee – E – Commerce strategy – Influencing factors of successful E- Commerce.	12
3	<b>Marketing strategies &amp; E – Commerce:</b> Website – components of website – Concept & Designing website for E- Commerce – Corporate Website – Portal – Search Engine – Internet Advertising – Emergence of the internet as a competitive advertising media– Models of internet advertising – Weakness in Internet advertising – Mobile Commerce	12
4	<b>Electronic Payment System :</b> Introduction – Online payment systems – prepaid and postpaid payment systems – e- cash, e- cheque, Smart Card, Credit Card , Debit Card, Electronic purse – Security issues on electronic payment system – Solutions to security issues – Biometrics – Types of biometrics.  <b>Legal and ethical issues in E- Commerce:</b> Security issues in E- Commerce–Regulatory framework of E- commerce	12
		<b>48</b>

### Practical (Based on the above Units):

1. Case studies regarding E-Commerce
2. Discussion & Survey of E-Commerce

**Books recommended:**

1. Turban, Efraim, and David King, “Electronic Commerce: A Managerial Perspective”, 2010, Pearson Education Asia, Delhi.
2. Kalakota, Ravi, “Frontiers of Electronic Commerce”, 2004, Addison – Wesley, Delhi.
3. Rayport, Jeffrey F. and Jaworksi, Bernard J, “Introduction to E–Commerce”, 2003, Tata McGraw Hill, New Delhi.
5. Smantha Shurety, “E–Business with Net Commerce”, Addison – Wesley, Singapore.
6. Rich, Jason R: Starting an E–Commerce Business, 2007, IDG Books, Delhi.
7. Laudon, Kenneth C and Carol Guercio Traver: E–Commerce business. Technology, 2011, Pearson Education, Delhi.
8. Stamper David A, and Thomas L.Case: Business Data Communications, 2005, Pearson Education, New Delhi.
9. Willam Stallings: Business Data Communications, 2007, Pearson Education, New Delhi

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

Course Outcomes	Programme Outcomes (POs)						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3			3		3
CO2	3	1					
CO3	2	1	1			2	
CO4			2	2			
CO5			1				1
CO6							
CO7							

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

**Justification for the mapping****PO 1 Disciplinary Knowledge**

CO1. Students will be able to explain the concept and significance of e-commerce in the business world.

CO2. Students will be able to analyze and compare different e-commerce business models and identify their key characteristics.

CO3. Students will be able to identify and utilize the technological infrastructure required for e-commerce operations.

## **PO 2 Critical Thinking and Problem solving**

CO1. Students will be able to explain the concept and significance of e-commerce in the business world.

CO2. Students will be able to analyze and compare different e-commerce business models and identify their key characteristics.

CO3. Students will be able to identify and utilize the technological infrastructure required for e-commerce operations.

## **PO 3 Social Competence Exhibit thoughts and ideas effectively in writing and orally**

CO3. Students will be able to identify and utilize the technological infrastructure required for e-commerce operations.

CO4. Students will be able to create and manage an online store, including product selection, pricing, and inventory management.

CO. 5 Students will be able to implement digital marketing strategies to attract and retain customers in an e-commerce business.

## **PO 4 Research-Related Skills**

CO4. Students will be able to create and manage an online store, including product selection, pricing, and inventory management.

## **PO 5 Personal and Professional competence**

CO1. Students will be able to explain the concept and significance of e-commerce in the business world.

## **PO 6 Effective Citizenship and Ethics**

CO3. Students will be able to identify and utilize the technological infrastructure required for e-commerce operations.

## **PO 7 Environment and Sustainability**

CO1. Students will be able to explain the concept and significance of e-commerce in the business world.

CO. 5 Students will be able to implement digital marketing strategies to attract and retain customers in an e-commerce business.

## Paper 2: Fundamentals of Information Technology

[Course Code -: ECDM102]

**Duration: 03 hrs.    Marks: 100    Lectures: 48    Credits: Theory 12+ Practical 18 (Total: 30)**

### Course Objectives:

1. To introduce students to the fundamental concepts and principles of information technology.
2. To provide students with an understanding of the role and applications of information technology in various sectors.
3. To familiarize students with the basic hardware and software components of a computer system.
4. To develop students' skills in using computer applications and tools for data management, communication, and problem solving.
5. To enhance students' understanding of the ethical and social issues related to information technology.

### Course Outcomes:

CO1. Students will be able to explain the basic concepts and principles of information technology.

CO2. Students will demonstrate knowledge of the various applications and impacts of information technology in different sectors.

CO3. Students will be able to identify and describe the hardware and software components of a computer system.

CO4. Students will develop proficiency in using computer applications and tools for data management, communication, and problem solving.

CO5. Students will analyze and evaluate ethical and social issues related to information technology and propose appropriate solutions.

### CONTENT OF SYLLABUS

UNIT	TOPIC	No. of Lectures
1	<b>Introduction to Computers and its Applications:</b> Computer as a system, basic concepts, functional units and their inter relation. Milestones in Hardware and Software. Batch oriented / on-line / real time applications. Application of computers. <b>Algorithm and Flowcharts Algorithm:</b> Definition, Characteristics, Advantages and disadvantages, Examples Flowchart: Definition, Define symbols of flowchart, Advantages and disadvantages, Examples, Pseudocodes and decision tables.	12

2	<p><b>Interacting with the Computer:</b></p> <p><b>Input Devices:</b> Keyboard, mouse, pens, touch screens, Bar Code reader, joystick, source data Automation, (MICR, OMR, OCR), screen assisted data entry: portable / handheld terminals for Data collection, vision input systems.</p> <p><b>Output Devices:</b> Monitor, Serial line page printers, plotters, voice response units.</p> <p><b>Data Storage Devices and Media:</b> Primary storage (Storage addresses and capacity, types of Memory), Secondary storage, Magnetic storage devices and Optical Storage Devices</p>	12
3	<p><b>MS–Word:</b> Overview, creating, saving, opening, importing, exporting and inserting files, formatting pages, paragraphs and sections, indents and outdents, creating lists and numbering.</p> <p>Headings, styles, fonts and font size Editing, positioning and viewing texts, Finding and replacing text, inserting page breaks, page numbers, book marks, symbols and dates. Using tabs and tables, header, footer and printing.</p>	12
4	<p><b>MS–Power Point:</b> Presentation overview, entering information, Presentation creation, opening and saving presentation, inserting audio and video.</p> <p><b>MS-Excel:</b> Exploring Microsoft Excel, Creating Workbook Files, Editing Worksheet, Managing Worksheets and Workbook Files, Formulas.</p>	12
		<b>48</b>

**Practical (Based on the above Units) :**

Programming Lab based on I.T(MS-Office)

**Books recommended:**

1. Computer Fundamentals – P.K. Sinha.
2. Norton, Peter: Introduction to Computers, McGraw Hill
3. Introduction to Computers – N. Subramanian.

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

Course Outcomes	Programme Outcomes (POs)						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			3			3
CO2	2	2				2	
CO3	2	3	3				
CO4			2	1			
CO5	1				1		
CO6							
CO7							

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

#### **Justification for the mapping**

##### **PO 1 Disciplinary Knowledge**

CO1. Students will be able to explain the basic concepts and principles of information technology.

CO2. Students will demonstrate knowledge of the various applications and impacts of information technology in different sectors.

CO3. Students will be able to identify and describe the hardware and software components of a computer system.

##### **PO 2 Critical Thinking and Problem solving**

CO2. Students will demonstrate knowledge of the various applications and impacts of information technology in different sectors.

CO3. Students will be able to identify and describe the hardware and software components of a computer system.

##### **PO 3 Social Competence Exhibit thoughts and ideas effectively in writing and orally**

CO3. Students will be able to identify and describe the hardware and software components of a computer system.

CO4. Students will develop proficiency in using computer applications and tools for data management, communication, and problem solving.

**PO 4 Research-Related Skills**

CO1. Students will be able to explain the basic concepts and principles of information technology.

CO4. Students will develop proficiency in using computer applications and tools for data management, communication, and problem solving.

**PO 5 Personal and Professional competence**

CO5. Students will analyze and evaluate ethical and social issues related to information technology and propose appropriate solutions.

**PO 6 Effective Citizenship and Ethics**

The Internet must not be used to harm others. The interference of other Internet user's work is prohibited. The copying or pirating of unpaid software is illegal.

**PO 7 Environment and Sustainability**

Establish Environmental Policy and Commitment. Identify Environmental Aspects and Impacts.

### Paper 3: Business Communication I

[Course Code -: ECDM103]

**Duration: 03 hrs.    Marks: 100    Lectures: 48    Credits: Theory 12+ Practical 18 (Total: 30)**

#### Course Objectives:

1. To develop effective written and oral communication skills in a business setting.
2. To enhance interpersonal communication and networking skills.
3. To understand the importance of audience analysis and tailor communication accordingly.
4. To learn to write professional emails, letters, reports, and other business documents.
5. To improve presentation and public speaking skills.
6. To develop critical thinking and problem-solving skills related to communication challenges in the workplace.
7. To gain an understanding of ethics and cultural sensitivity in business communication.

#### Course Outcomes:

- CO1. Students will be able to communicate effectively in a business environment, both orally and in writing.
- CO2. Students will demonstrate an understanding of audience analysis and adapt their communication style accordingly.
- CO3. Students will be able to write professional emails, letters, reports, and other business documents.
- CO4. Students will develop effective presentation skills and be able to deliver engaging and impactful presentations.
- CO5. Students will be able to apply critical thinking and problem-solving skills to communicate through challenges in the workplace.
- CO6. Students will demonstrate an understanding of ethical and cultural considerations in business communication.
- CO7. Students will be able to engage in effective interpersonal communication and networking within a business context.

#### CONTENT OF SYLLABUS

UNIT	TOPIC	No. of Lectures
1	<b>Introduction of Business Communication:</b> Introduction, Meaning, Definition, Features, Process of Communication, Principles, Importance, Barriers to Communication & Remedies.	12

2	<b>Methods and Channels of Communication:</b> Methods of Communication-Merits and Demerits & Channels of Communication in the Organization and their Types, Merits & Demerits	10
3	<b>Soft Skills:</b> Meaning, Definition, Importance of Soft Skills Elements of Soft Skills: 1) Grooming Manners and Etiquettes 2) Effective Speaking 3) Interview Skills 4) Listening 5) Group Discussion 6) Oral Presentation	16
4	<b>Business Letters:</b> Meaning, Importance, Qualities or Essentials, Physical Appearance, and Layout of Business Letter	10
		<b>48</b>

**Practical (Based on the above Units) :**

1. Analysis of Case Studies on Business Communication
2. Analysis of Posters/Pictures (Non-Verbal)
3. Barriers to Communication through Case Studies
4. Barriers to Listening through attending seminars/conferences/public meetings
5. Drafting of Unsolicited/Solicited Job Application Letter with Bio-Data/Resume/CV
6. Collection & Drafting of various Business Letters
7. Group Discussions
8. Class Room Presentations on various Topics
9. Interview Skills

**Books recommended**

1. Asha Kaul (1999), "Business Communication", Prentice Hall of India, New Delhi.
2. Chaturvedi P. D. & Chaturvedi Mukesh (2012), "Managerial Communication", Pearson, Delhi.
3. Madhukar R. K. (2005), "Business Communication", Vikas Publishing House Pvt. Ltd., New Delhi.
4. Mamoria C. B. & Gankar S. V. (2008), "Personnel Management", Himalaya Publishing House, Mumbai.
5. Nawal Mallika (2012), "Business Communication", Cengage Learning, Delhi.
6. Sinha K. K. (2003), "Business Communication", Galgotia Publishing Company, New Delhi.

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

Course Outcomes	Programme Outcomes (POs)						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3						
CO2	2	3				2	
CO3	2	2	3				
CO4			2	1			
CO5			1		2		1
CO6							
CO7							

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

#### **Justification for the mapping**

##### **PO 1 Disciplinary Knowledge**

CO1. Students will be able to communicate effectively in a business environment, both orally and in writing.

CO2. Students will demonstrate an understanding of audience analysis and adapt their communication style accordingly.

CO3. Students will be able to write professional emails, letters, reports, and other business documents.

##### **PO 2 Critical Thinking and Problem solving**

CO2. Students will demonstrate an understanding of audience analysis and adapt their communication style accordingly.

CO3. Students will be able to write professional emails, letters, reports, and other business documents.

##### **PO 3 Social Competence Exhibit thoughts and ideas effectively in writing and orally**

CO3. Students will be able to write professional emails, letters, reports, and other business documents.

CO4. Students will develop effective presentation skills and be able to deliver engaging and impactful presentations.

CO5. Students will be able to apply critical thinking and problem-solving skills to communicate through challenges in the workplace.

##### **PO 4 Research-Related Skills**

CO4. Students will develop effective presentation skills and be able to deliver engaging and impactful presentations.

**PO 5 Personal and Professional competence**

CO5. Students will be able to apply critical thinking and problem-solving skills to communicate through challenges in the workplace.

**PO 6 Effective Citizenship and Ethics**

CO2. Students will demonstrate an understanding of audience analysis and adapt their communication style accordingly.

**PO 7 Environment and Sustainability**

CO5. Students will be able to apply critical thinking and problem-solving skills to communicate through challenges in the workplace.

**Paper 4: Discussion and case studies on E-Commerce**

[Course Code -: ECDM104]

**Duration: 03 hrs.    Marks: 100    Lectures: 48    Credits: Theory 12+ Practical 18 (Total: 30)**

**Course Objectives:**

1. To develop an understanding of the fundamentals of e-commerce and its significance in today's business landscape.
2. To analyze and discuss the impact of e-commerce on various aspects of business, such as marketing, sales, logistics, and customer service.
3. To examine and evaluate different e-commerce models and strategies, including B2B, B2C, C2C, and social commerce.
4. To understand the ethical, legal, and security issues in e-commerce and discuss best practices in overcoming them.
5. To explore the latest trends and technologies in e-commerce and their potential implications for businesses.
6. To analyze real-life case studies of successful e-commerce businesses and extract key learning's.
7. To engage in interactive discussions and debates on various topics related to e-commerce, fostering critical thinking and problem-solving skills.

**Course Outcomes:**

- CO1. Understand the fundamentals of e-commerce.
- CO2. Analyze the impact of e-commerce on various aspects of business.
- CO3. Evaluate different e-commerce models and strategies.
- CO4. Recognize and address ethical, legal, and security challenges in e-commerce.
- CO5. Identify and discuss emerging trends and technologies in e-commerce.
- CO6. Apply theoretical knowledge to real-life case studies of successful e-commerce businesses.
- CO7. Engage in interactive discussions and debates on e-commerce topics.

**Practical and Case study list:**

1. Amazon: Amazon is a well-known e-commerce giant that started as an online marketplace for books and quickly expanded to include a wide range of products. The case study would cover their growth, market dominance, and innovative strategies such as Prime membership and personalized recommendations.

2. Alibaba: Alibaba is a Chinese multinational conglomerate that operates various business platforms, including e-commerce, retail, cloud computing, and more. The case study would explore how Alibaba revolutionized the e-commerce industry in China and its global expansion plans.
3. eBay: eBay is an online marketplace where individuals and businesses can buy and sell a wide range of goods and services. The case study would delve into eBay's unique auction-style selling format, buyer and seller protection policies, and its transition from an auction-based model to a fixed-price format.
4. Shopify: Shopify is a leading e-commerce platform that allows businesses to create their online stores and manage sales, payments, inventory, and more. The case study would highlight Shopify's growth as an all-in-one e-commerce solution and its focus on helping small and medium-sized businesses succeed online.
5. Zappos: Zappos is an online retailer specializing in shoes and clothing, known for its exceptional customer service and unconventional corporate culture. The case study would explore how Zappos built a loyal customer base through free shipping, easy returns, and a strong emphasis on customer satisfaction.
6. Etsy: Etsy is an online marketplace focused on handmade and vintage products, as well as unique factory-manufactured items. The case study would analyze how Etsy built a niche e-commerce platform and created a strong community of sellers and buyers.
7. Warby Parker: Warby Parker is an eyewear company that disrupted the traditional eyeglass industry by offering affordable, stylish, and high-quality glasses online. The case study would examine how Warby Parker used direct-to-consumer e-commerce to challenge the dominance of brick-and-mortar eyewear retailers.
8. ASOS: ASOS is a UK-based online fashion and cosmetic retailer known for its extensive product range and focus on fast fashion. The case study would delve into ASOS's success in targeting young, fashion-conscious consumers and its use of social media and influencers to drive customer engagement and sales.
9. Net-a-Porter: Net-a-Porter is a luxury fashion retailer that operates primarily online, providing customers with high-end clothing, accessories, and beauty products. The case study would explore how Net-a-Porter differentiated itself in the luxury e-commerce market and maintained its brand reputation for exclusivity and exceptional customer experience.

10. Wayfair: Wayfair is an e-commerce company specializing in home goods and furniture, offering a vast selection of products at competitive prices. The case study would examine how Wayfair leveraged technology, data analytics, and a customer-centric approach to disrupt the traditional brick-and-mortar home furnishing industry.

**Reference Books:**

1. E-business and eCommerce Management – Dave Chaffey.
2. AI for Retail: A Practical Guide to Modernize Your Retail Business with AI and Automation – Francois Chaubard.
3. Don't Make Me Think – Steve Krug.
4. Checkout – Neil Verma, & Ren Moulton.
5. Launch (Updated & Expanded Edition) – Jeff Walker.

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

Course Outcomes	Programme Outcomes (POs)						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3			3		3
CO2	3	1					
CO3	2	1	1			2	
CO4			2	2			
CO5			1				1
CO6							
CO7							

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

**Justification for the mapping**

**PO 1 Disciplinary Knowledge**

CO1. Students will be able to explain the concept and significance of e-commerce in the business world.

CO2. Students will be able to analyze and compare different e-commerce business models and identify their key characteristics.

CO3. Students will be able to identify and utilize the technological infrastructure required for e-commerce operations.

## **PO 2 Critical Thinking and Problem solving**

CO1. Students will be able to explain the concept and significance of e-commerce in the business world.

CO2. Students will be able to analyze and compare different e-commerce business models and identify their key characteristics.

CO3. Students will be able to identify and utilize the technological infrastructure required for e-commerce operations.

## **PO 3 Social Competence Exhibit thoughts and ideas effectively in writing and orally**

CO3. Students will be able to identify and utilize the technological infrastructure required for e-commerce operations.

CO4. Students will be able to create and manage an online store, including product selection, pricing, and inventory management.

CO. 5 Students will be able to implement digital marketing strategies to attract and retain customers in an e-commerce business.

## **PO 4 Research-Related Skills**

CO4. Students will be able to create and manage an online store, including product selection, pricing, and inventory management.

## **PO 5 Personal and Professional competence**

CO1. Students will be able to explain the concept and significance of e-commerce in the business world.

## **PO 6 Effective Citizenship and Ethics**

CO3. Students will be able to identify and utilize the technological infrastructure required for e-commerce operations.

## **PO 7 Environment and Sustainability**

CO1. Students will be able to explain the concept and significance of e-commerce in the business world.

CO. 5 Students will be able to implement digital marketing strategies to attract and retain customers in an e-commerce business.

**Paper 5: Programming Lab on MS-OFFICE**

**[Course Code -: ECDM105]**

**Duration: 03 hrs. Marks: 100 Lectures: 48 Credits: Theory 12+ Practical 18 (Total: 30)**

**Objectives:**

**Course Objectives:**

1. To provide students with practical experience in using MS Office applications.
2. To enhance students' skills in using and navigating through different applications in MS Office.
3. To encourage students to explore and utilize the various features and functionalities of MS Office applications.
4. To develop students' ability to solve real-life problems using MS Office applications.
5. To improve students' understanding of how MS Office applications can be used in different professional settings.

**Course Outcomes:**

- CO1. Students will be able to effectively use MS Word for creating and formatting documents, such as reports, essays, and letters.
- CO2. Students will be able to create and manage spreadsheets using MS Excel, including performing calculations, creating charts, and analyzing data.
- CO3. Students will be able to create visually appealing and engaging presentations using MS PowerPoint.
- CO4. Students will be able to utilize MS Outlook for managing emails, scheduling appointments, and organizing tasks.
- CO5. Students will be able to collaborate and share documents using MS Office online and other cloud-based platforms.
- CO6. Students will be able to troubleshoot common issues and errors encountered while using MS Office applications.
- CO7. Students will be able to integrate data and information from different MS Office applications to create comprehensive documents and reports.

**CONTENT OF SYLLABUS**

<b>UNIT</b>	<b>TOPIC</b>	<b>No. of Lectures</b>
<b>1</b>	<b>Ms-Office:</b> MS Office Applications & its Functions; 1. MS Word	15

	2. MS Excel 3. MS PowerPoint 4. MS Access 5. MS Outlook 6. MS OneNote Microsoft Office Versions Office Tools Word Processor Spreadsheet Presentation Tool Database Management System	
<b>2</b>	<b>MS–Word:</b> Overview, creating, saving, opening, importing, exporting and inserting files, formatting pages, paragraphs and sections, indents and outdents, creating lists and numbering. Headings, styles, fonts and font size Editing, positioning and viewing texts, Finding and replacing text, inserting page breaks, page numbers, book marks, symbols and dates. Using tabs and tables, header, footer and printing, Mail merge.	15
<b>3</b>	<b>MS–Power Point:</b> Presentation overview, entering information, Presentation creation, opening and saving presentation, inserting audio and video; Templates and Designs.	15
<b>4</b>	<b>MS-Excel:</b> Exploring Microsoft Excel, Creating Workbook Files, Editing Worksheet, Managing Worksheets and Workbook Files, Formulas; Conditional Formatting.	15
		<b>60</b>

**Practicals Based on the above Units.**

**Books recommended:**

1. Exploring Microsoft Office: The Illustrated, Practical Guide to Using Office and Microsoft 365 (7) (Exploring Tech), Author: Wilson, Kevin

2. Learn Microsoft Office 2019: A comprehensive guide to getting started with Word, PowerPoint, Excel, Access, and Outlook, Author: Foulkes, Linda

5. Hands-On Microsoft Teams: A practical guide to enhancing enterprise collaboration with Microsoft Teams and Office 365, Author: Ferreira, Joao

**Mapping of Program Outcomes with Course Outcomes**

1.

Course Outcomes	Programme Outcomes (POs)						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1		3				
CO2	2	3		2			1
CO3	3	1	2			2	
CO4			2				
CO5							
CO6					3		
CO7							

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

**Justification for the mapping**

**PO 1 Disciplinary Knowledge**

CO1. Students will be able to effectively use MS Word for creating and formatting documents, such as reports, essays, and letters.

CO2. Students will be able to create and manage spreadsheets using MS Excel, including performing calculations, creating charts, and analyzing data.

CO3. Students will be able to create visually appealing and engaging presentations using MS PowerPoint.

**PO 2 Critical Thinking and Problem solving**

CO2. Students will be able to create and manage spreadsheets using MS Excel, including performing calculations, creating charts, and analyzing data.

CO3. Students will be able to create visually appealing and engaging presentations using MS PowerPoint.

**PO 3 Social Competence Exhibit thoughts and ideas effectively in writing and orally**

CO1. Students will be able to effectively use MS Word for creating and formatting documents, such as reports, essays, and letters.

CO3. Students will be able to create visually appealing and engaging presentations using MS PowerPoint.

**PO 4 Research-Related Skills**

CO4. Students will be able to utilize MS Outlook for managing emails, scheduling appointments, and organizing tasks.

**PO 5 Personal and Professional competence**

CO 6. Students will be able to troubleshoot common issues and errors encountered while using MS Office applications.

**PO 6 Effective Citizenship and Ethics**

CO3. Students will be able to create visually appealing and engaging presentations using MS PowerPoint.

**PO 7 Environment and Sustainability**

CO2. Students will be able to create and manage spreadsheets using MS Excel, including performing calculations, creating charts, and analyzing data.

## Paper 6: Programming Lab on HTML & DHTML

[Course Code -: ECDM106]

**Duration: 03 hrs. Marks: 100 Lectures: 48 Credits: Theory 12+ Practical 18 (Total: 30)**

### Objectives:

### Course Objectives:

1. To introduce students to the basics of HTML and DHTML programming languages.
2. To provide hands-on experience in developing static and dynamic web pages using HTML and DHTML.
3. To enhance students' knowledge and understanding of web development technologies.
4. To teach students how to effectively use HTML and DHTML elements, attributes, and properties.
5. To familiarize students with the concepts of client-side scripting and interactivity using DHTML.

### Course Outcomes:

CO1. Students will be able to create web pages using HTML and apply various formatting styles.

CO2. Students will be able to use HTML tags and attributes to structure and design web content.

CO3. Students will be able to develop interactive web pages using DHTML techniques.

CO4. Students will be able to apply client-side scripting using DHTML for implementing dynamic web content.

CO5. Students will be able to integrate multimedia elements into web pages using HTML and DHTML.

CO6. Students will be able to troubleshoot and debug HTML and DHTML code.

CO7. Students will be able to design and develop responsive web pages using HTML and DHTML.

### CONTENT OF SYLLABUS

Case studies	TOPIC	No. of Practicals to be cover
1	<b>Basics in HTML:</b> Web Programming introduction, HTML-Introduction, Basic Formatting Tags, Grouping Using Div Span, Lists, Images, Hyperlink, Table, Iframe, Form, Headers, Miscellaneous.	5
2	<b>HTML Advanced (HTML5):</b> HTML Doctype, Layout, Head, Meta, Scripts, Entities, URL, URL Encode, Validation, <b>Features-</b>	5

	New Input Types, Canvas, SVG, Audio, Video, Web Storage, Application Cache, Web Workers, SSE, Geolocation, Drag & Drop.	
<b>3</b>	<b>CSS &amp; CSS3:</b> CSS- Introduction, Syntax, Selectors, Color Background Cursor, Text Fonts, Lists Tables, Box Model, Display Positioning, Floats, <b>CSS3</b> - Introduction, Borders, Backgrounds, Text Effects, Text, Fonts, Transforms, Transitions, Animations, Multiple Columns, User Interface.	5
<b>4</b>	<b>DHTML:</b> Introduction to JavaScript: What is DHTML, JavaScript, basics, Variables, String Manipulations, Mathematical functions, statements, operators, arrays and functions.	5
		<b>20</b>

**Practicals:**

Practical No.1- Display your family information with background and other formatting.

Practical No.2- Write a HTML code to generate lists.

Practical No.3- Write a HTML code to create table.

Practical No.4- Write a HTML code set of frames to show.

Practical No.5- Design the web page to display the table with hyperlink the department name for every information inside the table.

Practical No.6- HTML image Examples.

Practical No.7- Write a HTML code for to create an HTML form.

Practical No.8- Write a HTML5 code for Graphics- Canvas, SVG.

Practical No.9- Write a HTML5 code for Media- Audio, Video, YouTube.

Practical No.10- Write a HTML5 code for Geolocation.

Practical No.11- Write a CSS code for Colors(Front, Background).

Practical No.12- Write a CSS code for Borders.

Practical No.13- Write a CSS3 code for Demonstrating the Box Model.

Practical No.14- Write a CSS3 code for Table.

Practical No.15- Write a CSS3 code for Navigation Bar & Dropdowns.

Practical No.16- Write a CSS3 code for Animations.

Practical No.17- Write a DHTML code for Document.write() Method.

Practical No.18- Write a DHTML code to checks the Grade of a student according to the percentage criteria with the JavaScript and HTML DOM.

Practical No.19- Write a DHTML code for onsubmit event handler.

Practical No.20- Write a DHTML code for Mathematical operators.

### Recommended books:

1. Head First HTML and CSS- Elizabeth Robson and Eric Freeman.
2. HTML and CSS Quickstart Guide- David DuRocher

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

Course Outcomes	Programme Outcomes (POs)						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3					1	
CO2		2					
CO3	2	2	3				
CO4			2	1			1
CO5			1		2		
CO6							
CO7							

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

### Justification for the mapping

#### PO 1 Disciplinary Knowledge

CO1. Students will be able to create web pages using HTML and apply various formatting styles.

CO3. Students will be able to develop interactive web pages using DHTML techniques.

#### PO 2 Critical Thinking and Problem solving

CO2. Students will be able to use HTML tags and attributes to structure and design web content.

CO3. Students will be able to develop interactive web pages using DHTML techniques.

**PO 3 Social Competence Exhibit thoughts and ideas effectively in writing and orally**

CO3. Students will be able to develop interactive web pages using DHTML techniques.

CO4. Students will be able to apply client-side scripting using DHTML for implementing dynamic web content.

CO5. Students will be able to integrate multimedia elements into web pages using HTML and DHTML.

**PO 4 Research-Related Skills**

CO4. Students will be able to apply client-side scripting using DHTML for implementing dynamic web content.

**PO 5 Personal and Professional competence**

CO5. Students will be able to integrate multimedia elements into web pages using HTML and DHTML.

**PO 6 Effective Citizenship and Ethics**

CO1. Students will be able to create web pages using HTML and apply various formatting styles.

**PO 7 Environment and sustainability:**

CO4. Students will be able to apply client-side scripting using DHTML for implementing dynamic web content.