Name of the Programme: B.B.A.

Program Code: BBA

Class: F.Y.B.B.A

Semester: II

Course Type: General

Course Name: Consumer Behaviours and Sales Management

Course Code: BBA-151-GEN

No. of Lectures: 60

No. of Credits: 4

Course Description:

This course introduces the student to the key aspects of management -planning, organizing, leading, and controlling by integrating both classical and contemporary management practices. Through case studies, interactive sessions, and practical exercises, students will learn to apply these principles to real-world scenarios that will prepare them for leadership roles in diverse organizational settings. The goal is to equip students with the tools and insights necessary to manage effectively and drive organizational success.

A). Course Objectives:

1. To describe the steps of the consumer buying behaviour process and their significance in marketing strategies.

2. To explore emerging trends in consumer behaviour, focusing on digital transformation, experiential consumption, and ethical considerations.

3. To examine the consumer decision-making process, highlighting problem recognition and the types of information search.

4. To learn the principles of sales management, including the scope, planning, recruitment, training, and development of a sales force.

5. To develop skills in motivating and evaluating sales teams, along with understanding ethical and legal considerations in sales practices.

6. To understand the foundational concepts and classifications of consumer behaviour, including decision-making processes from routine to extensive.

7. To analyse the various cultural, social, personal, and psychological factors that influence consumer behaviour.

B). Course Outcomes:

CO1: Understand the foundations and classification of consumer behaviour, including the spectrum from routine to extensive decision-making.

CO2: Analyse the cultural, social, personal, and psychological influences that shape consumer behaviour.

CO3: Explore the consumer buying process, from need recognition to post-purchase evaluation, and its implications for marketing strategies.

CO4: Assess emerging trends in consumer behaviour, including digital transformation, experiential consumption, and ethical considerations.

CO5: Evaluate the various types of consumer decision-making problems and the processes involved in problem recognition and information search.

CO6: Apply effective sales management techniques, including planning, recruitment, training, and ethical considerations in the sales process.

CO7: Develop strategies for recruiting, training, motivating, and evaluating sales teams to enhance overall sales performance.

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C). Course Content:

Unit 1. Introduction to Consumer Behaviour and Its Foundations

1.1 Foundations of Consumer Behaviour: Scope, relevance, and classification of consumer behaviour (routine to extensive decision making)

1.2 Influencers of Consumer Behaviour: Cultural, social, personal, and psychological factors.

1.3 Consumer Buying Behaviour Process: Need recognition, information seeking, evaluating alternatives, purchase decision, and post-purchase experience.

1.4 Emerging Trends: Digital transformation (e-commerce, social media, mobile commerce, AI personalization), experiential consumption, and ethical consumption.

Unit 2. Consumer Decision Making Process

2.1 Problem Recognition – Types of Consumer Decision, Types of Problem Recognition

2.2 Search Evaluation- Types of Information, Sources of Information, Search

2.3 Situational Influences on Purchase Decision

Unit 3. Sales Management

3.1 Sales Management: Definition, scope, sales force planning, recruitment, training, and development.

3.2 The Sales Process: Prospecting, pre-approach, engagement, presentation, objection handling, closing, and post-sale follow-up

3.3 Sales Ethics: ethical guidelines

3.4 Legal considerations in sales.

Unit 4. Training, Managing and Motivating the Sales Force

4.1 Recruitment Selection and Training of Sales Force – Procedures,

4.2 Criteria extensively used as selection tools for Recruiting and testing sales Ability

4.3 Area of Sales Training

4.4 Motivating the sales Team

4.5 Evaluating Sales Force Performance and Controlling Sales Activities

Evaluation -

Internal Evolution	External Evaluation
Unit Test (20)	Fill in the blanks-(4)
Mini Project / Assignment / Presentation (20)	One Sentence Answer-(8)
	Short Note- (12)
	Short answer questions-(12)
	Short answer questions-(12)
	Long answer questions-(12)
40	**60**

Reference Books.

1. Consumer Behaviour, S.R. Maheshwari, Dr. R. P. Puri, S. Chand Publications, New Delhi

2. Consumer Behaviour: Text and Cases, S. R. S. Gupta, S. Chand Publications, New Delhi

3. Marketing Management, Philip Kotler, Lane Keller, Pearson Publishing House, New Delhi

4. Consumer Behaviour, Leslie Lazar Kanuk, Pearson Publishing House, New Delhi

5. Sales and Distribution Management: Analysis and Decision Making, R. Shrinivas an, Pearson Publishing House, New Delhi

Choice Based Credit System Syllabus (2024Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (SEM –II)   **Subject**: Consumer Behaviours and Sales Management

Course: **Course Code:** BBA-151- GEN

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: Understanding the foundations of consumer behaviour provides a fundamental knowledge necessary for making informed decisions in marketing.

CO2: Analysing the influences shaping consumer behaviour requires coherent understanding of psychological and sociological concepts, contributing to foundational knowledge.

CO3: Exploring the consumer buying process requires some fundamental knowledge but is more applied than theoretical, hence a moderate rating.

CO4: Emerging trends necessitate an understanding of foundational concepts but focus more on current applications than pure knowledge.

CO5: Evaluating decision-making problems involves understanding key concepts of consumer behaviour, warranting a moderate level.

CO6: Sales management techniques build on foundational theories, relating back to consumer behaviour principles with a moderate focus.

CO7: 2 Developing sales strategies requires some fundamental knowledge about consumer behaviour but also emphasizes strategy application.

PO2: Procedural Knowledge for Skill Enhancement

CO1 : Understanding classifications in consumer behaviour involves procedural knowledge that enhances skill in analysis and application.

CO2: This analysis involves procedural methodologies that refine skills in assessing consumer influences, which is essential for mastery.

CO3: Exploring the buying process develops procedural skills needed for marketing strategy application, warranting a strong rating.

CO4: Assessing trends involves procedural skills for adapting to change, which is vital in the dynamic field of consumer behaviour.

CO5: Evaluating decision-making processes requires procedural skills in problem analysis and solution development related to consumer behaviour.

CO6: Applying sales management techniques necessitates advanced procedural skills to handle various aspects of sales effectively.

CO7: Developing strategies includes procedural knowledge related to training and management, thus it's highly rated for skill enhancement.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Understanding consumer behaviour involves some critical thinking but is largely foundational, justifying a moderate rating.

CO2: Analysing various influences requires strong critical thinking and problem-solving skills, making it relevant and deserving of a strong rating.

CO3: The consumer buying process involves evaluating various factors, fostering strong critical thinking and problem-solving capabilities.

CO4: Assessing trends like digital transformation necessitates critical thinking about emerging consumer patterns and implications.

CO5: Evaluating decision-making problems is a problem-solving exercise requiring critical thinking to understand and navigate complexities.

CO6: Applying sales techniques involves some critical thinking but is more focused on practice than on higher-level problem solving.

CO7: Developing strategies spans critical thinking but is also rooted in implementation, so it receives a moderate rating.

PO4: Professional Communication Skills

CO1: Understanding core concepts necessitates some professional communication, particularly when discussing theories but is still basic.

CO2: Analysing influences requires effective communication of complex concepts, justifying a strong rating.

CO3: Communicating the consumer buying process is relevant but may not require extensive professional skills, placing it at moderate.

CO4: Discussing emerging trends effectively involves proficient communication and the ability to convey ideas clearly.

CO5: Evaluating decision-making problems requires some communication skills in articulating findings but is more analytical.

CO6: Effective communication is crucial in sales management, making this CO align well with professional communication skills.

CO7: While developing sales strategies could benefit from professional communication skills, it is more focused on overall sales efficacy.

PO5: Analytical Reasoning Skills

CO1: Understanding classifications benefits from analytical reasoning but primarily focuses on foundational concepts, placing it at moderate.

CO2: The analysis of cultural and psychological influences involves strong analytical reasoning, justifying a strong rating.

CO3: Exploring the buying process critically engages analytical reasoning to understand various stages and implications.

CO4: Assessing trends in consumer behaviour requires rigorous analytical skills to interpret data and patterns appropriately.

CO5: Evaluating decision-making processes mandates strong analytical reasoning skills, aligning closely with the outcomes of advanced analysis.

CO6: Effective sales management may require some analytical skills but is heavily focused on execution, resulting in a moderate rating.

CO7: Developing recruitment strategies requires analytical reasoning, but it is more reliant on practical application than pure analysis.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Understanding consumer behaviour provides a foundation for innovation and employability but is above being innovative directly. |

CO2: Analysing the various influences on consumer behaviour can lead to innovative approaches, resulting in a strong rating for employability and skills enhancement. |

CO3: Exploring the consumer buying process may inspire innovative marketing strategies, but the emphasis is more on execution. |

CO4: The assessment of emerging trends encourages innovation and adaptability, thus receiving a strong rating in relation to entrepreneurial skills. |

CO5: While understanding decision-making processes can spark new ideas, the primary focus remains analytical, resulting in a moderate rating. |

CO6: Applying sales techniques creatively requires innovative thinking, which is crucial in sales roles, justifying a strong rating. |

CO7: Developing strategies for sales teams fosters both innovation in practice and enhancement of employability, aligning closely with PO6. |

PO7: Multidisciplinary Competence

CO1: Understanding consumer behaviour can benefit from multidisciplinary insights, but it remains primarily focused on one domain, hence moderate.

CO2: The analysis of the multiple factors affecting consumer behaviour necessitates a multidisciplinary approach, making this a strong connection.

CO3: The consumer buying process integrates knowledge from marketing, psychology, and behavioural economics, supporting multidisciplinary competence.

CO4: Exploring trends requires an awareness of various fields contributing to consumer behaviour, reinforcing this PO strongly.

CO5: While decision-making evaluation can benefit from multiple disciplines, it doesn't inherently rely on cross-disciplinary knowledge, thus moderate.

CO6: Applying sales management techniques may touch upon various fields but is more focused on implementation than multidisciplinary approaches.

CO7: Developing strategies necessitates knowledge from marketing, psychology, and organizational behaviour, aligning strongly with multidisciplinary competence.

PO8: Value Inculcation through Community Engagement

CO1: Understanding consumer behaviour has minimal direct relation to community engagement, justifying a weak rating.

CO2: While cultural influences can indicate community aspects, community engagement isn't a direct focus, warranting a weak rating.

CO3: The consumer buying process is largely individual-centric and doesn't engage with community aspects directly, giving it a weak rating.

CO4: Emerging trends are often more individually focused than community-oriented, hence it receives a weak score.

CO5: Evaluation of decision-making processes is typically individual or business-oriented and doesn't engage community values significantly.

CO6: Sales techniques are primarily focused on individual transactions or corporate strategy, not on community engagement.

CO7: Developing sales strategies does not inherently involve community aspects, placing it in the weak category.

PO9: Traditional Knowledge into Modern Application

CO1: Foundations of consumer behaviour do not typically integrate traditional knowledge; the connection is weak.

CO2: The conceptual analysis of influences lacks a significant tie to traditional knowledge, thereby rating weak.

CO3: The consumer buying process does not directly translate traditional knowledge into practice, resulting in a weak rating.

CO4: Although emerging trends may sometimes reflect historical perspectives, they largely focus on present-day practices rather than traditional methods.

CO5: Evaluating problems doesn't overtly incorporate traditional knowledge approaches, leading to a weak connection.

CO6: Sales management techniques typically don't involve traditional knowledge, giving it a weak rating.

CO7: Developing strategies around sales doesn't directly incorporate traditional forms of knowledge, thus yielding a weak rating.

PO10: Design and Development of System

CO1: Understanding foundations has limited relevance to design and development, therefore rated weak.

CO2: While analysis is important, it does not directly relate to the design and development of systems.

CO3: Exploration of buying processes could assist in design but isn't directly focused on systems, hence a moderate rating.

CO4: Emerging trends do not typically connect to design principles or system development directly, resulting in a weak rating.

CO5: Evaluating decisions may assist indirectly but does not primarily support systems design or development.

CO6: Sales management techniques can incorporate design elements, especially in customer relationship management, resulting in a moderate score.

CO7: Developing team strategies may involve design principles for sales systems but is more focused on human resource application.

PO11: Ethical and Social Responsibility

CO1: Understanding basic consumer behaviour raises awareness of ethical considerations, hence a moderate rating.

CO2: While analysing influences includes ethical perspectives, it is not the core focus, giving it a moderate rating.

CO3: Exploring the buying process introduces ethical dilemmas but is not solely focused on ethics, hence rated moderate.

CO4: Assessing trends often includes ethical considerations, strongly linking this CO with ethical responsibility.

CO5: Evaluating decision-making processes carries ethical implications, meriting a moderate rating.

CO6: The sales process often faces ethical challenges, making it particularly relevant to discussions of social responsibility.

CO7: Developing sales strategies does engage some considerations of ethics but isn't fully cantered on it, resulting in a moderate rating.

PO12: Research-Related skills

CO1: Understanding foundations doesn't relate much to research skills, hence a weak rating.

CO2: Analysing influences can develop research skills but isn't focused on methodology, thus moderate.

CO3: Exploring the buying process does not directly enhance research skills significantly, leading to a weak rating.

CO4: Assessing trends sometimes requires research skills, placing it at a moderate level.

CO5: Evaluating consumer decisions involves research but is primarily focused on analysis, justifying a moderate rating.

CO6: Sales management techniques can include elements that enhance research skills but is not a primary focus overall.

CO7: Developing strategies may require some research skills for optimization but remains mostly operational-focused, leading to a rating of moderate.

PO13: Teamwork

CO1: Understanding different facets of consumer behaviour fosters teamwork through shared knowledge and engagement.

CO2: Analysing influences necessitates collaboration and teamwork skills, particularly in group settings.

CO3: Exploring the buying process in teams can lead to better insights, enhancing teamwork.

CO4: Emerging trends can foster teamwork for strategic adaptation, hence a moderate link.

CO5: Evaluating consumer decisions can benefit from diverse teamwork insights but isn't primarily focused on collaboration.

CO6: Effective sales management depends heavily on teamwork, making this a strong rating.

CO7: Developing strategies often requires teamwork to align objectives effectively, warranting a strong rating.

PO14: Area Specific Expertise

CO1: Understanding consumer behaviour lacks specific expertise application, thus rated weak.

CO2: Analysing influences can build area-specific expertise but is not solely focused on it, hence moderate.

CO3: Exploring the consumer buying process deeply dives into area-specific knowledge and expertise, justifying a strong rating.

CO4: Emerging trends require specialized knowledge but are part of broader marketing expertise.

CO5: Evaluating consumer problems can contribute to area-specific expertise but is not uniquely focused.

CO6: Applying sales techniques does involve area-specific knowledge but is mainly operational.

CO7: Developing sales strategies can build area-specific expertise but is more execution-focused than domain knowledge-driven.

PO15: Environmental Awareness

CO1: Understanding consumer behaviour does not directly address environmental awareness, thus weak.

CO2: Analysing influences lacks direct environmental implications, rating weak.

CO3: The consumer buying process doesn't highlight environmental awareness, giving it a weak score.

CO4: Emerging trends can address sustainability and environmental issues, thus a moderate rating.

CO5: Evaluating decision-making does not inherently link to environmental awareness, hence a weak rating.

CO6: Sales techniques focus primarily on effectiveness, with little environmental relevance, resulting in a weak rating.

CO7: Developing sales strategies does not typically embrace environmental considerations and is therefore rated weak

Name of the Programme: B.B.A.

Program Code: BBA

Class: F.Y.B.B.A

Semester: II

Course Type: Core Course

Course Name: HRM-Organizational Behaviour

Course Code: BBA-152-GEN

No. of Lectures: 60

No. of Credits: 4

Course Description:

This course explores the fundamental aspects of Organizational Behaviour (OB), focusing on the dynamics of individual and group behaviour within organizational settings. It covers key theories, concepts, and practices that shape the interactions and functions of teams, as well as the overall health and efficiency of organizations. Students will gain insights into motivation, leadership, culture, and the processes of organizational change and development, providing a solid foundation for managing and leading in today's complex workplace environments.

Course Objective:

1) To provide a comprehensive exposure to Organizational behaviour, Perception and workplace issues.
2) To acquire knowledge regarding the organizational change, development and Group Behaviour.

3) To investigate the role of personal and environmental factors in shaping individual behaviour within organizations.

4) To define and understand the scope of Organizational Behaviour and its significance in effective management.

5) To understand the processes of perception, motivation, and leadership, and their influence on organizational performance.

Course Outcomes:

CO1 : Define the key concepts, significance, and scope of Organizational Behaviour (OB) as well as the contributing disciplines.

CO2: Analyse various models of OB, including Autocratic, Collegial, Custodial, Supportive, and the SOBC model.

CO3: Describe the impact of organizational culture and climate on individual and group behaviour.

CO4: Assess the foundational elements of individual behaviour, including personal, environmental, and organizational factors.

CO5: Evaluate the determinants of personality and their effects on organizational behaviour;

CO6: Understand the perceptual process, including attitudes, values, and their relevance to OB.

CO7: Apply various motivation theories and leadership styles to enhance organizational effectiveness and facilitate successful change and development initiatives.

Unit-1 Organization Behaviour introduction.

1.1 Definition, Scope and Importance.

1.2 Disciplines contributing to OB.

1.3 Models of OB- Autocratic, Collegial, Custodial and Supportive, SOBC.

1.4 Organizational Culture & Climate.

Unit-2 Foundation of Individual Behaviour

2.1 Personal factors, environmental factors, organizational systems and resources.

2.2 Personality: determinants of personality, personality and OB.

2.3 Perception: Perceptual process, Attitude, values and OB.

Unit-3 Organisational Motivation and Leadership

3.1 Motivation: Nature and importance of motivation

3.2 theories of motivation, Maslow's theory, Herzberg theory, Theory X and Theory Y.

3.3 Leadership and Types

Unit-4 Organisational change and Development

4.1 Nature of change, levels of change and types of change

4.2 Forces for changes in organization: External and Internal forces

4.3 Resistance to Change.

4.4 Organisational Development: pre-requisites for OD, Situations appropriate for OD.

EVALUATION: -

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

Reference Books:

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

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

4. P. Saravanavel : MCS – H.P. House

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

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.BBA(Sem–II)   **Subject**: **HRM-Organizational Behaviour**

Course: BBA   **Course Code:** BBA-152-GEN

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	2	2	3	2	3	1	2	2	2
CO2	3	3	3	3	3	3	3	2	3	2	3	3	3	3	2
CO3	3	2	3	2	3	2	3	3	3	3	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2
CO6	3	3	3	3	3	2	3	2	3	3	3	3	3	3	2
CO7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: Understanding of OB concepts provides foundational knowledge.

CO2: Analysing OB models contributes to a coherent understanding.

CO3: Understanding the impact of culture and climate gives a strong fundamental knowledge.

CO4: Assessing individual behaviour provides a solid foundation for OB knowledge.

CO5: Evaluating personality determinants builds a strong foundational understanding

CO6: Understanding perceptual processes forms a core knowledge base for OB

CO7: Applying motivation and leadership theories enhances foundational OB knowledge

PO2: Procedural Knowledge for Skill Enhancement:

CO1: provides basic knowledge, but doesn't directly enhance skills

CO2: Analysing models provides procedural knowledge for analysing organizational behaviour

Co3: Culture and climate impact skills but aren't directly procedural

CO4: Assessing individual behaviour provides skills in understanding and analysing people in OB

CO5: Evaluating personality helps in skill enhancement for managerial positions in OB

CO6: Understanding perceptual processes improves skills in interpreting and interacting with employees

CO7: Applying motivation theories and leadership styles helps improve management and change facilitation

PO3: Critical Thinking and Problem-Solving Skills.

CO1: Defining OB concepts encourages critical analysis of behaviour in organize

CO2: Models require critical thinking to analyse and implement solutions in OB

CO3: Assessing how culture affects behaviour involves critical thinking

CO4: Analysing behaviour from various factors requires problem-solving skills

CO5: Evaluating personality is a critical thinking skill in OB)

CO6: Understanding perceptual processes develops critical thinking for decision-making in OB

CO7: Motivation theories and leadership styles require critical thinking to solve organizational issues

PO4: Professional Communication Skills:

CO1: Defining OB concepts requires some communication but not major focus

CO2: Analysing models requires clear communication and presentation

CO3: Understanding the culture's impact requires communication but not the main focus

CO4: Assessing individual behaviour requires professional communication skills with individuals

CO5: Explaining personality determinants enhances communication of key OB concepts

CO6: Perceptual process understanding improves communication in organizational settings

CO7: Motivational and leadership application requires clear and persuasive communication in organizations

PO5: Analytical Reasoning Skills

CO1: Involves analysis of OB concepts, improving reasoning skills

CO2: Analysing models enhances analytical reasoning

CO3: Analysing culture and climate's impact requires strong analytical reasoning

CO4: Assessing individual behaviour involves critical reasoning and analysis

CO5: Evaluating personality requires analytical reasoning to understand its effects

CO6: Understanding perceptual processes strengthens analytical reasoning in OB

CO7: Application of motivation and leadership theories requires strong analytical skills for implementation

PO6: Innovation, Employability and Entrepreneurial Skills:

CO1: provides the base knowledge, but no direct link to innovation

CO2: Analysing OB models can spur innovation in organizational strategies

CO3: Understanding culture's effect can inspire innovation but doesn't directly contribute to employability

CO4: Assessing individual behaviour involves skills that can be applied in innovative.

CO5: Evaluating personality can improve employability in managerial roles.

CO6: Perceptual processes can help innovation in communication but not directly linked to employability.

CO7: Application of motivation and leadership improves employability by fostering change and growth.

PO7: Multidisciplinary Competence

CO1: OB concepts contribute to broader multidisciplinary skills but not directly

CO2: Understanding OB models builds competence in organizational settings

CO3: Understanding culture and climate requires a multidisciplinary approach to organizational dynamics)

CO4: Assessing individual behaviour is applicable across multiple disciplines in organizational analysis

CO5: Evaluating personality can enhance skills across various domains of OB and leadership

CO6: Perceptual processes span disciplines and improve competence in dealing with diverse organizational situations

CO7: Motivation and leadership theories apply to multiple disciplines in enhancing OB

PO8: Value Inculcation through Community Engagement

CO1: Concepts of OB can impact community but not directly related to community engagement

CO2: Understanding OB models can impact organizational culture but less directly in community work

CO3: Organizational culture has direct implications for community engagement

CO4: Individual behaviour assessment impacts community engagement efforts

CO5: Personality evaluation has limited direct impact on community engagement

CO6: Perceptual processes have some impact on engagement, but less focused on community work

CO7: Leadership and motivation directly impact community engagement through organizational change.

PO9: Traditional Knowledge into Modern Application:

CO1: OB concepts can incorporate traditional methods with modern practices

CO2: OB models can blend traditional management and modern organizational theories

CO3: Cultural assessment can incorporate traditional values into modern OB practices

CO4: Individual behaviour analysis can integrate traditional knowledge with modern methods

CO5: Personality evaluation blends traditional psychological theories with modern organizational needs.

CO6: Perceptual processes incorporate traditional views into modern OB understanding

CO7: Motivational and leadership theories can merge traditional and modern approaches for success.

PO10: Design and Development of System:

CO1: OB concepts help inform system design but are not focused on this area

CO2: OB models can inform systems design, but not directly

CO3: Culture and climate play a role in designing systems that fit organizational behaviour

CO4: Individual behaviour assessment aids in designing systems that align with organizational needs

CO5: Personality understanding helps in designing systems that cater to employee types

CO6: Perceptual understanding aids in designing systems that suit organizational norms

CO7: Leadership and motivation theories help design systems that align with employee needs and organizational goals.

PO11: Ethical and Social Responsibility:

CO1: Understanding OB concepts includes ethical considerations in organizational behaviour

CO2: OB models include ethical dimensions in leadership and behaviour management

CO3: Culture and climate influence ethical practices within organizations

CO4: Individual behaviour analysis can improve ethical decision-making in organizations

CO5: Personality evaluation involves understanding ethical behaviour and its impact

CO6: Perceptual processes influence ethical decision-making and social responsibility

CO7: Motivational and leadership theories include ethics in managing organizational behaviour

PO12: Research-Related skills:

CO2: Analysing OB models contributes to research in organizational behaviour

CO3: Culture and climate research requires understanding individual and group behaviour

CO4: Assessing individual behaviour is a key component in OB research

CO5: Personality evaluation directly contributes to research in OB

CO6: Researching perceptual processes is integral to studying OB

CO7: Researching motivation and leadership is crucial to the development of OB.

PO13: Teamwork:

CO1: OB concepts support teamwork but are not focused on it

CO2: OB models enhance teamwork dynamics and organizational collaboration

CO3: Culture and climate are important in shaping effective teams

CO4: Assessing individual behaviour helps build and manage teams effectively

CO5: Personality evaluation supports teamwork but is not central to it

CO6: Perceptual processes improve team communication and collaboration

CO7: Leadership and motivation theories enhance teamwork by fostering cooperation and alignment.

PO14: Area Specific Expertise:

CO1: OB concepts are general but apply across areas

CO2: OB models provide specific expertise in management and organizational behaviour

CO3: Culture and climate assessment is crucial for area-specific expertise in OB

CO4: Individual behaviour analysis applies to all areas of expertise

CO5: Personality evaluation helps in gaining specific expertise in OB roles

CO6: Perceptual processes offer expertise in understanding different behaviours within specific areas

CO7: Leadership and motivation expertise applies to enhancing area-specific roles.

PO15: Environmental Awareness:

CO1: OB concepts contribute to environmental awareness but are not the main focus

CO2: OB models don't directly contribute to environmental awareness

CO3: Cultural awareness directly links to environmental understanding

CO4: Individual behaviour impacts environmental awareness through organizational change

CO5: Personality evaluation is not a major factor in environmental awareness

CO6: Perceptual processes can inform environmental awareness but are not central

CO7: Motivation and leadership in organizations can lead to greater environmental responsibility.

Reference Books:

1. K. Aswathappa: Organizational Behaviour, Himalaya Publishing house, Mumbai.

2. Robin. S. P: Organizational Behaviour, Pearson Education, India.

3. Suja R Nair: Organisational Behaviour: Text & Cases, Himalaya Publishing House, Mumbai.

4. S.S. Khanna: Organisational Behaviour, S. Chand & Co, New Delhi

5. Dr Anjali Ghanekar: Organizational behaviour Concepts and cases, Everest Publishing House, Pune.

Name of the Programme: B.B.A.
Program Code: BBA
Class: F.Y.B.B.A
Semester: II
Course Type: General (GEN)
Course Name: Principles of Finance
Course Code: BBA-153 -GEN
No. of Lectures: 60
No. of Credits: 4

A] Course Description:

This course provides a comprehensive introduction to finance, covering key topics such as financial management, capital structure, and financial planning. It explores both external and internal sources of finance, including shares, debentures, reserves, and retained earnings. Additionally, the course examines recent trends in business finance, such as venture capital, leasing, microfinance, and mutual funds. Students will also delve into capital structure decisions, theories of capitalization, and financial forecasting techniques, equipping them with essential skills to optimize financial performance and decision-making in a dynamic business environment.

A] Course Objectives:

1. To provide understanding of nature, importance, structure of finance related areas.

2. To impart knowledge regarding sources of finance for a business.

3. To understand role and importance in business Ability to understand implication of finance on business

4. To understand role and need of source of finance How different determinants of size and type of business Sources of business finance

5. To learn about imp features and their applications considering their requirements in business

6. To Understand how basic financial structure is designed to know what are the Constituents a financially sound business unit

7. Analytical ability to understand implications of various constituents of capital units 8.

B] Course Outcome:

CO1: Understand the fundamental concepts of finance and financial management.

CO2: Analyze the capital structure and financial planning of a firm.

CO3: Evaluate the sources of finance and their implications on business.

CO4: Apply financial forecasting techniques to predict future financial outcomes.

CO5: Develop financial planning skills to optimize financial performance.

CO6: Identify and mitigate financial risks associated with business decisions.

CO7: Demonstrate knowledge of recent trends in business finance and their applications.

UNIT NO.1 INTRODUCTION TO FINANCE

1.1 . Definition-Nature and scope of finance functions
1.2. Financial Management-Meaning -Approaches: -Traditional, Modern, Role of Finance Manager
1.3 . External: -Shares, Debentures, Public Deposits, borrowing from banks: -meaning, types, advantages and limitations of these sources.
1.4 . Internal: -Reserve and Surplus, Bonus Share, Retained Earnings, Dividend policy; Meaning, advantages and limitations of these sources.

UNIT NO.2 RECENT TRENDS IN BUSINESS FINANCE

2.1. Venture Capital-Meaning, Objectives, Merits and Demerits, Uses

2.2. Leasing-Meaning, Objective, Merits and Demerits, Uses

2.3. Microfinance -Meaning, Objectives, Merits and Demerits, Uses

2.4. Mutual Funds- Meaning, Objectives, Merits and Demerits, Uses

UNIT NO.3 CAPITAL STRUCTURE

3.1. Meaning of Capital

3.2. Capital Structure

3.3. Capital Structure and Financial Structure

3.4. Levered and Unlevered Companies

3.5. Trading on Equity

3.6. Criteria for determining Capital Structure

3.7.Capital Structure Decision

3.8. Capital Structure Practices in India

3.9. Meaning of Capitalisation

UNIT NO.4 FINANCIAL PLANNING

4.2. Financial Forecasting

4.2.1. Meaning of Financial Forecasting

4.2.2. Methods of Financial Forecasting

4.2.2.1. Proforma of Income Statement/P & L Method

4.2.2.2. Proforma or Projected Balance Sheet Method

4.2.3. External Financing Required (EFR)

REFERENCE BOOKS:

1. Financial Management: Principles and Practice by S.N. Maheshwari

2. Financial Management by I.M. Pandey

3. Principles of Corporate Finance by Richard A. Brealey, Stewart C. Myers, and Franklin Allen

4. Corporate Finance: Theory & Practice by Pierre Vernimmen

5. Financial Accounting by S.N. Maheshwari

6. Business Analysis and Valuation by Krishna G. Palepu and Paul M. Healy

7. Financial Management: Text and Problems by M.Y. Khan and P.K. Jain

8. Financial Management by Sheeba Kapil.

EVALUATION:

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

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (Sem –II)　　　　　　**Subject**: Principles of Finance

Course: Principles of Finance　　　　**Course Code**: BBA-153-GEN

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			2				2			2			3	2
CO2	3			2	3		1			2				3	
CO3	3		2		3		1		1					3	
CO4		3			3								2		
CO5		3				2				1			2		
CO6			2					1			1				
CO7	3			2		2			2			2		3	

Justification

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: It focuses on providing students with the essential foundational knowledge of finance and financial management. By understanding basic financial principles, students develop a strong base that enables them to approach more complex financial issues in the future.

CO2: It develops students' ability to analyze a firm's capital structure and financial planning. By ensuring that students gain a deep and coherent understanding of how firms balance their equity and debt financing, and the role that financial planning plays in the long-term sustainability of a business.

CO3: It helps students gain an understanding of various financial sources (such as equity, debt, or retained earnings) and their respective effects on a business. This contributes to reinforcing the need for a well-rounded, fundamental knowledge of how different financial sources impact business operations and decision-making.

CO7: It is essential for developing students' skills in applying forecasting methods to predict future financial trends. By grasping financial forecasting, students enhance their understanding of future financial planning, which is a fundamental component of financial management.

PO2: Procedural Knowledge for Skill Enhancement

CO4: Apply financial forecasting techniques to predict future financial outcomes. It providing students with procedural knowledge to apply financial forecasting techniques like regression analysis, trend analysis, and scenario planning. These tools and techniques help students predict future financial outcomes, allowing them to develop the skill to forecast business performance and make better long-term financial decisions.

CO5: Develop financial planning skills to optimize financial performance. It strengthens procedural knowledge by helping students develop the skills necessary for creating financial plans that maximize performance. Students learn how to apply techniques such as budgeting, cost control, and financial modeling to optimize a company's financial outcomes. These skills are essential for solving practical financial challenges and contributing to the success of an organization.

PO3: Critical Thinking and Problem-Solving Skills

CO3: Critical thinking skills are crucial for evaluating various sources of finance (e.g., equity, debt, venture capital) and understanding their advantages and disadvantages for a firm. The ability to apply these skills to assess the potential financial implications and risks is key to making informed decisions that align with the firm's strategy.

CO7: Staying current with trends in business finance, such as digital finance, blockchain, and sustainable investing, demands a critical thinking approach to understand the implications of these trends for a business. Problem-solving skills are needed to apply these new concepts effectively in the financial decision-making process of a firm.

PO4: Communication Skills

CO1: Communication skills are vital in articulating the basic concepts of finance and financial management. Whether presenting to a group, writing reports, or explaining complex financial theories, the ability to communicate financial concepts clearly and concisely is essential for effective learning and understanding.

CO2: When analyzing capital structure and financial planning, students must communicate their findings and recommendations to various stakeholders, such as senior management or investors. Effective communication ensures that these analyses are presented clearly, enabling stakeholders to make informed decisions based on the financial health of the organization.

CO7: As business finance is constantly evolving, communication skills are essential to convey new trends, innovations, and their practical applications. Whether discussing the implications of digital finance, sustainable investing, or new financial technologies, students must be able to communicate these emerging trends in a clear, persuasive, and relevant manner to stakeholders.

PO5: Analytical Reasoning Skills

CO2: It fosters analytical reasoning skills by teaching students how to critically assess a firm's capital structure and financial planning. Students learn to analyze financial ratios, leverage, and funding options, which requires careful evaluation of different financial elements. This outcome develops students' ability to logically connect financial data and strategic goals, allowing them to make informed decisions about a firm's capital structure and financial planning.

CO3: This enhances analytical reasoning by requiring students to evaluate various sources of finance equity, debt, retained earnings—and assess their impact on a company's financial health. By critically analyzing the trade-offs of each financing option, students are encouraged to think analytically about risk, cost of capital, and the long-term financial sustainability of a firm. This outcome sharpens their ability to interpret financial data and make reasoned decisions.

CO4: It directly supports the development of analytical reasoning skills by teaching students how to apply financial forecasting techniques, such as regression analysis, trend analysis, and pro forma statements. These techniques involve analyzing historical data, recognizing patterns, and making projections about future financial performance. The ability to synthesize data and apply forecasting models requires critical thinking and analytical reasoning, skills that are essential for making accurate and informed predictions.

CO5: It enhances students' analytical reasoning by equipping them with the ability to create financial plans that optimize performance. By applying techniques like budgeting, cost control, and resource allocation, students must critically assess the financial needs of a business and develop strategic solutions. This outcome strengthens students' analytical abilities as they evaluate various financial scenarios, identify key performance indicators, and adjust plans to improve financial outcomes.

CO7: It strengthens analytical reasoning by encouraging students to evaluate emerging trends in business finance, such as fintech, sustainable finance, and global financial markets. Students must critically analyze how these trends impact business operations and financial decision-making. This

outcome challenges students to think analytically about the implications of modern financial innovations and apply their understanding to contemporary financial issues, enhancing their ability to make informed, data-driven decisions.

PO6: Innovation, Employability and Entrepreneurial Skills

CO5: It focuses on developing students' financial planning skills to optimize business performance. The ability to create detailed and effective financial plans—ranging from budgeting to cash flow management—is critical for both entrepreneurs and employees in the finance sector. Entrepreneurs must optimize their financial resources to ensure profitability and long-term sustainability. This outcome encourages innovation by teaching students how to apply financial planning strategies in real-world contexts to improve decision-making. Additionally, these skills are highly transferable and increase employability by making students proficient in areas like financial strategy, resource management, and performance optimization.

CO7: It helps students stay current with the latest trends and innovations in business finance, such as fintech, sustainable finance, and digital currencies. Entrepreneurs need to be innovative and adaptable, integrating these emerging trends into their business models for competitive advantage. Understanding recent financial trends allows students to think creatively and implement cutting-edge solutions in their ventures. Additionally, being knowledgeable about contemporary financial trends enhances employability, as businesses increasingly look for employees who are well-versed in modern financial technologies and practices. It also equips students to identify and seize opportunities within evolving industries.

PO7: Multidisciplinary Competence

CO2: Understanding capital structure and financial planning is central to multidisciplinary competence. Students develop the ability to analyze how a firm finances its operations and plans for its future financial needs. This integrates knowledge from economics, accounting, and strategic management, allowing students to approach business problems with a comprehensive, multi-faceted perspective.

CO3: The foundation of finance and financial management is essential for developing multidisciplinary competence. Students gain an understanding of core financial principles, which enables them to apply financial tools and concepts in various business contexts. This knowledge

helps them make informed decisions that consider both financial and non-financial factors, integrating finance with other disciplines such as marketing, strategy, and operations

PO8: Value Inculcation through Community Engagement

CO1: Understanding financial concepts such as budgeting, financial management, and resource allocation allows students to engage in community projects with an awareness of financial responsibility. This knowledge enables them to make informed decisions that balance profitability with societal welfare and sustainability, promoting ethical and responsible financial management practices in community engagements.

CO6: Financial planning is essential in optimizing resources for community development. Students can engage with local organizations, nonprofits, or government bodies to improve the efficiency and effectiveness of their financial strategies. These skills help them optimize available resources to maximize social impact, thus inculcating the value of responsible financial management in community settings.

PO9: Traditional Knowledge into Modern Application

CO3: By evaluating sources of finance, students can incorporate traditional community financing mechanisms such as microfinance, communal savings, or barter systems into modern financial systems. Understanding these traditional methods can offer valuable insights into how businesses can seek capital through alternative and locally rooted means, providing more inclusive and sustainable business models that align with both modern finance and traditional knowledge. Integrating these approaches into modern forecasting tools provides a richer and more nuanced understanding of future financial outcomes.

CO7: The study of recent trends in business finance, such as fintech, cryptocurrency, or impact investing, can be enriched by incorporating traditional knowledge systems. For example, sustainable finance practices rooted in indigenous knowledge about land stewardship or environmental conservation can be integrated with modern trends like green bonds or ESG (Environmental, Social, Governance) investing. Students can demonstrate how combining modern business finance trends with traditional values can lead to innovative and socially responsible financial solutions.

PO10: Design and Development of System

CO2: To design and develop systems that handle capital structure and financial planning, students must apply their knowledge of how firms balance debt, equity, and internal financing. These systems might include tools for capital budgeting, investment analysis, or debt management. By understanding the implications of different financing options, students can design systems that automate the decision-making process for firms to structure their finances more effectively and efficiently, optimizing business operations.

CO5: Students with strong financial planning skills can develop systems that help businesses optimize their financial performance. For example, they can create budgeting and resource allocation systems that allow companies to monitor and adjust financial strategies in real-time. These systems could incorporate key performance indicators (KPIs), financial metrics, and automated alerts to keep the business on track, ensuring that financial resources are used most effectively.

PO11: Ethical and Social Responsibility

CO1: Understanding the fundamental concepts of finance goes beyond mere technical knowledge; it involves recognizing the ethical considerations of financial decision-making. Students are encouraged to apply principles such as transparency, fairness, and accountability when managing finances, ensuring that business decisions are aligned with ethical standards.

CO6 : Identifying and mitigating financial risks includes the ethical responsibility to avoid risks that could harm stakeholders or the environment. For example, students learn to assess the potential social and environmental risks associated with business decisions and ensure that risk mitigation strategies do not inadvertently cause harm to vulnerable populations or communities. Ethical risk management involves the consideration of long-term sustainability and social responsibility in decision-making processes.

PO12: Research-Related skills

CO7: Demonstrating knowledge of recent trends in business finance requires staying current with the latest research in the field. Students are encouraged to conduct research on emerging financial technologies (fintech), cryptocurrencies, sustainability trends, and the role of artificial intelligence in finance. Research-related skills help students analyze how these trends are shaping the future of business finance and how they can be integrated into business strategies. By conducting thorough

research, students gain a deeper understanding of the potential applications and risks associated with recent financial innovations.

PO13: Teamwork

CO4: Financial forecasting often requires input from various team members to gather data, apply different forecasting models, and analyze trends. Teamwork is essential for dividing tasks, such as collecting data, performing statistical analyses, and interpreting results. Collaborative work ensures that forecasting techniques, such as time series analysis or regression models, are applied correctly and reviewed from multiple angles, leading to more accurate and reliable predictions. In a team, students can share insights on external factors influencing predictions, helping create more holistic financial forecasts.

CO5: Effective financial planning often requires a collaborative approach, where students work together to design comprehensive financial plans. Teamwork in financial planning allows students to combine their individual skills, such as budgeting, forecasting, and risk assessment, to create optimal financial strategies. Working in teams also helps identify gaps or overlooked areas in financial plans, fostering creativity and ensuring that all aspects of financial performance are considered. The process encourages students to contribute their ideas, critique each other's proposals, and ultimately arrive at the best solution.

PO14: Area Specific Expertise

CO1: Developing expertise in finance starts with understanding the fundamental concepts of financial management, such as time value of money, risk-return tradeoff, financial statement analysis, and capital budgeting. Mastery of these core principles provides students with the foundation needed to specialize further in specific areas of finance. Students can deepen their expertise by exploring how these concepts apply in different industries, equipping them to address more complex financial challenges in specialized roles like corporate finance or investment management.

CO2: Analyzing a firm's capital structure and financial planning is a specialized skill within corporate finance. Students gain expertise in determining the optimal mix of debt and equity financing, as well as understanding how financial planning contributes to a firm's long-term sustainability. Through mastery of this area, students can specialize in roles that require deep knowledge of how capital structure impacts financial stability, performance, and cost of capital.

They become equipped to advise businesses on efficient financial strategies and to optimize financial resources based on specific organizational goals.

CO3: Evaluating different sources of finance—whether equity, debt, or other instruments—requires specialized knowledge of how each option affects a business's financial health. Area-specific expertise in this domain allows students to assess the advantages and limitations of each financing source based on the firm's goals, risk tolerance, and financial position. This skill is essential for roles such as financial analysts, corporate treasurers, and investment bankers, where students can advise businesses on the most appropriate financing methods to pursue for growth, risk mitigation, and value creation.

CO7: To maintain area-specific expertise, students must stay informed about the latest trends and innovations in business finance, such as fintech, blockchain technology, sustainable finance, and impact investing. Knowledge of these trends enables students to apply cutting-edge tools and strategies to address contemporary financial challenges. This specialized knowledge allows them to develop innovative solutions for businesses and stay competitive in a rapidly changing financial landscape. Specialization in emerging finance trends positions students for roles in fintech, digital banking, and sustainable finance, where they can apply their expertise to drive business transformation and meet new market demands.

PO15: Environmental Awareness

CO7: A strong understanding of the fundamental concepts of finance is essential for incorporating environmental awareness into business decisions. By understanding the time value of money, cost of capital, and other financial principles, students are better equipped to evaluate and integrate the environmental costs of financial decisions, such as the long-term impact of investments in green technologies or environmental compliance costs. This foundation enables students to make sustainable financial decisions that align with both profitability and environmental responsibility.

Name of the Programme: B.B.A.
Program Code: BBA
Class: F.Y.B.B.A
Semester: II
Course Type: Open Elective (OE)
Course Name: Database Management System
Course Code: BCA-157-OE
No. of Lectures: 30
No. of Credits: 2

A] Course Description:

      This course provides an in-depth understanding of Database Management Systems (DBMS), database administration, data warehousing, data mining, and cloud computing. It introduces fundamental concepts, objectives, and advantages of DBMS while highlighting the role of a database administrator in maintaining security, performance, and recovery. The course also covers data warehousing techniques, types, and applications, followed by an exploration of data mining and its real-world uses in banking, healthcare, and marketing. Additionally, it introduces cloud computing, its advantages, and its impact on modern data management.

A] Course Objectives:

1. To understand the fundamental concepts, objectives, and advantages of Database Management Systems (DBMS).

2. To explore the roles and responsibilities of a Database Administrator (DBA).

3. To analyze the purpose and components of database administration, including security, backup, recovery, and performance tuning.

4. To study data warehousing concepts, types, and their significance in business applications.

5. To examine data mining techniques, applications, and their role in extracting useful insights from large datasets.

6. To introduce cloud computing concepts and their impact on modern data storage and management.

7. To develop practical skills in database management, data warehousing, and data mining for real-world applications.

B] Course Outcomes:

CO1: Demonstrate an understanding of database management systems and their importance in data storage and retrieval.

CO2: Apply knowledge of database administration, including backup, recovery, and security management.

CO3: Analyze and differentiate various types of data warehouses and their applications.

CO4: Implement basic data warehousing concepts for efficient data organization and retrieval.

CO5: Utilize data mining techniques to analyze and extract insights from large datasets.

CO6: Evaluate the advantages and disadvantages of cloud computing in data storage and processing.

CO7: Develop problem-solving skills in database management, warehousing, and data mining for business and research applications.

Unit No 1: Introduction to Database Management System.   **No of Lecture 10**

    1.1 Introduction.
    1.2 Objectives of Database Management.
    1.3 Concepts of DBMS.
    1.4 Purpose Of Database Management System.
    1.5 Advantages and Disadvantages of DBMS.

Unit No 2: Database Administration.   **No of Lecture 10**

    2.1 Concept of Database Administrator.
    2.2 Purpose of Database Administration.
          2.2.1. Software installation and Maintenance.
          2.2.2 Data Extraction, Transformation, and Loading
          2.2.3 Specialized Data Handling
          2.2.4 Database Backup and Recovery
          2.2.5 Security
          2.2.6 Authentication
          2.2.7 Capacity Planning
          2.2.8 Performance Monitoring
          2.2.9 Database Tuning
          2.2.10 Troubleshooting
    2.3 Database Transactions.
    2.4 ACID Properties.

3.1 Introduction to data warehouse.

3.2 Types of data warehouse: -

   3.2.1 Enterprise Data Warehouse (EDW)

   3.2.2 Operational Data Store

   3.2.3 Data Mart

3.3 Advantages and Disadvantages of data warehousing.

3.4 Components of data warehouse.

3.5 Applications of data Warehouse

3.6 Steps to implement data warehouse

Reference Books: -

1. Elmasri, R., & Navathe, S. B. – *Fundamentals of Database Systems* (Pearson Education)
2. Silberschatz, A., Korth, H. F., & Sudarshan, S. – *Database System Concepts* (McGraw-Hill)
3. Inmon, W. H. – *Building the Data Warehouse* (John Wiley & Sons)
4. Kimball, R., & Ross, M. – *The Data Warehouse Toolkit: The Definitive Guide to Dimensional Modeling* (John Wiley & Sons)
5. Coronel, C., Morris, S., & Rob, P. – *Database Systems: Design, Implementation, and Management*

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

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (Sem –II)   **Subject**: Database Management System

Course: Database Management System   **Course Code**: BCA-157-OE

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

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

Justification

PO1: Fundamental Knowledge and coherent understanding.

CO1: After Completion of the course student will be able to learn detailed concept of database management.

CO2: Procedure for physical data structure will be analyzed after completion of this course.

CO3: Students will be able to learn various data mining tools after completion of the course.

CO4: After completion of the course students will be able to understand how data analysis and storage functions are executed in the organization.

CO5: Concepts of data management will be analyzed by students after completion of the course.

CO6: After completion of the course students will be able identify the structure of data models used in organization.

CO7: Recent trends in database management will be studied by students after completion of the course.

CO8: Traditional methods of data management will be studied by the students after completion of the course.

PO2: Procedural Knowledge for skill enhancement.

CO1: After Completion of the course student will be able to learn detailed procedures for database management.

CO2: Procedure for physical data structure will be analyzed after completion of this course.

CO3: Students will be able to learn various data mining tools after completion of the course.

CO4: After completion of the course students will be able to understand the process and methodology of data analysis and storage functions are executed in the organization.

CO5: Concepts of data management will be analyzed by students after completion of the course.

CO6: After completion of the course students will be able identify the structure of data models and process of preparation of data models used in organization.

CO7: Recent trends in database management will be studied by students after completion of the course.

CO8: Traditional process of data management will be studied by the students after completion of the course.

PO3: Critical Thinking and problem Solving.

CO4: With the help of course, students will be able to analyze the data storage and retrieval mechanism in the organization.

CO5: Concepts of data management will be analyzed by students after completion of the course.

CO6: Recent trends in database management will be studied by students after completion of the course.

CO8: Traditional process of data management will be studied by the students after completion of the course.

PO4: Capacity strengthening skills.

CO1: After completion of the course students will be able to perform various database management skills.

CO4: After completion of the course students will be able to understand the process and methodology of data analysis and storage functions are executed in the organization.

PO5: Analytical reasoning skills:

CO1: Students will be able to learn various data mining tools after completion of the course.

PO6: Innovation, Employability and Entrepreneurship development skills.

CO1: After Completion of the course student will be able to learn detailed procedures for database management.

CO2: Procedure for physical data structure will be analyzed after completion of this course.

PO7: Multidisciplinary competence.

CO1: After completion of this course students will be able to apply computer science tools for management studies.

PO9: Traditional Knowledge in to modern application.

CO2: Students will be able to identify the traditional data management tools and its modern application in the organizations.

CO8: Traditional process of data management will be studied by the students after completion of the course.

PO10: Design and development of system.

CO1: After Completion of the course student will be able to learn database management tools and it's designing.

CO3: Students will be able to learn various data mining tools after completion of the course.

CO4: After completion of the course students will be able to understand how data analysis and storage functions are executed in the organization for various information system.

CO5: Concepts of data management will be analyzed by students after completion of the course.

CO6: After completion of the course students will be able identify the structure of data models used in organization and its use for effective data handling in the organization.

CO7: Recent trends in database management will be studied by students after completion of the course.

CO8: Traditional methods of data management will be studied by the students after completion of the course which will be converted into modern methods of data management.

PO11: Ethical and Social responsibility.

CO3: Students will identify the ethical view in data management for effective functioning of various information systems in the organization.

PO14: Area-Specific Expertise

CO3: Analyzing and differentiating various types of data warehouses and their applications allows students to develop specialized expertise in data management. This expertise is crucial for industries that rely on structured and unstructured data storage, retrieval, and analysis for decision-making. Understanding different data warehousing models enhances students' ability to select appropriate architectures for specific business and research needs, making them proficient in domain-specific applications.

PO15: Environmental Awareness

CO7: Problem-solving in database management and data mining involves optimizing computational resources, reducing energy-intensive operations, and implementing eco-friendly data processing techniques. By developing efficient data solutions, students contribute to environmentally sustainable practices in IT and business operations, aligning technology with ecological responsibility.

Name of the Programme: B.B.A.

Program Code: BBA

Class: F.Y.B.B.A

Semester: II

Course Type: Core Course

Course Name: AI Tools for Business

Course Code: BBA-155-SEC

No. of Lectures: 30

No. of Credits: 2

Course Description:

This course provides a comprehensive introduction to the transformative role of Artificial Intelligence (AI) and Machine Learning (ML) in modern business practices. Students will gain insights into the critical role AI plays in enhancing business decision-making, optimizing processes, and driving customer engagement. Key topics include the basics of AI and ML, the advantages and challenges of AI-powered business automation, and the importance of ethics and bias in AI systems. The course also covers a variety of AI-powered tools that enhance productivity and automation in the workplace. Students will familiarize themselves with innovative platforms for communication and content creation, such as ChatGPT, Google Bard, and Canva AI, as well as tools for meeting management.

Course Objective:

1. To Understand the fundamentals of AI and machine learning and their applications in business settings.

2. To Analyze the impact of AI on business decision-making and identify strategies for effective implementation.

3. To Evaluate the ethical considerations and potential biases associated with AI technologies in business.

4. To Explore various AI-powered tools for enhancing productivity, automation, and customer engagement in diverse business functions.

5. To Develop skills in using AI for business analytics, data visualization, and predictive decision-making to drive organizational success.

Course Outcomes:

CO1: Analyse the fundamental concepts of AI and ML and their applicability in a business context.

CO2: Evaluate the impact of AI on enhancing business decision-making processes.

CO3: Assess the advantages and challenges of AI-powered business automation in various sectors.

CO4: Understand ethical considerations and bias in AI technologies and their implications for business practices.

CO5: Apply insights from case studies on AI implementation in e-commerce and banking to real-world business scenarios.

CO6: Utilize AI tools for improving productivity, communication, and customer engagement in a business setting.

CO7: Implement AI-driven analytics and visualization techniques to derive actionable business insights and predictive decision-making.

Course Content:

1 Introduction to AI in Business.

1.1 Basics of Artificial Intelligence (AI) and Machine Learning (ML)

1.2 Role of AI in Business Decision Making

1.3 AI-powered Business Automation: Advantages & Challenges

1.4 Introduction to AI Ethics and Bias

1.5 Case Study: AI Implementation in E-commerce and Banking Sectors

2 AI-Powered Tools for Productivity & Automation.

2.1 AI for Communication & Content Creation: ChatGPT, Google Bard, Grammarly, Canva AI

2.2 AI for Meetings & Transcription: Otter.ai, Fireflies.ai

3 AI in Marketing & Customer Engagement.

3.1 AI for Digital Marketing & SEO: Copy.ai, Jasper AI, Surfer SEO

3.2 Chatbots & AI-Powered Customer Service: Drift, HubSpot AI, Salesforce Einstein

4 AI for Business Analytics.

4.1 AI for Data Visualization & Business Insights: Tableau AI, Power BI

4.2 Predictive Analytics & Decision Making: AI in Finance & Risk Analysis

EVALUATION: -

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

References

1. Google AI for Business (Google AI)

2. AI for Everyone (Coursera – Andrew Ng)

3. LinkedIn Learning: AI in Business Strategy

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.BBA(Sem–II)   **Subject**: **AI tool for Business**

Course: BBA   **Course Code:** BBA-155-SEC

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

Justification for the mapping

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	-
CO2	2	-	2	-	3	-	-	-	-	-	-	-	-	-	2
CO3	2	-	3	-	-	2	-	-	-	-	-	-	-	-	-
CO4	3	-	2	2	-	-	2	2	-	-	3	-	-	-	-
CO5	2	-	-	-	-	2	-	-	2	-	-	2	-	-	-
CO6	-	3	-	3	-	-	-	-	-	-	-	-	2	-	-
CO7	-	3	-	-	3	-	-	-	-	3	-	-	-	-	-

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: Analyse the fundamental concepts of AI and ML and their applicability in a business context.

CO2: Evaluate the impact of AI on enhancing business decision-making processes.

CO3: Assess the advantages and challenges of AI-powered business automation in various sectors.

CO4: Understand ethical considerations and bias in AI technologies and their implications for business practices

CO5: Apply insights from case studies on AI implementation in e-commerce and banking to real-world business scenarios.

PO2: Procedural Knowledge for Skill Enhancement:

CO6: Utilize AI tools for improving productivity, communication, and customer engagement in a business setting.

CO7: Implement AI-driven analytics and visualization techniques to derive actionable business insights and predictive decision-making

PO3: Critical Thinking and Problem-Solving Skills:

CO2: Evaluate the impact of AI on enhancing business decision-making processes.

CO3: Assess the advantages and challenges of AI-powered business automation in various sectors.

CO4: Understand ethical considerations and bias in AI technologies and their implications for business practices.

PO4: Professional Communication Skills:

CO4: Understand ethical considerations and bias in AI technologies and their implications for business practices.

CO6: Utilize AI tools for improving productivity, communication, and customer engagement in a business setting.

PO5: Analytical Reasoning Skills:

CO2: Evaluate the impact of AI on enhancing business decision-making processes.

CO7: Implement AI-driven analytics and visualization techniques to derive actionable business insights.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO3: Assess the advantages and challenges of AI-powered business automation in various sectors.

CO5: Apply insights from case studies on AI implementation in e-commerce and banking to real-world business scenarios.

PO7: Multidisciplinary Competence:

CO4: Understand ethical considerations and bias in AI technologies and their implications for business practices.

PO8: Value Inculcation through Community Engagement:

CO4: Understand ethical considerations and bias in AI technologies and their implications for business practices.

PO9: Traditional Knowledge into Modern Application:

CO5: Apply insights from case studies on AI implementation in e-commerce and banking to real-world business scenarios.

PO10: Design and Development of System:

CO7: Implement AI-driven analytics and visualization techniques to derive actionable business insights.

PO11: Ethical and Social Responsibility:

CO4: Understand ethical considerations and bias in AI technologies and their implications for business practices.

PO12: Research-Related Skills:

CO1: Analyse the fundamental concepts of AI and ML and their applicability in a business context.

CO5: Apply insights from case studies on AI implementation in e-commerce and banking to real-world business scenarios.

PO13: Teamwork:

CO6: Utilize AI tools for improving productivity, communication, and customer engagement in a business setting.

PO14: Area-Specific Expertise:

CO1: Analyse the fundamental concepts of AI and ML and their applicability in a business context.

PO15: Environmental Awareness:

CO2: Evaluate the impact of AI on enhancing business decision-making processes.

Text Books (Latest Editions):

1. Artificial Intelligence in Business: Opportunities and Challenges" – Péter Szeredi & Attila Kiss

2. AI Superpowers: China, Silicon Valley, and the New World Order" – Kai-Fu Lee

3. The AI Advantage: How to Put the Artificial Intelligence Revolution to Work" – Thomas H. Davenport

4. 4Human + Machine: Reimagining Work in the Age of AI" – Paul R. Daugherty & H. James Wilson

5. Artificial Intelligence for Marketing: Practical Applications" – Jim Sterne Resource

 Material/Other Online Courses

1. Google AI for Business (Google AI)

2. AI for Everyone (Coursera – Andrew Ng)

3. LinkedIn Learning: AI in Business Strategy

Name of the Programme: B.B.A.

Program Code: BBA

Class: F.Y.B.B.A

Semester: II

Course Type: General

Course Name: Business Communication Skill -II

Course Code: BBA-156-AEC

No. of Lectures: 30

No. of Credits: 2

Course Description:

This course on Communication in Organizations offers an in-depth look at effective communication strategies for various business contexts. It covers key concepts such as communication models, written communication techniques, and interpersonal skills essential for teamwork and virtual collaboration. Students will enhance their presentation abilities using tools like PowerPoint, Prezi, and Vise, while also exploring digital communication skills, media literacy, and digital etiquette. Ultimately, the course prepares students to navigate the complexities of communication in today's business environment.

Course Objectives:

1. To grasp the fundamentals, procedures, and significance of Business Communication.
2. To aid students in comprehending the essential principles and techniques relevant to effective business communication.
3. To equip students with the skills needed to excel in written communication within the corporate environment.
4. To raise students' awareness of Business Communication within a global and cross-cultural framework.
5. To enhance students' interpersonal skills for effective collaboration in diverse teams.
6. To improve digital communication skills for using social media and online collaboration tools.
7. To foster critical thinking in analysing and resolving communication scenarios, including conflict and negotiation.

Course Outcome:

CO1: Demonstrate proficiency in crafting diverse types of business letters and utilize effective letter-writing techniques.
CO2: Recognize different communication barriers and implement proactive strategies, including feedback, to reduce their impact.
CO3: Students will be capable of critically assessing and interpreting various forms of business correspondence and electronic communications.

CO4: Gain the ability to deliver presentations before an audience with assurance and professionalism.

CO5: Develop strong interpersonal communication skills to facilitate collaboration, manage team dynamics, and communicate effectively within virtual teams in the gig economy.

CO6: Utilize the 7Cs of communication to improve the clarity and effectiveness of both verbal and written messages, ensuring they are well-suited to the audience's needs.

CO7: Master digital communication tools and platforms by using email, instant messaging, video conferencing, and collaborative tools effectively while following ethical guidelines and best practices in digital citizenship.

Unit 1: Negotiation Skills and Cross-Cultural Communication Negotiation

1.1 Communication with vendors, suppliers, employees and other stakeholders.

1.2 BATNA & communication during negotiations.

1.3 Body language and negotiation

1.4 Culture & appropriate communication

1.5 Communication to a diverse workforce

1.6 Overcoming barriers and biases in Cross-Cultural Communication

1.7 Building Inter-Cultural Workplace Skills; Cross-cultural etiquettes across clusters/countries.

Unit 2: Contemporary Communication & Digital Communication

2.1 Individual communicating via social media,

2.2 Organizations communicating via social media, Media Literacy

2.3 Strong Digital communication skills – email, instant messaging, video conferencing, e-meetings, digital collaboration,

2.4 Digital etiquettes & responsibilities.

2.5 Introduction to personal and organizational websites; communication through podcasts.

Unit 3: Media Communications

3.1 Introduction to Media Communications- Characteristics, Need

3.2 Telegram, Tax, Fax, E-mail

3.3 Internet – Applications, Advantages and Disadvantages

3.4 Social Media Sites

3.5 Advantages and Disadvantages of Social Media Sites

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**

References Books:

1. Rao, M. T. (2023) Minor Hints: Lectures Delivered to H.H. the Maharaja Gaekwar, Sayaji Rao III. Gyan Publishing

2. Getting Ready for the Real World: HBR, 2020: The Science of Strong Business Writing. https://hbr.org/2021/07/the-science-of-strong-business-writing

Reflective Exercises and Cases:

1. Review of Bharat Muni's Natya Shastra (Rasa, Sahridayata & Sadhar anikaran)

2. Preparing on curriculum vitae/resume and cover letter 3. Reading of annual reports

Choice Based Credit System Syllabus (2024Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (SEM –II)   **Subject**: Communication Skill-II

Course: AEC   **Course Code:** BBA-156-AEC

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

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

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

CO1: Crafting diverse business letters requires fundamental knowledge of writing principles, which aligns strongly

CO3: Critical assessment of business correspondence necessitates a coherent understanding of communication fundamentals.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Letter-writing techniques contribute to procedural knowledge essential for skill enhancement.

CO6: Using the of communication improves practical skills in crafting messages effectively, enhancing procedural knowledge.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Recognizing communication barriers involves critical thinking and problem-solving to implement effective strategies.

CO3: Assessing business communications requires critical evaluation, fitting strongly.

PO4: Professional Communication Skills

CO1: Proficiency in business letters directly correlates with professional communication skills.

CO4: Delivering presentations effectively requires solid professional communication skills.

CO5: Communicating the Interpersonal communication skills are vital for effective professional interaction and teamwork.

CO7: Mastering digital tools for communication is critical for professional communication in the modern work environment.

PO5: Analytical Reasoning Skills

CO2: Implementing proactive strategies to overcome barriers shows some degree of analytical reasoning, but the connection is moderate.

CO3: The Critical assessment of communications enhances analytical reasoning skills, fitting strongly

PO6: Innovation, Employability and Entrepreneurial Skills

CO5: Developing interpersonal skills enhances employability and teamwork, aligning strongly.

CO7: Mastery of digital communication tools is crucial for employability in the modern workforce, fitting well

PO7: Multidisciplinary Competence

CO3: Assessing various forms of business correspondence shows competence across disciplines but is limited to communication.

PO8: Value Inculcation through Community Engagement

CO3: While understanding various communications can contribute to community engagement, the direct relation is weak.

PO9: Traditional Knowledge into Modern Application

CO3: Traditional knowledge would apply in specific contexts of business writing but is less integral in general outcomes

PO10: Design and Development of System

CO1: Design and development of systems is not directly linked to crafting business letters, showing a weak relation.

PO11: Ethical and Social Responsibility

CO7: Following ethical guidelines in digital communication aligns well with ethical and social responsibility.

PO12: Research-Related skills

CO3: Research-related skills can benefit from the critical assessment of interactions, though the relationship is moderate.

PO13: Teamwork

CO5: Strong interpersonal skills facilitate effective teamwork, aligning well with the capacity for collaboration.

PO14: Area Specific Expertise

CO3: Specific expertise in business correspondence can enhance area-specific expertise, though it's not comprehensive.

PO15: Environmental Awareness

CO2: While recognizing communication barriers can relate to environmental awareness indirectly, the relation is weak.