Anekant Education Society's

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

BACHLOR OF BUSINESS ADMINISTRATION DEGREE

SYBBA- SEM -III & SEM-IV

Framed as per AICTE

SYLLABUS

Applicable with effect from 2025-26

Title of the Program: BBA

PREAMBLE

BBA/ BBA (Honors)/ BBA (Honors with Research) Four Year Degree Program:

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

II. Vision Statement

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

III. Mission Statement

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

<div align="center">
Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce,
Baramati (Autonomous)
COURSE STRUCTURE FOR BACHELOR OF BUSINESS ADMINISTRATION (B.B.A)
</div>

1. **Title of the Degree:**

   The degree shall be titled as Bachelor of Business Administration (B.B.A.) under the faculty of management.

2. **Program Objectives:**

   1. To provide knowledge regarding the basic concepts, principles, and functions of management.
   2. To develop business and entrepreneurial aptitude among the students.
   3. To provide knowledge and requisites skills in different area of management like human resource, finance, operations and marketing to give a holistic understanding of a business system.
   4. To develop IT skills in the areas of information search, word processing, office management software, and presentation software needed to excel in business.
   5. To inculcate a global view of industrial and organizational establishments and their functions for taking viable decisions in international business settings.
   6. To train the students in communication skills effectively.
   7. To develop appropriate skills in the students so as to make them competent and themselves self-employment.

3. **Duration:**

   The Course is a full-time course and the duration of the course shall be of Four years.

4. **Eligibility:**

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

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

5. **Medium of Instruction:**

   Medium of instruction shall be in English.

Program Specific Outcomes:

PO1: A Fundamental Knowledge and Coherent Understanding:

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

PO2: Procedural Knowledge for Skill Enhancement:

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

PO3: Critical Thinking and Problem-Solving Skills:

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

PO4: Professional Communication Skills:

With the help of various languages students will enhance the communication skills which will improve the personality of the students with the help of interpersonal and intrapersonal communication skills. Students should be able to construct logical arguments using correct technical language related to a field of learning. Also, Students should be able to communicate effectively, analyze the concepts and participate in healthy arguments and portray skill in communication and in writing. Possess skills related with banking and other business.

PO5: Analytical Reasoning Skills:

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

PO6: Innovation, Employability and Entrepreneurial Skills:

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

PO7: Multidisciplinary Competence:

The student should be able to demonstrate the acquisition of knowledge of the values and beliefs of

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

PO8: Value Inculcation through Community Engagement:

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

PO9: Traditional Knowledge into Modern Application:

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

PO10: Design and Development of System:

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

PO11: Ethical and Social Responsibility:

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

PO12: Research-Related skills:

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

PO13: Teamwork:

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

PO14: Area Specific Expertise:

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

PO15: Environmental Awareness:

The students should be able to manage environmental- related risk from an organization's operation

as well as identify environmental hazards affecting air, water and soil quality. The students should be able to manage and controls to reduce and eliminate environmental risk.

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
Bachelor in Business Administration
Credit Structure as per NEP 2020 [2024 Pat.]

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

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

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

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

AES's T. C. College (Autonomous), Baramati. CBCS Syllabus (2024 Pattern) as per NEP 2020

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

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

AES's T. C. College (Autonomous), Baramati. CBCS Syllabus (2024 Pattern) as per NEP 2020

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: III

Course Type: Major Mandatory

Course Name: Employee Management & HRM Practices

Course Code: BBA-201-MRM (A)

No. of Lectures: 60

No. of Credits: 4

A) COURSE DESCRIPTION:

This comprehensive course explores the vital aspects of human resource management (HRM) that drive organizational success in today's dynamic business environment. Covering key areas such as talent acquisition, onboarding, training, development, compensation, performance management, and retention, the course provides students with a strategic understanding of how HR functions contribute to building competitive advantage. Through an in-depth analysis of modern recruitment technologies, talent management strategies, and HR analytics, learners will gain practical insights into attracting, developing, and retaining top talent. Emphasizing both theoretical frameworks and real-world applications, this course prepares students to effectively manage the entire employee lifecycle, foster organizational growth, and contribute to sustainable human capital development.

B) COURSE OBJECTIVES

1. To understand the fundamental concepts and significance of Human Resource Management (HRM) in the modern business environment.

2. To analyze the strategic role of HRM in enhancing organizational competitiveness and sustainability.

3. To explore the processes of talent acquisition, including recruitment, selection, onboarding, and the latest technological advancements.

4. To develop skills in assessing training needs, designing development programs, and evaluating training effectiveness**.**

5. To examine the principles of career planning, talent management, and the integration of HR technology in learning and development.

6. To understand the components of compensation management, employee benefits, and performance appraisal systems.

7. To evaluate retention strategies, succession planning, and the application of HR analytics in decision-making processes.

C) Course Outcome:

CO1: Explain the importance and strategic significance of HRM in today's dynamic business environment.

CO2: Design effective recruitment and onboarding processes utilizing modern methods and technologies.

CO3: Assess training needs, implement training programs, and evaluate their impact on employee performance.

CO4: Formulate career development plans and implement talent management strategies to attract and retain top talent.

CO5: Develop compensation structures, understand employee benefits, and apply performance management techniques.

CO6: Implement retention strategies and succession planning to ensure organizational stability and leadership continuity.

CO7: Utilize HR analytics tools to make informed decisions related to performance, compensation, and talent management.

UNIT NO 1. TALENT ACQUISITION AND ONBOARDING IN THE EMPLOYEE LIFECYCLE

1.1 Overview and significance of Human Resource Management in today's dynamic business environment

1.2 Strategic role of HRM in achieving organizational competitiveness

1.3 Recruitment: Meaning, definition, factors, process, sources (internal & external), and modern methods

1.4 Selection: Process, methods, and key factors influencing selection decisions.

1.5 Onboarding and Induction: Objectives, Process and prerequisites of effective integration

1.6 Emerging recruitment technologies and analytics in talent acquisition

No of Lectures 15

UNIT NO2: TRAINING, DEVELOPMENT, AND TALENT MANAGEMENT

2.1 Training and Development: Training needs assessment, methods (on-the-job, off-the-job), and evaluating training effectiveness

2.2 Career Planning and Development: Career stages, and fostering internal mobility

2.3 Talent Management: Imperatives for Talent Management, Initiatives and Strategies for

attracting, developing, and retaining top talent, Talent Management Review

2.4 Role of HR technology in Learning and Development

UNIT NO 3: COMPENSATION, PERFORMANCE MANAGEMENT, AND EMPLOYEE RETENTION

3.1 Compensation Management: Types of pay structures, components of compensation, Factors influencing employee compensation

3.2 Employee Benefits: Incentives, fringe benefits, and nonmonetary rewards

3.3 Performance Management: Appraisal methods, 360-degree feedback, goal setting, KPIs and performance metrics

3.4 Retention Strategies: Employer branding, career growth pathways, work-life balance, and Employee Value Proposition (EVP)

3.5 Succession Planning: Identifying and grooming future leaders

3.6 Application of HR Analytics in performance tracking and compensation decisions

UNIT NO 3: EMPLOYEE ENGAGEMENT, ETHICS, AND EMERGING HRM TRENDS

4.1 Employee Engagement: Key drivers, measurement models, and strategies for fostering employee engagement

4.2 Job Satisfaction: Meaning, Definition, Factors, Advantages and measures to increase job satisfaction

4.3 Ethics in HRM: Principles of fairness, equity, transparency, and handling ethical dilemmas

4.4 Contemporary HR Practices: Managing gig and freelance workforce Remote and hybrid work models Diversity, equity, and inclusion initiatives

Reference & Text Books:

Title of Book	Author	Publication
Human Resource Management,	17ed Gary Desler, Biju Varkkey	Pearson
Human Resource Management:	Text and Cases (10th Edition) K Aswathappa & Sadhna Dash	Mc Graw Hill
Armstrong's Handbook of Human Resource Management Practice 15th Edition	Michale Armstrong & Stephen Taylor	Kogan Page
Managing Human Resources in the Global Context	W. G. Barnes, M. V. B. Griffin	Pearson
Human Resource Management,Essential You Always wanted to know	Jaquina Gilbert	Vibrant Publishers

Evaluation

Internal Evaluation	External Evaluation
Unit test(20)	Fill in the blanks, True and False (04)
	One Sentence Question (08)
Mini project /Assignment/Presentation (120)	Short Note (12)
	Short answer question (12)
	Short answer question (12)
	Long answer questions (12)
20	**60**

Mapping of Program Outcomes with Course Outcomes
Class: SYBBA (SEM –III)   **Subject**: Employee Management & HRM
Practices
Course: Subject: Employee Management   **Course Code:** BBA-201-MRM(A)
& HRM Practices
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	PO 10	PO11	PO12	PO13	PO14	PO15
CO1	3	1	2	2	2	1	2	1	2	2	2	2	2	2	1
CO2	2	3	3	2	2	2	2	1	2	3	2	2	2	2	1
CO3	2	3	3	2	3	2	2	1	2	3	2	3	2	2	1
CO4	2	3	3	3	3	2	2	1	2	3	2	3	3	2	1
CO5	2	3	3	3	3	2	2	1	2	3	2	3	2	2	1
CO6	2	3	3	2	3	2	2	1	2	3	2	3	2	2	1
CO7	2	3	2	2	3	2	2	1	2	3	2	3	2	2	1

The table is headed by **Programme Outcomes (POs)**.

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: It provides the foundational knowledge necessary to understand the core concepts of HRM, including its strategic role. A coherent understanding of HRM fundamentals enables students to articulate the importance of HR practices in a rapidly changing business landscape.

CO2: While designing processes also requires procedural skills, a solid understanding of HRM principles helps students grasp why modern methods are essential, forming the basis for designing effective recruitment and onboarding strategies.

CO3: Understanding the significance of training and development within HRM provides the conceptual foundation necessary to evaluate training needs and their impact, although practical skills are needed for execution.

CO4: A fundamental understanding of HRM principles helps students recognize the importance of career development and talent management, but designing strategies also requires procedural and analytical skills.

CO5: Knowledge of HRM basics aids in understanding compensation and benefits concepts; however, effective development and application require procedural and analytical skills.

CO6:PO1 provides the core understanding of HRM's strategic importance, which underpins the rationale for retention and succession planning, though practical application involves additional skills.

CO7: Foundational HR knowledge (PO1) is necessary to comprehend the purpose and scope of HR analytics; however, technical proficiency is essential for effective utilization.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Explaining the importance and strategic significance of HRM primarily involves conceptual understanding rather than procedural skills. While procedural knowledge supports the development of HR strategies, this CO focuses more on comprehension than on specific procedures.

CO2: Designing effective recruitment and onboarding processes requires procedural skills such as creating procedures, selecting appropriate methods, and utilizing modern tools and technologies. PO2 directly supports these activities by developing practical skills in process formulation and implementation**.**

CO3: Assessing training needs, implementing training programs, and evaluating their effectiveness involve structured procedures and systematic steps. PO2 emphasizes skill development in executing these processes efficiently and effectively.

CO4: Formulating career development plans and talent management strategies involve procedural tasks such as planning, designing programs, and applying best practices. PO2 facilitates skill enhancement in executing these strategies.

CO5: Developing compensation structures, understanding employee benefits, and applying performance management techniques require procedural knowledge to design and implement systems, making PO2 highly relevant.

CO6: Implementing retention strategies and succession planning involves systematic procedures, including analyzing data, designing programs, and executing plans—core aspects of procedural knowledge promoted by PO2.

CO7: Utilizing HR analytics tools for decision-making involves procedural skills such as data collection, analysis, and interpretation. PO2 is essential for developing these practical competencies.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Critical thinking helps analyze the evolving role of HRM in complex business scenarios, enabling students to understand its strategic importance and develop insights into organizational challenges.

CO2: Developing innovative recruitment and onboarding strategies requires problem-solving skills to address challenges, evaluate options, and implement effective solutions using modern technologies.

CO3: Critical analysis of training needs and assessment of program effectiveness involve problem-solving to identify gaps and develop tailored solutions that improve performance outcomes.

CO4: Designing effective career pathways and talent strategies requires critical thinking to analyze organizational needs and develop sustainable, innovative solutions for talent retention.

CO5: Problem-solving skills are essential to structure equitable compensation systems, resolve conflicts related to benefits, and optimize performance management processes.

CO6: Critical thinking is vital for identifying potential leaders, analyzing organizational risks, and devising creative solutions for long-term stability and leadership succession.

CO7: Data analysis and interpretation involve problem-solving to derive actionable insights, make evidence-based decisions, and address HR challenges effectively.

PO4: Communication Skills

CO1: Effective communication is essential for articulating the strategic value of HRM to stakeholders, promoting understanding, and fostering buy-in. While understanding is crucial, the core of this CO is conceptual; communication enhances clarity and dissemination of ideas.

CO2: Clear communication skills are vital for designing and explaining processes, engaging candidates, conveying organizational culture, and ensuring seamless onboarding. Effective communication directly impacts candidate experience and process success.

CO3: Communicating training objectives, instructions, feedback, and evaluation results is key to successful training initiatives. Strong communication skills facilitate understanding, engagement, and continuous improvement.

CO4: Developing and conveying career paths, expectations, and strategic initiatives require excellent communication skills to motivate, persuade, and build trust with employees and management.

CO5: While technical knowledge is primary, communicating compensation policies, benefits, and performance feedback effectively is essential for transparency and employee satisfaction. Clear communication ensures understanding and acceptance.

CO6: Communicating the importance of retention, development opportunities, and succession plans is critical to gaining support from employees and leadership, ensuring buy-in and effective implementation.

CO7: Presenting data insights and analytics findings clearly to stakeholders requires good communication skills. However, the technical aspect of analytics is more data-focused, with communication serving as a facilitator.

PO5: Analytical Reasoning Skills

CO1: explaining the importance and strategic significance of HRM requires analytical reasoning to interpret data, trends, and organizational insights, but it relies more on understanding than complex analysis.

CO2: Designing effective recruitment and onboarding processes benefits from analytical reasoning to assess sources, evaluate effectiveness, and optimize methods based on data-driven insights.

CO3: Assessing training needs and evaluating their impact involves analyzing performance data, feedback, and metrics to determine training effectiveness, requiring strong analytical skills.

CO4: Formulating career development and talent management strategies depends on analyzing employee data, performance metrics, and market trends to develop targeted plans.

CO5: Developing compensation structures and applying performance management techniques involve analyzing salary data, performance metrics, and benefits data to make informed decisions.

CO6: Implementing retention strategies and succession planning requires analyzing organizational data, employee turnover metrics, and talent pools to plan effectively.

CO7: Utilizing HR analytics tools directly engages analytical reasoning to interpret complex data sets and derive actionable insights for performance, compensation, and talent decisions.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Innovation and entrepreneurship are less directly involved in explaining the fundamental importance of HRM. The focus here is more on understanding strategic HR concepts rather than innovation or entrepreneurial skills.

CO2: Incorporating innovative methods and technologies in recruitment and onboarding fosters employability and entrepreneurial thinking, enabling students to develop novel, tech-enabled HR solutions.

CO3: Developing innovative training methodologies and continuous improvement practices enhances employability skills and encourages entrepreneurial approaches to learning and development.

CO4: Strategic talent management and innovative career planning are directly linked to entrepreneurial skills, fostering adaptability, creativity, and proactive career development.

CO5: While important, developing compensation and benefits alone do not strongly emphasize innovation or entrepreneurial skills; they are more procedural.

CO6: Innovative retention and succession strategies involve creative, entrepreneurial thinking to develop competitive advantage and organizational resilience.

CO7: Leveraging HR analytics involves adopting innovative data-driven approaches, fostering analytical and entrepreneurial skills essential for modern HR management.

PO7: Multidisciplinary Competence

CO1: Understanding HRM's strategic role requires integrating knowledge from management, economics, psychology, and organizational behavior, reflecting multidisciplinary competence.

CO2: Developing and implementing recruitment strategies involves knowledge from HR, information technology, data analytics, and communication, demonstrating multidisciplinary skills.

CO3: This involves understanding psychology, pedagogy, organizational development, and data analysis, highlighting the need for diverse disciplinary insights.

CO4: Crafting effective talent strategies requires integrating insights from psychology, strategic management, and HR practices, exemplifying multidisciplinary competence.

CO5: Designing compensation and benefits involves knowledge from economics, finance, law, and organizational psychology, reflecting multidisciplinary expertise.

CO6: This requires understanding leadership development, organizational behavior, strategic planning, and HR analytics from various disciplines.

CO7: Applying analytics combines knowledge of data science, statistics, HR management, and technology, exemplifying multidisciplinary competence.

PO8: Value Inculcation through Community Engagement

CO1: Community engagement primarily focuses on social responsibility and societal impact rather than directly influencing the strategic importance of HRM. Therefore, the relevance is minimal.

CO2: While community engagement can enhance employer branding, the direct design of recruitment

processes is less influenced by community activities, making this a weak link.

CO3: Community engagement doesn't directly relate to internal training needs or performance evaluation, so its relevance here is limited.

CO4: Community engagement may improve organizational reputation but is less directly connected to internal talent management strategies.

CO5: Compensation and benefits are primarily internal HR functions; community engagement has minimal direct impact on these areas.

CO6: While community involvement can enhance organizational image, it does not directly influence internal retention or succession planning processes.

CO7: HR analytics focuses on internal data-driven decision-making; community engagement does not play a significant role here.

PO9: Traditional Knowledge into Modern Application

CO1: Incorporating traditional HR practices into modern strategies enhances understanding of foundational principles, but the strategic significance primarily relies on current innovations. The traditional knowledge provides context but is not the sole driver of modern strategic HRM.

CO2: Traditional recruitment methods (e.g., face-to-face interviews, personal networks) are supplemented or replaced by modern digital techniques. Understanding traditional practices helps adapt and integrate them into contemporary processes.

CO3: Traditional training methods (e.g., classroom training, mentorship) form the basis of modern development programs. Recognizing these origins helps in designing blended or innovative approaches suited to today's needs.

CO4: Traditional career paths and talent management practices inform current strategies. Modern applications often adapt these foundational concepts to new organizational contexts and technologies.

CO5: Compensation and benefits have evolved from traditional wage systems to complex packages; understanding traditional models aids in designing equitable and competitive modern compensation schemes.

CO6: Traditional succession practices, such as grooming internal talent, remain relevant but are now enhanced with data-driven and strategic approaches. Knowledge of traditional methods provides a solid foundation for modern succession planning.

CO7: HR analytics is a modern development that relies heavily on data and technology, which are not part of traditional knowledge. Therefore, traditional HR knowledge has limited direct relevance here.

PO10: Design and Development of System

CO1: Designing HR systems that align with organizational goals enhances strategic HRM. A well-developed system supports the importance of HRM in creating competitive advantage and streamlining processes in a dynamic business environment.

CO2: Developing an effective recruitment and onboarding system requires designing integrated workflows and technological platforms, directly aligning with PO10's emphasis on system development.

CO3: Creating systems for training needs assessment, delivery, and evaluation involves designing

modular, scalable platforms, showcasing the application of systematic development.

CO4: Formulating career development and talent management strategies necessitates designing comprehensive HR information systems that support internal mobility and succession planning.

CO5: Structuring compensation, benefits, and performance management frameworks involves designing systems and tools that automate and streamline these processes.

CO6: Implementing retention and succession strategies requires developing integrated HR systems that facilitate tracking, planning, and execution of leadership development initiatives.

CO7: Utilizing HR analytics tools depends on designing data collection, storage, and analysis systems that enable informed decision-making across HR functions.

PO11: Ethical and Social Responsibility.

CO1: Explaining the importance of HRM in a business environment involves understanding ethical practices and social responsibilities that foster trust, transparency, and sustainability. Ethical considerations underpin strategic HR decisions, ensuring compliance and social accountability.

CO2: Designing recruitment and onboarding processes ethically ensures fairness, diversity, and non-discrimination. Incorporating social responsibility principles helps build an inclusive organizational culture and enhances employer branding.

CO3: Assessing training needs and evaluating programs ethically involves fair treatment of employees, respecting confidentiality, and promoting equal opportunities for development, aligning with social responsibility standards.

CO4: Formulating career development and talent management strategies ethically ensures meritocracy, fairness, and transparency, which are critical for maintaining trust and social accountability within the organization.

CO5: Developing compensation structures and performance management systems ethically involves ensuring fairness, preventing bias, and adhering to legal standards, reflecting social responsibility in employee treatment.

CO6: Implementing retention and succession planning ethically includes fair promotion practices, avoiding favoritism, and ensuring organizational stability aligns with social responsibilities toward employees and stakeholders.

CO7: Using HR analytics ethically requires respecting privacy, ensuring data security, and avoiding misuse of employee information, which is central to maintaining social responsibility standards.

PO12: Research-Related Skills

CO1: Research skills enable students to analyze current HR trends, gather data on HR practices, and interpret their strategic significance, supporting informed explanations.

CO2: Developing effective recruitment and onboarding processes relies on research to identify best practices, assess technological tools, and validate their effectiveness.

CO3: Research skills are essential for conducting needs assessments, analyzing training outcomes, and making evidence-based improvements.

CO4: Requires gathering data on industry trends, employee preferences, and organizational needs

through research to develop effective strategies.

CO5: Involves researching compensation benchmarks, benefit trends, and performance metrics to design competitive packages and management systems.

CO6: Relies heavily on research to identify effective retention practices, evaluate leadership pipelines, and plan succession based on data analysis.

CO7: Directly involves research skills to gather, analyze, and interpret data from HR analytics tools for strategic decision-making.

PO13: Teamwork

CO1: Understanding the strategic importance of HRM often involves collaborative efforts within teams to develop and implement HR strategies. Effective teamwork facilitates the sharing of ideas and coordinated actions necessary for strategic HR initiatives.

CO2: Designing and implementing recruitment and onboarding processes typically requires cross-functional teamwork among HR professionals, hiring managers, and technology teams to ensure seamless execution using modern tools.

CO3: Training programs are often developed and executed through collaborative efforts involving trainers, HR staff, and managers, making teamwork essential for assessing needs and evaluating outcomes effectively.

CO4: Developing career and talent strategies involves input and cooperation from multiple stakeholders, including HR, leadership, and employees, emphasizing teamwork for successful implementation.

CO5: While some aspects of compensation and performance management can be individual tasks, developing comprehensive structures and strategies benefit from teamwork to ensure fairness and alignment across departments.

CO6: These initiatives require collaborative planning and coordination among HR, management, and key employees to identify successors and foster a cohesive organizational culture.

CO7: Data analysis and interpretation often involve teams working together—HR analysts, managers, and data specialists—to derive actionable insights and ensure consensus in decision-making.

PO14: Area Specific Expertise

CO1: Developing area-specific expertise in HRM allows professionals to understand the unique challenges and strategic importance of HR in various industries and organizational contexts. This expertise enables tailored HR strategies aligned with specific sector needs, making the role more effective.

CO2: Specialized knowledge in recruitment and onboarding within specific industry or organizational contexts enhances the ability to choose and implement appropriate modern technologies and methods. This expertise ensures processes are aligned with industry standards and organizational culture.

CO3: Area-specific expertise helps HR professionals understand the unique training requirements of different industries or departments, enabling them to design relevant training programs and evaluate their effectiveness more accurately.

CO4: Expertise in specific industry or organizational contexts allows for designing tailored career pathways and talent strategies that resonate with the unique needs and aspirations of employees within

that domain.

CO5: Deep knowledge of industry-specific compensation and benefits practices is essential for developing competitive and compliant pay structures. This expertise supports effective performance management aligned with industry standards.

CO6: Understanding the specific challenges in talent retention and leadership development within particular sectors enhances the effectiveness of retention and succession strategies tailored to organizational needs.

CO7: Proficiency in applying analytics within a specific industry context enhances decision-making accuracy, considering sector-specific metrics and data points, thereby providing more actionable insights.

PO15: Environmental Awareness

CO1: Environmental awareness is not directly linked to understanding the strategic importance of HRM. While environmental factors can influence business strategies, this CO primarily focuses on HR's role, making the connection weak.

CO2: Designing recruitment processes does not inherently involve environmental considerations, so the relevance is minimal.

CO3: Incorporating environmental awareness into training programs is increasingly relevant, especially for promoting sustainability practices within organizations, making this moderately aligned.

CO4: Emphasizing environmental sustainability can be a part of employer branding and talent attraction strategies, thus moderately relevant.

CO5: Compensation and benefits are generally less directly related to environmental awareness unless linked to sustainability incentives, which is not specified here.

CO6: Emphasizing environmental responsibility can enhance organizational reputation and employee engagement, thus moderately aligning with retention and succession planning.

CO7: HR analytics can incorporate environmental metrics (e.g., sustainability performance), making this aspect moderately relevant, especially as organizations increasingly factor sustainability into analytics.

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

(w. e. from June, 2025)

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester: III
Course Type: Major Mandatory
Course Name: Management Accounting
Course Code: BBA-201-MRM(B)
No. of Lectures: 60
No. of Credits: 04

A) COURSE DESCRIPTION:

This course on Management Accounting provides a comprehensive understanding of its principles, objectives, and functions, highlighting its distinctions from financial and cost accounting. It covers financial statement analysis using Schedule III of the Companies Act 2013, focusing on comparative and common-size statements, trend analysis, fund flow, and ratio analysis. The course delves into key financial ratios, including liquidity, leverage, activity, and profitability ratios, with practical problem-solving exercises. It also introduces marginal costing, explaining its significance in decision-making through concepts like contribution, P/V ratio, break-even point, and margin of safety. Through practical applications and case studies, students will develop analytical skills for business decision-making.

B) COURSE OBJECTIVES:

1. To understand the core principles of Management Accounting, including its definition, objectives, scope, functions, advantages, and limitations.
2. To differentiate between Financial Accounting and Management Accounting, recognizing their unique roles and contributions to organizational decision-making.
3. To identify and comprehend the distinctions between Cost Accounting and Management Accounting, highlighting how each serves managerial control and decision support.
4. To apply various methods of financial statement analysis, including Comparative Statements, Common size Statements, Trend Percentage (Horizontal Analysis), and Fund Flow Statements.
5. To comprehend the principles of Marginal Costing, including the meaning and definition of marginal cost and marginal costing.
6. To understand solve problems related to Contribution, Profit/Volume Ratio, Breakeven Point, and Margin of safety, enhancing the ability to make informed managerial decisions using marginal costing principles.
7. To evaluate the advantages and limitations of Marginal Costing, applying concepts such as Contribution, Profit Volume Ratio (P/V Ratio), Breakeven Point (BEP), and Margin of Safety.

C)COURSE OUTCOMES:

CO1: Student will able to develop a comprehensive understanding of Management Accounting principles and their practical application in organizational decision-making.

CO2: Student will able to demonstrate a discerning knowledge of the distinctions between financial accounting and Management Accounting, recognizing their specific roles.

CO3: Student will able to demonstrate a discerning knowledge of the analyzing and interpreting the financial statement for recognizing their specific roles.

CO4: Student will able to demonstrate proficiency in analyzing financial statements and applying various analytical techniques for interpretation.

CO5: Student will able to apply Ratio Analysis competently to assess an organization's financial performance and health.

CO6: Student will able to interpret and communicate insights derived from key financial ratios, providing a comprehensive view of liquidity, leverage, activity, and profitability.

CO7: Student will able to apply Marginal Costing principles for effective decision-making, using concepts such as Contribution, Profit Volume Ratio, Breakeven Point, and Margin of Safety.

UNIT NO. 1: INTRODUCTION TO MANAGEMENT ACCOUNTING

1.1 Introduction-Meaning and Emergence of Management Accounting- Definition of Management accounting

1.2 Characteristics of Management Accounting-Scope of Management Accounting

1.3 Objectives of management accounting –Functions of Management accounting

1.4 Management accounting Vs Financial Accounting

1.5 Management accounting Vs Cost accounting

1.6 Tools and techniques of Management Accounting

1.7 Need and Importance of Management Accounting

1.8 Advantages and Limitations of Management Accounting

No of Lectures 15

UNIT NO. 2: ANALYSIS AND INTERPRETATION OF FINANCIAL STATEMENT

2.1 Introduction to vertical financial statement (Schedule III of Companies Act 2013) and its Analysis

2.2 Analysis and Interpretation of Financial Statements
i) Study of Balance sheet and Income statement / Revenue statements in vertical form suitable for analysis
ii) Relationship between items in Balance Sheet and Revenue statement

2.3 Methods of Analysis-Trend Percentage, Comparative Income Statement, Comparative Balance sheet, Common Size statements

2.4 Introduction to ratio Analysis, Advantages and limitations, Types of ratios-profitability ratios, liquidity ratios, activity ratios, leverage ratios

2.5 Practical problems on following ratios:
Current Ratio, Liquid Ratio, Stock Working Capital Ratio, Proprietary Ratio, Debt Equity Ratio, Gross Profit Ratio, Operating Ratio & Net Operating Profit Ratio, Net Profit Ratio, Stock Turnover Ratio, Return on capital employed, Return on proprietor's Fund, Debtors Turnover, Creditors Turnover

UNIT NO. 3: MARGINAL COSTING

3.1 Marginal Costing
3.2 Advantages of Marginal Costing
3.3 Limitations of Marginal Costing
3.4 Contribution
3.5 Profit Volume Ratio (P/V Ratio)
3.6 Break-Even Point (BEP)
3.7 Margin of Safety (MOS)
(Problems on Contribution, P/V Ratio, BEP, and MOS)

No of Lectures 15

UNIT NO. 4: BUDGETING AND ITS CONTROL

4.1 Budget and Budgetary control: meaning, definition, role of budget and budgetary control in an organization: steps and advantages
4.2 Types of Budgets: as per time, functions and variability
4.3 Practical question on Cash Budget
4.4 Capital budgeting: Introduction, classification of capital budgeting projects, capital budgeting projects, Capital budgeting techniques with its advantages and disadvantages- Payback Period and Accounting Rate of Return
Practical questions on Payback and Accounting rate of return

No of Lectures 15

EVALUATION:

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

REFERENCE BOOKS:

Sr.No.	Title of the Book	Author/s	Publication
1	Management Accounting	L. M. Pandey	Vikas Publishing House
2	Management Accounting	S. K. R. Paul	New Book Central Agency
3	Accounting for Management	S. N. Maheshwari, S.K. Maheshwari, Sharad K. Maheshwari	Vikas Publishing House
4	Management Accounting	M. Y. Khan, P. K. Khan,	McGraw Hill Education
5	Management Accounting	Anthony A. Atkinson, Robert S. Kaplan, Ella Mac Matsumura, G. Arun Kumar, S. mark. Young	Pearson Education

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

Class: SYBBA (Sem –III)   **Subject**: Management Accounting
Course: Management Accounting   **Course Code:** BBA-201-MRM(B)
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	2	2	1	1	1	2	2	2	1	3	1
CO2	3	2	2	2	2	1	1	1	1	2	2	1	1	3	1
CO3	3	2	2	2	3	2	1	1	1	2	2	2	1	3	1
CO4	3	3	3	2	3	2	1	1	1	2	2	2	1	3	1
CO5	3	3	3	2	3	3	1	1	1	2	2	2	1	3	1
CO6	3	3	3	3	3	3	1	1	1	2	2	2	1	3	1
CO7	3	3	3	2	3	3	1	1	1	2	2	2	1	3	1

Justification

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: Enables students to gain a foundational and coherent understanding of Management Accounting principles and their application in organizational decision-making, directly fulfilling the essence of PO1.

CO2: Helps students build fundamental knowledge by distinguishing between Financial Accounting and Management Accounting, fostering a clear conceptual understanding of each domain.

CO3: Supports coherent understanding by enabling students to analyze and interpret financial statements an essential foundational skill in accounting.

CO4: Reinforces basic comprehension and application of various analytical tools, building on fundamental knowledge and applying it in real-world scenarios.

CO5: Strengthens fundamental accounting knowledge through the application of Ratio Analysis, ensuring students grasp key financial indicators and their implications.

CO6: Encourages deeper understanding by interpreting and communicating financial insights, reflecting mastery of essential accounting principles.

CO7: Applies foundational costing concepts (Marginal Costing, Contribution, etc.) to decision-making scenarios, showcasing a coherent integration of basic principles into practice.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Involves the application of Management Accounting principles in organizational decision-making, helping students practice the procedural aspects of accounting in real scenarios.

CO2: Encourages students to identify and differentiate procedural elements in Financial vs. Management Accounting, enhancing their ability to choose appropriate methods in various contexts**.**

CO3: Guides students through the procedural steps of analyzing and interpreting financial statements, refining their technical and analytical skills.

CO4: Focuses on the execution of financial analysis techniques, enabling students to use established methods for interpreting data—an essential procedural competency.

CO5: Develops procedural expertise by requiring students to conduct Ratio Analysis, an applied accounting tool

used for evaluating financial health.

CO6: Enhances the ability to interpret results from procedural tools (ratios) and effectively communicate outcomes—key to professional skill development.

CO7: Applies decision-making tools like Marginal Costing in practical scenarios, strengthening students' capacity to follow procedural logic in financial decisions.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Involves the use of Management Accounting knowledge for practical decision-making, requiring students to critically assess financial situations and determine appropriate actions.

CO2: Develops the ability to compare and contrast accounting frameworks, encouraging critical evaluation of the functional roles and applications of different accounting systems.

CO3: Demands interpretation of financial data—an activity that sharpens students' analytical thinking and ability to draw logical conclusions from financial statements.

CO4: Requires applying techniques such as trend analysis or common-size statements to solve real financial problems, thus strengthening analytical and problem-solving abilities.

CO5: Focuses on evaluating an organization's performance through ratio analysis, which entails problem-solving and critical assessment of financial strengths and weaknesses.

CO6: Builds analytical thinking by training students to interpret complex financial ratios and synthesize insights for strategic decision-making.

CO7: Encourages application of Marginal Costing in practical business scenarios, requiring students to solve problems such as cost-volume-profit analysis and make informed decisions.

PO4: Communication Skills

CO1: Enhances the ability to articulate the purpose and application of Management Accounting in decision-making, which requires clear and structured communication in business contexts.

CO2: It encourages students to explain and differentiate between Financial and Management Accounting, requiring effective written and verbal communication to convey nuanced understanding.

CO3: Involves presenting interpretations of financial statements clearly and logically, which strengthens both analytical articulation and report-writing skills.

CO4: Requires students to communicate findings derived from financial analysis techniques, improving their ability to translate data into meaningful insights for stakeholders.

CO5: Strengthens the ability to describe financial performance using ratio analysis—this often involves report preparation and presentations, supporting communication development.

CO6: Directly emphasizes interpreting and communicating insights from financial ratios, aligning perfectly with the goal of building strong communication skills in professional settings.

CO7: Involves the explanation and justification of decisions based on Marginal Costing, requiring students to communicate financial logic clearly to others in a business or academic environment.

PO5: Analytical Reasoning Skills

CO1: Encourages analytical thinking by requiring students to apply management accounting principles to real organizational decisions, helping them connect data with outcomes.

CO2: Strengthens reasoning through the analytical comparison between Financial and Management Accounting, leading to deeper understanding of their implications and use cases.

CO3: Directly involves analyzing and interpreting financial statements a core analytical task requiring reasoning to assess the financial standing and performance.

CO4: Develops the ability to apply various analytical tools (like vertical, horizontal, and trend analysis), enhancing logical and data-driven reasoning skills.

CO5: Ratio Analysis demands precise interpretation of quantitative data to evaluate performance—this significantly contributes to sharpening analytical reasoning.

CO6: Requires synthesis and communication of analytical insights based on complex financial data, helping students' reason through various financial indicators and their meaning.

CO7: Involves applying Marginal Costing concepts to real-world decision-making, which requires students to analyze cost-volume-profit relationships and reason through multiple scenarios.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Understanding and applying management accounting principles enables students to make informed decisions, a vital skill for both corporate roles and entrepreneurial ventures.

CO2: Distinguishing between accounting types helps students align accounting strategies with business models, essential for job roles requiring financial decision-making and innovation.

CO3: The ability to analyze and interpret financial statements is crucial in both employment and entrepreneurial settings, where financial clarity drives sustainable growth.

CO4: Proficiency in applying analytical techniques prepares students for roles in financial analysis and consultancy, enhancing employability and problem-solving in startups and businesses.

CO5: Ratio Analysis equips students to evaluate a company's performance an essential skill for both aspiring entrepreneurs and professionals seeking roles in finance and management.

CO6: The communication of financial insights develops skills needed to pitch ideas, secure funding, or report performance key in both employment and entrepreneurial contexts.

CO7: Applying Marginal Costing concepts fosters practical decision-making and cost control crucial for innovative thinking, business planning, and financial sustainability in startups.

PO7: Multidisciplinary Competence

CO1 and CO2: It enable students to understand the foundational principles and distinctions of Management Accounting, fostering the ability to apply accounting knowledge in diverse managerial contexts.

CO3 and CO4: It deepen analytical capabilities by enabling students to interpret financial statements using various tools, aligning accounting practices with strategic business needs.

CO5 and CO6: It strengthen financial assessment skills through ratio analysis, promoting critical thinking and effective communication—skills vital across disciplines such as economics, finance, and strategic management.

CO7: It introduces marginal costing techniques that support tactical decisions, such as pricing and product mix strategies, integrating cost accounting with marketing and operations.

PO8: Value Inculcation through Community Engagement

CO1 and CO2: It foster awareness of how financial decisions impact various stakeholders, encouraging students to uphold transparency and integrity—values essential for building trust within communities and organizations.

CO3 and CO4: It equip students to critically analyze and interpret financial data, enabling them to support socially responsible decisions and communicate financial insights that can benefit community-based organizations, NGOs, or small enterprises.

CO5 and CO6: It enhance students' ability to assess organizational performance, promoting responsible financial behavior that aligns with community well-being, sustainability, and ethical resource use.

CO7: It provides decision-making tools that can be applied in real-world community scenarios—such as cost optimization in social enterprises or small businesses—thus empowering students to contribute constructively to community development.

PO9: Traditional Knowledge into Modern Application

CO1 and CO2: Establish a strong foundation in conventional accounting practices, empowering students to understand and reinterpret traditional methods like cost accounting and budget control within today's dynamic organizational contexts.

CO3 and CO4: It promote the application of traditional financial statement analysis through modern techniques and tools such as spreadsheets, dashboards, and software-based financial models.

CO5 and CO6: It build on classical ratio analysis by guiding students to apply these methods using real-time data and digital platforms for performance evaluation and decision-making in current business environments.

CO7: It applies the historically rooted concept of Marginal Costing once used in basic cost control to solve complex, real-world business problems involving profitability and strategic planning in a modern setting.

PO10: Design and Development of System

CO1 and CO2: It lays the groundwork for understanding the roles and applications of management and financial accounting, which are essential components in designing integrated accounting systems for modern businesses.

CO3 and CO4: It develop students' ability to interpret and analyze financial data, which is crucial in constructing robust financial reporting and monitoring systems that support strategic business planning.

CO5 and CO6: It provide the analytical framework for creating performance evaluation systems using ratio analysis, enabling systematic assessment of financial health and facilitating data-driven decision-making.

CO7: It allows students to utilize Marginal Costing techniques in the design of cost control and decision-support systems, which help organizations evaluate profitability, pricing strategies, and operational efficiency

PO11: Ethical and Social Responsibility

CO1 and CO2: It instill an understanding of the fundamental principles and purposes of different accounting systems, encouraging ethical application of accounting practices and discouraging manipulation or misuse of financial information.

CO3 and CO4: It promote honest and responsible financial reporting and analysis, which is crucial for stakeholder trust and regulatory compliance, reflecting the core values of ethical conduct in financial management.

CO5 and CO6: It train students to assess and communicate an organization's financial health with accuracy and integrity, supporting ethical business practices and socially responsible decision-making that considers all stakeholders.

CO7: It teaches the application of Marginal Costing in making sound business decisions, including those with ethical implications such as fair pricing, resource optimization, and sustainability, which align with broader social responsibilities.

PO12: Research-Related Skills

CO1 and CO2 lay a strong conceptual foundation, enabling students to frame relevant research problems related to organizational finance and accounting systems.

CO3 and CO4 build analytical skills essential for conducting financial research, including data collection, interpretation, and the use of appropriate methods for drawing conclusions from financial statements.

CO5 and CO6 empower students to evaluate organizational performance using ratio analysis—skills that are directly applicable to research projects focused on financial health, risk assessment, and performance benchmarking.

CO7 strengthens the ability to apply costing models and evaluate business scenarios, supporting hypothesis testing, scenario analysis, and forecasting—all key components of applied research in finance and management.

PO13: Teamwork

CO1 and CO2 require students to engage in discussions and group activities to explore the roles and

applications of accounting principles, promoting shared understanding and tual learning.

CO3 and CO4 involve the collective analysis and interpretation of financial statements, often through case studies or group assignments, where students learn to divide tasks, share insights, and arrive at informed conclusions collaboratively.

CO5 and CO6 emphasize the communication of financial findings, which often occurs in team presentations and projects, encouraging students to listen, contribute, and coordinate effectively with peers.

CO7 applies decision-making tools like marginal costing in group problem-solving tasks, enhancing students' ability to function effectively in teams while handling real-world financial decisions.

PO14: Area Specific Expertise

CO1 and CO2 build a strong conceptual foundation in Management Accounting, helping students distinguish its scope and application from Financial Accounting, which is critical for domain-specific clarity and professional competency.

CO3 and CO4 focus on interpreting and analyzing financial statements using established methods, cultivating the analytical rigor required in finance-related professions.

CO5 and CO6 further enhance area-specific competence by enabling students to use financial ratios for performance evaluation and strategic planning—skills highly valued in roles such as financial analysts, accountants, and business consultants.

CO7 develops the application of Marginal Costing techniques, an essential aspect of cost accounting and managerial decision-making, providing practical expertise for pricing, budgeting, and profitability analysis.

PO15: Environmental Awareness

CO1 and CO2: It help students understand how management accounting can be used to support sustainability reporting and cost control measures that minimize environmental impact, such as reducing waste or optimizing resource use.

CO3 and CO4: It enable students to analyze financial statements for identifying environmentally related expenses or investments, thus aligning financial performance with environmental responsibility.

CO5 and CO6: It encourage the use of ratio analysis to evaluate how efficiently organizations manage their resources, which can include assessments of energy use, waste management, and sustainability indicators embedded in financial reports.

CO7: It applies Marginal Costing techniques in making environmentally conscious decisions for instance, evaluating the cost-benefit of eco-friendly production methods or sustainability initiatives.

SYLLABUS (CBCS as per NEP 2024) FOR S. Y. B.B.A

(w. e. from June 2025)

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A

Semester: III

Course Type: Major Mandatory
Course Name: Digital Marketing
Course Code: BBA-201-MRM (C)
No. of Lectures: 60
No. of Credits:04

A) COURSE OBJECTIVES:

1. To understand the concept and meaning of digital marketing and its process.
2. To learn about the importance of visibility, engagement, and conversion in digital marketing.
3. To understand the different types of marketing (inbound and outbound) and their applications.
4. To develop skills in digital marketing planning and structure, including website design and content marketing.
5. To learn about social media marketing and its various platforms.
6. To gain hands-on experience with digital marketing tools and techniques through computer laboratory work.
7. To apply marketing communication principles to create effective digital marketing strategies.

B) COURSE OUTCOMES:

CO1: Understand the concept and process of digital marketing and its importance in business.

CO2: Identify and analyse various types of visibility, engagement, and conversion in digital marketing.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies.

CO4: Design and develop a website using various tools and technologies.

CO5: Apply social media marketing strategies using platforms like Facebook, Google AdWords, and YouTube.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies.

UNIT NO. 1 INTRODUCTION TO DIGITAL MARKETING

1.1 Concept and meaning of Digital Marketing, Digital Marketing Tools & Process,

1.2 Meaning of Visibility, Increasing Visibility, Types of visibility, and Examples of visibility.

1.3 Concept of Engagement, Visitors Engagement, its importance and examples of engagement.

1.4 Inbound vs Outbound Marketing, Bringing Targeted Traffic Inbound and outbound marketing

1.5 Converting Traffic into Leads, Types of Conversion, Understanding Conversion Process.

UNIT NO. 2 SOCIAL MEDIA MARKETING

2.1 Introduction of Social Media Marketing, Google AdWords, YouTube Marketing, Email Marketing

2.2 WWW, Domains, Buying a Domain

2.3 Core Objective of Website and Flow, Strategic Design of Home Page

2.4 Optimization of Websites, SEO Optimization

UNIT NO.3 CONTENT WRITING

3.1 Content Writing, Definition and importance of content writing

3.2 Types of content (web content, blogs, articles, technical content, copywriting, academic writing, creative writing, etc.),

3.3 Role of a content writer in the digital space, Skills required for a content writer

UNIT NO. 4 RECENT TRENDS IN DIGITAL MARKETING

4.1 AI-Powered Marketing, Use of AI tools like ChatGPT, Jasper, Copy.ai for content creation.

4.2 AI-driven analytics for customer behaviour prediction and personalization.

4.3 Chatbots and virtual assistants for customer support and engagement.

4.4 Influencer & Creator Marketing

4.5 Rise of micro- and nano-influencers

Evaluation

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

REFERANCE BOOKS-

Sr. No.	Title of the Book	Author/s	Publication	Place
1	Marketing 5.0: Technology for Humanity	Philip Kotler, Hermawan Kartajaya, Iwan Setiawan	Wiley	India
2	Digital Marketing	Dr. Babu KG Raja Sabarish , Dr.Anbazhagan B , Dr. Meenakumari S	Sultan Chand & Sons	India
3	Digital Marketing	Seema Gupta	McGraw Hill Education	India
4	Digital Marketing	Vandana Ahuja	Oxford University Press	India
5	Basics of E-Marketing	Dr. Nishant Vachhani, Dr. Sanjay Bhayani	Himalaya Publishing House	India

Choice Based Credit System Syllabus (NEP2020)

Mapping Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–III)   Subject: **Digital Marketing**

Course: BBA   Course Code: **BBA-201-MRM (C)**

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: An understanding of the fundamental concept and process of digital marketing.

CO2: The analysis of various types of visibility, engagement, and conversion in digital marketing.

CO3: The planning and structuring of digital marketing campaigns, which requires some application of specific strategies.

CO4: Technical skills beyond fundamental knowledge.

CO5: The application of social media marketing strategies using various platforms.

CO6: It requires creating and optimizing digital marketing campaigns, which requires some application of specific campaign types.

CO7: It requires developing a comprehensive marketing strategy, integrating various marketing communication tools and technologies.

PO2: Procedural Knowledge for Skill Enhancement

CO1: This outcome requires a fundamental understanding of digital marketing, but it is a relatively straightforward concept. Students should have a basic understanding of the concept and process of digital

marketing, but it may not require a deep dive into the subject matter.

CO2: This outcome requires a moderate level of understanding of the different types of visibility, engagement, and conversion in digital marketing. Students need to be able to identify and analyze these concepts, but it may not require a high level of complexity.

CO3: This outcome requires a moderate level of understanding of how to plan and structure a digital marketing campaign. While it may involve some complexity, it is still a relatively straightforward concept that students should be able to understand with moderate knowledge.

CO4: This outcome requires a high level of technical knowledge and skill to design and develop a website. Students need to have a deep understanding of web development technologies and tools to complete this outcome.

CO5: This outcome requires a moderate level of understanding of social media marketing strategies and how to apply them using different platforms. While it may involve some complexity, it is still a relatively straightforward concept that students should be able to understand with moderate knowledge.

CO6: This outcome requires a moderate level of understanding of how to create and optimize digital marketing campaigns. While it may involve some complexity, it is still a relatively straightforward concept that students should be able to understand with moderate knowledge.

CO7: This outcome requires a moderate level of understanding of how to develop a comprehensive marketing strategy. While it may involve some complexity, it is still a relatively straightforward concept that students should be able to understand with moderate knowledge.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Understand the concept and process of digital marketing and its importance in business. This competency requires a strong understanding of the fundamental concepts and processes of digital marketing.

CO2: Identify and analyze various types of visibility, engagement, and conversion in digital marketing. This competency requires strong critical thinking skills to analyze complex problems in digital marketing using fundamental knowledge.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. While this competency requires some critical thinking skills, it is more focused on application of knowledge rather than analysis of complex problems.

CO4: Design and develop a website using various tools and technologies. This competency is more focused on technical skills rather than critical thinking or problem-solving.

CO5: Apply social media marketing strategies using platforms like Facebook, Google AdWords, and YouTube. This competency requires some critical thinking skills, but it is more focused on application of knowledge rather than analysis of complex problems.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns. This competency requires some critical thinking skills, but it is more focused on application of knowledge rather than analysis of complex problems.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies. This competency requires strong critical thinking skills to analyze complex problems in digital marketing using fundamental knowledge.

PO4: Communication Skills

CO1: As it requires a basic understanding of digital marketing principles and its importance in business.

CO2: It requires a deeper understanding of digital marketing metrics and analysis.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. as it requires a more applied understanding of digital marketing planning and strategy.

CO4: Design and develop a website using various tools and technologies. - as it requires a basic understanding of website design and development.

CO5: It is the requires a basic understanding of social media marketing principles.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns. - Weak strength, as it requires a more advanced understanding of digital marketing campaign creation and optimization.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies. - Strong strength, as it requires a deep understanding of marketing strategy development.

PO5: Analytical Reasoning Skills

CO1: Understand the concept and process of digital marketing and its importance in business. This competency requires a fundamental understanding of digital marketing because while it requires basic knowledge, it's more focused on understanding the concept and process rather than applying it.

CO2: Identify and analyse various types of visibility, engagement, and conversion in digital marketing. This competency requires a deeper understanding of digital marketing metrics and because it requires a solid understanding of the concepts and relationships between them.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. While this competency requires some application of fundamental

knowledge, it's more focused on planning and structuring a campaign, which is not a direct application of fundamental knowledge.

CO4: Design and develop a website using various tools and technologies. This competency requires some technical skills, but it's not directly related to fundamental knowledge in digital marketing.

CO5: This competency requires some application of fundamental knowledge, but it's more focused on practical application rather than deep understanding of the underlying concepts.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns. This competency requires some application of fundamental knowledge, but it's more focused on practical application rather than deep understanding of the underlying concepts.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies. This competency requires a deep understanding of the relationships between concepts, theories, and methodologies in digital marketing.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: This outcome is closely related to as it requires understanding of the fundamental concepts and principles of digital marketing.

CO2: Identify and analyse various types of visibility, engagement, and conversion in digital marketing. - This outcome also requires fundamental knowledge of digital marketing, but it also requires analysis and application of that knowledge.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. - This outcome requires application of fundamental knowledge to analyse complex problems and develop well-informed judgments.

CO4: Design and develop a website using various tools and technologies. - This outcome requires technical skills, but it also requires fundamental knowledge of digital marketing principles.

CO5: Apply social media marketing strategies using platforms like Facebook, Google AdWords, and YouTube. - This outcome requires application of fundamental knowledge to analyse complex problems and develop well-informed judgments.

CO6: This outcome requires application of fundamental knowledge to analyse complex problems and develop well-informed judgments.

PO8: Value Inculcation through Community Engagement

CO1: requires understanding of digital marketing concepts and processes, which is a fundamental knowledge. The ability to apply this knowledge is moderate.

CO2: Identification and analysis of various types of visibility, engagement, and conversion, which is an application of fundamental knowledge. The ability to analyse complex problems and develop well-informed judgments is strong.

CO3: requires planning and structuring a digital marketing campaign, which requires fundamental knowledge but also critical thinking. The ability to apply this knowledge is moderate.

CO4: requires designing and developing a website, which is a technical skill that requires some fundamental knowledge but not necessarily critical thinking. The ability to apply this knowledge is weak.

CO5: requires applying social media marketing strategies, which is an application of fundamental knowledge. The ability to analyse complex problems and develop well-informed judgments is strong.

CO6: Creating and optimizing digital marketing campaigns, which requires fundamental knowledge and critical thinking. The ability to analyse complex problems and develop well- informed judgments is strong.

CO7: requires developing a comprehensive marketing strategy, which requires understanding of various marketing communication tools and technologies, as well as critical thinking. The ability to recognize the relationships between concepts, theories, and methodologies is strong.

PO9: Traditional Knowledge into Modern Application

CO1: Understand the concept and process of digital marketing and its importance in business. The fundamental knowledge of digital marketing is required to understand the concept and process of digital marketing.

CO2: Identify and analyze various types of visibility, engagement, and conversion in digital marketing. This requires a broad understanding of the fundamental principles and concepts of digital marketing.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. This requires applying fundamental knowledge to analyze complex problems and develop well-informed judgment.

CO4: Design and develop a website using various tools and technologies. This requires some technical knowledge, but not necessarily a broad understanding of fundamental principles.

CO5: Apply social media marketing strategies using platforms like Facebook, Google AdWords, and YouTube. This is requires applying fundamental knowledge to analyze complex problems.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns. This requires applying fundamental knowledge to analyse complex problems and develop well-informed judgments.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies. This requires a broad understanding of the fundamental principles and concepts of digital marketing.

PO10: Design and Development of System-

CO1: Understanding digital marketing concepts is foundational for designing systems; however, it does not directly involve system design and development techniques.

CO2: Identifying and analyzing visibility, engagement, and conversion metrics supports system functionality but is more focused on operational analysis than development.

CO3: Planning and structuring digital marketing campaigns directly involves design considerations, linking closely to the systematic approach in the development of systems.

CO4: Designing and developing websites is core as it involves applying systematic design processes to create functional and user-friendly systems.

CO5: Applying social media marketing strategies contributes to system design by informing user interaction, but it is less technical and more strategic in focus.

CO6: Creating and optimizing digital marketing campaigns involves systematic methods to ensure efficiency and effectiveness in design, closely aligning.

CO7: Developing comprehensive marketing strategies requires a systematic approach, making this outcome highly relevant to the principles of systems design development.

PO11: Ethical and Social Responsibility

CO1: Understanding the importance of ethical practices in digital marketing is fundamental for future marketers.

CO2: Analyzing these aspects includes understanding ethical implications and how engagement can be responsible.

CO3: Ethical planning in campaigns is essential, affecting impressions and consumer trust.

CO4: Ethical design includes accessibility, user privacy, and trust, which are fundamental in website development

CO5: Social media strategies must consider ethical aspects, such as user data use and content authenticity.

CO6: Ethical campaign practices include honest advertising and respect for user privacy, critical for effective marketing.

CO7: A thorough understanding of ethics in communication is crucial to avoid manipulation and foster trust.

PO12: Research-Related skills

CO1: Research skills are moderately required to grasp foundational concepts and know the significance of digital marketing in business contexts.

CO2: The research skills are essential for analyzing data related to visibility, engagement metrics, and conversion rates.

CO3: Planning requires moderate research abilities to understand both inbound and outbound strategies, though creativity also plays a significant role.

CO4: While some research is involved in selecting tools and technologies, the design and The development process is more technical and practical than research oriented.

CO5: The research skills are crucial for understanding platform-specific data, audience demographics, and trends in social media marketing for effective application.

CO6: Researching optimal strategies for ad creation, optimization, and understanding user behavior is vital, thus necessitating strong research skills.

CO7: The research skills are required to gather comprehensive market data, competitive analysis, and relevant trends to inform the development of an effective marketing strategy.

PO13: Teamwork

CO1: This is foundational and relates to teamwork as group activities often involve discussions about the importance of concepts. Higher teamwork correlates with better understanding.

CO2: Analysis and brainstorming can enhance understanding of visibility and engagement levels, leading.

CO3: It is crucial for planning campaigns as it involves collaboration to integrate different marketing strategies.

CO4: Teamwork is important, the technical aspect of website development can be more individualistic.

CO5: Social media work can be collaborative, but often involves individual analysis and posting strategies.

CO6: Collaboration is essential in creating and optimizing campaigns.

CO7: This heavily relies on teamwork for gathering insights, brainstorming, and strategizing, thus the highest rating of is justified.

PO14: Area Specific Expertise

CO1: A strong beginner's foundation in digital marketing is critical for any specialized area.

Understanding the core concepts enables deeper exploration of specific expertise.

CO2: This outcome is fundamental to area-specific expertise, as analyzing visibility and engagement
metrics is essential for becoming an expert in any digital marketing domain.

CO3: The planning and structuring skills are vital to demonstrating expertise. Campaign
planning is a critical part of understanding how to apply specialized knowledge effectively in
digital marketing.

CO4: While website design is important, it is a more technical aspect of digital marketing. It
contributes to expertise but isn't as central as strategy and analysis which are crucial for
overall comprehension.

CO5: This is quite relevant to area-specific expertise, particularly in the realm of social
media. However, expertise also requires knowledge of broader marketing strategies beyond just social
platforms.

CO6: Optimization and campaign management are integral components of digital marketing expertise,
aligning closely with both practical application and the analytical assessment needed for
specialization.

CO7: Developing a marketing strategy ties together various aspects of digital marketing,
showcasing expertise in integrating all learned concepts into a coherent plan tailored to
business objectives.

PO15: Environmental Awareness

CO1: Environmental awareness is essential for modern businesses and understanding digital
marketing's role can help align business practices with sustainability.

CO2: Awareness of environmental impacts can lead to better engagement strategies that
prioritize eco-friendly products and services.

CO3: Campaigns that incorporate environmental awareness can enhance brand loyalty and
consumer trust, making this a strong relationship.

CO4: Developing websites with a focus on sustainability reflects environmental awareness;
thus, this mapping is moderately strong.

CO5: Social media campaigns that emphasize climate change activism or environmentally
friendly products can greatly benefit highlighting a relationship.

CO6: Optimizing ads for eco-conscious consumers can align with environmental awareness,
receiving a moderate rating as it depends on campaign specifics.

CO7: A comprehensive marketing strategy strongly benefits from integrating environmental
awareness across all communication channels, fostering alignment with global

sustainability aims.

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester: III
Course Type: Major Mandatory
Course Name: Supply Chain management
Course Code: BBA- 202- MRM
No. of Lectures: 30
No. of Credits: 2

A. COURSE OBJECTIVES:

1. To introduce the fundamental concepts in Materials and Logistics Management.

2. To familiarize with the issues in core functions in materials and logistics management

3. To make the students aware about the various marketing channels of supply chain management.

4. To understand various types of inventories & basics inventory models like EOQ Model, ABC Analysis

5. Introducing the students with the concept of current trends in supply chain management

6. To study E-Business Practices.

B. COURSE OUTCOME:

CO1: Students will demonstrate an understanding of the key challenges and issues in materials and logistics management.

CO2: Students will be able to identify and analyze various marketing channels.

CO3: Students will acquire knowledge about different types of inventories and demonstrate proficiency.

CO4: Students will stay updated on current trends in supply chain management.

CO5: Students will gain insights into e-business practices within the context of supply chain management.

CO6: Students will be able to critically analyze and adapt to the evolving landscape of supply chain management.

CO7: Evaluate the performance of inventory management systems using relevant key performance indicators

UNIT NO. 1: SUPPLY CHAIN MANAGEMENT

1.1   Concept, objectives, significance

1.2   Process view of a supply chain-cycle and push pull view

1.3   Drivers/components of supply chain – Facilities, Inventory, Transportation, Information, Material Handling

1.4 Achieving tradeoff between customer service and cost

Total No. of Lectures- 08

UNIT NO. 2: PHYSICAL DISTRIBUTION

2.1 Definition, Importance, participants in physical distribution process.

2.2 Marketing Channels – Definition and Importance

2.3 Different forms of channels - Unconventional channels

2.4 Channels for Consumer goods, Industrial Goods & Services

2.5 Functions of Marketing Channels

Total No. of Lectures- 08

UNIT NO. 3: PROCUREMENT & INVENTORY

3.1 Supplier Management, Management Supplier Selection

3.2 Tendering, E-Tendering, Negotiation.

3.3 Warehouse and - Types of Warehousing

3.4 Warehouse Safety Management

3.5 Inventories- Need and Types of Inventories

3.6 Objectives of Inventory

Total No. of Lectures- 08

UNIT NO. 4: CURRENT TRENDS IN SUPPLY CHAIN MANAGEMENT

4.1   Green Supply Chain Management.

4.2   Role and Future of IT in the Supply Chain.

4.3   Customer Relationship Management.

4.4   Supplier Relationship Management.

4.5   E-Business and the Supply Chain; E-Business in Practice.

Total No. of Lectures- 06

EVALUATION:

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

REFERENCE BOOKS:

Sr. No.	Books Name	Authers
1.	Supply Chain Management	Sunil Chopra, Peter Meindl & D.V. Kalra
2.	Inventory Management	L.C. Jhamb
3.	Principles and Practices of Costing	Sunita Pokharna
4.	Supply Chain Management	Success Publications
5.	Channel Management & Retail Management	David Blanchard

Choice Based Credit System Syllabus (NEP 2020)
Mapping Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–VI)   **Subject**: **Supply Chain & Logistics management**

Course: Major Mandatory   **Course Code:** BBA- 202- MRM

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

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

Justification for the mapping

PO1- **A Fundamental Knowledge and Coherent Understanding**
 CO1: A fundamental understanding of materials and logistics management is essential, as focuses on key challenges in these areas.
 CO2: Knowledge of marketing channels requires a fundamental understanding of logistics, but it's more specific to marketing principles. |
CO3: Understanding different types of inventories directly correlates with fundamental knowledge in logistics and operations management.
CO4: Staying updated on trends necessitates a solid foundation in logistics and supply chain concepts.
CO5: Insights into e-business require basic understanding of logistics but focus on digital practices.
CO6: Adapting to landscape changes demands thorough knowledge of logistics principles.
 CO7: Evaluating performance of inventory systems stems from a foundational grasp of the underlying principles.

PO2: Procedural Knowledge for Skill Enhancement:

CO1: Procedural knowledge can enhance skills in dealing with the challenges in materials and logistics management.
CO2: Identifying and analysing marketing channels strengthen procedural skills in decision-making.
CO3: Demonstrating proficiency with inventories requires procedural knowledge of inventory management techniques.
 CO4: Some procedural skills may enhance the ability to stay updated on supply chain trends.
CO5: Proficiency in e-business practices involves skill development in online logistics management.
CO6: Improving skills in critical analysis assists in adapting to changes in supply chain management.
CO7: Skills related to evaluating performance indicators require procedural know-how in inventory systems.

PO3: Critical Thinking and Problem-Solving Skills:

CO1: Critical thinking is necessary for understanding and addressing challenges in materials and logistics.
CO2: Analyzing marketing channels requires critical thinking and problem-solving skills.
CO3: Analyzing different inventories fosters problem solving but is not purely critical thinking.
CO4: Trends analysis requires the application of critical thinking in logistics management.
CO5: Critically analysing e-business practices necessitates strong problem-solving capabilities.
CO6: Adapting to the evolving landscape involves high-level critical thinking.
CO7: While evaluation requires some critical thinking, it is more procedural in nature.

PO4: Professional Communication Skills-

CO1: While understanding key challenges is necessary, it doesn't directly involve communication skills.
CO2: Analyzing marketing channels entails professional communication to discuss strategies effectively.
CO3: Proficiency in inventories may not directly require communication; however, reporting findings is crucial.

CO4: Staying informed about trends often involves communicating findings and ideas to others.
 CO5: E-business insights require some level of communication but are more technical in nature.
CO6: Critically analysing landscape changes necessitates effective communication of strategies.
CO7: Communicating performance evaluations is important, but not the primary focus.

PO5: Analytical Reasoning Skills-

CO1: Understanding logistics challenges requires strong analytical reasoning to assess situations effectively.
CO2: Analyzing channels requires strong reasoning to evaluate effectiveness.
CO3: Analyzing inventories may involve analytical reasoning, but it isn't the main focus.
CO4: Evaluating current trends in the supply chain requires an analytical mindset.
CO5: Gaining insights into e-business necessitates strong analytical reasoning to navigate complexities.
CO6: Adapting to evolving trends requires deep analytical skills.
 CO7: Evaluating KPIs is fundamentally an analytical reasoning exercise.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Understanding challenges in logistics can enhance employability but isn't directly aimed at innovation. |
CO2: Identifying marketing channels can lead to innovative solutions, supporting employability. |
CO3: Proficiency in inventory management contributes indirectly to employability skills. |
CO4: Staying updated on trends is crucial for employability, though not explicitly focused on innovation. |
CO5: E-business practices involve innovation in logistics, enhancing employability. |
CO6: Adapting to changes requires innovative thinking, directly supporting employability. |
CO7: Evaluating performance doesn't directly contribute to innovation but promotes employability skills in analysis.

PO7: Multidisciplinary Competence:-

CO1: The understanding of logistics challenges has some multidisciplinary aspects but isn't strong. |
CO2: Analyzing marketing channels can touch upon multiple disciplines but it is primarily marketing focused.
CO3: Knowledge of inventories is mostly logistical, with limited multidisciplinary relevance.
CO4: Current trends may encompass multiple disciplines within logistics and management.
CO5: E-business practices often require an interdisciplinary approach involving technology and logistics.
CO6: Analyzing supply chain management dynamics can involve multiple disciplines but isn't fundamental to adaptation.
CO7: Evaluating inventory systems can involve elements from different fields, but it is primarily logistical.

PO8: Value Inculcation through Community Engagement: -

CO1: It is more focused on concepts rather than community engagement.
CO2: The analysis of marketing channels does not relate to community engagement directly.
CO3: Inventory knowledge does not generally incorporate community engagement aspects.
CO4: Staying updated on trends doesn't directly involve community interaction.
CO5: E-business insights do not incorporate community values.
CO6: Overall landscape changes in logistics are not directly linked to community engagement.
CO7: Evaluating inventory management systems does not encompass community engagement aspects.

PO9: Traditional Knowledge into Modern Application

CO1: Understanding logistics could benefit from incorporating traditional knowledge but is more modern-focused.
CO2: Traditional knowledge is less applicable in the analysis of marketing channels.
CO3: Knowledge of inventory types does not particularly leverage traditional methodologies.
CO4: Current trends diverge from traditional knowledge.
CO5: E-business insights do not typically use traditional practices.
CO6: Landscape changes in supply chain are not explicitly linked to traditional knowledge.

CO7: Evaluating KPIs does not tie back to traditional approaches.

PO10: Design and Development of System:

CO1: Key challenges may necessitate design and development in logistics but are mostly about understanding.
CO2: Analyzing marketing channels can involve aspects of design, though not primarily focused on development.

CO3: Developing inventory systems may touch upon design principles but is not fundamentally design oriented.
CO4: Staying updated could involve design principles but focus mainly on trends.
CO5: E-business integration requires some design input but isn't solely cantered around it.
CO6: Adapting to landscape changes can involve design thinking but isn't the focus.
CO7: Evaluating performance encompasses aspects of design but is procedural mainly.

PO11: Ethical and Social Responsibility:
CO1: Understanding challenges in logistics often involves addressing ethical and social responsibilities.
CO2: Analyzing marketing channels requires an understanding of ethical considerations in business practices.
CO3: Managing inventory entails ethical considerations, though not prominently highlighted.
CO4: Current trends in logistics often include ethical implications and social responsibilities from sustainability aspects.
CO5: E-business practices involve ethical considerations, especially regarding data usage and consumer rights.
CO6: Adapting landscapes for better supply chain management often centres around ethical and social responsibilities.
CO7: Evaluating performance systems requires some ethical consideration but is mostly procedural.

PO12: Research-Related skills:
CO1: Understanding logistics issues may require some research-related skills but isn't primarily research-focused.
CO2: Analyzing marketing channels involves substantial research skills regarding market behaviour.
CO3: Knowledge about inventories requires some research but is mainly procedural.
CO4: Staying up-to-updated could involve some research skills but is primarily about awareness.
CO5: Gaining insights into e-business practices largely relies on effective research skills.
CO6: Adapting to changes involves research but is not strictly driven research.

CO7: Evaluating inventory systems necessitates research skills to interpret performance data effectively.

PO13: Teamwork:

CO1: While understanding logistics challenges requires some teamwork, it is not the primary focus.
CO2: Analyzing marketing channels could involve teamwork dynamics, although it is not central to the outcome.
CO3: Inventory management often involves team collaboration, making teamwork crucial in practical applications.
CO4: Staying up-to-updated on trends might include teamwork, yet it is less about collaboration.
CO5: Insights into e-business practices could require some teamwork but aren't predominantly collaborative.
CO6: Adapting to changes typically benefits teamwork but may not be explicitly indicated in the outcome.
CO7: Evaluating inventory systems generally requires teamwork for analysis and decision-making.

PO14: Area Specific Expertise:

CO1: Key challenges in materials and logistics management certainly require area-specific expertise.
CO2: Analyzing marketing channels falls within area-specific expertise in marketing and logistics.
CO3: Proficiency in different types of inventories necessitates strong area-specific knowledge.
CO4: Staying updated on current trends might require area expertise but is broader in scope.
CO5: Gaining insights into e-business requires area-specific expertise in both logistics and technology.
CO6: Adapting to supply chain changes benefits from area knowledge but is more about flexibility.
CO7: Evaluating inventory management systems is firmly grounded in area-specific expertise.

PO15: Environmental Awareness
CO1: The understanding of logistics challenges includes environmental awareness, though not the focus.
CO2: Analyzing marketing channels can relate to environmental concerns but isn't explicitly focused on them.

CO3: Types of inventories may consider environmental impacts, but it's not the sole emphasis. |
 CO4: Current trends in supply chain management are often intersected with environmental awareness but are primarily focused on market dynamics.

CO5: E-business practices may include environmental considerations but are mostly centered on business efficiencies.

CO6: Adapting to changes has environmental implications but isn't solely focused on this aspect. |

CO7: Evaluating inventory management systems can touch on environmental considerations but is mostly focused on operational effectiveness.

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester: III
Course Type: Major Mandatory
Course Name: Business Economics
Course Code: BBA- 203- MRM
No. of Lectures: 30
No. of Credits: 02

A) COURSE DESCRIPTION:

Business Economics course is an interdisciplinary course that will focus on the application of economic principles and concepts to business decisions. It will provide the knowledge of economic factors that impact business operations, strategies, and performance. Students will got detailed knowledge of key topics such as market structures, pricing strategies, cost analysis, demand and supply dynamics, competitive behaviour, and the role of government in regulating markets. Course will focus on microeconomics and macroeconomics terminologies.

B) COURSE OBJECTIVES:

1. To Learn how supply and demand interact to determine prices and resource allocation.
2. To analyses decision-making processes for individuals and firms.
3. To examine different types of markets like perfect competition, monopoly, oligopoly, and monopolistic competition.
4. To understand the concepts of economic efficiency, costs, and benefits.
5. To explore how prices react to changes in market conditions and consumer preferences.
6. To focus on large-scale economic indicators such as GDP, national income, inflation, and unemployment.
7. To analyses business cycles and fluctuations in economic activity.
8. To Explore causes and remedies for recessions, inflation, and other economic crises.

C) COURSE OUTCOMES:

CO1: Students will be able understand fundamental economic principles such as supply and demand, market structures, opportunity cost, and elasticity.
CO2: Students will be able to understand application of economics concepts apply to the decision-making process within firms and organizations.
CO3: Students should be able to analyses business situations using economic theories like cost-benefit analysis, marginal analysis, and pricing strategies.
CO4: Students will be able to understand different market structures (e.g., perfect competition, monopoly, oligopoly) and how they impact business strategies.
CO5: Students will also learn how firms can optimize pricing, production, and marketing strategies based on their market structure.

CO6: Students will be able to learn about economic indicators like GDP, inflation, unemployment rates, national income, and their interrelation.

CO7: Students will get knowledge of foundational theories such as Keynesian economics, classical economics, and supply-side economics.

UNIT NO. 1 INTRODUCTION TO ECONOMICS

1.1   Meaning, Nature and Scope of Business Economics – Micro and Macro
1.2   Basic Economic Problems.
1.3   Types of markets.
1.4   Market forces in solving economic problems.
1.5   Circular Flow of Income and Expenditure

No. of Lectures 8

UNIT NO. 2 DEMAND AND SUPPLY ANALYSIS

2.1   Concept of Demand
2.2   Elasticity of Demand and their types.
2.3   Revenue Concepts - Total Revenue, Marginal Revenue, Average Revenue
2.4   Concept of Supply
2.5   Factors Affecting Supply

UNIT NO. 3 INTRODUCTION TO MACROECONOMICS

No of Lectures 8

3.1   Definition and Nature of Macroeconomics.
3.2   Scope, Importance and Limitations.
3.3   Indian Economy as a Developing Economy.
3.4   National Income Aggregates (GDP, GNP etc. at market price and factor cost).
3.5   Approaches to measuring national income, Circular Flow of Income.

No. of Lectures 8

UNIT NO .4 THEORY OF INCOME AND EMPLOYMENT, BUSINESS CYCLE, INFLATION AND DEFLATION

4.1   Say's Law of Markets.
4.2   Inflation – Meaning, Trends, Types, Causes and control.
4.3   Concept of Deflation.

No. of Lectures 6

EVALUATION:

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

REFERENCE BOOKS:

Sr.No.	Title of the Book	Author/s	Publication
1.	Textbook of Economic Theory	- Stonier and Hague	LongmanGreen and Co., London
2.	Introduction to Positive Economics	Richard G.	Lipsey
3.	Business Economics (Micro	- Dr. Girija Shankar	AtharvaPrakashan, Pune.
4.	Micro Economics	M. L. Jhingan	Vrinda Publications, New Delhi.

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

Class: SYBBA (Sem-III)   **Subject**: Business Economics
Course: Business Economics   **Course Code: BBA- 203- MRM**
Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

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

Justification

PO1: A Fundamental Knowledge and Coherent Understanding:

CO2: It focusses on understanding the overall functioning of the economy and the definition of macroeconomics.
CO4: involves evaluating the role of monetary and fiscal policy in shaping the economy. This can be achieved by studying the functions of central banks, government budgeting, and the impact of monetary and fiscal policy on economic growth and stability.

PO2: Procedural Knowledge for Skill Enhancement:

CO1: Students demonstrating a profound understanding of key macroeconomic indicators and their interdependencies, which is essential for understanding the overall functioning of the economy.

CO3: Students to analyses trends and types of inflation, as well as understand the causes and methods of control, all of which are key macroeconomic indicators that are interconnected and impact the overall functioning of the economy.

CO5: Students to understand the concepts of saving and investment functions in an economy, which are important components of macroeconomics and impact the overall functioning of the economy.

PO3: Critical Thinking and Problem-Solving Skills:

CO3: Problem-solving skills are crucial in analyzing trends and types of inflation and understanding the causes and methods of control. Students must be able to critically evaluate the factors contributing to inflation and propose solutions to mitigate its impact on the economy.

CO4: Students must be able to analyse the effectiveness of different policy measures and make informed judgments about their impact on economic growth and stability.

CO6. Students must be able to critically evaluate the effectiveness of different rural development initiatives and propose solutions to address the issues facing rural communities.

PO4: Communication Skills:

CO7. By effectively communicating their ideas on the integration of technology and communication in rural development projects, students can collaborate with stakeholders, advocate for innovative solutions, and contribute to the advancement of rural areas.

PO5: Analytical Reasoning Skills:

CO1: Students demonstrating analytical reasoning skills will be able to understand the overall functioning of the economy by analyzing key macroeconomic indicators and their interdependencies. This involves critically evaluating data and trends to identify the factors that influence economic performance.

CO3: Analytical reasoning skills will enable students to effectively analyse trends and types of inflation, as well as understand the causes and methods of control. Students will be able to critically evaluate different approaches to managing inflation and assess their effectiveness.

CO5: Students demonstrating analytical reasoning skills will be able to understand the concepts of saving and investment functions in an economy by analyzing the relationship between saving, investment, and overall economic growth. They can evaluate the impact of saving and investment decisions on the economy.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO6: Students who understand the challenges faced by rural communities can develop solutions that address these challenges and contribute to rural development through their entrepreneurial endeavors.

CO7: Exploring the use of information technology and communication in rural development initiatives can help students leverage technological advancements to drive innovation and entrepreneurship in rural areas. By understanding how technology can be applied to address rural development challenges, students can create businesses that harness the power of information technology to improve the lives of rural communities.

PO7: Multidisciplinary Competence:

CO1: Students demonstrating multidisciplinary competence will be able to understand the overall functioning of the economy which encompasses key macroeconomic indicators.

CO2: Students with multidisciplinary competence will not only understand the definition and nature of macroeconomics but also be able to explain it in relation to other disciplines.

CO4: Students with multidisciplinary competence will be able to evaluate the role of monetary and fiscal policy in shaping the economy through a holistic lens. They will consider not just the economic implications of these policies but also the wider social and political impacts.

CO5: Students demonstrating multidisciplinary competence will understand the concepts of saving and investment functions in an economy not just in isolation but in relation to other disciplines such as sociology, psychology, and environmental studies. They will be able to analyse how saving and investment behaviour can

impact the economy as a whole.

PO8: Value Inculcation through Community Engagement:

CO6: Students will be able to discuss the significance of rural development, planning, and the challenges faced in rural areas.

CO7: Students will be able to explore the use of information technology and communication in rural development initiatives.

PO9: Traditional Knowledge into Modern Application:

CO6: Discussing the significance of rural development and planning, as well as the challenges faced in rural areas, can benefit from traditional knowledge of agricultural practices, community development, and other relevant topics. By incorporating traditional knowledge into their discussions, students can gain a more comprehensive understanding of rural development issues.

CO7: Exploring the use of information technology and communication in rural development initiatives can benefit from understanding how traditional knowledge can inform modern technological solutions. By considering traditional practices alongside modern technology, students can analyse the potential benefits and limitations of information technology in rural development initiatives.

PO10: Design and Development of System:

CO6: Students will be able to discuss the significance of rural development, planning, and the challenges faced in rural areas.

PO11: Ethical and Social Responsibility:

CO7: Exploring the use of information technology and communication in rural development initiatives can showcase how technological advancements can contribute to ethical and socially responsible economic practices. Students can consider the role of technology in addressing social issues and promoting inclusive economic growth in rural areas.

PO12: Research-Related skills:

CO1: Students would need to understand how these indicators are interrelated and how they impact the overall functioning of the economy.

CO3: Students would need to conduct research on historical trends in inflation and study different approaches to combating inflation

CO5: Students would need to research the relationship between saving and investment, as well as the impact of these functions on economic growth and development.

PO13: Teamwork:

CO7: This research can help them understand how technology can be leveraged to improve access to services, enhance communication, and drive sustainable development in rural communities.

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester: III
Course Type: Vocational Skill Course
Course Name: Business Analytics
Course Code: BBA-204-VSC
No. of Lectures: 30
No. of Credits: 02

A) COURSE DESCRIPTIONS:

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

B) COURSE OBJECTIVES:

1. To explore the evolution and importance of analytics in shaping business strategies.
   Emphasize its impact on performance and competitiveness.
2. To differentiate between various types of analytics—Descriptive, Diagnostic, Predictive, and Prescriptive.
   Learn their applications in analyzing business scenarios.
3. To examine real-world uses of analytics across Marketing, Finance, HR, and Operations.
   Apply analytics tools to solve domain-specific problems.
4. To highlight the role of data in analytics and distinguish between data types and sources.
   Understand structured, unstructured, internal, external, and Big Data.
5. To introduce essential tools like Excel/Google Sheets and visualization techniques.
   Develop basic analytical and data management skills.
6. To provide insights into emerging technologies under Industry 4.0 including Lean Systems and Machine Learning.
7. To Understand the integration of digital transformation in business processes.

C)COURSE OUTCOMES:

CO1: Students will be able to explain the scope and significance of Business Analytics.
   They will understand how analytics supports business decisions.
CO2: Students will describe the evolution and types of analytics.
   They will be able to classify and apply each type in business contexts.
CO3: Students will analyze the role of analytics in various business functions.
   They will apply analytics knowledge to real-world business scenarios.
CO4: Students will identify different data types and sources.
   They will evaluate the relevance of structured, unstructured, and Big Data.
CO5: Students will demonstrate skills in data collection, cleaning, and preparation.
   They will recognize the importance of data quality and integrity.
CO6: Students will utilize Excel/Google Sheets and visualization tools.
   They will perform basic analytics tasks such as filtering, sorting, and creating charts.
CO7: Students will understand Industry 4.0 concepts like Lean Systems and Machine Learning.
   They will relate emerging tech trends to modern business analytics.

UNIT 1: INTRODUCTION TO BUSINESS ANALYTICS

1.1. Meaning and scope of Business Analytics

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

1.3. Types of Analytics: Descriptive, Diagnostic, Predictive, Prescriptive

1.4. Applications of Business Analytics in different business domains: Marketing, Finance, HR, and Operations

1.5. Role of Business Analyst.

Total No. of Lectures- 10

UNIT 2: FOUNDATIONS OF DATA FOR BUSINESS ANALYTICS

2.1. Data and Its Role in Business Analytics

2.2. Types of data: Structured vs. Unstructured

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

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

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

Total No. of Lectures- 10

UNIT 3: INDUSTRY 4.0

3.1   LEAN Production Systems, Fourth Revolution, Industry 4.0.

3.2   Additive Manufacturing

3.3   Basics of Machine Learning, Natural-Language Processing

3.4   Product Life cycle Management.

Total No. of Lectures- 10

SUGGESTED BOOKS:

1. Data Science for Modern Manufacturing by Li Ping Chu, O'Reilly Media

2. Industry 4.0 Data Analytics Paperback by Rajesh Agnihotri, Samuel New

3. Industry 4.0: The Industrial Internet of Things by Alasdair Gilchrist

4. Advances in Business, Operations, and Product Analytics: Cutting Edge Cases from

5. Finance to Manufacturing to Healthcare (FT Press Analytics) by Matthew J. Drake

EVALUATION:

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

Mapping of Program Outcomes with Course Outcomes

Class: SYBBA (Sem-III)   **Subject**: Business Analytics
Course: Business Analytics   **Course Code:** BBA-204-VSC

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

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

Justification

PO1: A Fundamental Knowledge and Coherent Understanding

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

PO2: Procedural Knowledge for Skill Enhancement

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

PO4: Communication Skills

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

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

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

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

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

PO5: Analytical Reasoning Skills

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

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

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills

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

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

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

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

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

PO7: Multidisciplinary Competence

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

PO8: Value Inculcation through Community Engagement

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

PO9: Traditional Knowledge into Modern Application

CO1 and CO2: Traditional Knowledge into Modern Application aims to integrate age-old business wisdom and practices with contemporary analytical tools and technologies.
encourage students to appreciate the historical context and evolution of decision-making methods, bridging tradition and analytics.
CO3 :promotes applying analytical approaches to enhance traditional practices in areas like marketing, operations, and finance.
CO4 and CO5: enable students to manage and prepare data that may stem from legacy systems, oral knowledge, or conventional business records.
CO6: Supports modernization by transforming traditional data into visual formats for better interpretation and accessibility.
CO7: It drives innovation by linking modern tools such as Lean Systems and Machine Learning with time-tested business models and strategies. These COs collectively empower students to preserve, adapt, and apply traditional knowledge in today's digital business landscape.

PO10: Design and Development of System

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

PO11: Ethical and Social Responsibility

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

PO12: Research-Related Skills

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

PO13: Teamwork

CO1 and **CO2**: It emphasizes collaborative learning and the ability to function effectively in group settings while applying business analytics skills. It lay a common conceptual ground that enables students to communicate and share understanding within teams.
CO3: It encourages collaborative problem-solving by analyzing business scenarios through group discussions and joint decision-making.

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

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

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

PO14: Area Specific Expertise

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

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

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

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

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

PO15: Environmental Awareness

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

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

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

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

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

<div align="center">

Anekant Education Society's

Tuljaram Chaturchand College, Baramati

Guidelines for Field Project (FP)

UG (Year-II Semester-III)

</div>

In NEP 2020 (2024 Pattern) we are offering to UG (Second Year-second Semester) students **Field Project (FP)** for **TWO (2)** credits i.e. **50 Marks**. The total time allocation for the student to carry out field project is **60 hours**. The actual field work should be carried out after college hours or on holidays.

To carry out the field project work following guidelines should be used:

1. Field-based learning: Students should participate in field-based learning/projects under the supervision of faculty.
2. A minimum of **30 hours of learning per credit** in a semester is required.
3. Assignment of project topics to individual student or groups of students (2 or 3 students in one group/ Commerce faculty can have 5 students per group) and one faculty member from the department will act as GUIDE for the student or group of students.
4. If the project is related to survey type work, then prepare a questionnaire (20 -30 questions or more) related to their project topic (in Marathi or English). If the project is related to work that does not involve SURVEY work, then the questionnaire part can be replaced accordingly.
5. The departmental coordinator/guide should check the questions and finalize the questionnaire. The question that may create unnecessary complications should be avoided. The questions should be qualitative as well as quantitative. If the project is related to other type work (e.g. Data collection, sample collection etc.), then the guide should discuss with student and finalise the methodology for the same.
6. Students should go to their chosen field with the questionnaire and collect the information regarding the questions asked to the concerned people. Collect as much information as possible by collecting 25 or more questionnaires or enough number of samples or reasonable amount of data. The more the data, the better it will be for analysis.
7. The student should compile all the relevant data and carry out its analysis.
8. Write a project report in the standard format (2 Copies): Index, Chapter-1, Chapter-2, ….. Conclusion, References etc. The report should mention the clear **OUTPUT** drawn from the study. The typed project report should have minimum 25 pages (excluding title, Certificate, index and acknowledgement pages etc.), in Times New Roman with font size 12, and line spacing of 1.5.
9. Submit the project report with the Guide's signature to the department.
10. The Oral presentation for all the projects in the department should be arranged in the department. To evaluate the project, TWO examiners should be appointed by HoD (The details about appointment of examiners, weightage to internal and external marks etc. will be provided by examination section).
11. The total project work including preparation of questionnaire or sample/data collection to oral presentation should be evaluated for 2 credits (50 Marks). The details about the allocation of time, marks and scheme of examination for field project is given in Table. The departmental FP coordinator/HoD should submit the marks as per regular procedure to the examination section.

12. Since it is a compulsory subject in our syllabus, passing students in this **field project** is **MUST** to complete their degree.

Typical Time and marks allocation for the different stages of the field project is:

Step of Project	Individual students work in hours	Marks
Topic Selection/ Study Design	05	05
Survey preparation / Fieldwork	25	20
Analysis	10	05
Report writing	20	10
Oral Presentation		10
Total	60	50

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester: III
Course Type: Minor
Course Name: Research Methodology.
Course Code: BBA-206-MN
No. of Lectures: 48
No. of Credits: 04

A) COURSE DESCRIPTION:

A Research Methodology course typically covers the systematic methods and strategies used to conduct research across various fields. It teaches students how to plan, design, and execute research projects effectively. This course is essential for students in the field of business as it lays the foundation for independent and impactful research.

B) COURSE OBJECTIVES:

1. To develop understanding of research concepts, methods, and practices across disciplines.
2. To study how to identify and articulate meaningful research problems or hypotheses.
3. To understand how to select appropriate methodologies based on research goals.
4. To understand the various techniques for collecting, analysing, and interpreting data using various qualitative and quantitative methods.
5. To study how to gain competencies in presenting research outcomes clearly through written reports, presentations, and publications.
6. To understand how to select representative groups for research and the significance of sample size.
7. To exploring methods such as surveys, interviews, observations, or experiments, and deciding which is best for specific types of studies.

C) COURSE OUTCOME:

CO1: After completing the course students will be able to independently design and execute research projects using appropriate methods.

CO2: Students will be able to address research problems effectively by applying suitable methodological approaches.

CO3: Students will be able to develop the skills to collect, analyze, and interpret data using qualitative and quantitative techniques.

CO4: After completing the course students will be able to identify exact process to conduct the research.

CO5: This course will help the students to identify an appropriate research design.

CO6: Students will be able to demonstrate the ability to choose methods appropriate to research objectives.

CO7: Students will be able prepare research project reports or proposal after completion of the course.

UNIT NO.1 INTRODUCTION TO RESEARCH.

   1.1 Research: Definition, Meaning, Characteristics & Importance of Research.
   1.2 Basic Research Process.
   1.3 Types of research.
   1.4 Research Design – Meaning, Characteristics of a good research design
   1.5 Sampling Design – Definition and Characteristics of a sample, Sampling
         process. Types of Samplings methods

No of Lectures 12

UNIT NO. 2   DATA COLLECTION TECHNIQUES.

  2.1 Primary Data: Concept and Definitions
  2.2 Techniques to collect primary data.
  2.3 Survey Method: Types of surveys.
  2.4 Questionnaire Method: Types of questions, Essentials of good questionnaire.
  2.5 Interview Method: Types of Interviews
  2.6 Experimentation & Observation Methods: Types of observation s
  2.7 Secondary Data: Concept and Definition
  2.8 Techniques to collect secondary data
  2.9 Evaluating Quality of Data
  2.10 Advantages and Disadvantages of primary data and secondary data

No of Lectures 12

UNIT NO. 3   DATA PROCESSING & ANALYSIS

  3.1 Data Processing – Editing, Codification, Classification, Tabulation, Scaling
     & Measurement
  3.2   Data Analysis – Methods of data analysis.
  3.3   Recent techniques used for data analysis.
  3.4   Hypothesis - Concept and Types of Errors
  3.5   Hypothesis Testing – Chi Square Test, Z-test & t-test

No of Lectures 12

UNIT NO. 4 - WRITING SKILLS FOR RESEARCH:

  4.1 Project Report Writing – Selecting and defining topic, Writing Chapters,
      Subject Matter, Style and Structure
  4.2 Research Paper Writing – Structure of research paper, referencing styles

No. of Lectures- 12

REFERENCE BOOKS:

Sr. No.	Title of the Book	Author/s	Publication
1.	Research Methodology– Methods and Techniques	Kothari. C.R.	New Age: New Delhi
	Research Methodology	Sangale B. R.	Success Publications, Pune
	Business Research Methods	Donald. R. Cooper and Pamela S. Schindler	Irwin McGraw-Hill Publications, New Delhi
	Basic Marketing Research	Naresh K. Malhotra	

EVALUATION:

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

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: SYBBA (Sem –III) **Subject**: Research Methodology

Course: Minor **Course Code: BBA-206-MN**

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

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

Justification

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: Students gain foundational knowledge required to independently design and execute research projects, reflecting a clear and structured understanding of research fundamentals such as problem formulation, objectives, hypothesis, and research design.

CO2: By learning to apply suitable methodological approaches to research problems, students demonstrate coherent understanding of various research paradigms, enabling them to tackle problems systematically.

CO3: Understanding how to collect, analyze, and interpret data involves mastering both qualitative and quantitative research principles, which enhances their theoretical and conceptual foundation.

CO4: Identifying the exact process to conduct research reflects their grasp over the research lifecycle—right from topic selection to data interpretation—which contributes to a well-rounded, coherent understanding.

CO5: Choosing an appropriate research design requires theoretical clarity about different types of research (exploratory, descriptive, experimental, etc.), contributing to the student's fundamental academic base**.**

CO6: The ability to select appropriate methods based on research objectives shows their understanding of method-function fit, which is rooted in strong subject knowledge.

CO7: Preparing a research project report or proposal requires integrating theoretical understanding into structured written communication, demonstrating clarity of research concepts and principles.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Designing and executing a research project involves applying step-by-step procedures such as problem identification, sampling, data collection, and interpretation, thereby enhancing students' procedural know-how in practical research tasks.

CO2: Addressing research problems through appropriate methodologies enables students to gain hands-on experience in the procedures of hypothesis testing, variable control, and data interpretation, directly enhancing analytical and investigative skills.

CO3: Learning to collect, analyze, and interpret data demands mastery of specific tools (e.g., SPSS, Excel, coding for qualitative data), which builds procedural competence through repeated skill-based applications.

CO4: Identifying the exact process of conducting research develops an understanding of structured workflows—problem formulation, literature review, data handling, analysis, and reporting—which enriches skill enhancement.

CO5: The selection of a suitable research design involves applying decision-making procedures based on research objectives, population characteristics, and data type—skills crucial for research practitioners.

CO6: Choosing methods appropriate to research objectives builds applied knowledge of various procedural techniques (surveys, experiments, case studies), reinforcing students' ability to perform with accuracy and relevance.

CO7: Preparing a research report or proposal is an exercise in procedural discipline—from format adherence and logical structuring to citation norms and visual data presentation—sharpening professional and academic research skills.

PO3: Critical Thinking and Problem-Solving Skills:

CO1 and CO2: Directly enhance students' ability to analyze research problems, identify suitable solutions, and design appropriate methodologies, which are core aspects of problem-solving.

CO3: It sharpens critical thinking through data collection, analysis, and interpretation, fostering evidence-based reasoning and decision-making.

CO4 and CO5: It help students critically evaluate different research processes and designs, allowing them to choose the most effective and efficient path for their research objectives.

CO6: It strengthens problem-solving by requiring students to match research methods to specific objectives, reflecting a higher-order thinking process.

CO7: It enhances the ability to synthesize findings and logically present solutions through structured proposals or reports.

PO4: Communication Skills:

CO1 and CO2: It enable students to present well-structured research designs and problem-solving approaches, which require clarity in written and oral communication.

CO3: It involves the presentation and interpretation of data, which demands the ability to convey complex information in a comprehensible manner using charts, graphs, and statistical reports.

CO4 and CO5: It require students to explain research processes and justify their design choices, encouraging the use of formal academic language and precise terminology.

CO6: It contributes to the development of communication by requiring clear expression of methodological reasoning tailored to specific research objectives.

CO7: It directly focuses on preparing professional research reports and proposals, honing skills in documentation, formatting, and scholarly writing conventions.

PO5: Analytical Reasoning Skills

CO1 and CO2: It help students apply structured reasoning to design research projects and solve research problems by evaluating multiple methods and selecting the most appropriate.

CO3: It emphasizes the development of data analysis and interpretation skills, encouraging students to draw meaningful insights from both qualitative and quantitative data core components of analytical reasoning.

CO4 and CO5: It train students to break down complex research processes and evaluate research designs, enhancing their ability to assess the strengths and limitations of different approaches.

CO6: It develops the ability to match research objectives with suitable methods, requiring logical thinking and judgment.

CO7: It strengthens analytical skills through the synthesis of research findings into coherent reports or proposals, requiring students to interpret results and form reasoned conclusions.

PO6: Innovation, Employability, and Entrepreneurial Skills

CO1 and CO2: It foster independent project planning and problem-solving, which simulate real-world challenges and encourage innovative approaches—key traits for both entrepreneurs and professionals.

CO3: It builds strong analytical and data interpretation skills, enabling students to generate insights that can lead to innovative solutions and data-driven decision-making in a workplace or startup context.

CO4 and CO5: It help students understand and structure research processes, encouraging systematic thinking and adaptability—both critical for employability and entrepreneurial ventures.

CO6: It supports strategic method selection, reinforcing the kind of decision-making needed in dynamic business or research settings.

CO7: It trains students in preparing professional research proposals and reports, essential for pitching ideas, seeking funding, or contributing effectively in employment roles.

PO7: Multidisciplinary Competence

CO1 and CO2: It empower students to design and execute research that can be applied across disciplines, such as business, social sciences, health, education, and technology, showcasing the interdisciplinary relevance of research skills.

CO3 : It enhances the ability to use both qualitative and quantitative data analysis techniques, which are drawn from multiple disciplines such as statistics, psychology, economics, and sociology—fostering a well-rounded approach to problem-solving.

CO4 and CO5: It help students understand research as a structured process that transcends disciplinary boundaries, preparing them to conduct research in diverse academic and industry sectors.

CO6: It enables students to make methodological choices based on the nature of problems, which may vary depending on the discipline—reflecting adaptability and cross-functional thinking.

CO7: It focuses on developing the ability to prepare professional reports and proposals, applicable in a variety of fields, thereby enhancing their competence in communicating research outcomes to different disciplinary audiences.

PO8: Value Inculcation through Community Engagement

CO1 and CO2: It guide students in designing and executing research projects that can be grounded in community issues, encouraging active engagement with societal challenges and value-driven inquiry.

CO3: It promotes the collection and analysis of data from diverse populations, enabling students to understand the dynamics and needs of communities through both qualitative and quantitative lenses.

CO4 and CO5: It help students systematically identify and structure community-focused research, ensuring that research efforts are relevant, ethical, and impactful.

CO6 fosters responsible and value-based decision-making by teaching students to align research methods with meaningful objectives, particularly when working with sensitive or vulnerable groups.

CO7: It emphasizes the creation of research reports and proposals that may be used for social advocacy, policy-making, or community development programs, reinforcing the importance of sharing research for the common good.

PO9: Traditional Knowledge into Modern Application

CO1 and CO2: It prepare students to design research projects that investigate traditional practices, cultural insights, or indigenous knowledge, and apply modern research methodologies to validate or enhance their relevance in contemporary settings.

CO3: It trains students in data collection and analysis, helping them document and interpret traditional knowledge using both qualitative and quantitative approaches, thus creating bridges between the past and present.

CO4 and CO5: It enable learners to identify structured processes and research designs suitable for exploring heritage-based topics, ensuring a scientific and respectful approach to traditional knowledge.

CO6: It enhances students' ability to select research methods that align with both the context of traditional practices and modern-day application, fostering a blend of innovation and cultural preservation.

CO7: It equips students to prepare detailed reports or proposals that can document traditional knowledge in a scholarly format, supporting efforts for its recognition, dissemination, or commercialization in modern industries.

PO10: Design and Development of System

CO1 and CO2: It lay the foundation for systematic thinking and planning, enabling students to design and implement research systems tailored to solve particular academic or professional challenges.

CO3: It develops analytical skills required to gather, interpret, and manage data, forming the backbone of any effective research system or process.

CO4 and CO5: It guide students in understanding the structured steps and design frameworks needed to develop a complete research system, from problem identification to solution development.

CO6: It encourages the customization of research methodologies as per the objectives, promoting innovation in the design of research processes or models.

CO7: It helps students in creating detailed documentation, research reports, or proposals that showcase the entire system—from conceptual design to execution—demonstrating their ability to develop a full-fledged, result-oriented research framework.

PO11: Ethical and Social Responsibility

CO1 and CO2: It guide students to independently conduct research with a strong emphasis on following ethical procedures, such as obtaining consent, maintaining confidentiality, and avoiding plagiarism.

CO3: It teaches students to collect and analyze data responsibly, ensuring accuracy and avoiding manipulation or bias, which are critical ethical concerns in research.

CO4 and CO5: It enable students to understand and follow ethical guidelines while selecting research designs and processes, especially when working with human subjects or sensitive data.

CO6: It ensures that students are capable of choosing research methods that not only meet academic standards but also uphold ethical considerations and social sensitivity.

CO7: It emphasizes transparent and accountable reporting, promoting integrity in the presentation of findings and reinforcing the role of research in addressing social issues responsibly.

PO12: Research-Related Skills

CO1 and CO2: It build core research capabilities, enabling students to independently formulate research problems, choose appropriate methods, and carry out research projects effectively.

CO3: It focuses on data handling skills—including collection, analysis, and interpretation—which are critical competencies for any research-based activity in both academic and professional contexts.

CO4 and CO5: It train students in understanding and following a systematic research process, from identifying a problem to finalizing a research design—ensuring accuracy, structure, and rigor in research practice.

CO6: It helps students in the critical evaluation and selection of research methods, an essential skill in adapting research techniques to suit specific objectives and challenges.

CO7: It enhances students' ability to prepare structured research reports and proposals, strengthening their communication of research outcomes and readiness for further academic research, publication, or application in the industry.

PO13: Teamwork

CO1 and CO2: It often involve group-based research projects, requiring students to work collaboratively in designing and applying appropriate methods to solve research problems, which enhances coordination and shared responsibility.

CO3: It develops collaborative skills in data collection and analysis, where students must often divide roles, cross-verify results, and work together to interpret findings—encouraging mutual respect and synergy.

CO4 and CO5: It promote joint decision-making in selecting the research process and design, building consensus and team-based problem-solving.

CO6: It requires students to evaluate and agree upon the most suitable research methods, promoting discussion, negotiation, and collective reasoning within a team setting.

CO7: It focuses on jointly preparing reports and proposals, a task that relies on clear communication, effective delegation, and collaborative editing—core aspects of teamwork.

PO14: Area Specific Expertise

CO1 and CO2: It empower students to design and execute research projects aligned with their area of specialization, helping them gain expertise through hands-on application of theories and methods relevant to their domain.

CO3: It enables students to collect and interpret data specific to their subject area, enhancing their analytical depth and understanding of field-specific research trends and patterns.

CO4 and CO5: It guide students to adopt research processes and designs that are best suited to their particular field, allowing them to refine their skills and develop niche-level proficiency.

CO6: It ensures that students can critically evaluate and apply appropriate methodologies that reflect the norms and standards of their discipline, demonstrating their grasp of subject-specific research nuances.

CO7: It allows students to document findings through well-structured reports or proposals, showcasing their command over content, format, and presentation as per the expectations of their academic or industry domain.

PO15: Environmental Awareness

CO1: It enables students to design and execute independent research projects, where they can focus on topics related to environmental sustainability, pollution control, natural resource management, or climate change.

CO2: It helps them to apply suitable methodologies that are sensitive to environmental implications, allowing for ethical and responsible research practices in ecology-related studies.

CO3: It develops skills in data collection and analysis, which are essential for conducting environmental impact assessments or evaluating ecological trends using both qualitative and quantitative tools.

CO4: It ensures that students can identify the correct processes for conducting research, including the consideration of environmentally responsible practices in their methodology.

CO5 and CO6: It support students in selecting research designs and methods that are not only effective but also promote sustainable development and reflect environmental ethics.

CO7: It enables students to prepare reports or proposals that incorporate environmental findings and suggest eco-friendly recommendations, contributing to awareness and action on ecological issues.

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

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester: III
Course Type: Open Elective
Course Name: Information Technology in Management
Course Code: BCA-207-OE
No. of Lectures: 30
No. of Credits: 02

A) COURSE DESCRIPTION:

This course provides an in-depth understanding of information technology infrastructure, covering computer systems, hardware, software, and their management. It explores the essentials of data management, including the transition from traditional file systems to modern database approaches. The course also delves into networking concepts, trends in IT management, and the role of social networks and ICT applications in business. Further, it examines the IT infrastructure required for digital firms, the role of enterprise resource planning (ERP) systems, and knowledge management systems essential for effective business operations. Through case studies and practical applications, students will gain a comprehensive view of how IT shapes business management.

B) COURSE OBJECTIVES:

1. To impart the knowledge of Information technology and its use in management.
2. To introduce the concepts of digital firm.
3. To explain basics related to information technology.
4. To identifying business value of information.
5. To study the different concepts of network topologies and its implementation in Business organization.
6. To identify common computer viruses, malware, and their symptoms.
7. To equip students with knowledge on how to protect systems from internet-related
   threats including the use of firewalls.

C) COURSE OUTCOMES:

CO1: Students can identify use of technology in managerial decision making.
CO2: Students can get information about how information technology can be applied in supply chain
           management, Remorse planning etc.
CO3: Students will be able to acquire conceptual knowledge of MIS application
CO4: Students will get information about IT infrastructure for business organization.
CO5: Students will get the knowledge of various information system for organizations.
CO6: Understanding of Business Value of information.
CO7: Students will be able to learn how change management is applied in the organization.

UNIT NO 1: INFORMATION TECHNOLOGY INFRASTRUCTURE

1.1. Computer System and types of computer system.
1.2. Computer hardware and information technology infrastructure.
1.3. Types of software.
1.4. Managing hardware and software assets

No of Lectures: 06

UNIT NO 2: MANAGING DATA RESOURCES

2.1. Organizing Data in Traditional File Environment.
2.2. Database Approach to data management.
2.3. Creating database environment.
2.4. Database Trends.   **No of Lectures: 08**

UNIT NO 3: NETWORKING

3.1. Definition, basic concepts and elements of communication system.
3.2. Data Transmission media. Topologies, LAN, MAN, WAN.
3.3. Current trends in IT in Management.
3.4. Use of social network in Business.
3.5. Use of ICT Enabled application in business.
3.6. Case study on understanding the requirement of IT in Business Management.

No of Lectures: 08

UNIT NO 4: INTERNET AND NEW INFORMATION TECHNOLOGY INFRASTRUCTURE.

4.1. The IT infrastructure for digital firm.
4.2. Enterprise Resource Planning. Meaning, Advantages and Disadvantages.

No of Lectures: 08

EVALUATION:

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

REFERENCE BOOKS:

Sr. No.	Title of the Book	Author/s	Publication
1	Managing Information System	W.S. Javadekar	Williams / Tata McGraw Hill
2	Managing Information System	Kenneth C. Laudon & Jane P. Laudon Information Technology	Williams / Tata McGraw Hill

Choice Based Credit System Syllabus (2024 Pattern)
Mapping of Program Outcomes with Course Outcomes
Class: SYBBA (Sem-III)   **Subject**: Information Technology in Management
Course: Information Technology in Management **Course Code:** BCA-207-OE
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	2	2	1	2	2	2	1	2	3	1	2	2	3	1
CO2	3	2	2	1	2	2	3	1	2	3	1	2	2	3	1
CO3	3	2	2	1	2	2	2	1	2	2	1	2	2	3	1
CO4	3	2	2	1	2	2	2	1	2	3	1	1	1	3	1
CO5	3	2	2	1	2	2	2	1	2	3	1	1	2	3	1
CO6	3	2	2	1	2	3	2	2	2	3	2	2	2	3	1
CO7	3	2	2	1	2	3	3	2	2	2	2	3	3	3	1

Note: The table header row spans "Programme Outcomes (POs)" above PO1–PO15.

Justification

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: Understanding the role of technology in managerial decision-making provides students with a theoretical base to comprehend how digital tools influence business operations.
CO2: Learning how IT supports supply chain and resource planning builds conceptual awareness of integrated business functions and systems.
CO3: Acquiring knowledge of MIS applications lays the groundwork for understanding the strategic use of information systems in organizations.
CO4: Information about IT infrastructure introduces students to foundational concepts that support the technical backbone of business systems.
CO5: Gaining insights into various organizational information systems develops core understanding of how different systems align with business functions.
CO6: Understanding the business value of information fosters awareness of how theoretical principles translate into practical organizational advantage.
CO7: Studying change management concepts strengthens fundamental knowledge about how organizations adapt and evolve using structured methods and technology.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Identifying the use of technology in decision-making equips students with procedural knowledge about how tools and data are practically applied in managerial contexts.
CO2: Applying IT in supply chain and resource planning requires knowledge of procedural steps, system functions, and implementation techniques.
CO3: Learning about MIS applications involves understanding how these systems function and how they are used practically in organizations.
CO4: Knowing the structure and operation of IT infrastructure builds technical procedural knowledge essential for managing systems in a business environment.

CO5: Understanding various organizational information systems enables students to identify their purpose, structure, and use within business procedures.
CO6: Exploring the business value of information teaches students how to assess, analyze, and apply information effectively in real-world decision-making.
CO7: Studying change management from a procedural angle helps students understand step-by-step implementation processes within organizations.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Identifying the role of technology in decision-making involves evaluating alternatives and selecting the most efficient solution, developing analytical thinking.
CO2: Understanding how IT supports supply chain and resource planning helps students assess practical challenges and apply suitable technological solutions.
CO3: Acquiring knowledge of MIS applications enhances students' capacity to critically assess systems for organizational problem-solving.
CO4: Gaining insights into IT infrastructure allows students to evaluate and propose system improvements for business operations.
CO5: Analyzing various information systems develops students' ability to differentiate, compare, and choose optimal systems to address specific business needs.
CO6: Interpreting the business value of information builds reasoning skills for evaluating data-driven decisions and understanding their organizational impact.
CO7: Learning about change management encourages students to critically approach resistance to change and design solutions that facilitate smooth transitions.

PO4: Communication Skills

CO1: Communicating the relevance and use of technology in decision-making requires clarity in presenting technical concepts to stakeholders.
CO2: Explaining IT applications in supply chain and resource planning involves articulating complex systems in a simple, understandable manner.
CO3: MIS applications often involve communication between departments—understanding this supports effective cross-functional collaboration.
CO4: Knowledge of IT infrastructure supports better communication with technical teams and helps in conveying infrastructure needs or issues.
CO5: Understanding organizational information systems enables students to present and document system functionalities and workflows effectively.
CO6: Articulating the business value of information builds skills in persuasive and data-driven communication to influence managerial decisions.
CO7: Change management heavily relies on effective communication to reduce resistance and explain the need for transitions within organizations.

PO5: Analytical Reasoning Skills

CO1: Students learn to communicate how technology aids decision-making, enabling them to express technological strategies clearly to stakeholders.
CO2: Understanding and explaining IT applications in SCM and planning helps students improve their ability to present complex systems and processes.
CO3: MIS applications require cross-functional collaboration; students develop the skills to convey technical requirements across departments.
CO4: Assessing IT infrastructure components and their role in business success enhances logical thinking and comparative analysis skills.
CO5: Students develop analytical skills by studying different information systems and comparing their

effectiveness across business contexts.

CO6: Interpreting how data contributes to business value trains students in value-based reasoning and informed decision-making.

CO7: Understanding change management requires evaluating organizational needs, resistance factors, and strategic steps—promoting analytical insight.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Recognizing the use of technology in managerial decisions equips students with in-demand digital competencies, enhancing employability and innovative thinking.

CO2: Knowledge of IT applications in supply chain and resource planning promotes process innovation, which is valuable for both employment and entrepreneurship.

CO3: Conceptual understanding of MIS lays the foundation for designing tech-enabled business solutions, fostering entrepreneurial ideas and innovation.

CO4: Awareness of IT infrastructure helps students understand how to build and manage systems essential skills for both startups and employment in tech-driven roles.

CO5: Understanding various information systems provides tools for creating efficient, scalable business solutions, encouraging innovation and better job readiness.

CO6: Knowing the business value of information allows students to identify opportunities for innovation and value creation, a key entrepreneurial trait.

CO7: Learning change management prepares students to lead organizational transformation, an essential skill for innovative leaders and entrepreneurs.

PO7: Multidisciplinary Competence

CO1: Identifying the use of technology in managerial decision-making draws from both management and information technology disciplines, showcasing integration of knowledge.

CO2: Understanding the role of IT in supply chain and resource planning involves applying principles from operations, logistics, and IT, reflecting multidisciplinary learning.

CO3: Conceptual knowledge of MIS combines elements from computer science, business management, and decision sciences.

CO4: Gaining information about IT infrastructure bridges knowledge from organizational strategy and technical infrastructure design.

CO5: Learning about various information systems requires comprehension of both business processes and system architecture.

CO6: Understanding business value of information connects business analytics, data interpretation, and strategic management.

CO7: Applying change management within organizations includes insights from behavioral science, organizational development, and technology adoption theories.

PO8: Value Inculcation through Community Engagement

CO1: By identifying the use of technology in decision-making, students can help local businesses and communities adopt better practices, fostering inclusive development.

CO2: Understanding how IT can enhance supply chains and planning can support local entrepreneurs

and small-scale industries, contributing to community upliftment.

CO3: Conceptual knowledge of MIS can be applied to help NGOs or small enterprises streamline their operations and increase social impact.

CO4: Learning about IT infrastructure empowers students to assist underserved organizations in adopting affordable and efficient tech solutions.

CO5: Knowledge of various information systems enables students to promote transparency, accountability, and better governance in community-focused institutions.

CO6: Understanding the business value of information can be used to educate and support community ventures, enhancing sustainability and impact.

CO7: Change management skills help students lead community transformation initiatives by guiding stakeholders through technology-driven changes.

PO9: Traditional Knowledge into Modern Application

CO1: Identifying technology use in managerial decision-making enables students to blend traditional management practices with modern tools, ensuring culturally appropriate strategies.

CO2: Applying IT in supply chains offers opportunities to integrate traditional logistics and local sourcing methods with current technologies for better efficiency.

CO3: Conceptual knowledge of MIS helps in documenting and managing traditional knowledge systems digitally for future generations.

CO4: Learning about IT infrastructure can support the digital transformation of traditional businesses and crafts into scalable enterprises.

CO5: Awareness of various information systems allows students to tailor modern systems for preserving, sharing, and leveraging traditional knowledge.

CO6: Understanding the business value of information can promote traditional products or practices in new markets using data-driven strategies.

CO7: Change management knowledge equips students to facilitate the integration of modern tools in traditional setups while respecting cultural contexts.

PO10: Design and Development of System

CO1: Recognizing how technology aids managerial decision-making forms the basis for designing decision-support systems tailored to organizational needs.

CO2: Understanding IT applications in areas like supply chain and resource planning equips students to design efficient and integrated business systems.

CO3: Conceptual knowledge of MIS helps students in the development and customization of management systems that align with business goals.

CO4: Awareness of IT infrastructure allows students to design scalable and secure systems aligned with organizational IT architecture.

CO5: Learning about various information systems helps in selecting or designing suitable systems that

address specific functional requirements.

CO6: Grasping the business value of information fosters the design of systems that maximize data utility for strategic advantages.

CO7: Understanding change management enables students to develop adaptive systems that support smooth transitions during organizational change initiatives.

PO11: Ethical and Social Responsibility

CO1: Understanding how technology impacts managerial decisions helps students consider the ethical implications of automated decision-making and data use.

CO2: Learning about IT in supply chain and resource planning encourages ethical use of data and promotes transparency in global operations.

CO3: Conceptual knowledge of MIS equips students to design systems that uphold data privacy, security, and fair access to information.

CO4: Awareness of IT infrastructure brings attention to responsible usage, including energy efficiency, cybersecurity, and ethical procurement of technology.

CO5: Knowledge of information systems includes understanding their potential misuse and encourages ethical compliance, accuracy, and accountability in reporting.

CO6: Grasping the business value of information supports responsible and fair use of data analytics for sustainable and socially-conscious decision-making.

CO7: Learning about change management includes fostering ethical leadership, employee well-being, and inclusivity during organizational transformation.

PO12: Research-Related skills

CO1: Identifying the use of technology in decision-making lays a foundation for research into IT tools, data analytics, and decision support systems.

CO2: Understanding IT in supply chain and resource planning offers research opportunities in optimizing operations, logistics, and process improvements.

CO3: Conceptual knowledge of MIS application fosters inquiry into case studies, system implementation challenges, and organizational outcomes.

CO4: Studying IT infrastructure allows students to explore comparative research on technologies, costs, and performance in various business contexts.

CO5: Exploring different information systems encourages research into system design, user adoption, and enterprise solutions across industries.

CO6: Understanding business value of information enables critical analysis and research on ROI,

competitive advantage, and strategic IT alignment.

CO7: Learning change management principles encourages investigation into organizational behavior, transition strategies, and stakeholder impact.

PO13: Teamwork

CO1: Recognizing the role of technology in decision-making promotes collaborative discussions in team settings to select and implement appropriate tools.

CO2: Applying IT in areas like supply chain and resource planning typically involves cross-functional teams, fostering interdepartmental collaboration.

CO3: Understanding MIS concepts enables students to work in teams to analyze and improve system workflows and information sharing.

CO4: Studying IT infrastructure in business settings encourages collaborative learning and group evaluations of system performance and needs.

CO5: Evaluating various organizational information systems fosters peer discussions, collective analysis, and group presentations.

CO6: Analyzing the business value of information often requires joint efforts in interpreting data and drawing strategic insights.

CO7: Learning about change management emphasizes the importance of teamwork in managing transitions and engaging stakeholders collaboratively.

PO14: Area Specific Expertise

CO1: Understanding the use of technology in managerial decision-making equips students with specialized knowledge essential in modern management roles.

CO2: Gaining insights into IT applications in supply chain and resource planning builds focused expertise in operations and logistics management.

CO3: Mastering the concepts of MIS provides critical technical knowledge essential for careers in business analysis, systems management, and IT consulting.

CO4: Learning about IT infrastructure prepares students to contribute to the planning and maintenance of systems tailored to business needs.

CO5: Awareness of organizational information systems fosters deep understanding of how technology supports specific business functions.

CO6: Understanding the business value of information allows students to specialize in strategic data-driven decision-making roles.

CO7: Knowledge of change management processes gives students domain-specific capabilities to lead organizational transformation initiatives.