



**Anekant Education Society's**

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

**BACHLOR OF BUSINESS ADMINISTRATION  
DEGREE**

**FYBBA- SEM -I & SEM-II**

**Framed as per AICTE (NEP 2020)**

**2024 PATTERN**

**SYLLABUS**

**Applicable with effect from 2024-25**

## **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 endeavour. 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.

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**Tuljaram Chaturchand College of Arts, Science and Commerce,  
Baramati. [Autonomous]**

**COURSE STRUCTURE FOR BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.)**

**1. Title of the Degree:**

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

**2. Program Objectives:**

1. To provide knowledge regarding the basic concepts, principles and functions of management.
2. To develop business and entrepreneurial aptitude among the students.
3. To provide knowledge and requisite skills in different areas 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 global view of the industrial and organizational establishments and their functions for taking viable decisions in international business setting
6. To train the students in communication skills effectively
7. To develop appropriate skills in the students so as to make them competent and provide 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 12th Std. Examination (H.S.C. 10+2) along with MAH BBA CET from any stream with English as passing subject and has secured 45% marks at 12<sup>th</sup> Std.

2. Two years Diploma in Pharmacy after H.S.C., Board 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

### **1. Medium of Instruction:**

Medium of instruction shall be in English only.

### **2. Program 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 environmental 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

### 3. Credit Distribution Structure for B.B.A

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 Elective	VSC	FP/CE									
III	8 (T)	2 (T)	2 (T)	2 [FP]	2 (T)	--	2(T)	--	2(T)	2	--	--	22
IV	8 (T)	2 (T)	2 (T)	2 [CEP]	2 (T)	--	2(T)	2 (T)	---	2	--	--	22
	Major Mandatory												
SEM	Major Mandatory1 [Comp]	Major Mandatory 2 Elective	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												
SEM	Major Mandatory1 [Comp]	Major Mandatory 2 [ Elective]	VSC	Project									
VII	6(T)	8(T)	--	4(RP)	4(RM)(T)	--	--	--	--	--	--	--	22
VIII	6 (T)	8(T)	--	4(RP)	4 (T)	--	--	--	--	--	--	--	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

**FYBBA Semester I**

<b>Course Type</b>	<b>Course</b>	<b>Paper Code – Paper Title</b>	<b>Credits</b>
Major Mandatory	MajorMandatory1 General	BBA-101-GEN Principles of Marketing.	4
	Major Mandatory 2 General	BBA-102-GEN Principles of Human Resource Management	4
	Major Mandatory 3General	BBA-103 -GEN Business Accounting	4
Open Elective (OE)	Open Elective 1	BCA -104-OE Fundamentals of Data Science.	2
Skill Enhancement Course (SEC)	Skill Enhancement Course (SEC)	BBA -105- SEC Principles of Management	2
Ability Enhancement Course (AEC)	Ability Enhancement Course (AEC)	BBA -106- AEC Business Communication skills –I	2
Value Education Course (VEC)	Value Education Course (VEC)	ENV – 107- VEC Environmental Awareness	2
Indian Knowledge System (IKS)	Indian Knowledge System (IKS)	GEN – 106- IKS Generic IKS	2
		<b>Total</b>	<b>22</b>



**FY BBA Semester II**

<b>Course Type</b>	<b>Course</b>	<b>Paper Title</b>	<b>Credits</b>
Major Mandatory	Major Mandatory 4	BBA-151-GEN Consumer Behavior and Sales Management	4
	Major Mandatory 5	BBA-152-GEN Organizational Behavior	4
	Major Mandatory 6	BBA-153-GEN Principles of Finance	4
Open Elective (OE)	Open Elective2	BCA-154-OE Database Management System	2
Skill Enhancement Course (SEC)	Skill Enhancement Course (SEC)	BBA-155-SEC AI and ML for Business	2
Ability Enhancement Course (AEC)	Ability Enhancement Course (AEC)	BBA-156-AEC Business Economics [ Micro]	2
Value Education Course (VEC)	Value Education Course (VEC)	BBA-157- VEC Digital Technological Solutions.	2
		CC- PHY-Physical Education	2
		<b>Total</b>	<b>22</b>

## **SYLLABUS FOR F. Y. B.B.A**

**(w. e. from November, 2024)**

**Name of the Programme: B.B.A.**

**Program Code: BBA**

**Class: F.Y.B.B.A**

**Semester: I**

**Course Type: General (GEN)**

**Course Name: Principles of Marketing**

**Course Code: BBA-101-GEN**

**No. of Lectures: 48**

**No. of Credits: 4**

### **Course Description:**

A Principles of Marketing course typically introduces students to the foundational concepts, strategies, and practices involved in marketing. It covers the key aspects of how businesses create, communicate, deliver, and exchange value with customers. Students will explore the core concepts, frameworks, and strategies used by organizations to understand consumer needs, build brand awareness, and drive customer engagement. Topics covered will include the marketing mix (product, price, place, and promotion), market research, consumer behaviour, segmentation, targeting, positioning, and digital marketing.

### **A) Course Objective:**

- 1.To understand fundamental marketing concepts, objectives, and functions.
- 2.To explore core marketing concepts, including customer needs, satisfaction, and loyalty.
- 3.To examine key customer markets, marketplaces, and marketing orientations.
- 4.To analyze the interlinkage of marketing functions with organizational operations.
- 5.To study various marketing approaches and their application in dynamic environments.
- 6.To evaluate the impact of macro and micro environmental factors on marketing strategies.
- 7.To identify challenges and opportunities for marketing managers in international markets.

## **B) Course Outcome**

**CO1:** Express themselves effectively in routine and special real business interactions and principles of management.

**CO2:** Demonstrate appropriate use of administration, management.

**CO3:** Ability to organize various programs, meetings and events.

**CO4:** Apprise the pros and cons of major managerial functions.

**CO5:** Create and deliver effectiveness of quality management.

**CO6:** Develop Leadership Skills for Effective Team Management.

**CO7:** Apply Strategic Planning and Decision-Making Techniques.

## **Course Content:**

### **Unit-1: Concepts and functions of marketing.**

- 1.1: Marketing concepts, its objectives, importance and functions of marketing.
- 1.2: Core Concepts of Marketing- Need, want, Demand, Customer Value, Exchange, Customer Satisfaction, Customer Delight, Customer Loyalties.
- 1.3: Concept of Marketers and Prospects, Key Customer Markets, Marketplaces, Market spaces, Meta Markets.
- 1.4: Linkage of Marketing functions with all functions in the organization. Company orientation towards market place- Production, Product, Marketing, Selling, Holistic Marketing Orientation
- 1.5: Various Approaches of marketing
- 1.6: Challenges and opportunity of marketing manager in international market.

### **Unit-2: Marketing Environment**

- 2.1: Concept of Environment–Macro and Micro environment– Components and Characteristics, Needs, wants and demands.
- 2.2: Trends and Major Forces Impacting on Micro and Macro Environment
- 2.3: Need for analyzing Marketing Environment.
- 2.4: Analyzing the Demographic, Economic, Socio-cultural, Natural, Technological and Political-Legal Environment.

## **REFERENCE BOOKS**

- 1 Marketing and Salesmanship Dr. M. P. Waghmare Prashant Publication Mumbai.
- 2 Marketing Management Philip Kotler & Kevenlane Keller Pearson India South Asia.
- 3 Marketing Management V.S. Ramaswamy, S. Namakumari Macmillan New Delhi.

Choice Based Credit System Syllabus (2024 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** FYBBA (Sem –I)

**Subject:** Principles of Marketing

**Course:** Principles of Marketing

**Course Code:** BBA-101-GEN

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

Course Outcomes	Programme Outcomes (POs)														
	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO1 1	PO1 2	PO1 3	PO1 4	PO1 5
CO1	3	3	3	3	3	3	1	2	1	2	3	2	3	2	2
CO2	3	3	2	3	3	3	1	2	1	2	3	2	3	3	2
CO3	2	3	2	3	3	2	2	3	1	2	3	2	3	2	2
CO4	3	2	3	3	3	3	2	2	1	2	3	2	3	3	2
CO5	3	3	3	3	3	3	2	2	1	3	3	2	3	3	2
CO6	2	3	3	3	3	3	2	2	1	2	3	2	3	3	2
CO7	3	3	3	3	3	3	3	2	1	3	3	3	3	3	3

**Justification for the mapping**

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

**CO1:** Effective expression in business interactions reflects a fundamental understanding of management principles.

**CO2:** Demonstrating administration and management shows a coherent understanding of the theoretical frameworks behind these practices.

**CO3:** Organizing events requires some fundamental knowledge but may not necessitate deep understanding of theoretical principles.

**CO4:** Understanding pros and cons directly relates to fundamental knowledge of managerial functions.

**CO5:** The creation and delivery of quality management initiatives require a solid understanding of fundamental concepts.

**CO6:** Leadership skills development is rooted in fundamental knowledge but involves practical applications as well.

**CO7:** Strategic planning relies heavily on a solid understanding of management principles.

## **PO2: Procedural Knowledge for Skill Enhancement**

**CO1 :** Expressing oneself effectively also demonstrates procedural knowledge in communication practices.

**CO2:** Appropriate use of management practices shows skill enhancement through procedural knowledge.

**CO3:** Organizing programs involves procedural knowledge and the application of relevant skills.

**CO4:** Discussing managerial functions involves procedural knowledge but is primarily informative.

**CO5:** Quality management effectiveness involves procedural knowledge for implementation.

**CO6:** Developing leadership skills is closely tied to procedural knowledge in team management.

**CO7 :** Strategic planning and decision-making are procedural skills necessary for effective management.

## **PO3: Critical Thinking and Problem-Solving Skills:**

**CO1:** Effective expression implies critical thinking in communicating concepts and ideas.

**CO2:** While understanding management is important, applying critical thinking may vary by context.

**CO3:** Organizing requires some problem-solving but isn't overly reliant on critical thinking.

**CO4:** Evaluating major managerial functions involves critical thinking to assess their effectiveness.

**CO5:** Creating effective quality management solutions requires strong critical thinking and analysis.

**CO6:** Leadership skill development involves critical decision-making and problem-solving.

**CO7:** Strategic planning demands high levels of critical thinking and problem-solving abilities.

**PO4: Professional Communication Skills:**

**CO1:** Effective expression is a core component of professional communication skills.

**CO2:** Appropriate use of management requires clear communication of ideas and practices.

**CO3:** Organizing meetings hinges on effective communication skills.

**CO4:** Discussing managerial functions necessitates the ability to communicate clearly.

**CO5:** Communicating quality management details effectively is crucial for success.

**CO6:** Leadership and management is fundamentally rooted in communication skills.

**CO7:** Strategic planning involves articulating ideas and decisions effectively, which is central to professional communication.

**PO5: Analytical Reasoning Skills**

**CO1:** Expressing oneself effectively involves analytical reasoning to convey ideas logically.

**CO2:** Using administration adeptly requires analytical skills to assess conditions and needs.

**CO3:** Organizing events involves analysing needs and resources, indicating strong analytical reasoning.

- CO4:** Evaluating managerial functions requires analysis of their outcomes.
- CO5:** Effectiveness in quality management hinges on the ability to analyze processes and outcomes.
- CO6:** Leadership skills require analytical reasoning to manage team dynamics effectively.
- CO7:** Strategic planning requires thorough analytical reasoning and assessment of options.

#### **PO6: Innovation, Employability and Entrepreneurial Skills**

- CO1:** Effective communication opens pathways for innovation and entrepreneurial endeavours.
- CO2:** Mastery of management practices is essential for enhancing employability and entrepreneurial skills.
- CO3:** While organizing can foster entrepreneurial skills, it is more focused on practical execution.
- CO4:** Understanding the pros and cons of management is critical for both innovation and effective decision-making in entrepreneurial contexts.
- CO5:** Quality management initiatives often require innovative solutions to remain competitive.
- CO6:** Leadership is a key driver of innovation and is essential for fostering an entrepreneurial spirit.
- CO7:** Strategic planning is crucial for innovation and enhancing employability in a competitive job market.

#### **PO7: Multidisciplinary Competence**

- CO1:** Effective expression can be useful across disciplines but doesn't primarily address multidisciplinary competence.
- CO2:** Administration and management knowledge can be sector-specific rather than multidisciplinary.
- CO3:** Organizing events may sometimes involve multiple areas but tends to be

more focused.

**CO4:** Analysing managerial functions can touch on multiple areas but is not inherently multidisciplinary.

**CO5:** Quality management can have multidisciplinary implications but is primarily focused on management.

**CO6:** Leadership can be seen in multiple contexts, but direct application is often specific.

**CO7:** Strategic planning inherently requires a multidisciplinary approach to effectively integrate various aspects.

### **PO8: Value Inculcation through Community Engagement**

**CO1:** Professional interactions can involve community engagement but are not entirely focused on it.

**CO2:** Administration and management could integrate community aspects but aren't primarily community-focused.

**CO3:** Organizing community programs is a direct application of community engagement.

**CO4:** Understanding managerial functions can have community implications but isn't solely based on them.

**CO5:** Quality management can indirectly benefit communities but is less about Engagement directly.

**CO6:** Leadership can influence community engagement but is primarily focused on team management.

**CO7:** Strategic planning may involve community considerations but is often broader than community engagement alone.

### **PO9: Traditional Knowledge into Modern Application**

**CO1:** This PO is focused on bridging traditional knowledge, which does not align with effective expression alone.



**CO2:** Similar to CO1, this does not leverage traditional knowledge meaningfully in management.

**CO3:** Organizing events related to traditional knowledge is not explicitly addressed by this.

**CO4:** Analyzing managerial functions does not incorporate traditional knowledge at all.

**CO5:** Quality management does not inherently involve traditional knowledge integration.

**CO6:** Leadership in the context of traditional knowledge isn't represented here.

**CO7:** Strategic planning is not specified to tie in traditional knowledge area.

#### **PO10: Design and Development of System**

**CO1:** Effective expression in design and development can be inferred but isn't a direct match.

**CO2:** Administration in development processes can relate to system design, though more generally.

**CO3:** Organizing events might touch on design elements but is not specifically about development systems.

**CO4:** Understanding functions can relate but isn't specific to design and development.

**CO5:** Quality management often involves elements of design for improved systems.

**CO6:** Leadership roles can integrate design aspects, especially for development teams.

**CO7:** Strategic planning is crucial in design and development of systems to ensure alignment with goals.

#### **PO11: Ethical and Social Responsibility**

**CO1:** Effective communication is foundational for discussing ethical and social

responsibilities.

**CO2:** Administration and management practices should be aligned with ethical and social norms.

**CO3:** An organized events approach often centers on ethical considerations in community engagement.

**CO4:** Analyzing managerial functions necessitates addressing ethical implications.

**CO5:** Creating quality management practices must consider ethical responsibilities.

**CO6:** Leadership must embody ethical principles in guiding teams and organizations.

**CO7:** Strategic decision-making often entails ethical considerations directly related to social responsibility.

**PO12: Research-Related skills:**

**CO1:** Expressing oneself effectively can relate to conducting research but is not specific.

**CO2:** A strong management foundation is important but doesn't directly imply research skills.

**CO3:** Organizing events can involve research-related skills but is not focused primarily on that aspect.

**CO4:** Understanding managerial functions can incorporate research but is not specifically targeted.

**CO5:** Quality management can benefit from research but does not explicitly necessitate it.

**CO6:** Leadership may involve overseeing research efforts but is not primarily about research skills.

**CO7:** Strategic planning and decision-making are heavily reliant on research methodologies and data analysis.

**PO13: Teamwork**

**CO1:** Team interactions require effective expression for successful teamwork.

**CO2:** Management practices in team contexts are essential for effective

collaboration.

**CO3:** Organizing team events or meetings is a direct application of teamwork skills.

**CO4:** Evaluating functions within a team context requires strong teamwork and cooperative engagement.

**CO5:** Quality management is often a shared team responsibility, emphasizing collaboration.

**CO6:** Leading teams inherently involves continuous teamwork dynamics.

**CO7:** Strategic planning often has to consider the capabilities of team members and collaborative inputs.

**PO14: Area Specific Expertise:**

**CO1:** Effective communication is essential but does not directly equal area-specific expertise.

**CO2:** Administration and management knowledge provides a foundation for specific professional expertise.

**CO3:** Organizing events may not be tightly tied to area-specific expertise unless very specialized.

**CO4:** Understanding functions is necessary for expertise in a specific field.

**CO5:** Effective quality management requires deep knowledge of the specific area involved.

**CO6:** Leadership tied to area-specific expertise enhances decision-making capabilities.

**CO7:** Strategic planning within a specific domain requires expertise to guide the direction.

**PO15: Environmental Awareness**

**CO1:** Expressing ideas in business does touch on environmental concerns but isn't focused on it directly.

**CO2:** Effective administration includes environmental considerations, but is not the Sole focus.

**CO3:** Organizing programs regarding the environment is relevant but is not solely about this skill.

**CO4:** Understanding major functions may have environmental implications but lacks specificity.

**CO5:** Quality management can often incorporate environmental aspects but is not explicitly tied.

**CO6:** Leadership can certainly impact environmental awareness but is broader than that alone.

**CO7:** Strategic planning often necessitates environmental considerations as part of the decision-making process.

**SYLLABUS FOR F. Y. B.B.A**  
**(w. e. from November, 2024)**

**Name of the Programme: B.B.A.**  
**Program Code: BBA**  
**Class: F.Y.B.B.A**  
**Semester: I**  
**Course Type: General (GEN)**  
**Course Name: Principles of Human Resource Management**  
**Course Code: BBA-102-GEN**  
**No. of Lectures: 48**  
**No. of Credits: 4**

**Course Description:**

This course provides an introduction to the fundamental concepts, practices, and strategies of Human Resource Management (HRM). It focuses on the critical role of HR in organizations, particularly in fostering a productive, ethical, and inclusive workplace. Students will explore the core functions of HRM, including recruitment and selection, training and development, performance management, compensation and benefits, labor relations, and legal aspects of employment.

**A). Course Objective:**

1. To cultivate right approach towards human resource, and their role in business.
2. To develop right understanding regarding various sources of acquiring human Resources and their role and utility in business.
3. To develop basic skills of human resource management.
4. To understand basics of recent concepts in HRM.
5. To basic business operations in HRM department.
6. To study recruitment and selection processes, ensuring the best candidates are chosen for organizational roles.
7. To introduce methods for evaluating employee performance.

## **B). Course outcomes:**

**CO1.** Remembering traditional, modern, role of HR manager.

**CO2.** Understand the sources of acquiring human resources.

**CO3.** Identify the skills of HR Manager.

**CO4.** Analyzing the difference between Personnel and HRM.

**CO5.** Evaluate career planning process.

**CO6.** Assess the impact of HR policies on organizational culture and employee behavior.

**CO7.** Analyze the importance of recruitment and selection processes in aligning talent with organizational goals.

## **Course Content:**

### **Unit 1 - Introduction to HRM**

1.1: Introduction to HRM- Meaning, Definition, Features, Scope, Objectives, Importance.

1.2: Principles of HRM, Evolution of HRM.

1.3: Functions of HRM, Challenges of HRM.

1.4: Role of HR Manager, Difference between HRM & Personnel Management.

### **Unit 2 - Job Analysis**

2.1: Meaning, Definition, Objectives, Benefits, Methods,

2.2: Job Analysis Components- Job Description, Job Specification, Job Evaluation

2.3: Human Resource Planning (HRP)- Meaning, Definition, Objectives, Process, Factors Influencing the Estimation of Human Resource in Organization,

2.4: Advantages & Limitations/Barriers of HRP. Caselets on Job Analysis & Human Resource Planning

## **REFERENCE BOOKS**

<b>SR.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR/S</b>	<b>PUBLICATIONS</b>	<b>PLACE</b>
1	Human Resource and Organizational Behaviour	Dr. M. P. Waghmare	Thakur Publication	Pune
2	Human Resource Management	L. M. Prasad	Sultan Chand & Company Ltd.	New Delhi
3	Human Resource Management	K. Ashwathappa	Tata McGraw Hill	New Delhi

Choice Based Credit System Syllabus (2024 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** FYBBA (Sem -I)      **Subject:** Principles of Human Resource Management

**Course:** Principles of Human Resource Management      **Course Code:** BBA-102-GEN

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

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

**Justification for the mapping**

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

**CO1:** Understanding the role of an HR manager requires a strong foundation in fundamental concepts.

**CO4:** A foundational understanding of both concepts is necessary for this analysis.

**PO3: Critical Thinking and Problem-Solving Skills:**

**CO4:** Analyzing differences requires critical thinking and evaluation of HRM concepts.

**PO4: Professional Communication Skills:**

**CO3:** HR managers need strong communication skills, moderately linking to this PO.

**PO5: Analytical Reasoning Skills**

**CO2:** Understanding various sources involves analysis and evaluation of available human resources.

**CO6:** This CO necessitates analyzing policies and their implications, which requires strong analytical skills.

**PO6: Innovation, Employability and Entrepreneurial Skills**

**CO2:** Recognizing sources of human resources can facilitate innovative practices in hiring and management, moderately linking to entrepreneurial skills.

**CO5:** Understanding career planning can improve employability and innovation in career development approaches.

**CO7:** Effective recruitment processes innovate and enhance organizational talent, closely aligning with this PO.

**PO7: Multidisciplinary Competence**

**CO7:** Recruitment and selection involve various disciplines, including psychology, sociology, and management, necessitating multidisciplinary competence.

**PO9: Traditional Knowledge into Modern Application**

**CO1:** This CO directly involves understanding traditional concepts and their modern applications, perfectly aligning with the PO.

**PO11: Ethical and Social Responsibility**

**CO6:** HR policies profoundly affect organizational ethics and social behavior, strongly tying to this PO

**PO12: Research-Related skills**

**CO5:** Evaluating the career planning process requires research and analysis, linking strongly with this PO.

**PO14: Area Specific Expertise**

**CO3:** Identifying HR manager skills directly pertains to specialized knowledge in the HR field.



**SYLLABUS FOR F. Y. B.B.A**  
**(w. e. from November, 2024)**

**Name of the Programme: B.B.A.**

**Program Code: BBA**

**Class: F.Y.B.B.A**

**Semester: I**

**Course Type: General (GEN)**

**Course Name: Business Accounting**

**Course Code: BBA- 103-GEN**

**No. of Lectures: 48**

**No. of Credits: 4**

**Course Description:**

This course intends to introduce basic accounting principles and practices. The students will have knowledge about the fundamental accounting processes such as journalizing, ledger posting, preparation of trial balance and final accounts in sole trading and company form of business. It also deals with providing an overview of accounting standards on sustainability accounting as value creation for business.

**A) Course Objectives:**

1. Understand the fundamental concepts and need for accounting, accounting systems, and accounting information systems.
2. Identify the key stakeholders using accounting information and recognize the qualitative aspects of financial accounting.
3. Familiarize with Indian and International accounting standards, branches of accounting, and accounting conventions.
4. Gain knowledge of recording transactions, journal entries, trial balance preparation, and error correction.
5. Develop skills for preparing final accounts, including Trading, Profit & Loss accounts, and Balance Sheets for sole trading concerns.
6. Learn the preparation of company final accounts and financial statements as per the Companies Act 2013.
7. Explore green accounting, sustainability reporting, and International Financial Reporting Standards (IFRS) for financial sustainability disclosures.

**B) Course Outcomes:**

**CO1:** Understand the meaning and need for accounting systems and processes, including financial and management accounting.

- CO2:** Analyze the importance of accounting information for stakeholders and its role in business decision-making.
- CO3:** Explain the accounting standards in India and internationally, along with branches of accounting and accounting conventions.
- CO4:** Demonstrate the ability to record financial transactions in journals and ledgers, and prepare trial balances.
- CO5:** Develop skills in preparing final accounts, including Trading, Profit & Loss accounts, and Balance Sheets for sole trading concerns.
- CO6:** Analyze the preparation of financial statements for companies in accordance with the Companies Act, 2013, and IFRS standards.
- CO7:** Assess the importance of Green Accounting and Sustainability Reporting to improve business value and financial sustainability.

## **Course Contents**

### **Unit– I: Introduction to Accounting, Accounting system and process**

- 1.1. Meaning
- 1.2. Need for accounting and accounting information system
- 1.3. Stakeholder using accounting information
- 1.4. Qualitative aspects of financial accounting
- 1.5. Accounting standards in India and International (outline)
- 1.6. Branches of Accounting
- 1.7. Types of Business Organizations
- 1.8. Accounting taxonomy
- 1.9. Accounting concepts and conventions
- 1.10. Accounting concept of income and expenditure
- 1.11. Classification of capital and revenue- expenditure and income
- 1.12. Accounting equation of assets equals capital and liabilities,
- 1.13. Accounting process
- 1.14. Contingent assets and liabilities
- 1.15. Fictitious assets.

### **Unit – II: Recording transactions and Trial balance**

- 2.1. Transactions -nature
- 2.2. Entry in Journal
- 2.3. Purchases
- 2.4. Sales
- 2.5. Returns
- 2.6. Receivables and Payables
- 2.7. Inventory
- 2.8. Depreciation and Amortizations
- 2.9. Reserves
- 2.10. Intangible assets accounting
- 2.11. GST transactions
- 2.12. Entry in Ledger
- 2.13. Accounting accuracy through Trial balance
- 2.14. Correction of errors.

### **Unit – III: Final Accounts**

- 3.1. Preparation of Trading and Profit and Loss account,
- 3.2. Cash books and Balance Sheet of sole trading concerns
- 3.3. Importance of disclosures in final accounts

## **Unit - IV: Company Final Accounts**

- 4.1. Introduction to company – kinds, share capital, issue of shares
- 4.2. Schedules to accounts
- 4.3. Financial statements as per Companies Act- 2013
- 4.4. Provisions as to Preparation of Financial Statements
- 4.5. Preparation of Income statement and Balance sheet (horizontal and Vertical).
- 4.6. Green Accounting and Sustainable Reporting- Need and objectives
- 4.7. Sustainability reporting need and methods, data collection, analysis for sustainable reporting to improve value of business
- 4.8. IFRS Financial sustainability disclosure standards.

### **Text Books (Latest Editions):**

1. Jain S.P., & Narang K L. Basic Financial Accounting I, New Delhi, Kalyani publishers.
2. Kimmel, Financial accounting, Wiley Publications
3. Gupta, A. Financial Accounting for Management: An Analytical Perspective, Noida, Pearson Education.
4. S.N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi.
5. Ashish k Bhattacharya, Essentials of financial accounting for Business Managers, Six, PHL learning.
6. Accounting for sustainability: [www.ifac.org](http://www.ifac.org)
7. Peter Bartelmus, E K Seifert, Green Accounting, London, Routledge Publications
8. IFRS sustainability standards: [www.ifrs.org](http://www.ifrs.org)

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

**Class:** FYBBA (Sem –I)  
**Course:** Business Accounting

**Subject:** Business Accounting  
**Course Code:** BBA-103-GEN

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

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

**Justification**

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

- CO1:** Understanding the basic concepts and definitions of banking directly contributes to foundational knowledge and coherent understanding by establishing the groundwork for more advanced topics.
- CO2:** Insights into the evolution of the banking system in India provide historical context, deepening understanding and helping connect basic concepts to their practical and historical roots.
- CO3:** Identifying the structure and functioning of the Indian banking system reinforces a clear understanding of how banking institutions operate within the financial ecosystem.
- CO4:** Differentiating between the primary and secondary functions of banks enhances clarity and comprehension of core banking operations and their applications.
- CO5:** Understanding the regulatory frameworks of RBI, IRDA, and SEBI develops coherent knowledge about governing institutions and their influence on banking practices.
- CO6:** Gaining knowledge about credit control measures and regulatory powers enhances an integrated understanding of the mechanisms that ensure financial stability.
- CO7:** Appreciating the importance of technology in banking connects fundamental knowledge to modern applications, enabling learners to adapt foundational concepts to technological advancements.

## **PO2: Procedural Knowledge for Skill Enhancement**

- CO1:** Understanding the basic concepts and definitions of banking equips students with procedural knowledge to analyze and apply these concepts in real-world banking scenarios.
- CO2:** Insights into the evolution of the banking system in India enhance procedural skills by illustrating how historical developments influence current practices.
- CO3:** Identifying the structure and functioning of the Indian banking system enables learners to understand and navigate the operational framework of banks effectively.
- CO4:** Differentiating between the primary and secondary functions of banks develops analytical skills necessary for categorizing and implementing banking operations.
- CO5:** Understanding the regulatory framework of RBI, IRDA, and SEBI sharpens procedural knowledge related to compliance and governance in financial institutions.
- CO6:** Knowledge of credit control measures and regulatory powers enhances the ability to apply these controls in maintaining economic stability.
- CO7:** Appreciating the importance of technology in banking fosters skill enhancement by introducing procedural methods for utilizing technology in modern banking practices.

## **PO3: Critical Thinking and Problem-Solving Skills**

- CO1:** Understanding the basic concepts and definitions of banking lays the groundwork for critical analysis of financial systems and their impact on the economy.
- CO2:** Gaining insights into the evolution of the banking system fosters critical thinking by encouraging learners to evaluate historical developments and their influence on modern practices.
- CO3:** Identifying the structure and functioning of the Indian banking system develops problem-solving skills by enabling students to analyze operational challenges and propose solutions.
- CO4:** Differentiating between the primary and secondary functions of banks encourages critical evaluation of their roles, helping learners address operational inefficiencies and optimize functions.
- CO5:** Understanding the regulatory framework of RBI, IRDA, and SEBI sharpens problem-solving abilities by equipping learners to assess and respond to compliance and governance issues.
- CO6:** Knowledge about various credit control measures and regulatory powers enhances the ability to devise strategies for economic stability and address financial challenges.

## **PO4: Professional Communication Skills**

- CO1:** Understanding the basic concepts and definitions of banking enables learners to articulate foundational ideas clearly and effectively in professional and academic

settings.

**CO2:** Gaining insights into the evolution of the banking system enhances communication by equipping students to explain historical trends and their relevance to contemporary banking practices.

**CO3:** Identifying the structure and functioning of the Indian banking system fosters the ability to present detailed and accurate information about banking operations to stakeholders.

**CO4:** Differentiating between the primary and secondary functions of banks helps learners develop concise and logical explanations of banking activities, improving clarity in communication.

**CO5:** Understanding the regulatory framework of RBI, IRDA, and SEBI improves professional communication by enabling learners to discuss and interpret regulatory guidelines effectively.

**CO6:** Gaining knowledge about various credit control measures and regulatory powers prepares students to communicate complex regulatory policies in a simplified manner to diverse audiences.

#### **PO5: Analytical Reasoning Skills**

**CO1:** Understanding the basic concepts and definitions of banking develops analytical reasoning by enabling learners to dissect fundamental ideas and assess their significance in the financial sector.

**CO2:** Insights into the evolution of the banking system in India enhance the ability to evaluate historical developments and their impact on modern banking practices.

**CO3:** Identifying the structure and functioning of the Indian banking system cultivates analytical skills by helping learners assess the efficiency and effectiveness of different banking operations.

**CO4:** Differentiating between the primary and secondary functions of banks sharpens reasoning by requiring learners to analyze and categorize banking services.

**CO5:** Understanding the regulatory framework of RBI, IRDA, and SEBI enhances the ability to critically evaluate compliance and governance issues in the financial industry.

**CO6:** Knowledge about various credit control measures and regulatory powers strengthens analytical reasoning by equipping learners to assess their effectiveness in maintaining economic stability.

## **PO6: Innovation, Employability, and Entrepreneurial Skills**

- CO1:** Understanding the basic concepts and definitions of banking helps students develop a foundational knowledge of financial systems, making them more employable in banking and finance sectors and encouraging innovative thinking in financial services.
- CO2:** Gaining insights into the evolution of the banking system encourages innovative thinking by allowing students to recognize emerging trends, fostering an entrepreneurial mindset to create new banking solutions or services.
- CO3:** Identifying the structure and functioning of the Indian banking system provides the practical knowledge needed for job readiness in the financial sector and encourages the development of innovative ideas for improving banking operations.
- CO4:** Differentiating between the primary and secondary functions of banks enhances employability by equipping students with the ability to understand and contribute to the various operational aspects of the banking sector, while also promoting entrepreneurial thinking for potential innovations.
- CO5:** Understanding the regulatory framework of RBI, IRDA, and SEBI provides crucial knowledge of compliance, enhancing employability by preparing students for roles in regulatory bodies or financial institutions and fostering innovation within legal boundaries.
- CO6:** Knowledge about various credit control measures and regulatory powers enhances students' ability to think entrepreneurially by identifying gaps in the market and developing innovative financial products or services to address those needs.

## **PO7: Multidisciplinary Competence**

- CO1:** Understanding the basic concepts and definitions of banking fosters a multidisciplinary approach, integrating knowledge from economics, finance, and law to build a solid foundation for further learning in banking.
- CO2:** Gaining insights into the evolution of the banking system in India involves analyzing historical, social, and economic factors, broadening the learner's perspective and connecting banking with other disciplines like history and economics.
- CO3:** Identifying the structure and functioning of the Indian banking system encourages students to explore and connect concepts across finance, business operations, economics, and public policy.
- CO4:** Differentiating between the primary and secondary functions of banks requires



integrating knowledge of financial management, economics, and operational strategy, enhancing a multidisciplinary outlook.

**CO5:** Understanding the regulatory framework of RBI, IRDA, and SEBI highlights the intersection of law, governance, and financial systems, promoting interdisciplinary knowledge.

**CO6:** Knowledge about various credit control measures and regulatory powers involves understanding the impact of economic policies, regulatory mechanisms, and their interaction with the banking sector, demonstrating the multidimensional nature of banking practices.

#### **PO8: Value Inculcation through Community Engagement**

**CO1 & CO2:** Understanding accounting systems and their importance to stakeholders fosters accountability and transparency, crucial for ethical decision-making and community trust.

**CO3:** Knowledge of Indian and international accounting standards inculcates a sense of global ethical practices, ensuring fairness and consistency in financial reporting.

**CO4 & CO5:** Skills in maintaining accurate financial records and preparing final accounts instill integrity and accountability, promoting ethical business practices that benefit society.

**CO6:** Preparing financial statements per the Companies Act and IFRS encourages compliance with legal and ethical norms, demonstrating responsibility toward stakeholders and the broader community.

**CO7:** The inclusion of **Green Accounting** and **Sustainability Reporting** directly supports value inculcation by emphasizing environmental responsibility and the long-term benefits of sustainable practices for society and businesses alike. By embedding these values, students are prepared to engage with their communities ethically and contribute positively to sustainable development.

#### **PO9: Traditional Knowledge into Modern Application**

**CO1: Understand the meaning and need for accounting systems and processes**

Traditional accounting systems have evolved over time, with ancient methods of recording financial transactions in different cultures. By understanding these practices, students can appreciate the origins and the foundational principles of modern accounting systems, which have been enhanced by advancements in technology and processes. Modern accounting applications, such as digital accounting and automation, build on these traditional methods.

**CO2: Analyze the importance of accounting information for stakeholders and its Role in business decision-making**

Traditional knowledge includes the basic principles of record-keeping, integrity, and transparency, which are essential for stakeholders' decision-making. Integrating these time-tested principles with modern accounting systems ensures that businesses provide accurate, reliable, and relevant information to stakeholders, enabling informed decision-making. Modern applications, such as real-time financial data analytics, enhance the traditional decision-making process by using sophisticated software tools.

**CO3: Explain the accounting standards in India and internationally, along with branches of accounting and accounting conventions**

Accounting standards, both domestic (like Indian GAAP) and international (such as IFRS), have evolved from traditional methods of accounting practices. Students can appreciate how these standards are rooted in traditional knowledge but are modernized to reflect the complexity of global economies. Understanding these transitions from traditional accounting systems to modern frameworks can help students see how accounting has adapted to global needs while respecting historical practices.

**CO4: Demonstrate the ability to record financial transactions in journals and ledgers**

The method of recording financial transactions in journals and ledgers is a traditional practice that remains essential in modern accounting, despite the automation of much of the process. By using digital tools, students can apply traditional accounting skills in a modern context, streamlining workflows and reducing errors. This bridging of traditional and modern methods enhances efficiency and accuracy.

**CO5: Develop skills in preparing final accounts, including Trading, Profit & Loss accounts, and Balance Sheets**

The preparation of final accounts is rooted in traditional accounting methods. By incorporating modern tools such as accounting software and financial modeling, students can develop the ability to create accurate financial statements while maintaining the integrity and structure of traditional financial accounting. This integration allows students to work efficiently while preserving traditional accounting principles.

**CO6: Analyze the preparation of financial statements for companies in accordance with the Companies Act, 2013, and IFRS standards**

While the framework for financial reporting under the Companies Act, 2013, and IFRS is modern, it builds on traditional knowledge of financial reporting

practices. By understanding how these standards developed from past accounting practices, students can better appreciate the need for regulation and consistency in financial reporting. This allows for the blending of traditional ethical standards with modern regulatory frameworks, ensuring transparency and accountability.

**CO7: Assess the importance of Green Accounting and Sustainability Reporting**

Green Accounting, an emerging field, integrates traditional knowledge of environmental stewardship with modern financial reporting techniques to promote sustainability. Traditional knowledge, such as practices in natural resource management, can inform the development of sustainable accounting practices. Modern sustainability reporting standards, which reflect contemporary environmental concerns, can be enhanced by integrating traditional wisdom about the environment, creating a more holistic approach to financial reporting.

**PO10: Design and Development of System**

**CO1: Understand the meaning and need for accounting systems and processes**

The design of accounting systems is fundamental for understanding how financial data is processed and reported. Students must recognize that accounting systems (both financial and management) serve as the backbone of business operations, ensuring efficient recording, classification, and reporting of financial information. The ability to design and develop such systems is critical in shaping processes that meet the specific needs of businesses, whether for internal management or external reporting.

**CO2: Analyze the importance of accounting information for stakeholders and its role in business decision-making.**

Effective accounting systems facilitate the delivery of timely and accurate information to stakeholders. By designing systems that capture, process, and present relevant accounting information, students learn how to design systems that support decision-making at various organizational levels. This includes designing systems that support both operational (e.g., management accounting) and financial decision-making (e.g., financial reporting for investors and regulators).

**CO3: Explain the accounting standards in India and internationally, along with branches of accounting and accounting conventions**

The design and development of accounting systems must comply with accounting standards (e.g., Indian GAAP, IFRS) and conventions. Understanding these standards is critical for students to develop systems that ensure compliance with legal and regulatory requirements. The ability to design systems that incorporate these standards guarantees that the information generated by the system is accurate and aligned with national and international expectations.

**CO4: Demonstrate the ability to record financial transactions in journals and ledgers, and prepare trial balances**

The process of recording transactions and maintaining ledgers is an essential part of any accounting system. Students who understand the basics of journal entries, ledgers, and trial balances can design accounting systems that automate or streamline these processes. This is crucial in reducing human error and increasing the efficiency of financial reporting. Designing systems that can handle these tasks accurately is a key skill in modern accounting.

**CO5: Develop skills in preparing final accounts, including Trading, Profit & Loss accounts, and Balance Sheets for sole trading concerns**

Accounting systems are designed to produce financial statements such as profit & loss accounts and balance sheets. Students who develop an understanding of final accounts will be able to design systems that not only capture the necessary financial data but also automate the preparation of final accounts, ensuring that businesses can generate these reports accurately and on time.

**CO6: Analyze the preparation of financial statements for companies in accordance with the Companies Act, 2013, and IFRS standards**

For large organizations, accounting systems must be designed to handle complex financial reporting requirements such as those under the Companies Act, 2013, and IFRS standards. Students should be able to design systems that can manage the detailed data required to prepare financial statements that comply with these standards, including the automation of tasks like consolidation, taxation, and disclosure.

**CO7: Assess the importance of Green Accounting and Sustainability Reporting to improve business value and financial sustainability**

As sustainability becomes an integral part of business practices, accounting systems must be designed to track and report on environmental and social impact, in addition to financial data. By incorporating green accounting principles into system design, students will learn to develop systems that enable companies to track sustainability efforts and integrate them into financial reporting. This supports both compliance with sustainability reporting standards and the business's long-term financial sustainability.

**PO11: Ethical and Social Responsibility**

**CO1: Understand the meaning and need for accounting systems and processes**

The design and implementation of accounting systems must adhere to

ethical standards, ensuring transparency, accuracy, and accountability. Students are taught the importance of integrity in accounting systems to avoid fraudulent activities and ensure the credibility of financial data. The understanding of ethical responsibilities within accounting processes ensures that systems serve the public interest and contribute to a fair business environment.

**CO2: Analyze the importance of accounting information for stakeholders and its role in business decision-making**

Ethical responsibility in accounting includes providing accurate and unbiased information to stakeholders (e.g., investors, creditors, employees). Students are encouraged to recognize that accounting information must be reliable and free from manipulation. Ethical accounting practices are fundamental to building trust and ensuring that stakeholders can make informed decisions based on the information provided.

**CO3: Explain the accounting standards in India and internationally, along with branches of accounting and accounting conventions**

Accounting standards, whether in India (e.g., Indian GAAP) or internationally (e.g., IFRS), are established to promote ethical practices in financial reporting. Students learn how these standards are designed not only to guide the preparation of financial statements but also to ensure that those statements reflect the true and fair view of the business. Compliance with these standards is a key part of ethical responsibility, ensuring that businesses meet legal and regulatory requirements while maintaining public trust.

**CO4: Demonstrate the ability to record financial transactions in journals and ledgers, and prepare trial balances**

The process of recording financial transactions must be carried out with utmost integrity and in accordance with ethical guidelines. Students develop the ability to ensure that financial transactions are accurately recorded and are free from errors or misrepresentation. Ethical behavior in recording transactions prevents fraud and ensures that businesses maintain honest financial records.

**CO5: Develop skills in preparing final accounts, including Trading, Profit & Loss accounts, and Balance Sheets for sole trading concerns**

Ethical responsibility in preparing financial statements involves ensuring that these documents reflect the true financial health of the business. Students learn to prepare final accounts that are transparent and honest, giving a true and fair view of the business's financial position. Upholding ethics in the preparation of these accounts ensures that stakeholders receive truthful information, which is crucial for long-term sustainability.

**CO6: Analyze the preparation of financial statements for companies in accordance with the Companies Act, 2013, and IFRS standards**

Adherence to the Companies Act, 2013, and IFRS standards is essential for ensuring ethical financial reporting. Students are taught that ethical responsibility extends beyond legal compliance—it involves presenting financial statements that are transparent and devoid of bias or manipulation. Ethical conduct in financial reporting strengthens corporate governance and supports the integrity of financial markets.

**CO7: Assess the importance of Green Accounting and Sustainability Reporting to improve business value and financial sustainability**

Green Accounting and Sustainability Reporting focus on ethical and social responsibility by considering the environmental and social impacts of business activities. Students learn to evaluate the role of accounting in promoting sustainable practices and ensuring businesses take responsibility for their ecological footprint. This form of accounting highlights the importance of aligning business practices with ethical standards that support the well-being of society and the planet.

**PO12: Research-Related Skills with respect to the following COs**

**CO1: Understand the meaning and need for accounting systems and processes**

Research skills are essential for students to explore and understand the evolution and efficiency of various accounting systems and processes. By conducting research, students can assess the effectiveness of different systems (e.g., financial and management accounting systems) and propose improvements based on empirical data. This promotes a deeper understanding of how accounting systems contribute to organizational efficiency.

**CO2: Analyze the importance of accounting information for stakeholders and its role in business decision-making**

Students need research skills to analyze the role of accounting information in decision-making processes. Research can help students investigate how stakeholders (e.g., investors, regulators, and managers) use accounting data to make informed decisions. Through research, students can explore real-world case studies, conduct surveys, and analyze trends that influence stakeholder decisions, enhancing their ability to apply accounting concepts to practical scenarios.

**CO3: Explain the accounting standards in India and internationally, along with branches of accounting and accounting conventions.**

Research skills are crucial for understanding and comparing accounting standards such as Indian GAAP and IFRS, as well as analyzing their application in different jurisdictions. By conducting research on these standards, students gain insights into the challenges and benefits of adopting international accounting frameworks. Research can also help students explore how various accounting conventions and practices have evolved and how they are implemented globally.

**CO4: Demonstrate the ability to record financial transactions in journals and ledgers, and prepare trial balances**

Although recording financial transactions may seem like a routine task, research skills are vital in exploring different accounting methods and tools that enhance efficiency and accuracy in these tasks. Researching technological advancements, software tools, and innovative practices can help students identify ways to improve traditional accounting methods, such as automation of journal entries and ledger maintenance.

**CO5: Develop skills in preparing final accounts, including Trading, Profit & Loss accounts, and Balance Sheets for sole trading concerns**

Research is key to improving the preparation of final accounts. By researching case studies, current trends, and best practices in financial reporting, students can learn how businesses in different industries prepare and present their financial statements. Research helps students understand how various external factors, such as economic conditions and regulatory changes, influence the preparation of financial accounts.

**CO6: Analyze the preparation of financial statements for companies in accordance with the Companies Act, 2013, and IFRS standards**

Research-related skills enable students to explore how financial statements are prepared in compliance with national and international regulations, such as the Companies Act, 2013, and IFRS. Students can engage in research projects that compare how different companies apply these standards, assess the challenges faced during compliance, and propose improvements in accounting practices. Research also allows students to stay updated on changes in accounting laws and practices.

**CO7: Assess the importance of Green Accounting and Sustainability Reporting to improve business value and financial sustainability**

Green Accounting and Sustainability Reporting require a research-driven approach to understand how businesses measure and report their environmental and social impact. Students need to conduct research on sustainability frameworks, green accounting principles, and the integration of these practices into financial reporting. By researching the growing demand for corporate

social responsibility (CSR) and sustainable business practices, students gain a broader perspective on how these issues affect business value and financial sustainability.

**PO13: Teamwork with respect to the following COs**

**CO1: Understand the meaning and need for accounting systems and processes**

Developing and maintaining accounting systems requires collaboration across various departments, such as finance, IT, and operations. Working in teams allows students to understand the interdisciplinary nature of accounting systems. Teamwork helps them recognize how different roles contribute to creating and maintaining effective accounting processes, ensuring that the system is comprehensive and well-integrated within an organization.

**CO2: Analyze the importance of accounting information for stakeholders and its role in business decision-making**

In a business environment, analyzing accounting information for decision-making often involves teamwork. Accountants, managers, analysts, and other stakeholders collaborate to evaluate financial data and understand its implications for business decisions. Teamwork helps students develop the ability to work with diverse perspectives, ensuring that all relevant insights are considered when making critical decisions based on accounting information.

**CO3: Explain the accounting standards in India and internationally, along with branches of accounting and accounting conventions**

Understanding accounting standards, whether in India or internationally, often involves group discussions and research to analyze and compare various standards. Teamwork is crucial in such academic exercises where students need to share knowledge, debate, and develop a collective understanding of complex concepts. Working in teams helps students break down complicated regulations and standards, making them easier to apply in real-world scenarios.

**CO4: Demonstrate the ability to record financial transactions in journals and ledgers, and prepare trial balances**

Although recording transactions may be an individual task, teamwork plays a role when preparing consolidated reports or financial statements. For example, in large organizations, different departments or teams may be responsible for various accounts, and collaboration is necessary to ensure all transactions are accurately recorded and reconciled. Students will benefit from working together to prepare trial balances, identify discrepancies, and learn to rely on each other's strengths to complete tasks effectively.

**CO5: Develop skills in preparing final accounts, including Trading, Profit & Loss**



## **accounts, and Balance Sheets for sole trading concerns**

Preparing final accounts often requires collaboration, especially in group projects where different individuals are responsible for various sections of the final accounts. Teamwork skills are essential for students to effectively coordinate efforts and ensure accuracy across the entire set of financial statements. Additionally, teamwork encourages sharing ideas on how to present financial data clearly, which is important for effective communication in business contexts.

### **CO6: Analyze the preparation of financial statements for companies in accordance with the Companies Act, 2013, and IFRS standards**

Creating financial statements for companies based on complex regulations like the Companies Act, 2013, and IFRS often involves collaboration across various roles (e.g., auditors, tax professionals, financial analysts). Teamwork allows students to work together to ensure compliance with these standards and improve the quality of financial reporting. Collaborative efforts also help in identifying potential challenges in applying these regulations and finding solutions as a team.

### **CO7: Assess the importance of Green Accounting and Sustainability Reporting to improve business value and financial sustainability**

Green Accounting and Sustainability Reporting are multidisciplinary areas that require teamwork among accountants, environmental specialists, and managers. Effective teamwork allows students to assess and integrate sustainability metrics into financial reporting, promoting a holistic approach to business value. By working together, students can explore the intersections between financial and environmental sustainability, ensuring a more comprehensive understanding of both areas.

## **PO14: Area Specific Expertise**

### **CO1: Understand the meaning and need for accounting systems and processes.**

In accounting systems involves understanding not just the general concepts of financial and management accounting but also the specific tools, software, and techniques used to design and implement efficient systems. Students who develop this expertise can critically evaluate, adapt, and optimize accounting systems for different organizational needs, ensuring they meet business objectives effectively.

### **CO2: Analyze the importance of accounting information for stakeholders and its role in business decision-making.**

Understanding the role of accounting information allows students to analyze how data from various accounting systems influences stakeholders'

decisions. This expertise includes understanding the nuances of how different types of stakeholders (e.g., investors, managers, regulators) rely on financial data to make informed choices. Students with this expertise can identify how accounting information affects business strategy and decision-making across different sectors.

**CO3: Explain the accounting standards in India and internationally, along with branches of accounting and accounting conventions**

In India and internationally (such as IFRS), is a key component of Area Specific Expertise in accounting. Students who master these standards are equipped to navigate the complexities of global accounting practices, ensuring compliance with legal and regulatory frameworks. They can also specialize in specific branches of accounting, such as tax, audit, or cost accounting, providing a deeper understanding of how these branches interact with broader accounting standards.

**CO4: Demonstrate the ability to record financial transactions in journals and ledgers, and prepare trial balances**

In this area focuses on mastering the practical skills required to maintain financial records accurately. Students develop proficiency in recording transactions, reconciling ledgers, and preparing trial balances—core aspects of accounting expertise. This specialized skill set ensures that students can perform these foundational tasks with precision, supporting the overall integrity of the financial system.

**CO5: Develop skills in preparing final accounts, including Trading, Profit & Loss accounts, and Balance Sheets for sole trading concerns.**

Expertise in preparing financial statements for sole trading concerns involves mastering the preparation of Trading, Profit & Loss accounts, and Balance Sheets, with a focus on the specific requirements for different types of businesses. This expertise allows students to handle the intricacies of final accounts preparation, ensuring accurate reporting that meets legal and business needs for small enterprises.

**CO6: Analyze the preparation of financial statements for companies in accordance with the Companies Act, 2013, and IFRS standards**

Developing Area Specific Expertise in corporate financial reporting equips students with the ability to prepare financial statements in accordance with the Companies Act, 2013, and international standards such as IFRS. This specialization allows students to ensure that corporate reports meet legal and regulatory standards, facilitating transparency, consistency, and accountability in financial reporting for large corporations.

**CO7: Assess the importance of Green Accounting and Sustainability Reporting to**

## **improve business value and financial sustainability**

In the growing field of sustainability and environmental accounting, Area Specific Expertise in Green Accounting and Sustainability Reporting allows students to specialize in reporting on environmental costs, resource management, and social responsibility. Students with this expertise are capable of assessing how sustainability practices impact business value and long-term financial sustainability, helping businesses achieve both profitability and responsible environmental stewardship.

### **PO15: Environmental Awareness**

#### **CO1: Understand the meaning and need for accounting systems and processes, including financial and management accounting**

Environmental awareness in accounting systems ensures that students understand the importance of integrating sustainability into financial and management accounting processes. Students with this awareness will be equipped to design and implement accounting systems that not only track financial transactions but also measure environmental impacts, such as carbon footprints, resource usage, and waste management. This integration promotes responsible business practices and helps organizations reduce their environmental footprint.

#### **CO2: Analyze the importance of accounting information for stakeholders and its role in business decision-making**

Environmental awareness in accounting information enables students to understand how stakeholders (e.g., investors, regulators, customers) are increasingly concerned with a company's environmental impact. Accurate and transparent reporting of environmental factors is crucial for stakeholders who are making decisions based not only on financial performance but also on a company's sustainability efforts. This expertise will help students analyze how accounting information can influence business decisions with a focus on both profitability and ecological responsibility.

#### **CO3: Explain the accounting standards in India and internationally, along with branches of accounting and accounting conventions**

Environmental awareness is becoming an essential component of accounting standards both in India and internationally. Students will learn about

frameworks such as the Global Reporting Initiative (GRI) and IFRS standards, which integrate environmental, social, and governance (ESG) factors into financial reporting. It ensures that students can explain these standards and conventions that address environmental concerns, preparing them to ensure compliance with evolving regulations related to sustainability.

**CO4: Demonstrate the ability to record financial transactions in journals and ledgers, and prepare trial balances**

Environmental Awareness extends to recording environmental costs within journals, ledgers, and trial balances. For example, students can be taught to account for costs related to sustainable practices such as waste reduction, energy consumption, and green initiatives. By recording these environmental factors alongside financial transactions, students will ensure that sustainability is included in the company's financial data, making it possible to evaluate both financial performance and environmental impact.

**CO5: Develop skills in preparing final accounts, including Trading, Profit & Loss accounts, and Balance Sheets for sole trading concerns**

It encourages students to incorporate environmental costs into final accounts, such as Trading, Profit & Loss accounts, and Balance Sheets. Green accounting involves considering environmental expenses and revenue generated from sustainable practices, like waste recycling or the use of renewable energy. Students will be able to prepare financial statements that reflect a business's environmental practices, ensuring that businesses not only comply with traditional accounting standards but also demonstrate a commitment to environmental sustainability.

**CO6: Analyze the preparation of financial statements for companies in accordance with the Companies Act, 2013, and IFRS standards**

In today's business environment, **environmental awareness** is becoming an integral part of preparing financial statements, especially for companies that need to comply with regulations related to environmental sustainability. Financial statements prepared in accordance with the Companies Act, 2013, and IFRS standards now include mandatory sustainability disclosures. It equips students with the knowledge to ensure these disclosures are incorporated in financial statements, ensuring that companies accurately report their environmental impact alongside their financial performance.

**CO7: Assess the importance of Green Accounting and Sustainability Reporting to improve business value and financial sustainability**

By emphasizing the growing importance of Green Accounting and Sustainability Reporting. Students will be equipped to assess how

environmental considerations, such as energy usage, waste management, and carbon emissions, can be quantified and reported in financial statements. By mastering Green Accounting, students will help businesses improve their environmental performance while simultaneously enhancing their long-term financial sustainability, ensuring that both ecological and economic goals are met.

**SYLLABUS FOR F. Y. B.B.A**  
**(w. e. from November, 2024)**

<b>Name of the Programme</b>	: B.C.A. (Science)
<b>Programme Code</b>	: BCA
<b>Class</b>	: F.Y.B.C.A.
<b>Semester</b>	: I
<b>Course Type</b>	: Open Elective [Theory]
<b>Course Code</b>	: BCA-104 OE
<b>Course Title</b>	: Introduction to Data Science
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

**A) COURSE OBJECTIVES:**

1. Understand Data Science Fundamentals
2. Gain Statistical Insights for Data Science
3. Familiarize with Data Science Models and Tasks
4. Enhance Data Quality and Preprocessing Skills
5. Develop Data Visualization Proficiency

**B) COURSE OUTCOMES:**

**CO1:** Explain the fundamentals of Data Science, including data types, its lifecycle, applications, and the role of data scientists.

**CO2:** Apply statistical concepts such as frequency, central tendency, dispersion, and attributes to analyze datasets effectively.

**CO3:** Identify and implement data science models and tasks like classification, prediction, and clustering using appropriate tools.

**CO4:** Demonstrate data preprocessing techniques such as cleaning, normalization, and data transformation to enhance data quality.

**CO5:** Use data visualization tools like histograms, box plots, and scatter plots to perform exploratory data analysis and present findings.

**CO6:** Students will execute statistical analyses with professional statistical software.

**CO7:** Students will develop the ability to build and assess data-based models.

**CO6:** Students will execute statistical analyses with professional statistical software.

**CO7:** Students will develop the ability to build and assess data-based models.

### **UNIT- I Introduction**

**[06]**

What and why learn Data Science? Types of Data -structured, semi-structured, unstructured Data Applications of Data Science, The Data Science Lifecycle, Role of Data Scientists Data Sources-Open Data, Social Media Data, Multimodal Data, standard datasets

### **UNIT-II Statistics for Data Science**

**[06]**

Data Objects and Attributes, Attribute Types: Nominal, Binary, Ordinal Attributes, Numeric Attributes, Discrete versus Continuous Attributes, Role of statistics in Data Science Descriptive statistics - Measuring the Frequency, Measuring the Central Tendency: Mean, Median, and Mode, Measuring the Dispersion: Range, Standard deviation, Variance, Inter quartile Range

### **UNIT-III Data science Models and Tasks**

**[06]**

Predictive and Descriptive Models, Introduction to Data Science Tasks – Classification, Prediction, Association, Clustering, performing simple Data Science Tasks using WEKA / R

### **UNIT-IV Data Quality and Pre-processing**

**[06]**

Data Quality: Why Preprocess the Data? Data munging/wrangling operations Data Cleaning - Missing Values, Noisy Data  
Data Transformation – Rescaling, Normalizing, Data reduction and Data discretization

### **UNIT-V Data Visualization**

**[06]**

Introduction to Exploratory Data Analysis (EDA), Data visualization, Basic data visualization tools –Box Plots, Histograms, Bar charts/graphs, Scatter plots, Line charts, Area plots, Pie charts

## **REFERENCE BOOK**

1. Data Science Fundamentals and Practical Approaches, Gypsy Nandi, Rupam Sharma, BPB Publications, 2020.
2. Data Mining Concepts and Techniques, Third Edition, Jiawei Han, Micheline Kamber, Jian Pei, Morgan Kaufmann, 2012.
3. A Hands-On Introduction to Data Science, Chirag Shah, University of Washington  
Cambridge University Press



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

**Class:** FYBBA (Sem -I)

**Subject:** Introduction to Data Science

**Course:** Introduction to Data Science

**Course Code:** BBA-104-OE

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

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

**Justification of PO1 to ALL COs:**

**CO1:** Understanding the fundamentals of Data Science builds comprehensive knowledge, aligning closely with PO1.

**CO2:** Applying statistical concepts requires comprehensive understanding, crucial for analyzing datasets effectively.

**CO3:** Identifying and implementing data science models demands deep knowledge of algorithms and tools.

**CO4:** Data preprocessing enhances understanding of data quality but may not demand comprehensive knowledge in all cases.

**CO5:** Visualizations assist in exploratory analysis, contributing to understanding but not as core as other outcomes.

**CO6:** Executing statistical analyses with software builds applied knowledge, directly supporting PO1.

**CO7:** Building and assessing models develops comprehensive understanding of data-driven approaches.

### **Justification of PO2 to ALL COs:**

**CO1:** Understanding fundamentals provides basic knowledge but less focus on practical or procedural aspects.

**CO2:** Applying statistical concepts requires practical skills and procedural understanding for dataset analysis.

**CO3:** Implementing models involves hands-on tools and procedural knowledge.

**CO4:** Data preprocessing techniques demand practical application and procedural accuracy.

**CO5:** Visualization tools require practical and procedural expertise to effectively present findings.

**CO6:** Executing statistical analyses involves professional software and procedural knowledge.

**CO7:** Building and assessing data-based models requires practical and professional knowledge of processes.

### **Justification of PO3 to ALL COs:**

**CO1:** Understanding the fundamentals can help entrepreneurs identify opportunities in data-driven domains but does not directly develop an entrepreneurial mindset.

**CO2:** Applying statistical concepts can support data-driven decision-making, a critical entrepreneurial skill.

**CO3:** Identifying and implementing data models fosters problem-solving and innovative thinking, key to entrepreneurship.

**CO4:** Mastering data preprocessing ensures high-quality data, which is crucial for developing innovative, data-centric solutions.

**CO5:** Effective visualization enhances data communication and presentation skills, important for entrepreneurial pitches and decision-making. **CO6 -** Executing statistical analyses with software builds applied knowledge, directly supporting PO1.

**CO6:** Executing statistical analyses supports evidence-based decision-making but may not directly foster entrepreneurial thinking.

**CO7:** Building and assessing models aligns with creating innovative solutions and fostering an entrepreneurial mindset.

### **Justification of PO4 to ALL COs:**

**CO1:** Understanding fundamentals contributes to foundational knowledge but is less focused on

specialized skills.

**CO2:** Applying statistical concepts is a key specialized competency in analyzing datasets.

**CO3:** Implementing models like classification and clustering is a core specialized skill in data science.

**CO4:** Data preprocessing involves advanced techniques that are critical to ensuring data quality, a specialized competency.

**CO5:** Creating visualizations requires expertise in data representation, which is an essential specialized skill.

**CO6:** Executing statistical analyses with professional software requires proficiency in specialized tools.

**CO7:** Building and assessing models demonstrates advanced technical competency and expertise in data science.

#### **Justification of PO5 to ALL COs:**

**CO1:** Understanding the fundamentals of data science builds a foundation for analytical reasoning.

**CO2:** Applying statistical concepts enhances problem-solving and analytical skills for data analysis.

**CO3:** Implementing data science models directly involves problem-solving and reasoning to choose appropriate methods.

**CO4:** Data preprocessing improves the quality of data for better application and problem-solving.

**CO5:** Using visualization tools supports analytical reasoning to explore and communicate data insights.

**CO6:** Executing statistical analyses with professional tools moderately develops analytical application skills.

**CO7:** Building and assessing data-based models integrates problem-solving and analytical reasoning.

#### **Justification of PO6 to ALL COs:**

**CO1:** Explaining the fundamentals of data science enhances communication skills through clear articulation of concepts.

**CO2:** Statistical analysis focuses more on technical application, with limited emphasis on communication and collaboration.

**CO3:** Implementing data science models requires effective collaboration to understand and apply suitable techniques.

**CO4:** Data preprocessing emphasizes technical tasks with minimal direct impact on communication and teamwork.

**CO5:** Data visualization strongly supports effective communication by presenting insights in an interpretable way.

**CO6:** Executing statistical analyses involves collaboration when working with tools in team environments.

**CO7:** Building and assessing models fosters collaboration in team projects and communication of model performance.

**Justification of PO7 to ALL COs:**

**CO1:** Understanding the fundamentals of data science provides the foundation for conducting research in the field.

**CO2:** Applying statistical concepts is essential for analyzing data, a core component of research skills.

**CO3:** Identifying and implementing data science models directly supports research by enabling experimentation and discovery.

**CO4:** Data preprocessing is critical for preparing datasets for research and ensuring reliable analysis.

**CO5:** Using visualization tools aids in exploring research datasets and communicating findings effectively.

**CO6:** Executing statistical analyses with professional tools is a vital research skill for processing data rigorously.

**CO7:** Developing and accessing data-based models is a key aspect of research for generating and validating insights.

**Justification of PO8 to ALL COs:**

**CO1:** Understanding the fundamentals of data science equips students with the foundational knowledge to independently explore advanced topics.

**CO2:** Applying statistical concepts fosters analytical thinking, a crucial aspect of self-directed

learning.

**CO3:** Implementing data science models encourages learning new tools and techniques as the field evolves.

**CO4:** Data preprocessing requires adapting to diverse datasets and exploring evolving methods, promoting self-learning skills.

**CO5:** Using data visualization tools enables students to iteratively learn by interpreting and presenting data effectively.

**CO6:** Executing statistical analyses involves learning professional software, though it may rely more on application than self-exploration.

**CO7:** Building and assessing models nurtures iterative problem-solving and the ability to learn from errors and feedback.

**Justification of PO9 to ALL COs:**

**CO1:** Understanding the fundamentals of data science introduces basic concepts in digital tools and technology.

**CO2:** Applying statistical concepts requires digital tools, enhancing technological competency.

**CO3:** Identifying and implementing data science models involves using advanced technological tools for classification, prediction, and clustering.

**CO4:** Data preprocessing relies heavily on digital tools and techniques to clean and transform data effectively.

**CO5:** Using data visualization tools fosters digital skills by leveraging software for graphical representation.

**CO6:** Executing statistical analyses with professional software directly develops technological expertise.

**CO7:** Building and assessing models requires hands-on use of digital platforms and technologies for data analysis.

**Justification of PO10 to ALL COs:**

**CO1:** Understanding data science applications fosters awareness of diverse fields and the societal impact of data-driven solutions.

**CO2:** Statistical analysis is primarily technical but can indirectly support inclusive decision-

making when applied to diverse datasets.

**CO3:** Implementing data science models can promote inclusion when addressing problems affecting multicultural communities.

**CO4:** Data preprocessing ensures equitable representation of diverse datasets, supporting inclusivity in analysis.

**CO5:** Using data visualization tools can communicate insights effectively across diverse audiences and promote empathy.

**CO6:** Executing statistical analyses is technical but may contribute to multicultural competence when analyzing global datasets.

**CO7:** Building and assessing models can foster empathy when applied to problems faced by diverse communities.

#### **Justification of PO11 to ALL COs:**

**CO1:** Understanding data science fundamentals enables students to address ethical concerns and environmental challenges through data-driven insights.

**CO2:** Applying statistical concepts can support value-driven decisions and environmental awareness by analyzing relevant datasets.

**CO3:** Implementing data science models can solve environmental problems and promote sustainable practices.

**CO4:** Data preprocessing ensures accurate and unbiased analysis of environmental and ethical datasets.

**CO5:** Using data visualization tools helps in presenting environmental issues and value-driven insights effectively to diverse audiences.

**CO6:** Executing statistical analyses can uncover trends and patterns related to environmental and societal values.

**CO7:** Building and assessing data-based models supports solutions for environmental and ethical challenges, promoting sustainable practices.

#### **Justification of PO12 to ALL COs:**

**CO1:** Understanding data science fundamentals fosters autonomy in learning and decision-making

within the field.

**CO2:** Applying statistical concepts requires independent analysis and accountability for accurate outcomes.

**CO3:** Implementing data science models demands responsible tool selection and accountability for the results.

**CO4:** Data preprocessing involves taking responsibility for data quality and ensuring its reliability for analysis.

**CO5:** Using data visualization tools independently fosters accountability for effectively communicating results.

**CO6:** Executing statistical analyses with professional tools requires autonomy in problem-solving and responsibility for accuracy.

**CO7:** Building and assessing data-based models demonstrates responsibility for ensuring model Integrity & decision-making based on results.

### **Justification of PO13 to ALL COs:**

**CO1:** Understanding data science fundamentals equips students to identify community challenges and apply data-driven solutions.

**CO2:** Applying statistical concepts can help analyze community data and address local issues effectively.

**CO3:** Implementing data science models supports community-focused tasks like predicting trends or identifying solutions for public welfare.

**CO4:** Data preprocessing ensures accurate representation of community data, contributing to better engagement and service.

**CO5:** Using visualization tools helps present data insights to the community in an understandable and impactful manner.

**CO6:** Executing statistical analyses enables actionable insights that can guide community service initiatives.

**CO7:** Building and assessing models can directly impact community engagement by providing evidence-based recommendations for service improvement.

## **SYLLABUS FOR F. Y. B.B.A**

**(w. e. from November 2024)**

**Name of the Programme: B.B.A.**

**Program Code: BBA**

**Class: F.Y.B.B.A**

**Semester: I**

**Course Type: SEC**

**Course Name: Principles of Management**

**Course Code: BBA-105-SEC**

**No. of Lectures: 30**

**No. of Credits: 2**

### **Course Description:**

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

### **A). Course Objectives:**

1. To introduce the fundamental concepts of management, its nature, and significance in organizational settings.
2. To explore the principles and functions of management, with a focus on planning, organizing, leading, and controlling.
3. To develop an understanding of different management levels, roles, and essential managerial skills.
4. To examine the evolution of management thought and understand the classical, behavioural, quantitative, and systems approaches.
5. To assess the importance of strategic management, decision-making, and ethical considerations in management practices.
6. To analyse organizational structures, staffing processes, and decision-making models in management.



7. To examine leadership theories, motivational practices, team building, and control systems to enhance managerial effectiveness

**B). Course Outcomes:**

**CO1:** Define and explain key management concepts and their significance in business operations.

**CO2:** Understanding of various management principles and functions such as planning, organizing, leading, and controlling.

**CO3:** Insights into managerial roles, skills, and levels, and apply them in real-life organizational settings.

**CO4:** Evolution of management theories and apply classical, behavioural, and systems approaches to current management issues.

**CO5:** Demonstrate the ability to formulate, implement, and evaluate strategies using tools like SWOT analysis.

**CO6:** Leadership theories and motivation practices to enhance team performance and organizational effectiveness.

**CO7:** Critically assess ethical issues in management and understand the importance of corporate social responsibility and sustainable practices.

**C). Course Content:**

**Unit 1: Introduction to Management**

- 1.1 Definition, nature, and significance of management.
- 1.2. principles of management, management and administration.
- 1.3. levels of management, role of managers and managerial skills.
- 1.4. Evolution of management thought: Classical, Behavioural, Quantitative, Systems.
- 1.5. Contingency and Modern approaches; Management as a science and an art.
- 1.6. Functions of management: Planning, organizing, leading, and controlling.

**Unit 2: Planning, Organizing and Staffing**

- 2.1. Nature, Importance and Purpose of planning in management.
- 2.2. Types of plans: Strategic, tactical, operational
- 2.3. Organizing – Meaning, Importance,
- 2.4. Centralization Vs Decentralization of authority and responsibility and integration.

- 2.5. Staffing -Nature and Importance
- 2.6. Process of selection and recruitment
- 2.7 Decision Making – Meaning, Types

### **Unit 3: Directing, Motivative and Controlling**

- 3.1. Meaning and nature of Directing
- 3.2. Motivative- Meaning, Nature, Importance
- 3.3. Controlling -Meaning, Need and Process of controlling.
- 3.4. Types of control

### **Unit 4: Recent Trends in Management**

- 4.1. Definition of Management change, Significance/ Importance
- 4.2. Management Crises
- 4.3. Stress management.

### **Textbooks (Latest Editions):**

- ❖ Rao, V. S. P. Management Principles and Applications. Taxmann Publications.
- ❖ Bright, D. et al. Principles of Management. OpenStax Textbooks, Houston
- ❖ Kapoor, Premvir, Principles of Management, Khanna Book Publishing.
- ❖ Jones, G. R., and George, J. M. Essentials of contemporary management. New York, NY: McGraw-Hill Education.
- ❖ Robbins, S. P. & Coulter, M. A. Management. Pearson.

### **References:**

- ❖ Indian Business Rising: The Contemporary Indian Way of Conducting Business-And How It Can Help You Improve Your Business | Harvard Business Review Press | 5813BC-PDF-ENG |  
<https://hbsp.harvard.edu/product/5813BC-PDF-ENG>
- ❖ Entrepreneurial Leadership in Forming High Tech Enclaves: Lessons from the Government of Andhra | F. Warren McFarlan, Espen Andersen, Ramiro Montealegre | Harvard Business School | 308079-PDF-ENG |  
<https://hbsp.harvard.edu/product/308079-PDF-ENG?>
- ❖ ATH Technologies by Robert Simons and Jennifer Packard  
<https://www.hbs.edu/faculty/Pages/item.aspx?num=52711>
- ❖ Article review and discussion:  
Application of Ancient Indian Philosophy in Modern Management  
([http://www.irdindia.in/journal\\_ijrdmr/pdf/vol5\\_iss4/8.pdf](http://www.irdindia.in/journal_ijrdmr/pdf/vol5_iss4/8.pdf))
- ❖ Review of Lincoln Electric Co. by Norman Berg.
- ❖ Review of Hawthorne case.
- ❖ Leadership Lessons from India | Peter Cappelli, Harbir Singh, Jitendra V. Singh, Michael Useem | Harvard Business Review | R1003G-PDF-ENG |  
<https://hbsp.harvard.edu/product/R1003G-PDF-ENG?>
- ❖ Traditional Way of Learning Ayurveda and Practising It: A Dialogue with Vaidya Bhaskar Bhai Hardikar | Mukund Dixit, Sanjay Verma | IIM Ahmedabad | A00135-PDF-ENG |  
<https://hbsp.harvard.edu/product/A00135-PDF-ENG?>
- ❖ Forest Essentials: Demystifying India's Luxury Ayurveda Brand | Veena Vohra, Seema Khanvilkar | Ivey Publishing | W28410-PDF-ENG  
<https://hbsp.harvard.edu/product/W28410-PDF-ENG?>
- ❖ Atijeevan Foundation: Transforming Scars into Strength | Shubham Sharma, Satyendra C Pandey | Ivey Publishing | W36939-PDF-ENG |  
<https://hbsp.harvard.edu/product/W36939-PDF-ENG?>
- ❖ How Do Great Leaders Overcome Adversity? By Mayo (2024)  
<https://hbswk.hbs.edu/item/cold-call-how-do-great-leaders-overcomeadversity>
- ❖ Leadership principles from Hindu scriptures

(<https://blog.hua.edu/blog/leadership-principles-from-hindu-scriptures>)

❖ 5 Principles of Purposeful Leadership | Hubert Joly | Harvard Business

Review | H06YSB-PDF-ENG | <https://hbsp.harvard.edu/product/H06YSBPDF->

ENG?

Choice Based Credit System Syllabus (2019Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** FYBBA (SEM –I)

**Subject:** Principal of Practices

&Management

**Course:** Subject: Principal of Practices &Management

**Course Code:** BBA

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

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

### Justification for the mapping

#### PO1: A Fundamental Knowledge and Coherent Understanding

**CO1:** Defining key management concepts provides a strong foundational knowledge base.

**CO2:** Understanding management principles ensures a coherent grasp of operational

significance.

**CO4:** Evolution of management theories gives depth to the fundamental understanding of management principles.

### **PO2: Procedural Knowledge for Skill Enhancement**

**CO3:** Applying managerial roles and skills directly enhances procedural knowledge.

**CO5:** The ability to formulate and implement strategies reflects strong procedural skills enhancement.

**CO6:** Understanding leadership theories enhances procedural knowledge but may vary in depth of application.

### **PO3: Critical Thinking and Problem-Solving Skills**

**CO5:** Formulating and evaluating strategies using SWOT analysis requires critical thinking.

**CO4:** Applying theories to current issues promotes critical thought, though some theories may not require deep analysis.

**CO7:** Assessing ethical issues involves significant critical thinking and problem-solving.

### **PO4: Professional Communication Skills**

**CO1:** Defining concepts can involve communication skills, but it's primarily foundational.

**CO6:** Leadership practices often require effective communication but may vary based on context.

**CO7:** Discussing corporate social responsibility involves professional communication, though it depends on the setting.

### **PO5: Analytical Reasoning Skills**

**CO5:** SWOT analysis is a prime example of applying analytical reasoning.

**CO3:** Insights into managerial roles require some level of analytical reasoning but may not be the primary focus.

**CO4:** Analysing various management theories requires analytical skills.

### **PO6: Innovation, Employability and Entrepreneurial Skills**

**CO3:** Managerial roles can relate to employability, enhancing skills for workforce readiness.

**CO5:** Strategy formulation can foster innovative thinking, but the link to entrepreneur skills may vary.

**CO6:** Leadership theories can cultivate innovative management practices relevant for employability.

#### **PO7: Multidisciplinary Competence**

**CO2:** Principles of management often require knowledge from various business domains.

**CO4:** The evolution of management theories involves understanding multiple disciplines.

**CO5:** Key concepts may touch upon various fields but are primarily focused on management.

#### **PO8: Value Inculcation through Community Engagement**

**CO5:** Strategy evaluation can incorporate community aspects, but it's not the main focus.

**CO6:** Leadership and motivation can drive community-related initiatives but depend on application.

**CO7:** Ethical issues and corporate social responsibility directly relate to community values and engagement.

#### **PO9: Traditional Knowledge into Modern Application**

**CO1:** Key concepts can be derived from traditional knowledge but may not directly apply to modern settings.

**CO3:** Utilizing managerial roles from traditional contexts enhances understanding but may not fully adapt to modern applications.

**CO4:** Applying traditional management theories to current issues reflects some degree of adaptation.

#### **PO10: Design and Development of System**

**CO2:** Organizational functions can relate to systems but may need deeper integration.

**CO4:** Applying theories can help design systems, though the connection requires clarity.

**CO5:** Formulating strategies can involve creating systems within an organization.

**PO11: Ethical and Social Responsibility**

**CO3:** Understanding managerial roles can involve ethics but isn't solely focused on this aspect.

**CO6:** Leadership ethics can tie into social responsibility but needs practical examples for clarity.

**CO7:** Directly addresses ethical concerns and corporate responsibility in management.

**PO12: Research-Related skills**

**CO1:** Defining concepts may not require significant research abilities.

**CO4:** Applying theories involves some level of research but may not be intensive.

**CO5:** Evaluating strategies requires some research skills, especially in gathering data.

**PO13: Teamwork**

**CO3:** Understanding managerial roles can foster teamwork but depends on application

**CO6:** Leadership and motivation to enhance team performance directly relate to teamwork.

**CO7:** Ethics in management can improve teamwork, especially around shared values.

**PO14: Area Specific Expertise**

**CO1:** Basic management concepts can pertain to specific areas but are generally broad.

**CO4:** Theoretical applications may require area-specific knowledge depending on context.

**CO5:** Strategy formulation is often area-specific and demonstrates expertise in that domain.

**PO15: Environmental Awareness**

**CO5 :** Strategic evaluations might consider environmental factors, linking them moderately.

**CO6:** Leadership theories can include elements relevant to environmental practices but vary in emphasis.

**CO7:** Understanding corporate social responsibility significantly incorporates environmental awareness.

## **SYLLABUS FOR F. Y. B.B.A**

**(w. e. from November, 2024)**

**Name of the Programme: B.B.A.**

**Program Code: BBA**

**Class: F.Y.B.B.A**

**Semester: I**

**Course Type: Ability Enhancement Course**

**Course Name: Business Communication**

**Course Code: BBA-106-AEC**

**No. of Lectures: 30**

**No. of Credits: 2**

**Course Description:**

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

**Course Objectives:**

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



## **Course Outcome:**

- CO1:** Demonstrate proficiency in crafting diverse types of business letters and utilize effective letter-writing techniques.
- CO2:** Recognize different communication barriers and implement proactive strategies, including feedback, to reduce their impact.
- CO3:** Students will be capable of critically assessing and interpreting various forms of business correspondence and electronic communications.
- CO4:** Gain the ability to deliver presentations before an audience with assurance and professionalism.
- CO5:** Develop strong interpersonal communication skills to facilitate collaboration, manage team dynamics, and communicate effectively within virtual teams in the big economy.
- CO6:** Utilize the 7Cs of communication to improve the clarity and effectiveness of both verbal and written messages, ensuring they are well-suited to the audience's needs.
- CO7:** Master digital communication tools and platforms by using email, instant messaging, video conferencing, and collaborative tools effectively while following ethical guidelines and best practices in digital citizenship.

## **Course Content**

### **Unit 1: Introduction**

- 1.1: Meaning, Definition of Communication
- 1.2: Need for effective communication
- 1.3: Process of Communication
  - 1.3.1: C's of effective communication,
- 1.4: Types of Communication-
  - 1.4.1: Verbal communication- Formal and Grapevine,
  - 1.4.2: Non verbal communication: -Gestures, Postures, Facial Expression, Eye Contacts, Body Language (Kinesics), Silence, Tips for Improving Non-Verbal Communication
- 1.5: Barriers to communication
- 1.6: over coming barriers to communication
- 1.7: Listening Skills- Types of Listeners, Tips to be good listener.
- 1.8: Different Media of Communication- E-mails, social media, Fax communication,

Video Conferencing, Blogs.

## **Unit 2: Writing Skills**

- 2.1: Written Communication-Merits and Merits
- 2.2: Report Writing- Meaning Definition of Report  
Importance of good report, Qualities of a good report, Tips for writing good report
- 2.3: Email Correspondence - Writing effective emails.
- 2.4: Appropriate email subject lines
- 2.5: Email etiquette and conventions
- 2.6: Practice writing and receiving emails.
  
- 2.7: Business Letters – Structure and Components of Business letters, Drafting Business letters.

## **References:**

1. Business Communication, R.K. Madhukar, Vikas Publishing House
2. Business Communication, Homai Pradhan, N.S. Pradhan, Himalaya Publishing House
3. Business Communication, K.K. Sinha, Taxman Publications

Choice Based Credit System Syllabus (2024 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** FYBBA (Sem -I)

**Subject:** Business Communication

**Course:** Business Communication

**Course Code:** BBA-106-AEC

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

**Justification**

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

**CO1:** Demonstrating proficiency in crafting business letters reflects a solid foundation in business communication principles. It showcases a fundamental understanding of structure, tone, and language, fulfilling the need for coherent application of knowledge in professional correspondence.

**CO2:** Recognizing communication barriers and implementing strategies like feedback demonstrates an understanding of foundational communication theories and their practical applications. This enhances the learner’s ability to apply knowledge in real-world scenarios.

**CO3:** Critically assessing and interpreting various business correspondences requires a comprehensive grasp of business communication, aligning with the need for coherent understanding and practical analysis of diverse formats.

**CO4:** Delivering presentations with confidence and professionalism exemplifies the application of fundamental communication principles, including structure, audience analysis, and delivery techniques, fostering a coherent understanding of effective communication.

**CO5:** Developing interpersonal communication skills and managing team dynamics ensures students understand and can apply key collaboration principles, essential in virtual and physical business environments, reflecting both fundamental knowledge and its coherent application.

**CO6:** Utilizing the 7Cs of communication to refine message clarity and effectiveness demonstrates mastery of foundational communication models, aligning with the goal of ensuring messages are audience-appropriate and impactful.

**CO7:** Mastering digital communication tools and platforms highlights the ability to adapt foundational knowledge of communication to contemporary, technology-driven contexts, ensuring relevance and ethical practice.

## **PO2: Procedural Knowledge for Skill Enhancement**

**CO1:** Demonstrating proficiency in crafting business letters involves learning structured procedures for letter writing, including formats, language use, and tone. This procedural skill is essential for effective professional communication.

**CO2:** Identifying communication barriers and implementing proactive strategies, such as feedback, requires procedural knowledge of diagnosing issues and applying systematic solutions, directly contributing to enhanced communication abilities.

**CO3:** Critically assessing and interpreting business correspondences involves using specific analytical frameworks and methods, enhancing students' procedural capabilities in evaluating and responding to professional communications.

**CO4:** Delivering presentations before an audience necessitates mastery of procedural steps such as content preparation, structuring, rehearsing, and delivery. This aligns with the objective of building professional presentation skills.

**CO5:** Developing interpersonal communication skills for collaboration and managing team dynamics involves learning and applying procedural techniques such as active listening, conflict resolution, and fostering team synergy, crucial for professional success.

**CO6:** Applying the 7Cs of communication requires a structured approach to crafting messages, ensuring procedural adherence to clarity, conciseness, and audience suitability, thereby enhancing communication effectiveness.

**CO7:** Mastering digital communication tools entails procedural knowledge of platforms such as email, instant messaging, and video conferencing. This includes learning best practices, ethical usage, and technical proficiency, enhancing students' readiness for the modern workplace.

### **PO3: Critical Thinking and Problem-Solving Skills**

**CO1:** Crafting diverse types of business letters requires students to analyze the purpose, audience, and context of communication. This encourages critical thinking in tailoring effective solutions to varied business scenarios.

**CO2:** Recognizing and addressing communication barriers demands identifying root causes, evaluating potential strategies, and implementing effective feedback mechanisms, fostering problem-solving abilities.

**CO3:** Critically assessing and interpreting business correspondence involves analytical skills to evaluate the clarity, intent, and implications of communications. This cultivates students' ability to solve communication-related challenges.

**CO4:** Preparing and delivering professional presentations necessitates critical thinking to organize content, adapt to audience needs, and address real-time queries, enhancing problem-solving skills in dynamic situations.

**CO5:** Developing interpersonal communication skills to manage team dynamics involves evaluating group behavior, resolving conflicts, and ensuring effective collaboration, requiring both critical thinking and practical problem-solving approaches.

**CO6:** Applying the 7Cs of communication entails critically evaluating messages for clarity, correctness, and appropriateness while resolving issues related to miscommunication, thus honing problem-solving techniques.

**CO7:** Mastering digital communication tools requires analyzing their strengths and limitations, selecting appropriate platforms for specific tasks, and troubleshooting technical or ethical issues, fostering a problem-solving mindset in digital contexts.

### **PO4: Professional Communication Skills**

**CO1:** Crafting diverse types of business letters enables students to master formal written communication, an essential professional skill for effective correspondence in varied business contexts.

**CO2:** Recognizing and addressing communication barriers develops the ability to enhance message delivery and reception in professional settings, ensuring seamless interaction.

**CO3:** Assessing and interpreting business correspondence sharpens analytical and interpretive skills, essential for understanding and responding appropriately in professional communications.

**CO4:** Delivering presentations with confidence and professionalism equips students with the ability to convey ideas effectively in formal settings, enhancing their professional presence and impact.

**CO5:** Developing interpersonal communication skills facilitates collaboration, conflict resolution, and team management, ensuring students can navigate complex professional interactions successfully.

**CO6:** Utilizing the 7Cs of communication improves message clarity and appropriateness, aligning verbal and written communication with the expectations of professional environments.

**CO7:** Mastering digital communication tools prepares students for the modern workplace, where virtual communication platforms are integral. Following ethical guidelines ensures their communication adheres to professional standards.

### **PO5: Analytical Reasoning Skills**

**CO1:** Crafting diverse business letters involves analyzing the purpose, audience, and context of communication. This fosters reasoning skills to choose the appropriate format, tone, and language for effective correspondence.

**CO2:** Identifying communication barriers and implementing proactive strategies requires reasoning to diagnose issues and develop actionable solutions, enhancing students' ability to address complex communication challenges.

**CO3:** Critically assessing and interpreting business correspondence demands the application of analytical reasoning to evaluate clarity, intent, and the implications of messages, promoting thoughtful responses.

**CO4:** Preparing and delivering presentations requires students to reason through audience expectations, content relevance, and delivery methods, enabling structured and impactful communication.

**CO5:** Developing interpersonal communication skills to manage team dynamics involves reasoning to assess team behavior, resolve conflicts, and foster collaboration, essential for professional success.

**CO6:** Applying the 7Cs of communication involves analyzing messages for clarity, conciseness, and correctness. This encourages a structured approach to refining communication effectiveness based on logical evaluation.

**CO7:** Mastering digital communication tools necessitates reasoning to select the appropriate platform, evaluate ethical considerations, and ensure efficient use of technology, aligning with modern professional demands.

### **PO6: Innovation, Employability, and Entrepreneurial Skills**

**CO1:** Crafting diverse types of business letters equips students with essential communication skills that enhance their employability by demonstrating professionalism, clarity, and attention to detail in written correspondence.

**CO2:** Recognizing and addressing communication barriers fosters innovative thinking by encouraging the development of creative solutions to overcome challenges, a skill highly valued in entrepreneurial and workplace settings.

**CO3:** Critically assessing and interpreting business correspondence trains students to evaluate and respond effectively to various communication scenarios, improving decision-making skills critical for both employability and entrepreneurship.

**CO4:** Delivering professional presentations enhances public speaking and persuasive communication, empowering students to pitch ideas effectively—an essential skill for entrepreneurial ventures and leadership roles.

**CO5:** Developing interpersonal communication skills prepares students for collaborative work environments, enabling them to manage team dynamics and adapt to virtual workspaces, both of which are key to employability and entrepreneurial success.

**CO6:** Utilizing the 7Cs of communication ensures students can craft clear and effective messages, enhancing their ability to convey innovative ideas and establish credibility in professional and entrepreneurial contexts.

**CO7:** Mastering digital communication tools promotes technological adaptability and innovation, empowering students to leverage modern platforms for business development, remote collaboration, and efficient operations.

#### **PO7: Multidisciplinary Competence**

**CO1:** Crafting diverse types of business letters involves the application of linguistic proficiency, cultural awareness, and industry-specific knowledge, showcasing multidisciplinary competence in written communication.

**CO2:** Recognizing and addressing communication barriers integrates psychological insights, cultural sensitivity, and strategic management skills, enabling students to navigate complex interpersonal and organizational challenges.

**CO3:** Critically assessing and interpreting business correspondence requires the application of analytical reasoning, communication theory, and contextual understanding, which are drawn from multiple disciplines.

**CO4:** Delivering presentations combines skills in public speaking, visual design, and content development, fostering a multidisciplinary approach to effective audience engagement.

**CO5:** Developing interpersonal communication skills involves understanding team dynamics, organizational behavior, and technology-driven collaboration, integrating knowledge from communication studies, psychology, and management.

**CO6:** Utilizing the 7Cs of communication requires a synthesis of linguistic precision, audience analysis, and message design, combining elements of communication, marketing, and behavioral sciences.

**CO7:** Mastering digital communication tools necessitates proficiency in technology, ethical guidelines, and professional communication practices, reflecting multidisciplinary expertise in information technology, ethics, and management.

### **PO8: Value Inculcation through Community Engagement**

**CO1:** Crafting effective business letters can help students communicate formally with stakeholders in community engagement programs. It instills a sense of responsibility and professionalism when addressing community concerns or seeking support for initiatives.

**CO2:** Addressing communication barriers enables students to engage inclusively with diverse groups in the community. By seeking and incorporating feedback, they can ensure mutual understanding and respect during community interactions.

**CO3:** This skill helps students assess community-related communications critically, enabling them to make informed decisions and respond appropriately to community needs and expectations.

**CO4:** Presenting ideas and initiatives confidently allows students to advocate for community causes, raise awareness, and mobilize resources effectively while demonstrating commitment to social values.

**CO5:** Interpersonal communication is crucial for building rapport with community members and managing teams involved in social projects. It fosters collaboration and empathy, essential for meaningful engagement.

**CO6:** Clarity and conciseness in communication help students convey messages effectively during community interactions, ensuring their intentions are well-understood and aligned with the audience's context.

**CO7:** Proficiency in digital communication tools enables students to extend the reach of their community engagement initiatives, connect with a broader audience, and uphold ethical standards, reflecting their commitment to values.

### **PO9: Traditional Knowledge into Modern Application**

**CO1:** Crafting diverse types of business letters applies traditional communication principles such as structure, tone, and formality while adapting them to modern business contexts and digital formats. This reflects the integration of classical letter-writing techniques with the needs of the modern professional world.

**CO2:** Recognizing and addressing communication barriers involves traditional strategies, such as active listening and feedback, while incorporating modern techniques to manage barriers in digital communication, ensuring the continuous relevance of these skills in both in-person and virtual environments.



**CO3:** Critically assessing and interpreting business correspondence combines traditional methods of analyzing language and tone with modern approaches to understanding digital communications, such as email, instant messaging, and social media, ensuring these skills remain relevant in today's digital age.

**CO4:** Delivering presentations blends traditional speaking and presentation skills, such as audience engagement and rhetorical techniques, with modern tools and platforms (e.g., PowerPoint, video conferencing) to address the evolving needs of professional communication.

**CO5:** Developing strong interpersonal communication skills builds on traditional knowledge of effective verbal and non-verbal communication while expanding to incorporate modern tools for virtual collaboration and team management, essential in today's interconnected economy.

**CO6:** Utilizing the 7Cs of communication integrates classical communication principles (clarity, conciseness, etc.) with modern strategies for ensuring messages are appropriate, impactful, and well-suited to today's technology-driven and diverse audiences.

**CO7:** Mastering digital communication tools applies traditional communication knowledge, such as professionalism and clarity, in the context of modern digital platforms like email, video conferencing, and instant messaging, reinforcing ethical communication practices in the digital era.

#### **PO10: Design and Development of System**

**CO1:** Crafting diverse types of business letters involves structuring communication effectively, akin to designing systems where each component (format, tone, content) is carefully planned to fulfill a specific purpose. This teaches students to organize and develop clear, purpose-driven communication systems.

**CO2:** Recognizing and addressing communication barriers requires an analytical approach to identify problems within existing communication systems. By designing proactive strategies (such as feedback mechanisms), students develop a systematic approach to improving communication flows and reducing disruptions, much like troubleshooting and refining a system.

**CO3:** Assessing and interpreting business correspondence involves evaluating existing communication structures and identifying areas for improvement. This aligns with system design, where analysis and critique are essential for optimizing the functionality and effectiveness of a system.

**CO4:** Delivering professional presentations requires systematizing content, structure, and delivery methods, much like designing an effective communication system. Students develop the ability to organize complex information into coherent and engaging formats, fostering a structured approach to presenting ideas.

**CO5:** Developing strong interpersonal communication skills enables students to manage and optimize communication within teams, facilitating collaboration in virtual or in-person settings. This is akin to creating a collaborative system that ensures efficient information flow and interaction, enhancing overall team performance.

**CO6:** Utilizing the 7Cs of communication is a methodical approach to improving clarity and effectiveness. It involves designing messages that are structured for optimal impact, reflecting the careful planning and organization required in system development.

**CO7:** Mastering digital communication tools requires understanding how various platforms integrate into a larger communication system. By learning to navigate digital tools effectively, students develop the ability to design and implement communication systems that are efficient, accessible, and aligned with modern business needs.

### **PO11: Ethical and Social Responsibility**

**CO1:** Crafting diverse types of business letters requires students to adhere to ethical guidelines in their language, ensuring respect for cultural diversity, privacy, and professionalism in all forms of correspondence. This fosters a sense of responsibility to communicate with integrity and professionalism.

**CO2:** Recognizing and addressing communication barriers involves promoting inclusive and respectful communication, ensuring that all voices are heard and reducing the impact of biases. Students are encouraged to adopt ethical communication practices that respect different perspectives, thus reinforcing their social responsibility.

**CO3:** Critically assessing and interpreting various forms of business correspondence requires an ethical evaluation of content, tone, and intent. Students learn to detect and address potential ethical issues (e.g., misleading information, confidentiality breaches) in communication, promoting integrity and transparency.

**CO4:** Delivering professional presentations involves respecting diverse audiences and being mindful of cultural, social, and ethical considerations in communication. Students are taught to deliver messages that are fair, respectful, and aligned with social responsibility, fostering professionalism in public speaking.

**CO5:** Developing strong interpersonal communication skills ensures that students are equipped to engage in ethical interactions, whether in team settings or one-on-one communication. This includes listening actively, respecting others' opinions, and promoting collaborative, fair decision-making in both virtual and physical environments.

**CO6:** Utilizing the 7Cs of communication encourages students to prioritize clarity, accuracy, and transparency in their messages, ensuring that their communication is honest, responsible, and free from manipulation or ambiguity. This helps reinforce ethical practices in both written and verbal communication.

**CO7:** Mastering digital communication tools requires students to engage with digital platforms responsibly, adhering to ethical guidelines related to privacy, digital etiquette,

and professionalism. This includes practicing good digital citizenship and respecting the privacy and rights of others in online communications.

## **PO12: Research-Related Skills**

**CO1:** Demonstrating proficiency in crafting diverse types of business letters involves conducting research into appropriate formats, tones, and techniques for various communication contexts. This requires students to gather information, analyze best practices, and apply research findings to write effective business letters that meet the needs of different audiences.

**CO2:** Recognizing and addressing communication barriers involves conducting research into common communication issues and strategies for overcoming them. Students analyze the effectiveness of various feedback mechanisms and communication strategies through research, ensuring that they are equipped with evidence-based solutions to reduce barriers.

**CO3:** Critically assessing and interpreting business correspondence requires research into different communication styles, formats, and media. Students need to research and analyze the impact of various communication strategies, identifying patterns and insights that will help them interpret business messages accurately and professionally.

**CO4:** Delivering presentations effectively requires students to research topics, audience expectations, and presentation techniques. By conducting thorough research, students can tailor their presentations to ensure that the content is relevant, well-organized, and engaging, while utilizing data and evidence to support their arguments.

**CO5:** Developing strong interpersonal communication skills involves researching team dynamics, cultural considerations, and best practices for effective collaboration. This research helps students navigate complex communication environments and manage team communication challenges, particularly in virtual settings, ensuring informed and effective interpersonal interactions.

**CO6:** Utilizing the 7Cs of communication requires students to research different communication models and techniques to enhance clarity, conciseness, and effectiveness. They use research findings to refine their communication style and approach, ensuring that messages are suitable for the audience's needs and aligned with best practices.

**CO7:** Mastering digital communication tools and platforms requires research into the latest tools and technologies, understanding their capabilities, and analyzing their impact on communication. Students research the ethical guidelines and best practices for using these tools effectively and responsibly, ensuring that they can use digital platforms in a way that is both efficient and ethical.

## **PO13: Teamwork**

**CO1:** Crafting diverse types of business letters involves collaborating with others in team settings, especially when working on joint correspondence or team projects. Students

learn to communicate clearly and professionally in group settings, ensuring that the final output reflects collective input and is aligned with team objectives.

**CO2:** Recognizing and addressing communication barriers requires teamwork when identifying issues that affect group communication. Students collaborate with team members to implement feedback and proactive strategies, ensuring that everyone in the team can effectively contribute to discussions and decisions. This also includes fostering a collaborative environment where diverse viewpoints are respected and understood.

**CO3:** Critically assessing and interpreting various forms of business correspondence helps students work as part of a team to analyze communication practices and improve team-based decision-making. Students share insights and recommendations on how to improve internal and external communication, collaborating to interpret and apply knowledge gained from business communications.

**CO4:** The ability to deliver presentations with professionalism enhances teamwork by helping students contribute effectively in group presentations. Team members learn to divide responsibilities, share research and content, and ensure the presentation is coherent and well-organized. This strengthens collaboration within teams as they work together to achieve a common goal—delivering a polished, cohesive presentation.

**CO5:** Strong interpersonal communication skills are crucial for effective teamwork, as students learn to collaborate, manage group dynamics, and communicate effectively within diverse teams. This skill is particularly valuable when working in virtual teams, where students must navigate online communication tools, manage expectations, and ensure smooth collaboration among team members located in different environments.

**CO6:** Utilizing the 7Cs of communication in teamwork ensures clarity and efficiency when teams are communicating with each other. Students understand how to apply the 7Cs to improve both verbal and written communication within the team, enhancing mutual understanding, coordination, and overall performance in group activities.

**CO7:** Mastering digital communication tools is essential for virtual teamwork. By using tools such as email, instant messaging, video conferencing, and collaborative platforms, students learn to collaborate effectively in remote or hybrid environments. Understanding digital etiquette and best practices helps teams stay connected, productive, and aligned with ethical communication standards in virtual settings.

#### **PO14: Area Specific Expertise**

**CO1:** Proficiency in crafting diverse types of business letters and using effective letter-writing techniques provides students with area-specific expertise in professional communication. Understanding how to write formal letters, memos, reports, and other business documents is a critical skill that applies to many industries and roles. By mastering these techniques, students are prepared to communicate effectively in the professional world.

**CO2:** Recognizing and addressing communication barriers is key to effective communication in any professional setting. Students develop expertise in identifying barriers such as cultural differences, language issues, or technological constraints. By learning strategies to overcome these barriers—such as active listening, feedback, and adapting communication methods—they gain area-specific expertise in ensuring smooth, effective communication in diverse professional contexts.

**CO3:** Critically assessing and interpreting various forms of business correspondence and electronic communications is another area of expertise. Students learn how to evaluate the effectiveness of business communications, both traditional and digital, enabling them to make informed decisions about how to craft or respond to communications. This skill is particularly useful in roles that involve managing or interpreting business correspondence, customer relations, or organizational communication.

**CO4:** The ability to deliver presentations with confidence and professionalism provides students with expertise in public speaking, presentation design, and communication with an audience. This is an area-specific skill that is crucial for leadership, management, client relations, and any professional role that requires clear communication to a group or audience. Students learn how to structure and deliver impactful presentations, a skill valued in many industries.

**CO5:** Developing strong interpersonal communication skills is vital for facilitating collaboration and managing team dynamics, especially in the modern, interconnected economy. This expertise helps students build effective working relationships, whether in face-to-face or virtual teams. By understanding communication styles and applying strategies for managing diverse team members, students are equipped with the skills necessary for working in multidisciplinary or multicultural teams in various professional environments.

**CO6:** The ability to utilize the 7Cs of communication (clarity, conciseness, correctness, consideration, completeness, concreteness, and courtesy) improves communication quality, both verbal and written. This specific expertise ensures that students can communicate effectively in any business or professional environment, adapting their messages to suit the needs of various stakeholders, including clients, colleagues, or supervisors.

**CO7:** Mastering digital communication tools and platforms is an increasingly important area of expertise in today's workforce. By learning to use tools such as email, instant messaging, video conferencing, and collaborative platforms effectively, students are prepared to navigate modern business environments that rely heavily on digital communication. Understanding digital ethics, privacy considerations, and best practices also equips students to operate in a professional and responsible manner across digital channels.

## **PO15: Environmental Awareness**

**CO1:** Proficiency in crafting business letters includes the ability to communicate on environmental topics, such as sustainability initiatives, corporate social responsibility (CSR) policies, or environmental regulations. Students learn how to address environmental issues through formal correspondence, contributing to the promotion of sustainable practices in business settings. This CO helps students understand how to integrate environmental considerations into professional communication.

**CO2:** Recognizing communication barriers and implementing strategies to reduce their impact can be applied to environmental communication. For example, addressing barriers to effective communication about environmental sustainability (such as misunderstandings or lack of awareness) is crucial in promoting eco-friendly practices. Students learn to adapt their communication strategies to effectively engage different audiences on environmental issues, helping to reduce confusion or resistance to sustainable initiatives.

**CO3:** Critically assessing and interpreting various forms of business correspondence and electronic communications can include evaluating how companies address environmental concerns in their communications. Students learn to interpret and respond to environmental messages in business settings, such as sustainability reports, environmental impact assessments, or eco-friendly initiatives. This enhances their ability to contribute to conversations around environmental awareness in professional contexts.

**CO4:** Gaining the ability to deliver presentations with professionalism and confidence is important when addressing environmental topics, whether in corporate settings, public forums, or educational contexts. Students learn to deliver clear, compelling presentations on environmental issues, raising awareness about sustainability, climate change, or corporate environmental responsibility. This enhances their ability to communicate effectively on crucial environmental matters.

**CO5:** Strong interpersonal communication skills are essential for collaborating on environmental initiatives, whether within teams or with external stakeholders. By developing these skills, students can effectively communicate and collaborate on environmental projects, such as waste reduction programs, energy conservation, or green marketing strategies. They also learn how to manage team dynamics in projects focused on sustainability, ensuring that environmental goals are met.

**CO6:** Utilizing the 7Cs of communication to improve clarity and effectiveness helps students communicate environmental messages more effectively. When promoting sustainability initiatives or addressing environmental concerns, clarity, conciseness, and consideration of the audience are vital to ensure the message resonates and motivates action. Students learn how to craft communication that effectively conveys environmental awareness and inspires others to adopt sustainable practices.

**CO7:** Mastering digital communication tools and platforms is important in the context of environmental awareness, especially as digital channels are often used for sharing information about sustainability efforts. Students learn how to use email, instant messaging, video conferencing, and collaborative tools to discuss and promote eco-friendly initiatives. They also develop an understanding of the role digital communication can play in spreading environmental messages, supporting sustainable practices, and adhering to ethical standards in digital citizenship.