

DEPARTMENT OF MANAGEMENT STUDIES

Curriculum and Syallbus

**Regulation 2016
B.B.A., I to VI Semester**



**PERIYAR
MANIAMMAI**
INSTITUTE OF SCIENCE & TECHNOLOGY
(Deemed to be University)
Established Under Sec. 3 of UGC Act, 1956 • NAAC Accredited
think • innovate • transform

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PERIYAR MANIAMMAI INSTITUTE OF SCIENCE & TECHNOLOGY

VISION

To be a University of global dynamism with excellence in knowledge and innovation ensuring social responsibility for creating an egalitarian society.

MISSION

UM1 : Offering well balanced programmes with scholarly faculty and state-of-art facilities to impart high level of knowledge.

UM2 : Providing student-centred education and foster their growth in critical thinking, creativity, entrepreneurship, problem solving and collaborative work.

UM3 : Involving progressive and meaningful research with concern for sustainable development.

UM4 : Enabling the students to acquire the skills for global competencies.

UM5 : Inculcating Universal values, Self respect, Gender equality, Dignity and Ethics.

DEPARTMENT OF MANAGEMENT STUDIES

DEPARTMENT VISION

To be a department of international repute delivering excellence in management education and research with the aim of creating business leaders capable of solving problems of industry and society.

DEPARTMENT MISSION

DM1 : To impart education meeting global standards enabling students to become business leaders.

DM2 : To impart education enabling students to identify and solve problems of industry and society.

DM3 : To impart education enabling students to become entrepreneurs.

DM4 : To impart education enabling students to do research and be innovative.

DM5 : To impart education on values, ethics and protection of the environment.

Mapping of University Mission with Department Mission

	DM1	DM2	DM3	DM4	DM5	Total
UM1	3	2	1	2	0	8
UM2	1	3	3	2	0	9
UM3	1	2	1	3	1	8
UM4	3	0	1	1	1	6
UM5	0	0	2	0	3	5

0- No Relation

1- Low Relation

2- Medium Relation

3- High Relation

Program Educational Objectives:

PEO1	Graduates will be successfully employed and solve problems of industry and society.
PEO2	Graduates will start and manage new ventures successfully.
PEO3	Graduates will pursue higher education successfully.
PEO4	Graduates will practice their profession with honesty and integrity.

Mapping of Mission (MS) with Program Educational Objectives (PEOs)

	PEO1	PEO2	PEO3	PEO4
DM1	3	2	3	1
DM2	3	2	3	1
DM3	1	3	1	1
DM4	3	2	3	1
DM5	3	2	3	1

0- No Relation

1- Low Relation

2- Medium Relation

3- High Relation

GRADUATE ATTRIBUTES

- 1. Knowledge:** Apply knowledge of business administration to make decisions.
- 2. Problem Analysis:** Analyze problems and reach substantiated conclusions.
- 3. Development of Solutions:** Evaluate a wide range of potential solutions for those problems and arrive at feasible, optimal solutions after considering public health and safety, cultural, societal and environmental factors in the core areas of expertise.
- 4. Research Skill:** Extract information pertinent to unfamiliar problems through literature survey, apply appropriate research methodologies, techniques and tools, analyze and interpret data.
- 5. Usage of modern tools:** Create, select, learn and apply appropriate techniques, resources, and modern management and IT tools, including prediction and modeling.
- 6. Collaborative and Multidisciplinary work:** Demonstrate a capacity for self-management and teamwork, decision-making based on open-mindedness, objectivity and rational analysis in order to achieve common goals and further the learning of themselves as well as others.

- 7. Project Management and Finance:** Demonstrate knowledge and understanding of management principles and apply the same to one's own work, as a member and leader in a team, manage projects efficiently in respective disciplines and multidisciplinary environments after consideration of economical and financial factors.
- 8. Communication:** Communicate with the industry, and with society at large confidently and effectively, such as, being able to comprehend and write effective reports and design documentation by adhering to appropriate standards, make effective presentations, and give and receive clear instructions.
- 9. Life-long Learning:** Recognize the need for, and have the preparation and ability to engage in life-long learning independently, with a high level of enthusiasm and commitment to improve knowledge and competence continuously.
- 10. Ethical Practices and Social Responsibility:** Acquire professional and intellectual integrity, professional code of conduct, ethics of research and scholarship, consideration of the impact of research outcomes on professional practices and an understanding of responsibility to contribute to the community for sustainable development of society.

PROGRAM OUTCOMES

Graduates of the BBA program should attain the following outcomes:

1. Knowledge of business administration to solve problems of industry and society.
2. Knowledge of the latest tools and technologies used in business administration.
3. Understand the local and global business environment.
4. Communicate effectively with the stakeholders in industry and society.
5. Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution.
6. Function effectively as a leader and member of a team.
7. Apply ethical principles and social responsibility.
8. Demonstrate knowledge of and need for sustainable development.
9. Possess the ability to engage in lifelong learning.

Mapping of Program Outcomes (POs) with Graduate Attributes (GAs)

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10
PO1	3	3	3	3	2	1	1	1	2	1
PO2	3	2	2	2	3	1	1	1	2	1
PO3	2	2	2	2	1	1	1	1	2	1
PO4	1	1	1	1	1	1	1	3	1	1
PO5	2	3	3	3	2	1	1	2	1	1
PO6	1	1	1	1	1	3	3	2	1	1
PO7	1	1	1	1	1	2	2	1	1	3
PO8	2	1	1	1	1	1	1	1	1	3
PO9	2	1	1	1	1	1	1	1	3	1

0- No Relation

1- Low Relation

2- Medium Relation

3- High Relation

Mapping of Program Educational Objectives (PEOs) with Program Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO 1	3	3	3	3	3	3	3	3	3
PEO 2	3	3	3	3	3	3	3	3	3
PEO 3	3	3	1	3	3	2	2	2	3
PEO 4	1	1	2	1	1	2	3	2	1

0- No Relation

1- Low Relation

2- Medium Relation

3- High Relation

CURRICULUM

B.B.A.

Regulation 2016

SEMESTER I

Year/ Sem	Course Code	Category	Course Title	L	T	P	C
I Year / I Sem	XGE101	Language – I	Technical English - I	2	0	1	3
	XBA102	Core -1	Principles of Management	3	0	0	3
	XBA103	Core -2	Fundamentals of Accounting	4	0	0	4
	XBA104	Core -3	Business Organization and Environment	3	0	0	3
	XBA105	DSE-1	Fundamentals of Economics	3	0	0	3
	XUM106	UGC-Mandate	Human Ethics, values, rights and gender equality	3	0	0	3
			Total	18	0	1	19

Semester II

REGULATION – 2016

Year/ Sem	Sub. Code	Subject	Subject Title	L	T	P	C
I Year / II Sem	XBA201	Language – I	Business Communication	3	0	0	3
	XBA202	Language - II	Vanihathamil	3	0	0	3
	XBA203	Core - 4	Computer Applications in Business	3	0	0	3
	XBA204	Core - 5	Organizational Behaviour	3	0	0	3
	XBA205	DSE-2	Business Law	3	0	0	3
	XBA206	GE - 1	Business Plan	3	0	0	3
			Total	18	0	0	18

Semester III
REGULATION – 2016

Year/ Sem	Course Code	Category	Course Name	L	T	P	C
II-Year / III-Sem	XBA301	Core -6	Communication for Managers	3	0	0	3
	XUM302	UGC-Mandate	Environmental Studies	2	0	0	2
	XBA303	Core - 7	Management Accounting	4	0	0	4
	XBA304	Core - 8	Marketing Management	3	0	0	3
	XBA305	DSE-3	Business Statistics	3	1	0	4
	XBA306	GE-2	Business Outsourcing	3	0	0	3
			Total	18	1	0	19

Semester IV
REGULATION – 2016

Year/ Sem	Sub. Code	Subject	Subject Title	L	T	P	C
II Year / IV Sem	XBA401	Core-9	Financial Management	4	0	0	4
	XBA402	Core-10	Human Resource Management	3	0	0	3
	XBA403	Core - 11	Production and Operations Management	3	0	0	3
	XBA404	Core - 12	Retail Marketing	3	0	0	3
	XBA405	DSE-4	E-Commerce	3	0	0	3
	XBA406	GE-3	Customer Relationship Management	3	0	0	3
			Total	19	0	0	19

Semester V
REGULATION – 2016

Year/ Semester	Category	Code No	COURSE TITLE	L	T	P	C
III Year/ V Semester	Core-13	XBA501	Business Research Methods	3	0	0	3
	Core-14	XBA502	Operations Research	3	0	0	3
	Core-15	XBA503	Supply Chain Management	3	0	0	3
	Core-16	XBA504	Banking Practices	3	0	0	3
	Core-17	XBA505	Advertising & Sales Promotion	3	0	0	3
	GE-4	XBA506	Total Quality Management	3	0	0	3
		XBA507	Summer Internship	2	0	0	2
			Total	20	0	0	20

Semester VI
REGULATION – 2016

Year/ Semester	Category	Code No	COURSE TITLE	L	T	P	C
III Year/ VI Semester	Core-18	XBA601	Project Management	3	0	0	3
	Core-19	XBA602	International Business	3	0	0	3
	Core-20	XBA603	Consumer Behaviour	3	0	0	3
	Core-21	XBA604	Entrepreneurship Development	3	0	0	3
	Core- 22	XBA605	Final project	0	0	16	8
			Total	12	0	16	20

COURSE CODE			XGE101	L	T	P	C	
COURSE NAME			TECHNICAL ENGLISH - I	2	0	1	3	
C	P	A		L	T	P	H	
1	0.6	0.4		1	0	2	3	
COURSE OUTCOMES:								
CO1	Identify different styles to various forms of public speaking skills			Cognitive		Remember		
CO2	Understand and identify the proper tone of language required in writing and speaking			Cognitive		Understanding		
CO3	Adapt the speech structures and develop the speech outline according to the audience.			Cognitive Psychomotor		Apply		
CO4	Ability to communicate effectively and develop presentation skills			Cognitive Affective		Response		
CO5	Train the speaker to face the audience without any anxiety.			Psychomotor		Guided Response		
SYLLABUS								HOURS
UNIT I		INTRODUCTION TO PUBLIC SPEAKING						
Functions of oral communication; skills and competencies needed for successful speech making; importance of public speaking skills in everyday life and in the area of business, social, political and all other places of group work.								9
UNIT II		TYPES OF SPEECH						
Manuscript, impromptu, memorized and extemporaneous speeches; analyzing the audience and occasion; developing ideas; finding and using supporting materials.								9
UNIT III		ORGANIZATION OF SPEECH						
Introduction, development and conclusion; language used in various types of speeches; Adapting the speech structures to the Audience; paralinguistic features.								9
UNIT IV		USE OF VISUAL AIDS						
How to present a paper/assignment etc; using visual aids to the speeches; using body language to communicate								9
UNIT V		SPEECH ANXIETY						
Public speaking and speech anxiety, public speaking and critical listening Speech practice (4-6 speeches per student								9
Total								45
Text books								
1. Raymie E. Principles and Types of Public Speaking - 2002 by McKerrow (Author), Bruce E. Gronbeck ,Douglas Ehninger , Alan H. Monroe								
2. Communication : Principles for a lifetime, portable Edition- volume 2 Interpersonal Communication, Stevan A. Beebe, Texas State Universtiy- San Marcos, 2008.								
3. Writing and Speaking Author: John Sealy, Oxford University Press, New Delhi Third Edition 2009. Communicating in Business (8th Edition) Paperback – 2012 by Williams K S , Engage Learning India Pvt. Ltd.								

Table 1: Mapping of Cos with POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	0	0	0	0	1	2	0	1
CO2	2	0	0	0	0	0	2	1	1
CO3	1	0	0	0	0	0	1	0	0
CO4	2	0	0	0	0	1	1	1	1
CO5	1	0	0	0	0	1	1	0	0
Total	8	0	0	0	0	3	7	2	3
Scaled Value	2	0	0	0	0	1	2	1	1

1-5 = 1, 6-10 = 2, 11-15 = 3

0-No Relation, 1- Low Relation, 2 – Medium Relation, 3- High Relation

Table 2:Evaluation Scheme

		Marks	CO1	CO2	CO3	CO4	CO5
1	CA 1 (Theory) (Class Test- Descriptive 10 + MCQ online 5)	15	7.5	7.5			
2	CA 2(Theory) (Class Test- Descriptive 10 + MCQ online 5)	15			7.5	7.5	
6	CIA-3 Quiz Test Assignment Group Discussion	20	3	3	3	3	8
8	EA-2 End semester exam (Lab External Assessment Speech Practice)	50	10	10	10	10	10
	Total	100	20.5	20.5	20.5	20.5	18

Table 3: Learning Domains versus COs

		CO1	CO2	CO3	CO4	CO5
C=1	Remember	0.50				
	Understand		0.50			
	Apply					
	Analyse					
	Evaluate					
	Create					
P = 0.6	Perception					
	Set					
	Guided response			0.3		
	Mechanism					
	Complex Overt Response					
	Adaptation				0.3	

	Origination					
A = 0.4	Receive					
	Respond					0.2
	Value					0.2
	Organization					
	Internalizing values					

Table 4: Question Paper versus COs Mapping (a) Theory

CA1	Weightage (%)	CO1	CO2	CO3	CO4	CO5
MCQ- 10x1 = 10	15	6	4			
2 marks – 5 x2=10		4	6			
15 marks – 2x15 = 30		15	15			
Total 50 Marks		25	25			

CA2	15	CO1	CO2	CO3	CO4	CO5
MCQ- 10x1 = 10				6	4	
2 marks – 5 x2=10				4	6	
15 marks – 2x15 = 30				15	15	
Total 50 Marks				25	25	

CA3		CO1	CO2	CO3	CO4	CO5
Quiz		3				
Test			3			
Assignment				3		
Seminar					3	
Group Discussion						8
Total	20					

Table:5 Question Paper versus COs Mapping

(a) LAB

EA 4- End Semester (Lab -Speech Practice)	50	CO1	CO2	CO3	CO4	CO5
Pronunciation	20	4	4	4	4	4
Stress	10	2	2	2	2	2
Intonation	20	4	4	4	4	4
Tone	20	3	2	6	4	5
Grammar	10	2	2	2	2	2
Self-Introduction	20	5	6	2	4	3
	100	20	20	20	20	20

Table 6: Rubrics for Quiz/Oral

Sl . No	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Understanding the Question 40%	0.4x100	Students understands exceedingly well	Students understands adequately	Students understands Marginal	Students understands wrongly	Student fails to understand	CO5
2	Answering within the time schedule 30%	0.3x100	Students answering level within the stipulated time.	Students answering level exactly in stipulated time	Students answers but not in stipulated time	Students fails to answer in stipulated time	Students do not answer.	CO5
3	Answering with proper explanation 30%	0.3x100	Answer with proper explanation	Answer with inadequate explanation	Answer with improper explanation	Answer with irrelevant explanation	Answer without explanation	CO5
4	Total 100%	100x(4)/100 =4						CO5

Table 7: Rubrics for Test

Criterion	Marks	100	75	50	25	0	Relation with CO
Content 50%	0.5x100	Excellent clarity	Good clarity	Adequate Clarity	Less adequate	Lack of clarity	CO2
Derivation/ Diagram/ Application 30%	0.3x100	Excellent	Very good	Good	could be better	Need to improve	CO2
Organization 10%	0.1x100	Excellent organization	Very good organization	good organization	organization could be	Organization needs	CO2

		n	n	n	better	improvement	
Presentation 10%	0.1x100	Excellent and neat presentation	Very good	Good	could be better	need to be improved	CO2
Total 100%	100 x (4)/100 =4						

Table 8: Rubrics for Seminar

Criterion	Marks	Excellent 100	Very Good 75	Good 50	Fair 25	Satisfactory 0	Relation to CO's
Understanding and Delivery 30%	0.3 x100	Topic understanding and content delivery are good	Topic understanding is good and content delivery is fair	Topic understanding is fair and content delivery is good	Topic understanding and content delivery are fair	Not presented	CO4
Communication Skill 20%	0.3x100	Verbal and pronunciation are good	Verbal skill is good and pronunciation is fair	Verbal skill is fair and pronunciation is good	Verbal and pronunciation is fair	Not presented	CO4
Body Language 20%	0.2x100	Proper dress code, high level of confidence, good eye contact.	Proper dress code, good confidence level, poor eye contact.	Fair dress code, fair confidence level and poor eye contact	Fair dress code, fair confidence level and no eye contact.	Not presented	CO4
Report 20%	0.2x100	Neat and legible report writing on time	Neat and legible report writing and not on time	Fair report writing on time	Fair report writing and not on time	Not presented	CO4
Total 100%	100 x (4)/100 =4						

Table 9: Rubrics for Test

Criterion	Marks	100	75	50	25	0	Relation with CO
Content	0.5	Excellent clarity	Good clarity	Adequate clarity	Less clarity	Lack of clarity	CO2
Derivation/ Diagram/ Application	0.3	Excellent	Very good	Good	could be better	Need to improve	CO2
Organization	0.1	Excellent organization	Very good organization	good organization	organization could be better	No Organization	CO2
Presentation	0.1	Excellent and neat presentation	Very good	Good	Requires improvement	Not present	CO2
Total	100						

Table 10: Rubrics for Assignment

Sl. No	Criterion	Scale	100	75	50	25	0	Relation with CO
1	Content 30%	0.3x100	Given almost all content; writing is interesting	Given key points; writing is interesting	Given basic content; writing is understandable	Given portion of content	Completely off track / did not submit	CO3
2	Coherence 20%	0.2x100	Coherent and completely organized	coherent and reasonably organized	fairly coherent	some confusion and vagueness	missed the point completely	CO3
3	Sources 20%	0.2x100	Sources are cited and are used critically	Sources are cited and some are used critically	Some sources are missing	Sources are not cited	Did not include	CO3

4	Presentati on 20%	0.2x100	Neat and error free	Error free but fair	Few writing and spelling error	Careless writing and spelling error	Below standard	CO3
5	Submissio n 10%	0.1x100	Submitte d before deadline	Submitte d on deadline	Submitted after reminding	Late submissi on	Not submitted	CO3
6	Total 100%	100x(4)/1 00 =4						

Table 11: Rubrics for Performance in GD

Sl No	Perform ance Element	Scale	100	75	50	25	0	Relatio n with CO
1	Listenin g 50%	0.5x100	Is always attentive to others when they speak.	Is attentive to others when they speak, but is occasionally distracted by others.	Is occasionally inattentive to others when they speak; distracts others' listening.	Is consistently inattentive to others when they speak for a wide variety of reasons.	No Progres s	CO1
2	Informati on Seeking Questio ns 30%	0.3x100	Asks questions when he or she does not understand what is being said; questions are pertinent to main ideas.	Asks questions when he or she does not understand what is being said; some questions may not be pertinent to main	Asks questions when he or she does not understand what is being said; many questions are not pertinent and do not	Exhibits little or no interest in information being shared; no information seeking questions are asked.	No Progres s	CO1

				ideas.	allow the speaker to effectively communicate main ideas.			
3	Empathy 10%	0.1x100	Puts self in others' shoes; accepts and understands the feelings and motivations of others; takes steps to deepen understanding.	Puts self in others' shoes; accepts others' feelings, but does not understand others' motivations; is interested in seeking deeper understanding, but does not take active steps.	Accept others' feelings; does not understand others' motivations and shows no or little interest in seeking to understand others.	Finds it difficult to accept others' feelings; does not understand others' motivations; shows no or little interest in others.	No Progress	CO1
4	Eye Contact and Presence 10%	0.1x100	Faces and maintains eye contact with those who are speaking.	Faces and maintain eye contact with those who are speaking; eye contact may be distracting to those who are speaking.	Faces or maintains eye contact with the speaker; occasionally loses or removes eye contact, distracting the speaker.	Does not face or maintain eye contact with the speaker; annoys speaker.	No Progress	CO1
5	Total	100x(4) / 100 =4						

Table 12: Unit wise Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Date and Period planned	Date and Period actually performed	Relation to COs	Remarks
1	INTRODUCTION TO PUBLIC SPEAKING									
	1.1.Introduction to public speaking;	Class Room Lecture	Multimedia Presentation	C	1	1.1.Introduction to public speaking ;	Class Room Lecture	Multimedia Presentation	C	
	1.2functions of oral communication	Multimedia Presentation& mind map	videos, powerpoint	C	1	functions of oral communication	Multimedia Presentation& mind map	videos, powerpoint	C	
	1.3skills and competencies needed for successful speech making	Demonstration	videos, powerpoint	p	1	skills and competencies needed for successful speech making	Demonstration	videos, powerpoint	p	
	1.4importance of public speaking skills in everyday life and in the area of business	Role Play Activity	Examples & Exercises	C and P	1	importance of public speaking skills in everyday life and in the area of business, social, political and all	Role Play Activity	Examples & Exercises	C and P	

	, social, political and all other places of group work					other places of group work			
	1.5 Quiz	One word		Cand P	1				
	Total				4				
2	TYPES OF SPEECH								
	2.1 Various types of Speeches: manuscript, impromptu, rememorized and extemporaneous speeches	Class Room Lecture	Books , Journals and News papers	C	1				
	2.2 analyzing the audience and occasion		videos, powerpoint	P	1				
	2.3 developing ideas	Role Play Activity	.	P and A	1				
	2.4 finding and using supporting materials	Class Room Lecture	Books , Journals and News papers	A	1				
	2.5 Class Test	Chalk and Board	Questions	P and A	1				
	Total				5				
3	ORGANIZATION OF SPEECH								
	3.1 Developing speech out line	Classroom Lecture	Chalk and Board	C	1			CO3	
	3.2 Organization of Speech; introduction, development and conclusion	Classroom Lecture	Chalk and Board	C and P	1			CO3	
	3.3 language used in various types of speeches	Practice	Examples & Exercises	P	1			CO3	
	3.4 Adapting the speech structures	Multimedia	videos, powerpoint	P and A	1				

	to the Audience; paralinguistic features	Presenta tion& mind map							
	3. 5 assignment	Oral presenta tion	Language lab		1				
	Total				5				
4 USE OF VISUAL AIDS									
	4.1 Delivery of speeches, basic tips	Classro om Lecture	Chalk and Board	C and P	1			CO4	
	4.2How to present a paper/assignment etc	Multime dia Presenta tion& mind map	videos, powerpoint	C and P	1			CO4	
	4.3visual aids to the speeches	Multime dia Presenta tion	Ppt / Video with Examples	C and P	1			CO4	
	4.4using body language to communicate	Multime dia Presenta tion	Ppt / Video	C, P and A	1			CO4	
	4.5Seminar	Chalk and Board	Questions	P and A	1				
	Total				5				

5	SPEECH ANXIETY								
	5.1Public speaking	Classroo m Lecture	Chalk and Board	C	1			CO5	
	5.2speech anxiety	Classroo m Lecture	Examples from Real Life Situations	C	1			CO5	
	5.3public speaking and critical listening .	Multime dia Presenta tion	Ppt / Video with	C and P	1			CO5	

	5.4Speech practice (4-6 speeches per student) Group Discussion	Multime dia Presenta tion	Ppt / Video with	C and P	1				
	Total				4				
	Grand Total				45				

COURSE CODE	XBA102	L	T	P	C
COURSE NAME	PRINCIPLES OF MANAGEMENT	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain		Level	
CO1	<i>Understand</i> the functions, qualities and skills of a manager.	Cognitive		Understanding	
CO2	<i>Understand</i> the principles of planning and the concept of MBO.	Cognitive		Understanding Analysing	
CO3	<i>Understand</i> the concept of recent trends in organizing and principles of directing.	Cognitive		Understanding Analysing	
CO4	<i>Learn</i> the motivational theories, leadership styles and communication flow in an organization.	Cognitive		Understanding	
CO5	<i>Understand</i> the management control system and coordination.	Cognitive		Understanding	
UNIT I					8
Management – Various approaches to Management – Management in global environment – Functions – Qualities and Skill of a Manager – Levels of Management.					
UNIT II					8
Planning – Importance – Principles of Planning – Types – MBO - Forecasting – Decision making process.					
UNIT III					8
Organizing – Recent trends in organization – Organisation Charts – Centralisation & Decentralisation - Direction and principles of Direction.					
UNIT IV					13
Motivation - Theories of Motivation – Leadership styles – Communication - process, methods and barriers.					
UNIT V					8
Management Controlling system – Methods of Control – Span ofControl –Need – Co-ordination – Techniques of coordination.					
LECTURE	TUTORIAL	PRACTICAL		TOTAL	
45	0	0		45	
TEXT BOOKS					
Dr.J.Jayasankar - Principles of Management, Margham Publications, Chennai					
REFERENCE BOOKS					
1. L.M. Prasad – Principles of Management, Sultan Chand & Sons.					
2. Tripathy and Reddy – Principles of Management,Tata McGraw Hill.					
3. Koontz and O’ Donnel – Essentials of Management, Tata McGraw Hill.					
4. T. Ramasamy – Management Principles, Himalaya Publishers.					
5. Peter F. Drucker – Essence of Management, Taylor and Francis Publishers.					

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	2						3		
CO 2	2				2				
CO 3	2				2				1
CO 4	2		2	2	2			1	1
CO 5	2	2	2		2			1	1
Total	10	2	4	2	8	0	3	2	3
Scaled to 0,1,2,3	2	1	1	1	2	0	1	1	1

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	4	4	4	4	4
CA 4	50	9.5	9.5	9.5	12	9.5
Total	100	21	19	21	23.5	13.5

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	1	1			1
	Applying			0.5	0.5	

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	-	-	-
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks	-	-	-
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	-	-	-
Total 50 Marks	25 Marks	25 Marks	-	-	-

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	-	-	4 Marks	6 Marks	
Part – B 5 x2 marks =10 marks	-	-	6 Marks	4 Marks	
Part – C 2 x15 marks =30 marks	-	-	15 Marks	15 Marks	
Total 50 Marks	-	-	25 Marks	25 Marks	

Table 6: Mapping Course Outcome with Assessment for CA3 (20%)

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	4				
Assignment-II	4			4		
Class Test - I	4		4			
Class Test - II	4				4	
Quiz	4					4
Total	20	4	4	4	4	4

Table 7: Mapping Course Outcome with Assessment for CA4 (50%)

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	15 Marks	-	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	-	-	-	20 Marks	-
Total 100 Marks	19 Marks	19 Marks	19 Marks	24 Marks	19 Marks

Table 8: Rubrics for Assignment (4 Marks)

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity (50%)	0.50	Main idea very clearly stated	Main idea clear	Main idea clear or implicit	Main idea unclear	No clarity	1,3
2.	Relevant examples (30%)	0.30	Assignment well supported by a variety of relevant examples	Assignment adequately supported by relevant examples	Assignment adequately supported by examples	Assignment inadequately supported by examples	No examples	1,3
3.	Reference (10%)	0.10	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is	Mostly incorrect Plagiarized, no references	1,3

						accurate only occasionally		
4.	Timely Submission (10%)	0.10	Submitted on time	Submitted one day late	Submitted two days late	Submitted three days late	Not submitted even after many reminders	1,3
	Total = 100%							

Table 9: Rubrics for Quiz (4 Marks)

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Correct answer (75%)	0.75	Correct answer with proper explanation	Correct answer with explanation	Correct answer with no explanation	Attempted to answer	No attempt at all	5
2.	Time Taken (25%)	0.25	Instantly	Less than 2mins	Less than 5mins	More than 5mins	No attempt at all	5
	Total = 100	1						

Table 10: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	1.1	Introduction – Management and various approaches	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1
	1.2	Management in global environment	PPT	Class Room	Cog.(Rem)	1	1
	1.3	Functions of management	PPT	Class Room	Cog.(Rem)	1	1
	1.4	Qualities of a manager	PPT	Class Room	Cog.(Rem)	2	1
	1.5	Skills of a manager	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1

	1.6	Levels of Management	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	1
		Assignment - I		Class Room	Cog. (Rem)	1	1
		TOTAL				8	
2	2.1	Planning & its importance	PPT	Class Room	Cog.(Rem)	1	2
	2.2	Principles of planning	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
	2.3	Types of planning	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
	2.4	MBO & Forecasting	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	2
	2.5	Decision making process	Chalk & Board	Class Room	Cog.(Rem)	2	2
		Class Test - I		Class Room	Cog.(Rem)	1	2
		TOTAL				8	
3	3.1	Organizing – Concept	PPT	Class Room	Cog.(Rem)	2	3
	3.2	Recent trends in organization	PPT	Class Room	Cog.(Rem)	1	3
	3.3	Organization charts	PPT	Class Room	Cog.(Rem)	1	3
	3.4	Centralization	Chalk & Board	Class Room	Cog.(Rem)	1	3
	3.5	Decentralization	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
	3.6	Direction and Principles	Chalk & Board	Class Room	Cog.(Rem)	1	3
		Assignment		Class Room	Cog.(Rem)	1	3
		TOTAL				8	
4	4.1	Motivation – Introduction	Chalk & Board	Class Room	Cog.(Rem)	1	4
	4.2	Types of motivation	PPT	Class Room	Cog.(Rem)	1	4
	4.3	Theories of Motivation	PPT	Class Room	Cog.(Rem)	2	4
	4.4	Leadership styles	Chalk & Board	Class Room	Cog.(Rem)	2	4
	4.5	Communication	PPT	Class Room	Cog.(Rem)	2	4
	4.6	Process of communication	PPT	Class Room	Cog.(Rem)	1	4
	4.7	Methods of communication	PPT	Class Room	Cog.(Rem)	1	4
	4.8	Barriers of	PPT	Class Room	Cog.(Rem)	2	4

		communication					
		Class Test - II		Class Room	Cog. (Rem)	1	4
		TOTAL				13	
5	5.1	Management controlling system	PPT	Class Room	Cog.(Rem)	2	5
	5.2	Methods of control	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	5
	5.3	Span of control	PPT	Class Room	Cog.(Rem)	1	5
	5.4	Need, Coordination	PPT	Class Room	Cog.(Rem)	1	5
	5.5	Techniques of Coordination	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	5
		Quiz		Class Room	Cog. (Rem)	2	5
		TOTAL				8	
		Grand Total				45	

COURSE CODE	XBA103	L	T	P	C
COURSE NAME	FUNDAMENTALS OF ACCOUNTING	4	0	0	4
PREREQUISITE:	Nil	L	T	P	H
C:P:A	4 : 0 : 0	4	0	0	4
COURSE OUTCOMES		Domain		Level	
CO1	<i>Explain</i> the fundamentals and principles of accounting.	Cognitive		Understanding	
CO2	<i>Outline</i> the accounting transaction analysis.	Cognitive		Understanding	
CO3	<i>Build</i> theBank Reconciliation Statement and subsidiary books.	Cognitive		Applying	
CO4	<i>Construction</i> of Balance Sheets	Cognitive		Applying	
CO5	<i>Explain</i> the Double Entry System	Cognitive		Understanding	
UNIT I- INTRODUCTION TO FINANCIAL ACCOUNTING					12
Introduction – Meaning and Definition – Objectives of Accounting – Functions of Accounting – Users of Accounting Information – Limitations of Accounting – Accounting Principles – Accounting Concepts and Accounting Conventions. Accounting Standards –List of Indian Accounting Standards.					
UNIT II-ACCOUNTING PROCESS					12
Meaning – Process of Accounting – Kinds of Accounts – Rules - Transaction Analysis – Journal – Ledger – Balancing of Accounts – Trial Balance – Problems.					
UNIT III- SUBSIDIARY BOOKS					10
Meaning – Significance – Types of Subsidiary Books – Purchases Book – Sales Book – Purchase Returns Book – Sales Return Book – Bills Receivable Book – Bills Payable Book – Cash Book (Simple Cash Book, Double Column Cash Book, Three Column Cash Book and Petty Cash Book) and Journal proper. Bank Reconciliation Statement – Preparation of Bank Reconciliation Statement.					
UNIT IV- FINAL ACCOUNTS OF PROPRIETARY CONCERN					10
Preparation of Profit& Loss Account and Balance Sheet (Vertical form).					
UNIT V- SINGLE ENTRY SYSTEM					16
Meaning – Features – Types – Merits – Demerits – Differences between single entry and double entry systems – Preparation of Opening Statement of Affairs, Closing Statement of Affairs, Computation of Profit/Loss and Revised Statement of Affairs. Conversion of single entry to double entry system.					
LECTURE	TUTORIAL	PRACTICAL		TOTAL	
60	0	0		60	
TEXT BOOKS					
1. Reddy T.S and Murthy A.,Financial Accounting, Margham Publications Pvt. Ltd., Chennai,2015					
REFERENCES					
1. Jawaharlal &Seema Srivastava: Financial Accounting, HPH					
2. R.G Saha, Fundamentals of Accounting, HPH					
3. Dr. S.N. Maheswari, Financial Accounting, HPH					
4. Dr. Venkataraman R. & others, Fundamentals of Accounting, VBH					
5. S Jayapandian: Financial Accounting from Zero,					
6. Grewal and Gupta, Advanced Accounting, Sultan Chand.					
7. S. P Jain and K. L. Narang ; Financial Accounting, Kalyani Publishers.					

8. SoundraRajan A & K. Venkataramana, Financial Accounting, SHB Publishers.

9. Dr. Alice Mani: Fundamentals of Accounting, SBH

E-REFERENCES

<https://www.youtube.com/user/vedbangia/featured>

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9
CO 1	2						3		
CO 2	2				2				
CO 3	2				2				1
CO 4	2		2	2	2			1	1
CO 5	2	2	2		2			1	1
Total	10	2	4	2	8	0	3	2	3
Scaled to 0,1,2,3	2	1	1	1	2	0	1	1	1

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	4	4	4	4	4
CA 4	50	9.5	9.5	9.5	12	9.5
Total	100	21	19	21	23.5	13.5

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	1	1			1
	Applying			0.5	0.5	

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks	--		
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	--		
Total 50 Marks	25 Marks	25 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 6: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	2	1	1		
Assignment-II	4			1	2	1
Test	4	1	1	1		1
Seminar	4		1	1	1	1
Quiz	4	1	1		1	1
Total	20	4	4	4	4	4

Table 7: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	15 Marks	-	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	-	-	-	20 Marks	-
Total 100 Marks	19 Marks	19 Marks	19 Marks	24 Marks	19 Marks

Table 8: Rubrics for Assignment (4 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of	Assignment well-supported in body of paper by facts,	Assignment generally supported in body of paper by	Assignment supported in body of paper by few facts,	No diagrams or programs or examples etc	1

			relevant facts, examples, & illustrations from experience, references to related readings, etc.	examples, illustrations though support may not be as vivid as the “A” essay.	facts, examples, details. No more than one paragraph with inadequate support.	examples, details. More than one paragraph with inadequate support.		
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasional	Mostly incorrect Plagiarized, no references	1

						ly.		
	Total = 100%							

Table 9: Rubrics for Seminar (4 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relati on to CO
1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3, 4,5
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with a high degree of success	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success		1,2,3, 4,5
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness		1,2,3, 4,5
4.	Application and Q& A (25%)	0.25	Seminar was organized in a highly effective manner	Seminar was not organized in an effective manner	Seminar was organized in a somewhat effective manner	Seminar was organized in an effective manner		1,2,3, 4,5

			Very effective facilitation of class discussion	Ineffective facilitation of class discussion	Moderately effective facilitation of class discussion	Effective facilitation of class discussion		
	Total = 100	1						

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		INTRODUCTION TO FINANCIAL ACCOUNTING					
	1.1	Introduction – Meaning and Definition – Objectives of Accounting –	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.2	Functions of Accounting –	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.3	Users of Accounting Information –	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.4	Limitations of Accounting –	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.5	Accounting Principles – Accounting Concepts and Accounting Conventions.	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.6	Accounting Standards –List of Indian Accounting Standards.	Chalk and talk	Class Room	Cog.(Und.)	2	1
		Total				12	
2.		ACCOUNTING PROCESS					
	2.1	Meaning – Process of Accounting –	Chalk and talk	Class Room	Cog.(Und.)	2	2

	2.2	Kinds of Accounts –	Chalk and talk	Class Room	Cog.(Und.)	1	2
	2.3	Rules - Transaction Analysis –	Chalk and talk	Class Room	Cog.(Und.)	1	2
	2.4	Journal – Ledger –	Chalk and talk	Class Room	Cog.(Und.)	1	2
	2.5	Balancing of Accounts – Trial Balance –	Chalk and talk	Class Room	Cog.(Und.)	2	2
	2.6	Problems.	Chalk and talk	Class Room	Cog.(Und.)	3	2
		Class Test 1		Class Room	Cog.(Und.)	2	1,2
		Total				12	
		Assignment-1			Cog.(Und.)		1,2
3.		SUBSIDIARY BOOKS					
	3.1	Meaning – Significance –	Chalk and talk	Class Room	Cog.(Apply.)	2	3
	3.2	Types of Subsidiary Books – Purchases Book – Sales Book – Purchase Returns Book – Sales Return Book –	Chalk and talk	Class Room	Cog.(Apply.)	2	3
	3.3	Bills Receivable Book – Bills Payable Book – Cash Book (Simple Cash Book, Double Column Cash Book, Three Column Cash Book and Petty Cash Book) and Journal proper.	Chalk and talk	Class Room	Cog.(Apply.)	3	3
	3.4	Bank Reconciliation Statement – Preparation of Bank Reconciliation Statement.	Chalk and talk	Class Room	Cog.(Apply.)	3	3
		Total				10	
4.		FINAL					

		ACCOUNTS OF PROPRIETARY CONCERN					
	4.1	Preparation of Profit & Loss Account and	Chalk and talk	Class Room	Cog.(Apply.)	5	4
	4.2	Balance Sheet (Vertical form).	Chalk and talk	Class Room	Cog.(Apply.)	5	4
		Class Test 2		Class Room	Cog.(Und.)		3,4
		Total				10	
5.		SINGLE ENTRY SYSTEM					
	5.1	Meaning – Features – Types – Merits – Demerits –	Chalk and talk	Class Room	Cog.(Und.)	4	5
	5.2	Differences between single entry and double entry systems –	Chalk and talk	Class Room	Cog.(Und.)	4	5
	5.3	Preparation of Opening Statement of Affairs, Closing Statement of Affairs, Computation of Profit/Loss and Revised Statement of Affairs.	Chalk and talk	Class Room	Cog.(Und.)	3	5
	5.4	Conversion of single entry to double entry system.	Chalk and talk	Class Room	Cog.(Und.)	3	5
		Assignment-2		Class Room	Cog. (Und.,App.,)		3,4,5
		Test		Class Room	Cog. (Und.,App.,)	2	3,4,5
		Total				16	
		Grand Total				60	

COURSE CODE	XBA104	L	T	P	C
COURSE NAME	Business Organization and Environment	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 3	3	0	0	3
COURSE OUTCOMES			Domain		
CO1	<i>Understand</i> what is business and classifications of business.		Understanding		
CO2	<i>Understand</i> preparation of partnership deed.		Understanding		
CO3	Understand formation of companies.		Understanding		
CO4	Understand the political, economic and legal environment		Understanding		
CO5	Learn the concept of LPG		Understanding		
UNIT I: INTRODUCTION TO BUSINESS ORGANIZATION			07		
Meaning of Business – Classification of Business Activities – Industry – Types of Industry – Commerce – Trade – Aids to Trade –Meaning – Advantages and Disadvantages.					
UNIT II : FORMS OF BUSINESS ORGANIZATION			10		
Sole Proprietorship – Meaning – Characteristics – Advantages and Disadvantages. Partnership – Meaning – Characteristics – Advantages and Disadvantages - Types of Partners. Co-operative Society - Meaning – Characteristics – Types – Advantages and Disadvantages.					
UNIT III: JOINT STOCK COMPANY			08		
Meaning – Definition – Features – Types of Companies – Formation of a Company.					
UNIT IV : BUSINESS ENVIRONMENT			10		
Meaning and Importance. Dimensions of Business Environment – Political, Economic, Social, Legal, Natural and Technological Environment.					
UNIT V : GOVERNMENT AND BUSINESS			10		
Meaning and Importance. Impact of Government policy on business and industry with reference to liberalization, privatization and globalization.					
LECTURE	TUTORIAL	PRACTICAL			
45	0	0			

Text Book

1. Dr. Aswathappa: Essentials of Business Environment, HPH.

REFERENCE

1. Francis Cherrunilam : Business Environment, HPH.
2. Muniraju S.K. Podder – Business Organisation&Environment , VBH
3. VivekMittall, – Business Environment, Excel Books, New Delhi.
4. Raj Agarwal – Business Environment, Excel Books, New Delhi.
5. K. Venkataramana, Business Environment, SHB Publishers.
6. Dr. Alice Mani: Business Organization & Environment, SBH.

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	2								1
CO 2	2								1
CO 3	2								1
CO 4	2								1
CO 5	2		3						1
Total	10	0	3						5
Scaled to 0,1,2,3	2		1						1

1-5 → 1, 6-10 → 2, 11-15 → 3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	4	4	4	4	4
CA 4	50	9.5	12	9.5	9.5	9.5
Total	100	21	23.5	21	21	13.5

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	1	1	0.5	0.25	0.25

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks	--		
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	--		
Total 50 Marks	25 Marks	25 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 6: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	2	1	1		
Assignment-II	4			1	2	1
Test	4		1	1	1	1
Seminar	4		1	1	1	1
Quiz	4	1	1	1		1
Total	20	3	4	5	4	4

Table 7: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x15 marks =30 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	-	-	-	8 Marks	12 Marks
Total 100 Marks	12 Marks	19 Marks	11 Marks	27 Marks	31 Marks

Rubrics for Self-Rating (2 Marks):**Rubrics for Self-Rating:**

Self-Rating is a **self assessment tool** by itself. Instruction is given in the format on how to fill the questionnaire. Hence there are no rubrics for this component.

Table 8: Rubrics for Assignment (4 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relati on to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignme nt supported in body of paper by a variety of relevant facts, examples, & illustration s from experience , references to related readings, etc.	Assignme nt well- supported in body of paper by facts, examples, illustration s though support may not be as vivid as the “A” essay.	Assignme nt generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignme nt supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1
3.	Organizatio n (15%)	0.15	Organizati on & structure very evident: major points divided into paragraphs and signaled by use of transitions. .	Organizati on & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organizati on & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are	The organizati on & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1

					logically developed.			
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

Table 9: Rubrics for Seminar (4 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated through knowledge of facts terms and concepts	Seminar demonstrated limited knowledge of facts terms and concepts	Seminar demonstrated some knowledge of facts terms and concepts	Seminar demonstrated considerable knowledge of facts terms and concepts	Not submitted	1,2,3, 4,5
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with high degree of success	Seminar exhibited impartiality with limited degree of success	Seminar exhibited impartiality with some degree of success	Seminar exhibited impartiality with considerable degree of success		1,2,3, 4,5
3.	Communication (Oral) (35%)	0.35	Language and /or delivery	Language and /or delivery	Language and /or delivery	Language and /or delivery		1,2,3, 4,5

			resulted information being communicated orally with high degree of effectiveness	resulted information being communicated orally with limited degree of effectiveness	resulted information being communicated orally with some degree of effectiveness	resulted information being communicated orally with considerable degree of effectiveness		
4.	Application and Q&A(25%)	0.25	Seminar was organized in a highly effective manner very effective facilitate	Seminar was organized in a highly effective manner ineffective facilitate	. Seminar was organized in a highly effective manner moderately effective facilitate	Seminar was organized in a highly effective manner very effective facilitation of class		1,2,3,4,5
	Total -100	1						

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		INTRODUCTION TO BUSINESS ORGANIZATION					
	1.1	Meaning of Business	Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.2	Classification of Business Activities	Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.3	Industry , Types of Industry	Chalk & talk	Class Room	Cog. (Und.)	2	1
	1.4	Commerce ,	Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.5	Trade , Aids to Trade	Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.6	Meaning, Advantages and Disadvantages.	Self Study	Class Room	Aff. (Rec.)	1	1
			Printouts	Class	Cog.	1	1

				Room	(Und.)		
		Total				7	
2.		FORMS OF BUSINESS ORGANIZATION					
	2.1	Sole Proprietorship – Meaning – Characteristics –	Group exercise	Class Room	Cog. (Und., Ana.)	2	2
	2.2	Advantages and Disadvantages.	Chalk & talk	Class Room	Cog. (Und., Ana.)	1	2
	2.3	Partnership – Meaning – Characteristics – Advantages and Disadvantages	Group presentation based on outdoor survey	Class Room	Cog. (Ana.)	2	2
	2.4	Types of Partners.	Chalk & talk	Class Room	Cog. (Und., Ana.)	2	2
	2.5	Co-operative Society - Meaning – Characteristics –	Chalk & talk	Class Room	Cog. (Ana.)	2	2
	2.6	Types – Advantages and Disadvantages	Chalk & talk	Class Room	Cog. (Ana.)	1	2
		Total				10	
		Assignment-I			Cog. (Und.,)		1,2
3.		JOINT STOCK COMPANY					
	3.1	Meaning – Definition – Features –	Chalk & talk	Class Room	Cog. (Ana.)	2	3
	3.2	Types of Companies	Chalk & talk	Class Room	Cog. (Ana.)	2	3
	3.3	Formation of a Company.	Chalk & talk	Class Room	Aff.(Rec.)	4	3
		Total				8	
4.		BUSINESS ENVIRONMENT					
	4.1	Meaning and Importance.	Chalk and talk	Class Room	Cog. (Und.)	2	4
	4.2	Dimensions of Business Environment	Chalk and talk	Class Room	Cog. (Und.)	2	4
	4.3	Political, Economic,		Class Room	Cog. (Und.), Aff. (Rec.)	2	2,3
	4.4	Social, Legal.	Chalk and talk	Class Room	Cog. (Und.)	2	4
		Natural and Technological	Chalk	Class	Cog.	2	4

		Environment	and talk	Room	(Und.)		
		Class Test		Class Room	Cog (und)		3,4
		Total				10	
5.		GOVERNMENT AND BUSINESS					
	5.1	Meaning and Importance.	Chalk & talk	Class Room	Cog. (Und.)	2	5
	5.2	Impact of Government policy on business and industry with reference to liberalization,	Chalk & talk	Class Room	Cog. (Und.)	2	5
		CA-2		Class Room	Cog. &Aff.		3,4
	5.3	Impact of Government policy on business and industry with reference to Privatization	Power Point	Class Room	Cog. (Und.)	3	5
	5.4	Impact of Government policy on business and industry with reference to Globalization.		Class Room	Cog. (Und.)	3	5
		Seminar		Class Room	Cog. (Ana.)		3,4,5
				Class Room	Cog. (Und.)	1	5
		Total				10	
		Grand Total				45	

COURSE CODE		XBA105	L	T	P	C
COURSE NAME		FUNDAMENTALS OF ECONOMICS	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Understand</i> the nature, scope and objectives of a firm.		Cognitive		Understanding	
CO2	<i>Understand</i> the Law of Demand, Types of demand, demand forecasting and production function.		Cognitive		Understanding Analysing	
CO3	<i>Learn</i> the cost - output relationships and concept of pricing.		Cognitive		Understanding Analysing	
CO4	<i>Learn</i> the market classification and price determination.		Cognitive		Understanding	
CO5	<i>Understand</i> the estimation of national income and trade cycle.		Cognitive		Understanding	
UNIT I						8
Managerial Economics – Nature and scope - Objectives of the firm - Theory of Consumer Behavior - Indifference curve analysis						
UNIT II						12
Law of demand - Types of demand - Elasticity of demand – Demand forecasting -Production and cost analysis - Factors of production - Production function - Law of variable proportion - Law of return to scale..						
UNIT III						10
Cost concepts - Cost output relationships - Short run and long run – Supply analysis - Pricing - Objectives - Factors of pricing – Types of pricing – Price discrimination.						
UNIT IV						8
Market classification – Price determination - Perfect competition - Monopoly - Monopolistic competition - Duopoly – Oligopoly						
UNIT V						7
Trade cycle – Phases or stages of a Trade cycle – National Income –Estimation of National Income – Real and Money income.						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
45		0		0		45
TEXT BOOKS						
S. Sankaran - Business Economics – Margham publications, Chennai, 2014						
REFERENCES						
1. R.Cauvery, U.K. Sudhanayak, M. Girija, R. Meenakshi–Managerial Economics, S.Chand& Sons.						
2. Gupta G.S – Managerial Economics, Tata McGraw Hill.						
3. R.L. Varshney& K.L. Maheshwari – Managerial Economics, Sultan Chand & Sons.						
4. R. K. Lekhi – Managerial Economics Kalyani Publisher.						

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	2						3		
CO 2	2				2				
CO 3	2				2				1
CO 4	2		2	2	2			1	1
CO 5	2	2	2		2			1	1
Total	10	2	4	2	8	0	3	2	3
Scaled to 0,1,2,3	2	1	1	1	2	0	1	1	1

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	4	4	4	4	4
CA 4	50	9.5	9.5	9.5	12	9.5
Total	100	21	19	21	23.5	13.5

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	1	1			1
	Applying			0.5	0.5	

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks	--		
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	--		
Total 50 Marks	25 Marks	25 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 6: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	2	1	1		
Assignment-II	4			1	2	1
Test	4	1	1	1		1
Seminar	4		1	1	1	1
Quiz	4	1	1		1	1
Total	20	4	4	4	4	4

Table 7: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	15 Marks	-	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	-	-	-	20 Marks	-
Total 100 Marks	19 Marks	19 Marks	19 Marks	24 Marks	19 Marks

Table 8: Rubrics for Assignment (4 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience ,	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the “A” essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1

			references to related readings, etc.		support.			
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

Table 9: Rubrics for Seminar (4 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relati on to CO
1.	Knowle dge and Underst anding (15%)	0.15	Seminar demonstr ated thorough knowledg e of facts, terms and concepts	Seminar demonstr ated limited knowledg e of facts, terms and concepts	Seminar demonstr ated some knowledg e of facts, terms and concepts	Seminar demonstr ated considera ble knowledg e of facts, terms	Not Submitte d	1,2,3, 4,5
2.	Thinkin g and Inquiry (25%)	0.25	Seminar exhibited impartiali ty with a high degree of success	Seminar exhibited impartiali ty with limited success	Seminar exhibited impartiali ty with some success	Seminar exhibited impartiali ty with considera ble success		1,2,3, 4,5
3.	Communi cation (Oral) (35%)	0.35	Language and/or delivery resulted informati on being communi cated orally with high degree of effectiven ess	Language and/or delivery resulted informati on being communi cated orally with limited effectiven ess	Language and/or delivery resulted informati on being communi cated orally with some effectiven ess	Language and/or delivery resulted informati on being communi cated orally with considera ble effectiven ess		1,2,3, 4,5
4.	Applica tion and Q& A (25%)	0.25	Seminar was organized in a highly effective manner Very effective facilitatio	Seminar was not organized in an effective manner Ineffectiv e facilitatio n of class	Seminar was organized in a somewha t effective manner Moderate ly effective	Seminar was organized in an effective manner Effective facilitatio n of class discussio		1,2,3, 4,5

			n of class discussio n	discussio n	facilitatio n of class discussio n	n		
	Total = 100	1						

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	1.1	Introduction, Fundamentals of economics	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1
	1.2	Nature & Scope of Managerial Economics	PPT	Class Room	Cog.(Rem)	1	1
	1.3	Objectives of the firm	PPT	Class Room	Cog.(Rem)	1	1
	1.4	Theory of Consumer Behaviour	PPT	Class Room	Cog.(Rem)	1	1
	1.5	Indifference curve analysis	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1
		Assignment		Class Room	Cog.(Rem)		
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
	1.6	Cardinal & Ordinal utility analysis	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1
	1.7	Indifference curve map & schedule	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1
		TOTAL				8	
2	2.1	Law of Demand, types	PPT	Class Room	Cog.(Rem)	1	2
	2.2	Demand schedule & Demand Curve, factors influence demand	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2

	2.3	Law of supply, factors affect supply	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1,2
	2.4	Elasticity of Demand & elasticity of supply	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
		Assignment		Class Room	Cog.(Rem)		
	2.5	Production & cost analysis	Chalk & Board	Class Room	Cog.(Rem)	1	2
	2.6	Tutorial		Class Room	Cog.(Rem)	1	2
		Seminar on finished topics	PPT	Class Room	Cog.(Ap,An)	1	
		Factors of Production	Chalk & Board	Class Room	Cog.(Rem)	2	2
		Production function	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
		Law of variable proportion	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
		Law of returns to scale	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
		TOTAL				12	
3	3.1	Cost concepts	PPT	Class Room	Cog.(Rem)	2	3
	3.2	Cost output relationships	PPT	Class Room	Cog.(Rem)	1	2,3
		Assignment	Chalk & Board	Class Room	Cog.(Rem)		
	3.3	Short run & long run	PPT	Class Room	Cog.(Rem)	1	3
	3.4	Supply analysis	Chalk & Board	Class Room	Cog.(Rem)	1	3
	3.5	Pricing - objectives	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
	3.6	Factors of pricing	Chalk & Board	Class Room	Cog.(Rem)	1	1,3
		Assignment		Class Room	Cog.(Rem)		
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	

		Types of pricing	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
		Price discrimination	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
		TOTAL				10	
4	4.1	Market classification	Chalk & Board	Class Room	Cog.(Rem)	1	4
	4.2	Price determination	PPT	Class Room	Cog.(Rem)	1	3,4
	4.3	Perfect competition	PPT	Class Room	Cog.(Rem)	1	3,4
	4.4	Monopoly	Chalk & Board	Class Room	Cog.(Rem)	1	3,4,5
	4.5	Monopolistic competition	PPT	Class Room	Cog.(Rem)	1	4,5
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	
	4.6	Duopoly	PPT	Class Room	Cog.(Rem)	1	4
	4.7	Oligopoly	PPT	Class Room	Cog.(Rem)	1	4,5
		Assignment		Class Room	Cog.(Rem)		
		TOTAL				8	
5	5.1	Trade cycle	PPT	Class Room	Cog.(Rem)	1	5
		Assignment		Class Room	Cog.(Rem)		
	5.2	Phases of Trade cycle	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	5
	5.3	National Income	PPT	Class Room	Cog.(Rem)	1	5
	5.4	Estimation of National Income	PPT	Class Room	Cog.(Rem)	1	5
	5.5	Real & money income	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	4,5
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
		TOTAL				7	
		Grand Total				45	

COURSE CODE	XUM 106	L	T	P		C
COURSE NAME	HUMAN ETHICS, VALUES, RIGHTS AND GENDER EQUALITY	1	0	0		1
PREREQUISITES		L	T	P	S	H
					S	
C:P:A	2.7:0:0.3	1	0	0	2	3
COURSE OUTCOMES		Domain		Level		
CO1	Relate and Interpret the human ethics and human relationships	Cognitive		Remember, Understanding		
CO2	Explain and Apply gender issues, equality and violence against women	Cognitive		Understanding, Applying		
CO3	Classify and Develop the identify of human rights and their violations	Cognitive & Affective		Analyzing Receiving		
CO4	Classifyand Dissect necessity of human rights and report on violations.	Cognitive		Understanding, Analyze		
CO5	List and respond to family values, universal brotherhood, fight against corruption by common man and good governance.	Cognitive & Affective		Remember, (Respond)		
UNIT I HUMAN ETHICS AND VALUES						7
HUMAN ETHICS AND VALUES						
Human Ethics and values - Understanding of oneself and others- motives and needs- Social service, Social Justice, Dignity and worth, Harmony in human relationship: Family and Society, Integrity and Competence, Caring and Sharing, Honesty and Courage, WHO’s holistic development - Valuing Time, Co-operation, Commitment, Sympathy and Empathy, Self respect, Self-Confidence, character building and Personality.						
UNIT IIGENDER EQUALITY						9
Gender Equality - Gender Vs Sex, Concepts, definition, Gender equity, equality, and empowerment. Status of Women in India Social, Economical, Education, Health, Employment, HDI, GDI, GEM. Contributions of Dr.B.R. Ambethkar, ThanthaiPeriyar and Phule to Women Empowerment.						
UNIT IIIWOMEN ISSUES AND CHALLENGES						9
Women Issues and Challenges- Female Infanticide, Female feticide, Violence against women, Domestic violence, Sexual Harassment, Trafficking, Access to education, Marriage. Remedial Measures – Acts related to women: Political Right, Property Rights, and Rights to Education, Medical Termination of Pregnancy Act, and Dowry Prohibition Act.						
UNIT IV HUMAN RIGHTS						9
Human Rights Movement in India – The preamble to the Constitution of India, Human Rights and Duties, Universal Declaration of Human Rights (UDHR), Civil, Political, Economical, Social and Cultural Rights, Rights against torture, Discrimination and forced Labour, Rights and protection of children and elderly. National Human Rights Commission and other statutory Commissions, Creation of Human Rights Literacy and Awareness. - Intellectual Property Rights (IPR). National Policy on occupational safety, occupational health and working environment.						

UNIT V	GOOD GOVERNANCE AND ADDRESSING SOCIAL ISSUES	11
Good Governance - Democracy, People's Participation, Transparency in governance and audit, Corruption, Impact of corruption on society, whom to make corruption complaints, fight against corruption and related issues, Fairness in criminal justice administration, Government system of Redressal. Creation of People friendly environment and universal brotherhood.		
	LECTURE	SELF STUDY
	15	30
		TOTAL
		45
REFERENCES		
<ol style="list-style-type: none"> 1. Aftab A, (Ed.), Human Rights in India: Issues and Challenges, (New Delhi: Raj Publications, 2012). 2. Bajwa, G.S. and Bajwa, D.K. Human Rights in India: Implementation and Violations (New Delhi: D.K. Publications, 1996). 3. Chatrath, K. J. S., (ed.), Education for Human Rights and Democracy (Shimala: Indian Institute of Advanced Studies, 1998). 4. Jagadeesan. P. Marriage and Social legislations in Tamil Nadu, Chennai: Elachiapen Publications, 1990). 5. Kaushal, Rachna, Women and Human Rights in India (New Delhi: Kaveri Books, 2000) 6. Mani. V. S., Human Rights in India: An Overview (New Delhi: Institute for the World Congress on Human Rights, 1998). 7. Singh, B. P. Sehgal, (ed) Human Rights in India: Problems and Perspectives (New Delhi: Deep and Deep, 1999). 8. Veeramani, K. (ed) Periyar on Women Right, (Chennai: Emerald Publishers, 1996) 9. Veeramani, K. (ed) Periyar Feminism, (PeriyarManiammai University, Vallam, Thanjavur: 2010). 11.Planning Commission report on Occupational Health and Safety http://planningcommission.nic.in/aboutus/committee/wrkgrp12/wg_occup_safety.p 11. Central Vigilance Commission (Gov. of India) website: http://cvc.nic.in/welcome.html. 12. Weblink of Transparency International: https://www.transparency.org/ 13. Weblink Status report: https://www.hrw.org/world-report/2015/country-chapters/india 		

Table 1 : Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1		2						2						
CO2								3	2	1				
CO3								2	2	2				
CO4								3		2		2		
CO5								3	2	2		2		
Total		2						13	6	7		4		
Scaled Value		1						3	2	2		1		

1 – 5 → 1, 6-10 → 2, 11 – 15 → 3

0 – No relation, 1 – Low relation, 2 – Medium relation, 3 – High relation

Table 2 : Evaluation Scheme

PI	%	CO1	CO2	CO3	CO4	CO5
CA1	15	7.5	7.5			
CA2	15			7.5	7.5	
CA3	20	3.5	3.5	3.5	3.5	6
CA4	50	9	9	9	9	14
	100	20	20	20	20	20

Table 3 : CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=2.7	Remember	0.56				0.56
	Understand				0.56	
	Apply		0.56			
	Analyse			0.56		
	Evaluate					
	Create					
A= 0.3	Receiving			0.15		
	Responding					0.15
	Valuing					
	Organization					
	Characterization by values					

Table 4 : Mapping course outcome with assessment for CA1 (50 marks – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10 X 1 mark = 10 marks	6 Marks	4 Marks			
Part – B 5 x 2 marks = 10 marks	4 Marks	6 Marks			
Part – C 2 x 15 marks = 30 marks	15 Marks	15 Marks			
Total = 50 Marks	25 Marks	25 Marks			

Table 5 : Mapping course outcome with assessment for CA2 (50 marks – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10 X 1 mark = 10 marks			6 Marks	4 Marks	
Part – B 5 x 2 marks = 10 marks			4 Marks	6 Marks	
Part – C 2 x 15 marks = 30 marks			15 Marks	15 Marks	
Total = 50 Marks			25 Marks	25 Marks	

Table 6 : Mapping course outcome with assessment for CA3 – (20%):

Category	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment – 1	3.5	3.5				
Assignment – 2	3.5				3.5	
Oral Presentation (Debate, Group Discussion & Filed visit)	6		1.5	1.5		3
Seminar	3.5	1		1	1.5	
Test/ Quiz	3.5	0.7	0.7	0.7	0.7	0.7
Total = 50 Marks	20	5.2	2.2	3.2	5.7	3.7

Table 7 : Mapping course outcome with assessment for CA4 (50%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10 X 1 mark = 10 marks	1 Mark	1 Mark	1 Mark	3 Marks	4 Marks
Part – B 5 x 2 marks = 10 marks	2 Marks	2 Marks	2 Marks	-	4 Marks
Part – C 4 x 15 marks = 60 marks	15 Marks	15 Marks	15 Marks	15 Marks	
Part – D (Compulsory Question) 1 x 20 marks = 20 marks	-	-	-	-	20 Marks
Total 100 Marks	18 Marks	18 Marks	18 Marks	18 Marks	28 Marks

Table 8 : Rubrics for Assignment (7%)

Criteria	Scale	100%	75%	50%	25%	0%	Relation to CO
Topic Relevance	0.3	Content is fully related to the topic given	Content is 75% related to the topic given	Content is 50% related to the topic given	Content is 25% related to the topic given	Content is not related to the topic given	1,4
Presentation Style	0.3	100% of presentation is neat and good	75% of presentation is neat and good	50% of presentation is neat and good	25% of presentation is neat and good	Presentation is not upto the expectation	1,4
Content Ownership	0.15	100% of the content is created by own.	75% of the content is created by own and 50% of	50% of the content is created by own and 75% of	25% of the content is created by own and 75% of	100% of the content is copied from some other	1,4

			the content is copied from some other sources	the content is copied from some other sources	the content is copied from some other sources	sources	
Latest Relevant Information in Journals / Newspapers	0.15	Five Latest Relevant Information is given.	Three Latest Relevant Information is given.	Only two Latest Relevant Information is given.	Only one Latest Relevant Information is given.	No Latest Relevant Information is given.	1,4
In Time	0.1	Submitted in time	Submitted in third day of the given date	Submitted in fourth day of the given date	Submitted in fifth day of the given date	Submitted after fifth day of the given date	1,4

Table 9 : Rubrics for Seminar (3.5%)

Criteria	weightage	100%	75%	50%	25%	0%	Relation to CO
Topic Relevance	0.3	Content is fully related to the topic given	Content is 75% related to the topic given	Content is 50% related to the topic given	Content is 25% related to the topic given	Content is not related to the topic given	1,3,4
Presentation Style	0.3	100% of multimedia presentation and body language is good	75% of multimedia presentation and body language is good.	50% of multimedia presentation and body language is good.	25% of multimedia presentation and body language is good.	Multimedia presentation and body language is not upto the expectation	1,3,4
Communication	0.15	Fluency in English and audibility is 100%.	Fluency in English and audibility is 75%.	Fluency in English and audibility is 50%.	Fluency in English and audibility is 25%.	Fluency in English and audibility are not upto the expectation	1,3,4
Latest Relevant	0.15	Five Latest	Four Latest	Three Latest	Only one Latest	No Latest Relevant	1,3,4

Information in Journals / Newspapers / videos		Relevant Information is given.	Relevant Information is given.	Relevant Information is given.	Relevant Information is given.	Information is given.	
In Time	0.1	Present in time	Presented in Second day of the given date	Presented in third day of the given date	Presented in fifth day of the given date	Presented after fifth day of the given date	1,3,4

Table 10 : Rubrics for Field Visit (3.5%)

Categories	Scaling	100	75	50	25	0	Relation to CO
Visiting and interacting human being in socially relevance places (50%)	0.5	Proof of visiting, with designed questionnaires and answers, identified problems and suggestions.	Proof of visiting is available – designed questionnaires with answers, identified problems and without suggestions.	Proof of visiting is available – without designed questionnaires without identified problems, answers and suggestions.	Proof of visiting is available- No report submitted.	Not Visited the place .	5
Report Submission (hard copy) (25%)	0.25	Report Submitted with proper format (Title, Aim, Objectives, Findings, Suggestions and References)	Report Submitted with proper format (Title, Aim, Objectives, Findings, without Suggestions and References)	Report Submitted with proper format (Title, Aim, Objectives, Findings, Suggestions and without References)	Report – without Title, Aim, Objectives, Findings, Suggestions and without References	Not visited and no report not submitted	5
Presentation (oral) (25%)	0.25	Power point Presentation With empty page first, page numbered, content of presentation, without plagiarism	Power point Presentation With empty page first, page numbered, content of presentation and with Plagiarism,		Power point presentation – improper way.	Power point not presented	5

		and acknowledge ment	and without acknowledge ment				
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Table 11 : Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs	Remarks
1	1.1	Human Values						
		1.1.1 Human Ethics and values - Understanding of oneself and others	Chalk and talk	Class Room	Cog. (Remember, Understanding)	1	1	
		1.1.2 Basic instincts, motives and needs- Social service, Social Justice	Chalk and talk	Class Room	Cog. (Remember, Understanding)	1	1	
		1.1.3 Dignity and worth, Harmony in human relationship: Family and Society	Chalk and talk	Class Room	Cog. (Remember, Understanding)	2	1	
		1.1.4 Integrity and Competence, Caring and Sharing, Honesty and Courage, Valuing Time	Chalk and talk	Class Room	Cog. (Remember, Understanding)	2	1	
		1.1.5 Co-operation, Commitment, Sympathy and Empathy	Chalk and talk	Class Room	Cog. (Remember, Understanding)	1	1	
		1.1.6 Self-Confidence and Personality-	Chalk and talk		Cog. (Remember, Understanding)	1	1	
		1.1.7 Living in harmony at various levels.	Chalk and talk	Class Room	Cog. (Remember, Understanding)	1	1	
		1.1.8 Class Test		Class Room	CA(Comprehension and Valuing)	1		

		1.1.9 Seminar	Chalk and talk	Class Room	CA(Comprehension and Valuing)	1		
		Total				9+1+1		
2	2.1	Gender Equality						
		2.1.1 Gender Equality - Gender Vs Sex - Concepts, definition, Gender equity, equality, and empowerment.	Chalk and talk	Class Room	Cog. (Understanding, Applying)	3	2	
		2.1.2 Status of Women in India Social, Economical, Education, Health, Employment	Chalk and talk	Class Room	Cog. (Understanding, Applying)	2	2	
		2.1.3 HDI, GDI, GEM.			Cog. (Understanding, Applying)	2	2	
		2.1.4 Contributions of Dr.B.R. Ambethkar, ThanthaiPeriyar and Phule to Women Empowerment	Power Point	Babbage Hall	Cog. (Understanding, Applying)	2	2	
		2.1.5 Class Test		Class Room	CA(Comprehension and Valuing)	1	2	
		2.1.6 Seminar	Chalk and talk	Class Room	CA(Comprehension and Valuing)	1	2	
		Total				9+1+1		
3	3.1	Women issues and Challenges						
		3.1.1 Women Issues and Challenges	Chalk and talk	Class Room	Cognitive & Affective (Analyzing Receiving)	1	3	
		3.1.2 Female Infanticide, Female feticide, Violence against women	Chalk and talk	Class Room	Cognitive & Affective (Analyzing Receiving)	1	3	
		3.1.3 Domestic violence, Sexual Harassment,	Chalk and talk	Class Room	Cognitive & Affective (Analyzing	1	3	

		Trafficking			Receiving)			
		3.1.4 Access to education, Marriage.	Chalk and talk	Class Room	Cognitive & Affective (Analyzing Receiving)	1	3	
		3.1.5 Remedial Measures – Acts related to women:	Chalk and talk	Class Room	Cognitive & Affective (Analyzing Receiving)	1	3	
		3.1.6 Political Right, Property Rights, and Rights to Education,	Power point	Babbage Hall	Cognitive & Affective (Analyzing Receiving)	2	3	
		3.1.7 Medical Termination of Pregnancy Act, and Dowry Prohibition Act	Chalk and talk	Class Room	Cognitive & Affective (Analyzing Receiving)	2	3	
		3.1.8 Class Test			CA(Comprehension and Valuing)	1	3	
		3.1.9 Seminar	Chalk and talk	Class Room	CA(Comprehension and Valuing)	1	3	
		Total				9+1+1		
4	4.1	Human Rights						
		4.1.1 Human Rights Movement in India	Chalk and Talk	Class Room	Cognitive . (Understanding, Analyzing)	1	4	
		4.1.2 The preamble to the Constitution of India	Chalk and Talk		Cognitive . (Understanding, Analyzing)	1	4	
		4.1.3 Human Rights and Duties Universal Declaration of Human Rights (UDHR)	Chalk and Talk	Class Room	Cognitive . (Understanding, Analyzing)	2	4	
		4.1.4 Civil, Political, Economical	Chalk and Talk	Class Room	Cognitive . (Understanding, Analyzing)	1	4	
		4.15 Social and Cultural Rights	Power Point	Babbage Hall	Cognitive . (Understanding,	1	4	

					Analyzing)			
		4.1.6 Rights against torture, Discrimination and forced Labour	Chalk and Talk		Cognitive . (Understanding, Analyzing)	2	4	
		4.1.7 Rights of Children	Chalk and Talk	Class Room	Cognitive . (Understanding, Analyzing)	1	4	
		4.1.8 Class			CA(Comprehension and Valuing)	1	4	
		4.1.9 Seminar	Chalk and talk	Class Room	CA(Comprehension and Valuing)	1	4	
		Total				9+1+1		
5	5.1	Good Governance						
		5.1.1 Good Governance - Democracy, People's Participation,	Chalk and Talk	Class Room	Cognitive & Affective (Remember & Respond)	2	5	
		5.1.2 Guaranteed Freedoms, Open and Transparency governance,	Chalk and Talk	Class Room	Cognitive & Affective (Remember & Respond)	1	5	
		5.1.3 Terrestrial Integrated Services Digital Broadcasting,	Chalk and Talk	Class Room	Cognitive & Affective (Remember & Respond)	1	5	
		5.1.4 Combating corruption, Fairness in criminal justice administration,	Chalk and Talk	Class Room	Cognitive & Affective (Remember & Respond)		5	
		5.1.5 Government system of Redressal, Judiciary	Power Point	Babbage Hall	Cognitive & Affective (Remember & Respond)	1	5	
		5.1.6 National Human Rights Commission and other statutory Commissions,	Power Point	Babbage Hall	Cognitive & Affective (Remember & Respond)	3	5	
		5.1.7 Creation of Human Rights Literacy and Awareness	Chalk and Talk	Class Room	Cognitive & Affective (Remember & Respond)	1	5	

		5.1.8 Test		Class Room	CA(Comprehension and Valuing)	1	5	
		5.1.9 Seminar	Chalk and talk	Class Room	CA(Comprehension and Valuing)	1	5	
		Total				9+1+1		
		Grand Total				45+5+5		

Semester II
REGULATION – 2016

Year/ Sem	Sub. Code	Subject	Subject Title	L	T	P	C
I Year / II Sem	XBA201	Language – I	Business Communication	3	0	0	3
	XBA202	Language - II	Vanihathamil	3	0	0	3
	XBA203	Core - 4	Computer Applications in Business	3	0	0	3
	XBA204	Core - 5	Organizational Behaviour	3	0	0	3
	XBA205	DSE-2	Business Law	3	0	0	3
	XBA206	GE - 1	Business Plan	3	0	0	3
			Total	18	0	0	18

COURSE CODE		XBA201	L	T	P	C
COURSE NAME		BUSINESS COMMUNICATION	3	0	0	3
PREREQUISITE:		Communication Skill and Basic Grammar Knowledge	L	T	P	H
C:P:A		3:0:0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Define</i> and <i>Identify</i> different styles to various forms of business communication.		Cognitive		Remember	
CO2	<i>Identify</i> the proper tone of language required in writing and speaking in business communication.		Cognitive		Remember	
CO3	<i>Display</i> knowledge on grammar and other linguistic features in writing various forms of business communication.		Cognitive		Understand	
CO4	<i>Distinguish</i> between letters and memos and various forms of Business Communication.		Cognitive		Analyse	
CO5	<i>Prepare</i> business reports, minutes, proposals.		Cognitive		Apply	
UNIT I - INTRODUCTION TO BUSINESS COMMUNICATION						10
Modern developments in the style of writing letters memos and reports: block letters, semi block letters, full block letters, simplified letters etc.,						
UNIT II - USE OF LANGUAGE						10
Memos/minutes/telephone memos/ letters/ assignments, art of writing E-mail etc. features of written and spoken communication.						
UNIT III – GRAMMAR						10
The use of active and passive voice; the use of grammar, propriety, accuracy, exactness, the tone & other elements of language used in these writings.						
UNIT IV - TYPES OF REPORTS						5
The format of various types of Reports/ projects etc.,						
UNIT V- BUSINESS WRITING						10
Writing Business reports, proposals and minutes.						
LECTURE		TUTORIAL	PRACTICAL		TOTAL	
45		0	0		45	
TEXT BOOKS						
1. John Sealy, Writing and Speaking Author:, Oxford University Press, New Delhi Third Edition 2009.						
2. Williams K S, Communicating in Business (8th Edition) Engage Learning India Pvt. Ltd.; 2012						
REFERENCES						
1. John Sealy, Writing and Speaking, Oxford University Press, New Delhi Third Edition 2009.						
E – REFERENCES						

1. https://is.muni.cz/el/1456/jaro2014/MPV_COMA/um/E-book_Business-Communication.pdf
2. <http://communication-revolution.biz/wp-content/uploads/2013/12/The-Business-Communication-Revolution.pdf>

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2
CO 1	0	0	1	0	0	0	0	0	1	0	0
CO 2	0	0	0	0	0	1	2	0	0	0	0
CO 3	0	0	0	0	0	1	1	2	0	0	0
CO 4	1	1	0	0	1	1	2	1	1	0	0
CO 5	1	0	0	2	0	2	3	2	3	0	0
Total	2	1	1	2	1	5	8	5	5	0	0
Scaled to 0,1,2,3	1	1	1	1	1	1	2	1	1	0	0

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: COs Vs GA Mapping

s	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	0	0	0	0	0	0	0	0	0	2	0	0
CO2	0	0	0	0	0	0	0	0	0	2	0	0
CO3	0	0	0	2	0	0	0	0	0	1	0	0
CO4	0	0	0	0	0	0	0	0	0	0	0	0
CO5	0	0	0	0	0	0	0	0	0	1	0	0
Total	0	0	0	2	0	0	0	0	0	6	0	0
Scaled Value				1						2		

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Performance Indicators

PI 1 Knowledge base for Engineering:

1.1.1 Demonstrate the competence in business communication which is appropriate to the programme.

PI 4 Experimental Investigations:

1.1.1 Technical skills to prepare letters, memos and provide solution for problems.

PI 6 Impact of engineering on society:

1.1.1 Develop the ability to prepare business communicative attitude needed for society

PI 10. Communication Skills:

1.1.1 Able to communicate effectively comprising the social needs.

Table 3: Assessment Template

S.No.	Task	Marks
1	CA 1 (Class Test- Descriptive 10 + MCQ 5)	15
2	CA 2 (Class Test- Descriptive 10 + MCQ 5)	15
3	CA3 (Rubrics prepared by the Course Teacher)	20
4	CA 4- End Semester Pattern (MCQ – 20% + Descriptive 80%)	50
	Total	100

Table 4: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	3.5	3.5	3.5	3.5	6
CA 4	50	9	9	9	9	14
Total	100	20	20	20	20	20

Table 4: CPA mapping with COs

Table 5: Learning Domains versus COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remember	0.6				
	Understand		0.6	0.6		
	Apply				0.6	
	Analyse					
	Evaluate					

	Create				0.6
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Table 6: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2
Part – A MCQ 10x1 = 10 marks	4	6
Part – B 5 x 2 marks =10 marks	6	4
Part – C 2 x 15 marks =30 marks	15	15
Total 50 Marks	25	25

Table 7: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO3	CO4
Part – A MCQ 10x1 = 10 marks	4	6
Part – B 5 x 2 marks =10 marks	6	4
Part – C 2 x 15 marks =30 marks	15	15
Total 50 Marks	25	25

Table 8: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	3.5	3.5				
Seminar	3.5		3.5			
Test	3.5			3.5		
Quiz	3.5				3.5	
Group Discussion	6					6
Total	20					

Table 9: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	1	1	1	3	4
Part – B 5 x 2 marks =10 marks	2	2	2		4
Part – C 4 x 15 marks =60 marks	15	15	15	15	
Part – D (Compulsory Question) 1 x 20 marks =20 marks					20
Total 100 Marks	18	18	18	18	28

Table 10: Rubrics for Assignment

Sl. No	Criterion	Scale	100	75	50	25	0	Relation with CO
1	Content 30%	0.3x100	Given almost all content; writing is interesting	Given key points; writing is interesting	Given basic content; writing is understandable	Given portion of content	Completely off track / did not submit	CO1
2	Coherence 20%	0.2x100	Coherent and completely organized	coherent and reasonably organized	fairly coherent	some confusion and vagueness	missed the point completely	CO1
3	Sources 20%	0.2x100	Sources are cited and are used critically	Sources are cited and some are used critically	Some sources are missing	Sources are not cited	Did not include	CO1
4	Presentation 20%	0.2x100	Neat and error free	Error free but fair	Few writing and spelling error	Careless writing and spelling error	Below standard	CO1
5	Submission 10%	0.1x100	Submitted before deadline	Submitted on deadline	Submitted after reminding	Late submission	Not submitted	CO1
	Total 100%	100x(5)/100 =4						

Table 11: Rubrics for Quiz/Oral

Sl. No	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Understanding the Question 40%	0.4x100	Students understand exceedingly well	Students understood adequately	Students understood marginal	Students understood wrongly	Students fail to understand	CO4
2	Answering within the time schedule 30%	0.3x100	Students answering level within the stipulated time.	Students answering level exactly in stipulated time	Students answers but not in stipulated time	Students fails to answer in stipulated time	Students do not answer.	CO4
3	Answering with proper explanation 30%	0.3x100	Answer with proper explanation	Answer with inadequate explanation	Answer with improper explanation	Answer with irrelevant explanation	Answer without explanation	CO4

	Total 100%	$100 \times (5) / 100 = 5$						
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Table 12: Rubrics for Test

Sl No	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Content 50%	0.5x100	Excellent clarity	Good clarity	Adequate clarity	Less adequate	Lack of clarity	CO3
2	Logical Reasoning 30%	0.3x100	Excellent	Very good	Good	could be better	Need to improve	CO3
3	Organization 10%	0.1x100	Excellent organization	Very good organization	good organization	organization could be better	Organization needs improvement	CO3
4	Presentation 10%	0.1x100	Excellent and neat presentation	Very good	Good	could be better	need to be improved	CO3
	Total 100%	$100 \times (5) / 100 = 5$						

Table 13: Rubrics for Seminar

Criterion	Marks	Excellent 100	Very Good 75	Good 50	Fair 25	Satisfactor y 0	Relation to CO's
Understanding and Delivery 30%	0.3 x100	Topic understanding and content delivery are good	Topic understanding is good and content delivery is fair	Topic understanding is fair and content delivery is good	Topic understanding and content delivery are fair	Not presented	CO4
Communication Skill 20%	0.3x100	Verbal and pronunciation are good	Verbal skill is good and pronunciation is fair	Verbal skill is fair and pronunciation is good	Verbal and pronunciation is fair	Not presented	CO4
Body Language 20%	0.2x100	Proper dress code, high level of confidence, good eye contact.	Proper dress code, good confidence level, poor eye contact.	Fair dress code, fair confidence level and good eye contact	Fair dress code, fair confidence level and poor eye contact.	Not presented	CO4
Report 20%	0.2x100	Neat and legible	Neat and legible	Fair report writing on	Fair report writing and	Not presented	CO4

Total 100%	100 x (5)/ 100 =5	report writing on time	report writing and not on time	time	not on time		
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Table 14: Rubrics for Group Discussion:

S.No	Criteria	Scale	100%	75%	50%	25%	0%	Related to CO
1	Information 30%	0.3	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had some inaccuracies	Information was usually not clear.	5
2	Quality of Comments 20%	0.2	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic	5
3	Use of Facts/Statistics 30%	0.3	Every major point was well supported with several relevant	Every major point was adequately supported with relevant facts, statistics and/or	Every major point was supported with facts, statistics and/or examples,	Every point was not properly supported.	Every point was not properly	5

			facts, statistics and/or examples.	examples.	but the relevance of some was questionable.			
4	Enthusiasm (Active Listening) 20%	0.2	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	No facial expressions Did not show interest in topic being presented.	5

Table 14: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		INTRODUCTION TO BUSINESS COMMUNICATION					
	1.1	Brief Introduction about the Syllabus	Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.2	Modern developments in the style of writing letters	Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.3	Memos and Reports	Chalk & talk	Class Room	A (Und.)	1	1
	1.4	block letters, semi block letters, full block letters, simplified letters etc.,	Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.5	Revision	Oral Questions	Class Room	Cog. (Und.)	1	1
		Total				5	
2.		USE OF LANGUAGE					
	2.1	Memos/minutes / letters/	Group exercise	Class Room	Cog. (Und., Ana.)	1	2
	2.2	Telephone memos , Assignments	Chalk & talk	Class Room	Cog. (Und., Ana.)	1	2
	2.3	Art of writing E-mail etc.	Ppt	Class Room	Cog. (Ana.)	1	2
	2.4	Advantages of written and spoken communication.	Chalk & talk / Activity	Class Room	Cog. (Und., Ana.)	1	2
	2.5	Class Test	Written	Class Room	Cog. (Ana.)	1	2
		CA-1		Class Room	Cog. (Und., Ana.)	1	1,2
		Total				5	

		Assignment			Cog. (Und.)		1,2
3.		GRAMMAR					
	3.1	The use of active and passive	Chalk & talk / Ppt	Class Room	Cog. (Ana.)	1	3
	3.2	The use of grammar	PPt	Class Room	Cog. (Ana.)	1	3
	3.3	Use of Voice;, propriety, accuracy , exactness	PPt	Class Room	Aff.(Rec.)	1	3
	3.4	The tone & other elements of language used in these writings.	Chalk & Talk / Ppt	Class Room	Cog. (Ana.)	1	3
	3.5	Revision	Oral	Class Room	Cog. (Ana.)	1	3
		Total				5	
4.		TYPES OF REPORTS					
	4.1	The format of various types of Reports	PPt	Class Room	Cog. (Und.)	2	4
	4.2	Types of Projects	Ppt	Class Room	Cog. (Und.)	3	4
		Total				5	
5.		WRITING REPORTS					
	5.1	Writing Business reports, proposals and minutes.	Chalk & talk	Class Room	Cog. (Und.)	5	5
	5.2	Writing Proposals	Chalk & talk	Class Room	Cog. (Und.)	4	5
	5.3	Class Test	Written Test	Class Room	Cog. (Und.)	1	5
		Total				10	
		Grand Total				45	

SEMESTER - II
VANIHATHAMIZH

COURSE OUTCOMES (COs)

CO1: Cog: U, *Acquire the Knowledge* (அறிதல்) பண்டைய தமிழ்நாட்டு மக்களின் நாகரிகம் மற்றும் பண்பாடு போன்றவை பற்றி அறிந்து கொள்ளுதல்.

CO2: Cog: Ap, *Discuss and Undersanding*(புரிதல்) பண்டைய காலத் தமிழர்களின் வாணிக முறைமைகளை தெரிந்து கொள்ளல்.

CO3: Cog: Ap, *Display* (கண்டுணர்தல்) பண்டைய காலத் தமிழர்களின் வாழ்வியல் சிந்தனைகள், அறவாழ்வு குறித்து அறிதல்.

CO4 Cog: An: *Compare and Application* (பயன்படுத்துதல்) தற்கால தமிழர்களின் சமூக வாழ்வியல் நிலைகளை உணர்தல்.

CO5: Cog: Ap, *Prepare* (தயார் செய்தல்(அ) உருவாக்குதல்) தற்கால வாணிபத்தில் வெளிநாட்டுத் தொடர்புகளின் நிலை பற்றி விளக்குதல்.

SYLLABUS (பாடத்திட்டம்)

X

SUB CODE	SUBJECT NAME	L	T	P	C
	VANIHATHAMIL (வணிகத்தமிழ்)	2	1	0	3
C:P:A = 3:0:0		L	T	P	H
		2	1	0	4

UNIT	Content	Hours Allotted
I	நாகரிகமும் பண்பாடும் - தமிழர் தோற்றமும் பரவலும்	10
II	பண்டையத் தமிழர் வாழ்வியல் சிந்தனைகள் : வீரம், காதல், அறம், அறக்கோட்பாடுகள்,வழிபாடுகள் மற்றும் சடங்கு முறைகள்.	15
III	தமிழர் வாணிபமும் பண்பாட்டு நெறிமுறைகளும் : சிலப்பதிகாரம் மதுரைக் காண்டத்தில் வாணிப முறைமைகள்.	10
IV	தமிழர் பண்பாட்டுக் கலையும், நாகரிகமும் : இயல், இசை, நாடகம், ஒவியம், மருத்துவம், சிற்பம் மற்றும் நாட்டுப்புறக்கலைகள்.	15
V	தற்கால வாழ்வில் தமிழர் சமூக வாழ்க்கை : சாதி, சமயம், பெண்கள், அரசியல், கல்வி, பொருளியல், வணிகம் மற்றும் வெளிநாட்டுத் தொடர்புகள்.	10

	Lecture	Tutorial	Total	
	45 Hours	15 Hours	60 Hours	
பாட நூல்கள்				
1. தமிழிலக்கிய வரலாறு				
2. சிலப்பதிகாரம்				
3. தமிழர் நாகரிகமும் பண்பாடும்				
மேற்பார்வை நூல்கள்				
1. தமிழிலக்கிய வரலாறு				
2. சிலப்பதிகாரம்				
3. தமிழர் நாகரிகமும் பண்பாடும்				
4. பண்டையத் தமிழர் வாழ்வியல் சிந்தனைகள்				
5. நாட்டுப்புறக்கலைகள்				
6. தமிழர் சமூக வாழ்க்கை முறைகள்				

Table 1: Cos Vs PO mapping

Cos	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PSO1
CO ₁	1	2	1	0	2	2	0	2	0	1	1
CO ₂	1	2	1	0	2	1	2	2	1	2	2
CO ₃	1	2	1	0	2	1	1	2	0	1	0

CO ₄	1	2	1	0	2	3	0	2	0	1	1
CO ₅	1	2	2	0	1	2	3	3	1	1	2
Total	5	10	6	0	9	9	6	11	2	6	6
Scaled value	1	2	2	0	2	2	2	3	1	2	2

1- 5 --- 1, 6 – 10 ---- 2, 11 – 15----- 3

0 – No Relation, 1 – Low Relation, 2 – Medium Relation, 3 – High Relation

Performance Indicators (PIs)

P1 1.1 பண்டைய தமிழ்நாட்டு மக்களின் நாகரிகம் பற்றி அறிந்து கொள்ளுதல்.

P2 2.1 பண்டைய காலத் தமிழர்களின் வாணிக முறைமைகளை தெரிந்து கொள்ளல்.

P5 5.1 தற்கால தமிழர்களின் சமூக வாழ்வியல் நிலைகளை உணர்தல்.

P6 6.1 தற்கால வாணிபத்தில் வெளிநாட்டுத் தொடர்புகளின் நிலை பற்றி விளக்குதல்.

Table 3: PI Vs CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3				
2.1		2			
5.1			2		
6.1				2	
10.1					3

Table 4: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA1	15	8	7			
CA2	15			8	7	
CA3	20	3	3	4	5	5
CA4	50	9	10	8	8	15
	100	20	20	20	20	20

Table 5 : Mapping course outcome with assessment for CA3 (20 %)

	Marks%	CO1	CO2	CO3	CO4	CO5
Assignment -1	4					
Assignment -2	5.5				5.5	
Seminar	3.5			3.5		
Test/Quiz	3.5		3.5			4
MCQ	3.5	3.5				
Total	20	3.5	3.5	3.5	5.5	4

Table 6: CPA mapping with Cos

		CO1	CO2	CO3	CO4	CO5
C=2	Remember	0.3	0.3	0.6	0.3	0.6
	Understand		0.3			
	Apply					
	Analyze	0.3			0.3	
	Evaluate					
	Create					

Table 7: Mapping course outcome with assessment for CA1 (50 marks – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10 X 1mark =10 marks	6 Marks	6 Marks			
Part – B 5 X 2marks =10 marks	4 Marks	4 Marks			
Part – C 2 X 15marks =30 marks	15 Marks	15 Marks			
Total=50 marks	25Marks	25 Marks			

Table 8: Mapping course outcome with assessment for CA1 (50 marks – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10 X 1mark =10 marks			6 Marks	6 Marks	
Part – B 5 X 2marks =10 marks			4 Marks	4 Marks	
Part – C 2 X 15marks =30 marks			15 Marks	15 Marks	
Total =50 marks			25Marks	25 Marks	

Table 9 : Mapping Course outcome with assessment for CA3 (20%) :

	Marks%	CO1	CO2	CO3	CO4	CO5
Assignment -1	4					
Assignment -2	5.5				5.5	
Seminar	3.5			3.5		
Test/Quiz	3.5		3.5			4
MCQ	3.5	3.5				
Total	20	3.5	3.5	3.5	5.5	4

Table 10 : Mapping Course outcome with assessment for CA4 (50%) :

	CO1	CO2	CO3	CO4	CO5
MCQ- 20 = 10	2	2	2	2	2
2 marks – 5 =10	2	2	2	4	
15 marks – 4 = 60	15	15	15	15	
10 marks – 2 = 20					20
Total 100 Marks	19	19	19	21	22

Table 11: Rubrics for Assignment (3.5 Marks)

Criteria	100%	75%	50%	25%	0
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness	
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea	
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization	
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas	
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized	Content is not sound	

			nature.		
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style..	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.	
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear	
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style	

Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples	
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading?	Continuous errors	

Scoring Rubric for Test/ Quizzes and Homework

Level of Achievement	Exemplary (5 pts quizzes)	Adequate (4 pts quizzes)	Needs Improvement (3 pts quizzes)	No Answer (0 pts)
General Approach	<ul style="list-style-type: none"> •Addresses the question. •States a relevant, justifiable answer. •Presents arguments in a logical order. •Uses acceptable style and grammar (no errors). 	<ul style="list-style-type: none"> •Does not address the question explicitly, although does so tangentially. •States a relevant and justifiable answer. •Presents arguments in a logical order. •Uses acceptable style and grammar (one error). 	<ul style="list-style-type: none"> •Does not address the question. •States no relevant answers. •Indicates is conceptions. •Is not clearly or logically organized. •Fails to use acceptable style and grammar (two or more errors). 	
Comprehension	•Demonstrates an accurate and complete understanding	•Demonstrates accurate but only adequate	•Does not demonstrate	

	<p>of the question.</p> <ul style="list-style-type: none"> •Backs conclusions with data and warrants. •Uses 2 or more ideas, examples and/or arguments that support the answer. 	<p>understanding of question because does not back conclusions with warrants and data.</p> <ul style="list-style-type: none"> •Uses only one idea to support the answer. •Less thorough than above. 	<p>accurate understanding of the question.</p> <ul style="list-style-type: none"> •Does not provide evidence to support their answer to the question. 	
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Scoring Rubric for Poster Presentation

CATEGORY	4	3	2	1
Coverage of the Topic	Details on the poster capture the important information about the topic and increase the audience understands.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with main topic.
Use of Graphics	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Organization	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized, but titles and subheadings are missing or do not help the reader understand.	The information appears to be disorganized.
Layout and Design	All information on the poster is in focus and can be easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and the content easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away.	Much of the information on the poster is unclear or too small.

Sources	All sources (information and graphics) are accurately documented.	All sources (information and graphics) are accurately documented, but there are a few errors in the format.	All sources (information and graphics) are documented, but information is incomplete or many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Presentation	The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience.	The presentation was the appropriate length but seemed slightly hurried or too slow. The presenter spoke clearly most of the time and established eye contact with the audience.	The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little eye contact with the audience.	The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the audience.

Scoring Rubric for Seminar

Categories	100%	75%	50%	25%	0
Knowledge and Understanding	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms and concepts	Seminar demonstrated thorough knowledge of facts, terms and concepts	

Thinking and Inquiry	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success	Seminar exhibited impartiality with a high degree of success	
Communication (Oral)	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	
Application	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion	Seminar was organized in a highly effective manner Very effective facilitation of class discussion	

Rubrics for Project		Did the student demonstrate:			Yes	No
		Eye contact with audience				
		Suitable /volume and tone				
		Organization and planning				
		Demeanor: showed interest				
		Ability to respond to questions				
CRITERIA	DEFICIENT	DEVELOPING	EFFICIENT	PROFICIENT	SCORE	
	(D)	(C)	(B)	(A)		
Innovation	No originality at all	Adapted and modified ideas	Some ideas are original	Original idea		

Team Work	No team work	A few members only contributed	Members were collaborated well most of the time	Each member contributed in a valuable way	
Vocabulary	Uses vocabulary inappropriate for the receiver.	Most of the vocabulary used was inappropriate for the receiver.	Except a few words, the vocabulary used was appropriate for the receiver.	Uses vocabulary appropriate for the receiver.	
Organization	Not organized properly.	Lacking overall organization.	Well organized for most of the part.	Well organized	

Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	Relation to COs
1	1.1	நாகரிகம்				

	1.1.2	பழங்கால நாகரிக முறைமைகள்	Ppt	Class Room	Cog.(Rem)	Z
	1.1.3	தற்கால நாகரிக முறைமைகள்	Ppt	Class Room	Cog.(Rem)	2
	1.1.4	நாகரிக வகைமைகள்	Chalk and talk	Class Room	Cog.(Rem)	2
	1.2	பண்பாடு			Cog.(Rem)	1
	1.2.1	பண்பாடு பற்றிய விளக்கங்கள்	Ppt	Class Room	Cog.(Rem)	1
	1.2.2	பல்வேறு வகையான பண்பாட்டு முறைமைகள்	Chalk and Talk	Class Room	Cog.(Rem)	1
	1.3	தமிழர் தோற்றமும் பரவலும்	Ppt		Cog.(Rem)	2
		Tutorial	Chalk and Talk	Class Room	Cog.(Rem)	1
		மீள்பார்வை			Cog.(Rem)	1
		Total				

2	2.1	பண்டையத் தமிழர் வாழ்வியல் சிந்தனைகள்				
		2.1.1 பண்டைய காலத் தமிழர்களின் வாழ்க்கை முறைகள்	Power Point	Class Room	Cog. (Ap,An)	2
		2.1.2 வீரம்	Power Point	Class Room	Cog. (Ap,An)	2
		Tutorial			Cog. (Ap,An)	2
		2.1.3 காதல்	Power Point	Class Room	Cog. (Ap,An)	2
		2.1. அறம்	Power Point	Class Room	Cog.(Ap,An)	2
	2.2	அறக்கோட்பாடுகள்				2
		Tutorial			Cog.(Ap,An)	2
		2.2.1 வழிபாடுகள்	Power Point	Class Room	Cog.(Ap,An)	2
		2.2.2 சடங்கு முறைகள்.	Chalk and Talk	Class Room	Cog.(Ap,An)	2
	2.3	வாணிப முறைகள்				2
		2.3.1 பல்வேறு நாடுகளுடனான	Chalk and	Class Room	Cog.(Ap,An)	2

		தொடர்புகள் பற்றிய செய்திகள்	Talk			
		Tutorial			Cog.(Ap,An)	2
		Total			Cog.(Ap,An)	
3	3.1	தமிழர் வாணிபம்				3
		3.1.1 சிலப்பதிகாரம் - காப்பிய உதாரணம்	Power Point	Class Room	Cog.(Ap,An)	3
		3.1.2 தோற்றம் - வளர்ச்சி – விரிவாக்கம்	Power Point		Cog.(Ap,An)	3
		3.1.3 மதுரைக் காண்டம் பற்றிய விளக்கங்கள்	Power Point	Class Room	Cog.(Ap,An)	3
		Tutorial			Cog.(Ap,An)	3
		3.1.4 அதில் கூறப்பட்டிருக்கும் வாணிப முறைமைகள்.				3
	3.2	பண்பாட்டு நெறிமுறைகள்				3
		3.2.1 தோற்றம் - வளர்ச்சி – விரிவாக்கம்				
		3.2.3 சிலப்பதிகாரத்தில் கூறப்படும் பண்பாட்டு நெறிமுறைகள்	Chalk and Talk	Class Room	Cog.(Ap,An)	3

		மதிப்பீடுதல்			Cog.(Ap,An)	3
		Tutorial			Cog.(Ap,An)	3
		Total				
4	4.1	தமிழர் பண்பாட்டுக் கலைகள்				
		4.1.1 இயல் பற்றிய வரையறை - விளக்கங்கள்.	Power Point	Class Room	Cog.(Rem)	4
		4.1.2 இசை பற்றிய வரையறை - விளக்கங்கள்.	Chalk and Talk	Class Room	Cog.(Rem)	4
		4.1.3 நாடகம், ஓவியம், சிற்பம் பற்றிய குறிப்புகள்.	Power Point	Class Room	Cog.(Rem)	4
		4.1.4 நாட்டுப்புறக்கலைகள் பற்றிய குறிப்புகள்.				
		Tutorial			Cog.(Rem)	4
		Seminar I			Cog.(Rem)	

	4.2	தற்கால தமிழர் நாகரிகம்				4
		4.2.1 தற்கால தமிழர்களின் வாழ்வியல் சிந்தனைகள் பற்றிய விளக்கங்கள்.	Chalk and Talk	Class Room	Cog.(Rem)	4
		4.2.2 அவர்களது வாணிப முறைமைகள்	Power Point	Class Room	Cog.(Rem)	4
		4.2.3 ஏற்றுமதி, இறக்குமதி தொடர்பான தகவல்கள்	Power Point	Class Room	Cog.(Rem)	4
		Total				
5	5.1	தற்கால தமிழர் சமூக வாழ்க்கை முறைமைகள்				
		5.1.1 சாதி, சமயம்	Power Point	Class Room	Cog.(Rem, Ev)	5
		5.1.2 பெண்கள், அரசியல், கல்வி	Power Point	Class Room	Cog.(Rem, Ev)	5
		5.1.3 பொருளியல், வணிகம் மற்றும் வெளிநாட்டுத் தொடர்புகள்.	Power Point	Class Room	Cog.(Rem, Ev)	5
		Assignment			Cog.(Rem, Ev)	
		Tutorial		Class Room	Cog.(Rem, Ev)	5
		Total				

Tutorial

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1							
	1.1	தமிழர் தோற்றமும் பரவலும்	Self Study	Class Room	Cog.(U, A)	1	2
		நாகரிகமும் பண்பாடும்	Discussion	Class Room	Cog.(U, A)	1	1
		Total				3	
2	2.1	பண்டையத் தமிழர் வாழ்வியல் சிந்தனைகள்					
		2.2 அறக்கோட்பாடுகள்	Discussion	Class Room	Cog.(U)	1	2
		2.3 வாணிப முறைகள்	Discussion	Class Room	Cog.(U)	1	2

		2.3.1 பல்வேறு நாடுகளுடனான தொடர்புகள் பற்றிய செய்திகள்	Discussion	Class Room	Cog.(U)	1	
		Total				3	
3	3.1	தமிழர் வாணிபம்					
		3.1.1 சிலப்பதிகாரம் காட்டும் காப்பிய உதாரணங்கள்	Discussion	Class Room	Cog.(U, App)	1	3
		3.1.3 மதுரைக் காண்டம் பற்றிய விளக்கங்கள்	Discussion	Class Room	Cog.(U, App)	1	3
		3.1.4 அதில் கூறப்பட்டிருக்கும் வாணிப முறைமைகள்.	Discussion	Class Room	Cog.(U, App)	1	3
		Total				3	
4	4.1	தமிழர் பண்பாட்டுக் கலையும், நாகரிகமும்					
		4.1.1 கலைகள் மூலம் வாணிகம் நடைபெறும் விதம்.	Discussion	Class Room	Aff.(Val)	1	4
		4.1.2 பண்பாட்டின் அடிப்படையில் வணிகம்	Discussion	Class Room	Aff.(Val)	1	4
		4.1.3 அவை பற்றிய குறிப்புகள்.	Discussion	Class Room	Aff.(Val)	1	4
		Total				3	
5	5.1	தற்கால வாழ்வில் தமிழர் சமூக வாழ்க்கை					

		5.1.1 சாதி, சமயம், பெண்கள்,அரசியல், கல்வி இவற்றின் அடிப்படையில் வாழ்க்கை முறைகள்.	Discussion	Class Room	Aff.(Cha)	1	5
		5.1.2 தற்கால வணிகம்	Discussion	Class Room	Aff.(Cha)	1	5
		5.1.3 வெளிநாட்டுத் தொடர்புகள்.	Discussion	Class Room	Aff.(Cha)	1	5
		Total				3	
		Grand Total				15	

COURSE CODE	XBA203	L	T	C	
COURSE NAME	Computer Applications in Business	3	0	3	
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 3	3	0	0	3
COURSE OUTCOMES		Domain			
CO1	<i>Understand</i> the concept of Computer technology.	Understanding			
CO2	<i>Understand</i> Data Base structure.	Understanding			
CO3	Understand Network Design.	Understanding			
CO4	Understand the Documentation work	Understanding			
CO5	Learn the concept of New trends of computer in business	Understanding			
UNIT I: INTRODUCTION TO COMPUTER		07			
Introduction to Computer Systems – Applications of Computers in Business – Types of Computers and Electronic devices – An overview of operation system – Single user systems – Multi user Systems – Assembler – Translator – Compiler – Different Computer Language					
UNIT II : DATA BASE		10			
ER-model, Relational model (relational algebra, tuple calculus) – Database design (integrity constraints, normal forms) – Query languages (SQL) – File structures (sequential files, indexing, B and B+ trees) – Transactions and concurrency control.					
UNIT III: NETWORK DESIGN		10			
LAN technologies (Ethernet, Token ring) – TCP/IP protocol – Application layer protocols (icmp, dns, smtp, pop, ftp, http) – Basic concepts of hubs, switches, gateways, and routers. Network security – basic concepts of public key and private key cryptography, digital signature, firewalls.					
UNIT IV : DOCUMENT WORK		08			
MS-Office : (a) MS-Word (b) MS-Excel (c) MS-Power Point (d) MS-Access					
UNIT V : NEW TRENDS		10			
Steps involved in selection of a Computer system. Application and Communication facilities of Computers in Business – Tele shopping – Tele-working – e-mail – Internet					
– Ecommerce – Multimedia Applications					
LECTURE	TUTORIAL	PRACTICAL			
45	0	0			

Text Book
1. Sinha & Sinha Priti P.K., Computer Fundamentals, BPB Publications, 2007.

REFERENCE	
1.	Vishnu P. Singh, “ <i>Ms Office 2007</i> ”, BPB Publications, 2007.
2.	Ananthi Sheshasaayee, G.Sheshasaayee, “ <i>Computer Applications in Business & Management</i> ”, Margham publishers, 2004.

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1		2							1
CO 2		3							1
CO 3		3							1
CO 4		3							1
CO 5		3							1
Total		14							5
Scaled to 0,1,2,3		3							1

1-5 → 1, 6-10 → 2, 11-15 → 3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: PI Versus CO Mapping

PI. 2. Apply knowledge of latest tools and technologies in computer applications

PI. 9. Recognize the need of computer technologies in business and ability to engage in life long learning

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
2.1	1	1	1	1	1
9.1	1	1	1	1	1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	4	4	4	4	4
CA 4	50	9.5	12	9.5	9.5	9.5
Total	100	21	23.5	21	21	13.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.25	0.25	0.5	1	1

Table 5: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x 2 marks =10 marks	6 Marks	4 Marks	--		
Part – C 2 x 15 marks =30 marks	15 Marks	15 Marks	--		
Total 50 Marks	25 Marks	25 Marks			

Table 6: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x 2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x 15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 7: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	2	1	1		
Assignment-II	4			1	2	1
Test	4		1	1	1	1
Seminar	4		1	1	1	1
Quiz	4	1	1	1		1
Total	20	3	4	5	4	4

Table 8: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x 2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x 15 marks =30 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	-	-	-	8 Marks	12 Marks
Total 100 Marks	12 Marks	19 Marks	11 Marks	27 Marks	31 Marks

Table 9: Rubrics for Assignment (4 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

Table 11: Rubrics for Seminar (4 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding(15%)	0.15	Seminar demonstrated through knowledge of facts terms and concepts	Seminar demonstrated limited knowledge of facts terms and concepts	Seminar demonstrated some knowledge of facts terms and concepts	Seminar demonstrated considerable knowledge of facts terms and concepts	Not submitted	1,2,3,4,5
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with high degree of success	Seminar exhibited impartiality with limited degree of success	Seminar exhibited impartiality with some degree of success	Seminar exhibited impartiality with considerable degree of success		1,2,3,4,5
3.	Communication (Oral) (35%)	0.35	Language and /or delivery resulted information being communicated orally with high degree of effectiveness	Language and /or delivery resulted information being communicated orally with limited degree of effectiveness	Language and /or delivery resulted information being communicated orally with some degree of effectiveness	Language and /or delivery resulted information being communicated orally with considerable degree of effectiveness		1,2,3,4,5
4.	Application and Q&A(25%)	0.25	Seminar was organized in a highly effective manner very effective facilitate	Seminar was organized in a highly effective manner ineffective facilitate	Seminar was organized in a highly effective manner moderately effective facilitate	Seminar was organized in a highly effective manner very effective facilitation of class		1,2,3,4,5
	Total -100	1						

Table 13: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		INTRODUCTION TO COMPUTER					
	1.1	Introduction to Computer Systems	PPT,	Class	Cog.	1	1

			Chalk & talk	Room	(Und.)		
	1.2	Applications of Computers in Business	PPT, Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.3	Types of Computers and Electronic devices	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	1
	1.4	An overview of operation system – Single user systems – Multi user Systems	PPT, Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.5	Assembler – Translator – Compiler	PPT, Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.6	Different Computer Language	PPT, Chalk & talk	Class Room	Cog (Und.)	1	1
		Total				7	
2.		DATABASE					
	2.1	ER-model,	Group exercise	Class Room	Cog. (Und.)	2	2
	2.2	Relational model (relational algebra, tuple calculus)	PPT, Chalk & talk	Class Room	Cog. (Und.)	1	2
	2.3	Database design (integrity constraints, normal forms)	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	2
	2.4	Query languages (SQL) I	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	2
	2.5	File structures (sequential files, indexing, B and B+ trees)	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	2
	2.6	Transactions and concurrency control	PPT, Chalk & talk	Class Room	Cog. (Und.)	1	2
		Total				10	
		Assignment-I			Cog. (Und.,)		1,2
3.							
	3.1	LAN technologies (Ethernet, Token ring) –	PPT, Chalk & talk	Class Room	Cog. (Und)	2	3
	3.2	TCP/IP protocol – Application layer protocols (icmp, dns, smtp, pop, ftp, http)	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	3
	3.3	Basic concepts of hubs, switches, gateways, and routers..	PPT, Chalk & talk	Class Room	Cog.(Und.)	2	3
	3.4	Network security	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	3
	3.5	Basic concepts of public key and private key cryptography, digital signature, firewalls	PPT, Chalk & talk	Class Room	Cog.(Und.)	2	3

		Total				10	
4.							
	4.1	MS-Office : Introduction , MS-Word	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	4
	4.2	MS-Excel	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	4
	4.3	MS-Power Point	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	4
	4.4	MS-Access	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	4
		Class Test		Class Room	Cog (und)		3,4
		Total				08	
5.		GOVERNMENT AND BUSINESS					
	5.1	Steps involved in selection of a Computer system	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	5
	5.2	Application and Communication facilities of Computers in Business	PPT, Chalk & talk	Class Room	Cog. (Und.)	2	5
		CA-2		Class Room	Cog. & Aff.		3,4
	5.3	Tele shopping – Tele- working – e-mail – Internet	PPT, Chalk & talk	Class Room	Cog. (Und.)	3	5
	5.4	Ecommerce – Multimedia Applications	PPT, Chalk & talk	Class Room	Cog. (Und.)	3	5
		Seminar		Class Room	Cog. (Ana.)		3,4,5
				Class Room	Cog. (Und.)		5
		Total				10	
		Grand Total				45	

COURSE CODE	XBA204	L	T	P	C
COURSE NAME	ORGANIZATIONAL BEHAVIOUR	3	0	0	3
PREREQUISITE	NIL	L	T	P	H
C:P:A	3:0:0	3	0	0	3
COURSE OUTCOMES		Domain		Level	
CO1	<i>Understand</i> the challenges and opportunities for OB and OB Model	Cognitive		Understanding	
CO2	<i>Understand</i> the concept of Personality, Attitude, Value and Perception	Cognitive		Understanding	
CO3	<i>Understand</i> the styles and theories of leadership and motivation	Cognitive		Understanding	
CO4	<i>Understand</i> the group formation, team building and communication	Cognitive		Understanding	
CO5	<i>Understand</i> the concept of managing changes and dealing with resistance to change	Cognitive		Understanding	
UNIT I INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR				5	
Definition of Organizational Behavior - Disciplines contributing to the OB Field: Psychology, Social Psychology, Sociology, Anthropology - Challenges and Opportunities for OB: Managing Workforce Diversity, Improving Quality and Productivity, Outsourcing - Developing of OB Model - Contingency OB Model					
UNIT II THE INDIVIDUAL BEHAVIOUR				10	
Personality – types – Factors influencing personality – Theories; Attitudes – Characteristics – Components – Formation – Measurement – Theories; Values; Perceptions – Importance - Factors influencing perception - Interpersonal perception.					
UNIT III LEADERSHIP AND MOTIVATION				12	
Leadership concept - characteristics - leadership theories - leadership styles managerial grid - leadership continuum - leadership effectiveness. Motivation - concept and importance - motivators - financial and Non-financial - theories of motivation.					
UNIT IV GROUP BEHAVIOUR				8	
Defining and Classifying Groups - Stages of Group Development – Group Decision making - Groups and Teams - Types of Teams - Creating Effective Teams; Function of Communication-Communication Process - Direction of Communication - Barriers to					

effective Communication			
UNIT V MANAGEMENT OF CHANGE			10
Meaning - importance - resistance to change - causes - dealing with resistance to change - concepts of social change and organizational causes - factors contributing to organizational change - introducing change in large organizations - change agents - organizational development - meaning and process.			
	LECTURE	TUTORIAL	TOTAL
	45	0	45
TEXT BOOKS			
S.S.Khanka, Organizational Behaviour (Text and Cases), S. Chand & Company (P) Ltd.,			
REFERENCES			
1. Fred Luthans, Organizational Behaviour, 11th edition, Mc Graw Hill International Edition, 2008.			
2. Hughes, Ginnet, Curphy, Leadership, 6th edition, Tata Mc Graw Hill publishing Company, 2008			
3. Gregory Moorehead and R.W. Griffin, Managing People and Organizations, Jaico, 1994.			
4. Judith R. Gordon, A Diagnostic Approach to Organizational Behaviour, Allyn & Bacon, 1993.			
5. Harold Koontz, Heinz Weihrich, Essentials of Management 5th Edition Tata Mc Graw Hill publishing Company.			

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	2								
CO 2	2					2			1
CO 3	2					2			1
CO 4	2			2					1
CO 5	2								1

Total	10			2		4			4
Scaled to 0,1,2,3	2			1		1			1

1-5 → 1, 6-10 → 2, 11-15 → 3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: PI Versus CO Mapping

1.1 Knowledge on OB theory and models to solve problems inside the organization.

4.1 Communicate effectively with the stakeholders.

6.1 Learn the various Leadership styles and Motivation theories to groom the behavior of the individual.

9.1 Possess the ability to engage in lifelong learning.

PI	CO1	CO2	CO3	CO4	CO5
1.1	1				1
4.1				2	
6.1			2		
9.1		1	1	1	1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	4	4	4	4	4
CA 4	50	9.5	9.5	9.5	12	9.5
Total	100	21	19	21	23.5	13.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.25	1	0.5	1	0.25

Table 5: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x 2 marks =10 marks	6 Marks	4 Marks	--		
Part – C 2 x 15 marks =30 marks	15 Marks	15 Marks	--		
Total 50 Marks	25 Marks	25 Marks			

Table 6: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x 2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x 15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 7: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	2	1	1		
Assignment-II	4			1	2	1
Test	4	1	1	1		1
Seminar	4		1	1	1	1
Quiz	4	1	1		1	1
Total	20	4	4	4	4	4

Table 8: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x 2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x 15 marks =30 marks	15 Marks	15 Marks	15 Marks	-	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	-	-	-	20 Marks	-
Total 100 Marks	19 Marks	19 Marks	19 Marks	24 Marks	19 Marks

Table 9: Rubrics for Assignment (4 Marks):

S.No	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the “A” essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1

					are logically developed.			
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

Table 10: Rubrics for Seminar (4 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3,4, 5
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with a high degree of success	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success		1,2,3,4, 5
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness		1,2,3,4, 5
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner	Seminar was not organized in an effective manner Ineffective	Seminar was organized in a somewhat effective manner	Seminar was organized in an effective manner Effective		1,2,3,4, 5

			Very effective facilitation of class discussion	facilitation of class discussion	Moderately effective facilitation of class discussion	facilitation of class discussion		
	Total = 100	1						

Table 11: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	1.1	Definition of Organizational Behavior - Disciplines contributing to the OB Field	PPT, Chalk & Board	Class Room	Cog. (Und)	1	1
	1.2	Challenges and Opportunities for OB: Managing Workforce Diversity	PPT, Chalk & Board	Class Room	Cog. (Und)	1	1
	1.3	Improving Quality and Productivity, Outsourcing	PPT, Chalk & Board	Class Room	Cog. (Und)	1	1
	1.4	Developing of OB Model - Contingency OB Model	PPT, Chalk & Board	Class Room	Cog. (Und)	2	1
	1.5	Class Test		Class Room	Cog. (Rem)		
		TOTAL				5	
2	2.1	Personality – types – Factors influencing personality –	PPT, Chalk & Board	Class Room	Cog. (Und)	1	2
	2.2	Theories of Personality	PPT, Chalk & Board	Class Room	Cog. (Und)	2	2
	2.3	Attitude – Characteristics,	PPT, Chalk &	Class	Cog. (Und)	2	2

		Components and Formation	Board	Room			
	2.4	Measurement of Attitude and Theories of Attitude;	PPT, Chalk & Board	Class Room	Cog. (Und)	2	2
	2.5	Values; Perceptions – Concept and Importance	PPT, Chalk & Board	Class Room	Cog. (Und)	1	
	2.6	Factors influencing perception -	PPT, Chalk & Board	Class Room	Cog. (Und)	1	2
	2.7	Interpersonal perception	PPT, Chalk & Board	Class Room	Cog. (Und)	1	2
		Class Test		Class Room	Cog.(Rem)		
		TOTAL				10	
3	3.1	Leadership concept - characteristics - leadership theories - leadership styles	PPT, Chalk & Board	Class Room	Cog. (Und)	3	3
	3.2	Managerial grid - leadership continuum - leadership effectiveness.	PPT, Chalk & Board	Class Room	Cog. (Und)	3	3
	3.3	Motivation - concept and importance - motivators - financial and Non-financial	PPT, Chalk & Board	Class Room	Cog. (Und)	2	3
	3.4	Theories of motivation	PPT, Chalk & Board	Class Room	Cog. (Und)	4	3
	3.5	Seminar	PPT	Class Room	Cog.(Rem)		3
		TOTAL				12	

4	4.1	Defining and Classifying Groups - Stages of Group Development	PPT, Chalk & Board	Class Room	Cog. (Und)	2	4
	4.2	Group Decision making - Groups and Teams - Types of Teams - Creating Effective Teams	PPT, Chalk & Board	Class Room	Cog. (Und)	2	4
	4.3	Function of Communication- Communication Process	PPT, Chalk & Board	Class Room	Cog. (Und)	2	4
	4.4	Direction of Communication - Barriers to effective Communication	PPT, Chalk & Board	Class Room	Cog. (Und)	2	4
	4.5	Seminar	PPT	Class Room	Cog.(Rem)		
		TOTAL				08	
5	5.1	Meaning - importance - resistance to change - causes - dealing with resistance to change	PPT, Chalk & Board	Class Room	Cog. (Und)	2	5
	5.2	Concepts of social change and organizational causes - factors contributing to organizational change	PPT, Chalk & Board	Class Room	Cog. (Und)	2	5
	5.3	Introducing change in large organizations - change agents	PPT, Chalk & Board	Class Room	Cog. (Und)	2	5
	5.4	organizational development - Meaning and process.	PPT, Chalk & Board	Class Room	Cog. (Und)	4	5

	5.5	Class Test		Class Room	Cog. (Rem)		
		TOTAL				10	
		Grand Total				45	

COURSE CODE		XBA205	L	T	P	C
COURSE NAME		BUSINESS LAW	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Explain</i> essentials of Contract, performance and breach of Contract under Indian Contract Act 1872		Cognitive		Understanding	
CO2	<i>Interpret</i> necessary formalities of contract of sale and rights of unpaid seller under the Sale of Goods Act 1930.		Cognitive		Understanding Analysing	
CO3	<i>Illustrate</i> the objectives of Consumer Protection Act and jurisdiction of Consumer Protection Councils		Cognitive		Understanding	
CO4	Explain the essentials of partnership, rights and duties of partners under Partnership Act 1932.		Cognitive		Understanding	
CO5	Summarize the effects of dishonor of negotiable instruments under Negotiable Instruments Act 1881.		Cognitive		Understanding	
UNIT I: THE INDIAN CONTRACT ACT, 1872						8
Nature of contract – Definition – essentials for valid contract – Consideration – Performance of contracts - Discharge of contracts- Remedies for breach of contract – Quasi contracts						
UNIT II: THE SALE OF GOODS ACT, 1930						8
Formation of the contract of sale– Conditions and Warranties-Transfer of ownership and delivery of goods- Unpaid seller and his rights						
UNIT III: CONSUMER PROTECTION ACT, 1986						13
Objectives, Consumer, goods, service, defect in goods, deficiency in service, unfair trade practice, restrictive trade practice. Consumer Protection Councils at the Central, State and District Levels – Objectives & jurisdiction						
UNIT IV: THE INDIAN PARTNERSHIP ACT, 1932						10
Nature of Partnership-Rights and duties of partners-Registration and dissolution of a firm						
UNIT V: NEGOTIABLE INSTRUMENTS ACT,1881						6
Definition-Acceptance and negotiation- Rights and liabilities of Parties-Dishonour of negotiable Instrument-Relationship between Bankers and Customers						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
45		0		0		45
TEXT BOOKS						
Kapoor N.D., “Elements of Mercantile Law”, Sultan Chand & Sons, New Delhi, 2014						
REFERENCES						
1. Desai T.R, “Indian Contract Act, Sale of Goods Act and Partnership Act”, S.C. Sarkar & Sons						

Pvt. Ltd., Kolkata, 1968

2. Khergamwala J.S, “The Negotiable Instruments Act”, N.M.Tripathi Pvt. Ltd, Mumbai, 1975

3. Avtar Singh, “Principles of Mercantile Law”, Eastern Book Company, Lucknow, 2011

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1				1	1		1
CO2	2	1			1	1	1		1
CO3	3	1				1	1		1
CO4	2	1				1	1		1
CO5	3	1			1	1	1		1
Total	13	6	0	0	2	5	5	0	5

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: PI Versus CO Mapping

- 1.1 Knowledge of Law to survive the in the regular life and society.
- 2.1 Acquire knowledge with different concepts in Law of contract.
- 3.1 Understand the various forms in sale of goods.
- 4.1 Communicate effectively with the stakeholders in the society.
- 5.1 Analyze the problems in the society related to consumers and Consumer Protection Act and learn to solve the problems with the knowledge acquired.
- 6.1 Learn the various terms in Partnership and the dealings involved with the Act.
- 7.1 Apply the latest principles in unfair trade practices and take up the social responsibility.
- 8.1 Demonstrate knowledge of Negotiable Instruments with related to banking
- 9.1 Possess the ability to engage in lifelong learning.

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	4	4	4	4	4
CA 4	50	9.5	9.5	9.5	12	9.5
Total	100	21	19	21	23.5	13.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	1	1			1
	Applying			0.5	0.5	

Table 5: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x 2 marks =10 marks	6 Marks	4 Marks	--		
Part – C 2 x 15 marks =30 marks	15 Marks	15 Marks	--		
Total 50 Marks	25 Marks	25 Marks			

Table 6: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x 2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x 15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 7: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	2	1	1		
Assignment-II	4			1	2	1
Test	4	1	1	1		1
Seminar	4		1	1	1	1
Quiz	4	1	1		1	1
Total	20	4	4	4	4	4

Table 8: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x 2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x 15 marks =30 marks	15 Marks	15 Marks	15 Marks	-	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	-	-	-	20 Marks	-
Total 100 Marks	19 Marks	19 Marks	19 Marks	24 Marks	19 Marks

Table 9: Rubrics for Assignment (4 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1
	Total =							

	100%						
--	------	--	--	--	--	--	--

Table 11: Rubrics for Seminar (4 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3,4,5
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with a high degree of success	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success		1,2,3,4,5
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness		1,2,3,4,5
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner Very effective facilitation of class discussion	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion		1,2,3,4,5
	Total = 100	1						

Table 12: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	1.1	Introduction	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1
	1.2	Definition of contract	PPT	Class Room	Cog.(Und)	1	1
	1.3	Essentials of a valid contract	PPT	Class Room	Cog.(Und)	1	1
	1.4	Agreement, offer & Acceptance	PPT	Class Room	Cog.(Und)	1	1
	1.5	Revocation of acceptance, consideration	PPT, Chalk & Board	Class Room	Cog.(Und)	1	1
		Assignment		Class Room	Cog.(Und)		
		Tutorial	PPT	Class Room	Cog.(Und,An)	1	
	1.6	Agreement without consideration	PPT, Chalk & Board	Class Room	Cog.(Und)	1	1
	1.7	Exception to the rule	PPT, Chalk & Board	Class Room	Cog.(Und)	1	1
	1.8	Performance of contracts	PPT, Chalk & Board	Class Room	Cog.(Und)	1	
	1.9	Various illegal agreements	PPT, Chalk & Board	Class Room	Cog.(Und)	1	
	1.10	Agreement opposing public policy	PPT, Chalk & Board	Class Room	Cog.(Und)	1	
	1.11	Void & contingent	PPT, Chalk &	Class Room	Cog.(Und)	1	

		contracts	Board				
	1.12	Discharge of contracts	PPT, Chalk & Board	Class Room	Cog.(Und)	1	
		Tutorial	PPT, Chalk & Board	Class Room	Cog.(Und)	1	
	1.13	Remedies for breach of contract	PPT, Chalk & Board	Class Room	Cog.(Und)	1	
		Assignment	PPT, Chalk & Board	Class Room	Cog.(Und)		
	1.14	Quasi contracts	PPT, Chalk & Board	Class Room	Cog.(Und)	1	
		Case laws	PPT, Chalk & Board	Class Room	Cog.(Und)	1	
		Case laws	PPT, Chalk & Board	Class Room	Cog.(Und)	1	
		TOTAL				18	
2	2.1	Contract of sale	PPT	Class Room	Cog.(Rem)	1	2
	2.2	Formation of contract of sale	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
	2.3	Concepts in contract of sale	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1,2
	2.4	Conditions & Warranties	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	2
		Assignment		Class Room	Cog.(Rem)		

	2.5	Transfer of ownership	Chalk & Board	Class Room	Cog.(Rem)	1	2
		Tutorial		Class Room	Cog.(Rem)	1	2
	2.6	Seminar on finished topics	PPT	Class Room	Cog.(Ap,An)	1	
	2.7	Delivery of goods	Chalk & Board	Class Room	Cog.(Rem)	2	2
	2.8	Unpaid seller and his rights	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	2
	2.9	Unpaid seller and his rights	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
		Tutorial	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
		Case laws	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
		Case laws	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
		TOTAL				16	
3	3.1	Consumer Protection Act	PPT	Class Room	Cog.(Rem)	2	3
	3.2	Introduction of the terms	PPT	Class Room	Cog.(Rem)	1	2,3
		Assignment	Chalk & Board	Class Room	Cog.(Rem)		
	3.3	Objectives of the act	PPT	Class Room	Cog.(Rem)	1	3
	3.4	Consumer, goods, services	Chalk & Board	Class Room	Cog.(Rem)	1	3

	3.5	Defect in goods, deficiency in service	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
	3.6	Unfair & restrictive trade practice	Chalk & Board	Class Room	Cog.(Rem)	1	1,3
		Assignment		Class Room	Cog.(Rem)		
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	
		Consumer protection Councils	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
		Objectives & Jurisdiction	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
		TOTAL				10	
4	4.1	Indian Partnership Act	Chalk & Board	Class Room	Cog.(Rem)	1	4
	4.2	Nature of the Act	PPT	Class Room	Cog.(Rem)	2	3,4
	4.3	Rights & duties of partners	PPT	Class Room	Cog.(Rem)	2	3,4
	4.4	Registration of firm	Chalk & Board	Class Room	Cog.(Rem)	1	3,4,5
	4.5	Dissolution of firm	PPT	Class Room	Cog.(Rem)	1	4,5
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	
	4.6	Case laws	PPT	Class Room	Cog.(Rem)	1	4
	4.7	Case laws	PPT	Class Room	Cog.(Rem)	1	4,5
		Assignment		Class Room	Cog.(Rem)		

		TOTAL				10	
5	5.1	Negotiable Instruments Act	PPT	Class Room	Cog.(Rem)	1	5
		Assignment		Class Room	Cog.(Rem)		
	5.2	Definition of the act	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	5
	5.3	Acceptance & negotiation of the Act	PPT	Class Room	Cog.(Rem)	1	5
	5.4	Rights & liabilities of parties	PPT	Class Room	Cog.(Rem)	1	5
	5.5	Dishonour of NI	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	4,5
		Hundis, Bankers & customers	PPT	Class Room	Cog.(Ap,An)	1	
		TOTAL				6	
		Grand Total				45	

COURSE CODE		XBA206	L	T	P	C
COURSE NAME		BUSINESS PLAN	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Explain</i> the business environment and idea generation		Cognitive		Understanding	
CO2	<i>Outline</i> the marketing feasibility.		Cognitive		Understanding	
CO3	<i>Build</i> the Feasibility plan		Cognitive		Applying	
CO4	<i>Construction</i> of Business Plan		Cognitive		Applying	
CO5	<i>Explain</i> the Project appraisal		Cognitive		Understanding	
UNIT I- BUSINESS IDEA						9
Scanning of Environment- Evaluation of factors – Sensing Opportunities – harnessing different sources of knowledge and information- Generation of Ideas. - Difference between 'Basic Ideas' and post scanning ideas- Identification of Business Opportunities.						
UNIT II- MARKETING FEASIBILITY						9
Market survey & Assessment – Demand, Supply and Nature of Competition- Cost and Price of Products - Project Innovation and Changes. Feasibility Study – Identification of applicable Entrepreneurial Opportunities. Selection of an Enterprise - Identification of product or service - identifying problems and opportunities- Defining Business Idea.						
UNIT III- FEASIBILITY PLAN						9
Data collection for setting up small ventures -Preparing to set up a smallscale enterprise- Assessing Opportunities [Financial, Economic Feasibilities, Technical, Legal, managerial, Locational and Other Feasibilities]- Preliminary screening and preparation of detailed feasibility plan. main features of feasibility plan.						
UNIT IV- BUSINESS PLANNING						8
Importance, Levels, Purpose - steps in Business Planning- Elements/ Components of a Business Plan- Planning location of the industry: factors for reckoning-Sourcing process: Raw materials, machineries and equipments- Infrastructure: land & Building - water & Power. Planning production-Pricing –paying back loans and profit generation.						
UNIT V- PROJECT REPORT						10
Importance - uses– Characteristics of a Project Report- Basic elements of a Project Report- Preparation of Project Report- Project Appraisal.						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
45		0		0		45
TEXT BOOKS						
1. S.S.Khanka, Entrepreneurial Development, S.Chand and Company Limited, New Delhi. 2013						
REFERENCES						
Gupta C.B. & Khanka. S.S, “Entrepreneurship and small business management”, 5th edition , sultan chand & sons, 2014						
Jayshree Suresh, “Entrepreneurial Development”, Margham Publishers, Chennai, 2011.						
E-REFERENCES						
Jeff Cornwall, “Entrepreneurship -- From Idea to Launch”, Udemy online Education, https://www.udemy.com/entrepreneurship-from-idea-to-launch/						

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	2						3		
CO 2	2				2				
CO 3	2				2				1
CO 4	2		2	2	2			1	1
CO 5	2	2	2		2			1	1
Total	10	2	4	2	8	0	3	2	3
Scaled to 0,1,2,3	2	1	1	1	2	0	1	1	1

1-5 → 1, 6-10 → 2, 11-15 → 3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: PI Versus CO Mapping

PI. 1. Apply knowledge of all environment for business idea generation.

PI. 2. Analyze the plan based on all the functional areas and prepare report.

PI. 4. Communicate with society at large confidently and effectively.

PI. 7. Acquire professional and intellectual integrity, professional code of conduct in planning.

PI. 9. Recognize the need for business plan and have the preparation and ability to engage in life-long learning independently, with a high level of enthusiasm and commitment to improve knowledge and competence continuously.

PI	CO1	CO2	CO3	CO4	CO5
1.1	1	1	1	1	1
2.1		1			
4.1				1	1
7.1	1				
9.1				1	

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	

CA3	20	4	4	4	4	4
CA 4	50	9.5	9.5	9.5	12	9.5
Total	100	21	19	21	23.5	13.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	1	1			1
	Applying			0.5	0.5	

Table 5: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x 2 marks =10 marks	6 Marks	4 Marks	--		
Part – C 2 x 15 marks =30 marks	15 Marks	15 Marks	--		
Total 50 Marks	25 Marks	25 Marks			

Table 6: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x 2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x 15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 7: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	4	2	1	1		
Business Plan	4			1	2	1
Test	4	1	1	1		1
Seminar	4		1	1	1	1
Quiz	4	1	1		1	1
Total	20	4	4	4	4	4

Table 8: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x 2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x 15 marks =30 marks	15 Marks	15 Marks	15 Marks	-	15 Marks

Part – D (Compulsory Question) 1 x 20 marks =20 marks	-	-	-	20 Marks	-
Total 100 Marks	19 Marks	19 Marks	19 Marks	24 Marks	19 Marks

Table 9: Rubrics for Assignment (4 Marks):

S.No	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the “A” essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions	Illogical ordering and organization.	1
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

Table 11: Rubrics for Seminar (4 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3,4,5
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with a high degree of success	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success		1,2,3,4,5
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness		1,2,3,4,5
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner	Seminar was not organized in an effective manner	Seminar was organized in a somewhat effective manner	Seminar was organized in an effective manner		1,2,3,4,5
	Total = 100	1						

Table 12: Rubrics for Business Plan (4 Marks):

Criteria	100	75	50	25	0
Contribution of work (20)	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only

Awareness of concept/Idea/Material/ Phenomena(20)	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure.	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness
Development of contents (20)	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.
Recognition about Functional Analysis and Research Tools (20)	Well Analysed and Research question(s) are formed through the literature review and clearly stated.	Partly analysed and Research question(s) are formed through the literature review.	No Analysis and Research question(s) were not formed but could be formed through the literature review.	Research question(s) were not formed and are not apparent from the literature review.	
Report and Time Management (20)	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference
TOTAL -100					

Table 13: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		BUSINESS IDEA					
	1.1	Scanning of Environment- Evaluation of factors –	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.2	Sensing Opportunities –	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.3	harnessing different sources of knowledge and information-	Chalk and talk	Class Room	Cog.(Und.)	2	1

		Generation of Ideas. -					
	1.4	Difference between 'Basic Ideas' and post scanning ideas-	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.5	Identification of Business Opportunities.	Chalk and talk	Class Room	Cog.(Und.)	1	1
		Total				9	
2.		MARKETING FEASIBILITY					
	2.1	Market survey & Assessment – Demand, Supply and Nature of Competition-	Chalk and talk	Class Room	Cog.(Und.)	2	2
	2.2	Cost and Price of Products - Project Innovation and Changes.	Chalk and talk	Class Room	Cog.(Und.)	1	2
	2.3	Feasibility Study – Identification of applicable Entrepreneurial Opportunities.	Chalk and talk	Class Room	Cog.(Und.)	1	2
	2.4	Identification of product or service - identifying problems and opportunities-	Chalk and talk	Class Room	Cog.(Und.)	1	2
	2.5	Defining Business Idea.	Chalk and talk	Class Room	Cog.(Und.)	2	2
		Class Test 1		Class Room	Cog.(Und.)	2	1,2
		Total				9	
		Assignment			Cog.(Und.)		1,2
3.		FEASIBILITY PLAN					
	3.1	Data collection for setting up small ventures -	Chalk and talk	Class Room	Cog.(Apply.)	2	3
	3.2	Preparing to set up a smallscale enterprise-	Chalk and talk	Class Room	Cog.(Apply.)	2	3
	3.3	Assessing Opportunities	Chalk and talk	Class Room	Cog.(Apply.)	3	3
	3.4	Preliminary screening and preparation of detailed feasibility plan. main features of feasibility plan.	Chalk and talk	Class Room	Cog.(Apply.)	2	3
		Total				9	
4.		BUSINESS PLANNING					
	4.1	Importance, Levels, Purpose - steps in Business Planning-	Chalk and talk	Class Room	Cog.(Apply.)	2	4
		Elements/ Components of a	Chalk and talk	Class Room	Cog.(Apply.)	2	

		Business Plan-					
	4.2	-Sourcing process: Raw materials, machineries and equipments-	Chalk and talk	Class Room	Cog.(Apply.)	2	4
		Planning production- Pricing –paying back loans and profit generation.	Chalk and talk	Class Room	Cog.(Apply.)	1	
		Class Test 2		Class Room	Cog.(Und.,)	1	3,4
		Total				8	
5.		PROJECT REPORT					
	5.1	Importance - uses– Characteristics of a Project Report-	Chalk and talk	Class Room	Cog.(Und.)	2	5
	5.2	Basic elements of a Project Report-	Chalk and talk	Class Room	Cog.(Und.)	2	5
	5.3	Preparation of Project Report-	Chalk and talk	Class Room	Cog.(Und.)	2	5
	5.4	Project Appraisal.	Chalk and talk	Class Room	Cog.(Und.)	2	5
		Assignment		Class Room	Cog. (Und.,App.,)		3,4,5
		Test		Class Room	Cog. (Und.,App.,)	2	3,4,5
		Total				10	
		Grand Total				45	

Semester III
REGULATION – 2016

Year/ Sem	Course Code	Category	Course Name	L	T	P	C
II-Year / III-Sem	XBA301	Core -6	Communication for Managers	3	0	0	3
	XUM302	UGC-Mandate	Environmental Studies	2	0	0	2
	XBA303	Core - 7	Management Accounting	4	0	0	4
	XBA304	Core - 8	Marketing Management	3	0	0	3
	XBA305	DSE-3	Business Statistics	3	1	0	4
	XBA306	GE-2	Business Outsourcing	3	0	0	3
			Total	18	1	0	19

COURSE CODE		XBA301	L	T	P	C
COURSE NAME		COMMUNICATION FOR MANAGERS	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Elucidate</i> the communication process		Cognitive		Understanding	
CO2	<i>Understand</i> the presentation techniques		Cognitive		Understanding	
CO3	<i>Explain</i> the process of resume building		Cognitive		Understanding	
CO4	<i>Show</i> how to attend group discussion		Cognitive		Understanding	
CO5	<i>Demonstrate</i> various interview skills and practice mock interviews		Cognitive		Understanding	
UNIT I BUSINESS COMMUNICATION						7
Business Communication Foundations – Principles of effective communication, Goals of business communication, Types of Communication, Communication process, Communication barriers.						
UNIT II: PRESENTATION						8
Presentation – Types of Presentation – Do’s and Don’ts of Presentation - Presentation Etiquettes and Public speaking.						
UNIT III: RESUME BUILDING						8
Job search and Resume – Chronological resume, Functional resume and Job Application letter						
UNIT IV : GROUP DISCUSSION						10
Group Discussion – What is GD? - Why GD? – Do’s and Don’ts of GD – Mock GD						
UNIT V: INTERVIEW						12
Interview – Skills required – Types of Interview – Interview Etiquettes – Mock Interview						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
45		0		0		45
TEXT BOOK Business Communication – R.K.Madhukar, Vikas Publications.						
REFERENCE BOOK Business Communication – K.K.Ramachandran, K.K.Lakshmi, K.K.Karthick and M.Krishnakumar, Macmillan India Ltd.,						

Table 1: Mapping of POs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	0	2	0	3	0	0	0	0	2	0	0
CO 2	0	2	0	3	0	0	0	0	2	0	0
CO 3	0	2	0	3	0	0	0	0	2	0	0
CO 4	0	2	0	3	0	0	0	0	2	0	0
CO 5	0	2	0	3	0	0	0	0	2	0	0
Total	0	10	0	15	0	0	0	0	8	0	0
Scaled Value	0	2	0	3	0	0	0	0	2	0	0

1-5 → 1 6-10 → 2 11-15 → 3

0-No Relation 1- Low Relation 2- Medium Relation 3- High Relation

Table 2: COs Vs GA Mapping

s	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	0	0	0	0	0	0	0	0	0	2	0	0
CO2	0	0	0	0	0	0	0	0	0	2	0	0
CO3	0	0	0	2	0	0	0	0	0	1	0	0
CO4	0	0	0	0	0	0	0	0	0	0	0	0
CO5	0	0	0	0	0	0	0	0	0	1	0	0
Total	0	0	0	2	0	0	0	0	0	6	0	0
Scaled Value				1						2		

1-5 → 1, 6-10 → 2, 11-15 → 3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 3: Assessment Template

S.No.	Task	Marks
1	CA 1 (Class Test- Descriptive 10 + MCQ 5)	15
2	CA 2 (Class Test- Descriptive 10 + MCQ 5)	15
3	CA3 (Rubrics prepared by the Course Teacher)	20
4	CA 4- End Semester Pattern (MCQ – 20% + Descriptive 80%)	50
	Total	100

Table 4: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA 3	20	3	4	4	5	4
CA 4	50	15	9.5	6	5.5	14
Total	100	25.5	21	17.5	18	18

Table 5: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2
Part – A MCQ 10x1 = 10 marks	4	6
Part – B 5 x 2 marks =10 marks	6	4
Part – C 2 x 15 marks =30 marks	15	15
Total 50 Marks	25	25

Table 6: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO3	CO4
Part – A MCQ 10x1 = 10 marks	4	6
Part – B 5 x 2 marks =10 marks	6	4
Part – C 2 x 15 marks =30 marks	15	15
Total 50 Marks	25	25

Table 7: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	3	3				
Seminar	4		4			
Class Test	4			4		
Group Discussion	5				5	
Mock Interview	4					4
Total	20	3	4	4	5	4

Table 8: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	3 Marks	2 Marks	2 Marks	2 Marks	1 Mark
Part – B 5 x 2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 4 x 15 marks =60 marks	15 Marks	15 Marks	8 Marks	7 Marks	15 Marks
Part – D (Compulsory Question)	10 Marks	-	-	-	10 Marks

1 x 20 marks =20 marks					
Total 100 Marks	30 Marks	19 Marks	12 Marks	11 Marks	28 Marks

Table 9: Rubrics for Assignment

Sl. No	Criterion	Scale	100	75	50	25	0	Relation with CO
1	Content 30%	0.3x100	Completely Relevant	Relevant	Partially Relevant	Not Relevant	Completely off track	CO1
2	Coherence 20%	0.2x100	Completely Organized	Reasonably Organized	Fairly coherent	Vague	Poor	CO1
3	Sources 20%	0.2x100	Cited and are used critically	Cited and some are used critically	Not Cited with proper references	Sources are not cited	Did not include	CO1
4	Presentation 20%	0.2x100	Neat and error free	Error free but fair	Few writing and spelling error	Careless writing and spelling error	Below standard	CO1
5	Submission 10%	0.1x100	Submitted before Time	Submitted on deadline	Submitted after reminders	Late submission	Not submitted	CO1
	Total 100%	100x(5)/100 =4						

Table 10: Rubrics for Mock Interview

Sl. No	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Understanding the Question 20%	0.2x100	Students understand exceedingly well	Students understand adequately	Students understand marginal	Students understand wrongly	Students fail to understand	CO5
2	Answering the questions 30%	0.3x100	Students answering level within the stipulated time.	Students answering level exactly in stipulated time	Students answers but not in stipulated time	Students fails to answer in stipulated time	Students do not answer.	CO5
3	Attitude 30%	0.3x100	Answer with proper explanation	Answer with inadequate explanation	Answer with improper explanation	Answer with irrelevant explanation	Answer without explanation	CO5

4.	Body Language 20%	0.2x100	Proper dress code, high level of confidence, good eye contact.	Proper dress code, good confidence level, poor eye contact.	Fair dress code, fair confidence level and good eye contact	Fair dress code, fair confidence level and poor eye contact.	Not well presented	CO5
	Total 100%	100x(5)/100 = 5						

Table 11: Rubrics for Test

Sl No	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Content 50%	0.5x100	Excellent clarity	Good clarity	Adequate clarity	Less adequate	Lack of clarity	CO3
2	Logical Reasoning 30%	0.3x100	Excellent	Very good	Good	could be better	Need to improve	CO3
3	Organization 10%	0.1x100	Excellent organization	Very good organization	good organization	organization could be better	Organization needs improvement	CO3
4	Presentation 10%	0.1x100	Excellent and neat presentation	Very good	Good	could be better	need to be improved	CO3
	Total 100%	100x(5) / 100 = 5						

Table 12: Rubrics for Seminar

Criterion	Marks	Excellent 100	Very Good 75	Good 50	Fair 25	Satisfactory 0	Relation to CO's
Understanding and Delivery 30%	0.3x100	Topic understanding and content delivery are good	Topic understanding is good and content delivery is fair	Topic understanding is fair and content delivery is good	Topic understanding and content delivery are fair	Not presented	CO2
Communication Skill 20%	0.3x100	Verbal and pronunciation are good	Verbal skill is good and pronunciation is fair	Verbal skill is fair and pronunciation is good	Verbal and pronunciation is fair	Not presented	CO2
Body Language 20%	0.2x100	Proper dress code, high level of confidence, good eye contact.	Proper dress code, good confidence level, poor eye contact.	Fair dress code, fair confidence level and good eye contact	Fair dress code, fair confidence level and poor eye contact.	Not presented	CO2
Report	0.2x100	Neat and	Neat and	Fair report	Fair report	Not	CO2

20%	00	legible report writing on time	legible report writing and not on time	writing on time	writing and not on time	presented	
Total 100%	100 x (5)/ 100 =5						

Table 13: Rubrics for Group Discussion:

S.No	Criteria	Scale	100%	75%	50%	25%	0%	Related to CO
1	Information 30%	0.3	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had some inaccuracies	Information was usually not clear.	CO4
2	Quality of Comments 20%	0.2	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic	CO4
3	Use of Facts/Statistics 30%	0.3	Every major point was well supported with several relevant facts, statistics	Every major point was adequately supported with relevant facts, statistics and/or	Every major point was supported with facts, statistics and/or examples,	Every point was not properly supported.	Every point was not properly	CO4

			and/or examples.	examples.	but the relevance of some was questionable.			
4	Enthusiasm (Active Listening) 20%	0.2	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	No facial expressions Did not show interest in topic being presented.	CO4

Table 14: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1.		INTRODUCTION TO BUSINESS COMMUNICATION					
	1.1	Brief Introduction about the Syllabus	Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.2	Communication and its process	Chalk & talk	Class Room	Cog. (Und.)	1	1
	1.3	Types of Communication	Chalk & talk	Class Room	Cog. (Und.)	2	1
	1.4	Skills involved in Communication	Chalk & talk	Class Room	Cog. (Und.)	2	1
	1.5	Revision	Oral Questions	Class Room	Cog. (Und.)	1	1
		Total				7	
2.		PRESENTATION					
	2.1	Introduction to Presentation	Chalk & Talk	Class Room	Cog. (Und.)	1	2
	2.2	Non – Verbal Communication	Chalk & talk	Class Room	Cog. (Und.)	2	2
	2.3	Etiquettes – Email	Ppt	Class Room	Cog. (Und.)	2	2
	2.4	Public Speaking	Chalk & talk / Activity	Class Room	Cog. (Und.)	2	2
	2.5	Class Test	Written	Class Room	Cog. (Und.)	1	2
		Total				8	
3.		RESUME BUILDING					
	3.1	Introduction	Chalk & talk / Ppt	Class Room	Cog. (Und.)	2	3
	3.2	Covering Letter	Chalk & talk / Ppt	Class Room	Cog. (Und.)	2	3

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	3.3	Types of Resumes	Chalk & talk / Ppt	Class Room	Cog. (Und.)	2	3
	3.4	Revision	Oral Questions	Class Room	Cog. (Und.)	2	3
		Total				8	
4.		GROUP DISCUSSION					
	4.1	Introduction	Chalk & talk / Ppt	Class Room	Cog. (Und.)	2	4
	4.2	Characteristics of GD	Chalk & talk / Ppt	Class Room	Cog. (Und.)	3	4
	4.3	Do's & Don'ts of GD	Chalk & talk / Ppt	Class Room	Cog. (Und.)	2	4
	4.4	Mock GD	Oral Questions	Class Room	Cog. (Und.)	3	4
		Total				10	
5.		INTERVIEWS					
	5.1	Introduction – Interview & its types	Chalk & talk	Class Room	Cog. (Und.)	2	5
	5.2	CAQ's in Interview	Chalk & talk / Ppt	Class Room	Cog. (Und.)	5	5
	5.3	Mock Interview	Oral Questions	Class Room		5	5
		Total				12	
		Grand Total				45	

Course Code		XUM302	L	T	P	C
Course Name		ENVIRONMENTAL STUDIES	2	0	0	2
Prerequisites		Nil	L	T	P	H
C:P:A		1.8: 0 : 0.2	2	0	0	2
Course Outcomes			Domain		Level	
CO1	<i>Describe</i> the significance of natural resources and <i>explain</i> anthropogenic impacts.		Cognitive		Remember, Understand	
CO2	<i>Illustrate</i> the significance of ecosystem, biodiversity and natural geo bio chemical cycles for maintaining ecological balance.		Cognitive		Understand	
CO3	<i>Identify</i> the facts, consequences, preventive measures of major pollutions and <i>recognize</i> the disaster phenomenon.	Cognitive		Remember		
		Affective		Receive		
CO4	<i>Explain</i> the socio-economic, policy dynamics and <i>practice</i> the control measures of global issues for sustainable development.		Cognitive		Understand, Analyse	
CO5	<i>Recognize</i> the impact of population and the concept of various welfare programs, and <i>apply</i> the modern technology towards environmental protection.		Cognitive		Understand, Application	
UNIT - I INTRODUCTION TO ENVIRONMENTAL STUDIES AND ENERGY						7
Definition, scope and importance – Need for public awareness – Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people – Water resources: Use and over-utilization of surface and ground water, flood, drought, conflicts over water, dams-benefits and problems – Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies – Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies – Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies – Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification – Role of an individual in conservation of natural resources – Equitable use of resources for sustainable lifestyles.						
UNIT - II ECOSYSTEMS AND BIODIVERSITY						5

Concept of an ecosystem – Structure and function of an ecosystem – Producers, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – Introduction, types, characteristic features, structure and function of the (a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries) – Introduction to Biodiversity – Definition: genetic, species and ecosystem diversity - Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.			
UNIT – III ENVIRONMENTAL POLLUTION			6
Definition – Causes, effects and control measures of: (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards – Solid waste management: Causes, effects and control measures of urban and industrial wastes – Role of an individual in prevention of pollution – Pollution case studies – Disaster management: flood, earthquake, cyclone and landslide.			
UNIT –IV SOCIAL ISSUES AND THE ENVIRONMENT			7
Urban problems related to energy – Water conservation, rain water harvesting, watershed management – Resettlement and rehabilitation of people; its problems and concerns, climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Wasteland reclamation – Consumerism and waste products – Environment Protection Act – Air (Prevention and Control of Pollution) Act – Water (Prevention and control of Pollution) Act – Wildlife Protection Act – Forest Conservation Act – Issues involved in enforcement of environmental legislation – Public awareness.			
UNIT –V HUMAN POPULATION AND THE ENVIRONMENT			5
Population growth, variation among nations – Population explosion – Family welfare programme – Environment and human health – Human rights – Value education - HIV / AIDS – Women and Child welfare programme– Role of Information Technology in Environment and human health – Case studies.			
	LECTURE	TUTORIAL	TOTAL
	30	0	30
TEXT BOOKS			
1. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co, USA, 2000. 2. Townsend C., Harper J and Michael Begon, Essentials of Ecology, Blackwell Science, UK, 2003 3. Trivedi R.K and P.K.Goel, Introduction to Air pollution, Techno			

Science Publications, India, 2003.

4. Disaster mitigation, Preparedness, Recovery and l &
Distributors Pvt. Ltd, New Delhi, 2006.
5. Introduction to International disaster management, Butterworth Heinemann, 2006.
6. Gilbert M.Masters, Introduction to Environmental Engineering
and Science, Pearson Education Pvt., Ltd., Second Edition, New
Delhi, 2004.

REFERENCE BOOKS

1. Trivedi R.K., Handbook of Environmental Laws, Rules,
Guidelines, Compliances and Standards, Vol. I and II, Enviro
Media, India, 2009.
2. Cunningham, W.P.Cooper, T.H.Gorhani, Environmental
Encyclopedia, Jaico Publ., House, Mumbai, 2001.
3. S.K.Dhameja, Environmental Engineering and Management,
S.K.Kataria and Sons, New Delhi, 2012.
4. Sahni, Disaster Risk Reduction in South Asia, PHI Learning, New
Delhi, 2003.
5. Sundar, Disaster Management, Sarup & Sons, New Delhi, 2007.
6. G.K.Ghosh, Disaster Management, A.P.H.Publishers, New Delhi, 2006.

Table 1 : Mapping of CO's with PO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1									
CO2									
CO3									
CO4									
CO5									

Table 2: Assessment Template

S.No.	Task	Marks	Weightage in %	Weightage in marks Formative	Weightage in marks Summative
	Internal Assessment				
1	CA 1(Class Test- 1)	50	15	50	
2	CA 2(Class Test- 2)	50	15		
3	CA3	100	20		
	External Assessment				
4	CA 4- End Semester	100	50		50
	Total	300	100	50	50

Table 3 : COs Versus real marks

Sl. No	Assessment	Type	Marks	Weightage	CO1	CO2	CO3	CO4	CO5
1	CA 1 (Class Test- Descriptive 60% + 2 Marks 20% + MCQ 20%)	F	50	15	26	24	-	-	-
2	CA 2 (Class Test- Descriptive F60% + 2 Marks 20% + MCQ 20%)	F	50	15	-	-	26	24	-
3	CA3 (5-8) tools	F	100	20	20	20	20	20	20
4	CA 4- End Semester Pattern (MCQ – 10% + 2 Marks 10% Descriptive	S	100	50	14	14	29	19	24

	80%)								
	Total		300	100	60	58	75	63	44

Table 4. Question Paper versus COs Mapping

(a) Theory CA 1

CA1	Type	CO1			CO2			CO3	CO4	CO5
MCQ- 10x1 = 10	Compulsory	Q.No	Ma rks	Domain & level	Q.No	Ma rks	Domain & level	-	-	-
		1	1	Cog,U,R	6	1	Cog,U			
		2	1	Cog,U,R	7	1	Cog,U			
		3	1	Cog,U,R	8	1	Cog,U	-	-	-
		4	1	Cog,U,R	9	1	Cog,U			
		5	1	Cog,U,R	10	1	Cog,U			
2 marks 5 x2=10	Compulsory	11	2	Cog,U,R	14	2	Cog,U			
		12			15					
		13	2	Cog,U,R		2	Cog,U			
			2	Cog,U,R						
15 marks 2x15 = 30	Either or	16			18					
		a		Cog,U,R	a		Cog,U	-	-	-
		b	7	Cog,U,R	b	10	Cog,U			
		17			19					
		a	8	Cog,U,R	a	5	Cog,U			
		b		Cog,U,R	b		Cog,U			
		10			7					
		5			8					
Total 50 Marks	15	26			24			-	-	-

Table 5 (b) Theory CA 2

CA2	Type	CO1	CO2	CO3			CO4			CO5
				Q.No	Marks	Domain & level	Q.No	Marks	Domain & level	
MCQ 10x1 = 10	Compulsory	-	-	1	1	Cog,R	6	1	Cog,U	-
				2	1	Cog,R	7	1	Cog,U	
				3	1	Cog,R	8	1	Cog,Ana	
				4	1	Cog,R	9	1	Cog,Ana	
				5	1	Cog,R	10	1	Cog,Ana	
2 marks 5 x2=10	Compulsory	-	-							-
				11	2	Cog,R	14	2	Cog,U	
				12		Cog,R	15		Cog,Ana	
				13	2	Cog,R		2		
15 marks 2x15 = 30	Either or	-	-							-
				16 a	7	Cog,R	18 a	10	Cog,U	
				17 b		Cog,R	19 b		Cog,Ana	
				17 a	8	Cog,R	19 a	5		
				17 b		Cog,R	19 b			
Total 50 Marks	15	-	-		26			24		-

CA – 3 Total Marks = 20

Tool 1: Model/Album Rubrics

Criteria	Weightage	100%	75%	50%	25%	Relation to COs	Domain & Level
Required Elements	30	The model / album includes all required elements as well as	All required elements are included in the	All but 1 of the required	Several required elements were		

		additional information.	model / album.	elements are included in the model / album.	missing from the model / album.	1	Cognitive Remember
Relevant Content	30	Pictures/model are all in focus and the content easily viewed in a logical order.	Most pictures/model are in focus and the content easily viewed in a logical order.	Most pictures /model are in focus and the content is easily viewed in a semi-logical order.	Many pictures/model are not clear or are too small and are not in a logical order.	1	Cognitive Understand
Relevance of Pictures/elements and Captions	20	All pictures and captions are related to the topic and make it easier to understand. All borrowed pictures/ have a source citation.	All pictures and captions are related to the topic and most make it easier to understand. All borrowed pictures have a source citation.	All pictures and captions relate to the topic. Most borrowed pictures have a source citation.	Pictures and captions do not relate to the topic or several borrowed graphics do not have a source citation.	1	Cognitive Understand
Title	10	The model / album is exceptionally attractive in terms of design, layout, and neatness.	The model / album is attractive in terms of design, layout and neatness.	The model / album is acceptably attractive though it may be a bit messy.	The model / album is distractingly messy or very poorly designed. It is not attractive.	1	Cognitive Remember
In Time	10	Submitted in time	Submitted in second day of the given date	Submitted in third day of the given date	Submitted in fifth day of the given date	1	Cognitive

							Remember
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Tool 2: Case Study Rubrics

Criteria	Weightage	100%	75%	50%	25%	Relation to Cos	Domain & Level
Relevant Content	30	Relevant Content is Excellent	Relevant Content is Good	Relevant Content is Satisfactory	Relevant Content is not good	3	Cognitive Understand
Analysis	25	Analysis is excellent	Analysis is good	Analysis is somewhat good	Analysis is not related	3	Cognitive Remember
Report	25	Way of Writing is Excellent	Way of Writing is good	Way of Writing is somewhat good	Way of Writing is not good	3	Cognitive Understand
Viva and References	20	5 queries attended	4 queries attended	3 queries attended	2 queries attended	3	Affective Receive

Tool 3: Assignment Rubrics

Criteria	Weightage	100%	75%	50%	25%	Relation to COs	Domain & Level
Topic Relevance	30	Content is appropriate and fully related to the topic given	Content is fully related to the topic given	Content is partially related to the topic given	Content is somewhat related to the topic given	2	Cognitive Understand

Presentation Style	30	Way of presentation is neat and good	Way of presentation is good	Way of presentation is partially good	Way of presentation not satisfy up to the level	2	Cognitive Understand
Content Ownership	20	The content is created by own.	The content is created by own and some of the content is copied from some other sources	The content is copied from some other sources	The content is copied from some other sources and not related to the topic given	2	Cognitive Understand
Latest Relevant Information in Journals / Newspapers	10	Five Latest Relevant Information is given.	Four Latest Relevant Information is given.	Three Latest Relevant Information is given.	Only one Latest Relevant Information is given.	2	Cognitive Understand
Timely Submission	10	Submitted in time	Submitted in second day of the given date	Submitted in third day of the given date	Submitted in fifth day of the given date	2	Cognitive Understand

Tool 4: Seminar Rubrics

Criteria	Weight age	100%	75%	50%	25%	Relation to COs	Domain & Level
Presentation Style	30	Interesting to watch and listen to eye to eye contact with listeners. Student addressed the topic very well and is able to work with few or no notes without	Well prepared for the most part and good presentation without seeing any handouts	Well prepared for the most part and good presentation without seeing any handouts	Delivery of the seminar was unorganised with seeing handouts	4	Affective

		seeing any handouts					Receive
Topic	20	Content of the Information - well prepared with excellent references	Content of the Information - well prepared	Content of the Information is prepared	Content of the Information is prepared	4	Cognitive Remember
Communication	20	Good Language, body language and eye to eye contact	Good Language	Adequate language skill	Pronunciation is not clear	4	Cognitive Remember
Summary	10	Conclusion clearly stated	Conclusion not fully supported by evidence. But main points were clear	Conclusion given but poorly explained	Conclusion abrupt	4	Cognitive Remember
Addressing Questions	20	Questions were answered with confidence and in a knowledgeable way	Questions answered in a knowledgeable way with hesitation	Made effort to answer question but lacked depth of knowledge	Lacked answer and struggled to answer	4	Affective Receive

Tool 5: Test Rubrics

Criteria	Weightage	100%	75%	50%	25%	Relation to Cos	Domain & Level
General Approach	50	•Addresses the question. •States a relevant, justifiable answer. •Presents arguments in a logical order. •Uses acceptable style and	Does not address the question explicitly, although does so tangentially. •States a relevant and justifiable answer. •Presents	Does not address the question. •States no relevant answers. •Indicates is conceptions. •Is not clearly or	Student gives vague answer for the questions posed by teacher.		

		grammar (no errors).	arguments in a logical order. •Uses acceptable style and grammar (one error).	logically organized. •Fails to use acceptable style and grammar (two or more errors).		5	Cognitive Understand
Comprehension	50	<ul style="list-style-type: none"> •Demonstrates an accurate and complete understanding of the question. •Backs conclusions with data and warrants. •Uses 2 or more ideas, examples and/or arguments that support the answer. 	<ul style="list-style-type: none"> •Demonstrates accurate but only adequate understanding of question because does not back conclusions with warrants and data. •Uses only one idea to support the answer. •Less thorough than above. 	<ul style="list-style-type: none"> •Does not demonstrate accurate understanding of the question. •Does not provide evidence to support their answer to the question. 	Student gets confused with the question.	5	Cognitive Understand

Table 6 Theory CA 4

CA4	Type	CO1			CO2			CO3			CO4			CO5		
		Q.No	Marks	Domain & level	Q.No	Marks	Domain & level	Q.No	Marks	Domain & level	Q.No	Marks	Domain & level	Q.No	Marks	Domain & level
MCQ 10x1 = 10	Compulsory	1 2	1 1	Cog,U Cog,R	3 4	1 1	Cog,U Cog,U	5 6	1 1	Cog,R Cog,R	7 8	1 1	Cog U Cog A	9 10	1 1	Cog,U Cog U
2 marks 5 x2=10	Compulsory	11	2	Cog,U	12	2	Cog,U	13	2	Cog R	14	2	Cog U	15	2	Cog U
15 marks 4x15 = 60	Either or	16			17			18			18					
		i. a		Cog,U	i. a	10	Cog,U	i. a		Cog,R	i. a		Cog,U			
		b	10	Cog,R	b	5	Cog,U	b	8	Cog,R	b	8	Cog,U			
		ii a		Cog,U	ii a	8		ii a		Cog,R	ii a					
		b	5	Cog,R	b	7	Cog,U	b	7	Cog,R	b	7	Cog,U			

			8				Cog,U		10			10	Cog,U			
			7						5			5				
20 Marks 1x20=20	Compulsory													20 a b	10 10	CogU Cog U
Total 50 Marks	50															

Table 7: Learning Domain and CPA mapping

COs versus CPA (Learning Domain) mapping

Domain		CO1	CO2	CO3	CO4	CO5	Total
C = 1.8		0.5	0.3	0.3	0.4	0.3	1.8
P = 0		-	-	-	-	-	-
A = 0.2		-	-	0.1		0.1	0.2
C=3	Rem	0.2	-	0.3	-	-	0.5
	Under	0.3	0.3	-	0.2	0.2	1.0
	Appl	-	-	-	-	0.1	0.1
	Analysis				0.2	-	0.2
P=0	-	-	-	-	-	-	-
A= 0.2	Recei-1	-	-	0.1	-	0.1	0.2

Unit Wise Plan

Unit	Topic No	Topic	Teaching Method	Teaching aids/Venue	Targeted Learning domain	No of Hours	Relation to COs
UNIT 1 INTRODUCTION TO ENVIRONMENTAL STUDIES AND ENERGY							
1	1	Definition, scope and importance, Need for public awareness.	Lecture	Chalk & Talk Class room	Cog: Understand	1	1
1	1.1	Forest resource use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and their tribal people	Lecture	PowerPoint teaching Chalk & Talk Class room	Cog: Understand	1	1
1	1.2	Water resources : Use and over utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.	Lecture	Chalk & Talk Class room	Cog: Understand	1	1
1	1.3	Mineral resources: Use and exploitation ,environmental effects of extracting and using mineral resources, case studies	Lecture	Chalk & Talk Class room	Cog: Understand	1	1
1	1.4	Food resources: World food problems- changes caused by agriculture and over grazing. Effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.	Lecture	Chalk & Talk Class room	Cog: Understand	1	1
		Energy resources : Growing energy needs, renewable		PowerPoint			

1	1.5	sources. Non renewable energy sources- Use of alternate energy sources.	Lecture	teaching Class room	Cog: Understand	1	1
1	1.6	Land resources: Land as a resource, land degradation. Man induced landslides, soil erosion and desertification. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.	Lecture	PowerPoint teaching Chalk & Talk	Cog: Understand	1	1
Total Hours						7	

Unit	Topic No	Topic	Teaching Method	Teaching aids/Venue	Targeted Learning domain	No of Hours	Relation to Cos
UNIT 2 ECOSYSTEMS AND BIODIVERSITY							
2	2.1	Concepts of an ecosystem – Structures and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem- Ecological succession	Lecture	Chalk & Talk, Video Animation Class room	Cog : Understand	1	2
2	2.1.2	Food chains, food webs and ecological pyramids	Lecture	PowerPoint teaching, Video Animation Class room	Cog : Understand	1	2
2	2.2	Introduction, types, characteristic features, structure and function of the (a) Forest ecosystem	Lecture	PowerPoint teaching Class room	Cog : Understand	1	2

		(b) Grassland ecosystem (c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries					
2	2.3	Introduction to Biodiversity: Definition: genetic, species and ecosystem diversity	Lecture	PowerPoint teaching Chalk & talk Class room	Cog : Understand	1	2
2	2.3.1	Conservation of biodiversity: In – situ and Ex – situ conservation of biodiversity	Lecture	PowerPoint teaching Chalk & talk Class room	Cog : Understand	1	2
Total Hours						5	

UNIT 3 ENVIRONMENTAL POLLUTION

Unit	Topic No	Topic	Teaching Method	Teaching aids/Venue	Targeted Learning domain	No of Hours	Relation to Cos
UNIT 3 ENVIRONMENTAL POLLUTION							
3	3.1 3.1.1, 3.1.2, 3.1.3	Definition-causes, effects and control measures of (a) Air pollution (b) Noise pollution (c) Water pollution	Lecture	PowerPoint teaching Chalk & Talk Class room	Cog: Responding	1	3
3	3.1.4, 3.1.5 3.1.6 &	d) Marine pollution (e) Soil pollution (f) Thermal pollution(g) Nuclear hazards	Lecture	Chalk &	Cog:	1	3

	3.1.7	& Seminar		Talk Class room	Responding		
3	3.2	Solid waste management: Causes, effects Control measures of urban and industrial wastes	Lecture	Chalk & Talk Class room	Cog: Responding	1	3
3	3.3	Role of an individual in prevention of pollution - Pollution case studies	Lecture	Chalk & Talk Class room	Cog: Responding	1	3
3	3.4	Disaster management: floods, Earthquake, cyclone and landslides	Lecture	PowerPoint teaching Chalk & Talk Class room	Cog: Responding	1	3
3	3.5	Urban problems related to energy – water conservation- Rain water harvesting, watershed management	Lecture	PowerPoint teaching Chalk & Talk Class room	Cog: Responding	1	3
Total Hours						6	

UNIT 4 SOCIAL ISSUES AND THE ENVIRONMENT

Unit	Topic No	Topic	Teaching Method	Teaching aids/Venue	Targeted Learning domain	No of Hours	Relation to Cos
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4	4.1	Resettlement and rehabilitation of people: its problems and concerns	Lecture	Chalk & Talk Class room	Cog: Understand	1	4
4	4.2 & 4.2.1	Climate change, Global warming	Lecture	PowerPoint teaching Chalk & Talk Class room	Cog: Understand	1	4
4	4.2.2 & 4.2.3	Acid rain, Ozone layer depletion	Lecture	PowerPoint teaching Chalk & Talk Class room	Cog: Understand	1	4
4	4.2.4	Nuclear accidents and holocaust	Lecture	PowerPoint teaching Class room	Cog: Understand	1	4
4	4.3 & 4.4	Wasteland reclamation, Consumerism and waste products.	Lecture	Chalk & Talk Class room	Cog: Understand	1	4
4	4.5,4.5.1 & 4.5.2	Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act	Lecture	PowerPoint teaching Chalk & Talk Class room	Cog: Understand	1	4
4	4.5.3 &	Forest Conservation Act, Wildlife conservation Act	Lecture	PowerPoint teaching Chalk &	Cog: Understand	1	4

	4.5.4			Talk Class room			
Total Hours						7	

UNIT 5 HUMAN POPULATION AND THE ENVIRONMENT

Unit	Topic No	Topic	Teaching Method	Teaching aids/Venue	Targeted Learning domain	No of Hours	Relation to COs
5	5.1	Population Growth, variation among nations – Population explosion.	Lecture	Chalk & Talk PowerPoint teaching Class room	Cog: Understand	1	5
5	5.2	Family Welfare Programme - Women and Child welfare programme.	Lecture	PowerPoint teaching Class room	Cog: Understand	1	5
5	5.3, 5.4 & 5.5	Environment and human health Human Rights -Value education, HIV / AIDS	Lecture	PowerPoint teaching Class room	Cog: Understand	1	5
5	5.6	Role of Information Technology in Environment and human health – Case studies.	Lecture	PowerPoint teaching Class room	Cog: Understand	1	5
5	5.7	Class test	-	-	Cog: Understand	1	5
Total Hours						5	

COURSE CODE	XBA 303	L	T	P	C
COURSE NAME	MANAGEMENT ACCOUNTING	4	0	0	4
PREREQUISITES	NIL	L	T	P	H
C:P:A	4:0:0	4	0	0	4

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Explain & Describe</i> the importance of Management accounting	Cognitive	Understanding
CO2	<i>Explain</i> The Financial statements and analyze the Financial statements.	Cognitive	Applying
CO3	<i>Explain</i> the Objectives of Marginal Costing ,Break even analysis and CVP analysis ,	Cognitive	Applying
CO4	<i>Explain, Identify & Prepare</i> Budget and Budgetary control methods different types of budgets	Cognitive	Understanding
CO5	State the concepts of variance and <i>compute</i> the material and labor variance	Cognitive	Applying

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	Management Accounting Definition – Objectives – Merits and Limitations – Functions of Management Accounting –Nature and Scope of Management Accounting	10
II	Financial Statements: Analysis Comparative Statements – Common Size Statements – Ratio Analysis – Fund Flow Statement – Cash Flow Analysis – Uses and Construction.	14
III	Marginal Costing and Profit Planning Objectives and Limitations – Cost Volume Profit (CVP) Analysis Break Even Analysis – Margin of Safety.	10
IV	Budget and Budgetary Control	13

	Characteristics and Limitations –Classification of Budgets– Preparation of Sales, Production, Material, Cash, Master Budgets and Flexible Budgets.				
V	Variance Analysis Concept and Importance of Variance- Types – Direct variance analysis only– Material Variance – Labor Variance – Simple Problems				13
		Lecture	Tutorial	Total	
		60Hours	0 Hours	60 Hours	

Text Book

1. T.S.Reddy and Y.Reddy, Management Accounting , Margham Publications.

Reference

1. Management Accounting – S.N. MAHESWARI, Sultan Chand & Sons.
2. Management Accounting -R.S.N. PILLAI & BHAGAVATHI, Sultan Chand & Sons.
3. Management Accounting – Principles and Practice – R.K. SHARMA & JHOSHI K. GUPTA.
4. Principles of Management Accounting– MANMOHAN & S.N. GOYAL

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1					1	2	1
CO2	2	1			2				1
CO3	2	1			2		1		1
CO4	2	1			2				1
CO5	2	1			2				1

Total	10	5	0	0	8	0	2	2	5
Scaled	2	1	0	0	2	0	1	1	1

0 – No relation 1- Low relation 2- Medium relation 3 – High relation

Table 1: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x 2 marks =10 marks	4 Marks	6Marks	--		
Part – C 2 x 15 marks =30 marks	12 Marks	18 Marks	--		
Total 50 Marks	20 Marks	30 Marks			

Table 2: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			5 Marks	5 Marks	
Part – B 5 x 2 marks =10 marks			5 Marks	5 Marks	
Part – C 2 x 15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 3: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Test-I	4	4				
Case study	5		5			
Mini project	4			4		
Seminar	4				4	

Assignment-I	3					3
Total	20	4	5	4	4	3

Table 4: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	3 Marks	2 Marks	2 Marks	1 Marks
Part – B 5 x 2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 4 x 15 marks =60 marks	8 Marks	15 Marks	15 Marks	15 Marks	7 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	2 Marks	5 Marks	5 Marks	5 Marks	3 Marks
Total 100 Marks	14 Marks	25 Marks	24 Marks	24 Marks	13 Marks

Table 5: Rubrics for Test (4 marks)

Sl No	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Content 50%	0.5x100	Excellent clarity	Good Clarity	Adequate clarity	Less adequate	Lack of clarity	1
2	Logical Reasoning 30%	0.3x100	Excellent	Very good	Good	could be better	Need to improve	1
3	Organization 10%	0.1x100	Excellent organization	Very good Organization	good organization	organization could be better	Organization needs improvement	1
4	Presentation 10%	0.1x100	Excellent and neat presentation	Very good	Good	could be better	need to be improved	1
	Total 100%	100x(4)/ 100						

		= 4						
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Table 6: Rubrics for Case Study (5 Marks):

S. No.	Criteria	Scale	100	75	50	25	0	Relation to Cos
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	2
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	2
3.	Calculation	0.25	Calculations	Calculations	Calculations	Calculations are	Absent	2

			attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	attempted are essentially all successful and sufficiently comprehensive to solve the problem.	attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	attempted but are both unsuccessful and are not comprehensive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	2
	TOTAL - 100	100*5/100=5						

Table7: Rubrics for Mini Project (4 marks)

S. No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Source d from internet only	3

2.	Awareness of concept/Idea/ Material/ Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	3
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	Well Analyzed and Research question(s) are formed through the literature review and clearly stated.	Partly analyzed and Research question(s) are formed through the literature review.	No Analysis and Research question(s) were not formed but could be formed through the literature review.	Research question(s) were not formed and are not apparent from the literature review.		3
5.	Report and Time Management	0.2	Information is cited	Information is cited	Information is cited,	Information is not	No citation seen	2,3

	(20)		properly and format. Completes tasks and assignments prior to the due date, may assist classmates	properly . Completes tasks and assignments by due date	but has errors. Completes on one day after the due date.	cited or is cited incorrectly. Completes on more than one day after the due date.	inside the text or in the reference	
	Total -100	$100*(4)/100=4$						

Table 8: Rubrics for Seminar (4 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	4
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with a high degree of success	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success		4
3.	Communication	0.35	Language and/or	Language and/or	Language and/or	Language and/or		4

	(Oral) (35%)		delivery resulted information being communicated orally with high degree of effectiveness	delivery resulted information being communicated orally with limited effectiveness	delivery resulted information being communicated orally with some effectiveness	delivery resulted information being communicated orally with considerable effectiveness		
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner Very effective facilitation of class discussion	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion		4
	Total = 100	100*(4)/100=4						

Table 9: Rubrics for Assignment (3 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	5

2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	5
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions .	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions . Most points are logically developed .	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	5
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately .	Few Errors Source material incorporated adequately & usually documented accurately .	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally	Mostly incorrect Plagiarized, no references	5

	Total = 100%	100*(3)/100=3						

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1.		Management Accounting					
	1.1	Definitions, Objectives	Chalk and talk	Class Room	Cog.(Und.)	1	1
	1.2	Merits and limitations	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.3	Functions of management accounting	Chalk and talk	Class Room	Cog.(Und.)	4	1
	1.4	Nature and Scope of Management Accounting	Chalk and talk	Class Room	Cog.(Und.)	3	1
		Total				10	
2.		Financial Statements: Analysis					
	2.1	Comparative statements	Chalk and talk	Class Room	Cog.(apply.)	1	2
	2.2	Common Size Statements –	Chalk and talk	Class Room	Cog.(apply.)	2	2
		Ratio Analysis				3	
	2.3	– Fund Flow Statement –	Chalk and talk	Class Room	Cog.(apply.)	3	2
	2.4	Cash Flow Analysis – Uses and Construction			Cog.(apply.)	3	
		Total				12	
3.		Marginal costing and profit planning					
	3.1	Objectives and	Chalk and	Class	Cog.(apply.)	2	3

		Limitations –	talk	Room			
	3.2	Cost Volume Profit (CVP) Analysis	Chalk and talk	Class Room	Cog.(apply.)	3	3
	3.3	Break Even Analysis –	Chalk and talk	Class Room	Cog.(apply.)	3	3
	3.4	Margin of Safety.	Chalk and talk	Class Room	Cog.(apply.)	2	3
		Total				10	
4.		Budget and Budgetary Control					
	4.1	Characteristics and Limitations	Chalk and talk	Class Room	Cog.(Und.)	1	4
	4.2	–Classification of Budgets–	Chalk and talk	Class Room	Cog.(Und.)	2	4
	4.3	Preparation of Sales, Production, Material budget	Chalk and talk	Class Room	Cog.(Und.)	3	4
	4.4	Preparation of Cash, Master Budgets	Chalk and talk	Class Room	Cog.(Und.)	4	4
	4.5	Preparation of Flexible Budgets.		Class Room	Cog.(Und.)	3	4
		Total				13	
5.		Variance Analysis					
	5.1	Concept and Importance of Variance-	Chalk and talk	Class Room	Cog.(App.,)	2	5
	5.2	Types – Direct variance analysis only–	Chalk and talk	Class Room	Cog.(App.,)	2	5
	5.3	Material	Chalk and	Class	Cog.(App.,)	2	5

		Variance –,	talk	Room			
	5.4	Labor Variance	Chalk and talk	Class Room	Cog.(App.,)	2	5
	5.5	– Simple Problems	Power Point	Class Room	Cog. (Rem.)	3	5
		Assignment	Printouts	Class Room	Cog. (Rem.)	2	5
		Total				13	
		Grand Total				60	

COURSE CODE		XBA304	L	T	P	C
COURSE NAME		MARKETING MANAGEMENT	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 3	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Explain</i> the importance of market and marketing in an organization.		Cognitive		Understanding	
CO2	<i>Infer</i> the dimensions of market segmentation; consumer behavior.		Cognitive		Understanding	
CO3	<i>Explain</i> the product planning and pricing methods.		Cognitive		Understanding	
CO4	<i>Show</i> the importance & functions of marketing channels.		Cognitive		Understanding	
CO5	<i>State</i> the significance of promotion mix.		Cognitive		Understanding	
UNIT I: MARKET AND MARKETING			08			
Distinction between marketing and selling - Types of market – Concepts – Functions - Marketing management – Objectives – Importance - Marketing Environment - Marketing Information System.						
UNIT II : MARKET SEGMENTATION			10			
Criteria of effective segmentation – Benefits – Bases for market segmentation - Factors influencing consumer behavior – Buyer motives – Buying process.						
UNIT III:MARKETING MIX			10			
Product planning and development – Product mix decisions – New product development – Product life cycle and strategies - Pricing – Meaning – Influencing factors – Objectives – Pricing methods.						
UNIT IV :MARKETING CHANNEL			08			
Marketing channels -Need and importance – Classification – Types of Intermediaries – Wholesalers – Functions – Retailers – Functions - Physical distribution – Elements of physical distribution (logistics)						
UNIT V : PROMOTION MIX			09			
Promotion mix - Personal selling –Process - Advertising – Objectives – Types - Sales promotion – Objectives – Sales promotion methods, publicity and public relations.						
LECTURE		TUTORIAL	PRACTICAL			
45		0	0			

Text Book

1. Dr.J.Jayasankar. Marketing 3rd Edition Reprint2016 Margham Publications.

REFERENCE

3. Ramaswamy and Namakumari, Marketing Management, 5th Edition Revised McGraw Hill Education(India) Pvt. Ltd
4. Philip Kotler, Marketing Management, 14th edition, Pearson.

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	2		0	0					1
CO 2	2		2	0					1
CO 3	2		2	0					1
CO 4	2		2	0					1
CO 5	2		2	2					1
Total	10	0	08	02	0	0	0	0	5
Scaled to 0,1,2,3	2	0	2	1	0	0	0	0	1

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	6	3	6	3	2
CA 4	50	9.5	9.5	12	9.5	9.5
Total	100	23	20	25.5	20	11.5

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.70	0.6	0.75	0.6	0.35

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks			
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks			
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks			
Total 50 Marks	25 Marks	25 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			6 Marks	4 Marks	
Part – B 5 x2 marks =10 marks			4 Marks	6 Marks	
Part – C 2 x15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 6: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	4				
Quiz	3		3			
Assignment-II	4			4		
Seminar	6				4	2
Quiz	3					3
Total	20	4	3	4	4	5

Table 7: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 4x15 marks = 60 marks	15 Marks	15 Marks		15 Marks	15 Marks
Part – D (Compulsory Question) 1	-	-	20	-	-

x20 marks =20 marks			Marks		
Total 100 Marks	19 Marks	19 Marks	24 Marks	19 Marks	19 Marks

Table 8: Rubrics for Assignment I (4 Marks)& Assignment II (4 Marks):

S.No.	Criterion	Scale	100	75	50	25	0	Relatio n to CO
1.	Topic coverage (40%)	0.40	100 % completion	75% completion	50% completion	25% completion	Topic is not relevant	1,3
2.	Presentation (30%)	0.30	Explanation with excellent concept clarity and neatness in writing	Explanation with good concept clarity and neatness in writing	Explanation with moderate concept clarity	Concept clarity is not up to the expected level	No relation to the questions given.	1,3
3.	Date of Submission (20%)	0.20	On or before the date of submission	2 nd day of the Date of Submission	3 rd day of the Date of Submission	4 th day of the Date of Submission	Not submitted	1,3
4.	References (Books, journals websites etc.) (10%)	0.10	Reference shows excellent relevance with topic	Good relevance	Moderate Relevance	No Relevance although specified	No references	1,3
	Total 100 %							

Table 9: Rubrics for Seminar (6 Marks):

S · N o ·	Criteria	Scale	100	75	50	25	0	Relation to CO
1	Presentation (40%)	0.4	Good Slide preparation. Student addressed the topic very well and is able to work with few or no notes without seeing any handouts	Well prepared for most of the part. Good presentation without seeing or moderately using handouts.	Delivery of the seminar prepared with adequate information but often seeing the handouts and slides	Unorganized delivery of the seminar by seeing handouts and slides	Not presented	4,5
2	Seminar Content (40%)	0.4	Well prepared with excellent references and elaborate explanations/diagrams /videos/demos/photos	Well prepared without elaborate explanation	Moderately relevant	Not up to the expected level	No Relevance with respect to the topic	4,5
3	Communication (10%)	0.1	Good at Oral Good Eye to Eye Contact.	Moderately Good at Oral. Good or Moderate Eye to Eye contact	Moderately Good at Oral but no Eye to eye contact	Adequate at Oral. No Eye to Eye Contact	Not Good at Oral irrespective of Eye to Eye Contact	4,5
4	Q& A (10%)	0.1	Answered 80% of questions properly	Answered 60% questions properly	Answered 40% properly	Answered 20% Properly	Could not answer any questions properly	4,5
	Total 100%							

Table 11: Rubrics for Quiz

SI N o	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Understanding the Question 40%	0.4x100	Students understand exceedingly well	Students understand adequately	Students understand marginal	Students understand wrongly	Students fail to understand	CO4
2	Answering within the time schedule 30%	0.3x100	Students answering level within the stipulated time.	Students answering level exactly in stipulated time	Students answers but not in stipulated time	Students fails to answer in stipulated time	Students do not answer.	CO4

3	Answering with proper explanation 30%	0.3x100	Answer with proper explanation	Answer with inadequate explanation	Answer with improper explanation	Answer with irrelevant explanation	Answer without explanation	CO4
	Total 100%	100x(5)/100 = 5						

Table 11: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	MARKET AND MARKETING						
	1.1	Distinction between marketing and selling	PPT, Chalk & Board	Class Room	Cog. (Und)	1	1
	1.2	Types of market – Concepts – Functions	PPT, Chalk & Board	Class Room	Cog. (Und)	2	1
	1.3	Marketing management – Objectives – Importance	PPT, Chalk & Board	Class Room	Cog. (Und)	2	1
	1.4	Marketing Environment	PPT, Chalk & Board	Class Room	Cog. (Und)	2	1
	1.5	Marketing Information System.	PPT, Chalk & Board	Class Room	Cog. (Und)	1	1
		TOTAL				08	
2		MARKET SEGMENTATION					
	2.1	Criteria of effective segmentation Benefits	PPT, Chalk & Board	Class Room	Cog. (Und)	2	2

	2.2	Bases of Market Segmentation	PPT, Chalk & Board	Class Room	Cog. (Und)	2	2
	2.3	Factors influencing Consumer behavior	PPT, Chalk & Board	Class Room	Cog. (Und)	2	2
	2.4	Buyer Motives	PPT, Chalk & Board	Class Room	Cog. (Und)	2	2
	2.5	Buying Process	PPT, Chalk & Board	Class Room	Cog. (Und)	2	2
		TOTAL				10	
3	MARKETING MIX						
	3.1	Product planning and development	PPT, Chalk & Board	Class Room	Cog. (Und)	2	3
	3.2	Product mix decisions	PPT, Chalk & Board	Class Room	Cog. (Und)	2	3
	3.3	New Product Development	PPT, Chalk & Board	Class Room	Cog. (Und)	2	3
	3.4	Product Life Cycle and Strategies	PPT, Chalk & Board	Class Room	Cog. (Und)	2	3
	3.5	Pricing - Meaning Influencing Factors	PPT, Chalk & Board	Class Room	Cog.(Und)	1	3
	3.6	Pricing Methods	PPT, Chalk & Board	Class Room	Cog.(Und)	1	3
		TOTAL				10	
4	MARKETING CHANNEL						

	4.1	Marketing Channels- Need and Importance- Classification	PPT, Chalk & Board	Class Room	Cog. (Und)	3	4
	4.2	Types of Intermediaries	PPT, Chalk & Board	Class Room	Cog. (Und)	1	4
	4.3	Wholesalers- Functions	PPT, Chalk & Board	Class Room	Cog. (Und)	1	4
	4.4	Retailers- Functions	PPT, Chalk & Board	Class Room	Cog. (Und)	1	4
	4.5	Physical Distribution- Elements of Physical Distribution(logistics)	PPT, Chalk & Board	Class Room	Cog.(Und)	2	4
		TOTAL				08	
5	PROMOTION MIX						
	5.1	Promotion Mix	PPT, Chalk & Board	Class Room	Cog. (Und)	1	5
	5.2	Personal Selling- Process	PPT, Chalk & Board	Class Room	Cog. (Und)	1	5
	5.3	Advertising- Objectives-Types	PPT, Chalk & Board	Class Room	Cog. (Und)	3	5
	5.4	Sales Promotion- Objectives	PPT, Chalk & Board	Class Room	Cog. (Und)	1	5
	5.5	Sales Promotion methods	PPT, Chalk & Board	Class Room	Cog. (Und)	1	5
	5.6	Publicity and Public Relations	PPT, Chalk & Board	Class Room	Cog. (Und)	2	5

		TOTAL				09	
		Grand Total				45	
SUB CODE			SUB NAME			L	T
XBA 305			BUSINESS STATISTICS			3	1
C	P	A				P	C
3.0	0.5	0.5				L	T
						P	H
						3	2
						0	5
PREREQUISITE: SOME BASIC KNOWLEDGE OF STATISTICS IS REQUIRED							
COURSE OUTCOMES:							
Course outcomes:				Domain		Level	
CO1: Explain the statistical data in the form of table, diagram and graph.				Cognitive		Applying	
CO2: Find the measures of central tendency and measures of dispersion and skewness for the given data.				Cognitive		Understanding Applying	
CO3: Evaluate correlation coefficient using Karl Pearson's and find the regression line for the given data.				Cognitive		Understanding Applying	
CO4: Solve the problem in the time series using the method of seasonal variation and find the interpolation using Newtons and Lagranges method.				Cognitive Psychomot or		Applying Imitation	
CO5: Find the index number using aggregative, relative and cost of living index number method. Define the sampling technique and Apply the concept of test of significance for t, f and chi-square.				Cognitive Affective		Remembering Applying Receiving	

UNIT I					15
Introduction - Classification and tabulation of statistical data - Diagrammatic and graphical representation of data.					
UNIT II					15
Measures of Central tendency - Mean, Median and Mode - Dispersion, Range, Quartile deviation, Mean Deviation, Standard Deviation - Measures of Skewness.					

UNIT III			15
Correlation - Karl Pearson's co-efficient of correlation - Spearman's Rank Correlation regression lines and Co-efficient.			
UNIT IV			15
Time series Analysis - Trend - Seasonal variations - Interpolation - Newtons and Lagranges method of estimation.			
UNIT V			15
Index numbers - aggregative and relative index - chain and fixed indeed wholesale index - Cost of living index - Sampling Techniques - types of sample and sampling procedure - tests of significance - Normal, t, F, chi -square - Simple Problems.			
	LECTURE	TUTORIAL	TOTAL
	45	30	75
TEXT			
1. Statistical methods - S.P. Gupta - S. Chand & Co., New Delhi.			
REFERENCES			
1. The Fundamentals of Statistics - Elhance. Elhance publication.			
2. Business Mathematics and Statistics - Dr. P. R. Vittal - Margham Publications, Chennai.			
E REFERENCES			
www.nptel.ac.in 1. Advanced Engineering Mathematics Prof. Somesh Kumar Department of Mathematics, Indian Institute of Technology, Kharagpur.			

TABLE 1: COs VS GAs Mapping

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10
CO 1	3	2			1			1	1	
CO 2	3	2			1			1	1	
CO 3	3	2			1			1	1	0
CO 4	3	2			1			1	1	0
CO	3	2			1			1	1	0

5										
	15	10	0	0	5	0	0	5	0	5

1 - Low , 2 – Medium , 3- high

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	3	1		1	2				1
CO 2	3	1		1	2				1
CO 3	3	1		1	2				1
CO 4	3	1		1	2				1
CO 5	3	1		1	2				1
	15	5	0	5	10	0	0	0	0

1 - Low , 2 – Medium , 3- high

Table 2:Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA 3	20	4	4	4	4	4
CA 4	50	9.5	9.5	9.5	9.5	12
	100	21	21	21	21	16

Table 3:CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C = 3	Remember					0.375
	Understand		0.375	0.375		
	Apply	0.375	0.375	0.375	0.375	0.375
P = 0.5	Imitation				0.5	

A= 0.5	Receiving					0.5
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Table 4:Mapping course outcome with assessment for CA1 (50 marks – 15%):

CA1	Type	CO1			CO2			CO3	CO4	CO5
MCQ- 10x1 = 10	Compulsory	1 2 3 4	1 1 1 1	Cog,Ap Cog,Ap Cog Ap Cog,Ap	5 6 7 8 9 10	1 1 1 1 1 1	Cog,Ap Cog,U Cog,U Cog U Cog,U Cog,U	--	--	
2 marks – 5 x2=10	Compulsory	11 12 13	2 2 2	Cog Ap Cog,Ap Cog,Ap	14 15	2 2	Cog,U Cog,U	--		
15 marks – 2x15 = 30	Either or	16 a b	 15 15	Cog,Ap Cog,Ap	17 a b	15 15	Cog,Ap Cog,Ap	--		
Total 50 Marks		25			25					

Table 5:Mapping course outcome with assessment for CA2(50 marks – 15%):

CA1	Type	CO3			CO4			CO1	CO2	CO5
MCQ- 10x1 = 10	Compulsory	1 2 3 4	1 1 1 1	Cog,Ap Cog,U Cog Ap Cog,U	5 6 7 8 9 10	1 1 1 1 1 1	Cog,Ap Cog,Ap Cog,Ap Cog Ap Cog,Ap Cog,Ap	--	--	

2 marks – 5 x2=10	Compulsory	11 12 13	2 2 2	Cog,Ap Cog,U Cog,Ap	14 15	2 2	Cog,Ap Cog,Ap	--		
15 marks – 2x15 = 30	Either or	16 a b	15 15	Cog,Ap Cog,Ap	17 a b	15 15	Cog,Ap Cog,Ap	--		
Total 50 Marks		25			25					

Table 6:Mapping course outcome with assessment for CA3(20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Class work /Tutorials	4	-	-	-	-	4
Assignment	4	-	-	4	-	-
Quiz (MCQ Qns)	4	-	4	-	-	-
Test	4	4	-	-	-	-
Applications	4	-	-	-	4	-
Total	20	4	4	4	4	4

Table 7 : Mapping course outcome with assessment for CA4 (50%):

CA1	Type	CO1			CO2			CO3			CO4			CO5		
MCQ- 10x1 = 10	Compulsory	1 2	1 1	Cog,Ap Cog,Ap	3 4	1 1	Cog,U Cog,U	5 6	1 1	Cog,U Cog,U	7 8	1 1	CogAp CogAp	9 10	1 1	CogR CogR
2 marks – 5 x2=10	Compulsory	11	2	Cog Ap	12	2	Cog,U	13	2	CogU	14	2	CogAp	15	2	CogR
15 marks – 4x15 = 60	Either or	16 a b	15 15	Cog,Ap Cog,Ap	17 a b	15 15	Cog,Ap Cog,Ap	18a b	15 15	Cog,Ap Cog,Ap	19a b	15 15	Cog,Ap Cog,Ap			
20 marks- 1x20=20	Compulsory													20	20	Cog,Ap
Total 50 Marks		19marks			19marks			19marks			19marks			24marks		

Table8: Rubrics for Class work/Tutorial (4 Marks)

S.N o.	Criterion	Sca le	100	75	50	25	0	Relat ed to units
1.	Preparation and		Clear understan	Clear understand	Understan ding only	Able to discuss	No Preparati	5

	Participation (25%) Aff(Receiving)	0.25	Understanding of all the principles to be applied	Understanding of the important principles to be applied	Understanding of few principles	Understanding about the Problems but not understanding about the principles	Understanding on and Participation	
2.	Capability of Answering(25%) Cog(Rem)	0.25	Able to explain the steps involved in solving the problems	Able to explain the steps involved in solving the problems 80%	Able to explain the steps involved in solving the problems 60%	Able to explain the steps involved in solving the problems 50%	No answering	5
3.	Maintaining Separate Notebook(25%) Cog(Ap)	0.25	Keeping the tutorial note up to the date with his group work and other groups work	Keeping the tutorial note up to the date with only his group work	Solved many problems but many gaps	Having only that day's work	Not maintaining separate note book	5
4.	Completion of Class Notes (25%) Aff(Receiving)	0.25	Keeping the Class note up to the date	Keeping the Class note up to the date but with gaps	Solved many problems but not organized	Having only that day's work	In complete class work	5

Table 9: Rubrics for Assignments (4 Marks)

S.No.	Criterion	Scale	100	75	50	25	1	Related to units
1.	Topic	0.40	100 % completion	75%	50%	25%	No relevant	3

	coverage(40%) Cog(und)		n	completion	completion	completion	topic	
2.	Presentation (30%) Cog(Ap)	0.30	Explanation for all the problems with correct solutions & references	Explanation for 75% of the problems with correct solutions	Explanation for 50% of the problems with correct solutions	Explanation for 25% of the problems with correct solutions	Presentation not given	3
3.	Date of Submission (20%) Cog(Und)	0.20	On or before the date of submission	2 nd day of the Date of Submission	3 rd day of the Date of Submission	4 th day of the Date of Submission	Not submitted	3
4.	References(Accurate information taken from several sources like Class material, Books, ICT Material, etc.) (10%) Cog(Ap)	0.10	Referred all the sources	Referred any 3 sources	Referred any 2 sources	Referred any 1 source	No references	3

Table10: Rubrics for Applications (4 Marks)

S.No.	Criterion	Scale	100	50	25	0	Related to units
1.	Knowledge and applications(20%) Cog(Ap)	0.20	Able to apply the given principle and also able to	Able to apply principle and not explained	Unable to apply the principle and explanation	No knowledge	4

			explain it				
2.	Problem identification(20%) Cog(Ap)	0.20	Able to identify the exact mathematical model	Able to identify the area of the mathematical model	Understood the problem but poor identifying the model	No identification	4
3.	Problem Formulation(20%) Cog(Ap)	0.20	The problem is formulated in a exact mathematical equation	The problem is formulated in a mathematical equation	Unable to formulate to an appropriate mathematical equation	No clarity to formulate	4
4.	Solution(20%) Cog(Ap)	0.20	The problem is solved properly in terms of mathematical manipulation and numerical calculation	The problem is solved in terms of mathematical manipulation and numerical calculation	Understood the problem but not proper solving	No answering	4
5.	Date of Submission(20%) Cog(Ap)	0.20	On or before the date of submission	2 nd day of the Date of Submission	3 rd day of the Date of submission	Not submitted	4

Table 11:Rubrics for Test(4 Marks)

S.No	Criterion	Scale	100	75	50	25	0	Related to units
1.	Problem Understanding	0.50	100 %	75 %	50 %	25 %	Not understand	1

	(50 %) Psy(Receiving)		Clear	Clear	Clear	Clear	d	
2.	Correct Answer with proper explanation (25 %) Cog(Ap)	0.25	100% answering with proper explanation	75% answering with proper explanation	50% answering with proper explanation	25% answering with proper explanation	No proper explanation	1
3.	Correct Answer (25 %) Cog(Ap)	0.25	100% answering	75% answering	50% answering	25% answering	Wrong Answer	1

Table 12: Rubrics for Quiz (4 Marks)

S.No	Criterion	Scale	100	75	50	25	0	Related to units
1.	Problem Understanding (50 %) Cog(Understanding)	0.50	100 % Clear	75 % Clear	50 % Clear	25 % Clear	Not understood	2
2.	Correct Answer with proper explanation (25 %) Cog(Ap)	0.25	100% answering with proper explanation	75% answering with proper explanation	50% answering with proper explanation	25% answering with proper explanation	No proper explanation	2
3.	Correct Answer (25 %) Cog(Ap)	0.25	100% answering	75% answering	50% answering	25% answering	Wrong Answer	2

Table 13: Course Plan

Unit	TOPIC	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours
I	1.1 Introduction to Statistics				
	1.1.1 Classification of data	Chalk and talk	Class Room	Cog: A _p	1
	1.1.2 Tutorial – Examples in the above concept	Chalk and talk	Class Room	Cog: A _p	3
	1.1.3 Tabulation of data	Chalk and talk	Class Room	Cog: A _p	2
	1.1.4 More examples on the above Topic	Chalk and talk	Class Room	Cog: A _p	2
	1.2 Diagrams and graphs				
	1.2.1 Diagrammatic representation of data	Chalk and talk	Class Room	Cog: A _p	2
	1.2.2 Graphs	Chalk and talk	Class Room	Cog: A _p	2
	1.2.3 Tutorial – More examples in the above Concept - TEST	Chalk and talk	Class Room	Cog: A _p	3
				Total	15
II	2.1 Measures of Central Tendency				
	2.1.1 Mean and Median	Chalk and talk	Class Room	Cog: U	2
	2.1.2 Tutorial –Problems in the above concept	Chalk and talk	Class Room	Cog: U	2

	2.1.3 mode	Chalk and talk	Class Room	Cog: U	1
	2.1.4 Tutorial - on the above concept	Chalk and talk	Class Room	Cog: U	2
	2.2 Measures of Dispersion				
	2.2.1 Range and Quartile deviation	Chalk and talk	Class Room	Cog: U	2
	2.2.2 Mean deviation and Standard deviation	Chalk and talk	Class Room	Cog: Ap	2
	2.2.3 Measures of skewness	Chalk and talk	Class Room	Cog: Ap	2
	2.2.3 Tutorial – skewness MCQ Qns.	Chalk and talk	Class Room	Cog: Ap	2
				Total	15
III	3.1 Correlation				
	3.1.1 Karl Pearson's correlation coefficient	Chalk and talk	Class Room	Cog:U	3
	3.1.2 Tutorial - problems in the above concept	Chalk and talk	Class Room	Cog:U	2
	3.1.3 Spearman's correlation coefficient	Chalk and talk	Class Room	Cog:Ap	3
	3.1.4 Tutorial - problems in the above concept	Chalk and talk	Class Room	Cog:U	2
	3.2 Regression				
	3.2.1 Regression line	Chalk and talk	Class Room	Cog:Ap	3

	3.2.2 Tutorial - problems in the above concept	Chalk and talk	Class Room	Cog:A _p	2
	3.2.3 Assignment-1 Correlation coefficient				
				Total	15
IV	4.1 Time series analysis				
	4.1.1 Trend analysis Seasonal variation method	Chalk and talk	Class Room	Cog:A _p	3
	4.1.2 Tutorial - problems in the above concept	Chalk and talk	Class Room	Cog:A _p	3
	4.2 Interpolation				
	4.2.1 Newtons method	Chalk and talk	Class Room	Cog:Psy	3
	4.2.2 Tutorial - problems in the above Concept	Chalk and talk	Class Room	Cog:A _p	3
	4.2.3 Lagrange's method	Chalk and talk	Class Room	Cog:A _p	3
	4.2.4 Applications				
				Total	15
	Index Numbers				
V	5.1.1 aggregative and relative index	Chalk and talk	Class Room	Cog: R	1
	5.1.2 chain and fixed indeed wholesale index	Chalk and talk	Class Room	Cog: A _p	1

	5.1.3 Tutorial - problems in the above concept	Chalk and talk	Class Room	Cog: A _p	2
	5.1.4 Cost of living index	Chalk and talk	Class Room	Cog: A _p	1
	Sampling Techniques				
	5.2.1 Types of sample and sampling procedure	Chalk and talk	Class Room	Cog: R	2
	5.2.2 Tutorial - problems in the above concept	Chalk and talk	Class Room	Cog: A _p	2
	Tests of significance				
	5.3.1 Normal test	Chalk and talk	Class Room	Cog: A _p	2
	5.3.2 t, F and chi-square test	Chalk and talk	Class Room	Aff: Receiving	2
	5.1.10 Tutorial - problems in the above concept	Chalk and talk	Class Room	Cog: A _p	2
	Class work/Tutorial				
				Total	15
				Total	75

COURSE CODE	XBA306	L	T	P	C
COURSE NAME	BUSINESS OUTSOURCING	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3: 0 :0	3	0	0	3

COURSE OUTCOMES

Cos	Outcome	Domain	Level
CO1	<i>Explain</i> the importance of Outsourcing and business model.	Cognitive	Understanding
CO2	<i>Infer</i> the dimensions of call centers	Cognitive	Understanding
CO3	<i>Explain</i> the Business Process Outsourcing scope and framework	Cognitive	Understanding
CO4	<i>Show</i> the types of BPO and models.	Cognitive	Understanding
CO5	<i>State</i> the significance and selection of Service supplier.	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	OUTSOURCING Definition, need and scope – Guidelines – Issues – Best practices - Competitiveness – Evaluation – achieving business transformation -- Business Model.	8
II	CALL CENTERS Call centers – Evolution, Technology and Success factors.	7
III	BUSINESS PROCESS OUTSOURCING Service scope, benefits – Indian Scenario – Framework for execution – Managing transition	10
IV	BUSINESS PROCESSES Types – Strategy and Process of outsourcing – Challenges -- Classification of BPO outfits – Models – Governance – Legal issues – Regulatory issues.	10
V	SERVICE SUPPLIER	10

	Service supplier selection – service level agreement – Transition from BPO to KPO up the value chain – The road ahead for business outsourcing – Pre-requisites and precautions – Service quality issues in business outsourcing				
		Lecture	Tutorial	Total	45
		45Hours	0 Hours	45 Hours	
Text Book Business Process Outsourcing – A supply chain of expertises – Vinod V. Sople – Eastern Economy Edition – 2009 Edition – PHI Learning Pvt. Ltd. , New Delhi.					
Reference Outsourcing and insourcing in an International context – Marc J. Schniederjans et al – 2008 edition – Prentice Hall of India.					

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2		0	0					1
CO2	2		2	0					1
CO3	2		2	0					1
CO4	2		2	0					1
CO5	2		2	2					1
Total	10	0	08	02	0	0	0	0	5
Scaled	2	0	2	1	0	0	0	0	1

0 – No relation 1- Low relation 2- Medium relation 3 – High relation

Table 1: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x 2 marks =10 marks	6 Marks	4 Marks	--		
Part – C 2 x 15 marks =30 marks	15 Marks	15 Marks	--		
Total 50 Marks	25 Marks	25 Marks			

Table 2: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x 2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x 15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 3: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Test-I	4	4				
Assignment-I	3		3			
Organizational Study Report	5			5		
Assignment II	4				4	
Seminar	4					4
Total	20	4	3	5	4	4

Table 4: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	1 Marks	3 Marks	1 Marks	3 Marks
Part – B 5 x 2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x 15 marks =30 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	8 Marks	-	-	-	12 Marks
Total 100 Marks	20 Marks	18 Marks	12 Marks	18 Marks	32 Marks

Table 5: Rubrics for Assignment:

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	2,4
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	2,4
3.	Timely Submission (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	2,4
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	2,4
	Total = 100%							

Table 6: Rubrics for Seminar (5 Marks):

S.N o.	Criteria	Scale	100	75	50	25	0	Relation to CO
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1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3,4,5
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with a high degree of success	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success		1,2,3,4,5
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted in information being communicated orally with high degree of effectiveness	Language and/or delivery resulted in information being communicated orally with limited effectiveness	Language and/or delivery resulted in information being communicated orally with some effectiveness	Language and/or delivery resulted in information being communicated orally with considerable effectiveness		1,2,3,4,5
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner Very effective facilitation of class discussion	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion		1,2,3,4,5
Total = 100		1						

Table 7: Rubrics for Test

Sl No	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Content 50%	0.5x100	Excellent clarity	Good Clarity	Adequate clarity	Less adequate	Lack of clarity	1
2	Logical Reasoning 30%	0.3x100	Excellent	Very good	Good	could be better	Need to improve	1
3	Organization 10%	0.1x100	Excellent organization	Very good Organization	good organization	organization could be better	Organization needs improvement	1

							nt	
4	Presentation 10%	0.1x100	Excellent and neat presentation	Very good	Good	could be better	need to be improved	1
	Total 100%	100x(5) / 100 = 5						

Table 8: Rubrics for Report

Criterion	Marks	Excellent 100	Very Good 75	Good 50	Fair 25	Satisfactory 0	Relation to CO's
Understanding concept 30%	0.3x100	Topic understanding and content delivery are good	Topic understanding is good and content delivery is fair	Topic understanding is fair and content delivery is good	Topic understanding and content delivery are fair	Not presented	3
Organization 20%	0.3x100	Verbal and pronunciation are good	Verbal skill is good and pronunciation is fair	Verbal skill is fair and pronunciation is good	Verbal and pronunciation is fair	Not presented	3
Report 20%	0.2x100	Proper dress code, high level of confidence, good eye contact.	Proper dress code, good confidence level, poor eye contact.	Fair dress code, fair confidence level and good eye contact	Fair dress code, fair confidence level and poor eye contact.	Not presented	3
On time Submission 20%	0.2x100	Neat and legible report writing on time	Neat and legible report writing and not on time	Fair report writing on time	Fair report writing and not on time	Not presented	3
Total 100%	100 x (5) / 100 = 5						

Table 14: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1.		Business Outsourcing					
	1.1	Brief Introduction about the Outsourcing	Chalk & talk	Class Room	Cog.(Und.)	1	1
	1.2	Need and scope – Guidelines	Chalk & talk	Class Room	Cog. (Und.)	1	1

	1.3	Issues ,Best Practice and Competitiveness	Chalk & talk	Class Room	Cog. (Und.)	2	1
	1.4	Evaluation – achieving business transformation	Chalk & talk	Class Room	Cog. (Und.)	2	1
	1.5	Business Model.	Chalk & talk	Class Room	Cog. (Und.)	2	1
		Total				8	
2.		Call Centers					
	2.1	Brief Introduction about the Call centers	Chalk & talk	Class Room	Cog. (Und.)	1	2
	2.2	Evaluation	Chalk & talk	Class Room	Cog. (Und.)	2	2
	2.3	Technology	Chalk & talk	Class Room	Cog. (Und.)	2	2
	2.4	Success factors	Chalk & talk/	Class Room	Cog. (Und.)	2	2
		Total				7	
3.		Business Process Outsourcing					
	3.1	Brief Introduction about the Business process Outsourcing	Chalk & talk	Class Room	Cog. (Und.)	2	3
	3.2	Service scope, benefits	Chalk & talk	Class Room	Cog. (Und.)	2	3
	3.3	Indian Scenario	Chalk & talk	Class Room	Cog.(Und.)	2	3
	3.4	Framework for execution.	Chalk & Talk	Class Room	Cog. (Und.)	2	3
	3.5	Managing transition	Chalk & talk	Class Room	Cog. (Und.)	2	3
		Total				10	
4.		Business Processes					
	4.1	various types of Business Processes	Chalk & talk	Class Room	Cog. (Und.)	2	4
	4.2	Strategy and Process of outsourcing	Chalk & talk	Class Room	Cog. (Und.)	2	4
	4.3	Challenges -- Classification	Chalk & talk	Class Room	Cog. (Und.)	1	4
	4.4	BPO outfits – Models	PPT	Class Room	Cog. (Und.)	2	4
	4.5	Governance	Ppt	Class Room	Cog. (Und.)	1	4
	4.6	Legal issues – Regulatory issues.	Ppt	Class Room	Cog. (Und.)	2	4
		Total				10	
5.		Service Supplier					
	5.1	Service supplier selection, service level agreement	Chalk & talk	Class Room	Cog. (Und.)	2	5
	5.2	Transition from BPO to KPO up the value chain	Chalk & talk	Class Room	Cog. (Und.)	2	5
	5.3	The road ahead for business outsourcing	Chalk & talk	Class Room	Cog. (Und.)	2	5
	5.4	Pre-requisites and precautions	Chalk & talk	Class Room	Cog. (Und.)	2	5

	5.5	Service quality issues in business outsourcing	Chalk & talk	Class Room	Cog. (Und.)	2	5
		Total				10	
		Grand Total				45	

Semester IV
REGULATION – 2016

Year/ Sem	Sub. Code	Subject	Subject Title	L	T	P	C
I Year / II Sem	XBA401	Core-	Financial Management	4	0	0	4
	XBA402	Core-	Human Resource Management	3	0	0	3
	XBA403	Core -	Production and Operations Management	3	0	0	3
	XBA404	Core -	Retail Marketing	3	0	0	3
	XBA405	Elective-1	E-Commerce	3	0	0	3
	XBA406	Elective-2	Customer Relationship Management	3	0	0	3
			Total	19	0	0	19

COURSE CODE	XBA401	L	T	P	C
COURSE NAME	FINANCIAL MANAGEMENT	4	0	0	4
PREREQUISITES	NIL	L	T	P	H
C:P:A	4: 0:0	4	0	0	4

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Explain& Describe</i> the importance of Financial Management <i>Summarize</i> Sources of Finance .	Cognitive	Understanding
CO2	<i>Summarize & Identify</i> The cost of capital <i>Compute</i> The cost of Equity and Cost of Preference Shares.	Cognitive	Applying
CO3	<i>Explain& Describe</i> the significance of Leverages and <i>summarize</i> The dividend theories and policies	Cognitive	Applying
CO4	<i>Explain& Describe</i> Meaning and scope of Capital Structure and approaches	Cognitive	Understanding
CO5	<i>State</i> the significance and Importance of Capital Budgeting <i>Summarize</i> the – Appraisal methods	Cognitive	Applying

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	Financial Management Meaning and Scope - Finance Functions – Profit Maximization and Wealth Maximization – Sources of Finance - Short term sources – Long term sources (Shares - debentures, preferred stock – debt.)	10

II	Cost of Capital Concept, Importance – Classification – Calculation of Cost of Debt – Cost of Equity -- Cost of Preference Shares – Weighted Average cost of capital		10
III	Leverages Meaning and Significance – Types: Operating Leverage, Financial Leverage and Combined Leverage –significance of Operating Leverages, Financial Leverages and Combined Leverage—Simple Problems		10
IV	Capital Structure Planning Meaning and Scope – Features of Capital Structure – factors determining Capital structure – technique of planning the capital structure-- Indifference Point – Introduction to all Approaches: –Net Income Approach– Net Operating Income approach		15
V	Capital Budgeting (Investment Decisions) Concept ,Objectives and Importance - Types–Factors influencing capital budgeting decisions -- Appraisal Methods: Non Discounted Cash Flow Method– Discounted Cash Flow Method - NPV Method- Present value index - Pay Back Method—ARR Method		15
LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45
Text Book Dr.A.Murthy, Financial Management, Margham Publications			
Reference 1. I.M. Pandey, Financial Management, Vikash Publishing House Pvt. Ltd. 2. Prasanna Chandra, Fundamentals of Financial Management, Tata McGraw Hills. 3. M.Y.Khan&P.K. Jain, Theory and Problems in Financial Management, Tata McGraw Hills. 4. R.K. Sharma, Shashi and K.Gupta, Financial Management, Kalyani publication			

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1					1	2	1
CO2	2	1			2				1
CO3	2	1			2		1		1
CO4	2	1			2				1
CO5	2	1			2				1
Total	10	5	0	0	8	0	2	2	5
Scaled	2	1	0	0	2	0	1	1	1

0 – No relation

1- Low relation

2- Medium relation

3 – High relation

Table 2: Evaluation Scheme

Table 1: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x 2 marks =10 marks	4 Marks	6Marks	--		
Part – C 2 x 15 marks =30 marks	12 Marks	18 Marks	--		
Total 50 Marks	20 Marks	30 Marks			

Table 2: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			5 Marks	5 Marks	
Part – B 5 x 2 marks =10 marks			5 Marks	5 Marks	
Part – C 2 x 15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 3: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Seminar	8	1	2	1	2	2
Class Test	10	2	2	2	2	2
Oral test	12	2	2	2	3	3
Total	30	4	4	5	7	7

Table 4: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 4 x15 marks =60 marks	8 Marks	15 Marks	15 Marks	7 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	-		-	10 Marks	10 Marks
Total 100 Marks	12 Marks	19 Marks	19 Marks	21 Marks	29 Marks

Table 5: Rubrics for Seminar (5 Marks):

S.N o.	Criteria	Scale	100	75	50	25	0	Relati on to CO
1.	Knowledge and Understanding (15%)	0.1 5	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3, 4,5
2.	Thinking and Inquiry (25%)	0.2 5	Seminar exhibited impartiality with a high degree of	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable		1,2,3, 4,5

			success			success		
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness		1,2,3,4,5
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner Very effective facilitation of class discussion	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion		1,2,3,4,5
	Total = 100	1						

Table 6: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		Financial Management					
	1.1	Meaning and Scope - Finance Functions	Chalk and board	Class Room	Cog.(Rem.)	2	1
	1.2	– Profit Maximization and Wealth	Chalk and board	Class Room	Cog.(Rem.)	3	1

		Maximization					
	1.3	Sources of Finance - Short term sources – Long term sources (Shares - debentures, preferred stock – debt.),	Chalk and board	Class Room	Cog.(Rem.)	3	1
		Test	Talk	Class Room	Cog.(Rem.)	2	1
		Total				10	
2.		Cost of Capital					
	2.1	Concept, Importance – Classification –	Chalk and talk	Class Room	Cog.(Und.)	2	2
	2.2	Calculation of Cost of Debt – Cost of Equity --	Chalk and talk	Class Room	Cog.(Und.)	3	2
	2.3	Cost of Preference Shares – Weighted Average cost of capital	Chalk and talk	Class Room	Cog.(Und.)	3	2
		Class Test 1		Class Room	Cog.(Und.,)	1	1,2
		Oral test				1	
		Total				10	
3.		Leverages					
	3.1	Meaning and Significance –	Chalk and talk	Class Room	Cog. (App.,Ana.)	2	3
	3.2	Types: Operating Leverage, Financial Leverage and Combined Leverage –				3	
		significance of Operating Leverages,	Chalk and talk	Class Room	Cog. (App.,Ana.)	3	3

		Financial Leverages and Combined Leverage—					
		Problems	Chalk and talk	Class Room	Cog. (App.,Ana.)	1	3
		Class test	Written	Class Room	Cog.(Def.,App.)	1	1,2,3,4,5
		Oral test	Talk	Class Room	Cog.(Def.,App.)		1,2,3,4,5
		Total				10	
4.		Capital Structure Planning					
	4.1	Meaning and Scope – Features of Capital Structure – factors determining Capital structure	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	3	4
	4.2	– technique of planning the capital structure--	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	4	4
	4.3	Indifference Point – Introduction to all Approaches:	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	3	4
	4.4	–Net Income Approach– Net Operating Income approach	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	3	4
		Class Test 2		Class Room	Cog.(Rem.,App.)	1	3,4

		Seminar	Power Point	Class Room	Cog. (Rem.)	1	1,2,3,4, 5
		Total				15	
5.		Capital Budgeting (Investment Decisions)					
	5.1	Concept ,Objectives and Importance - Types–	Chalk and talk	Class Room	Cog.(Rem.,)	2	5
	5.2	Factors influencing capital budgeting decisions --	Chalk and talk	Class Room	Cog.(Rem.,)	2	5
	5.3	Appraisal Methods: Non Discounted Cash Flow Method–	Chalk and talk	Class Room	Cog.(Rem.,)	3	5
	5.4	Discounted Cash Flow Method - NPV Method-	Chalk and talk	Class Room	Cog.(Rem.,)	3	5
	5.5	Present value index - Pay Back Method—ARR Method	Chalk and talk	Class Room	Cog.(Rem.,)	3	5
		Class test		Class Room	Cog. (Rem.,Und.,App.,Ana.,)	1	1,2,3,4, 5
		Oral viva		Class Room	Cog. (Rem.,Ana.,App.,)	1	3,4,5
		Total				15	
		Grand Total				60	

COURSE CODE		XBA402	L	T	P	C
COURSE NAME		HUMAN RESOURCES MANAGEMENT	3	0	0	3
PREREQUISITE:		NIL	L	T	P	H
C:P:A		3:0:0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Explain & Describe</i> the managerial and operative functions		Cognitive		Understanding	
CO2	<i>Summarize & Identify</i> the Job Analysis and Job Evaluation		Cognitive		Understanding	
CO3	<i>Understand</i> the steps in Human Resource Planning		Cognitive		Understanding	
CO4	<i>Explain, Identify & Make Use</i> the concept and sources of recruitment and selection process		Cognitive		Understanding	
CO5	<i>Explain, Identify & Make Use</i> the concept, importance, methods of training and performance appraisal system.		Cognitive		Understanding	
UNIT I - INTRODUCTION TO HRM						06
Human Resource - Definition – Characteristics and Objectives – Difference between Personnel Management & Human Resource Management - Principles of HRM– Functions of HRM – Managerial and Operative Functions.						
UNIT II -JOB ANALYSIS AND EVALUATION						07
Job Analysis - Meaning - Skills and Capabilities required - Advantages of Job Analysis - Job Description - Specimen of Job Description Statement - Job Specification - Specimen of Job Specification Statement - Job Evaluation - Objectives - Methods of Job Evaluation - Advantages and Limitations.						
UNIT III – HUMAN RESOURCE PLANNING						07
Meaning - Definition - Importance - Objectives - Factors influencing Human Resource Plan - Limitations - Steps involved in Human Resource Planning						
UNIT IV -RECRUITMENT & SELECTION						12
Recruitment - Meaning - Definition - Sources of Recruitment - Selection - Steps involved in selection of candidates - Specimen of Application Blank - Preliminary Interview - Test - Types of Tests - Interview - Guidelines for making the interview successful - Types of Interview						
UNIT V-TRAINING & PERFORMANCE APPRAISAL						13
Training - Meaning - Need for Training - Importance of Training - Process of Training - Methods of Training - Merits and Demerits - Performance Appraisal - Meaning - Features - Advantages - Methods of performance appraisal - Steps to make performance appraisal effective						
LECTURE		TUTORIAL		PRACTICAL		TOTAL

45	0	0	45
TEXT BOOKS			
Dr.J.Jayasankar, Human Resources Management, Margham Publications, Chennai.			
REFERENCES			
C.B.Gupta , Human Resource management Sultan Chand & Sons, New Delhi.			

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	2					1			
CO 2	2					1			
CO 3	2					1			
CO 4	2					1		1	
CO 5	2	2				1		1	
Total	10	2				5		2	
Scaled to 0,1,2,3	2	1				1		1	

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	4	4	3	3	6
CA 4	50	9	9	9.5	9.5	13
Total	100	20.5	20.5	20	20	19

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.5	0.5	0.5	0.5	0.5

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	-	-	-
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks	-	-	-
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	-	-	-
Total 50 Marks	25 Marks	25 Marks	-	-	-

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	-	-	4 Marks	6 Marks	-
Part – B 5 x2 marks =10 marks	-	-	6 Marks	4 Marks	-
Part – C 2 x15 marks =30 marks	-	-	15 Marks	15 Marks	-
Total 50 Marks	-	-	25 Marks	25 Marks	-

Table 6: Mapping Course Outcome with Assessment for CA3 (20%)

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	4				
Assignment-II	4			4		
Class Test - I	4		4			
Class Test - II	4				4	
Class Test – III	4					4
Total	20	4	4	4	4	4

Table 7: Mapping Course Outcome with Assessment for CA4 (50%)

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	15 Marks	15 Marks	-
Part – D (Compulsory Question) 1 x20 marks =20 marks	-	-	-	-	20 Marks
Total 100 Marks	19 Marks	19 Marks	19 Marks	19 Marks	24 Marks

Table 8: Rubrics for Assignment (4 Marks)

S.No.	Category	Scale	100	75	50	25	0	Relati on to CO
1.	Content Clarity (50%)	0.50	Main idea very clearly stated	Main idea clear	Main idea clear or implicit	Main idea unclear	No clarity	1,3
2.	Relevant examples (30%)	0.30	Assignment well supported by a variety of relevant examples	Assignment adequately supported by relevant examples	Assignment adequately supported by examples	Assignment inadequatel y supported by examples	No examples	1,3
3.	Reference (10%)	0.10	No errors Source material is incorporated logically & insightfully.	Minimal Errors Source material incorporated logically.	Few Errors Source material incorporated adequately & usually	Many Errors Source material incorporated but sometimes	Mostly incorrect Plagiarized, no references	1,3

			Sources are documented accurately.	Sources documented accurately.	documented accurately.	inappropriately or unclearly. Documentation is accurate only occasionally.		
4.	Timely Submission (10%)	0.10	Submitted on time	Submitted one day late	Submitted two days late	Submitted three days late	Not submitted even after many reminders	1,3
	Total = 100%	1						

Table 9: Rubrics for Quiz (4 Marks)

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Correct answer (75%)	0.75	Correct answer with proper explanation	Correct answer with explanation	Correct answer with no explanation	Attempted to answer	No attempt at all	5
2.	Time Taken (25%)	0.25	Instantly	Less than 2mins	Less than 5mins	More than 5mins	No attempt at all	5
	Total = 100	1						

Table 10: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	1.1	Human Resource - Definition – Characteristics and Objectives	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1

	1.2	Difference between Personnel Management & Human Resource Management	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	1
	1.3	Principles of HRM– Functions of HRM - Managerial and Operative Functions.	PPT, Chalk & Board	Class Room	Cog.(Rem)	3	1
		Assignment - I		-	Cog. (Rem)	-	1
		TOTAL				06	
2	2.1	Job Analysis - Meaning - Skills and Capabilities required - Advantages of Job Analysis	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	2
	2.2	Job Description - Specimen of Job Description Statement	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
	2.3	Job Specification - Specimen of Job Specification Statement	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
	2.4	Job Evaluation - Objectives - Methods of Job Evaluation - Advantages and Limitations.	PPT, Chalk & Board	Class Room	Cog.(Rem)	3	2
		Class Test - I		Class Room	Cog.(Rem)		2
		TOTAL				07	

3	3.1	Meaning - Definition - Importance - Objectives	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	3
	3.2	Factors influencing Human Resource Plan - Limitations	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	3
	3.3	Steps involved in Human Resource Planning	PPT, Chalk & Board	Class Room	Cog.(Rem)	3	3
		Assignment - II		-	Cog. (Rem)	-	3
		TOTAL				07	
4	4.1	Recruitment - Meaning - Definition - Sources of Recruitment	PPT, Chalk & Board	Class Room	Cog.(Rem)	3	4
	4.2	Selection - Steps involved in selection of candidates - Specimen of Application Blank - Preliminary Interview - Test - Types of Tests	PPT, Chalk & Board	Class Room	Cog.(Rem)	4	4
	4.3	Interview - Guidelines for making the interview successful - Types of Interview	PPT, Chalk & Board	Class Room	Cog.(Rem)	5	4
		Class Test - II		Class Room	Cog. (Rem)		4
		TOTAL				12	

5	5.1	Training - Meaning - Need for Training - Importance of Training	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
	5.2	Process of Training	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
	5.3	Methods of Training - Merits and Demerits	PPT, Chalk & Board	Class Room	Cog.(Rem)	3	5
	5.4	Performance Appraisal - Meaning - Features - Advantages	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	5
	5.5	Methods of performance appraisal	PPT, Chalk & Board	Class Room	Cog.(Rem)	3	5
	5.6	Steps to make performance appraisal effective.	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
		Quiz		Class Room	Cog. (Rem)		5
		TOTAL				13	
		Grand Total				45	

COURSE CODE	XBA403	L	T	P	C
COURSE NAME	PRODUCTION AND OPERATIONS MANAGEMENT	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Explain & Describe</i> the scope and significance of production	Cognitive	Understanding
CO2	<i>Summarize & Identify</i> the work study and time study	Cognitive	Understanding
CO3	<i>Understand</i> the production planning and control	Cognitive	Understanding
CO4	<i>Understand</i> the quality control measures	Cognitive	Understanding
CO5	<i>Explain, Identify & Make Use</i> the concept of Just in Time.	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	INTRODUCTION TO PRODUCTION SYSTEM Production Management– Scope and Significance –Production System – Functions and Types – Factors influencing Plant Location – Plant Layout and its kinds.	07
II	WORK STUDY AND TIME STUDY Work Study - Time Study - Motion Study – Work Measurement – Principles and factors - Maintenance of Plant – Types.	07
III	PRODUCTION PLANNING AND CONTROL Definition – Objectives and Importance – Elements of Production Planning – Routing and Scheduling.	06
IV	QUALITY CONTROL AND INSPECTION Quality Control and Inspection – Objectives and Significance – SQC – AGMARK, ISI and ISO – Certification Marks.	12

V	MATERIAL MANAGEMENT		13
	Material Management – Objectives and importance – Purchasing – Procedure – Store Keeping – Objectives – Functions – Types - JIT.		
LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45
Text Book P.Saravanavel and S.Sumathi, Production and Material Management, Margham Publications, Chennai.			
Reference Production and Operations Management – K.ASWATHAPPA, Himalaya Publishing House.			

Table 1: Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1					1	2	1
CO2	2	1							1
CO3	2	1					1		1
CO4	2	2							1
CO5	2	2							1
Total	10	7	0	0	0	0	2	2	5

Scaled	2	2	0	0	0	0	1	1	1
	0 – No relation	1- Low relation	2- Medium relation	3 – High relation					

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	3	3	3	3	8
CA 4	50	9.5	9.5	9.5	9.5	12
Total	100	20	20	20	20	20

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.6	0.6	0.6	0.6	0.6

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks			
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks			
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks			
Total 50 Marks	25 Marks	25 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			6 Marks	4 Marks	
Part – B 5 x2 marks =10 marks			4 Marks	6 Marks	
Part – C 2 x15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 6: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	6	3	3			
Assignment-II	6			3	3	
Seminar	8					8
Total	20	3	3	3	3	8

Table 7: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 4x15 marks = 60 marks	15 Marks	15 Marks	15 Marks	15 Marks	
Part – D (Compulsory Question) 1 x20 marks =20 marks					20 Marks
Total 100 Marks	19	19	19	19	24

Table 8: Rubrics for Assignment I (6 Marks) & Assignment II (6Marks):

S.No.	Criterion	Scale	100	75	50	25	0	Relation to CO
1.	Topic coverage (40%)	0.40	100 % completion	75% completion	50% completion	25% completion	Topic is not relevant	1,2,3,4
2.	Presentation (30%)	0.30	Explanation with excellent concept	Explanation with good concept clarity and	Explanation with moderate concept	Concept clarity is not up to the	No relation to the questions	1,2,3,4

			clarity and neatness in writing	neatness in writing	clarity	expected level	given.	
3.	Date of Submission (20%)	0.20	On or before the date of submission	2 nd day of the Date of Submission	3 rd day of the Date of Submission	4 th day of the Date of Submission	Not submitted	1,2,3,4
4.	References (Books, journals websites etc.) (10%)	0.10	Reference shows excellent relevance with topic	Good relevance	Moderate Relevance	No Relevance although specified	No references	1,2,3,4
	Total 100 %							

Table 9: Rubrics for Seminar (8 Marks):

S. No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1	Presentation (40%)	0.4	Good Slide preparation. Student addressed the topic very well and is able to work with few or no notes without seeing any handouts	Well prepared for most of the part. Good presentation without seeing or moderately using handouts.	Delivery of the seminar prepared with adequate information but often seeing the handouts and slides	Unorganized delivery of the seminar by seeing handouts and slides	Not presented	5
2	Seminar Content (40%)	0.4	Well prepared with excellent references and elaborate explanations/diagrams /videos/demos/photos	Well prepared without elaborate explanation	Moderately relevant	Not up to the expected level	No Relevance with respect to the topic	5
3	Communication (10%)	0.1	Good at Oral Good Eye to Eye Contact.	Moderately Good at Oral. Good or Moderate Eye to Eye	Moderately Good at Oral but no Eye to eye contact	Adequate at Oral. No Eye to Eye Contact	Not Good at Oral irrespective of Eye to Eye Contact	5

				contact				
4	Q& A (10%)	0.1	Answered 80% of questions properly	Answered 60% questions properly	Answered 40% properly	Answered 20% Properly	Could not answer any questions properly	5
	Total 100%							

Table 10: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	INTRODUCTION TO PRODUCTION SYSTEM						
	1.1	Production Management– Scope and Significance	Chalk & Board	Class Room	Cog. (Und)	02	1
	1.2	Production System – Functions and Types	Chalk & Board, PPT	Class Room	Cog. (Und)	02	1
	1.3	Factors influencing Plant Location	Chalk & Board	Class Room	Cog. (Und)	01	1
	1.4	Plant Layout and its kinds	Chalk & Board	Class Room	Cog. (Und)	02	1
	1.5	CA3 Component Assignment					1
		TOTAL				07	
2	WORK STUDY AND TIME STUDY						
	2.1	Work Study - Time Study - Motion Study	Chalk & Board	Class Room	Cog. (Und)	02	2
	2.2	Work Measurement Principles and factors	Chalk & Board	Class Room	Cog. (Und)	03	2

	2.3	Maintenance of Plant Types	Chalk & Board	Class Room	Cog. (Und)	02	2
	2.4	CA3 Component Assignment I					2
		TOTAL				07	
3	PRODUCTION PLANNING AND CONTROL						
	3.1	Definition – Objectives and Importance	Chalk & Board	Class Room	Cog. (Und)	02	3
	3.2	Elements of Production Planning	Chalk & Board	Class Room	Cog. (Und)	02	3
	3.3	Routing and Scheduling	Chalk & Board ,ICT	Class Room	Cog. (Und)	02	3
	3.4	CA3 Component Assignment II					3
		TOTAL				06	
4	QUALITY CONTROL AND INSPECTION						
	4.1	Quality Control and Inspection- Objectives and Significance	Chalk & Board	Class Room	Cog. (Und)	04	4
	4.2	SQC	Chalk & Board	Class Room	Cog. (Und)	04	4
	4.3	AGMARK, ISI and ISO – Certification Marks.	Chalk & Board , ICT	Class Room	Cog. (Und)	04	4
	4.4	CA3 Component					

		Assignment II						
		TOTAL					12	
5	MATERIAL MANAGEMENT							
	5.1	Material Management- Objectives and importance	Chalk & Board	Class Room	Cog. (Und)	03	5	
	5.2	Purchasing – Procedure	Chalk & Board	Class Room	Cog. (Und)	02	5	
	5.3	Store Keeping Objectives - Functions – Types	Chalk & Board	Class Room	Cog. (Und)	04	5	
	5.4	JIT	Chalk & Board ,ICT	Class Room	Cog. (Und)	04	5	
	5.5	CA3 Component Seminar	PPT	Class Room	Cog. (Und)		5	
		TOTAL					13	
		Grand Total				45		

COURSE CODE	XBA404	L	T	P	C
COURSE NAME	RETAIL MARKETING	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Understand</i> the concept of retail	Cognitive	Understanding
CO2	<i>Understand</i> the retail model	Cognitive	Understanding
CO3	<i>Explain</i> the strategic planning in retailing	Cognitive	Understanding
CO4	<i>Understand</i> the retail in India	Cognitive	Understanding
CO5	<i>Understand</i> the Global Retail Markets	Cognitive	Understanding

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UNIT	CONTENT	Hours Allotted
I	INTRODUCTION TO RETAIL Meaning – Functions and Characteristics of a Retailer – Reasons for studying. Retailing – Marketing - Retailer Equation – Marketing concepts applied to retailing – Retailing as a career – Trends in Retailing.	07
II	RETAIL MODEL AND THEORIES OF RETAIL DEVELOPMENT Retail Model and Theories of Retail Development – Life cycle and phases in growth of retail markets – Business models in retail – other Retail models.	08
III	STRATEGIC PLANNING IN RETAILING Strategic Planning in Retailing: Situation Analysis – Objectives Identifying consumer needs – Overall strategy, feedback and control – consumer decision-making process	10
IV	RETAIL IN INDIA	10

	Retail in India: Evolution and Size of retail in India – Drivers of retail change in India – Foreign Direct Investment in retail – Challenges to retail developments in India.		
V	GLOBAL RETAIL MARKETS Global retail markets: Strategic planning process for global retailing – Challenges facing global retailers – Challenges and Threats in global retailing – Factors influencing the success of a global retailing strategy.		10
LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45
Text Book			
Dr.L.Natarajan, Retail Management, Margham Publication.			
Reference Books			
Swapna Pradhan – Retailing Management – Text and Cases, Tata McGraw Hill – 2nd edition, 2004			
Barry Berman and Joel R Evans – Retailing Management – A Strategic Approach, Prentice Hall of India, 8th Edition, 2002.			
James R. Ogden, Denise Ogden – Integrated, Retail Management – Biztantra 2005			
Gibson G Vedamani – Retail Management – Functional Principles and Practice, Jaico Publishing House, Second edition, 2004			

Table 1: Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1					1	2	1
CO2	2	1							1

CO3	2	1					1		1
CO4	2	2							1
CO5	2	2							1
Total	10	7	0	0	0	0	2	2	5
Scaled	2	2	0	0	0	0	1	1	1

0 – No relation 1- Low relation 2- Medium relation 3 – High relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	3	3	3	3	8
CA 4	50	9.5	9.5	9.5	9.5	12
Total	100	20	20	20	20	20

Table 3: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x 2 marks =10 marks	4 Marks	6Marks	--		
Part – C 2 x 15 marks =30 marks	12 Marks	18 Marks	--		
Total 50 Marks	20 Marks	30 Marks			

Table 4: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			5 Marks	5 Marks	
Part – B 5 x 2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x 15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			26 Marks	24 Marks	

Table 5: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Seminar	8	1	2	1	2	2
Class Test	10	2	2	2	2	2
Oral test	12	2	2	2	3	3
Total	30	4	4	5	7	7

Table 6: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 4 x15 marks =60 marks	8 Marks	15 Marks	15 Marks	7 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	-		-	10 Marks	10 Marks
Total 100 Marks	12 Marks	19 Marks	19 Marks	21 Marks	29 Marks

Table 7: Rubrics for Seminar (5 Marks)

S.No	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3, 4,5
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality	Seminar exhibited impartial	Seminar exhibited impartialit	Seminar exhibited impartialit		1,2,3, 4,5

			with a high degree of success	ity with limited success	y with some success	y with considerable success		
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness		1,2,3, 4,5
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner Very effective facilitation of class discussion	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion		1,2,3, 4,5
	Total = 100	1						

Table 8: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		INTRODUCTION TO RETAIL					

	1.1	Meaning – Functions and Characteristics of a Retailer – Reasons for studying.	Chalk and board	Class Room	Cog.(Rem.)	2	1
	1.2	Retailing – Marketing - Retailer Equation – Marketing concepts applied to retailing	Chalk and board	Class Room	Cog.(Rem.)	3	1
	1.3	Retailing as a career – Trends in Retailing.	Chalk and board	Class Room	Cog.(Rem.)	3	1
		Test	talk	Class Room	Cog.(Rem.)	2	1
		Total				10	
2.		RETAIL MODEL AND THEORIES OF RETAIL DEVELOPMENT					
	2.1	Retail Model and Theories of Retail Development	Chalk and talk	Class Room	Cog.(Und.)	2	2
	2.2	Life cycle and phases in growth of retail markets	Chalk and talk	Class Room	Cog.(Und.)	3	2
	2.3	Business models in retail – other Retail models.	Chalk and talk	Class Room	Cog.(Und.)	3	2
		Class Test 1		Class Room	Cog.(Und.,)	1	1,2
		Oral test				1	
		Total				10	
3.		STRATEGIC PLANNING IN RETAILING					
	3.1	Strategic Planning in Retailing: Situation Analysis	Chalk and talk	Class Room	Cog. (App.,Ana.)	2	3
	3.2	Objectives Identifying consumer needs – Overall strategy				3	
		feedback and control – consumer decision-making process	Chalk and talk	Class Room	Cog. (App.,Ana.)	3	3

		Problems	Chalk and talk	Class Room	Cog. (App.,Ana.)	1	3
		Class test	written	Class Room	Cog.(Def.,App.)	1	1,2,3,4,5
		Oral test	talk	Class Room	Cog.(Def.,App.)		1,2,3,4,5
		Total				10	
4.		RETAIL IN INDIA					
	4.1	Retail in India: Evolution and Size of retail in India	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	3	4
	4.2	Drivers of retail change in India	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	4	4
	4.3	Foreign Direct Investment in retail	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	3	4
	4.4	Challenges to retail developments in India.	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	3	4
		Class Test 2		Class Room	Cog.(Rem.,App.)	1	3,4
		Seminar	Power Point	Class Room	Cog. (Rem.)	1	1,2,3,4,5
		Total				15	
5.		GLOBAL RETAIL MARKETS					
	5.1	Global retail markets: Strategic planning process for global retailing	Chalk and talk	Class Room	Cog.(Rem.,)	2	5
	5.2	Challenges facing global retailers	Chalk and talk	Class Room	Cog.(Rem.,)	2	5
	5.3	Challenges and Threats in global retailing	Chalk and talk	Class Room	Cog.(Rem.,)	3	5
	5.4	Factors influencing the success of a global retailing strategy	Chalk and talk	Class Room	Cog.(Rem.,)	3	5
		Class test		Class Room	Cog.	2	1,2,3

					(Rem.,Und., App.,Ana.,)		,4,5
		Oral viva		Class Room	Cog. (Rem.,Ana., App.,)	2	3,4,5
		Total				15	
		Grand Total				60	

COURSE CODE	XBA405	L	T	P	C
COURSE NAME	e-COMMERCE	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Understand</i> the framework of e-business	Cognitive	Understanding
CO2	<i>Understand</i> the developing framework of e-business	Cognitive	Understanding
CO3	<i>Explain</i> the implementation and ways of controlling e-business	Cognitive	Understanding
CO4	<i>Understand</i> the key terms of e-business	Cognitive	Understanding
CO5	<i>Explain, Identify & Make Use</i> the ethics in e-business.	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	UNDERSTANDING E-BUSINESS Introduction to e- commerce, Environmental forces affecting planning and practice.	07
II	DEVELOPING E-BUSINESS FRAMEWORK Developing e- Business Models, Introduction to Internet, www. Concepts and E-commerce website, software hardware and tools.	07
III	PLANNING, IMPLEMENTING AND CONTROLLING OF E-BUSINESS Creating the Marketing Mix, Organizational and Managerial issues, Financial Planning and Working with Investors, Implementation and Control of the e-Business Plan.	06
IV	UNDERSTANDING KEY TERMS OF E- COMMERCE	12

	Electronic Commerce & Banking, Electronic Payment Systems, Electronic Payment Technology, On-line credit card.		
V	ETHICS IN E-COMMERCE E-commerce-Ethical, legal and social concerns- E- Commerce Security.		13
LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45
Text Book Rizwan Ahmed, E-Business and E-Commerce, Margham Publications.			

Table 1: Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1					1	2	1
CO2	2	1							1
CO3	2	1					1		1
CO4	2	2							1
CO5	2	2							1
Total	10	7	0	0	0	0	2	2	5
Scaled	2	2	0	0	0	0	1	1	1

0 – No relation		1- Low relation		2- Medium relation		3 – High relation			

Table 3: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks			
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks			
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks			
Total 50 Marks	25 Marks	25 Marks			

Table 4: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 5: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Test-I	4	4				
Assignment-I	3		3			
Report on Business process Outsourcing	5			5		
Assignment II	4				4	
Seminar	4					4
Total	20	4	3	5	4	4

Table 6: Mapping Course Outcome with Assessment for CA4 (50%)

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	1 Marks	3 Marks	1 Marks	3 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x15 marks =30 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	8Marks	-	-	-	12 Marks
Total 100 Marks	20 Marks	18 Marks	12 Marks	18 Marks	32 Marks

Table 7: Rubrics for Assignment

S.No.	Category	Scale	100	75	50	25	0	Relation to CO

1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	2,4
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	2,4
3.	Timely Submission (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	2,4
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	2,4
	Total = 100%							

Table 8: Rubrics for Seminar (5 Marks)

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3,4,5
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with a high degree of success	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success		1,2,3,4,5
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness		1,2,3,4,5
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner Very effective facilitation of class discussion	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion		1,2,3,4,5
	Total = 100	1						

Table 9: Rubrics for Test

Sl No	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Content 50%	0.5x100	Excellent clarity	Good Clarity	Adequate clarity	Less adequate	Lack of clarity	1
2	Logical Reasoning 30%	0.3x100	Excellent	Very good	Good	could be better	Need to improve	1
3	Organization 10%	0.1x100	Excellent organization	Very good Organization	good organization	organization could be better	Organization needs improvement	1
4	Presentation 10%	0.1x100	Excellent and neat presentation	Very good	Good	could be better	need to be improved	1
	Total 100%	100x(5)/100 = 5						

Table 10: Rubrics for Report

Criterion	Marks	Excellent 100	Very Good 75	Good 50	Fair 25	Satisfactory 0	Relation to CO's
Understanding concept 30%	0.3 x100	Topic understanding and content delivery are good	Topic understanding is good and content delivery is fair	Topic understanding is fair and content delivery is good	Topic understanding and content delivery are fair	Not presented	3
Organization 20%	0.3x100	Verbal and pronunciation are good	Verbal skill is good and pronunciation is fair	Verbal skill is fair and pronunciation is good	Verbal and pronunciation is fair	Not presented	3
Report 20%	0.2x100	Proper dress code, high level of confidence, good eye contact.	Proper dress code, good confidence level, poor eye contact.	Fair dress code, fair confidence level and good eye contact	Fair dress code, fair confidence level and poor eye contact.	Not presented	3
On time Submission 20%	0.2x100	Neat and legible report writing on time	Neat and legible report writing and not on time	Fair report writing on time	Fair report writing and not on time	Not presented	3
Total 100%	100 x (5)/ 100 =5						

Table 11: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	1.1	Introduction to e-commerce,	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	1
	1.2	Environmental forces affecting planning and practice.	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	1
		TOTAL				07	
2	2.1	Developing e-Business Models	PPT	Class Room	Cog.(Rem)	2	2
	2.2	, Introduction to Internet, www. Concepts and E-commerce website	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	2
	2.3	software hardware and tools	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	2
		TOTAL				07	
3	3.1	Creating the Marketing Mix	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	3
	3.2	Organizational and Managerial issues	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	3
	3.3	Financial Planning and Working with	PPT, Chalk &	Class Room	Cog.(Rem)	3	3

		Investors	Board				
	3.4	Implementation and Control of the e-Business Plan.	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
		TOTAL				06	
4	4.1	Electronic Commerce & Banking	PPT, Chalk & Board	Class Room	Cog.(Rem)	6	4
	4.2	Electronic Payment Systems, Electronic Payment Technology, On-line credit card	PPT, Chalk & Board	Class Room	Cog.(Rem)	6	4
		TOTAL				12	
5	5.1	E-commerce-Ethical, legal and social concerns	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
	5.2	E- Commerce Security.	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
		TOTAL				13	
		Grand Total				45	

COURSE CODE		XBA406	L	T	P	C
COURSE NAME		CUSTOMER RELATIONSHIP MANAGEMENT	3	0	0	3
PREREQUISITE:		NIL	L	T	P	H
C:P:A		3:0:0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Understand</i> the concept of Relationship Marketing		Cognitive		Understanding	
CO2	<i>Understand</i> the evolution of CRM		Cognitive		Understanding	
CO3	<i>Understand</i> CRM in India		Cognitive		Understanding	
CO4	<i>Understand</i> the sales force management		Cognitive		Understanding	
CO5	<i>Understand</i> the database marketing		Cognitive		Understanding	
UNIT I - INTRODUCTION						07
Overview of Relationship marketing – Basis of building relationship – Types of relationship marketing – customer life cycle						
UNIT II -EVOLUTION OF CRM						08
CRM – Overview and evolution of CRM – CRM and Relationship marketing – CRM strategy – importance of customer divisibility in CRM						
UNIT III – CRM IN INDIA						10
Sales Force Automation – contact management – concept – Enterprise Marketing Management – core beliefs – CRM in India						
UNIT IV -VALUE CHAIN						10
Value Chain – concept – Integration Business Management – Benchmarks and Metrics – culture change – alignment with customer eco system – Vendor selection						
UNIT V-DATABASE MARKETING						10
Database Marketing – Prospect database – Data warehouse and Data Mining – analysis of customer relationship technologies – Best practices in marketing Technology – Indian scenario.						
LECTURE		TUTORIAL	PRACTICAL		TOTAL	
45		0	0		45	
TEXT BOOKS						
Dr.P.Sheela Rani, Customer Relationship Management, Margham Publications.						
REFERENCES						
1. S. Shajahan – Relationship Marketing – McGraw Hill, 1997						
2. Paul Green Berg – CRM – Tata McGraw Hill, 2002						

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	2			1					
CO 2	2			1					
CO 3	2			1					1
CO 4	2			1				1	1
CO 5	2	2		1				1	1
Total	10	2		5				2	3
Scaled to 0,1,2,3	2	1		1				1	1

1-5 → 1, 6-10 → 2, 11-15 → 3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	4	4	3	3	6
CA 4	50	9	9	9.5	9.5	13
Total	100	20.5	20.5	20	20	19

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.5	0.5	0.5	0.5	0.25
	Analysis					0.25

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	-	-	-
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks	-	-	-
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	-	-	-
Total 50 Marks	25 Marks	25 Marks	-	-	-

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	-	-	4 Marks	6 Marks	-

Part – B 5 x2 marks =10 marks	-	-	6 Marks	4 Marks	-
Part – C 2 x15 marks =30 marks	-	-	15 Marks	15 Marks	-
Total 50 Marks	-	-	25 Marks	25 Marks	-

Table 6: Mapping Course Outcome with Assessment for CA3 (20%)

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	4	4				
Assignment-II	4			4		
Class Test - I	4		4			
Class Test - II	4				4	
Quiz	4					4
Total	20	4	4	4	4	4

Table 7: Mapping Course Outcome with Assessment for CA4 (50%)

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks	15 Marks	15 Marks	-
Part – D (Compulsory Question) 1 x20 marks =20 marks	-	-	-	-	20 Marks
Total 100 Marks	19 Marks	19 Marks	19 Marks	19 Marks	24 Marks

Table 8: Rubrics for Assignment (4 Marks)

S.No.	Category	Scale	100	75	50	25	0	Relati on to CO
1.	Content Clarity (50%)	0.50	Main idea very clearly stated	Main idea clear	Main idea clear or implicit	Main idea unclear	No clarity	1,3
2.	Relevant examples (30%)	0.30	Assignment well supported by a variety of relevant examples	Assignment adequately supported by relevant examples	Assignment adequately supported by examples	Assignment inadequatel y supported by examples	No examples	1,3
3.	Reference (10%)	0.10	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly.	Mostly incorrect Plagiarized, no references	1,3

						Documentat ion is accurate only occasionally		
4.	Timely Submissio n (10%)	0.10	Submitted on time	Submitted one day late	Submitted two days late	Submitted three days late	Not submitted even after many reminders	1,3
	Total = 100%	1						

Table 9: Rubrics for Quiz (4 Marks)

S.No.	Criteria	Scale	100	75	50	25	0	Relati on to CO
1.	Correct answer (75%)	0.75	Correct answer with proper explanation	Correct answer with explanation	Correct answer with no explanation	Attempted to answer	No attempt at all	5
2.	Time Taken (25%)	0.25	Instantly	Less than 2mins	Less than 5mins	More than 5mins	No attempt at all	5
	Total = 100	1						

Table 10: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	1.1	Overview of Relationship marketing	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	1
	1.2	Basis of building relationship	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	1

	1.3	Customer life cycle	PPT, Chalk & Board	Class Room	Cog.(Rem)	3	1
		Assignment - I		-	Cog. (Rem)	-	1
		TOTAL				07	
2	2.1	CRM – Overview and evolution of CRM	PPT	Class Room	Cog.(Rem)	2	2
	2.2	CRM and Relationship marketing	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	2
	2.3	CRM strategy	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	2
	2.4	Importance of customer divisibility in CRM	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	2
		Class Test - I		Class Room	Cog.(Rem)		2
		TOTAL				08	
3	3.1	Sales Force Automation	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	3
	3.2	Contact management – concept	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	3
	3.3	Enterprise Marketing Management	PPT, Chalk &	Class Room	Cog.(Rem)	3	3

			Board				
	3.4	Core beliefs	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
	3.5	CRM in India	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	3
		Assignment - II		-	Cog. (Rem)	-	3
		TOTAL				10	
4	4.1	Value Chain – concept	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	4
	4.2	Integration Business Management	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	4
	4.3	Benchmarks and Metrics	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	4
	4.4	Culture change	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	4
	4.5	Alignment with customer eco system	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	4
	4.6	Vendor selection	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	4
		Class Test - II		Class Room	Cog. (Rem)		4

		TOTAL				10	
5	5.1	Database Marketing – Prospect database	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
	5.2	Data warehouse and Data Mining	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
	5.3	Analysis of customer relationship technologies	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
	5.4	Best practices in marketing Technology	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
	5.5	Indian scenario	PPT, Chalk & Board	Class Room	Cog.(Rem)	2	5
		Quiz		Class Room	Cog. (Rem)		5
		TOTAL				10	
		Grand Total				45	

Semester V
REGULATION – 2016

SEMESTER VI

Sl. No.	Category	Code No	COURSE TITLE	L	T	P	C
1	Core	XBA501	Business Research Methods	3	0	0	3
2	Core	XBA502	Operations Research	3	0	0	3
3	Core	XBA503	Supply Chain Management	3	0	0	3
4.	Core	XBA504	Banking Practices	3	0	0	3
5	Core	XBA505	Advertising & Sales Promotion	3	0	0	3
6	Core	XBA506	Total Quality Management	3	0	0	3
			Total	18	0	0	18

Total Credits -18

COURSE CODE	XBA501	L	T	P	C
COURSE NAME	BUSINESS RESEARCH METHODS	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Understand</i> how to define a research problem	Cognitive	Understanding
CO2	<i>Understand</i> the concept of research design and sampling design	Cognitive	Understanding
CO3	<i>Explain</i> the measurement and scaling techniques	Cognitive	Understanding
CO4	<i>Understand</i> the various methods of data collection	Cognitive	Understanding
CO5	<i>Understand</i> the techniques in report writing	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	INTRODUCTION - DEFINING A RESEARCH PROBLEM Meaning of Research - Objectives - Types of Research - Research Process - Criteria for Good Research - What is a research problem? - Selecting the problem - Necessity for defining the problem - Technique involved in defining a problem.	08
II	RESEARCH DESIGN & SAMPLING DESIGN Meaning of Research Design - Need for Research Design - Features of Research Design - Different Research Designs - Census and Sample Survey - Implications of a Sample Design - Steps in Sampling Design - Criteria of Selecting a Sampling procedure - Characteristics of a good sample design - Different types of sample designs.	08
III	MEASUREMENT AND SCALING TECHNIQUES Measurement Scales - Sources of Error in Measurement - Tests of Sound Measurement - Scaling - Meaning - Scale Classification Bases -	09

	Important Scaling Techniques - Scale Construction Techniques.				
IV	METHODS OF DATA COLLECTION Collection of Primary Data - Observation Method - Interview Method - Collection of Data through questionnaire - collection of data through schedule - Difference between Questionnaires and Schedules - Other methods of Data Collection - Collection of Secondary Data - Selection of Appropriate Method for Data Collection.				10
V	REPORT WRITING Meaning - Significance of Report Writing - Steps in Report Writing - Layout of Research Report - Types of Report - Precautions for Writing research report				10
		Lecture	Tutorial	Total	45
		45Hours	0 Hours	45Hours	
Text Book Saravanavel and Sumathi, Research Methodology, Margham Publications. Reference Book C.R.Kothari, Research Methodology, New Age International Publishers.					

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	1				1	2	2
CO2	2	1	1						2
CO3	2	1	1				1		2

CO4	2	2	1						2
CO5	2	2	1						2
Total	10	7	5	0	0	0	2	2	10
Scaled	2	2	1	0	0	0	1	1	2

0 – No relation

1- Low relation

2- Medium relation

3 – High relation

COURSE CODE	XBA502	L	T	P	C
COURSE NAME	OPERATIONS RESEARCH	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Understand</i> the origin and development of operations research	Cognitive	Understanding
CO2	<i>Understand</i> the Linear Programming Problem	Cognitive	Understanding
CO3	<i>Explain</i> the transportation problem	Cognitive	Understanding
CO4	<i>Understand</i> the assignment problem	Cognitive	Understanding
CO5	<i>Understand</i> the gaming theory	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	ORIGIN AND DEVELOPMENT OF OR Introduction - Definitions - Scope of Operations Research - Phases of OR - Models in OR - Advantages of a Model - Classification of Models	05
II	LINEAR PROGRAMMING Introduction - Formulation of LP Problems - General Formulation of LPP - Matrix form of LP problem - Procedure for solving LPP by Graphical method - Simplex Method - The Big M Method - Two phase simplex method - Dual Simplex Method	15
III	TRANSPORTATION PROBLEM Introduction - Definition - Optimal Solution - North west corner rule - Least Cost or Matrix Minima Method - Vogel's Approximation Method (VAM)	10
IV	ASSIGNMENT PROBLEM Introduction - Definition - Difference between Transportation problem	08

	and Assignment problem - Hungarian Method Procedure - Unbalance Assignment Problem				
V	GAME THEORY Introduction - Definition - Payoff - Types of Games - The Maxmin - Minimax Principle - Games without saddle point.				07
		Lecture	Tutorial	Total	45
		45Hours	0 Hours	45Hours	
Text Book					
S.Kalavathy, Operations Research, Vikas Publication (Second Edition).					

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1					1	2	1
CO2	2	1							1
CO3	2	1					1		1
CO4	2	2							1
CO5	2	2							1

Total	10	7	0	0	0	0	2	2	5
Scaled	2	2	0	0	0	0	1	1	1

0 – No relation

1- Low relation

2- Medium relation

3 – High relation

COURSE CODE	XBA503	L	T	P	C
COURSE NAME	SUPPLY CHAIN MANAGEMNT	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3: 0 :0	3	0	0	3

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Identify</i> the importance of Supply Chain Management in an organization.	Cognitive	Remembering
CO2	<i>Identify</i> barriers to Supply Chain Management	Cognitive	Understanding
CO3	<i>Describe</i> the process of Supply Chain Management	Cognitive	Understanding
CO4	<i>Describe</i> the process of outsourcing in Supply Chain Management	Cognitive,	Understanding
CO5	<i>State</i> the performance measurement of Supply Chain Management	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	SUPPLY CHAIN MANAGEMENT SCM – Definition – objectives – Evolution - need-Issues involved in developing SCM Framework - Types. SCM activities – constituents in organisation.	9
II	SUPPLY CHAIN INTREGRATION Supply chain Integration – Stages - Barriers to internal integration - Achieving Excellence in SCM-Dimensions of Supply Chain Excellence - Forces influencing SCE Emotions, Physical and Financial Supply Chains - Check list for Excellence.	9
III	PURCHASING AND SUPPLY MANAGEMENT Purchasing and Supply Management – Introduction – importance – Objectives - purchasing process - purchasing & other functions - Purchasing and integrated	9

	logistics interfaces - Types of purchases-Purchasing partnerships - Materials sourcing - Just-in-time purchasing.				
IV	OUTSOURCING IN SUPPLY CHAIN MANAGEMENT Outsourcing in SCM - Meaning – need - outsourcing risks - outsourcing process outsourcing in SCM - New opportunities in SCM outsourcing - Myths of SCM outsourcing.				9
V	PERFORMANCE MEASUREMENT IN SUPPLY CHAIN MANAGEMENT Performance Measurement in SCM-Meaning - Advantages of performance measures - The benefits of performance measurement - Measuring SCM - Supplier performance measurement - Parameters choosing suppliers.				9
		Lecture	Tutorial	Total	
		45Hours	0 Hours	45 Hours	
Text Book					
1. Natarajan L., “Logistics and Supply Chain Management” Margham Publications, Chennai					
Reference					
Sarika Kulkarni : Supply Chain Management, Tata Mc- Ashok Sharma McGraw Hill Publishing Co Ltd., New Delhi, 2004					

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2		2		2		1		1
CO2	2		2		2				1

CO3	2		2				2		1
CO4	2		2						1
CO5	2		2					2	1
Total	10		10		4				
Scaled	2	0	2	0	1	0	1	1	1

0 – No relation

1- Low relation

2- Medium relation

3 – High relation

COURSE CODE	XBA504	L	T	P	C
COURSE NAME	BANKING PRACTICES	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3: 0:0	3	0	0	3

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Explain</i> the role and importance Banking industry in India.	Cognitive	Understanding
CO2	<i>Explain& Describe</i> the relationship between banker and customers. Summarize the duties of bankers	Cognitive	Understanding
CO3	<i>Explain</i> Banking operations & Business <i>Describe</i> banking services	Cognitive	Understanding
CO4	<i>Summarize</i> International practices of banking concepts their products	Cognitive	Understanding
CO5	<i>Explain</i> The recent concepts of Banking and Technologies	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	Introduction to Banking Banking – Meaning - Definition – Functions of banking in India - Classification of Banks	8

II	Role of Banker in Customer relationship Definition of the terms Banker and Customer – Relationship between Banker and Customer – General and Special relationship				8
III	Banking operations Cheques - Definition– Characteristics of Cheques –Types -- Marking Honor, Dishonor and Crossing of Cheques – significance – Endorsement – Basics of Leasing and Hire Purchasing – Factoring				12
IV	International banking Exchange rates – NRE – NRI accounts – Letters of credits – Facilities for Exporters and Importers – Role of ECGC, RBI and EXIM Bank				10
V	Technology Services Recent trends in Banking services – Modern services of Banks – ATM, Credit Card, Debit Card, Green Card, Internet banking and Mobile banking				7
		Lecture	Tutorial	Total	45
		45Hours	0 Hours	45 Hours	
Text Book Dr.L.Natarajan , Merchant Banking & Financial Services,Margham Publications					
Reference 1.Banking Theory, Law and Practice – SUNDARAM & VARSHNEY, Sultan Chand & Sons. 2. Banking Theory, Law and Practice – E. GORDON & K. NATARAJAN, Himalaya Publishing House					

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2					1	1	2
CO2	2	2						1	2
CO3	2	2					1	1	2
CO4	2	2	3					1	1
CO5	2	3						1	3
Total	10	10	0	0	0	0	2	5	10
Scaled	2	2	1	0	0	0	1	1	2

0 – No relation

1- Low relation

2- Medium relation

3 – High relation

COURSE CODE	XBA505	L	T	P	C
COURSE NAME	ADVERTISING AND SALES PROMOTION	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3: 0 :0	3	0	0	3

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Explain</i> the importance of advertising and media.	Cognitive	Understanding
CO2	<i>Infer</i> the dimensions of market segmentation; consumer behavior	Cognitive	Understanding
CO3	<i>Explain</i> the product planning and pricing methods	Cognitive	Understanding
CO4	<i>Show</i> the importance & functions of marketing channels.	Cognitive	Understanding
CO5	<i>State</i> the significance of promotion mix.	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	Introduction Meaning – Importance – Objectives – Forms of media – Press – Newspaper – Trade Journal _ Magazines – Outdoor advertising – Poster – Banners – Neon signs – Publicity literature booklets – folders – House organs – Direct mail advertising – cinema and theatre programme – Radio and Television advertising – Exhibition – Trade fair transportation advertising.	08
II	Advertising Advertising budget - Advertising appeals – Advertising objectives – Social effects of Advertising – Advertising copy – Objectives – Essentials – Types – Elements of copy writing – Headlines body copy _ Illustration of Catch phrases and slogans – Identification marks –	10

	Advertisement Ethics				
III	Advertising Layout Advertising layout – functions – Design of layout – typography printing process – Lithography – Printing Plates and reproduction paper & Cloth – Size of advertising – repeat Advertising – Advertising campaign – Steps in campaign planning				10
IV	Sales promotion Meaning – Methods – Promotional strategy – Marketing communications and persuasion – Promotional instruments – Advertising – Difference between salesmanship and sales promotion – Techniques of sales promotion – Consumer and dealers promotion.				10
V	After Sales Service After sales services – Packing guarantee – Sales Territory – Sales quota - Buying motive – Consumer Psychology – Characteristics of Customers.				07
		Lecture	Tutorial	Total	
		45Hours	0 Hours	45 Hours	
Text Book 1. Advertising Management - S.A. Chunawalla					
Reference 2. Advertising - Bolen J.H 3. Advertising and Sales Management - Sontakk C.N. 4. Salesmanship and Advertising - Davar S.K. 5. Sales forecasting key to integrated Management - Neelamegam					

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2		0	0					1

CO2	2		2	0					1
CO3	2		2	0					1
CO4	2		2	0					1
CO5	2		2	2					1
Total	10	0	08	02	0	0	0	0	5
Scaled	2	0	2	1	0	0	0	0	1

0 – No relation

1- Low relation

2- Medium relation

3 – High relation

COURSE CODE	XBA506	L	T	P	C
COURSE NAME	TOTAL QUALITY MANAGEMENT	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COURSE OUTCOMES

COs	Outcome	Domain	Level
CO1	<i>Understand</i> the concept of Total Quality Management	Cognitive	Understanding
CO2	<i>Understand</i> the TQM Principles	Cognitive	Understanding
CO3	<i>Explain</i> the Statistical Process Control	Cognitive	Understanding
CO4	<i>Understand</i> the TQM - Tools	Cognitive	Understanding
CO5	<i>Understand</i> the Quality System	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	INTRODUCTION TO TQM Introduction to TQM - Basic concepts in TQM - Principles of TQM - Leadership Concepts - Role of Senior Management - Quality Council - Quality Statements - TQM implementation and Barriers.	07
II	TQM Principles Customer Satisfaction - Employee Involvement - Continuous Process Improvement - Supplier Partnership - Performance Measures	08
III	STATISTICAL PROCESS CONTROL (SPC) Introduction - The Seven Tools of Quality - Statistical Fundamentals - Control Charts - Process Capability - Concepts of Six sigma - New Seven Management Tools	10
IV	TQM Tools Benchmarking - Quality Function Deployment - Taguchi Quality Loss Function - Total Productive Maintenance - FEMA (Failure Mode and	10

	Effect Analysis)				
V	QUALITY SYSTEM Need for Quality systems - ISO 9000 Quality System - Quality System Elements - Implementation of Quality Systems - Documentation - Quality Auditing - QS 9000 - ISO 14000.				10
		Lecture	Tutorial	Total	45
		45Hours	0 Hours	45Hours	
Text Book S.Kalavathy, Operations Research, Vikas Publication (Second Edition).					

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1					1	2	1
CO2	2	1							1
CO3	2	1					1		1
CO4	2	2							1
CO5	2	2							1
Total	10	7	0	0	0	0	2	2	5

Scaled	2	2	0	0	0	0	1	1	1
0 – No relation		1- Low relation		2- Medium relation			3 – High relation		

Semester VI
REGULATION – 2017

SEMESTER VI

Sl. No.	Category	Code No	COURSE TITLE	L	T	P	C
1	Core	XBA601	Project Management	3	0	0	3
2	Core	XBA602	International Business	3	0	0	3
3	Core	XBA603	Consumer Behaviour	3	0	0	3
4.	Core	XBA604	Entrepreneurship Development	3	0	0	3
5	Core	XBA605	Final project	0	0	16	8
			Total	12	0	16	20

Total Credits -20

COURSE CODE	XBA601	L	T	P	C
COURSE NAME	PROJECT MANAGEMENT	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 3	3	0	0	3
COURSE OUTCOMES		Domain	Level		
CO1	<i>Identify</i> the importance Project Management	Cognitive	Remembering		
CO2	<i>Identify</i> Project Planning and Strategic	Cognitive	Understanding		
CO3	<i>Describe</i> Network Concept and PERT concepts	Cognitive	Understanding		
CO4	<i>Describe</i> the financial support for project management	Cognitive	Understanding		
CO5	<i>State</i> the project implementation and management	Cognitive	Understanding		
UNIT I: INTRODUCTION TO PROJECT MANAGEMENT					09
Aims and Objectives, Introduction, Specification of Project, Definition of Project Management, Essentials of a Good Project, Functional Aspects of Project Management, Systems Approach to					

Project Management - Project Life Cycle: Introduction, Phases of Project Life Cycle, Project Cycle Management, The Traditional Constraints, Project Control Variables, Project Environment			
UNIT II: PROJECT PLANNING			09
Aims and Objectives, Introduction, Strategic Planning for Projects, Dimensions of Strategic Planning, Characteristics of Dimensions, Project Planning Process, Managing the Planning Process			
UNIT III: NETWORKS AND PROJECT EVALUATION REVIEW TECHNIQUE (PERT)			09
Introduction, Network Concept, Concept of Event, Definition of Activity, Dummy Activity, Numbering of Events, Controlling, Rules for Drawing a Network, Master Network, Advantages of Network Planning ,PERT Terminology and Conventions, Implementing PERT			
UNIT IV: PROJECT FINANCING			09
Aims and Objectives, Introduction - Project Finance, Means of Financing, Debt-equity Ratio, Debt, Equity Share, Different Sources Falling under 'Equity and Preference Share Capital			
UNIT V: PROJECT IMPLEMENTATION			09
Aims and Objectives, Introduction, Project Implementation Stages, Initiation, Planning and Design, Production or Execution, Closing and Maintenance, Bottle Necks in Project Implementation, External Factors, Internal Factors, Guidelines for Effective Implementation, Management Techniques for Project Management, Plan, Programme, Project, Issues in Strategy Implementation			
LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOK
Dr.Yathish Kumar, (2015) “Project Management” United Publisher, New Delhi
REFERENCE
Choudhury S, (2013), “ Project Management” Jain Book Depot, New Delhi

Table 1: Mapping of COs with Pos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2		2		2		1	1	1
CO2	2		2		2				1

CO3	2		2				2		1
CO4	2		2						1
CO5	2		2					2	1
Total	10		10		4		3	3	5
Scaled	2	0	2	0	1	0	1	1	1

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA 3	20	4	4	4	4	4
CA 4	50	9.5	9.5	12	9.5	9.5
Total	100	21	21	23.5	21	13.5

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.70	0.6	0.75	0.6	0.35

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks			
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks			
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks			
Total 50 Marks	25 Marks	25 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			6 Marks	4 Marks	
Part – B 5 x2 marks =10 marks			4 Marks	6 Marks	
Part – C 2 x15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 6: Mapping Course Outcome with Assessment for CA3 (20%)

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment – I	4	4				
Quiz – I	4		4			
Quiz – II	4			4		
Assignment – II	4				4	
Quiz – III	4					4
Total	20	4	4	4	4	4

Table 7: Mapping Course Outcome with Assessment for CA4 (50%)

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 4x15 marks = 60 marks	15 Marks	15 Marks	15 Marks	-	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	-	-	-	20 Marks	-
Total 100 Marks	19 Marks	19 Marks	19 Marks	24 Marks	19 Marks

Table 8: Rubrics for Assignment I & II (4 Marks)

S.No.	Criterion	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity (40%)	0.40	Very clear	Clear	Adequately clear	Moderately clear	Unclear	CO1 & CO4
2.	Content Organization (30%)	0.30	Flow of content is well organized	Flow of content is good	Flow of content is moderately good	Flow of content is bad	Total absence of flow of content	CO1 & CO4
3.	Timely Submission (20%)	0.20	On or before the date of submission	2 nd day of the Date of Submission	3 rd day of the Date of Submission	4 th day of the Date of Submission	Not submitted	CO1 & CO4
4.	References (Books, journals websites etc.) (10%)	0.10	Reference shows excellent relevance with topic	Good relevance	Moderate Relevance	No Relevance although specified	No references	CO1 & CO4
	Total 100 %							

Table 9: Rubrics for Quiz – I, Quiz – II & Quiz - III (4 Marks)

S.No.	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Understanding the Question (40%)	0.4	Students understand exceedingly well	Students understand adequately	Students understand marginal	Students understand wrongly	Students fail to understand	CO2, CO3 & CO5
2	Answering within the time schedule (30%)	0.3	Students answering level within the stipulated time.	Students answering level exactly in stipulated time	Students answers but not in stipulated time	Students fails to answer in stipulated time	Students do not answer.	CO2, CO3 & CO5
3	Answering with proper explanation (30%)	0.3	Answer with proper explanation	Answer with inadequate explanation	Answer with improper explanation	Answer with irrelevant explanation	Answer without explanation	CO2, CO3 & CO5
	Total 100%							

Table 10: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	INTRODUCTION TO PROJECT MANAGEMENT						
	1.1	Aims and Objectives, Introduction, Specification of Project, Definition of Project Management	PPT	Class Room	Cog. (Rem)	2	1
	1.2	Essentials of a Good Project, Functional Aspects of Project Management, Systems Approach to Project Management	PPT	Class Room	Cog. (Rem)	2	1
	1.3	Project Life Cycle: Introduction, Phases of Project Life Cycle, Project Cycle Management, The Traditional Constraints,	PPT	Class Room	Cog. (Rem)	3	1
	1.4	Project Control Variables, Project Environment.	PPT	Class Room	Cog. (Rem)	2	1
		TOTAL				09	
2	PROJECT PLANNING						
	2.1	Aims and Objectives, Introduction, Strategic Planning for Projects	PPT	Class Room	Cog. (Und)	2	2
	2.2	Dimensions of Strategic Planning, Characteristics of Dimensions	PPT	Class Room	Cog. (Und)	3	2
	2.3	Project Planning Process,	PPT	Class	Cog. (Und)	4	2

		Managing the Planning Process		Room			
		TOTAL				09	
3	NETWORKS AND PROJECT EVALUATION REVIEW TECHNIQUE (PERT)						
	3.1	Introduction, Network Concept, Concept of Event, Definition of Activity, Dummy Activity, Numbering of Events	PPT	Class Room	Cog. (Und)	3	3
	3.2	Controlling, Rules for Drawing a Network, Master Network, Advantages of Network Planning	PPT	Class Room	Cog. (Und)	3	3
	3.3	PERT Terminology and Conventions, Implementing PERT	PPT	Class Room	Cog. (Und)	3	3
		TOTAL				09	
4	PROJECT FINANCING						
	4.1	Aims and Objectives, Introduction - Project Finance, Means of Financing, Debt-equity Ratio	PPT	Class Room	Cog. (Und)	4	4
	4.2	Debt, Equity Share, Different Sources Falling under 'Equity and Preference Share Capital	PPT	Class Room	Cog. (Und)	5	4
		TOTAL				09	
5	PROJECT IMPLEMENTATION						
	5.1	Aims and Objectives, Introduction, Project Implementation Stages, Initiation, Planning and Design, Production or	PPT	Class Room	Cog. (Und)	3	5

		Execution, Closing and Maintenance, Bottle Necks in Project Implementation					
	5.2	External Factors, Internal Factors, Guidelines for Effective Implementation	PPT	Class Room	Cog. (Und)	3	5
	5.3	Management Techniques for Project Management, Plan, Programme, Project, Issues in Strategy Implementation	PPT	Class Room	Cog. (Und)	3	5
		TOTAL				09	
		GRAND TOTAL				45	

COURSE CODE		XBA602		L	T	P	C
COURSE NAME		INTERNATIONAL BUSINESS		3	0	0	3
PREREQUISITE:		Nil		L	T	P	H
C:P:A		3 : 0 : 3		3	0	0	3
COURSE OUTCOMES				Domain		Level	
CO1	Explain the importance International Business			Cognitive		Understanding	
CO2	Explain the export performance of India Promotions and problems in Exporting			Cognitive		Understanding	
CO3	Explain recent trends in global business and Impact in India			Cognitive		Understanding	
CO4	Summarize the role of MNCs and International trade in India			Cognitive		Understanding	
CO5	Summarize the social responsibilities of business to different sectors			Cognitive		Understanding	
UNIT I: INTERNATIONAL BUSINESS : AN OVERVIEW08							
Types of International Business–Domestic and International Business – Economic and Political Environment - Cultural Environment - Recent World Trade and Foreign Investment Trends							
UNIT II: INDIAN EXPORT PERFORMANCE12							
Problems in export trade – Export promotion in India – Export promotion incentives – EPZ & FTZ – 100% EOU – Export Houses – Star Export Houses -Trading Houses – Star Trading Houses – Super Star Trading Houses							
UNIT III: GLOBALIZATION OF BUSINESS08							
Recent Trends – Implications – Policy Options–Liberalization and Integration with the Global Economy – Impact of Privatization in India							
UNIT IV: MNCs and International Trade10							
MNC - Meaning – Dominance of MNCs – MNCs and International Trade - Models – MNCs in India							
UNIT V: SOCIAL RESPONSIBILITY OF BUSINESS07							
Responsibilities to different Sectors – Environmental Issues – Labor Issues							
LECTURE		TUTORIAL		PRACTICAL		TOTAL	
45		0		0		45	

TEXT BOOK

REFERENCE

- 1.Francis Cherunilam: ‘International Business’ (EEE), PHI – New Delhi – 2004 (Chapters 5, 9, 20, 24 & 26)
2. International Business – By Rakesh Mohan Joshi, Oxford University Press, Chennai.
3. International Business – By Donald A Ball and others, India Edition, TATA Mcgraw Hill.
4. International Business – S. Shajahan, Macmillan India Ltd., Chennai. 5. International Business – Justin Paul, PHI Learning Pvt. Ltd. New Delhi.

Table 1: Mapping of COs with Pos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	2					1	2
CO2	2	2	2					1	2
CO3	2	2	2					1	2
CO4	2	2	2					1	1
CO5	2	3	2					1	3
Total	10	10	10	0	0	0	0	5	10
Scaled	2	2	2	0	0	0	0	1	2

1-5 →1, 6-10 →2, 11-15 →3

0 – No Relation, 1- Low Relation, 2- Medium Relation, 3- High Relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA 3	20	4	4	4	4	4
CA 4	50	9.5	9.5	12	9.5	9.5
Total	100	21	21	23.5	21	13.5

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.70	0.6	0.75	0.6	0.35

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks			
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks			
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks			
Total 50 Marks	25 Marks	25 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%)

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			6 Marks	4 Marks	
Part – B 5 x2 marks =10 marks			4 Marks	6 Marks	
Part – C 2 x15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 6: Mapping Course Outcome with Assessment for CA3 (20%)

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment – I	4	4				
Quiz – I	4		4			
Quiz – II	4			4		
Assignment – II	4				4	
Quiz – III	4					4

Total	20	4	4	4	4	4
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Table 7: Mapping Course Outcome with Assessment for CA4 (50%)

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 4x15 marks = 60 marks	15 Marks	15 Marks	15 Marks	-	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	-	-	-	20 Marks	-
Total 100 Marks	19 Marks	19 Marks	19 Marks	24 Marks	19 Marks

Table 8: Rubrics for Assignment I & II (4 Marks)

S.No.	Criterion	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity (40%)	0.40	Very clear	Clear	Adequately clear	Moderately clear	Unclear	CO1 & CO4
2.	Content Organization (30%)	0.30	Flow of content is well organized	Flow of content is good	Flow of content is moderately good	Flow of content is bad	Total absence of flow of content	CO1 & CO4
3.	Timely Submission (20%)	0.20	On or before the date of submission	2 nd day of the Date of Submission	3 rd day of the Date of Submission	4 th day of the Date of Submission	Not submitted	CO1 & CO4
4.	References (Books, journals websites etc.) (10%)	0.10	Reference shows excellent relevance with topic	Good relevance	Moderate Relevance	No Relevance although specified	No references	CO1 & CO4
	Total 100 %							

Table 9: Rubrics for Quiz – I, Quiz – II & Quiz - III (4 Marks)

S.No.	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Understanding the Question (40%)	0.4	Students understand exceedingly well	Students understand adequately	Students understand marginal	Students understand wrongly	Students fail to understand	CO2, CO3 & CO5

2	Answering within the time schedule (30%)	0.3	Students answering level within the stipulated time.	Students answering level exactly in stipulated time	Students answers but not in stipulated time	Students fails to answer in stipulated time	Students do not answer.	CO2, CO3 & CO5
3	Answering with proper explanation (30%)	0.3	Answer with proper explanation	Answer with inadequate explanation	Answer with improper explanation	Answer with irrelevant explanation	Answer without explanation	CO2, CO3 & CO5
	Total 100%							

Table 10: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	INTERNATIONAL BUSINESS : AN OVERVIEW						
	1.1	Types of International Business– Domestic and International Business – Economic and Political Environment	PPT	Class Room	Cog. (Rem)	5	1
	1.2	Cultural Environment - Recent World Trade and Foreign Investment Trends.	PPT	Class Room	Cog. (Rem)	3	1
		TOTAL				08	
2	INDIAN EXPORT PERFORMANCE						
	2.1	Problems in export trade – Export promotion in India – Export promotion incentives	PPT	Class Room	Cog. (Und)	4	2
	2.2	EPZ & FTZ – 100% EOU – Export Houses – Star Export Houses	PPT	Class Room	Cog. (Und)	4	2
	2.3	Trading Houses – Star Trading	PPT	Class	Cog. (Und)	4	2

		Houses – Super Star Trading Houses		Room			
		TOTAL				12	
3	GLOBALIZATION OF BUSINESS						
	3.1	Recent Trends – Implications – Policy Options	PPT	Class Room	Cog. (Und)	3	3
	3.2	Liberalization and Integration with the Global Economy	PPT	Class Room	Cog. (Und)	3	3
	3.3	Impact of Privatization in India	PPT	Class Room	Cog. (Und)	2	3
		TOTAL				08	
4	MNCs AND INTERNATIONAL TRADE						
	4.1	MNC - Meaning – Dominance of MNCs	PPT	Class Room	Cog. (Und)	5	4
	4.2	MNCs and International Trade - Models – MNCs in India	PPT	Class Room	Cog. (Und)	5	4
		TOTAL				10	
5	SOCIAL RESPONSIBILITY OF BUSINESS						
	5.1	Responsibilities to different Sectors	PPT	Class Room	Cog. (Und)	3	5
	5.2	Environmental Issues – Labor Issues	PPT	Class Room	Cog. (Und)	4	5
		TOTAL				07	
		GRAND TOTAL				45	

COURSE CODE		XBA603	L	T	P	C
COURSE NAME		CONSUMER BEHAVIOUR	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0.3	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Know</i> the concept of consumer behavior.		Affective Cognitive		Receiving Understanding	
CO2	<i>Identify</i> the internal influencing factor.		Cognitive		Understanding Analysing	
CO3	<i>Identify</i> the external influencing factor.		Affective Cognitive		Receiving Analysing	
CO4	<i>Analyze</i> the purchase decision process.		Cognitive		Understanding	
CO5	<i>Recognize</i> the concept of consumerism.		Cognitive		Understanding	
UNIT I: Introduction						7
Introduction - Concept of Consumer Behavior - Need, Importance - Inter disciplinary approach - Buying roles and Motives - Characteristics of Indian Consumer - challenges in predicting consumer behavior.						
UNIT II: Internal Influences						11
Internal Influences - Foundation of Individual Behavior - Psychological factors: Motivation and Personality – Perception - Consumer learning - Attitudes.						
UNIT III: External Influences						8
External Influences - Culture and Consumer Behavior - Role of Family – References group: Role of Celebrities – Word of Mouth - Opinion leadership.						
UNIT IV: Purchase Decision						11
Purchase Decision Process - Consumer Decision Making - Models of consumer behavior - Consumer involvement Purchase and Post Purchase Processes - Organizational Consumer Behaviour.						
UNIT V: Consumerism						8
Consumerism - Diffusion of Innovation - Managing Dissonance - Online purchase decision process - Emerging Issues – Ethical issues.						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
45		0		0		45

TEXT BOOKS

1. Leon Schiffman and Leslie Kanuk, Consumer Behaviour, Prentice Hall, New Delhi.

REFERENCES

1. Del, Roger, Kenneth and Amit, Consumer Behaviour, Tata McGraw Hill, New Delhi.

2. Ramesh Kumar, Consumer Behaviour, Pearson, New Delhi.

3. Satish K Batara and Kazmi, Consumer Behaviour, Excel Books, New Delhi.

4. Ramanuj Majumdar, Consumer Behaviour, Prentice Hall, New Delhi.

5. Della and Bitta, Consumer Behaviour: Concepts & Applications, Tata McGraw Hill.

6. Wayne Hoyer and Deborah Macinnis, Consumer Behavior, Houghton Mifflin Company, Newyork. 8. Henry Assael, Consumer behaviour strategic approach Biztantra, New Delhi.

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	2	2	1				
CO2	2	2	2	2	1				
CO3	2	2	2	2	1				
CO4	2	2	2	2	1				
CO5	2	2	2	2	1				
Total	10	10	10	10	5	0	0		0
Scaled	2	2	2	2	1	0	0		0

0 – No relation 1- Low relation 2- Medium relation 3 – High relation

Table 1: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks	--	--	
Part – B 5 x 2 marks =10 marks	6 Marks	4 Marks	--		
Part – C 2 x 15 marks =30 marks	15 Marks	15 Marks	--		
Total 50 Marks	25 Marks	25 Marks			

Table 2: PI Versus CO Mapping

- 1.1 Knowledge of Consumer Behavior to survive the in the regular life and society.
- 2.1 Acquire knowledge of the latest techniques in different market.
- 3.1 Understand the various forms markets with demand & supply changes.
- 4.1 Communicate effectively with the stakeholders in the society.
- 5.1 Analyze the problems in the society related to costs and cost curves and learn to solve the problems with the knowledge acquired.
- 6.1 Learn the various terms in National Income and methods to calculate.
- 7.1 Apply the latest principles in trade cycles and take up the social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development with related to real and money income.
- 9.1 Possess the ability to engage in lifelong learning.

PI	CO1	CO2	CO3	CO4	CO5
1.1.1				1	1
2.1.1					1
3.1.1			2	1	1
4.1.1.	1			2	3
6.1.1.			1		
7.1.1.	1		2		
8.1.1.	1	1	1		1
9.1.1	1		2	2	

Table 2: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			4 Marks	6 Marks	
Part – B 5 x 2 marks =10 marks			6 Marks	4 Marks	
Part – C 2 x 15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 3: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Test-I	4	4				
Assignment-I	3		3			
Report on Current Trends in Computer	5			5		
Assignment II	4				4	
Seminar	4					4
Total	20	4	3	5	4	4

Table 4: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	1 Marks	3 Marks	1 Marks	3 Marks
Part – B 5 x 2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 2 x 15 marks =30 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	8Marks	-	-	-	12 Marks
Total 100 Marks	20 Marks	18 Marks	12 Marks	18 Marks	32 Marks

Table 5: Rubrics for Assignment :

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	2,4
2.	Support by diagram, programs,	0.30	Assignment supported in body of	Assignment well-supported in	Assignment generally supported in	Assignment supported in body of paper	No diagrams or programs or examples	2,4

	examples etc (30%)		paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	body of paper by facts, examples, illustrations though support may not be as vivid as the “A” essay.	body of paper by facts, examples, details. No more than one paragraph with inadequate support.	by few facts, examples, details. More than one paragraph with inadequate support.	etc	
3.	Timely Submission (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	2,4
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	2,4
	Total = 100%							

Table 6: Rubrics for Seminar (5 Marks):

S.N o.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	0.15	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3,4, 5
2.	Thinking and Inquiry	0.25	Seminar exhibited	Seminar exhibited	Seminar exhibited	Seminar exhibited		1,2,3,4, 5

	(25%)		impartiality with a high degree of success	impartiality with limited success	impartiality with some success	impartiality with considerable success		
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted in information being communicated orally with high degree of effectiveness	Language and/or delivery resulted in information being communicated orally with limited effectiveness	Language and/or delivery resulted in information being communicated orally with some effectiveness	Language and/or delivery resulted in information being communicated orally with considerable effectiveness		1,2,3,4,5
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner Very effective facilitation of class discussion	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion		1,2,3,4,5
	Total = 100	1						

Table 7: Rubrics for Test

Sl No	Criterion	Marks	100	75	50	25	0	Relation with CO
1	Content 50%	0.5x100	Excellent clarity	Good Clarity	Adequate clarity	Less adequate	Lack of clarity	1
2	Logical Reasoning 30%	0.3x100	Excellent	Very good	Good	could be better	Need to improve	1
3	Organization 10%	0.1x100	Excellent organization	Very good Organization	good organization	organization could be better	Organization needs improvement	1
4	Presentation 10%	0.1x100	Excellent and neat presentation	Very good	Good	could be better	need to be improved	1
	Total 100%	100x(5) / 100 = 5						

Table 8: Rubrics for Report

Criterion	Marks	Excellent 100	Very Good 75	Good 50	Fair 25	Satisfactory 0	Relation to CO's
Understanding concept 30%	0.3 x100	Topic understanding and content delivery are good	Topic understanding is good and content delivery is fair	Topic understanding is fair and content delivery is good	Topic understanding and content delivery are fair	Not presented	3
Organization 20%	0.3x10 0	Verbal and pronunciation are good	Verbal skill is good and pronunciation is fair	Verbal skill is fair and pronunciation is good	Verbal and pronunciation is fair	Not presented	3
Report 20%	0.2x10 0	Proper dress code, high level of confidence, good eye contact.	Proper dress code, good confidence level, poor eye contact.	Fair dress code, fair confidence level and good eye contact	Fair dress code, fair confidence level and poor eye contact.	Not presented	3
On time Submission 20%	0.2x10 0	Neat and legible report writing on time	Neat and legible report writing and not on time	Fair report writing on time	Fair report writing and not on time	Not presented	3
Total 100%	100 x (5)/ 100 =5						

Table 9: Rubrics for Assignment I (6 Marks)& Assignment II (6Marks):

S.No.	Criterion	Scale	100	75	50	25	0	Relation to CO
1.	Topic coverage (40%)	0.40	100 % completion	75% completion	50% completion	25% completion	Topic is not relevant	1,2,3,4
2.	Presentation (30%)	0.30	Explanation with excellent concept clarity and neatness	Explanation with good concept clarity and neatness in	Explanation with moderate concept clarity	Concept clarity is not up to the expected	No relation to the questions given.	1,2,3,4

			in writing	writing		level		
3.	Date of Submission (20%)	0.20	On or before the date of submission	2 nd day of the Date of Submission	3 rd day of the Date of Submission	4 th day of the Date of Submission	Not submitted	1,2,3,4
4.	References (Books, journals websites etc.) (10%)	0.10	Reference shows excellent relevance with topic	Good relevance	Moderate Relevance	No Relevance although specified	No references	1,2,3,4
	Total 100 %							

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	1.1	Introduction - Concept of Consumer Behavior	PPT, Chalk & Board	Class Room	Cog.(Und)	1	1
	1.2	Need-Importance	PPT Chalk & Board	Class Room	Cog.(Und)	1	1
	1.3	Inter disciplinary approach	PPT Chalk & Board	Class Room	Cog.(Und)	1	1
	1.4	Buying roles and Motives	PPT, Chalk & Board	Class Room	Cog.(Und)	2	1
	1.5	Characteristics of Indian	PPT, Chalk &	Class Room	Cog.(Und)	1	1

		Consumer	Board				
	1.6	challenges in predicting consumer behavior	PPT, Chalk & Board	Class Room	Cog.(Und)	1	1
		CA3 Component Assignment 1					1,2
		TOTAL				07	
2	2.1	Internal Influences	PPT Chalk & Board	Class Room	Cog.(Und, Analyse)	1	2
	2.2	Foundation of Individual Behavior	PPT, Chalk & Board	Class Room	Cog.(Und, Analyse)	2	2
	2.3	Psychological factors: Motivation and Personality	PPT, Chalk & Board	Class Room	Cog.(Und, Analyse)	2	2
	2.4	Perception	PPT, Chalk & Board	Class Room	Cog.(Und, Analyse))	2	2
	2.5	Consumer learning	Chalk & Board	Class Room	Cog.(Und, Analyse)	2	2
	2.6	Attitudes	Chalk & Board	Class Room	Cog.(Und, Analyse))	2	2
		CA3 Component Assignment 1			Cog.(Und) Cog.(Und, Analyse)		1,2
		TOTAL			Cog.(Und)	11	

3	3.1	External Influences	PPT Chalk & Board	Class Room	Cog.(Und, Analyse)	2	3
	3.2	Culture and Consumer Behavior	PPT Chalk & Board	Class Room	Cog.(Und, Analyse)	1	3
	3.3	Role of Family	PPT Chalk & Board	Class Room	Cog.(Und, Analyse)	2	3
	3.4	References group: Role of Celebrities	Chalk & Board	Class Room	Cog.(Und, Analyse)	1	3
	3.5	Word of Mouth	PPT, Chalk & Board	Class Room	Cog.(Und, Analyse)	1	3
	3.6	Opinion leadership	Chalk & Board	Class Room	Cog.(Und, Analyse)	1	3
		CA3 Component Assignment II			Cog.(Und)		3,4
		TOTAL			Cog.(Und)	8	
4	4.1	Purchase Decision Process	PPT Chalk & Board	Class Room	Cog.(Und)	2	4
	4.2	Consumer Decision Making	PPT Chalk & Board	Class Room	Cog.(Und)	2	4
	4.3	Models of consumer behavior	PPT Chalk & Board	Class Room	Cog.(Und)	2	4
	4.4	Consumer involvement Purchase	PPT Chalk & Board	Class Room	Cog.(Und)	2	4

	4.5	Post Purchase Processes	PPT Chalk & Board	Class Room	Cog.(Und)	1	4
	4.6	Organizational Consumer Behaviour	PPT Chalk & Board	Class Room	Cog.(Und)	2	4
		CA3 Component Assignment II			Cog.(Und)		3,4
		TOTAL				11	
5	5.1	Consumerism	PPT Chalk & Board	Class Room	Cog.(Und)	2	5
	5.2	Diffusion of Innovation	PPT Chalk & Board	Class Room	Cog.(Und)	1	5
	5.3	Managing Dissonance	PPT Chalk & Board	Class Room	Cog.(Und)	1	5
	5.4	Online purchase decision process	PPT Chalk & Board	Class Room	Cog.(Und)	1	5
	5.5	Emerging Issues	PPT Chalk & Board	Class Room	Cog.(Und)	2	5
	5.6	Ethical issues	PPT Chalk & Board	Class Room	Cog.(Und)	1	5
		CA3 Component Class Test			Cog.(Und)		5
		TOTAL				8	
		Grand Total				45	

COURSE CODE	XBA604	L	T	P	C
COURSE NAME	ENTREPRENEURSHIP DEVELOPMENT	3	0	0	3
PREREQUISITES	NIL	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COURSE OUTCOMES

Cos	Outcome	Domain	Level
CO1	<i>Understand</i> the concept of Entrepreneurship	Cognitive	Understanding
CO2	<i>Understand</i> the concept of Small Business	Cognitive	Understanding
CO3	<i>Explain</i> how to establish business idea	Cognitive	Understanding
CO4	<i>Understand</i> the concept of financial analysis	Cognitive	Understanding
CO5	<i>Understand</i> the policy incentive for entrepreneurial growth, small-scale industrial policy	Cognitive	Understanding

SYLLABUS

UNIT	CONTENT	Hours Allotted
I	ENTREPRENEURSHIP - AN INTRODUCTION Meaning - Origin of the term - Definition - Application of the terms to Business - Characteristics of an Entrepreneur - Need, Role and Importance of Entrepreneurship - Scope of Entrepreneurial Development - Limitations.	07
II	CHARACTERISTICS OF AN ENTEPRENEUR Introduction - Characteristics features of successful Indian Entrepreneurs - Differences between an Entrepreneur and a Manager - Difference between an Entrepreneur and an Intrapreneur - Relationship between the terms Entrepreneur, Entrepreneurial and Entrepreneurship - Difference between a Scientist, Inventor and Entrepreneur - Relationship between Entrepreneur and Enterprise - Difference between Entrepreneur and Enterprise - Difference between a Self-employed person and Entrepreneur - Common Myths on Entrepreneur	08
III	CLASSIFICATION OF ENTREPRENEURS Innovative Entrepreneurs - Imitative or Adaptive Entrepreneurs - Fabian Entrepreneurs - Drone Entrepreneurs - Types of Entrepreneurs - Classification according to type of Business - Classification according to Technology - Classification according to Motivation - Classification according to Growth -	10

	Classification according to the stages of development - Classification according to the chosen path				
IV	FACTORS INFLUENCING ENTREPRENEURSHIP Factors influencing the emergence of Entrepreneurship - Internal Factors - Family Atmosphere - Categories of Internal factors - External Factors - Political Environment - Social and Cultural Environment - Economic Environment - Legal Environment - Lay Off, Retrenchment and Closure - Technological Environment - Government and Non Government Policies, programmes and incentives - Barriers to Entrepreneurship				10
V	WOMEN ENTREPRENEURS & RURAL ENTREPRENEURSHIP Women Entrepreneurs - Definition - Problems of Women Entrepreneurs - Steps to encourage women entrepreneurs - Business Opportunities for Women Entrepreneurs - Future of Women Entrepreneurs - Rural Entrepreneurship - Definition - Problems of Rural Entrepreneurship - Overcoming the problems of Rural Entrepreneurship - Relationship between Rural and Urban Markets - Steps to promote Rural Entrepreneurship - Future of Rural Entrepreneurs.				10
		Lecture	Tutorial	Total	45
		45Hours	0 Hours	45Hours	

Text Book

Jayashree Suresh, Entrepreneurial Development, Margham Publications.

Reference Books

1. Essentials of Entrepreneurship and Small Business Management (6th Edition) by Norman M. Scarborough (Paperback - Jan 13, 2010)
2. Entrepreneurship and Small Business Management, Student Edition by Glencoe McGraw-Hill (Hardcover - Feb 24, 2005)
3. Vasant Desai, Dynamics of Entrepreneurship Development, Star Publication, New Delhi.

Mapping COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1					1	2	1

CO2	2	1							1
CO3	2	1					1		1
CO4	2	2							1
CO5	2	2							1
Total	10	7	0	0	0	0	2	2	5
Scaled	2	2	0	0	0	0	1	1	1

0 – No relation

1- Low relation

2- Medium relation

3 – High relation

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	15	7.5	7.5			
CA 2	15			7.5	7.5	
CA3	20	3	3	3	3	8
CA 4	50	9.5	9.5	9.5	9.5	12
Total	100	20	20	20	20	20

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.6	0.6	0.6	0.6	0.6

Table 4: Mapping Course Outcome with Assessment for CA1 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	4 Marks	6 Marks			
Part – B 5 x2 marks =10 marks	6 Marks	4 Marks			
Part – C 2 x15 marks =30 marks	15 Marks	15 Marks			
Total 50 Marks	25 Marks	25 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (50 mark – 15%):

Category	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks			6 Marks	4 Marks	
Part – B 5 x2 marks =10 marks			4 Marks	6 Marks	
Part – C 2 x15 marks =30 marks			15 Marks	15 Marks	
Total 50 Marks			25 Marks	25 Marks	

Table 6: Mapping Course Outcome with Assessment for CA3 (20%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment-I	6	3	3			
Assignment-II	6			3	3	
Seminar	8					8
Total	20	3	3	3	3	8

Table 7: Mapping Course Outcome with Assessment for CA4 (50%):

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ 10x1 = 10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – B 5 x2 marks =10 marks	2 Marks	2 Marks	2 Marks	2 Marks	2 Marks
Part – C 4x15 marks = 60 marks	15 Marks	15 Marks	15 Marks	15 Marks	
Part – D (Compulsory Question) 1 x20 marks =20 marks					20 Marks
Total 100 Marks	19	19	19	19	24

Table 8: Rubrics for Assignment I (6 Marks)& Assignment II (6Marks):

S.No.	Criterion	Scale	100	75	50	25	0	Relation to CO
1.	Topic coverage (40%)	0.40	100 % completion	75% completion	50% completion	25% completion	Topic is not relevant	1,2,3,4
2.	Presentation (30%)	0.30	Explanation with excellent concept clarity and neatness in writing	Explanation with good concept clarity and neatness in writing	Explanation with moderate concept clarity	Concept clarity is not up to the expected level	No relation to the questions given.	1,2,3,4
3.	Date of Submission (20%)	0.20	On or before the date of submission	2 nd day of the Date of Submission	3 rd day of the Date of Submission	4 th day of the Date of Submission	Not submitted	1,2,3,4
4.	References (Books, journals websites etc.) (10%)	0.10	Reference shows excellent relevance with topic	Good relevance	Moderate Relevance	No Relevance although specified	No references	1,2,3,4
	Total 100 %							

Table 9: Rubrics for Seminar (8 Marks):

S . N o .	Criteria	Scale	100	75	50	25	0	Relation to CO
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1	Presentation (40%)	0.4	Good Slide preparation. Student addressed the topic very well and is able to work with few or no notes without seeing any handouts	Well prepared for most of the part. Good presentation without seeing or moderately using handouts.	Delivery of the seminar prepared with adequate information but often seeing the handouts and slides	Unorganized delivery of the seminar by seeing handouts and slides	Not presented	5
2	Seminar Content (40%)	0.4	Well prepared with excellent references and elaborate explanations/diagrams /videos/demos/photos	Well prepared without elaborate explanation	Moderately relevant	Not up to the expected level	No Relevance with respect to the topic	5
3	Communication (10%)	0.1	Good at Oral Good Eye to Eye Contact.	Moderately Good at Oral. Good or Moderate Eye to Eye contact	Moderately Good at Oral but no Eye to eye contact	Adequate at Oral. No Eye to Eye Contact	Not Good at Oral irrespective of Eye to Eye Contact	5
4	Q& A (10%)	0.1	Answered 80% of questions properly	Answered 60% questions properly	Answered 40% properly	Answered 20% Properly	Could not answer any questions properly	5
	Total 100%							

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to Cos
1	ENTREPRENEURSHIP - AN INTRODUCTION						
	1.1	Meaning - Origin of the term – Definition	Chalk & Board ,PPT	Class Room	Cog. (Und)	01	1
	1.2	Application of the terms to Business	Chalk & Board, PPT	Class Room	Cog. (Und)	01	1
	1.3	Characteristics of an Entrepreneur.	Chalk & Board	Class Room	Cog. (Und)	01	1
	1.4	Need, Role and Importance of	Chalk & Board	Class Room	Cog. (Und)	02	1

		Entrepreneurship -					
	1.5	Scope of Entrepreneurial Development – Limitations	Chalk & Board	Class Room	Cog. (Und)	02	1
		CA3 Component Assignment 1			Cog(Und)		1,2
		TOTAL				07	
2	CHARACTERISTICS OF AN ENTEPRENEUR						
	2.1	Introduction - Characteristics features of successful Indian Entrepreneurs - Differences between an Entrepreneur and a Manager	Chalk & Board ,PPT	Class Room	Cog. (Und)	02	2
	2.2	Difference between an Entrepreneur and an Intrapreneur - Relationship between the terms Entrepreneur, Entrepreneurial and Entrepreneurship	Chalk & Board	Class Room	Cog. (Und)	02	2
	2.3	Difference between a Scientist, Inventor and Entrepreneur	Chalk & Board	Class Room	Cog. (Und)	01	2
	2.5	Relationship between Entrepreneur and Enterprise - Difference between Entrepreneur and Enterprise	Chalk & Board	Class Room	Cog. (Und)	02	2
	2.6	Difference between a Self-employed person and Entrepreneur - Common Myths on Entrepreneur	Chalk & Board	Class Room	Cog. (Und)	01	2
	2.7	CA3 Component Assignment I					1,2

		TOTAL					08	
3	CLASSIFICATION OF ENTREPRENEURS							
	3.1	Innovative Entrepreneurs - Imitative or Adaptive Entrepreneurs - Fabian Entrepreneurs - Drone Entrepreneurs - Types of Entrepreneurs	Chalk & Board	Class Room	Cog. (Und)	03	3	
	3.2	Classification according to type of Business - Classification according to Technology	Chalk & Board	Class Room	Cog. (Und)	03	3	
	3.3	Classification according to Motivation - Classification according to Growth	Chalk & Board ,ICT	Class Room	Cog. (Und)	02	3	
	3.4	Classification according to the stages of development - Classification according to the chosen path	Chalk & Board ,ICT	Class room	Cog. (Und)	02	3	
	3.6	CA3 Component Assignment II			Cog. (Und)		3,4	
		TOTAL					10	
4	FACTORS INFLUENCING ENTREPRENEURSHIP							
	4.1	Factors influencing the emergence of Entrepreneurship - Internal Factors - Family Atmosphere - Categories of Internal factors	Chalk & Board	Class Room	Cog. (Und)	02	4	
	4.2	External Factors - Political Environment - Social and Cultural Environment - Economic Environment - Legal Environment	Chalk & Board	Class Room	Cog. (Und)	03	4	

	4.3	Lay Off, Retrenchment and Closure - Technological Environment	Chalk & Board , ICT	Class Room	Cog. (Und)	02	4
	4.4	Government and Non Government Policies, programmes and incentives	Chalk & Board , ICT	Class Room	Cog. (Und)	02	4
	4.5	Barriers to Entrepreneurship	Chalk & Board , ICT	Class Room	Cog. (Und)	01	4
		CA3 Component Assignment II					3,4
		TOTAL				10	
5	WOMEN ENTEPRENEURS & RURAL ENTREPRENEURSHIP						
	5.1	Women Entrepreneurs - Definition	Chalk & Board	Class Room	Cog. (Und)	01	5
	5.2	Problems of Women Entrepreneurs - Steps to encourage women entrepreneurs - Business Opportunities for Women Entrepreneurs- Future of Women Entrepreneurs	Chalk & Board	Class Room	Cog. (Und)	04	5
	5.3	Rural Entrepreneurship - Definition - Problems of Rural Entrepreneurship - Overcoming the problems of Rural Entrepreneurship	Chalk & Board ,ICT	Class Room	Cog. (Und)	03	5
	5.4	Relationship between Rural and Urban Markets - Steps to promote Rural Entrepreneurship - Future of Rural Entrepreneurs	Chalk & Board ,ICT	Class Room	Cog. (Und)	02	5

		CA3 Component Seminar	PPT	Class Room	Cog. (Und)		5
		TOTAL				10	