DEPARTMENT OF MANAGEMENT STUDIES

Periyar Nagar, Vallam, Thanjavur - 613 403, Tamil Nadu, India Phone: +91 - 4362 - 264600 Fax: +91- 4362 - 264660 Email: headmba@pmu.edu Web: www. pmu.edu





CURRICULUM & SYLLABUS

(For the candidates admitted from 2016-17 onwards Based on Outcome Based Education)

FOR

Masters of Business Administration DEGREE PROGRAMME

PERIYAR MANIAMMAI INSITUTE OF SCIENCE & TECHNOLOGY

UNIVERSITY VISION

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

UNIVERSITY MISSION

UM1: Offering well balanced programmes with scholarly faculty and state-ofart 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 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

PEO1	Graduates will successfully apply management theory in their employment for
	solving problems of industry and society.
PEO2	Graduates will be skill full and knowledgeable to start and manage new ventures
	successfully.
PEO3	Graduates will pursue higher education and engage in research in the field of
	management.
PEO4	Graduates will practice their profession with honesty and integrity.

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

	PEO 1	PEO 2	PEO 3	PEO 4	Total
DM1	3	1	2	0	6
DM2	3	1	2	0	6
DM3	1	3	0	1	5
DM4	2	1	3	0	6
DM5	0	1	1	3	5

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

GRADUATE ATTRIBUTES

- 1. Scholarship of Knowledge: Acquire in-depth knowledge of specific discipline or professional area, including wider and global perspective, with an ability to discriminate, evaluate, analyze and synthesize existing and new knowledge, and integration of the same for enhancement of knowledge.
- 2. Critical Thinking: Analyze complex problems critically, apply independent judgment for synthesizing information to make intellectual and/or creative advances for conducting research in a wider theoretical, practical and policy context.
- 3. **Problem Solving**: Think laterally and originally, conceptualize and solve problems, 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, demonstrate higher order skill and view things in a broader perspective, contribute individually/in group(s) to the development of knowledge.
- **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**: Possess knowledge and understanding of group dynamics, recognize opportunities and contribute positively to collaborative-multidisciplinary research, 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.
- 11. Independent and Reflective Learning: Observe and examine critically the outcomes of one's actions and make corrective measures subsequently, and learn from mistakes without depending on external feedback.

PROGRAM OUTCOMES

Graduates of the MBA program should attain the following outcomes:

- 1. Knowledge of management theory to solve problems of industry and society.
- 2. Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3. Understand the local and global business environment and formulate business strategies.
- 4. Communicate effectively with the stakeholders in industry and society.
- Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6. Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. 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.
 - PSO1: Demonstrate understanding of rural business management.
 - PSO2: Demonstrate skills in statistical analysis of business research data.

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

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11
PO1	3	2	2	2	2	0	2	0	1	1	1

PO2	2	2	2	2	3	0	1	0	2	0	1
PO3	2	2	2	2	2	0	1	0	1	1	1
PO4	0	0	0	0	0	2	1	3	0	0	0
PO5	2	3	3	3	2	1	1	0	1	0	2
PO6	0	0	0	0	1	3	3	2	1	1	1
PO7	0	2	0	0	0	0	0	0	1	3	2
PO8	0	0	0	0	0	0	2	0	1	3	1
PO9	1	2	2	2	2	1	0	1	3	0	3
PSO1	2	2	2	2	0	0	3	0	0	2	0
PSO2	2	2	3	3	2	1	2	2	2	0	2

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	PSO1	PSO2
PEO 1	3	2	1	1	2	2	0	0	0	2	2
PEO 2	1	1	3	3	2	3	2	0	0	3	1
PEO 3	3	2	1	0	3	2	0	1	3	1	3
PEO 4	0	0	2	1	2	2	3	2	0	1	2

0- No Relation

1- Low Relation

2- Medium Relation

3- High Relation

M.B.A. (Dual Specialization) REGULATION – 2016

Revision 1 SEMESTER – I

Sub. Code	Name of the subject	L	T	P	C
	THEORY				
YBA 101	Speech and Business Communications	3	1	0	4
YBA 102	Organizational Behaviour	3	0	0	3
YBA 103	Economic Analysis and Business Environment	3	0	0	3
YBA 104	Accounting for Managers	4	0	0	4
YBA 105	Business Mathematics and Statistics	4	0	0	4
YBA 106	Business Legislation for Management	3	0	0	3
YBA 107	Business Ethics and Corporate Social Responsibilities (CSR)	3	0	0	3
YBA 108	Environmental and Disaster Management	3	0	0	3
	TOTAL	26	1	0	27

Total Credits: 27

SEMESTER – II

Course	Course Title	L	T	P	C
Code					
YBA 201	Financial Management	3	0	0	3
YBA 202	Human Resource Management	3	0	0	3
YBA 203	Marketing Management	3	0	0	3
YBA 204	Production and Operations Management	4	0	0	4
YBA 205	Management Information System	3	0	0	3
YBA 206	Research Methodology	3	0	0	3
YBA 207	Operations Research	4	0	0	4
YBA 208	Managerial Communication	3	0	0	3
	TOTAL	26	0	0	26

SEMESTER – III

Subject	Subject Title	L	T	P	C				
Code									
YBA301	Strategic Management	4	0	0	4				
	OPERATIONS - ELECTIVES								
YBAE67	Supply Chain and Logistics Management	3	0	0	3				
YBAE68	Product Design	3	0	0	3				
YBAE69	Quality Management	3	0	0	3				
YBAE70	Computer Integrated Manufacturing	3	0	0	3				
Total Hours	/Week=12		Tot	tal Cre	edits - 12				
FINANCE – ELECTIVES									
YBAE71	Investment Management	3	0	0	3				
YBAE72	Mergers and Acquisitions	3	0	0	3				
YBAE73	Tax Planning and Management	3	0	0	3				
YBAE74	Banking and Insurance Management	3	0	0	3				
Total Hours	/Week=12		Tot	tal Cre	edits - 12				
	HUMAN RESOURCE - ELECTIVE								
YBAE75	Training and Development	3	0	0	3				
YBAE76	Employee Relationship Management	3	0	0	3				
YBAE77	Compensation Management	3	0	0	3				
YBAE78	Labour Law	3	0	0	3				
Total Hours			Tot	tal Cre	edits - 12				
	MARKETING – ELECTIVES								
YBAE79	Sales and Distribution Management	3	0	0	3				
YBAE80	Retail Management and Services Marketing	3	0	0	3				
YBAE81	Consumer Behaviour	3	0	0	3				
YBAE82	Integrated Marketing Communication	3	0	0	3				
Total Hours	/Week=12		Total Credits - 12						
	SYSTEMS- ELECTIVES								
YBAE83	Data Mining for Business Intelligence	3	0	0	3				
YBAE84	Business Analysis and IT Consulting	3	0	0	3				
YBAE85	Enterprise Resource Planning	3	0	0	3				
YBAE86	Software Project Management	3	0	0	3				

Total Hours/Week=12

Total Credits – 12

Subject.	Subject Title	L	T	P	C
Code					
YBA401	Rural Business Management	3	0	0	3
YBA402	Entrepreneurship Development	3	0	0	3
YBA403	Project Management	3	0	0	3
YBA404	Business Research Project	0	0	0	17

Total Hours/Week=26

Total Credits-26

COURSE CODE	YBA101	L	T	P	C

F				-	-	=	•	
COURS	E NAME	SPEECH AND BUSINE	ESS	3	1	0	4	
		COMMUNICATION					<u> </u>	
	QUISITE	NIL		L	T	P	H	
C:P:A		3:1:1		3	1	0	5	
ļ	E OUTCO	MES		Domain		Level		
CO1		d describe how to make lly and in social situations.	*	Cogni an Psycho	d	Rem	nember	
CO2		he forms of language nd how to listen actively a		Cogn	itive	Und	erstand	
CO3		incorporate the modern s Communication	style of writing in	Cogn an Psycho	d		ication, wledge	
CO4	:	the proper tone of lang siness communication.	guage required in	Affec	etive		nalizing ılues	
CO5		course features in busines and exactness in language.	ss communication,	Cogn	itive	ive Comprehension n and application		
UNIT I -	PUBLIC S	SPEAKING					15	
for succe	ssful speech	c speaking; functions of on making; importance of purivate, and all other places	iblic speaking skills					
		OF SPEECHES					15	
analyzing Developi language	g the audier ng speech o used in v	eeches: manuscript, impronce and occasion; Developout line; Organization of arious types of speeches; es: tone, accent, rhythm, pa	oing ideas; finding a Speech; introduction Adapting the spee	ınd using ı, develo	g suppo	rting mand cor	naterials; nclusion;	
		SS COMMUNICATION					15	
Introduct memos a	ion to busi nd reports: l	ness communication; mod block letters, semi block le	dern developments		•	_	g letters,	
ļ		NG SKILLS					15	
The lang mail etc.	uage/tone us	sed in memos/minutes/tele	phone memos/ letter	s/assignı	ments; a	art of w	riting E-	
UNIT V - GRAMMAR USAGE & REPORT WRITING 15								
The use	of language	: active and passive voice;	the use of structure	s; discou	ırse fea	tures, p	ropriety,	
	, exactness Reports/ pro	, & other elements of languages, jects etc.	guage used in these	writings	; the fo	rmat of	various	
	TURE	TUTORIAL	PRACTICA	L		TOTA	$\overline{\mathbf{L}}$	

LECTURETUTORIALPRACTICALTOTAL4530075

Text books

- 1. Narayanaswamy V.R., Strengthen Your Writing, Orient Longman, New Delhi, 1992
- 2. Ghosh, R N; A Course in written English, Oxford Press, New Delhi, 2000
- 3. Jaya Sasikumar and Champa Tickoo. *Writing With A Purpose*, Oxford University Press, Paper Back 1995
- 4. Freeman, Sarah: Study Strategies. New Delhi: Oxford University Press, 1979. 13.
- **5.** Paul Gunashekar M.L. Tickoo, *Reading for Meaning*, S. Chand & Company Ltd. Sultan Chand & Company, 2000

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11
CO1	1	0	3	0	0	2	0	3	2	2	0
CO2	1	1	1	0	0	0	0	2	2	2	2
CO3	3	2	1	0	3	0	0	3	3	0	2
CO4	2	1	1	0	0	0	0	3	2	0	0
CO5	1	2	0	0	3	3	2	3	3	0	1
Total	8	6	6	0	6	5	2	14	12	4	5
Scaled to 0,1,2,3 scale	2	2	2	0	2	1	1	3	3	1	1

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

PI 4: 1 Experimental Investigation

1.1.1 Able to use the technical skills to conduct investigation, interpretation of observed data and provide solution for multifaceted problems.

PI 8: 1 High Ethical Standards

1.1.1 Practice ethical codes and standards endorsed by professional engineers.

PI 9: 1 Leadership and team work

1.1.1 Perform as an individual and as a leader in diverse teams and in multi-disciplinary scenarios.

PI 10: 1Communication Skills

1.1.1 Professional communication with the society to comprehend and formulate reports, documentation, effective delivery of presentation and responsible to clear instructions.

PI 11:1. Life-long learners:

1.1.1 Update the technical needs in a challenging world in equipping themselves to maintain their competence

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
4.1	1	1	3	2	1
8.1	3	2	3	3	3
9.1	2	2	3	2	3
10.1	2	2	0	0	0
11.1	0	2	2	0	1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	4	4	4	4	4

CA 2	30	5.5	5.5	5.5	5.5	8
CA 3	50	9	9	9	9	14
Total	100	20	20	20	20	20

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	C05
	Remember	0.25	0.25			
C=3	Understand					0.5
	Apply	0.25	0.50	0.50		
	Analyse		0.25	0.10		
	Evaluate					0.20
	Create			0.20		
	Perception		0.10			0.10
	Set				0.10	
P = 1	Guided response			0.25		
P = 1	Mechanism	0.10				
	Adaptation		0.10			
	Origination			0.25		
	Receive					0.10
	Respond	0.10		0.10	0.10	
A = 1	Value					0.10
	Organization	0.10		0.10	0.10	0.10
	Internalizing values		0.05			0.05

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations	4	4	4	4	4
Total 20 Marks	4	4	4	4	4

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Group Discussion	5	5.5				
Test	5		5.5			
Assignment	5			5.5		
Seminar	10				5.5	
Quiz	5					8
Total	30	5.5	5.5	5.5	5.5	8

<u>Table 7: Mapping Course Outcome with Assessment for CA3 (50%):</u>

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ $10x1 = 10$ marks	1 Marks	1 Marks	1 Marks	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 Group Discussion (5 Marks):

SI		Scale	100	75	50	25		Relatio
No	GD		100	75	50	25	0	n with CO
1	Listening 50%	0.5	Is always attentive to others when they speak.	to others when they	inattentive to others when they speak; distracts others' listening.	Is consistent ly inattentive to others when they speak for a wide variety of reasons.	No Progres s	1
2	Informati on Seeking Questions 30%		understand what is being said; questions are	what is being said; some questions may not be	when he or she does not understand what is being said; many questions are not pertinent and do not allow the speaker to	little or no interest in informati on being	No Progres s	1
3	Empathy 10%	0.1	others' shoes; accepts and understands the feelings and motivations	Puts self in others' shoes; accepts others' feelings, but does not understand others' motivation s; is	Accept others' feelings; does not understand others' motivations and shows no or little interest in seeking to understand others.	difficult to accept others' feelings;		1

				deeper understand ing, but does not take active steps.				
4	Eye Contact and Moveme nt 10%		maintains eye contact with the audience and good posture and body movement	maintain eye contact with good posture, unnecessar y movement	maintains eye contact with the audience occasionally loses eye contact,	maintain eye contact with the audience,	contact, no posture and no proper	1
5	Total	1						

Table 9: Rubrics for Assignment (5 Marks):

Sl · N o	Criterion	Scal e	100	75	50	25	0	Relatio n with CO
1	Content 30%	0.3	Given almost all content; writing is interestin g	Given key points; writing is interestin g	Given basic content; writing is understanda ble	Given portion of content	Complete ly off track / did not submit	3
2	Coherence 20%	0.2	Coherent and complete ly organize d	coherent and reasonab ly organize d	fairly coherent	some confusio n and vaguenes s	missed the point completel y	3
3	Sources 20%	0.2	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	3
4	Presentati on 20%	0.2	Neat and error free	Error free but fair	Writing and spelling errors	Careless writing and spelling errors	Below standard	3
5	Submissio n 10%	0.1	Submitte d before deadline	Submitte d on deadline	Submitted after reminding	Late submissi on	Not submitted	3

Total	1			
100%				

Table 10: Rubrics for Quiz/Oral (5 Marks):

Sl N o	Criterion	Scal e	100	75	50	25	0	Relatio n with CO
1	Understandi ng the Question 40%	0.4	Students understan d exceeding ly well	Students understan d adequatel y	Students understan d marginall	Students understan d wrongly	Students fail to understan d	5
2	Answering within the time schedule 30%	0.3	Students answer within the stipulated time.	Students answer exactly in stipulated time	Students answers but not in stipulated time	Students fails to answer in stipulated time	Students do not answer.	5
3	Answering with proper explanation 30%	0.3	Answer with proper explanati on	Answer with inadequat e explanati on	Answer with improper explanati on	Answer with irrelevant explanati on	Answer without explanati on	5
	Total 100%							

Table 11: Rubrics for Test (5 Marks):

Sl.	Criterion	Marks	100	75	50	25	0	Relatio
N								n to CO
0	G , ,	0.5.100	F 11 4	G 1	A 1	T	T 1 C	2
1	Content	0.5x100	Excellent	Good	Adequate	Less	Lack of	2
	50%	0.2.100	clarity	clarity	clarity	adequate	clarity	_
2	Logical	0.3x100	Excellent	Very good	Good	could be	Need to	2
	Reasoning					better	improve	
	30%							
3	Organizatio	0.1x100	Excellent	Very good	good	organizatio	Organizatio	2
	n 10%		organizatio	organizatio	organizatio	n could be	n needs	
			n	n	n	better	improvemen	
							t	
4	Presentation	0.1x100	Excellent	Very good	Good	could be	need to be	2
	10%		and neat			better	improved	
			presentatio				_	
			n					
	Total 100%	100x(4)						
		/ 100						
		=4						
		(4 for						
		Test1 &						
		4 for						
		test 2)						

Table 12: Course Plan

Uni	Topic	Subtopic	Teaching	Teaching	Targeted	No.	Relatio
t			method	aids/Venu	learning	of	n to
				e	domain	Hour	COs
						S	

1		PUBLIC SPEAKING					
	1.1	Introduction to public	Chalk and	Class	Cog.(R)	3	CO1
		speaking;	talk	Room	3 5 6 (- 1)		
	1.2	Functions of oral	Ppt	Class	Cog.(R)	3	CO1
		communication	1	Room	3.6()		
	1.3	Skills and competencies	Chalk and	Class	Cog.(R)	3	CO1
		needed for successful speech	talk	Room			
		making;					
	1.4	Importance of public	Ppt	Class	Cog.(R)	3	CO1
		speaking skills in everyday		Room			
		life and in the field of					
		business, social, private, and					
		all other places of group					
		work					
		Class Test	Oral	Classroom	Apply	3	
					(K, A)		
		To	tal		1	15	
2	2.1	TYPES OF PEECHES	C1 11 1	CI	C (II)		002
	2.1	Various types of Speeches:	Chalk and	Class	Cog.(U)	2	CO2
		manuscript, impromptu,	talk	Room			
		memorized and					
	2.2	extemporaneous speeches; Analyzing the audience and	Chalk and	Class	Cog.(U)	2	CO2
	2.2	occasion;	talk	Room	Cog.(U)	2	
	2.3	Developing ideas; finding	Chalk and	Class	Cog.(U)	3	CO2
	2.3	and using supporting	talk	Room	Cog.(O)	3	CO2
		materials;	tark	Room			
	2.4	Developing speech out line;	Chalk and	Class	Cog.(A)	3	CO2
		Organization of Speech;	talk / Ppt &	Room	008.(11)		002
		introduction, development	Worksheet				
		and conclusion;	Activity				
	2.5	Language used in various	Chalk and	Class	Cog. (P)	2	
		types of speeches; Adapting	Talk,	Room			
		the speech structures to the	Worksheet				
		Audience; paralinguistic	Activity				
		features: tone, accent,					
		rhythm, pause and volume					
		etc					
		Oral Presentation	Oral	Class	Apply	3	
			4-1	Room	(K, A)		
2		To	tal			5	
3		BUSINESS COMMUNICATION					
	3.1	Introduction to business	Chalk and	Class	Cog (E)	3	CO3
	3.1	communication.	talk, Ppt	Room	COS (E)	J	
		communication.	with Video	100111			
	3.2	Modern developments in the	Chalk and	Class	Cog (E)	6	CO3
		style of writing letters,	talk, Ppt,	Room	/ - /	-	
		memos and reports:	Worksheet				
			Activity				
	3.3.	Modern Developments in	Chalk and	Class	Cog.(Ap	5	CO3
		Block letters, semi block	talk, Ppt,	Room)		
		letters, full block letters,	Video,				
		simplified letters etc.	Worksheet				
			Activity				
		Test	Written	Class	P(A)	1	

				Room			
		To	tal			5	
		POWER IN					
4		INTERPERSONAL					
		RELATIONSHIP					
	4.1	The language/tone used in	Chalk and	Class	Cog.(U,	3	CO4
		memos	talk	Room	Ap)		
	4.2	Language used in Minutes	Chalk and	Class	Cog.(U,	3	CO4
			talk	Room	Ap)		
	4.3	The language used in	Chalk and	Class	Cog.(U,	5	CO4
		telephone memos/	talk & Ppt	Room	Ap)		
		letters/assignments;					
	4.4.	Art of writing E-mail etc.	Chalk and	Class	Cog.(Ap)	3	CO4
	<u> </u>		talk / Ppt	Room			
		Class Test	Written	Class	Cog (Ap.)	1	CO4
				Room			
			Total	1		5	
5		GRAMMAR USAGE &					
		REPORT WRITING					
	5.1	The tone of language; the	Chalk and	Class	Cog.(Ap	5	CO5
		use of active and passive	talk	Room)		
		voice; the use of grammar,					
		discourse, propriety,					
		accuracy, exactness	~	~-			~~~
	5.2	Other elements of language	Chalk and	Class	Cog.(Ap	4	CO5
		used in writings	talk / Ppt	Room)		
			with				
	1.0		examples	G1			
	5.3.	The format of various types	Ppt,	Class	Cog.(Ap	5	CO5
		of Reports/ projects etc.	Worksheet	Room)		
	1	GI M	Activity	G1			G0.
		Class Test	Written	Class	Cog	1	CO5
	1			Room	(Ap.)	4.5	
	1	To				15	
		Grand To	tal			75	

COURSE C	ODE	YBA102	L	T	P	C
COURSE N	AME	ORGANIZATIONAL BEHAVIOUR	3	0	0	3
PREREQUI	SITE	NIL	L	T	P	H
C:P:A		3:0:0	3	0	0	3
COURSE O	UTCOMES		Don	nain	Level	
CO1	Explain th	ne challenges and opportunities for OB and OB	Cog	nitive	Unders	tanding
	Model					
CO2	Understar	ad the concept of Personality, Learning,	Cog	nitive	Unders	tanding

	Attitude, Value, Perception and Motivation		
CO3	Summarise the styles and theories of leadership and	Cognitive	Understanding
	difference between a manager and a leader		
CO4	Understand the group formation, team building and	Cognitive	Understanding
	communication		
CO5	Outline the organizational climate, culture, Job	Cognitive	Understanding
	Satisfaction, Organizational Change, Stress and Work		
	Life Balance.		
INITI	INTRODUCTION TO OPCANIZATIONAL REHAVIO	TID	5

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

12

Personality – types – Factors influencing personality – Theories; Learning - The learning process, Learning theories; Emotional Intelligence; Attitudes – Characteristics – Components – Formation – Measurement – Theories; Values; Perceptions – Importance - Factors influencing perception - Interpersonal perception; Motivation Concepts and Theories

UNIT III LEADERSHIP AND POWER

8

Meaning – Importance – Leadership styles – Theories – Leaders Vs Managers; Sources of power – Power centers – Power and Politics; Conflict and Negotiation.

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 DYNAMICS OF ORGANIZATIONAL BEHAVIOUR

12

Organizational culture and climate – Factors affecting organizational climate – Importance; Job satisfaction Determinants – Measurements – Influence on behaviour; Organizational change – Importance – the change process – Resistance to change – Managing change; Stress – Work Stressors – Prevention and Management of stress – Balancing work and Life; Organizational development – Characteristics – objectives – Organizational effectiveness - Developing Gender sensitive workplace.

LECTURE	TUTORIAL	TOTAL
45	0	45

TEXT BOOKS

1. Stephen P. Robbins, Timothy A .Judge and Seema Sanghi, Organizational Behaviour, 13th edition, Pearson Education, New Delhi, 2008

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.

Table1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	1	2	2	3	0	2	1	0	0	0	0
CO 2	2	2	2	3	0	2	1	0	0	0	0
CO 3	2	2	2	3	0	2	1	0	0	0	0

CO 4	1	2	1	1	0	1	1	0	0	0	0
CO 5	1	2	2	1	0	2	1	0	0	0	0
Total	7	10	9	11	0	9	5	5	10	0	0
Scaled Value	2	2	2	3	0	2	1	1	2	0	0

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 1.1.1. Able to learn leadership theories and attitude formation theories to solve problems of industry
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 2.1.1. Able to use latest communication tools and technologies to enhance the organization culture and climate
- 3.1 Understand the local and global business environment and formulate business strategies.
- 3.1.1. Able to understand the local and global business environment and formulate business strategies for decision making.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 4.1.1. Able to use latest communication tools and technologies to interact with all the stakeholders.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 6.1.1. Able to learn leadership theories and attitude formation theories to solve problems of industry
- 7.1 Apply ethical principles and social responsibility.
 - 7.1.1. Able to learn work life balancing strategies to follow ethical principles

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	1	2	2	1	1
2.1	2	2	2	2	2
3.1	2	2	2	1	2
4.1	3	3	3	1	1
6.1	2	2	2	1	1
7.1	1	1	1	1	1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	5	5	10		
CA 2	30	6	6	6	6	6
CA 3	50	11	10.5	9.5	9.5	9.5
Total	100	25.5	22.5	22	15.5	15.5

Table 4: CPA mapping with COs

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

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations	5	5	10		
Total 20 Marks	5	5	10		

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	1	1	1	1	1
Assignment 2	5	1	1	1	1	1
Seminar	5	1	1	1	1	1
Mini project	10	2	2	2	2	2
Case study	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (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 4 x 15 marks =60 marks	8 Marks	7 Marks	15 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks = 20 marks	10 Marks	10 Marks	-	-	-
Total 100 Marks	22 Marks	21 Marks	19 Marks	19 Marks	19 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N	Category	Scal	100	75	50	25	0	Relatio
0.		e						n 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, &	Assignme nt well- supported in body of paper by facts, examples, illustration s though support	Assignme nt generally supported in body of paper by facts, examples, details. No more than	Assignment supported in body of paper by few facts, examples, details. More than one paragraph	No diagrams or programs or examples etc	1

			illustration s from experience , references to related readings, etc.	may not be as vivid as the "A" essay.	one paragraph with inadequate support.	with inadequate support.		
3.	Organizati on (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	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 organizati on.	1
4.	Plagiarism, References and correctness (20%)		No errors Source material is incorporat ed logically & insightfull y. Sources are documente d accurately	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately & usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly.	Mostly incorrect Plagiarize d, no references	1
	10tal = 100%							

Table 9: Rubrics for Mini Project (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Contribution of work (20)	0.2	Informati on is gathered	Informati on is gathered	Informat ion is gathered	Informat ion is gathered	Sourced from internet	2,3
			from multiple,	from multiple	from a limited	from a single or	only	

			research- based	sources.	number of	two source.		
			sources.		sources.			
2.	Awareness of concept/Idea/Ma terial/ Phenomena (20)	0.2	High awarenes s, demonstr ates all Function al area and structure.	Medium Awarene ss, but demonstr ates minimum functiona l areas or structure	Low Awaren ess but organize d with no logical sequenci ng or structure	Poorly organize d	No awarene ss	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusi ons are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusi ons made are not relevant.	No conclusi ons are made from the evidenc e offered.	2,3
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	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 Researc h question (s) were not formed but could be formed through the literatur e review.	Research question (s) were not formed and are not apparent from the literature review.		2,3
5.	Report and Time Management (20)	0.2	Informati on is cited properly and format. Complete s tasks and assignme nts prior	Informati on is cited properly. Complete s tasks and assignme nts by due date	Informat ion is cited, but has errors. Complet es on one day after the due date.	Informat ion is not cited or is cited incorrect ly. Complet es on more than one	No citation seen inside the text or in the reference	2,3

		to the		day after	
		due date,		the due	
		may		date.	
		assist			
		classmate			
		S			
Total -100	1				

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								COs
1.	Interpretat	0.2 5	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation s or units.	Attempts to explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	Abse nt	4,5
2.	Representation	0.2 5	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathematical portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Abse nt	4,5
3.	Calculation	0.2 5	Calculatio ns attempted	Calculatio ns attempted	Calculations attempted are either	Calculation s are attempted	Abse nt	4,5

			are essentially all successful and sufficientl y comprehen sive to solve the problem. Calculatio ns are also presented elegantly (clearly, concisely,	are essentially all successful and sufficientl y comprehen sive to solve the problem.	unsuccessfulor represent only a portion of the calculations required to comprehens ively solve the problem.	but are both unsuccessf ul and are not comprehen sive.		
			etc.)					
4.	Result	0.2 5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5
	TOTAL - 100	1						

Table 11: Course Plan:

Uni	Topi	Subtopic	Teaching	Teaching	Targeted	No. of	Relatio
t	_	Subtopic	method	aids/Venu	learning	Hour	n to
l L	С		memoa				
				e	domain	S	COs
1		INTRODUCTION					
		TO					
		ORGANIZATIONA					
		L BEHAVIOUR					
	1.1	Definition of	Lecture	PPT/C& T	Cognitiv	1	1
		Organizational			e		
		Behavior - Disciplines					
		contributing to the OB					
		Field: Psychology,					
		Social Psychology,					
		Sociology,					
		Anthropology					
	1.2	1 01	Lastrina	PPT/C& T	Comitive	1	1
	1.2	Challenges and	Lecture	PP1/C& 1	Cognitiv	1	1
		Opportunities for OB:			e		
		Managing Workforce					
		Diversity, Improving					
		Quality and					
		Productivity,					
		Outsourcing					
	1.3	Developing of OB	Lecture	PPT/C& T	Cognitiv	1	1
		Model - Contingency			e		
		OB Model					

		Case Discussion		Discussion	Cognitiv	2	
					e		
		Total				5	
2		THE INDIVIDUAL BEHAVIOUR					
	2.1	Personality – types – Factors influencing personality – Theories	Lecture	PPT/C& T	Cognitiv e	2	2
	2.2	Learning - The learning process, Learning theories	Lecture	PPT/C& T	Cognitiv e	2	2
	2.3	Emotional Intelligence; Attitudes - Characteristics - Components - Formation - Measurement - Theories	Lecture	PPT/C& T	Cognitiv e	2	2
	2.4	Values; Perceptions – Importance - Factors influencing perception - Interpersonal perception	Lecture	PPT/C& T	Cognitiv e	2	2
	2.5	Motivation Concepts and Theories	Lecture	PPT/C& T	Cognitiv e	2	2
		Case Discussion		Discussion	Cognitiv e	2	
		Total				12	
3		LEADERSHIP AND POWER					
	3.1	Meaning – Importance – Leadership styles – Theories	Lecture	PPT/C& T	Cognitiv e	2	3
	3.2	Leaders Vs Managers; Sources of power – Power centers	Lecture	PPT/C& T	Cognitiv e	2	3
	3.3	Power and Politics; Conflict and Negotiation.	Lecture	PPT/C& T	Cognitiv e	1	3
		Case Discussion	Discussio n	Discussion	Cognitiv e	2	
		Seminar / Class Test		PPT/C& T	Cognitiv e	1	
		Total				8	
4		GROUP BEHAVIOUR					
	4.1	Defining and Classifying Groups - Stages of Group Development	Lecture	PPT/C& T	Cognitiv e	1	4
	4.2	Decision making - Groups and Teams -	Lecture	PPT/C& T	Cognitiv e	1	4

		Types of Teams					
	4.3	Creating Effective	Lecture	PPT/C& T	Cognitiv	1	4
		Teams			e	_	-
	4.4	Function of	Lecture	PPT/C& T	Cognitiv	1	4
		Communication-			e	_	-
		Communication					
		Process					
	4.5	Direction of	Lecture	PPT/C& T	Cognitiv	2	4
	1.0	Communication -	Localo	111/001	e	_	•
		Barriers to effective					
		Communication					
		Case Discussion	Discussio	Discussion	Cognitiv	2	
		Case Discussion	n	Discussion	e	2	
		Total	11		C	08	
5		DYNAMICS OF				VO	
3		ORGANIZATIONA					
		L BEHAVIOUR					
	5.1	Organizational culture	Lecture	PPT/C& T	Cognitiv	2	5
	3.1	and climate – Factors	Lecture	111/001	e	<u> </u>	5
		affecting					
		organizational climate					
		- Importance					
	5.2	Job satisfaction	Lecture	PPT/C& T	Cognitiv	1	5
	3.2	Determinants –	Lecture	PP1/C& 1	Cognitiv	1	3
					e		
		Measurements –					
	5.2	Influence on behaviour	T4	DDT/C 0 T	C :4:		
	5.3	Organizational change	Lecture	PPT/C& T	Cognitiv	2	5
		– Importance – the			e		
		change process –					
		Resistance to change –					
	5 1	Managing change	T4	DDT/C 0 T	C :4:		
	5.4	Stress – Work	Lecture	PPT/C& T	Cognitiv	2	5
		Stressors – Prevention			e		
		and Management of					
	5.5	stress	T4-	DDT/C 0 T	O ''		
	5.5	Balancing work and	Lecture	PPT/C& T	Cognitiv	2	5
		Life; Organizational			e		
		development –					
		Characteristics –					
		objectives –					
		Organizational					
		effectiveness -					
		Developing Gender					
		sensitive workplace.	D: :	DDT/C 0 T	G ::		
		WPM in India – Case	Discussio	PPT/C& T	Cognitiv	2	
		Discussion	n	D	e		
		Seminar/Class Test		Discussion	Cognitiv	1	
				DDE (C.) =	e	4.5	
		Total		PPT/C& T		12	
		Grand Total				45	

COUR	SE CODE	YBA103		L	T	P	С	
COUR	SE NAME	ECONOMIC ANALYSIS AND BUSIN ENVIRONMENT	ESS	3	0	0	3	
PRERI	EQUISITE:	Nil		L	T	P	H	
C:P:A		3:0:0		3	0	0	3	
COUR	SE OUTCON	1ES	Dor	nain	Le	vel		
CO1	<i>Define</i> the f	undamentals and principles of economics	Cog	nitive	Re	memb	ering	
CO2	nitive	Un	dersta	nding				
CO3	Analyse the	economies and diseconomies of scale	Cog	gnitive Analyzing			ıg	
CO4	CO4 Define and Analyse market structure Co						Remembering Analyzing	
CO5	Define and	Analyse the calculation of GDP and CPI	Cog	nitive		Remembering Analyzing		
CO6	Define and A	Analyse Fiscal and Monetary Policy	Cog	nitive	Re	Remembering		
					An	alyzin	ıg	
UNIT I	[8	
Fundam	nentals of Ec	onomics - Principles of economics, Circu	lar flo	ow dia	gram,	Prod	luction	
possibil	ities frontier							
UNIT I	I						8	
		- Demand, Law of demand, Factors that at						
supply,	Factors that a	affect supply, Elasticity, Elastic demand, Ine	lastic	demar	nd, Ela	astic s	supply,	

Inelastic supply .			
UNIT III			7
Production costs, Cost	curves, Short run cost, Lon	g run cost, Economies of scal	le, Diseconomies
of scale			
UNIT IV			8
Markets - Competitiv	e markets, Decision to sh	utdown, Decision to exit, P	rofit, Monopoly,
Causes for monopol	y, Monopoly profit, Pric	e discrimination, Oligopol	y, Monopolistic
Competition			
UNIT V			7
Nation's Income – Gro	oss domestic product, Calcu	lation of GDP, Components	of GDP, Cost of
Living – Consumer Pri	ce index, Calculation of CP	[
UNIT VI			7
Financial system, Deb	t finance, Equity finance, S	SEBI, Stock Indices, Fiscal I	Policy, Monetary
Policy			
LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45
TEXT BOOKS			
S. Sankaran - Business	Economics - Margham pub	olications, Chennai, 2014	
REFERENCES			
1. Gregory Mankiw, Ed	conomics – Principles and A	pplications, Cengage Learnin	g
2. Dutt, Sundaram, Ind	ian Economic Development	, S. Chand	
3. Dwivedi, Manageria	l Economics, Vikas		

Table 1: Mapping of COs with Pos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO	PSO
										1	2
CO 1	3	0	0	0	0				0		
CO 2	3	0	1	0	2				0		
CO 3	3	0	0	1	0				0		
CO 4	3	0	0	0	0				0		
CO 5	3	2	1	0	0				1		
CO6	3	1	2	1	1						
Total	15	2	2	1	2				1		
Scaled to	3	1	1	1	1				1		
0,1,2,3											

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.

^{0 –} No relation, 1 – Low relation, 2 – Medium relation, 3- High relation

- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Performance Indicators:

- 1.1 Knowledge of concepts and principles of economics.
- 2.1 Acquire knowledge on circular flow of income, fiscal policy and monetary policy.
- 3.1 Understand the law of demand, supply and its elasticity.
- 4.1 Knowledge on cost curves
- 5.1 Analysis of different markets and price discrimination
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5	CO6
1.1.1	3	3	3	3	3	3
2.1.1					2	1
3.1.1		1			1	2
4.1.1			1	1		1
5.1.1		2		1		1
9.1.1					1	

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5	CO6
CA 1	20	3	3	4	3	3	4
CA 2	30	4	5	5	5	5	6
CA 3	50	6	9.5	9.5	7	8.5	9.5
Total	100	13	17.5	18.5	15	16.5	19.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5	CO6
C=3	Remembering	0.5			0.25	0.25	0.5
	Understanding		0.25	0.25			
	Analyzing				0.25	0.25	0.5

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5	CO6
Real Time Evaluations	3	4	4	3	3	3
Total 20 Marks						

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5	CO6
Assignment 1	5	1	2	1			1
Assignment 2	5			1	2	2	
Seminar	5	1	1	1	1	1	
Class Test	10	2	2	2	2	1	1
Quiz	5	1	1	1	1	1	
Total	30	5	6	6	6	5	2

Table 7: Mapping Course Outcome with Assessment for CA3 (50%):

	CO1	CO2	CO3	CO4	CO5	CO6
Part - A MCQ 10x1 =	2	2 Marks	2 Marks	2 Marks		2 Marks
10 marks	Marks	2 Marks	2 Warks	2 Warks		2 IVIAIKS
Part – B 5 x 2 marks	2	2 Marks	2 Marks	2 Marks	2 Marks	
=10 marks	Marks	2 Marks	2 Warks	2 Warks	2 Warks	
Part – C 4 x 15 marks	8Marks	15 Marks	15 Marks		15 Marks	7 Marks
=60 marks	olviaiks	13 Warks	13 Warks		13 Warks	/ Warks
Part – D (Compulsory						
Question) 1 x 20 marks	-	-	-	10 Marks		10 Marks
=20 marks						
Total 100 Marks	12	19 Marks	19 Marks	14 Marks	17 Marks	19 Marks
	Marks	19 IVIAIKS	19 IVIAIKS	14 IVIAIKS	1 / IVIAIKS	19 IVIAIKS

Table 8: Rubrics for Assignment (5 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relati
								on to CO
1.	Content Clarity and limiting capabilities (35%)	2	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	1,2,3,4,
2.	Support by diagram, programs, examples etc (30%)	1	Assignmen t supported in body of paper by a variety of relevant facts, examples, & illustration s from experience, references	Assignmen t well-supported in body of paper by facts, examples, illustration s though support may not be as vivid as the "A"	Assignmen t generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate	Assignmen t supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1,2,3,4,

			to related readings, etc.	essay.	support.			
3.	Organizatio n (15%)	1	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 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.	1,2,3,4,
4.	Plagiarism, References and correctness (20%)	1	No errors Source material is incorporate d logically & insightfully . Sources are documente d accurately.	Minimal Errors Source material incorporate d logically. Sources documente d accurately.	Few Errors Source material incorporate d adequately & usually documente d accurately.	Many Errors Source material incorporate d but sometimes inappropria tely or unclearly. Documenta tion is accurate only occasionall y.	Mostly incorrect Plagiarized, no references	1,2,3,4,
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Knowledge and Understanding (15%)	2	Seminar demonstrate d thorough knowledge of facts, terms and concepts	Seminar demonstrate d limited knowledge of facts, terms and concepts	Seminar demonstrate d some knowledge of facts, terms and concepts	Seminar demonstrate d considerabl e knowledge of facts, terms	Not Submitted	1,2,3,4
2.	Thinking and	0.5	Seminar	Seminar	Seminar	Seminar		1,2,3,4

3.	Inquiry (25%) Communication (Oral) (35%)	2	exhibited impartiality with a high degree of success Language and/or delivery resulted information being communicat ed orally with high degree of effectivenes s	exhibited impartiality with limited success Language and/or delivery resulted information being communicat ed orally with limited effectivenes s	exhibited impartiality with some success Language and/or delivery resulted information being communicat ed orally with some effectivenes s	exhibited impartiality with considerabl e success Language and/or delivery resulted information being communicat ed orally with considerabl e effectivenes	,5 1,2,3,4 ,5
4.	Application and Q & A (25%)	0.5	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
	10tal = 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, Fundamentals of economics	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1
	1.2	Principles of economics	PPT	Class Room	Cog.(Rem)	1	1
	1.3	Scope & importance of Micro & Macro economics	PPT	Class Room	Cog.(Rem)	1	1
	1.4	Interdependence & relevance of both branches	PPT	Class Room	Cog.(Rem)	1	1
	1.5	Circular flow of income	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1
		Assignment		Class Room	Cog.(Rem)		
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
	1.6	Production Possibility frontier				1	1

		D 1 .:	DDT		(D)	1	1
		Production	PPT,	Class	Cog.(Rem)	1	1
		Possibility curve	Chalk &	Room			
			Board				
		TOTAL				8	
2	2.1	Law of Demand,	PPT	Class	Cog.(Rem)	1	2
		types		Room			
	2.2	Demand schedule	PPT,	Class	Cog.(Rem)	1	2
		& Demand Curve,	Chalk &	Room			
		factors influence	Board				
		demand					
	2.3	Law of supply,	PPT,	Class	Cog.(Rem)	1	1,2
		factors affect	Chalk &	Room			
		supply	Board				
	2.4	Elasticity of	PPT,	Class	Cog.(Rem)	1	2
		Demand	Chalk &	Room			
			Board				
	1	Assignment		Class	Cog.(Rem)		2
		<i>G</i>		Room			
	2.5	Elasticity of supply	Chalk &	Class	Cog.(Rem)	1	2
	2.5	Liusticity of suppry	Board	Room	Cog.(Rein)	1	2
	2.6	Calculation of	Doma	Itooni	Cog.(Rem)	1	2
	2.0	elasticity of			Cog.(Rein)	1	2
		demand & supply					
		Tutorial	PPT	Class	Cog.(Ap,An)	1	
		Tutoriai		Room	Cog.(Ap,Aii)	1	
		Seminar on	Chalk &	Class	Cog.(Rem)	1	
		finished topics	Board	Room	Cog.(RCIII)	1	
		TOTAL	Doard	Koom		8	
3	3.1	Production costs –	PPT	Class	Coa (Dom)	1	3
3	3.1		FFI	Room	Cog.(Rem)	1	3
	2.2	concepts	DDT	+	C (D)	1	2.2
	3.2	Cost curves	PPT	Class	Cog.(Rem)	1	2,3
			G1 11 0	Room	G (P)		
		Assignment	Chalk &	Class	Cog.(Rem)		
	2.2		Board	Room			
	3.3	Long run costs	PPT	Class	Cog.(Rem)	1	3
	1			Room			1
	3.4	Short run costs	Chalk &	Class	Cog.(Rem)	1	3
			Board	Room			
	3.5	Economies of Scale	PPT,	Class	Cog.(Rem)	1	3
			Chalk &	Room			
			Board				
	3.6	Diseconomies of	Chalk &	Class	Cog.(Rem)	1	3
		scale	Board	Room			
		Assignment		Class	Cog.(Rem)		
				Room			
		Tutorial	Chalk &	Class	Cog.(Ap,An)	1	
			Board	Room			
		TOTAL				7	
4	4.1	Markets – types	Chalk &	Class	Cog.(Rem)	1	4
		J F	Board	Room	6. ()/		
	4.2	Decision to shut	PPT	Class	Cog.(Rem)	1	3,4
		Decision to shat		CIUDO	~~5.(Italii)	•	٠,١

		down & exit		Room			
	4.3	Monopoly –	PPT	Class	Cog.(Rem)	1	3,4
		Features		Room	3 3 8 (2 3 3 3 3)		
	4.4	Causes of	Chalk &	Class	Cog.(Rem)	1	3,4,5
		Monopoly,	Board	Room	cog.(rtem)	-	3,1,5
		Monopoly profit	Board	Room			
	4.5	Monopolistic	PPT	Class	Cog.(Rem)	1	4,5
	1.5	competition		Room	cog.(rtem)	-	1,5
		Tutorial	Chalk &	Class	Cog.(Ap,An)	1	
		Tutoriur	Board	Room	cog.(rip,rin)	1	
	4.6	Oligopoly	PPT	Class	Cog.(Rem)	1	4
	1.0	Oligopoly		Room	Cog.(Rem)	1	'
	4.7	Price	PPT	Class	Cog.(Rem)	1	4,5
	7.7	disctimination	111	Room	Cog.(RCIII)	1	7,5
		Assignment		Class	Cog.(Rem)		
		Assignment			Cog.(Keiii)		
	+	TOTAL		Room		Q	
5	<i>E</i> 1		DDT	Class	Cox (Darra)	8	5
5	5.1	National Income –	PPT	Class	Cog.(Rem)	1	3
	<i>5</i> 2	Components	DDT	Room	C ₂ (D ₁)	1	-
	5.2	Calculation of	PPT	Class	Cog.(Rem)	1	5
		National Income		Room	G (P)		
		Assignment		Class	Cog.(Rem)		
		CD D		Room			
	5.3	GDP, components	PPT,	Class	Cog.(Rem)	1	5
		& its calculation	Chalk &	Room			
			Board				
	5.4	Cost of Living	PPT	Class	Cog.(Rem)	1	5
				Room			
	5.5	Consumer Price	PPT	Class	Cog.(Rem)	1	5
		Index		Room			
	5.6	Calculation of CPI	PPT,	Class	Cog.(Rem)	1	4,5
			Chalk &	Room			
			Board				
		Tutorial	PPT	Class	Cog.(Ap,An)	1	
				Room			
		TOTAL				7	
6	6.1	Financial system –	PPT	Class	Cog.(Rem)	1	6
		features		Room			
	6.2	Debt & Equity	PPT	Class	Cog.(Rem)	1	6
		finance		Room			
	6.3	SEBI, Stock	Chalk &	Class	Cog.(Ap,An)	1	6
		indices	Board	Room			
	1	Assignment		Class	Cog.(Rem)		
		<i>G</i>		Room			
	6.4	Fiscal Policy	PPT,	Class	Cog.(Rem)	1	6
			Chalk & Board	Room	~ (HOIII)	•	
	65	Monotony Dalias		Class	Coc (Dom)	1	6
	6.5	Monetary Policy	PPT,	Class	Cog.(Rem)	1	6
			Chalk &	Room			
		TD 4 1 1	Board	CI		1	
		Tutorial	PPT,	Class	Cog.(Ap,An)	1	

	Chalk &	Room			
	Board				
Tutorial	PPT,	Class	Cog.(Ap,An)	1	
	Chalk &	Room			
	Board				
TOTAL				7	
Grand Total				45	

COURSE CODE		YBA104		\mathbf{L}	T	P	C
COUP	RSE NAME	ACCOUNTING FOR MANAGERS		4	0	0	4
PRER	EQUISITE:	Nil		L	T	P	Н
C:P:A		4:0:0		4	0	0	4
COUR	RSE OUTCON	⁄IES	Domai	in	Leve	l	
CO1	Define the n Statements	nethodology of preparing Financial	Cognitive F		Rem	Remembering	
CO2	CO2 Define the Ratio Analysis and Explain the Cash Flow statements			ive		nembering lerstanding	
CO3	Build Cost Sheet and variances (Appl	ying	
CO4	Analyze Standard costing and marginal costing Cos				Analysing		
CO5	Define conte	mporary concepts of accounting in business	Cognitive Rememberi			ıg	
UNIT	I FINANCIA	L ACCOUNTING				20)
		ntions of Accounting, Preparation of Balanc				ager, I	Hai
IFRS a	nd Indian Acc	counting, Profit and Loss Account and Bal ounting Standards	ance sh	eet v	vith A	djustme	
IFRS a	nd Indian Acc II FINANCI	ounting Standards AL STATEMENT ANALYSIS				12	ents. 2
IFRS a UNIT Ratio	nd Indian Acc II FINANCI	ounting Standards AL STATEMENT ANALYSIS iffication of Ratios, Preparation of Common S				12	ents. 2
IFRS a UNIT Ratio A Cash F	ind Indian Acc II FINANCIA Analysis: Class Iow Statement	ounting Standards AL STATEMENT ANALYSIS iffication of Ratios, Preparation of Common S				12	ents. 2 n of
UNIT Ratio A Cash F UNIT Introdu	Ind Indian Account I FINANCIA Analysis: Class Flow Statement III COSTING action to Costi	ounting Standards AL STATEMENT ANALYSIS ification of Ratios, Preparation of Common S	Size Stat	temer	nts, Pre	12 paratio	ents. 2 n of 2
IFRS a UNIT Ratio A Cash F UNIT Introdu Labour	Ind Indian Account In FINANCIA Analysis: Class Flow Statement III COSTING action to Costic Variances and	ounting Standards AL STATEMENT ANALYSIS ification of Ratios, Preparation of Common S AND VARIANCES ng, Preparation of Cost Sheet, Variances: Prepa	Size Star	temer	nts, Pre	12 paratio	ents. 2 n of 2
IFRS a UNIT Ratio A Cash F UNIT Introdu Labour UNIT	Ind Indian According FINANCIA Analysis: Class Flow Statement III COSTING action to Costic Variances and IV STANDAI	ounting Standards AL STATEMENT ANALYSIS iffication of Ratios, Preparation of Common S AND VARIANCES ng, Preparation of Cost Sheet, Variances: Prep	Size Star	temer	nts, Pre	paratio 12 Varian	ents. 2 n of ces,
IFRS a UNIT Ratio A Cash F UNIT Introdu Labour UNIT Introdu Even A	Ind Indian Account I FINANCIA Analysis: Class Flow Statement III COSTING action to Costi To Variances and IV STANDAI action to Standard	AL STATEMENT ANALYSIS ification of Ratios, Preparation of Common S AND VARIANCES ng, Preparation of Cost Sheet, Variances: Pred Overhead Variances. RD COSTING AND MARGINAL COSTING AND MARGINAL COSTING AND MARGINAL COSTING AND COSTING AND MARGINAL COSTING AND MA	Size Star	ne M	aterial	paratio 12 Varian 8 cing, B	ents. 2 n of 2 ces,

Pricing Methods

LECTURE	TUTORIAL	PRACTICAL	TOTAL
60	0	0	60

TEXT BOOKS

1. T.S. Reddy & Y.Hariprasad Reddy, Fifth Revised Edition, Financial Accounting, Margham Publications, 2012.

REFERENCES

- 1. T.S. Reddy & Y.Hariprasad Reddy, Fifth Revised Edition, Management Accounting, Margham Publications, 2014.
- 2. N.P. Srinivasan and M. Sakthivel Murugan, Revised Edition, Accounting for Management, S Chand & Co., Ltd 2010
- 3. Narayanasamy, Financial Accounting, PHI Publisher New Delhi, 2010

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2
CO 1	3			3			1				
CO 2	3			2	2						
CO 3	3				1						
CO 4	3				1						
CO 5	3	3							1		
Total	15	3	0	5	4	0	1	0	1		
Scaled to 0,1,2,3	3	1	0	1	1	0	1	0	1		

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Performance Indicators:

PI 1.1 Knowledge of Accounting for Managers.

1.1.1 Able to define the various concepts of Accounting for Managers

PI 2.1 Knowledge of the latest trends in Accounting.

2.1.1 Able to describe the various trends in Accounting

PI 4.1 Communicate the Financial Statement and its analysis with the stakeholders in industry and society.

4.1.1 Able to prepare the financial statement and analysis

PI 5.1 Understand the Ratio Analysis, Cost Sheet, Variance Analysis and Costing.

- 5.1.1 Able to do ratio Analysis, Variance Analysis and prepare Cost Sheet and Costing.
- PI 7.1 Apply Indian Accounting Standards for Preparing Financial Statements.
- PI 9.1 Possess the ability to engage in lifelong learning through usage of contemporary concepts.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	3	3	3
2.1.1					3
4.1.1	3	2			
5.1.1		2	1	1	
7.1.1	1				
9.1.1					1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10		10		
CA 2	30	6	6	6	6	6
CA 3	50	12	9.5	9.5	9.5	9.5
Total	100	28	15.5	25.5	15.5	15.5

Table 4: CPA mapping with COs

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

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

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations	10 Marks		10 Marks		
Total 20 Marks	10 Marks		10 Marks		

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	1	1	1	1	1
Assignment 2	5	1	1	1	1	1
Seminar	5	1	1	1	1	1
Class Test	10	2	2	2	2	2
Quiz	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (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 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	1	1	1	1
Total 100 Marks	24 Marks	19 Marks	19 Marks	19 Marks	19 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N o.	Category	Scal e	100	75	50	25	0	Relatio n 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	1,2,3,4,
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.	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	1,2,3,4,
3.	Organizati on (15%)	0.15		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 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 organizati on.	1,2,3,4,
4.	Plagiarism , References	0.20	No errors Source material is	Minimal Errors Source	Few Errors Source	Many Errors Source material	Mostly incorrect Plagiarize	1,2,3,4,

and	incorporat	material	material	incorporated	d, no
correctness	ed	incorporat	incorporat	but	references
(20%)	logically	ed	ed	sometimes	
	&	logically.	adequately	inappropriat	
	insightfull	Sources	& usually	ely or	
	y. Sources	documente	documente	unclearly.	
	are	d	d	Documentati	
	documente	accurately.	accurately.	on is	
	d			accurate	
	accurately.			only	
				occasionally	
Total =					
100%					

Table 9: Rubrics for Seminar (5 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Knowledge and Understand ing (15%)	0.1	Seminar demonstra ted thorough knowledg e of facts, terms and concepts	Seminar demonstra ted limited knowledg e of facts, terms and concepts	Seminar demonstra ted some knowledg e of facts, terms and concepts	Seminar demonstra ted considerab le knowledg e of facts, terms	Not Submit ted	1,2,3, 4,5
2.	Thinking and Inquiry (25%)	0.2	Seminar exhibited impartialit y with a high degree of success	Seminar exhibited impartialit y with limited success	Seminar exhibited impartialit y with some success	Seminar exhibited impartialit y with considerab le success		1,2,3, 4,5
3.	Communic ation (Oral) (35%)	0.3 5	Language and/or delivery resulted information being communic ated orally with high degree of effectiven ess	Language and/or delivery resulted information being communic ated orally with limited effectiven ess	Language and/or delivery resulted informatio n being communic ated orally with some effectiven ess	Language and/or delivery resulted informatio n being communic ated orally with considerab le effectiven ess		1,2,3, 4,5
4.	Application and Q & A (25%)	0.2	Seminar was organized in a highly	Seminar was not organized in an	Seminar was organized in a	Seminar was organized in an		1,2,3, 4,5

		effective	effective	somewhat	effective	
		manner	manner	effective	manner	
				manner		
		Very	Ineffective		Effective	
		effective	facilitation	Moderatel	facilitation	
		facilitation	of class	y effective	of class	
		of class	discussion	facilitation	discussion	
		discussion		of class		
				discussion		
Total = 100	1					

Table 10: Course Plan:

Unit	Topic	ırse Plan: Subtopic	Teaching	Teaching	Targeted	No. of	Relat	
	Торіс	Subtopic	method	aids/Venue	learning domain	Hours	ion to	
1.		Financial			domani		COS	
1.		Accounting:						
	1.1	Concepts and	Chalk and	Class	Cog.(Und.)	2	1	
		Conventions of	talk	Room				
		Accounting,						
	1.2	Preparation of	Chalk and	Class	Cog.(Und.)	10	1	
		Balance sheet-	talk	Room				
		Journal,						
		Ledger, Trial						
		Balance,						
		Trading						
		Accounting,						
	1.3	Profit and Loss	Chalk and	Class	Cog.(Und.)	5	1	
		Account and	talk	Room				
		Balance sheet						
		with						
		Adjustments.						
	1.4	IFRS and	Chalk and	Class	Cog.(Und.)	3	1	
		Indian	talk	Room				
		Accounting						
		Standards						
		Total				20		
2.		Financial						
		Statement						
	0.1	Analysis:	C1 11 1	CI	G (II I)			
	2.1	Ratio Analysis:	Chalk and	Class	Cog.(Und.)	4	2	
		Classification	talk	Room				
	2.2	of Ratios,	Cl 11 1	Class	Coo (Und)	2	2	
	2.2		Chalk and	Class	Cog.(Und.)	3	2	
		Common Size	talk	Room				
	2.3	Statements,	Chalk and	Class	Cog.(Und.)	3	2	
	2.3	Preparation of Cash Flow			Cog.(Ond.)	3	2	
			laik	talk Room				
		Statement Class Test 1		Class	Cog.(Und.)	2	1,2	
		Class 15st 1		Room	Cog.(Olid.)	<u> </u>	1,4	
		Total		Room		12		
	1	Total				12		

		Assignment-1			Cog.(Und.)		1,2
3.		Costing and			008.(0110.)		1,2
		Variances:					
	3.1	Introduction to	Chalk and	Class	Cog.(Und.)	3	3
		Costing,	talk	Room	1 2 2 3 (2 3 3 3)		
		Preparation of					
		Cost Sheet,					
	3.2	Variances:	Chalk and	Class	Cog.(Und.)	3	3
		Prepare the	talk	Room	8.(=)		
		Material					
		Variances,					
	3.3	Variances:	Chalk and	Class	Cog.(Und.)	3	3
		Prepare the	talk	Room			
		Labour					
		Variances					
	3.4	Variances:	Chalk and	Class	Cog.(Und.)	3	3
		Prepare the	talk	Room			
		Overhead					
		Variances.					
		Total				12	
4.		Standard					
		Costing and					
		Marginal					
		Costing:					
	4.1	Introduction to	Chalk and	Class	Cog.(Rem.,)	1	4
		Standard	talk	Room			
		Costing,					
		Advantages and					
		Disadvantages					
		of Standard					
	4.0	Costing	G1 11 1	G1	G (P)		
	4.2	Break Even	Chalk and	Class	Cog.(Rem.,)	2	4
	4.0	Analysis,	talk	Room	G (P)	1	4
	4.3	Cost Volume	Chalk and	Class	Cog.(Rem.,)	1	4
		Profit Analysis	talk	Room			
		and Decision					
	1 1	making.	Challe and	Clear	Cox (Dom.)	1	1
	4.4	Define Marginal	Chalk and	Class Room	Cog.(Rem.,)	1	4
		Marginal Costing and its	talk	KOOIII			
		Costing and its advantages and					
		disadvantages.					
		Class Test 2		Class	Cog.(Rem.,)	1	3,4
		Class Test 2		Room	Cog.(Reili.,)	1	3,4
		Real Time	Report &	Class	Cog.(Rem.,)	2	1,2,3,
		Evaluation	Presentation	Room	Cog.(Rolli.,)		4,5
		Total	2100011441011	1100111		08	1,5
5.		Contemporary				00	
٥.		Concepts:					
		Concepts.					
		Introduction to	Chalk and	Class	Cog.(App.,)	2	5
		JIT,	talk	Room	~~5·(1·1pp·,)		
		J11,	·uin	TOOM			

TQM,	Chalk and	Class	Cog.(App.,)	1	5
	talk	Room			
Activity Based	Chalk and	Class	Cog.(App.,)	1	5
Costing,	talk	Room			
Target costing	Chalk and	Class	Cog.(App.,)	1	5
and Life cycle	talk	Room			
Costing and					
Pricing					
Methods					
Seminar	Power Point	Class	Cog. (Rem.)	2	1,2,3,
		Room			4,5
Case Study	Printouts	Class	Cog. (Rem.)	1	1,2,3,
-		Room	_		4,5
Assignment-2		Class	Cog. (Rem.)		3,4,5
		Room			
Total				08	
Grand Total				60	

COURSE CODE	YBA 105			L	Т	P	C
COURSE NAME	BUSINESS	MATHEMATICS	AND	4	0	0	4
	STATISTICS						
PREREQUISITE:	Nil			L	T	P	H
C:P:A	4:0:0			4	0	0	4

COURS	SE OUTCOMES	Domain	Level
CO1	Understand functions, differentiation, maxima and	Cognitive	Understanding
	minima, progressions and their use in business		
CO2	Understand matrix algebra and its use in solving	Cognitive	Analysing
	equations		
CO3	Understand collection, tabulation and presentation of	Cognitive	Analysing
	data and apply correlation and regression analysis to		
	data		
CO4	Understand discrete and continuous probability	Cognitive	Analysing
	distributions and sampling distributions		
CO5	Apply statistical techniques to test hypothesis	Cognitive	Analysing

UNIT I- BUSINESS MATHEMATICS

15

Basic Mathematics for Management – Quantitative Decision Making – an overview – functions and progressions – Types – Business applications – Arithmetic Progression – Geometric Progression – Basic Calculus and application – limit and continuity – slope and rate of change – Differentiation – applications maxima and minima with managerial applications – Matrix algebra and applications.

UNIT II- INTRODUCTION TO STATISTICS

10

Introduction to statistics - Data Collections and Analysis - Collection of Data - methods - Classification and tabulation -Diagrammatic representation - presentation of Data - Charting of data - measures of central tendency - Quantiles - Geometric mean - Harmonic mean - measures of variation and dispersion.

UNIT III- PROBABILITY AND NON PROBABILITY DISTRIBUTION

15

Introduction to Probability and non probability Distribution - Basic concepts of probability – Discrete probability distribution – continuous probability distributions – Decision Theory.

UNIT IV- SAMPLING AND SAMPLING DISTRIBUTION

10

Introduction to Sampling and sampling Distribution – Sampling methods – Sampling distributions – Testing Hypotheses – Chi Square Test, F – Test, ANOVA.

UNIT V- BUSINESS FORECASTING

10

Business forecasting - Correlation - Regression - Time series analysis - Statistical Quality Control.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
60	0	0	60

TEXT BOOKS

- 1. Levin R.I, (2006), Statistics for Management, PHI.
- 2. Raghawachari M, (2004), Mathematics for Management, Tata McGraw Hill.

REFERENCES

- 1. Gupta, S.P and M.P.Gupta, (2007), Business Statistics, 5th edition, Sultan Chand & Sons.
- 2. Monga C.S, (2008), Mathematics and Statistics for Economics, Vikas Publication..

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	3	0	0	0	0	0	0	0	0	0	0
CO 2	3	0	0	0	0	0	0	0	0	0	3
CO 3	3	2	0	0	3	0	0	0	2	0	3

CO 4	3	2	0	0	3	0	0	0	0	0	3
CO 5	3	2	0	0	3	0	0	0	0	0	3
Total	15	6	0	0	9	0	0	0	2	0	12
Scaled to	3	2	0	0	2	0	0	0	1	0	3
0,1,2,3											

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Performance Indicators:

PI 1.1 Knowledge of management theory to solve problems of industry and society

- 1.1.1 Able to explain business problems using functions.
- 1.1.2 Able to analyze business data using statistical methods.

PI 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.

2.1.1 Able to use software to analyze business data.

PI 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.

5.1.1 Able to collect data, analyze and provide inferences.

PI 9.1 Possess the ability to engage in lifelong learning.

9.1.1 Able to collect data from literature for analyzing businesses.

PI 11.1 Demonstrate skills in statistical analysis of business research data.

11.1.1 Perform statistical analysis of data to understand business processes.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	0	0	0
1.1.2	0	0	3	3	3
2.1.1	0	0	3	3	3
5.1.1	0	0	3	3	3
9.1.1	0	0	2	0	0
11.1.1	0	0	3	3	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 2	30			10	10	10
CA 3	50	8	11.5	11.5	11.5	7.5
Total	100	18	21.5	21.5	21.5	17.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=4	Understanding	0.5				
	Analyzing		1	1	1	0.5

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

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark – 20%):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	10	10			
Total 50 Marks	10 Marks	10 Marks			

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment1	6			2	2	2
Assignment2	6			2	2	2
Test	6			2	2	2
Seminar	6			2	2	2
Case Study	6			2	2	2
Total	30			10	10	10

Table 7: Mapping Course Outcome with Assessment for CA3 (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 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	4 Marks	4 Marks	4 Marks	4 Marks	4 Marks
Total 100 Marks	16 Marks	23 Marks	23 Marks	23 Marks	15 Marks

Table 8: Rubrics for Assignment (6 Marks):

S.N	Category	Scale	100	75	50	25	0	Relation
0.								to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectivel y 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	3,4,5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignme nt supported in body of paper by a variety of relevant	Assignme nt well- supported in body of paper by facts, examples, illustration	Assignme nt generally supported in body of paper by facts, examples,	Assignment supported in body of paper by few facts, examples, details. More than	No diagrams or programs or examples etc	3,4,5
			facts,	s though	details. No	one		

			examples, & illustrations from experience, references to related readings, etc.	support may not be as vivid as the "A" essay.	more than one paragraph with inadequate support.	paragraph with inadequate support.		
3.	Organizati on (15%)	0.15	Organizat ion & structure very evident: major points divided into paragraph s and signaled by use of transition s	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 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 organizati on.	3,4,5
4.	Plagiarism , References and correctness (20%)		No errors Source material is incorpora ted logically & insightful ly. Sources are document ed accuratel y.	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately & usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally.	Mostly incorrect Plagiarize d, no references	3,4,5
	Total = 100							

Table 9: Rubrics for Seminar (6 Marks):

Sl.N o	Criterion	Scal e	100	75	50	25	0	Relatio n to CO's
1	Content 30%	0.3	Concept clearly stated	Concept implicitl y stated	Concept stated	Concept not clearly stated	No concept	3,4,5
2	Relevance 30%	0.3	Very relevant	Medium relevanc e	Relevant	Some irrelevanc e	Irrelevan t	3,4,5
3	Presentatio n 40%	0.4	Confiden t and error free	Error free but not very confiden t	Confiden t with errors	Not confident with errors	Not prepared	3,4,5
	Total = 100							

Table 10: Rubrics for Case Study (6 Marks):

S.N	Criteria	Scal	100	75	50	25	0	Relati
0.		e						on to
								COs
1.	Interpretat	0.25	Provides	Provides	Provides	Attempts to	Abse	3,4,5
	ion		accurate	accurate	somewhat	explain	nt	
			explanati	explanatio	accurate	information		
			ons of	ns of	explanation	presented		
			informati	informatio	s of	in		
			on	n	information	mathematic		
			presented	presented	presented in	al forms,		
			in	in	mathematic	but draws		
			mathemat	mathemati	al forms,	incorrect		
			ical	cal forms.	but	conclusions		
			forms.		occasionally	about what		
			Makes		makes	the		
			appropria		minor errors	information		
			te		related to	means.		
			inference		computation			
			s based		s or units.			
			on that					
			informati					
			on.					

2.	Representa	0.25	Skillfully	Competent	Completes	Completes	Abse	3,4,5
	tion		converts	ly converts	conversion	conversion	nt	- , ,-
			relevant	relevant	of	of		
			informati	informatio	information	information		
			on into	n into an	but	but		
			an	appropriat	resulting	resulting		
			insightful	e and	mathematic	mathematic		
			mathemat	desired	al portrayal	al portrayal		
			ical	mathemati	is only	is		
			portrayal	cal	partially	inappropria		
			in a way	portrayal.	appropriate	te or		
			that	1 3	or accurate.	inaccurate.		
			contribut					
			es to a					
			further or					
			deeper					
			understan					
			ding.					
3.	Calculation	0.25	Calculati	Calculatio	Calculations	Calculation	Abse	3,4,5
			ons	ns	attempted	s are	nt	
			attempted	attempted	are either	attempted		
			are	are	unsuccessfu	but are both		
			essentiall	essentially	l or	unsuccessf		
			y all	all	represent	ul and are		
			successfu	successful	only a	not		
			1 and	and	portion of	comprehen		
			sufficient	sufficientl	the	sive.		
			ly	у	calculations			
			comprehe	comprehe	required to			
			nsive to	nsive to	comprehens			
			solve the	solve the	ively solve			
			problem.	problem.	the			
			Calculati		problem.			
			ons are					
			also					
			presented					
			elegantly					
			(clearly,					
			concisely					
			, etc.)					
4.	Result	0.25	Accurate	Accurate	Incorrect	Wrong	Abse	3,4,5
			result	result	result	calculation	nt	
			with	without	without			
			appropria	appropriat	appropriate			
			te unit.	e unit.	unit.			
	TOTAL -	1						
<u> </u>	100							

Table 11: Course Plan:

Unit Top	ic Subtopic	Teaching	Teaching	Targeted	No. of	Relation
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			method	aids/Venue	learning domain	Hours	to COs
1	1.1	Business Mathematics					
		1.1.1 Quantitative	Chalk	Class	Cog.(Und)	1	1
		Decision Making	and Talk	Room			
		1.1.2 Functions	Chalk and Talk	Class Room	Cog.(Und)	2	1
		1.1.3 Arithmetic Progression				1	
		1.1.4 Geometric Progression	Chalk and Talk	Class Room	Cog.(Und)	1	1
		1.1.5 Limit and Continuity	Chalk and Talk	Class Room	Cog.(Und)	1	1
		1.1.6Differentiation	Chalk and Talk	Class Room	Cog.(Und)	3	1
		1.1.7Maxima & Minima	Chalk and Talk	Class Room	Cog.(Und)	1	1
		1.1.8 Matrix Addition and Subtraction	Chalk and Talk	Class Room	Cog.(Und)	1	2
		1.1.9 Matrix Multiplication	Chalk and Talk	Class Room	Cog.(Und)	2	2
		1.1.10 Inverse Matrix	Chalk and Talk	Class Room	Cog.(Und)	2	2
		Total				15	
2	2.1	Introduction to Statistics					
		2.1.1 Introduction to Statistics	Chalk and Talk	Class Room	Cog.(App)	1	3
		2.1.2 Collection of Data, Classification and Tabulation	Chalk and Talk	Class Room	Cog.(App)	2	3
		2.1.3 Presentation of Data and Charting of Data	Chalk and Talk	Class Room	Cog.(App)	1	3
		2.1.4 Measures of Central Tendency	Chalk and Talk	Class Room	Cog.(App)	3	3
		2.1.5 Measures of Dispersion	Chalk and Talk	Class Room	Cog.(App)	3	3
		Total		-		10	
3	3.1	Distribution					
		3.1.1 Basic Concepts of	Chalk and Talk	Class Room	Cog.(Und)	4	4
		Probability 3.1.2Binomial	Chalk	Class	Cog.(Und)	3	4
		Distribution 3.1.3Poisson	and Talk Chalk	Room Class Room	Cog.(Und)	3	4
		Distribution 3.1.4Normal Distribution	and Talk Chalk and Talk	Room Class Room	Cog.(Und)	3	4

		3.1.5 Decision	Chalk	Class	Cog.(Und)	2	4
		Theory	and Talk	Room	Cog.(Cha)		
		Total		110 0111		15	
4	4.1	Sampling					
		4.1.1 Sampling	Chalk	Class	Cog.(Ana)	2	4
		Distribution	and Talk	Room			
		4.1.2 Hypothesis	Chalk	Class	Cog.(Ana)	3	4
		Testing	and Talk	Room			
		4.1.3 Chi Square	Chalk	Class	Cog.(Ana)	2	4
		Test	and Talk	Room			
		4.1.4 ANOVA	Chalk	Class	Cog.(Ana)	3	4
			and Talk	Room			
		Total				10	
5	5.1	Forecasting					
		5.1.1 Correlation	Chalk	Class	Cog.(Ana)	2	5
			and Talk	Room			
		5.1.2 Regression	Chalk	Class	Cog.(Ana)	3	5
			and Talk	Room			
		5.1.3 Time Series	Chalk	Class	Cog.(Ana)	3	5
		Analysis	and Talk	Room			
		5.1.4 Statistical	Chalk	Class	Cog.(Ana)	2	5
		Quality Control	and Talk	Room			
		Total				10	
		Grand Total				60	

COURSE CODE	YBA106	L	T	P	C
COURSE NAME	BUSINESS LEGISLATION FOR	3	0	0	3
	MANAGEMENT				

	EQUISITE:	Nil		L	T	P	H
C:P:A		3:0:0	······	3	0	0	3
COUR	SE OUTCON	MES	D	omain	Le	vel	
CO1	Understand	the different legal terms in a	contract C	ognitive	Ur	ndersta	nding
CO2	Outline the	formation and legal relation	onship between C	ognitive	Ur	ndersta	nding
	partners						
CO3	Understand	the sale and transfer of owner	rship. C	Cognitive	Ur	ıderstaı	nding
CO4	Define &	analyze Negotiable Instrum	ments and its C	ognitive	Re	memb	ering
	importance				&	Analys	sing
CO5	Understand	the different terms in Compar	nies Act C	ognitive	Re	memb	ering
					&	Analys	sing
TINITED T	I ATTACE (10
		CONTRACT		1 .			10
		als of a valid contract - □ Off					
		leration and Contracts - Per		ontract -	V 010	1 Cont	ract -
		- Breach, Damages and compe	ensation.				Το
		PARTNERSHIP					8
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		and outgoing partners - Retir	rement and Expuls	10n - D19	ssoluti	on of	fırm.
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		F SALE OF GOODS					8
		tials of a contract of sale - Go					
		sfer of title by non owners –	Performance - Unp	baid selle	r and	his Ki	gnts -
	s for breach.		T				10
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		e - Holder for value and holder			of n	egotiai	10n -
		and duties of collecting and p	aying bankers – 101	rgery.			Ι Δ
	COMPAN		1 C A		A . 1		9
• 1		Registration of company - Mer					1 - £
	non - Prospects – Auditors	ctus and raising of capital - Bo	orrowing powers of	the Com	pany -	- Board	1 01
	CTURE	TUTORIAL	PRACTIC	' A T		TOT	ΑT
LE	45	0	1 RACTIC 0	AL	l	45	
TEVT	BOOKS	<u> </u>	V		<u>i</u> _	45	
		nts of Mercantile Law, Sultan	Chand & Song 200)3			
N.D. K	apoor, Elemer	its of Mercantile Law, Suitan	Chand & Sons, 200)3.			
REFER	RENCES						
		eepa Prakash, 1st edition, Vik	as Publishing 2009).			
1. M.C.		•	•				
1. M.C. 2.Pathal	k, Legal Aspe	ects of Business, 2nd edition, 7	Гаta McGraw Hill,				
1. M.C. 2.Pathal 3.P C T	k, Legal Aspe ulsian, Busine	•	Γata McGraw Hill, 2007.				

Table 11: Mapping of COs with POs

PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2

CO 1	1	1	1	2	0	1	2	1	2	1	1
CO 2	2	1	1	1	0	2	1	1	1	2	1
CO 3	1	2	2	1	0	2	2	1	1	1	2
CO 4	1	2	3	3	0	1	2	1	2	1	2
CO 5	2	1	2	1	0	1	1	1	2	2	1
	7	7	9	8	0	7	8	5	8	7	7

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Able to acquire knowledge on valid contracts, breach and its consequences
- 2.1 Knowledge on damages and compensation under the agreements and contracts
- 3.1 Understand the law of partnership, essentials of contract of sale with different types of goods.
- 4.1 Able to analyse the transfer of ownership, unpaid seller's rights
- 6.1 Acquire knowledge on Negotiable Instruments and its importance
- 7.1 Understand the rights & duties of collecting & paying bankers.
- 8.1 Demonstrate knowledge of and need for the society with related to cheque and bills of exchange
- 9.1 Ability to engage in legal issues of Companies with related to MoA, AoA and Board of Directors, which can be life long learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	1	1	1	-
8.1	-	1	1	1	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	4	4	4	5	3
CA 2	30	6	6	6	6	6

CA 3	50	9.5	9.5	9.5	10.5	11
Total	100	19.5	19.5	19.5	21.5	20

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.5	0.5	0.5		
	Remembering				0.25	0.5
	Analyzing				0.25	0.5

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark – 20%):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	4	4	4	5	3
Total 50 Marks	4	4	4	5	3

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	2	2	1		
Assignment 2	5			1	2	2
Seminar	5	1	1	1	1	1
Class Test	10	2	2	2	2	2
Quiz	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (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 4 x 15 marks =60 marks	15 Marks	15 Marks	15 Marks	7 Marks	8 Marks
Part – D (Compulsory Question) 1 x 20 marks = 20 marks	-	-	-	10 Marks	10 Marks
Total 100 Marks	19 Marks	19 Marks	19 Marks	21 Marks	22 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N	Category	Scal	100	75	50	25	0	Relatio
0.		e						n 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.	by diagram, programs, examples etc (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.	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.	Organizati on (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 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 organizati on.	1
4.	Plagiarism , References and correctness (20%)		No errors Source material is incorporat ed logically	Minimal Errors Source material incorporat ed	Few Errors Source material incorporat ed	Many Errors Source material incorporated but sometimes	Mostly incorrect Plagiarize d, no references	1

	& insightfull y. Sources are documente d accurately.	logically. Sources documente d accurately.	adequately & usually documente d accurately.	inappropriat ely or unclearly. Documentati on is accurate only	
Total = 100%				occasionally.	

Table 9: Rubrics for Seminar (5 Marks):

S.N o. Criteria o Co. Seminar demonstrate domonstrate demonstrate domonstrate domonstra	Table	e 9: Rubrics fo	r Semi	nar (5 Mark	ks):				
1. Knowledge and Understandin g (15%)	S.N	Criteria	Scal	100	75	50	25	0	Relatio
1. Knowledge and Understandin g (15%)	0.		e						n to
and Understandin g (15%) being communicati on (Oral) (35%) 4. Application and Q & A (25%) Application and Q & A (25%) and Understandin g (15%) and Understandin g (15%) being comcepts concepts concepts concepts concepts concepts concepts concepts concepts Seminar exhibited impartiality with limited exhibited impartiality with limited ed orally with high degree of effectivenes s concepts and/or delivery resulted information being communicat ed orally with high degree of effectivenes s concepts and Q & A (25%) Application and Q & A (25%) Application and Q & A (25%) Application of class discussion and Q & A (25%) Application of class di									CO
and Understandin g (15%) being communicati on (Oral) (35%) 4. Application and Q & A (25%) Application and Q & A (25%) and Understandin g (15%) and Understandin g (15%) being comcepts concepts concepts concepts concepts concepts concepts concepts concepts Seminar exhibited impartiality with limited exhibited impartiality with limited ed orally with high degree of effectivenes s concepts and/or delivery resulted information being communicat ed orally with high degree of effectivenes s concepts and Q & A (25%) Application and Q & A (25%) Application and Q & A (25%) Application of class discussion and Q & A (25%) Application of class di									
and Understanding (15%) demonstrate d thorough knowledge of facts, terms and concepts (25%) Demonstrate d thorough knowledge of facts, terms and concepts (concepts concepts concepts (25%) Demonstrate d thorough knowledge of facts, terms and concepts (concepts concepts concepts (concepts concepts concepts concepts (concepts concepts concepts concepts (concepts concepts concepts concepts (concepts	1.	Knowledge	2	Seminar	Seminar	Seminar	Seminar	Not	1.2.3.4.
Communicati (35%) Communicati (35%) Communicati (35%) Communicati (35%) A Poplication and Q & A (25%) A Communicati and Q & A (25%) Communicati (25%)	_,	_		demonstrate	demonstrate	demonstrate	demonstrate	Submitt	
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2. Thinking and Inquiry (25%) Seminar exhibited impartiality with a high degree of success 3. Communicati on (Oral) (35%) Application and Q & A (25%) Thinking and Inquiry (25%) Seminar exhibited impartiality with limited success success success success success success success Seminar exhibited impartiality with limited success success success Language and/or delivery resulted information being communicate ed orally with high degree of effectivenes s success Seminar exhibited impartiality with limited end of and/or delivery resulted information being communicate ed orally with high degree of effectivenes and organized in an effective manner Ineffective facilitation of class discussion Inquiry (25%) Seminar exhibited impartiality with limited exhibited impartiality with limited exhibited impartiality with limited exhibited impartiality with limited exhibited impartiality with success Language and/or delivery resulted resulted information being communicate ed orally with some effectivenes s s Seminar was not organized in an effective manner Ineffective facilitation of class discussion		g							
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Total = 100 1				discussion		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	1.1	Introduction	PPT,	Class Room	Cog.(Rem)	1	
		of law &	Chalk &				
		contract	Board				
	1.2	Essentials of a	PPT	Class Room	Cog.(Rem)	1	
		valid contract					
	1.3	Offer,	PPT	Class Room	Cog.(Rem)	1	
		Acceptance &					
		Agreement					
	1.4	Formation of	PPT	Class Room	Cog.(Rem)	1	
		agreement					
	1.5	Consideration	PPT,	Class Room	Cog.(Rem)	1	
		& contracts	Chalk & Board				
		Assignment		Class Room	Cog.(Rem)	1	
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
	1.6	Performance	PPT,	Class Room	Cog.(Rem)	1	
	1.0	of the contract	Chalk &	Class Hoom	Cog.(Item)	-	
			Board				
	1.7	Void,	PPT,	Class Room	Cog.(Rem)	1	
	1.,	contingent	Chalk &	01465 110 0111	008.(110111)		
		contract	Board				
	1.8	Breach of	PPT	Class Room	Cog.(Rem)	1	
		contract			1 18.(11111)		
	1.9	Damages &	PPT	Class Room	Cog.(Rem)	1	
		compensation					
		TOTAL				10	
2	2.1	Law of	PPT	Class Room	Cog.(Rem)	1	
		Partnership –					
		concept					
	2.2	Kinds & legal	PPT,	Class Room	Cog.(Rem)	1	
		relationship	Chalk &				
		between	Board				
		partners					
	2.3	Rights of	PPT,	Class Room	Cog.(Rem)	1	
		incoming &	Chalk &		<i>U</i> (1)		
		outgoing	Board				
		partners					
	2.4	Retirement &	PPT,	Class Room	Cog.(Rem)	1	
		expulsion	Chalk &				
			Board				
		Assignment		Class Room	Cog.(Rem)		
	2.5	Dissolution of	Chalk &	Class Room	Cog.(Rem)	1	
		firm	Board				
	2.6	Limited	PPT	Class Room	Cog.(Rem)	1	
		Liability					
		partnership					
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	

		Case Laws	Chalk & Board	Class Room	Cog.(Rem)	1	
		TOTAL	Board			8	
3	3.1	Essentials of contract of sale	PPT	Class Room	Cog.(Rem)	1	
	3.2	Goods & their classification	PPT	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		
	3.3	Sale & transfer of ownership	Chalk & Board	Class Room	Cog.(Rem)	1	
	3.4	Transfer of title by non owners	PPT	Class Room	Cog.(Rem)	1	
	3.5	Performance of transfer	Chalk & Board	Class Room	Cog.(Rem)	1	
	3.6	Unpaid seller & his rights	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	3.7	Remedies for breach	Chalk & Board	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	
		TOTAL				8	
4	4.1	Negotiable instruments – Importance	Chalk & Board	Class Room	Cog.(Rem)	1	
	4.2	Promissory note	PPT	Class Room	Cog.(Rem)	1	
	4.3	Cheque & bill of Exchange	PPT	Class Room	Cog.(Rem)	1	
	4.4	Holder for value & Holder in due course	Chalk & Board	Class Room	Cog.(Rem)	1	
	4.5	Types of negotiation	PPT	Class Room	Cog.(Rem)	1	
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	
	4.6	Consignment	PPT	Class Room	Cog.(Rem)	1	
	4.7	Rights & duties of collecting & paying bankers	PPT	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		
	4.8	Forgery	PPT	Class Room	Cog.(Rem)	1	-
		Case Laws	PPT	Class Room	Cog.(Rem)	1	
		TOTAL	PPT	Class Room	Cog.(Rem)	10	

5	5.1	Companies Act, Company – types	PPT	Class Room	Cog.(Rem)	1	
	5.2	Registration of company	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	5.3	MoA, AoA	PPT	Class Room	Cog.(Rem)	1	
	5.4	Prospectus & raising of capital	PPT	Class Room	Cog.(Rem)	1	
	5.5	Borrowing powers of the company	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
	5.6	Board of Directors	PPT	Class Room	Cog.(Rem)	1	
	5.7	Auditors, Meetings	PPT	Class Room	Cog.(Rem)	1	
		Case Laws	PPT	Class Room	Cog.(Rem)	1	
		TOTAL	Chalk & Board	Class Room	Cog.(Ap,An)	9	
		Grand Total				45	

COUR	RSE CODE	YBA107				L	Т	P	C
COUR	RSE NAME	ATE	3	0	0	3			
		SOCIAL RESPO	ONSIBILITII	ES					
PRER	EQUISITE:	Nil				L	T	P	H
C:P:A		3:0:0				3	0	0	3
COUR	RSE OUTCON	IES			Dor	nain	Le	vel	
CO1	Explain the	ethical theories ar	nd various type	es of	Cog	nitive	Ur	ıdersta	nding
	approaches								

CO2	Outline the co	orporate social responsibilit	ies and role in	Cognitive	Understanding						
CO3	Summarize t	he ethical issue involved in	Human	Cognitive	Understanding						
	Resource Mar	nagement and Marketing	;								
CO4	_		_	Cognitive	Understanding						
CO5	Explain the e	thical implication of Techno	ology	Cognitive	Understanding						
	Transformatio			_	_						
UNIT I	ETHICAL	THEORIES AND APPRO	DACHES		10						
Ground	ing For The Me	etaphysics Of Morals – Justi	fication On Hum	an Rights –							
Utilitari	ianism –Probler	ns Of Utilitarianism – Arist	otelian Ethics – I	Distributive Ju	ıstice –						
Entitlen	nent Theory – F	Fundamental International R	ights - Model Bu	isiness Princij	ples –						
Caux P	rinciples – Inter	national Ethics – Indian Eth	nics								
UNIT I	I CORPORA	TE SOCIAL RESPONSI	BILITIES		12						
Moral	Leadership Ar	nd Business Ethics – Le	adership In A	Value – Ve	nturing Beyond						
Compli	ance – Managii	ng Ethics And Legal Comp	liance – Corpora	te Code Of C	Conduct – Social						
Respon	sibility Of Busi	ness – Maximizing Ethics A	And Profits – Glo	bal Corporate	Citizenship						
UNIT	III ETI	HICS IN HUMAN R	ESOURCE M.	ANAGEMEN	T AND 8						
MARK	ETING										
Ethics (Of Downsizing	 Issues In Employment 	Discrimination –	Grounds Of	Race, Sex And						
Age- H	uman Rights A	nd Global Labour Practices	- Human Rights	And Global I	Labour Practices						
– Busin	ess And Child	Labour – Trust – Portraya	l Of Women In	Advertising –	Drug Testing –						
Compe	nsation – Sexua	l Harassment									
UNIT I	V ETHICS I	N FINANCE AND ACCO	UNTING		8						
Ethics I	n Financial Ser	vices – Financial System –	Financial Market	s - Types Of	Markets						
Capital	Generation – S	ecurity Exchange – Financi	al Instruments Ai	nd Institutions) •						
		Institutions – Ethics Of Th									
		f Deception And Fraud Leg									
		IMPLICATION OF TEC			7						
Techno	logy And Eth	ics – Electronic Perform	ance Monitorin	g – New T	echnology And						
		Limitations of The Legal									
_	•	ghts And Responsibilities -	•	•	·						
	ECTURE	TUTORIAL	PRACT	ICAL	TOTAL						
	45	0	0		45						
TEXT	BOOKS				<u> </u>						
		. (2007) "Perspectives in B	usiness Ethics"	The McGraw-	Hill Companies,						

Laura P H and Abha C. (2007) "Perspectives in Business Ethics" The McGraw-Hill Companies, New Delhi

Table 11: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	2	1	1	1	0	0	3	1	1	0	0
CO 2	2	1	1	1	0	0	3	1	1	0	0
CO 3	2	1	1	1	0	0	3	1	1	0	0
CO 4	2	1	1	1	0	0	3	1	1	0	0

CO 5	2	1	1	1	0	0	3	1	1	0	0
Total	10	5	5	5	0	0	15	5	5	0	0
Scaled to 0,1,2,3	2	1	1	1	0	0	3	1	1	0	0

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	2	2	2	2	
2.1	1	1	1	1	1
3.1	1	1	1	1	1
4.1	1	1	1	1	1
7.1	3	3	3	3	3
8.1	1	1	1	1	1
9.1	1	1	1	1	

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	5	5	10		
CA 2	30	6	6	6	6	6
CA 3	50	11	10.5	9.5	9.5	9.5
Total	100	22	21.5	25.5	15.5	15.5

Table 4: CPA mapping with COs

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

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations	5	5	10		
Total 20 Marks	5	5	10		

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	1	1	1	1	1
Assignment 2	5	1	1	1	1	1
Seminar	5	1	1	1	1	1
Ethical Issues	10	2	2	2	2	2
Case Study	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (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 4 x 15 marks =60 marks	8 Marks	7 Marks	15 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks = 20 marks	10 Marks	10 Marks	-	-	-
Total 100 Marks	22 Marks	21 Marks	19 Marks	19 Marks	19 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N	Category	Scal	100	75	50	25	0	Relatio
0.		e						n to CO
1.	Clarity and limiting capabilities (35%)		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	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.	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

			to related readings, etc.					
3.	Organizati on (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 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 organizati on.	1
4.	Plagiarism, References and correctness (20%)		No errors Source material is incorporat ed logically & insightfull y. Sources are documente d accurately.	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately & usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally.	Mostly incorrect Plagiarize d, no references	1
	100%							

Table 9: Rubrics for Ethical Issues (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple,res earch-based	Informat ion is gathered from multiple	Informa tion is gathere d from a limited	Informat ion is gathered from a single or	Sourced from internet only	2,3

			sources.	sources.	number of	two		
					sources.	source.		
2.	Awareness of concept/Idea/M aterial/ Phenomena (20)	0.2	High awareness, demonstrate s all Functional area and structure.	Medium Awarene ss, but demonstr ates minimu m function al areas or structure	Low Awaren ess but organiz ed with no logical sequenc ing or structur e.	Poorly organize d	No awarene ss	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusi ons are reached from the evidence offered.	There is some indicati on of conclusi ons from the evidence e offered.	Conclus ions made are not relevant.	No conclusi ons are made from the evidenc e offered.	2,3
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	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 Analysi s and Researc h question (s) were not formed but could be formed through the literatur e review.	Researc h question (s) were not formed and are not apparent from the literatur e review.		2,3
5.	Report and Time Management (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior to the due date,	Informat ion is cited properly. Complet es tasks and assignme nts by	Informa tion is cited, but has errors. Comple tes on one day after the	Informat ion is not cited or is cited incorrec tly. Complet es on	No citation seen inside the text or in the reference	2,3

		may assist	due date	due	more	
		classmates		date.	than one	
					day	
					after the	
					due	
					date.	
Total -10	00 1					

Table 10: Rubrics for Ethics Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
		0.0						COs
1.	Interpretat ion	0.2 5	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation s or units.	Attempts to explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	Abse nt	4,5
2.	Representation	0.2 5	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathematical portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Abse nt	4,5
3.	Calculation	0.2	Calculatio ns attempted are essentially	Calculatio ns attempted are essentially	Calculations attempted are either unsuccessfu l or	Calculation s are attempted but are both unsuccessf	Abse nt	4,5

			all successful and sufficientl y comprehen sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	all successful and sufficientl y comprehen sive to solve the problem.	represent only a portion of the calculations required to comprehens ively solve the problem.	ul and are not comprehen sive.		
4.	Result	0.2 5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5
	TOTAL - 100	1						

Table 11: Course Plan:

		G 14	FD 11 (1 1	T 1.	TD 4 1	N 7	D 1 4
Uni	Topi	Subtopic	Teaching method	Teaching	Targeted	No.	Relatio
t	c			aids/Venu	learning	of	n to
				e	domain	Hour	COs
						S	
1	1.1	Introduction	PPT/C& T	Classroom	Cognitive	1	1
		to YBA 107					
	1.2	Teleological	PPT/C& T	Classroom	Cognitive	1	1
		and					
		Deontologica					
		1 Theories					
	1.3	Grounding	PPT/C& T	Classroom	Cognitive	1	1
		for					
		Metaphysics					
		Morals					
	1.4	Justification	PPT/C& T	Classroom	Cognitive	1	1
		on Human			_		
		Rights					
	1.5	Utilitariamis	PPT/C& T	Classroom	Cognitive	1	1
		m and					
		Problem					
	1.6	Aristotelian	PPT/C& T	Classroom	Cognitive	1	1

Ethics PPT/C&T Classroom Cognitive 1 1 1 1 1 1 1 1 1
Justice 1.8 Entittlement PPT/C&T Classroom Cognitive 1 1
1.8 Entittlement Theory PPT/C& T Classroom Cognitive 1 1
Theory 1.9 Fundamental International Rights 1.10 Model Business Principles 1.11 Caux Principles 1.12 International Ethics (Brahaminica I, Buddist & Gandhian) Class Test I(Unit I)/Seminar 2 2.1 Moral Leadership and Business Ethics 2.2 Leadership in a Value 2.3 Venturing Beyond Compliance 2.4 Managing Ethics and Legal PPT/C&T Classroom Cognitive 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
1.9 Fundamental International Rights 1.10 Model Business Principles 1.11 Caux Principles 1.11 Caux Principles 1.12 International Ethics PPT/C& T Classroom Cognitive 1 1 1 1 1 1 1 1 1
International Rights 1.10 Model Business Principles 1.11 Caux Principles 1.12 International Ethics (Brahaminica I, Buddist & Gandhian) Class Test 1(Unit 1)/Seminar 2 2.1 Moral Leadership and Business Ethics PPT/C& T Classroom Cognitive 1 1 Classroom Cognitive Cognitive 1 1 Classroom Cognitive
Rights
1.10 Model Business Principles PPT/C&T Classroom Cognitive 1 1 1 1 1 1 1 1 1
Business Principles 1.11 Caux Principles 1.12 International Ethics 1.13 Indian Ethics (Brahaminica I, Buddist & Gandhian) Class Test 1(Unit 1)/Seminar 2 2.1 Moral Leadership and Business Ethics 2.2 Leadership in a Value 2.3 Venturing Beyond Compliance PPT/C& T Classroom Cognitive 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Principles
1.11 Caux PPT/C& T Classroom Cognitive 1 1
Principles Principles PPT/C& T Classroom Cognitive 1 1
1.12 International Ethics PPT/C& T Classroom Cognitive 1 1
Ethics 1.13 Indian Ethics (Brahaminica I, Buddist & Gandhian) Class Test 1(Unit 1)/Seminar 2 2.1 Moral Leadership and Business Ethics 2.2 Leadership in a Value 2.3 Venturing Beyond Compliance 2.4 Managing Ethics and Legal Ethics PPT/C& T Classroom Cognitive
1.13 Indian Ethics (Brahaminica I, Buddist & Gandhian) Class Test I(Unit I)/Seminar Classroom Cognitive Cognitive Cognitive Classroom Cognitive
(Brahaminica 1, Buddist & Gandhian) Class Test 1(Unit 1)/Seminar 2 2.1 Moral Leadership and Business Ethics 2.2 Leadership in a Value 2.3 Venturing Beyond Compliance 2.4 Managing Ethics and Legal (Brahaminica 1, Buddist & Gandhian) Written/Presentati Classroom Cognitive(Ap 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
I, Buddist & Gandhian Class Test Class Test I(Unit On Divided PPT/C& T Class Test Leadership and Business Ethics PPT/C& T Class Test Cl
Gandhian) Class Test 1(Unit 1)/Seminar Classroom Cognitive(Ap p) Classroom Cognitive I I Leadership and Business Ethics Classroom Cognitive I I I Classroom Cognitive I I I Classroom Cognitive I I I I I I I I I I I I I I I I I I I
Class Test 1(Unit 1)/Seminar 2 2.1 Moral Leadership and Business Ethics 2.2 Leadership in a Value 2.3 Venturing Beyond Compliance 2.4 Managing Ethics and Legal Classroom Cognitive(Ap p) Classroom Cognitive Classroom Cognitive 1 1 1 1 1 1 1 1 1 1 1 1 1
1 (Unit 1)/Seminar on p) 2 2.1 Moral Leadership and Business Ethics 2.2 Leadership in a Value 2.3 Venturing Beyond Compliance 2.4 Managing Ethics and Legal 1 (Unit 1)/Seminar p) Classroom Cognitive p) Classroom Cognitive p) Classroom Cognitive possible pos
1)/Seminar 2 2.1 Moral PPT/C& T Classroom Cognitive Leadership and Business Ethics 2.2 Leadership in a Value 2.3 Venturing Beyond Compliance 2.4 Managing Ethics and Legal PPT/C& T Classroom Cognitive Classroom Cognitive Classroom Cognitive Classroom Cognitive Classroom Cognitive 1 1 1 1
2 2.1 Moral Leadership and Business Ethics PPT/C& T Classroom Cognitive 1 1 2.2 Leadership in a Value PPT/C& T Classroom Cognitive 1 1 2.3 Venturing Beyond Compliance PPT/C& T Classroom Cognitive 1 1 2.4 Managing Ethics and Legal PPT/C& T Classroom Cognitive 1 1
Leadership and Business Ethics 2.2 Leadership in a Value 2.3 Venturing PPT/C& T Classroom Cognitive Beyond Compliance 2.4 Managing PPT/C& T Classroom Cognitive Ethics and Legal Classroom Cognitive Classroom Cognitive 1 1 1 1
and Business Ethics 2.2 Leadership in a Value 2.3 Venturing Beyond Compliance 2.4 Managing Ethics and Legal Compliance Classroom Cognitive Classroom Cognitive Classroom Cognitive Classroom Cognitive Classroom Cognitive 1 1 Classroom Cognitive 1 1
Ethics 2.2 Leadership in a Value 2.3 Venturing Beyond Compliance 2.4 Managing Ethics and Legal Ethics Classroom Cognitive Classroom Cognitive Classroom Cognitive Classroom Cognitive Classroom Cognitive 1 1 1 1 1 1 1 1 1 1 1 1 1
2.2 Leadership in a Value PPT/C& T Classroom Cognitive 1 1
in a Value 2.3 Venturing Beyond Compliance 2.4 Managing Ethics and Legal PPT/C& T Classroom Cognitive Classroom Cognitive Classroom Cognitive 1 1 1 1
2.3 Venturing Beyond Compliance Compliance Classroom Cognitive 1 1 2.4 Managing Ethics and Legal Classroom Cognitive 1 1 1
Beyond Compliance 2.4 Managing PPT/C& T Classroom Cognitive 1 1 Ethics and Legal
Compliance 2.4 Managing PPT/C& T Classroom Cognitive 1 1 Ethics and Legal
2.4 Managing Ethics and Legal PPT/C& T Classroom Cognitive 1 1
Ethics and Legal
Legal
compliance
2.5 Corporate PPT/C& T Classroom Cognitive 1 1
Code of
Conduct
2.6 Social PPT/C& T Classroom Cognitive 1 1
Responsibilit
y of Business
2.7 Clobal PPT/C& T Classroom Cognitive 1 1
Corpoarte
Cizitenship
Class Test Written/Presentati Classroom Cognitive 1 1
(Unit on (App)
2)/Seminar
3 3.1 Maximizing PPT/C&T Classroom Cognitive 1 1
Ethics and
Profits
3.2 Ethics in of PPT/C& T Classroom Cognitive 1 1

	1	1 1 7 .			T		
		and Issues in					
		Employment					
		Discriminati					
		on					
	3.3	Grounds of	PPT/C& T	Classroom	Cognitive	1	1
		Race, Sex					
		and Age and					
		Global					
		Lanour					
		Practices					
	3.4	Business and	PPT/C& T	Classroom	Cognitive	1	1
		Child Labour	111/001		Cognitive		1
		and Trust					
	3.5		PPT/C& T	Classroom	Cognitive	1	1
	3.3	Prortrayal of	PP1/C& 1	Classicolli	Cognitive	1	1
		woman in					
		advertising					
		and Drug					
	0 -	Testing	DDT/G 0 =	G	g		
	3.6	Compensatio	PPT/C& T	Classroom	Cognitive	1	1
		n and Sexual					
		Harassment					
		Class Test	Written/Presentati	Classroom	Cognitive	1	1
		(Unit	on		(App)		
		3)/Seminar		<u> </u>			
4	4.1	Ethics in	PPT/C& T	Classroom	Cognitive	1	1
		Finance					
		Services,					
		Financial					
		System,					
		Financial					
		Markets					
	4.2	Ethics of the	PPT/C& T	Classroom	Cognitive	1	1
	1.2	Marketing	111/001	Classicom	Cogmuve	1	-
		system					
	4.3	Ethics in	PPT/C& T	Classroom	Cognitive	1	1
	1.3	Human	111/001		Cognitive	1	1
		resources					
	4.4	Ethics in	PPT/C& T	Classroom	Cognitive	1	1
	4.4		1 F 1/C& 1	Ciassiooiii	Cogmuve	1	1
		Computer					
-	15	System	DDT/C 0- T	Classes	Comities	1	1
	4.5	Avoidance of	PPT/C& T	Classroom	Cognitive	1	1
		Deception,					
		Fraud and					
		legal					
		environment					
	4.6	Technology	PPT/C& T	Classroom	Cognitive	1	1
		and Ethics					
	4.7	Electronic	PPT/C& T	Classroom	Cognitive	1	1
		Performance					
		Monitoring					
		Class Test	Written/Presentati	Classroom	Cognitive	1	1
		(Unit	on		(App)		
			<u> </u>	1	\ 11/		

		4)/Seminar					
5	5.1	New Technology and Wokplace Privacy	PPT/C& T	Classroom	Cognitive	1	1
	5.2	Limitations of legal system	PPT/C& T	Classroom	Cognitive	1	1
	5.3	Email Policy, Internet, Cyber Liability	PPT/C& T	Classroom	Cognitive	1	1
	5.4	Employer Rights and Responsibility	PPT/C& T	Classroom	Cognitive	1	1
	5.5	Internet Usage	PPT/C& T	Classroom	Cognitive	1	1
	5.6	Security Exchange	PPT/C& T	Classroom	Cognitive	1	1
	5.7	Ethics on India's Contact	PPT/C& T	Classroom	Cognitive	1	1
		Class Test (Unit 5)/Seminar	Written/Presentatio n	Classroom	Cognitive (App)	1	1
		Total				45 hrs	

COURSE CODE	YBA108		L	Т	P	C		
COURSE NAME		ND DISASTI	ER 3	0	0	3		
PREREQUISITE:	MANAGEMENT Nil		L	T	P	H		
C:P:A	3:0:0		3	0	0	3		
COURSE OUTCO	JJ.		Domain Level					
CO1 Define the En	nvironment, types of pollutants	s and its adverse	Cognitive Remem			ering		
•	emonstrate the role of an indiv		0		ndersta			
preventing it								
CO2 <i>Explain</i> the I	Ecosystem and Renewable Ene	rgy Sources	Cognitive	U	ndersta	nding		
	water pollution, water conserva	ation and waste	Cognitive	A	nalysin	g		
water treatme								
	quality standards and how to	*	Cognitive	R	ememb	ering		
	effects of noise pollution on h							
CO5 Demonstrate materials	how to manage solid waste a	nd hazardous	Cognitive	U	ndersta	nding		
	nology and ways to manage ea	rthquakes	Cognitive	U	ndersta	nding		
UNIT I	ي د د	i	<u> </u>			8		
Introduction to Envi	ronment – Pollutants and thei	r classification - 7	Types of po	olluti	on – A	dverse		
effects of Environm	ental Pollution on human he	alth - Role of ar	individua	lin	preven	tion of		
pollution.								
UNIT II		***************************************				8		
	ogy – Classifications of Ecol				Types of	of Eco		
	nd function – Major Eco syste	m – Renewable ei	nergy sourc	es.				
UNIT III						12		
	er pollution - Forms of water							
_	nservation – Water quality pa					water		
– Attributes of ground	water treatment methods and	uisposai - Harvesi	ung rain wa	uer n	arnessi	ng me		
UNIT IV	id water					10		
	pollution – Classifications of	factors causing a	ir pollutio	1 — /	Air nol			
	f air pollution – Air quality sta							
	f industrial noise pollution – E							
UNIT V		-				7		
Introduction to disas	ter management – Types of dis	saster – Evaluation	n – Prevent	ion o	f disas	ters –		
Population growth a	nd disasters – Seismology and	earth quakes.						
LECTURE	TUTORIAL	PRACTI	[CAL		TOT	AL		
45	0	0			4:	5		
TEXT BOOKS								
	a (2011), "Environmental Engi	_	ster Manage	emen	ıt",			
	ress, Laxmi Publications, New	/ Delhi.						
REFERENCES		D :	N 5 "					
Bose.B.C,"Introduction to Disaster Management", Rajat Publication, New Delhi								

Table 11: Mapping of COs with POs

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

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of Environment and Disaster management.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	2	2	2	2	2
2.1	1	1	1	1	1
4.1	1	1	1	1	1
5.1	2	2	2	2	2
7.1	1	1	1	1	1
8.1	1	1	1	1	1
9.1	1	1	1	1	1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	9.5	9.5	9.5	12	9.5
Total	100	17.5	18.5	20.5	23	20.5

Table 4: CPA mapping with COs

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

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	1	1	1	1	1
Assignment 2	5	1	1	1	1	1
Seminar	5	1	1	1	1	1
Mini Project	10	2	2	2	2	2
Case Study	5	1	1	1	1	1
Total	30	6	6	6	6	6

<u>Table 7: Mapping Course Outcome with Assessment for CA3 (50%):</u>

	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 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	19 Marks	19 Marks	19 Marks	24 Marks	19 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N o.	Category	Scal e	100	75	50	25	0	Relatio n 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.	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.	Organizati on (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 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 organizati on.	1
4.	Plagiarism , References and correctness		No errors Source material is incorporat ed	Minimal Errors Source material incorporat	Few Errors Source material incorporat	Many Errors Source material incorporated but	Mostly incorrect Plagiarize d, no references	1

(20%)	logically & insightfull y. Sources are documente d accurately.	ed logically. Sources documente d accurately.	ed adequately & usually documente d accurately.	sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally	
Total = 100%					

Table 9: Rubrics for Mini Project (10 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								CO
1.	Contribution of work (20)	0.2	Informati on is gathered from multiple, research- based sources.	Informati on is gathered from multiple sources.	Informat ion is gathered from a limited number of sources.	Informat ion is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Ma terial/ Phenomena (20)	0.2	High awarenes s, demonstr ates all Function al area and structure.	Medium Awarene ss, but demonstr ates minimum functiona l areas or structure	Low Awaren ess but organize d with no logical sequenci ng or structure	Poorly organize d	No awarene ss	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusi ons are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusi ons made are not relevant.	No conclusi ons are made from the evidenc e offered.	2,3
4.	Recognition about Functional Analysis and Research Tools	0.2	Well Analysed and Research question(Partly analysed and Research question	No Analysis and Researc h	Research question s (s) was not formed		2,3

	(20)		s) are formed through the literature review and clearly stated.	(s) are formed through the literature review.	question (s) were not formed but could be formed through the literatur e review.	and are not apparent from the literature review.		
5.	Report and Time Management (20)	0.2	Informati on is cited properly and format. Complete s tasks and assignme nts prior to the due date, may assist classmate s	Informati on is cited properly. Complete s tasks and assignme nts by due date	Informat ion is cited, but has errors. Complet es on one day after the due date.	Informat ion is not cited or is cited incorrect ly. Complet es on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								COs
1.	Interpretat	0.2	Provides	Provides	Provides	Attempts to		4,5
	ion	5	accurate	accurate	somewhat	explain		
			explanatio	explanatio	accurate	information		
			ns of	ns of	explanation	presented		
			informatio	informatio	s of	in		
			n	n	information	mathematic		
			presented	presented	presented in	al forms,		
			in	in	mathematic	but draws	Abse	
			mathemati	mathemati	al forms,	incorrect	nt	
			cal forms.	cal forms.	but	conclusions		
			Makes		occasionally	about what		
			appropriat		makes	the		
			e		minor errors	information		
			inferences		related to	means.		
			based on		computation			
			that		s or units.			

			informatio					
2.	Representation	0.2 5	n. Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Abse nt	4,5
3.	Calculation	0.2 5	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehens ively solve the problem.	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Absent	4,5
4.	Result	0.2	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5
	TOTAL - 100	1						

Table 11: Course Plan:

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

	1	T	T -	I nominario	1 ~		
1	1.1	Introduction to	Lecture	PPT/C& T	Cognitive	1	1
		Environment –					
		Pollutants and their					
	1.2	classification	T4	DDT/C 0 T	C::::		1
	1.2	Types of pollution – Adverse effects	Lecture	PPT/C& T	Cognitive	2	1
		of Environmental					
		Pollution on human					
		health					
	1.3	Role of an	Lecture	PPT/C& T	Cognitive	2	1
		individual in		111,0001	ogmer, c	_	-
		prevention of					
		pollution					
		Case Discussion		Discussion	Cognitive	2	
		Total				7	
2	2.1	Introduction to	Lecture	PPT/C& T	Cognitive	1	2
		Ecology –					
		Classifications of					
		Ecology					
	2.2	Concept of Eco	Lecture	PPT/C& T	Cognitive	2	2
		system – Types of					
		Eco System –					
		Structure and					
	2.2	function	-	DDT/G 0 T	a		2
	2.3	Major Eco system	Lecture	PPT/C& T	Cognitive	2	2
		- Renewable					
		energy sources Case Discussion		Discussion	Comitive	2	
		Total		Discussion	Cognitive	2 7	
3	3.1	Introduction to	Lecture	PPT/C& T	Cognitive	2	3
3	3.1	water pollution -	Lecture	111/001	Cognitive	2	3
		Forms of water –					
		water cycle –					
		sources of water –					
		water pollution					
	3.2	Water conservation	Lecture	PPT/C& T	Cognitive	2	3
		– Water quality					
		parameters – Water					
		treatments					
	3.3	Waste water	Lecture	PPT/C& T	Cognitive	2	3
		management-					
		Waste water					
		treatment methods					
		and disposal					
	3.4	Harvesting rain	Lecture	PPT/C& T	Cognitive	1	3
		water harnessing					
		life – Attributes of					
		ground water	D: :	D: .	0 12		
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Seminar / Class		PPT/C& T	Cognitive	1	
	<u> </u>	Test				10	
		Total		<u> </u>]	10	

4	4.1	Introduction to air pollution – Classifications of factors causing air pollution – Air pollutants gases	Lecture	PPT/C& T	Cognitive	2	4
	4.2	Prevention of air pollution – Air quality standards-Kinds of air quality standards	Lecture	PPT/C& T	Cognitive	2	4
	4.3	Noise pollution – Effects of industrial noise pollution – Effects of noise pollution on human health	Lecture	PPT/C& T	Cognitive	2	4
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Total				08	
5	5.1	Introduction to disaster management – Types of disaster	Lecture	PPT/C& T	Cognitive	2	5
	5.2	Evaluation – Prevention of disasters	Lecture	PPT/C& T	Cognitive	2	5
	5.3	Population growth and disasters – Seismology and earth quakes.	Lecture	PPT/C& T	Cognitive	2	5
		Seminar	PPT	PPT/C&T	Cognitive	1	
		Total				7	
		Grand Total				45	

COUR	SE CODE	YBA 201		L	T	P	C
COUR	SE NAME	FINANCIAL MANAGEMENT		3	0	0	3
PRER	EQUISITE:	Nil		L	T	P	H
C:P:A		3:0:0		3	0	0	3
COUR	SE OUTCO	MES	Don	nain	L	evel	
CO1	Understand	Cog	nitive	U	ndersta	nding	
	and Time va	alue of Money.					

CO2	Understandir	g capital budgeting techniqu	es.	Cognitive	Understan	ding
CO3	Understandir	ig the capital structure and di	vidend policy	Cognitive	Understan	ding
CO4	Understandir	ig the sources of long term	n finance and	Cognitive	Understan	ding
		entory management.		C		Ü
CO5	•	g the sources of short term	m finance and	Cognitive	Understan	ding
		gers and takeovers				·
		ND SCOPE OF FINANCIA	L MANAGEM	ENT,		6
	VALUE OF M					
	_	bjectives and Functions of				
		ancial Management. Meanir				
		ey- Time Value of Money Pro				.,
		RETURN, COST OF CAP				12
		ematic Risk and Unsystemati				
		Model (CAPM). Meaning and				
		aning and Definitions of			-Payback p	eriod
		ate of Return Method- Disco				140
		L STRUCTURE AND LI	EVERAGES, V	VORKING	CAPITAL	12
		IVIDEND POLICY		C4 D	- C: I	
		on of Capital Structure- The Vorking Capital Managemer				
		of Dividend-Models of				
_		ler Model-Forms of Dividen	-	y-waiter s	vioucis-Gore	2011 5
		OF FINANCE	<u></u>			6
		n Finance, Equity Shares-P	reference Share	s-Debentures	or Bonds-	<u></u>
		ngs, Sources of Short term				
Demeri		ngs, sources of short term	Tillance Tactor	ing frace ci	Car Wichia	, and
		TE RISK MANAGEMENT	. MERGER AN	D ACOUIS	ITION	9
		gement, Meaning and Reas	·-·			J
-	s of a Merger.	, ,	\mathcal{E}	1		
LE	ECTURE	TUTORIAL	PRACT	TCAL	TOTA	L
	45	0	0		45	
TEXT	BOOKS					
Chandr	a, Prasanna, Fi	nancial Management–Theory	and Practice, Ei	ighth edition,	TMH Publi	shing
	a, Prasanna, Fi ny Ltd., New D	•	and Practice, Ei	ighth edition,	TMH Publi	shing

REFERENCES

I.M. Pandey, Essentials of Financial Management-Fourth edition, Vikas Publishing House Pvt., Ltd., Noida.

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2
CO 1	3	0	0	0	0	0	0	0	0		
CO 2	3	0	1	0	2	0	0	0	0		
CO 3	3	0	0	1	0	0	0	0	0		

CO 4	3	0	0	0	0	0	0	0	0	
CO 5	3	2	1	0	0	0	0	0	1	
Total	15	2	2	1	2	0	0	0	1	
Scaled to 0,1,2,3	3	1	1	1	1	0	0	0	1	

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	4	4	4	4	4
CA 2	30	6	6	6	6	6
CA 3	50	9.5	9.5	12	9.5	9.5
Total	100	19.5	19.5	22	19.5	19.5

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.5	0.5	1.0	0.5	0.5

Table 4: Mapping Course Outcome with Assessment for CA1 (20 mark)

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total = 20 Marks	2	3	5	5	5

Table 5: Mapping Course Outcome with Assessment for CA2 (30 mark)

Category	CO1	CO2	CO3	CO4	CO5
Assignment	3	2	1		
Management Game	1	1	1	1	2
Seminar	1	1	1	1	2
Finance Quiz	1	2	1	1	1
Case Study			2	3	1
Total = 30 Marks	6	6	6	6	6

Table 6: Mapping Course Outcome with Assessment for CA3 (100 marks - 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	1	15 Marks
Part – D (Compulsory				20 Marks	

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

Question) 1 x20 marks =20 marks					
Total =100 Marks	19 Marks	19 Marks	19 Marks	24 Marks	19Marks

Table 7: Rubrics for Real Time Evaluation (20 Marks)

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Originality of the work (40%)	Completely original work and no plagiarism	Original work and no plagiarism	Partially original work and no plagiarism	Plagiarised work	No work done	1,2,3,4,5	Cog / Und
2.	Analysis and Interpretatio n & Report preparation (60%)	Proper analysis and interpretatio n using latest statistical tools and outcome of the report is excellent	Analysis and interpretation using good statistical tools and outcome of the report is good	Analysis and interpretatio n using moderate statistical tools is done partially and outcome of the report is moderate	Improper analysis and interpretation using limited statistical tools and outcome of the report is also improper	No analysis and interpretatio n and outcome of the report is nil	1,2,3,4,5	Cog / Und
3.	Submission Time	On time	I day late	2 days late	3 days late	Not submitted	1,2,3,4,5	Cog / Und
	Total = 100							

Table 8: Rubrics for Assignment (6 Marks)

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Content Clarity (50%)	Totally relevant to the given topic and clearly narrated	Partially relevant to the given topic and clearly narrated	Limited relevance to the given topic and limited narration	Very limited relevance to the given topic and very limited narration	Totally irrelevant to the given topic and not narrated	1,2,3	Cog / Und
2.	Relevant Examples (30%)	Live examples	Partially live and partially imaginary example	Imaginary example	Partially imaginary example	No example	1,2,3	Cog / Und
3.	References (10%)	Correct Author Name, Book or Journal title, Publisher Name, Edition or ISSN & Page Number	Correct Author Name, Book or Journal title, Publisher Name, Edition or ISSN	Correct Author Name, Book or Journal title & Publisher	Correct Author Name, Book or Journal	No reference	1,2,3	Cog / Und
4.	Timely	On time	1 day late	2 days late	3 days late	Not submitted	1,2,3	Cog / Und

Submission (10%)				
Total = 100%				

Table 9: Rubrics for Management Games (6 Marks)

S.No.	Criteria	100	75	50	25	-		Domain / Level
	Level of Participation (50%)	Highly active participation	Active participation	Participate	Passive participation	Not participating		Cog / Und
	Outcome of the Game (50%) Total = 100%	Excellent and Successful	Successful	Partially Successful	Limited Success	Unsuccessful	1,2,3,4,5	Cog / Und

Table 10: Rubrics for Seminar (6 Marks)

S.No.	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Knowledge and Understanding about the topic (50%)	In-depth knowledge totally relevant to the given topic	Good Knowledge partially relevant to the given topic	Partial Knowledge about topic	Limited knowledge about the given topic	No knowledge	1,2,3,4,5	Cog / Und
2.	Command over Language (25%)	Excellent Command	Good Command	Moderate command	Average Command	Poor	1,2,3,4,5	Cog / Und
3.	Answering the questions (25%)	Correct answers for all questions	Relevant answer for all questions	Partially relevant answers for 50% of the questions	Tried answering few questions	No answer	1,2,3,4,5	Cog / Und
4.	Presented on time (10%)	On time	1 day late	2 days late	3 days late	Not taken	1,2,3,4,5	Cog / Und
	Total = 100							

Table 11: Rubrics for Finance Quiz (6 Marks)

S.No.	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1	Level of Accuracy of Answer	Correct Answer with 100% proper explanation	Correct Answer with 75% proper explanation	Correct Answer with 50% proper explanation	Correct Answer with no proper explanation	Wrong Answer	1,2,3,4,5	Cog / Und
	Total = 100							

Table 12: Rubrics for Case Study (6 Marks)

S.No	Criteria	100	75	50	25	0	Relation	Domain
							to COs	/ Level
1.	Defining the statement of the Problem (25%)	Statement of the problem is clearly defined	Statement of the problem is defined	Statement of the problem is partially defined	Statement of the problem is undefined	No efforts were made to define the problem	3,4,5	Cog / Und
2.	Analysing the case (25%)	Case analysed properly used SWOT / SWOC	Case analysed used SWOT / SWOC	Case analysed partially	Attempts made to analyse the case	No efforts were made to analyse the case	3,4,5	Cog / Und
3.	Conclusion Remarks	Appropriate concluding remarks were presented	Concluding remarks were presented	Concluding remarks were presented moderately	Attempts were made to present concluding remarks	No concluding remarks	3,4,5	Cog / Und
	TOTAL = 100							

Table 13: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hrs	Rela tion to COs
1.		NATURE AND SCOPE OF FINANCIAL MANAGEMENT, TIME VALUE OF MONEY					
	1.1	Meaning-Definition-Objectives and Functions of Financial Management-	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.2	Role of Finance Manager-Scope of Financial Management.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	
	1.3	Meaning for Time preference for Money-	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.4	Techniques of Time value of Money-	Lecture	PPT/C& T /Classroom	Cog (Und)	2	1
	1.5	Time Value of Money Problems using any one of the basic software.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
		Seminar	Presentati on	PPT/ Classroom	Cog (Und)		
		Total				6	
2.		RISK AND RETURN, COST OF CAPITAL, CAPITAL BUDGETING					
	2.1	Meaning of Risk-Systematic Risk and Unsystematic Risk-Relationship between Risk and Return-	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.2	Capital Asset Pricing Model (CAPM).	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.3	Meaning and Definition of Cost of Capital-Computation of Cost of Capital-	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.4	Meaning and Definitions of Capital Budgeting-	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.5	Methods-Payback period Method- Accounting Rate of Return Method- Discounted Cash Flow Method.	Lecture	PPT/C& T /Classroom	Cog (Und)	3	2
		Seminar	Presentati on	PPT/ Classroom	Cog (Und)		
		Total				12	

		T	Т		1		
3.		CAPITAL STRUCTURE AND					
		LEVERAGES, WORKING CAPITAL					
		MANAGEMENT, CASH					
		MANAGEMENT, DIVIDEND					
	2.1	POLICY	T .	DDT /C 0 T	C (II I)	4	2
	3.1	Meaning and Definition of Capital	Lecture	PPT/C& T	Cog (Und)	4	3
	2.2	Structure- Theories of Capital Structure-	.	/Classroom	G (II I)	_	2
	3.2	Define Leverage – Types of Leverage.	Lecture	PPT/C& T	Cog (Und)	2	3
	2.2	W. I. G. i. IV	.	/Classroom	G (II I)	_	10
	3.3	Working Capital Management-	Lecture	PPT/C& T	Cog (Und)	2	3
		Concepts-Types-Advantage &		/Classroom			
	2.4	Disadvantages.	T .	DDT /C 0 T	C (II I)	4	2
	3.4	Meaning of Dividend-Models of	Lecture	PPT/C& T	Cog (Und)	4	3
		Dividend policy-Walter's Models-		/Classroom			
		Gordon's Model-Modigliani Miller					
	+	Model-Forms of Dividend	D:	DDTI/	C (II I)		-
		Seminar	Presentati	PPT/	Cog (Und)		
		G G I	on .	Classroom	O OT		
		Case Study	Discussio	PPT/	Cog (Und)		
			n/	Classroom			
			Presentati				
		TD 4.1	on	-	1	1.5	1
		Total				12	
4.		SOURCES OF LONG TERM					1
		FINANCE, INVENTORY					
		MANAGEMENT					
	4.1	Equity Shares-Preference Shares-	Lecture	PPT/C& T	Cog (Und)	2	4
		Debentures or Bonds-Term Loans-		/Classroom			
		Retained Earnings,					
	4.2	Meaning and kinds of Inventories-	Lecture	PPT/C& T	Cog (Und)	2	4
		Purpose and objectives of Inventory		/Classroom			
		Management-					
	4.3	Economic Order Quantity (Simple	Lecture	PPT/C& T	Cog (Und)	2	4
		Model).		/Classroom			
		Seminar	Presentati	PPT/	Cog (Und)		
			on	Classroom			
		Case Study	Discussio	PPT/	Cog (Und)		
			n /	Classroom	0.08 (0.111)		
			Presentati	Clussicolli			
			on				
		Total			1	6	†
5.		SOURCES OF SHORT TERM				,	+
٥.		FINANCE, CORPORATE RISK					
		MANAGEMENT, MERGER AND					
		ACQUISITION					
	5.1	Sources of Short term Finance -	Lecture	PPT/C& T	Cog (Und)	2	5
	J.1	Factoring-Trade credit -Merits and	Lecture	/Classroom	Cos (Chu)	-	
		Demerits,		/ Classiooiii			
	5.2	Corporate Risk Management,	Lecture	PPT/C& T	Cog (Und)	2	5
	3.2	Corporato Risk Management,	Lecture	/Classroom	Cog (Cliu)	–	
	5.3	Meaning and Reasons for Mergers and	Lecture	PPT/C& T	Cog (Und)	2	5
	3.3	Acquisition -Cost and benefits of a	Lecture	/Classroom	Cog (Olla)	4]
		Merger.		/ Classioolii			
		Seminar	Presentati	PPT/	Cog (Und)	<u> </u>	
		Schillar	on	Classroom	Cog (Olia)		1
		Case Study	Discussio	PPT/	Cog (Und)		
		Case Study	n /	Classroom	Cog (Una)		
				Ciassroom			
			Presentati				
		Total	on	+	+	0	1
		Total	 	+	+	9	
		Grand Total			1	45	1

COURS	SE CODE	YBA202			L	T	P	С	
	SE NAME	HUMAN RESOURCE M	ANAGEMENT		3	0	0	3	
PRERE	QUISITE:	Nil			L	T	P	Н	
C:P:A		3:0:0			3	0	0	3	
COURS	SE OUTCOMI	ES		Don	nain	L	evel		
CO1		the various roles played the essential qualities of a H	-	Cogi	nitive	U	Inde	rstanding	
CO2		he demand forecasting of he person for right place at rig	1	Cogi	nitive	U	Inde	rstanding	
CO3	Understand procedure.	the various recruitment p	ractices and selection	Cogi	nitive	U	Inde	rstanding	
CO4	appraisal and Components of E-HRM.								
CO5 Understand the concept of Competitive dynamics. Cognitive Underst							rstanding		
UNIT I	INTRODUCT	TION TO HUMAN RESO	URCE MANAGEMEN	Т				05	
		esource Management – The er – Qualities of human reso		facto	or – C	halle	nges	- Role of	
UNIT I	I HUMAN RE	ESOURCE PLANNING, J	OB ANALYSIS AND D	ESIG	N			10	
Process Descript	and steps of Jotion, Job Specif	Job Analysis, Determining by Analysis, Method of Job actions. Job Evaluation, Job EE RECRUITMENT, SEI	Analysis - Data Gatherin design.	ng-As	pect o				
Factors Recruitr Selection Outplace	affecting rec ment, Sources on Procedure, Sement, Promot	ruitment, Constraints and of Recruitment, Recruitmen Selection in other countries ion, Transfer, Downsizing, Retirement Scheme.	Challenges in Recru t Practices in India, Rete s, Socialization and In	itmen ention duction	t Pro of E	mplo Glob	oyee oal F	rocess of - Steps in Placement,	
UNIT I	V TRAINING	& DEVELOPMENT, PE	RFORMANCE APPRA	AISAI	E-H	RM	[10	
Perspect Appraisa	tives on Traini al, Methods of Planning for F	Training Methods, New ng, Emerging Issues in Traff Performance Appraisal, Performance Improvement -	ining, Identification of 'Potential Appraisal, Pos	Traini sible	ng ne Error	eds s in	- Pe	rformance Appraisal	
	COMPENSA	ATION						10	
Basics of perform executive Statutor	of compensation ance and Finantes - Organization by benefits - nor	on - factors determining partial incentives: Money and on wide incentive plans - Partial restatutory (voluntary) benefild employee commitment.	motivation - incentives ractices in Indian organic	for o _l zation	perati s. Be	ons ons	empl s and	Pay for oyees and d services:	
	CTURE	TUTORIAL	PRACTICA	. T .			Т	OTAL	
LIL	15	O						15 15	

LECTURE TUTORIAL PRACTICAL TOTAL
45 0 0 45
TEXT BOOKS

C.B.Gupta, Human Resource Management - Text and Cases, Sultan Chand & Sons, New Delhi.

REFERENCES

Gary Dessler and Biju Varkkey, Human Resource Management, Pearson Education, New Delhi.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	3	0	0	0	0	2	0	0	2	0	0
CO 2	2	0	0	0	0	2	0	0	2	0	0
CO 3	2	0	0	0	0	2	0	0	2	0	0
CO 4	3	0	0	2	0	2	0	0	2	0	0
CO 5	2	0	0	0	0	2	0	0	2	0	0
Total	12	0	0	2	0	10	0	0	10	0	0
Scaled	3	0	0	1	0	2	0	0	2	0	0
Value											

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	20	10	10			
CA 2	30			15	15	
CA 3	50	10	10	10	10	10
Total	100	20	20	25	25	10

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.5	0.5	1.0	0.5	0.5

Table 4: Mapping Course Outcome with Assessment for CA1 (20 mark)

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total = 20 Marks	2	3	5	5	5

Table 5: Mapping Course Outcome with Assessment for CA2 (30 mark)

Category	CO1	CO2	CO3	CO4	CO5
Assignment	3	2	1		
Management Game	1	1	1	1	2
Seminar	1	1	1	1	2
HR Quiz	1	2	1	1	1
Case Study			2	3	1
Total = 30 Marks	6	6	6	6	6

Table 6: Mapping Course Outcome with Assessment for CA3 (100 marks-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 Marks	19 Marks	19 Marks	24 Marks	19Marks

Table 7: Rubrics for Real Time Evaluation (20 Marks)

S.N o	Criteria	100	75	50	25	0	Relatio n to CO	
1.	Originality of the work (40%)	Completely original work and no plagiarism	Original work and no plagiarism	Partially original work and no plagiarism	Plagiarised work	No work done	1,2,3,4,5	Cog / Und
2.	Analysis and Interpretation & Report preparation (60%)	Proper analysis and interpretatio n using latest statistical tools and outcome of the report is excellent	Analysis and interpretatio n using good statistical tools and outcome of the report is good	Analysis and interpretation using moderate statistical tools is done partially and outcome of the report is moderate	Improper analysis and interpretatio n using limited statistical tools and outcome of the report is also improper	No analysis and interpretatio n and outcome of the report is nil	1,2,3,4,5	Cog / Und
3.	Submission Time	On time	I day late	2 days late	3 days late	Not submitted	1,2,3,4,5	Cog / Und
	Total = 100							

Table 8: Rubrics for Assignment (6 Marks)

S.No	Criteria	100	75	50	25	0	Relation	Domain /
							to CO	Level
1.	Content Clarity (50%)	Totally relevant to the given topic and clearly narrated	Partially relevant to the given topic and clearly narrated	Limited relevance to the given topic and limited narration	Very limited relevance to the given topic and very limited narration	Totally irrelevant to the given topic and not narrated	1,2,3	Cog / Und
2.	Relevant Examples (30%)	Live examples	Partially live and partially imaginary example	Imaginary example	Partially imaginary example	No example	1,2,3	Cog / Und
3.	References (10%)	Correct Author Name, Book or Journal	Correct Author Name, Book or Journal	Correct Author Name, Book or Journal title	Correct Author Name, Book or Journal	No reference	1,2,3	Cog / Und

		title, Publisher Name, Edition or ISSN & Page Number	title, Publisher Name, Edition or ISSN	& Publisher				
4.	Timely Submission (10%)	On time	1 day late	2 days late	3 days late	Not submitted	1,2,3	Cog / Und
	Total = 100%							

Table 9: Rubrics for Management Games (6 Marks)

S.No	Criteria	100	75	50	25			Domain / Level
-	Level of Participation (50%)	Highly active participation	Active participation	Participate	Passive participation		1,2,3,4,5	Cog / Und
-	Outcome of the Game (50%)	Excellent and Successful	Successful	Partially Successful	Limited Success	Unsuccessful	1,2,3,4,5	Cog / Und
	Total = 100%							

Table 10: Rubrics for Seminar (6 Marks)

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Knowledge and Understanding about the topic (50%)	In-depth knowledge totally relevant to the given topic	Good Knowledge partially relevant to the given topic	Partial Knowledge about topic	Limited knowledge about the given topic	No knowledge	1,2,3,4,5	Cog / Und
2.	Command over Language (25%)	Excellent Command	Good Command	Moderate command	Average Command	Poor	1,2,3,4,5	Cog / Und
3.	Answering the questions (25%)	Correct answers for all questions	Relevant answer for all questions	Partially relevant answers for 50% of the questions	Tried answering few questions	No answer	1,2,3,4,5	Cog / Und
4.	Presented on time (10%)	On time	1 day late	2 days late	3 days late	Not taken	1,2,3,4,5	Cog / Und
	Total = 100							

Table 11: Rubrics for HR Quiz (6 Marks)

S.	Criteria	100	75	50	25	0	Relation	Domain
No							to CO	/ Level

1	Level of	Correct	Correct	Correct	Correct	Wrong	1,2,3,4,5	Cog /
	Accuracy	Answer	Answer	Answer	Answer	Answer		Und
	of Answer	with 100%	with 75%	with 50%	with no			
		proper	proper	proper	proper			
		explanation	explanation	explanation	explanation			
	Total = 100							

Table 12: Rubrics for Case Study (6 Marks)

S. No	Criteria	100	75	50	25	0	Relation to COs	Domain / Level
1.	Defining the statement of the Problem (25%)	Statement of the problem is clearly defined	Statement of the problem is defined	Statement of the problem is partially defined	Statement of the problem is undefined	No efforts were made to define the problem	3,4,5	Cog / Und
2.	Analysing the case (25%)	Case analysed properly used SWOT / SWOC	Case analysed used SWOT / SWOC	Case analysed partially	Attempts made to analyse the case	No efforts were made to analyse the case	3,4,5	Cog / Und
3.	Conclusion Remarks	Appropriate concluding remarks were presented	Concluding remarks were presented	Concluding remarks were presented moderately	Attempts were made to present concluding remarks	No concluding remarks	3,4,5	Cog / Und
	TOTAL = 100							

Table 13: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching	Targeted	No. of	Relation
				aids/Venue	learning domain	Hours	to COs
1	1.1	Evolution of human	Lecture	PPT/C& T	Cog (Und)	1	1
		resource management		/Classroom			
	1.2	The importance of the	Lecture	PPT/C& T	Cog (Und)	1	1
		human factor		/Classroom			
	1.3	Challenges in HRM	Lecture	PPT/C& T	Cog (Und)	1	1
		-		/Classroom			
	1.4	Role of human	Lecture	PPT/C& T	Cog (Und)	1	1
		resource manager		/Classroom			
	1.5	Qualities of human	Lecture	PPT/C& T	Cog (Und)	1	1
		resource manager.		/Classroom			
		Seminar	Discussion/Presentation	PPT/C& T	Cog (App)		1
				/Classroom			
		Total				5	
2	2.1	Objectives of HRP,	Lecture	PPT/C& T	Cog (Und)	1	2
		Factors affecting HRP		/Classroom			
	2.2	Process of HRP,	Lecture	PPT/C& T	Cog (Und)	1	2
				/Classroom			
	2.3	Forecasting, Gap	Lecture	PPT/C& T	Cog (Und)	2	2
		Analysis,.		/Classroom			
	2.4	Implementation of	Lecture	PPT/C& T	Cog (Und)	2	2
		HRP,		/Classroom			
	2.5	Objectives of Job	Lecture	PPT/C& T	Cog (Und)	2	2

1	1		Τ	/01	T 1		
	2.6	Analysis,	T	/Classroom	Con (Hart)	2	2
	2.6	Determining Training	Lecture	PPT/C& T	Cog (Und)	2	2
	2.7	Needs, Compensation	Τ	/Classroom	C (II I)	2	2
	2.7	Performance Preview.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.8	Process and steps of	Lecture	PPT/C& T	Cog (Und)	2	2
	2.8	Job Analysis,	Lecture	/Classroom	Cog (Ulla)	2	2
	2.9	Method of Job	Lecture	PPT/C& T	Cog (Und)	2	2
	2.9	Analysis - Data	Lecture	/Classroom	Cog (Cliu)	2	2
		Gathering-		Clussiooni			
	2.10	Aspect of Job	Lecture	PPT/C& T	Cog (Und)	2	2
	2.10	analysis, Job	2000010	/Classroom	oog (ond)	_	_
		Description,					
	2.11	Job Specifications.	Lecture	PPT/C& T	Cog (Und)	2	2
		Job Evaluation, Job		/Classroom			
		design					
		Seminar	Presentation	PPT/C& T	Cog (Und)		1,2
				/Classroom			
		Total				10	
3	3.1	Factors affecting	Lecture	PPT/C& T	Cog (Und)	2	3
		recruitment,		/Classroom			
		Constraints and					
		Challenges in					
	2.2	Recruitment Process	T. andrews	DDT/C0 T	Can (III I)	1	2
	3.2	Process of Recruitment	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.3	Sources of	Lecture	PPT/C& T	Cog (Und)	1	3
	٥.٥	Recruitment	Lecture	/Classroom	Cog (Ond)	1	3
	3.4	Recruitment Practices	Lecture	PPT/C& T	Cog (Und)	2	3
	J.7	in India, Retention of	Lociuio	/Classroom	Cos (Chu)	2	5
		Employee		/ Classicolli			
	3.5	Socialization and	Lecture	PPT/C& T	Cog (Und)	2	3
		Induction - Global		/Classroom			
		Placement,					
		Outplacement					
	3.6	Promotion, Transfer,	Lecture	PPT/C& T	Cog (Und)	2	3
		Downsizing, Lay-off		/Classroom			
		and Retrenchment,					
		Suspension,					
		Dismissal,					
		Resignation, Voluntary Retirement					
		Scheme.					
		Case Study	Discussion/	PPT/C& T	Cog (Und)		3
		Case Study	Discussion	/Classroom	Cog (Oliu)		3
		Seminar	Presentation	PPT/C& T	Cog (Und)		3
			- 1000111111011	/Classroom	55 (Sila)		
		Total				10	
4	4.1	Concept of Training,	Lecture	PPT/C& T	Cog (Und)	2	4
		Training Methods		/Classroom			
	4.2	New Training	Lecture	PPT/C& T	Cog (Und)	2	4
		Techniques,		/Classroom			
		Evaluation of					
		Training, New					
		Perspectives on					
		Training, Emerging					
		Issues in Training,					
		Identification of					
	4.2	Training needs	T	DDT /C 0 T	C. O. D.	2	4
	4.3	Performance	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
		Appraisal, Methods of Performance		Ciassroom			
		of remormance			j		

		Grand Total				45 hrs	
		Total				10	
			1 Tobolitation	Classroom	205 (0110)	40	7,5
		Case Study Seminar	Discussion/Presentation Presentation	PPT/C& T /Classroom PPT /	Cog (Und)		5 4,5
		employee commitment	Discussion/Description	DDT/C % T	Con (Unit)		
	5.5	Insurance benefits - retirement benefits and other welfare measures to build	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.4	Benefits and services: Statutory benefits - non-statutory (voluntary) benefits	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.3	Organisation wide incentive plans - Practices in Indian organizations.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.2	Pay for performance and Financial incentives: Money and motivation - incentives for operations employees and executives	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
5		compensation - factors determining pay rate - Current trends in compensation		/Classroom			
5	5.1	Total Basics of	Lecture	PPT/C& T	Cog (Und)	8 2	5
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		4
		HRM. Case Study	Lecture	PPT/C& T /Classroom	Cog (Und)		4
	4.5	Components of E- HRM Advantages and Functions of E-	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.4	Possible Errors in the Appraisal Process, Planning for Performance Improvement	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
		Appraisal, Potential Appraisal					

COURS	SE CODE	YBA203		L	T	P	C		
COURS	SE NAME	MARKETING MANAGEMENT		3	0	0	3		
PRERE	EQUISITE:	L	T	P	H				
C:P:A		3	0	0	3				
COURSE OUTCOMES Domain Level									
CO1	Understand	Cognitive		Un	Understanding				
CO2	Understand	the Customer value & Market segment.	Cog	nitive	Un	Understanding			
CO3	Understand	the Product strategy.	Cog	gnitive	Un	dersta	nding		
CO4	4 <i>Understand</i> the Communicating value. Cognitive						Understanding		
CO5	5 Understand the concept of Competitive dynamics. Cognitive Understand								
UNIT I UNDERSTANDING MARKETING MANAGEMENT 7									

Defining Marketing for the 21st Century – The Importance of Marketing – The scope of

Marketing – Core Marketing Concepts – The New Marketing Realities – Company Orientation toward the Marketplace – Marketing Management Tasks

UNIT II CONNECTING WITH CUSTOMERS

10

Creating Customer Value, Satisfaction and Loyalty – Maximizing Customer Lifetime Value – Cultivating Customer Relationships.

IDENTIFYING MARKET SEGMENTS AND TARGETS

Bases for Segmenting Consumer Markets – Bases for Segmenting Business Markets – Market Targeting.

UNIT III SETTING PRODUCT STRATEGY

10

Product Characteristics and Classifications – Differentiation – Product and Brand Relationships – Packaging. Labeling, Warranties and Guarantees.

DEVELOPING PRICING STRATEGIES AND PROGRAMS & DELIVERING VALUE

Understanding Pricing – A changing Pricing Environment – How Companies Price? – Marketing Channels and Value Networks.

UNIT IV COMMUNICATING VALUE & MASS COMMUNICATIONS

8

Marketing Channels and Value Network-The Role of Marketing Channels-Channel Design Decisions-Channel Management Decisions. The Role of Marketing Communications – Developing and Managing an Advertising Program - Introducing New Market Offerings – New Product Options

UNIT V COMPETITIVE DYNAMICS

10

Competitive Strategies for Market Leaders – Other Competitive Strategies – Product Life Cycle Marketing Strategies.

CRAFTING THE BRAND POSITIONING

Developing and Establishing a Brand Positioning – Differentiation Strategies. What is Brand Equity? – Role of Brands – The Scope of Branding – Defining Brand Equity.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

V.S.Ramasamy ,S.Namakumari, Marketing Management Global Perspective Indian Context 5thEdition,McGram Hill Education(India) Pvt., Ltd.,NewDelhi

REFERENCES

Philip Kotler, Kevin Lane Keller, Abraham Koshy and MithileshwarJha, *Marketing Management* – *A South Asian Perspective*, Pearson Education Inc., New Delhi.

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

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	20	10	10			
CA 2	30			15	15	
CA 3	50	10	10	10	10	10
Total	100	20	20	25	25	10

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.5	0.5	0.5	1.0	0.5

Table 4: Mapping Course Outcome with Assessment for CA1 (20 marks)

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total = 20 Marks	2	3	5	5	5

Table 5: Mapping Course Outcome with Assessment for CA2 (30 marks)

Category	CO1	CO2	CO3	CO4	CO5
Assignment	3	3			
Market Plan Presentation			3		3
Role Play		3		3	
Seminar	3			3	
Case Study			3		3
Total 30 Marks	6	6	6	6	6

<u>Table 6: Mapping Course Outcome with Assessment for CA3 (100 marks - 50%)</u>

	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 Ma		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 Marks	19 Marks	19 Marks	24 Marks	19 Marks

<u>Table 7: Rubrics for Real Time Evaluation (20 Marks)</u>

S.No	Criteria	100	75	50	25		Relation	
1.	Contributi on of work	Total contribution of work	Partial contribution of work	Moderate contribution of work	Limited contribution of work	No contribution of work	to CO 1,2,3,4,5	/ Level Cog / Und
2.	Tools used for Analysis	Effective usage of high end tools for analysis	Good usage of tools for analysis	Moderate usage of tools for analysis	Limited usage of tools for analysis	No usage of tools for analysis	1,2,3,4,5	Cog / Und
3.	Organizati on of Content	Flow of content is completely meaningful	Flow of content is meaningful	Flow of content is moderately meaningful	Flow of content is average	Flow of content is totally improper	1,2,3,4,5	Cog / Und
4.	Interpretat ion and Report writing	Results properly interpreted and report prepared neatly	Results interpreted and report prepared	Results partially interpreted and report prepared partially	Results interpreted and but report not prepared	No interpretation of results and no report	1,2,3,4,5	Cog / Und
5.	Plagiarism and Reference	No plagiarism and review of literature properly acknowledge d	Moderate plagiarism and review of literature acknowledge d	Plagiarism and review of literature not properly acknowledge d	Plagiarism and review of literature not acknowledge d	Completely plagiarised and review of literature not acknowledge d		Cog / Und
	Total = 100%							

Table 8: Rubrics for Assignment (6 Marks)

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
-	Content & Narration (40%)	Proper Content and excellent narration	Good Content and narration	Relevant Content and moderate narration	Improper Content and no required narration	No Content and narration		Cog / Und
	Sequence of Information (30%)	Flow of information is consistent	Flow of information is good	Flow of information is moderate	Flow of information is average	No proper flow of information	1,2	Cog / Und

3.	Reference	Complete	Required	Partial	Incomplete	No reference	1,2	Cog /
	(20%)	details of	details of	details of	details of			Und
		author,	author, name	author,	author,			
		name of the	of the book	name of the	name of the			
		book or	or journal,	book or	book or			
		journal,	publisher	journal,	journal,			
		publisher		publisher	publisher			
4.	Time of	Submitted	Submitted	Submitted	Submitted	Not	1,2	Cog /
	Submission	on time	one day late	two days	three days	submitted		Und
	(10%)			late	late			
	Total =							
	100%							

Table 9: Rubrics for Marketing Plan Preparation (6 Marks)

S.No	Category	100	75	50	25	0	Relation to CO	Domain / Level
1.	Marketing Idea Generation & Strategy Design (50%)	Innovative and Creative Marketing idea and proper choice of strategic approach	Partially Innovative and Creative Marketing idea and proper choice of strategic approach	Good Marketing idea and suitable choice of strategic approach	Basic Marketing idea and strategic approach	No idea	3 & 5	Cog / Und
2.	Cost Workout (30%)	Proper budgeting	Good Budgeting	Moderate Budgeting	Improper Budgeting	No Budget	3 & 5	Cog / Und
3.	Report writing (10%)	Excellent report preparation	Proper report preparation	Report moderately prepared	Improper report preparation	Report not prepared	3 & 5	Cog / Und
4.	Timely Submission (10%) Total = 100%	On time	2 days late	4 days late	One week late	Not submitted	3 & 5	Cog / Und

Table 10: Rubrics for Role Play (6 Marks)

S. No	Category	100	75	50	25		Relation to CO	Domain / Level
	Level of understanding about the role given (30%)	Proper understandin g about the role given	Good understandin g about the role given	Moderate understandin g about the role given	understandin	Not understoo d		Cog / Und
	Exhibiting the role	Very accurate performance to the role given	Good performance	Moderate performance		Not performed		Cog / Und
	Total = 100%							

Table 11: Rubrics for Seminar (6 Marks)

S.	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
0							10 00	Level

1.	Concept Clarity and Depth of Knowledge (40%)	Excellent understandi ng about the concept and in depth knowledge about the topic	Good understandi ng about the concept and required knowledge about the topic	Moderate understandi ng about the concept and knowledge about the topic	Limited understandi ng about the concept and basic knowledge about the topic	No understan ding about the concept and knowledg e about the topic is totally absent	1,4	Cog/Un d
2.	Flow of Language (30%)	Excellent usage of vocabulary and streamlined flow of language	Good usage of vocabulary and clear flow of language	Moderate usage of vocabulary and proper flow of language	Limited usage of vocabulary and flow of language	Usage of vocabular y is totally absent and improper flow of language	1,4	Cog/Un d
3.	Handling Questions (10%)	Excellent and correct answers given for all questions	Correct answers given to the questions	Partially correct answers given to the questions	Incorrect answers given to the questions	No answers given for any of the questions	1,4	Cog/Un d
4.	Time Manageme nt (10%)	Excellent managemen t of time allotted	Proper managemen t of time allotted	Moderate managemen t of time allotted	Average managemen t of time allotted	Poor managem ent of time allotted	1,4	Cog/Un d
5.	Meeting the deadline (10%)	Seminar taken on the given date	Seminar taken one day late	Seminar taken 2 days late	Seminar taken 3 days later	Seminar not taken	1,4	Cog/Un d
	10tal -100	• • •	0. 1 (6.14					

Table 12: Rubrics for Case Study (6 Marks)

S. N	Criteria	100	75	50	25	0	Relation to COs	Domain / Level
1.	Problem Identificatio n (25%)	Identifying the problem accurately	Identifying the problem correctly	Identifying the problem moderately	Partial identification of the problem	Problem Unidentif ied	3,5	Cog / Und
2.	Analysis (25%)	Analysed the problem identified very accurately	Analysed the problem identified	Analysed the problem identified partially	Attempted to analyse the problem identified	No attempts were made to analyse the problem identified	3,5	Cog / Und
3.	Interpretation using tools (30%)	Effective usage of statistical tools / SWOT / SWOC for interpretatio n of results	Appropriate usage of statistical tools / SWOT / SWOC for interpretatio n of results	Moderate usage of statistical tools / SWOT / SWOC for interpretatio n of results	Usage of statistical tools / SWOT / SWOC for interpretatio n of results	Statistical tools / SWOT / SWOC for interpreta tion of results were not used	3,5	Cog / Und
4.	Outcome	Proper	Relevant	Partial	Improper	No	3,5	Cog /

(20%)	Conclusion	Conclusion	Conclusion	Conclusion	Conclusio	Und
	arrived after	arrived after	arrived after	arrived after	n arrived	
	analysis and	analysis and	analysis and	analysis and	after	
	interpretatio	interpretatio	interpretatio	interpretatio	analysis	
	n	n	n	n	and	
					interpreta	
					tion	
TOTAL -100						

Table 13: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	Defining Marketing for the 21 st Century	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.2	The Importance of Marketing – The scope of Marketing	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.3	Core Marketing Concepts	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.4	The New Marketing Realities	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.5	Company Orientation toward the Market place	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.6	Marketing Management Tasks	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
		Seminar	Discussion/Presentation	PPT/C& T /Classroom	Cog (Und)	1	1
		Total				7	
2	2.1	Creating Customer Value, Satisfaction and Loyalty	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.2	Maximizing Customer Lifetime Value	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.3	Cultivating Customer Relationships.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.4	Bases for Segmenting Consumer Markets	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.5	Bases for Segmenting Business Markets.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.6	Market Targeting	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
		Total				10	
3	3.1	Product Characteristics and Classifications –	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.2	Differentiation – Product and Brand Relationships	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.3	Packaging. Labeling, Warranties and Guarantees.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.4	Understanding Pricing	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.5	A changing Pricing Environment How Companies Price?	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3

	3.6	Marketing Channels and Value Networks.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
		Case study	Discussion/Presentation	PPT/C& T /Classroom	Cog (Und)		3
		Total				10	
4	4.1	The Role of Marketing Communications –	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.2	Developing and Managing an Advertising Program ns	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.3	Introducing New Market Offerings –	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.4	New Product Option	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		4
		Total				8	
5	5.1	Competitive Strategies for Market Leaders	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.2	Other Competitive Strategies – Product Life Cycle Marketing Strategies.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.3	Developing and Establishing a Brand Positioning	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.4	Differentiation Strategies.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.5	What is Brand Equity? – Role of Brands	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.6	The Scope of Branding – Defining Brand Equity.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
		Case Study	Discussion/Presentation	PPT/C& T /Classroom	Cog (Und)		5
		Total				10	
		Grand Total				45 hrs	

COLID	CE CODE	VD 4 204		T	T	l n			
ļ	SE CODE	YBA204		L	T	P	C		
COUR	SE NAME	PRODUCTION AND OPERATIONS		4	0	0	4		
DDEDE		MANAGEMENT		T	T	h	TT		
	QUISITE:	Nil		L	T	P	H		
C:P:A		4:0:0		4	0	0	4		
 	SE OUTCOM		Don			evel	1.		
CO1		ations, productivity and the various steps in	Cog	nitive	Uı	ndersta	anding		
CO2	product design		C	:4:	T T.	- d	di ~		
CO2 Explain the types of processes, process selection and Cognitive Understanding									
capacity planning. CO3 <i>Explain</i> facility layout and forecasting. Cognitive Understanding									
CO3		egate planning and inventory control.	-	nitive			anding		
CO5		erial requirements planning, scheduling and	······································				anding		
COS	lean product		Cog	nitive		idersia	manig		
IINITI		TION TO OPERATIONS, PRODUCT DI	I ZSICI	V	L		12		
		nation process, Operations management, P			Prod	nct de			
	design proces		Toduc	tivity,	1100	act ac	,51 5 11		
L		SELECTION, CAPACITY PLANNING					12		
ļ		design - Classification, Product-process matr	ix Pro	ocess f	low c	hart	1 12		
1		t - Capacity planning	171, 11	00055 1	10 11 0	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
ļ		Y LAYOUT, FORECASTING					12		
ļ		es of layouts, Product layout, Process layout,	Fore	casting	- Ca	mpon			
		echniques, Qualitative techniques, Time serio							
		ATE PLANNING, INVENTORY CONTR					12		
Aggrega	ate Sales and C	Operations Planning - Planning Strategies							
Inventor	ry Control - In	ventory costs, Inventory systems, Fixed orde	r quar	ntity m	odel				
UNIT V	-MATERIA	L REQUIREMENTS PLANNING, SCHE	DULI	NG, L	EAN		12		
PRODU	JCTION						<u> </u>		
1	1	Planning - Master production schedule, Bill			,				
		g – Scheduling and control functions,Lean Pr	************************	******************************					
LE	CTURE	TUTORIAL PRACT	Γ ICA]	L		TOT	IAL		
	60	0 0)			6	0		
ļ	BOOKS								
1		, Bernard W Taylor (2013), Operations M	lanage	ement	Alon	g the	Supply		
Chain, \									
ļ	RENCES								
:		Robert Jacobs, Nicholas J Aquilano, Nitin	K Aga	ırwal (2013)), Oper	rations		
	•	petitive Advantage, Tata McGraw-Hill.		ъ					
2. Maha	devan B (2010	0), Operations Management: Theory and Pra	ctice,	Pearso	on.				

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	3	0	0	0	0	0	0	0	0	0	0
CO 2	3	0	0	0	0	0	0	0	0	0	0
CO 3	3	2	0	0	2	0	0	0	0	0	0
CO 4	3	0	0	0	2	0	0	0	0	0	0
CO 5	3	0	0	0	2	0	0	0	0	0	0
Total	15	2	0	0	6	0	0	0	0	0	0
Scaled to	3	1	0	0	2	0	0	0	0	0	0
0,1,2,3											

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 2	30			10	10	10
CA 3	50	10	10	10	10	10
Total	100	20	20	20	20	20

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.8	0.8	0.8	0.8	0.8

Table 4: Mapping Course Outcome with Assessment for CA1 (20 mark – 20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	10	10			
Total 20 Marks	10 Marks	10 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (30%):

Category	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment1	6			6		
Assignment2	6				6	
Test	6			2	2	2
Seminar	6			2	2	2
Case Study	6					6
Total	30			10	10	10

Table 6: Mapping Course Outcome with Assessment for CA3 (50%):

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

	CO1	CO2	CO3	CO4	CO5
Part – A MCQ $10x1 = 10$ marks	3 Marks	3 Marks	-	3 Marks	1 Marks
Part – B 5 x2 marks = 10 marks	2 Marks	2 Marks	-	2 Marks	4 Marks
Part – C 4 x15 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	20 Marks	20 Marks	20 Marks	20 Marks	20 Marks

Table 7: Rubrics for Real Time Evaluation (20 Marks):

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain/ Level
1.	Answers (80%)	All answers correct	75% correct	50% correct	25% correct	All wrong	1,2	Cog/Und
2.	Presentation (20%)	Very neat	Neat	Satisfactory	Careless	Very poor	1,2	Cog/Und
	Total = 100							

Table 8: Rubrics for Assignment (6 Marks):

S. No	Criteria	100	75	50	25		Relation to CO	Domain/ Level
1.	Content (50%)	Idea very clear	Idea clear	Idea implicit	Idea not clear	Idea irrelevant	3,4	Cog/Und
2.	Presentation (30%)	Very neat	Neat	Satisfactory	Careless	Very poor	3,4	Cog/Und
3.	Submission (20%)	By deadline	1 day late	2 days late	3 days late	More than 3 days late	3,4	Cog/Und
	Total = 100							

Table 9: Rubrics for Seminar (6 Marks):

Sl. No	Criteria	100	75	50	25	0	Relation to CO	Domain/Level
	Topic Relevance (40%)	Well related to topic	Related to topic	y related	Vaguely related to topic	Irrelevant	3,4,5	Cog/Und
	Originality (20%)	Completely original	Major portion original	Partly original	Very less original content	Not original	3,4,5	Cog/Und
Г	Presentation (20%)	Fluent without mistakes	Fluent with mistakes		Discontinuous with many mistakes	Not prepared	3,4,5	Cog/Und
4	Timeliness (20%) Total = 100	First turn	Second turn	Third turn		After fourth turn	3,4,5	Cog/Und

Table 10: Rubrics for Case Study (6 Marks):

S. No	Criteria	100	75	50	25	0	Relation to COs	Domain/ Level
1.	Analysis (40%)	All facts thoroughl y analysed	Some facts thoroughl y analysed	Satisfactor y analysis	Very little analysis	Irrelevant analysis	5	Cog/Und
2.	Conclusion (20%)	Well explained and well supported	Well explained and not supported	Satisfactor y explanatio n	Poor explanatio n	No conclusio n	5	Cog/Und
3.	Presentatio n (20%)	Very neat	Neat	Satisfactor y	Careless	Very poor	5	Cog/Und
4.	Submission (20%)	By deadline	1 day late	2 days late	3 days late	More than 3 days late	5	Cog/Und
	TOTAL - 100							

Table 11: Rubrics for Test (6 Marks):

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain/ Level
1.	Answers (80%)	All answers correct	75% correct	50% correct	25% correct	All wrong	3,4,5	Cog/Und
2.	Presentation (20%) Total = 100	Very neat	Neat	Satisfactory	Careless	Very poor	3,4,5	Cog/Und

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 TO OPERATIONS, PRODUCT DESIGN					
		1.1.1 Introduction	Chalk and Talk	Class Room	Cog.(Und)	2	1
		1.1.2 Evolution of OM	Chalk and Talk	Class Room	Cog.(Und)	2	1
		1.1.3 Productivity	Chalk and Talk	Class Room	Cog.(Und)	2	1
		1.1.4 Product Design	Chalk and Talk, PPT	Class Room	Cog.(Und)	2	1
		1.1.5 Product Design Process – Form Design	Chalk and Talk, PPT, Video	Class Room	Cog.(Und)	2	1
		1.1.6 Product Design Process – Functional Design	Chalk and Talk, PPT, Video	Class Room	Cog.(Und)	2	1
		Total				12	
2	2.1	PROCESS SELECTION, CAPACITY PLANNING					
		2.1.1 Process Selection	Chalk and Talk	Class Room	Cog.(Und)	2	2

		2.1.2 Types of Processes	Chalk and	Class Room	Cog.(Und)	1	2
		2.1.2 Types of Processes	Talk, PPT, video	Class KOOIII	Cog.(Olid)	1	2
		2.1.3 Types of Processes - Project	Chalk and Talk, PPT, video	Class Room	Cog.(Und)	1	2
		2.1.4 Types of Processes - Batch	Chalk and Talk, PPT, video	Class Room	Cog.(Und)	1	2
		2.1.5 Types of Processes - Mass	Chalk and Talk, PPT, video	Class Room	Cog.(Und)	1	2
		2.1.6 Types of Processes - Continuous	Chalk and Talk, PPT, video	Class Room	Cog.(Und)	1	2
		2.1.7 Process Flow Chart	Chalk and Talk	Class Room	Cog.(Und)	2	2
		2.1.8 Capacity Management	Chalk and Talk	Class Room	Cog.(Und)	3	2
		Total				12	
3	3.1	FACILITY LAYOUT, FORECASTING					
		3.1.1 Basic Layouts	Chalk an	Class Room	Cog.(Und)	1	3
		3.1.2 Basic Layouts – Process Layout	Chalk and Talk, PPT, Video	Class Room	Cog.(Und)	1	3
		3.1.3 Basic Layouts – Product Layout	Chalk and Talk, PPT, Video	Class Room	Cog.(Und)	1	3
		3.1.4 Basic Layouts – Fixed Position Layout	Chalk and Talk, PPT, Video	Class Room	Cog.(Und)	1	3
		3.1.5 Hybrid Layouts	Chalk and Talk	Class Room	Cog.(Und)	2	3
		3.1.6 Components of Demand	Chalk and Talk	Class Room	Cog.(Und)	1	3
		3.1.7 Forecasting Techniques	Chalk and Talk	Class Room	Cog.(Und)	1	3
		3.1.8 Forecasting Techniques – Moving average	Chalk and Talk, Excel	Class Room	Cog.(Und)	2	3
		3.1.9 Forecasting Techniques – Exponential Smoothing	Chalk and Talk, Excel	Class Room	Cog.(Und)	2	3
		Total				12	
4	4.1	AGGREGATE PLANNING, INVENTORY CONTROL					
		4.1.1 Sales and Operations Planning	Chalk and Talk	Class Room	Cog.(Und)	2	4
		4.1.2 Aggregate Planning Strategies	Chalk and Talk	Class Room	Cog.(Und)	1	4
		4.1.3 Seven Pure Strategies	Chalk and Talk, PPT	Class Room	Cog.(Und)	2	4
		4.1.4 Inventory Costs	Chalk and Talk	Class Room	Cog.(Und)	2	4
		4.1.5 Inventory Systems	Chalk and Talk	Class Room	Cog.(Und)	2	4
		4.1.6 Fixed Order Quantity Model	Chalk and Talk	Class Room	Cog.(Und)	2	4
		4.1.7 ABC System	Chalk and	Class Room	Cog.(Und)	1	4

			Talk				
		Total				12	
5	5.1	MATERIAL REQUIREMENTS PLANNING, SCHEDULING, LEAN PRODUCTION					
		5.1.1 Material Requirement Planning	Chalk and Talk	Class Room	Cog.(Und)	2	5
		5.1.2 Scheduling	Chalk and Talk	Class Room	Cog.(Und)	1	5
		5.1.3 Lean Production	Chalk and Talk	Class Room	Cog.(Und)	1	5
		5.1.4 Lean Production - Flexibility	Chalk and Talk, PPT, Video	Class Room	Cog.(Und)	2	5
		5.1.5 Lean Production – Smooth Flow	Chalk and Talk, PPT, Video	Class Room	Cog.(Und)	2	5
		5.1.6 Lean Production – Quality at Source	Chalk and Talk, PPT, Video	Class Room	Cog.(Und)	2	5
		Total				12	
		Grand Total				60	

COURSE CODE	YBA205		L	T		P	C
COURSE NAME	MANAGEMENT INFORMATION SYST	EM	3	0		0	3
PREREQUISITE:	Nil		L	T		P	H
C:P:A	3:0:0		3	0		0	3
COURSE OUTCO	MES	Don	nain]	Lev	vel	

CO1	Understand the concept of Business and IT	Cognitive	Understanding					
CO2	Understand the concept of IT & Database	Cognitive	Understanding					
CO3	<i>Understand</i> the E-business applications	Cognitive	Understanding					
CO4	CO4 <i>Understand</i> the concept of system development Cognitive Understanding							
CO5	Understand the challenges and latest trends	Cognitive	Understanding					
UNIT I	FOUNDATION CONCEPTS	·	5					
Informa	Information Systems in Business, Components of Information Systems, Using Information							

Technology for Strategic Advantage

UNIT II INFORMATION TECHNOLOGIES

10

Hardware, Software, Data Concepts, Database Structures, Types of Databases, Data Warehouse, Data Mining, Database Management Approach, Types of Telecommunication Networks, Wired & Wireless Technologies

UNIT III BUSINESS APPLICATIONS

12

e-Business Systems, Functional Business Systems, Customer Relationship Management, Enterprise Resource Planning, Supply Chain Management, e-Commerce, Decision Support Systems

UNIT IV DEVELOPMENT PROCESSES

10

Planning, Systems Development Life Cycle, Implementing Business Systems

UNIT V CHALLENGES & LATEST TRENDS

8

Security, Ethical and Societal Challenges of IT, Security Management, Latest Trends

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

James A O'Brien, George M Marakas& Ramesh Behl, Management Information Systems, Tata McGraw Hill, New Delhi.

REFERENCES

Kenneth C. Laudon, Jane P. Laudon Management Information System, Student Edition, 13th Edition.

Table1: Mapping of POs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	2	0	0	0	0	0	0	0	0	0	0
CO 2	2	0	0	0	0	0	0	0	2	0	0

CO 3	2	2	0	0	0	0	0	0	2	0	0
CO 4	2	0	0	0	0	0	0	0	2	0	0
CO 5	2	2	0	0	0	0	2	0	2	0	0
Total	10	4	0	0	0	0	2	0	8	0	0
Scaled	2	1	0	0	0	0	1	0	2	0	0
Value											

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	20	10	10			
CA 2	30			15	15	
CA 3	50	10	10	10	10	10
Total	100	20	20	25	25	10

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.5	0.5	1.0	0.5	0.5

Table 4: Mapping Course Outcome with Assessment for CA1 (20 mark):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total = 20 Marks	2	3	5	5	5

Table 5: Mapping Course Outcome with Assessment for CA2 (30 mark):

Category	CO1	CO2	CO3	CO4	CO5
Assignment	3	3			
Multimedia Presentation			2	2	2
Seminar	2	2	2		
Quiz	1	1	1	2	1
Case Study			1	2	3
Total = 30 Marks	6	6	6	6	6

Table 6: Mapping Course Outcome with Assessment for CA3 (100 marks-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	10 Marks				10 Marks
Total 100 Marks	14 Marks	19 Marks	19 Marks	19Marks	29Marks

Table 7: Rubrics for Real Time Evaluation (20 Marks)

S. N o	Criteria	100	75	50	25	-	Relation to CO	Domain / Level
1.	Contribution	Total	Partial	Moderate	Limited	No	1,2,3,4,5	Cog/
	of work	contribution	contribution	contribution	contribution	contribution		Und
		of work						

2.	Tools used for Analysis	Effective usage of high end tools for analysis	Good usage of tools for analysis	Moderate usage of tools for analysis	usage of tools	No usage of tools for analysis		Cog / Und
3.	Organization of Content	Flow of content is completely meaningful	Flow of content is meaningful	Flow of content is moderately meaningful	Flow of content is average	Flow of content is totally improper	1,2,3,4,5	Cog / Und
4.	Interpretatio n and Report writing	Results properly interpreted and report prepared neatly	Results interpreted and report prepared	Results partially interpreted and report prepared partially	interpreted and but	No interpretatio n of results and no report		Cog / Und
5.	Plagiarism and Reference	No plagiarism and review of literature properly acknowledge d	Moderate plagiarism and review of literature acknowledge d	Plagiarism and review of literature not properly acknowledge d	literature not acknowledge d	Completely plagiarised and review of literature not acknowledg ed		Cog / Und
	Total = 100%							

Table 8: Rubrics for Assignment (6 Marks)

Criteria	100	75	50	25	0		Domain / Level
Clarity & usage of graphs and diagrams (30%)	Excellent content clarity & graphs and diagrams were used effectively.	Good content clarity & graphs and diagrams were used.	Moderate content clarity & graph and diagram were not clearly used.	Average content clarity & no graph and diagrams.	No typed document.	1,2	Cog, Und
Support by flow chart, examples etc (30%)	Assignment supported with well defined flowchart, and examples	Assignment supported with defined flowchart, and examples	Assignment supported with general flowchart, and examples	Assignment supported with vague flowchart, and examples	No flowcharts, and examples	1,2	Cog, Und
Usage of tools (30%)	Excellent usage of tools	Effective usage of tools	General usage of tools.	Very limited usage of tools.	No working skill	1,2	Cog, Und
Timely Submission (10%)	Submitted On time.	Submitted 1 day late	Submitted 2 days late.	Submitted 3 days late.	Not submitted	1,2	Cog, Und
	Clarity & usage of graphs and diagrams (30%) Support by flow chart, examples etc (30%) Usage of tools (30%) Timely Submission	Clarity & usage of graphs and diagrams (30%) Support by flow chart, examples etc (30%) Clarity & graphs and diagrams were used effectively. Support by flow chart, examples etc (30%) Clarity & graphs and diagrams were used effectively. Assignment supported with well defined flowchart, and examples Usage of tools (30%) Excellent usage of tools (30%) Submitted On time.	Clarity & usage of graphs and diagrams (30%) Support by flow chart, examples etc (30%) Clarity & graphs and diagrams were used effectively. Support by flow chart, examples etc (30%) Clarity & graphs and diagrams were used effectively. Assignment supported with well defined flowchart, and examples Excellent usage of tools (30%) Excellent usage of tools (30%) Submitted On time. Submitted 1 day late	Clarity & usage of graphs and diagrams (30%) Support by flow chart, examples etc (30%) Clarity & graphs and diagrams were used effectively. Support by flow chart, examples etc (30%) Clarity & graphs and diagrams were used effectively. Support by flow chart, examples etc (30%) Clarity & graphs and diagrams were used. Assignment supported with well defined flowchart, and examples examples Clarity & graphs and diagram were used. Clarity & graphs and diagram were used. Clarity & graph and diagram were used. Clarity & graph and diagram were used. Clarity & graphs and graphs and graphs and graph and diagram were used. Clarity & graphs and graphs and graphs and graphs and graphs	Clarity & usage of graphs and content clarity & no graph and diagrams were used effectively. Support by flow chart, examples etc (30%) Usage of tools (30%) Clarity & clarity & clarity & clarity & no graph and diagrams were used. Excellent content content clarity & clarity & no graph and diagrams were used. Support by flow chart, examples etc (30%) Usage of tools (30%) Clarity & clarity & clarity & no graph and diagram were used. Excellent supported with well defined flowchart, and examples examples Excellent usage of tools (50%) Clarity & clarity & clarity & no graph and diagrams were used. Excellent supported with with with vague flowchart, and examples examples Excellent usage of usage of tools. Clarity & clarity & clarity & clarity & no graph and diagrams were used. Excellent supported with with with vague flowchart, and examples examples Excellent usage of usage of tools. Submitted 1 day late Submitted 2 days late.	Clarity & usage of graphs and diagrams (30%) Support by flow chart, examples etc (30%) Usage of tools (30%) Usage of tools (30%) Clarity & usage of tools (30%) Clarity & clarity & clarity & clarity & clarity & no graph and diagrams were used. Support by flow chart, and examples Usage of tools (30%) Clarity & used. Good content content clarity & clarity & no graph and diagrams were used. Support by flow chart, and examples Usage of tools Clarity & clarity & clarity & no graph and diagrams were used. Assignment supported with well defined flowchart, and examples Excellent usage of tools Clarity & clarity & clarity & no graph and diagrams. Were used. Assignment supported with with with with wague flowchart, and examples Usage of tools Clarity & clarity & clarity & no graph and diagrams. Were used. Assignment supported with and exampler flowchart, and examples Excellent usage of tools Content content content clarity & no graph and diagrams. Were used. Assignment supported with and exampler flowchart, and examples Excellent usage of tools Usage of tools Content clarity & clarity & no graph and diagrams. Assignment supported with and exampler flowchart, and examples Excellent usage of tools. Submitted 1 Submitted 2 days late. Submitted 3 days late.	Clarity & usage of graphs and diagrams (30%) Support by flow chart, examples etc (30%) (30%) Support by flow chart, and examples examples Usage of tools (30%) Usage of tools (30%) Clarity & usage of tools (30%) Submission (10%) Excellent content clarity & clarity & clarity & no graph and diagrams were used. Support by flow chart, and examples Excellent content clarity & clarity & no graph and diagrams were used. Support by flow chart, and and examples Excellent usage of tools (30%) Clarity & used. Assignment supported with well defined flowchart, and examples Excellent usage of tools (30%) Clarity & content clarity & no graph and diagrams. Assignment supported with with with vague flowchart, and examples Excellent usage of tools (30%) Clarity & content clarity & no graph and diagrams. Assignment supported with with vague flowchart, and examples Excellent usage of tools (30%) Content clarity & content clarity & no graph and diagrams. Assignment supported with with vague flowchart, and examples Excellent usage of usage of tools. Submitted 1 Submitted 2 Submitted 3 days late. Submitted 3 Submitted 3 days late.

<u>Table 9: Rubrics for Multimedia presentation (6 Marks)</u>

S.No	Category	100	75	50	25	-		Domain / Level
	Presentation Content clarity (30%)	Presentation content prepared very clearly	Presentation content prepared clearly	Presentation content prepared with less clarity	Presentation content prepared without clarity	No preparation of presentation content.	3,4,5	Cog, Und

2.	Support by tools etc (30%)	Presentation supported with advanced tools	Presentation supported with tools	Presentation supported with few tools		No usage of any tools	3,4,5	Cog, Und
3.	Time Management (20%)	Excellent management of time allotted	Proper management of time allotted	Moderate management of time allotted	management	Poor management of time allotted		Cog, Und
4.	Timely Submission (20%)	Submitted On time.	Submitted 1 day late	Submitted 2 days late.	Submitted 3 days late.	Not submitted	3,4,5	Cog, Und
	Total = 100%							

Table 10: Rubrics for Seminar (6 Marks)

S. N	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Concept Clarity and Depth of Knowledge (40%)	Excellent understandi ng about the concept and in depth knowledge about the topic	Good understandi ng about the concept and required knowledge about the topic	Moderate understandi ng about the concept and knowledge about the topic	Limited understand ing about the concept and basic knowledge about the topic	No understan ding about the concept and knowledg e about the topic is totally absent	1,2,3	Cog / Und
2.	Flow of Language (30%)	Excellent usage of vocabulary and streamlined flow of language	Good usage of vocabulary and clear flow of language	Moderate usage of vocabulary and proper flow of language	Limited usage of vocabular y and flow of language	Usage of vocabular y is totally absent and improper flow of language	1,2,3	Cog / Und
3.	Handling Questions (10%)	Excellent and correct answers given for all questions	Correct answers given to the questions	Partially correct answers given to the questions	Incorrect answers given to the questions	No answers given for any of the questions	1,2,3	Cog / Und
4.	Time Manageme nt (10%)	Excellent management of time allotted	Proper management of time allotted	Moderate management of time allotted	Average manageme nt of time allotted	Poor managem ent of time allotted	1,2,3	Cog / Und
5.	Meeting the deadline (10%) Total =100	Seminar taken on the given date	Seminar taken one day late	Seminar taken 2 days late	Seminar taken 3 days later	Seminar not taken	1,2,3	Cog / Und

Table 11: Rubrics for Quiz (6 Marks)

S.	Criteria	100	75	50	25	0	Relation	Domain
No							to CO	/ Level
1	Level of	Correct	Correct	Correct	Correct	Wrong	1,2,3,4,5	Cog /
	Accuracy	Answer	Answer	Answer	Answer	Answer		Und
	of Answer	with 100%	with 75%	with 50%	with no			
		proper	proper	proper	proper			
		explanation	explanation	explanation	explanation			
	Total = 100							

Table 12: Rubrics for Case Study (6 Marks)

S. N	Criteria	100	75	50	25	0	Relation to COs	Domain / Level
1.	Problem Identificatio n (25%)	Identifying the problem accurately	Identifying the problem correctly	Identifying the problem moderately	Partial identificat ion of the problem	Problem Unidentifie d	3,4,5	Cog / Und
2.	Analysis (25%)	Analysed the problem identified very accurately	Analysed the problem identified	Analysed the problem identified partially	Attempted to analyse the problem identified	No attempts were made to analyse the problem identified	3,4,5	Cog / Und
3.	Interpretatio n using tools (30%)	Effective usage of statistical tools / SWOT / SWOC for interpretatio n of results	Appropriate usage of statistical tools / SWOT / SWOC for interpretatio n of results	Moderate usage of statistical tools / SWOT / SWOC for interpretatio n of results	Usage of statistical tools / SWOT / SWOC for interpretat ion of results	Statistical tools / SWOT / SWOC for interpretati on of results were not used	3,4,5	Cog / Und
4.	Outcome (20%)	Proper Conclusion arrived after analysis and interpretatio n	Relevant Conclusion arrived after analysis and interpretatio n	Partial Conclusion arrived after analysis and interpretatio n	Improper Conclusio n arrived after analysis and interpretat ion	No Conclusion arrived after analysis and interpretati on	3,4,5	Cog / Und
	101AL = 100							

Table 13: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching	Targeted	No. of	Relation
Omi	Topic	Bubtopic	Teaching method	aids/Venue	learning	Hours	to COs
				alus/ venue	domain	Hours	to COs
1	1.1	Information Systems in	Lecture	PPT/C& T	Cog	1	1
		Business		/Classroom	(Und)		
	1.2	Components of	Lecture	PPT/C& T	Cog	2	1
		Information Systems		/Classroom	(Und)		
	1.3	Using Information	Lecture	PPT/C& T	Cog	2	1
		Technology for Strategic		/Classroom	(Und)		
		Advantage					
		Seminar	Discussion/Presentation	PPT/C& T	Cog		1
				/Classroom	(Und)		
		Total				5	
2	2.1	Hardware, Software	Lecture	PPT/C& T	Cog	1	2
				/Classroom	(Und)		
	2.2	Data Concepts, Database	Lecture	PPT/C& T	Cog	1	2
		Structures,		/Classroom	(Und)		
	2.3	Types of Databases,	Lecture	PPT/C& T	Cog	1	2
				/Classroom	(Und)		
	2.4	Data Warehouse, Data	Lecture	PPT/C& T	Cog	2	2
		Mining,		/Classroom	(Und)		
	2.5	Database Management	Lecture	PPT/C& T	Cog	2	2
		Approach,		/Classroom	(Und)		
	2.6	Types of	Lecture	PPT/C& T	Cog	2	2
		Telecommunication		/Classroom	(Und)		

		Networks					
	2.7	Wired & Wireless	Lecture	PPT/C& T	Cog	1	2
		Technologies		/Classroom	(Und)		
		Seminar	Presentation	PPT/C& T	Cog	-	1,2
				/Classroom	(Und)		
		Total			, ,	10	
3	3.1	e-Business Systems	Lecture	PPT/C& T	Cog	1	3
		•		/Classroom	(Und)		
	3.2	Functional Business	Lecture	PPT/C& T	Cog	1	3
		Systems		/Classroom	(Und)		
	3.3	Customer Relationship	Lecture	PPT/C& T	Cog	2	3
		Management		/Classroom	(Und)		
	3.4	Enterprise Resource	Lecture	PPT/C& T	Cog	2	3
		Planning,		/Classroom	(Und)		
	3.5	Supply Chain	Lecture	PPT/C& T	Cog	2	3
		Management		/Classroom	(Und)		
	3.6	e-Commerce	Lecture	PPT/C& T	Cog	2	3
				/Classroom	(Und)		
	3.7	Decision Support	Lecture	PPT/C& T	Cog	2	3
		Systems		/Classroom	(Und)		
		Case study	Discussion/	PPT/C& T	Cog	-	3
			Presentation	/Classroom	(Und)		
		Seminar	Presentation	PPT/C& T	Cog	-	4
				/Classroom	(Und)		
		Total				12	
4	4.1	Planning,	Lecture	PPT/C& T	Cog	3	4
				/Classroom	(Und)		
	4.2	Systems Development	Lecture	PPT/C& T	Cog	3	4
		Life Cycle		/Classroom	(Und)		
	4.3	Implementing Business	Lecture	PPT/C& T	Cog	4	4
		Systems		/Classroom	(Und)		
		Case Study	Discussion/	PPT/C& T	Cog	-	4
			Presentation	/Classroom	(Und)		
		Seminar	Presentation	PPT/C& T	Cog	-	4
				/Classroom	(Und)		
	<u> </u>	Total				10	
5	5.1	Security	Lecture	PPT/C& T	Cog	1	5
	1			/Classroom	(Und)	_	
	5.2	Ethical and Societal	Lecture	PPT/C& T	Cog	2	5
		Challenges of IT	-	/Classroom	(Und)		
	5.3	Security Management,	Lecture	PPT/C& T	Cog	2	5
	1			/Classroom	(Und)	_	
	5.4	Latest Trends	Lecture	PPT/C& T	Cog	3	5
				/Classroom	(Und)		
		Case Study	Discussion/	PPT/C& T	Cog	-	5
		<u> </u>	Presentation	/Classroom	(Und)		
		Seminar	Presentation	PPT/ C&T	Cog	-	3,4,5
		<u> </u>		Classroom	(Und)	_	
		Total				8	
	1	Grand Total				45 hrs	

	SE CODE	YBA 206			L	T	P	C			
-	SE NAME	RESEARCH METHODO	LOGY	3 0 0 3 L T P H							
	EQUISITE:	Nil			L	T	P	H			
C:P:A		3:0:0			3	0	0	3			
COUR	SE OUTCON			Don	nain	Le	evel				
CO1		the process in business resea	rch projects		Cognitive Understandin						
CO2		ness problem		Cognitive Understanding							
CO3	Analyzing of problem	of collected data to investiga	te the research	Cog	nitive	Un	ndersta	ınding			
CO4	Designing of	of questionnaires for data colle	ection	Cog	nitive	Ur	ndersta	ınding			
CO5	<i>Interpret</i> of	data using statistical technique	ies	Cog	nitive	Ur	ndersta	ınding			
UNIT I	INTROD	UCTION						8			
Approa	ches, Signific	ch, Objective of Research, cance of Research, research earchers in India									
UNIT I	I PROBLE	M DEFININTION						10			
involve	d in defining	Selecting the problem, No a problem, Research Design tant concepts relating to research	, meaning, need f	for re	search	desig	n, feat	-			
		NG, MEASUREMENT & S					<u> </u>	9			
Samplin Tests o	ng Measurem f Sound Me Scale Cla	Sampling, Definitions, Iment in Research, Measurement assurement, Techniques of essification Bases, Important	ent Scales, Source developing Meas	es of suren	Errors	s in Mools,	leasur Mean	ement, ing of			
UNIT I	V DATA (COLLECTION						9			
Collecti Questio Schedul	Collection of Primary Data, Observation Method, Interview Method, Collection of Data through Questionnaires, Collection of Data through Schedules, Difference between Questionnaires and Schedules, Other methods of data collection, collection of Secondary Data, Selection of appropriate method for data collection, Case Study method										
UNIT V	DATA A	NALYSIS & REPORT PRI	EPARATION					9			
		variate, Bi-variate and Multi-	varate techniques	s, Rej	port W	riting	. Tech	niques			
		ferent steps in writing report									
LE	CTURE	TUTORIAL	PRACT	ICA:	L		TOT	AL			
	45	0	0				4:	5			
TEXT	BOOKS										

Kothari C R, Research Methodology, New Age International Publishers

Cooper D.R. & Schindler P.S., Business Research Methods, McGraw Hills, New Delhi

Table1: Mapping of Cos with POs

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

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 2	30			10	10	10
CA 3	50	10	10	10	10	10
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 (20 mark):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 5: Mapping Course Outcome with Assessment for CA2 (30 mark):

Category	CO1	CO2	CO3	CO4	CO5
Assignment	1	1	1	1	1
Research Plan	2	2	2	2	2
Case Study	1	1	1	1	1
Seminar	2	2	2	2	2
Total 30 Marks	6	6	6	6	6

	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				10 Marks	10 Marks
Total 100 Marks	4 Marks	19 Marks	19Marks	29Marks	29Marks

Table 7: Rubrics for Assignment (4 Marks):

S. N o	Criteria	100	75	50	25	0	Relation to CO	Domain/ level
	Content Clarity (50%)	Contents were presented in very effective and in- depth manner.	Contents were presented in effective manner	Contents were presented in fairly effective manner	Contents were presented with limited source.	Contents lacks clarity and poorly presented	1	Cog/ Und
2.	Main Body (30%)	Essay is free of distracting spelling, punctuation , and grammatica l errors	Essay has few spelling, punctuation, and grammatical errors	Essay has spelling, punctuation, and grammatical errors	Essay has spelling, punctuation, and grammatical errors create distraction	Essay was not written correctly	1	Cog/ Und
3.	Format and Citation (20%)	Meets all formal and assignment requiremen ts; with professiona I look.	Meets formal and assignment requirement s with professional look	Meets formal and assignment requirement s	Meets assignment requirement s	Did not meet assignment requirement s	1	Cog/ Und
	100%	0 D I :	6 D	1 DI (43.6				

Table 8: Rubrics for Research Plan (4 Marks):

S. N o	Criteria	100	75	50	25	0	Relation to CO	Domain/le vel
1.	Content Clarity (50%)	The paper addresses with an in depth analysis with all the issues referred in the proposed topic.	The paper addresse d most part of the referred proposed topic	The paper addresse d partially of the referred proposed topic	The paper addresses partially to the proposed topic	The paper did not address the proposed topic	3	Cog/ Und
2.	Quality of Writing	The paper is well written,	The paper is written	The paper is written	The paper is not well	The paper is badly writtenan	3	Cog/ Und
	(30%)	without	with few	with	written,	d lacks		

		spelling, and grammar errors The paper is well organized, clear and presents ideas in a coherent way.	spelling and grammar errors. The paper presents ideas in a coherent way.	many spelling and grammar errors. The paper presents ideas in a coherent way.	and contains many spelling and grammar errors.	clarity.		
3.	Referenc es (20%)	All the references used are important, and are of good/schol arly quality. Resources are used effectively in the paper	Most of the reference s used are important, and are of good quality. Resource s are used effectivel y in the paper	Few of the reference s used are important, and are of good quality. Resource s are used effectivel y in the paper	Most of the reference s used are not important ,.	The reference s were completel y not related	3	Cog/ Und
	100 -							

Table 9: Rubrics for Case Study (5 Marks):

S.	Criteria	100	75	50	25	0	Relation	Domain/level
N							to COs	
0								
1.	Interpretatio	The	The	The	The	The	4,5	Cog/Und
	n and	student	student	student	student	studen		
	Analysis	has	has	has	lack in	t did		
	(50%)	analysed	analyse	partially	analysin	not		
		the case	d the	analyse	g the	attemp		
		study in a	case	d the	case	t the		
		professio	study	case	study	case		
		nal	-	study	-	study		
		manner		-		-		
2.	Quality of	The	The	The	The	The	4,5	Cog/Und
	Writing	student	student	student	student	studen		
	(30%)	has	has	has	did not	t did		
		written	written	written	write the	not		
		well	well	with	answers	attemp		
		without	with	many		t the		
		spelling,	few	spelling		case		
		and	spelling	, and		study		
		grammar	, and	gramma				
		errors	gramma	r errors				
			r errors					
3	Conclusion	The	The	The	The	The	4,5	Cog/Und
	(20%)	student	student	student	student	studen		
		conclude	conclud	conclud	did not	t did		
		the case	e the	e the	conclud	not		
		study	case	case	e the	attemp		
		with	study	study	case	t the		
		excellent	with	without	study	case		
		narration	narratio	proper		study		

	n	narratio		
		n		
TOTAL -100				

Table 10: Rubrics for Seminar (5 Marks):

S.N	Criteria	100	75	50	25	0	Relation	Relation to
0							to COs	COs
1.	Presentati on Content (50%)	The student presente d the topic exempla ry well with good voice modulat ion	The student presented the topic was good with good voice modulati on	The student presented the topic was fairly good but lack in voice modulati on	The student presented the topic but lacks in presentati on etiquette	The student did not present the topic	1,4	Cog/Und
2.	Quality Slides (30%)	The student has used the slides in a professi onal manner	The student has used the slides in amateur manner	The student has used the slide but lacks professional approach	The student did not prepare the slides well	The student did not use the slides	1,4	Cog/Und
3	Conclusio n (20%)	The student conclud e the presenta tion with excellen t narratio n	The student conclude the presentati on with narration	The student conclude the presentati on without proper narration	The student did not conclude the presentati on	The student did not conclude the presentati on	1,4	Cog/Und
	TOTAL - 100							

Table 11: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning	No. of Hours	Relation to COs
1	1.1	Introduction to YBA 206	PPT/C& T	Classroom	domain Cog (Und)	1	1
	1.2	Meaning of Research	PPT/C& T	Classroom	Cog (Und)	1	1
	1.3	Objective of research	PPT/C& T	Classroom	Cog (Und)	1	1
	1.4	Motivation in research,	PPT/C& T	Classroom	Cog (Und)	1	1
	1.5	Types of Research	PPT/C& T	Classroom	Cog (Und)	1	1
	1.6	Research Approaches	PPT/C& T	Classroom	Cog (Und)	1	1
	1.7	Significant of Research & Research Process	PPT/C& T	Classroom	Cog (Und)	1	1
	1.8	Criteria for good Research and problems encountered by Indian Researchers	PPT/C& T	Classroom	Cog (Und)	1	1
		Class Test 1(Unit 1)/Seminar	Written/Presentatio n	Classroom	Cog (Und)	1	1
2	2.1	Research Problems	PPT/C& T	Classroom	Cog (Und)	1	3
	2.2	Selecting the problem	PPT/C& T	Classroom	Cog (Und)	1	5
	2.3	Necessity of Defining the problem	PPT/C& T	Classroom	Cog (Und)	1	5
	2.4	Techniques involved in defining a problem	PPT/C& T	Classroom	Cog (Und)	1	5
	2.5	Research design	PPT/C& T	Classroom	Cog (Und)	1	5
	2.6	Meaning Needs for research design	PPT/C& T	Classroom	Cog (Und)	1	5
	2.7	Simulation & Apprentices hip	PPT/C& T	Classroom	Cog (Und)	1	5
	2.8	Features of good design	PPT/C& T	Classroom	Cog (Und)	1	5
	2.9	Concepts related to research design	PPT/C& T	Classroom	Cog (Und)	1	5

	2.10	Different	PPT/C& T	Classroom	Cog (Und)	1	5
		research					
		design					
		Class Test	Written/Presentatio	Classroom	Cog (Und)	1	1
		(Unit	n				
	101	2)/Seminar	PPE/G0 E	GI			
3	3.1	Need for	PPT/C& T	Classroom	Cog (Und)	1	4
	2.2	sampling	DDE (C.O. E.	C1	G (II I)	1	4
	3.2	Definitions	PPT/C& T	Classroom	Cog (Und)	1	4
	2.2	of sampling	PPT/C& T	Classic	Con (III at)	1	1
	3.3	Method of	PPI/C& I	Classroom	Cog (Und)	1	4
	2.4	Sampling	DDT/C 0 T	Cl	Con (Hard)	1	4
	3.4	Measuremen t in research	PPT/C& T	Classroom	Cog (Und)	1	4
	3.5	Measuremen	PPT/C& T	Classroom	Cog (Und)	1	1
	3.3		PP1/C& 1	Classroom	Cog (Und)	1	1
	3.6	t Scales	PPT/C& T	Classroom	Con (Had)	1	3
	3.0	Technique in developing	1 Γ 1/Cα 1	Ciassiooili	Cog (Und)	1	3
		Measuremen					
		t Tools					
	3.7	Meaning of	PPT/C& T	Classroom	Cog (Und)	1	3
	3.7	Scaling	111/001	Clubbiooiii	Cog (Ond)	1	3
	3.8	Classificatio	PPT/C& T	Classroom	Cog (Und)	1	3
	3.0	n of Scale &	111/001			*	
		Construction					
	3.9	Important of	PPT/C& T	Classroom	Cog (Und)	1	3
		Scaling				-	
		Techniques					
		Class Test	Written/Presentatio	Classroom	Cog (Und)	1	1
		(Unit	n]		
		3)/Seminar					
4	4.1	Collection of	PPT/C& T	Classroom	Cog (Und)	1	1
		Primary data					
	4.2	Observation	PPT/C& T	Classroom	Cog (Und)	1	1
		Method					
	4.3	Collection of	PPT/C& T	Classroom	Cog (Und)	1	1
		Data through					
		Questionnair					
	1,4	es	DDT/CO T	CI	G ar r	1	1
	4.4	Collection of	PPT/C& T	Classroom	Cog (Und)	1	1
		Data through					
	1.5	schedules	DDT/C 0 T	Classes	Con (III II)	1	1
	4.5	Difference	PPT/C& T	Classroom	Cog (Und)	1	1
		beteen Questionnair					
		es and					
		Schedules					
	4.6	Other	PPT/C& T	Classroom	Cog (Und)	1	1
	7.0	methods of	111/001	Ciassiooiii	Cog (Olla)	1	1
		data					
		collection					
	4.7	Collection of	PPT/C& T	Classroom	Cog (Und)	1	1
		Secondary					
		Data					
	4.8	Selection of	PPT/C& T	Classroom	Cog (Und)	1	1
		Appropriate					
		method for					
		data					
		collection					
	4.9	Case Study	PPT/C& T	Classroom	Cog (Und)	1	1
		method					
		Class Test	Written/Presentatio	Classroom	Cog (Und)	1	1
		Class Test	vviitteil/i resentatio	Clussiooni	cog (cha)	1	1

	1	T		1	1	1	
		(Unit	n				
		4)/Seminar					
5	5.1	Uni-Variate	PPT/C& T	Classroom	Cog (Und)	1	5
		Technique					
	5.2	Multi-variate	PPT/C& T	Classroom	Cog (Und)	1	5
		Techniques					
	5.3	Report	PPT/C& T	Classroom	Cog (Und)	1	5
		Writing					
	5.4	Technique of	PPT/C& T	Classroom	Cog (Und)	1	5
		Interpretatio					
		n					
	5.5	Different	PPT/C& T	Classroom	Cog (Und)	1	5
		steps in	111/0001			-	
		writing					
		report					
	5.6	Usage of	PPT/C& T	Classroom	Cog (Und)	1	5
	3.0	Computer in	111/001	Clussroom	Cog (Cha)	1	
		Research					
	5.7	Mechanics	PPT/C& T	Classroom	Cog (Und)	1	5
	3.7	of writing a	III/Ca I	Classiooni	Cog (Olla)	1	3
		research					
	5.8	report	PPT/C& T	Classroom	Con (Und)	1	5
	3.8	Types of	PP1/C& 1	Classroom	Cog (Und)	1	3
	5.9	Report Layout of	PPT/C& T	Classes	Con (Und)	1	5
	3.9	-	PP1/C& 1	Classroom	Cog (Und)	1	3
		the research					
	-	report	TITLE OF THE STATE	CI	G GI S	1	1
		Class Test	Written/Presentatio	Classroom	Cog (Und)	1	1
		(Unit	n				
		5)/Seminar					
		Total				45 hrs	

COUR	SE CODE	YBA207		L	T	P	C
COUR	SE NAME	Operations Research		4	0	0	4
PRER	EQUISITE:	Nil		L	T	P	Н
C:P:A		4:0:0		4	0	0	4
COUR	SE OUTCOM	MES	Dor	nain	Le	vel	
CO1	Explain the problems.	solution methods of linear programming	Cog	nitive	Ur	derst	anding
CO2	Explain the assignment	e solution methods of transportation and problems.	Cog	nitive	Ur	derst	anding
CO3	<i>Explain</i> repl	acement models.	Cog	nitive	Ur	derst	anding
CO4	Explain the and game the	use of queuing models, machine sequencing eory.	Cog	nitive	Ur	derst	anding
CO5	Explain th scheduling.	e use of CPM and PERT in project	Cog	nitive	Ur	derst	anding
UNIT 1	I-OPERATIO	NS RESEARCH &LINEAR PROGRAMN	IING	(F			15
manage	ement.	ions research, applications of O.R, role of O.I				.•	
	.	Application of LP in Management, Graphical			npiex	metn	
		RTATION MODELSAND ASSIGNMENT				41	10
Vogel's	s Approximati	ortation model, North-West Corner Method, I on Method, Optimal Solutions by MODI Metl		x — M11	ııma ı	metno	α,
UNIT 1	III- ASSIGNN	MENT AND REPLACEMENT MODELS					10
_	ction to replac	s, Travelling SalesmanProblem. cement model, Replacement policy for items	s whi	ch dete	eriora	te wit	h time
		IG MODELS, SEQUENCING& GAME TI	HEO	RY			12
		ng model - Single server model.					
Introdu	ction to seque	ncing problem, Sequencing of 'n' jobs and '2'	mac	hines.			
		theory, Two person zero sum games.					
UNIT '	v-schedul	ING BY CPM AND PERT					13

Introduction to project, basic terminologies, rules for constructing a project network diagram, critical path, project duration and float using Critical Path Method (CPM) and Program Evaluation and Review Technique (PERT)

LECTURE	TUTORIAL	PRACTICAL	TOTAL
60	0	0	60

TEXT BOOKS

Anderson D.R., Sweeney D.J., Williams T.A. & Martin K. An Introduction to Management Science – Quantitative Approaches to Decision Making, Cengage Learning India Pvt. Ltd., New Delhi.

- 1. Prem Kumar Gupta, Hira D.S, Operations Research, S. Chand Company Ltd, New Delhi.
- 2. S. Kalavathy, *Operations Research*, Vikas Publishing House Pvt Ltd.
- 3. Sharma J.K, Operations Research, Theory & Applications, Macmillan Publishers India Ltd, New Delhi.

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
						0					
CO 1	3	3	0	0	2	0	0	0	0	0	0
CO 2	3	3	0	0	2	0	0	0	0	0	0
CO 3	3	0	0	0	2	0	0	0	0	0	0
CO 4	3	0	0	0	2	0	0	0	0	0	0
CO 5	3	0	0	0	2	0	0	0	0	0	0
Total	15	6	0	0	10	0	0	0	0	0	0
Scaled to	3	2	0	0	2	0	0	0	0	0	0
0,1,2,3											

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Table 2: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 2	30			10	10	10
CA 3	50	10	10	10	10	10
Total	100	20	20	20	20	20

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.8	0.8	0.8	0.8	0.8

<u>Table 4: Mapping Course Outcome with Assessment for CA1 (20 mark – 20%):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	10	10			
Total 20 Marks	10 Marks	10 Marks			

Table 5: Mapping Course Outcome with Assessment for CA2 (30%):

Category	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment1	6			6		
Assignment2	6				6	
Test	6			2	2	2
Seminar	6			2	2	2
Case Study	6					6
Total	30			10	10	10

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

Table 6: Mapping Course Outcome with Assessment for CA3 (50%):

	CO1	CO2	CO3	CO4	CO5
Part - A MCQ 10x1 = 10 marks	3 Marks	3 Marks	1 Marks	3 Marks	-
Part - B 5 x2 marks = 10 marks	2 Marks	2 Marks	4 Marks	2 Marks	-
Part – C 4 x15 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	20 Marks	20 Marks	20 Marks	20 Marks	20 Marks

<u>Table 7: Rubrics for Real Time Evaluation (20 Marks):</u>

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain/ Level
1.	Answers (80%)	All answers correct	75% correct	50% correct	25% correct	All wrong	1,2	Cog/Und
2.	Presentation (20%)	Very neat	Neat	Satisfactory	Careless	Very poor	1,2	Cog/Und
	Total = 100							

Table 8: Rubrics for Assignment (6 Marks):

S. No	Criteria	100	75	50	25	_	Relation to CO	Domain/ Level
1.	Content (50%)	Idea very clear	Idea clear	Idea implicit	Idea not clear	Idea irrelevant	3,4	Cog/Und
2.	Presentation (30%)	Very neat	Neat	Satisfactory	Careless	Very poor	3,4	Cog/Und
3.	Submission (20%)	By deadline	1 day late	2 days late	3 days late	More than 3 days late	3,4	Cog/Und
	Total = 100							

Table 9: Rubrics for Seminar (6 Marks):

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain/Level
1	Topic Relevance (40%)	Well related to topic	Related to topic	Implicitly related to topic	~ .	Irrelevant	3,4,5	Cog/Und
2	Originality (20%)	Completely original	Major portion original	Partly original	Very less original content	Not original	3,4,5	Cog/Und
3	Presentation (20%)	Fluent without mistakes	Fluent with mistakes	fluent	Discontinuous with many mistakes	Not prepared	3,4,5	Cog/Und
4	Timeliness (20%) Total = 100	First turn	Second turn	Third turn		After fourth turn	3,4,5	Cog/Und

Table 10: Rubrics for Case Study (6 Marks):

S. N	Criteria	100	75	50	25	0	Relation to COs	Domain/L evel
1.	Analysis (40%)	All facts thoroughl y analysed	Some facts thoroughl y analysed	Satisfactor y analysis	Very little analysis	Irrelevant analysis	5	Cog/Und
2.	Conclusion (20%)	Well explained and well supported	Well explained and not supported	Satisfactor y explanation	Poor explanatio n	No conclusio n	5	Cog/Und
3.	Presentatio n (20%)	Very neat	Neat	Satisfactor y	Careless	Very poor	5	Cog/Und
4.	Submission (20%)	By deadline	1 day late	2 days late	3 days late	More than 3 days late	5	Cog/Und
	TOTAL - 100							

Table 11: Rubrics for Test (6 Marks):

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain/ Level
1.	Answers (80%)	All answers correct	75% correct	50% correct	25% correct	All wrng	3,4,5	Cog/Und
2.	Presentation (20%)	Very neat	Neat	Satisfactory	Careless	Very poor	3,4,5	Cog/Und
	Total = 100							

Table 12: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	OPERATIONS RESEARCH &LINEAR PROGRAMMING					
		1.1.1 Introduction to Operations Research	Chalk and Talk	Class Room	Cog.(Und)	2	1
		1.1.2 Linear Programming	Chalk and Talk	Class Room	Cog.(Und)	1	1
		1.1.3 Graphical Method	Chalk and Talk	Class Room	Cog.(Und)	3	1
		1.1.4 Simplex Method	Chalk and Talk	Class Room	Cog.(Und)	5	1
		1.1.5 Linear Programming using Computer	Chalk and Talk, PPT, Excel	Class Room	Cog.(Und)	4	1
		Total				15	
2	2.1	TRANSPORTATION MODELS AND ASSIGNMENT MODELS					
		2.1.1 Transportation Problem	Chalk and Talk	Class Room	Cog.(Und)	1	2
		2.1.2 North West Corner	Chalk and	Class Room	Cog.(Und)	1	2

		Method	Talk				
		2.1.3 Matrix Minima	Chalk and	Class Room	Cog.(Und)	1	2
		Method	Talk		3.6		
		2.1.4 Vogel's	Chalk and	Class Room	Cog.(Und)	3	2
		Approximation Method	Talk		0.08.(0.111)		
		2.1.5 MODI Method	Chalk and	Class Room	Cog.(Und)	2	2
			Talk		3.6		
		2.1.6 Transportation	Chalk and	Class Room	Cog.(Und)	2	2
		problem using Computer	Talk, PPT,				
			Excel				
		Total				10	
3	3.1	ASSIGNMENT AND					
		REPLACEMENT					
		MODELS					
		3.1.1 Assignment	Chalk and	Class Room	Cog.(Und)	3	3
			Talk				
		3.1.2 Travelling Salesman	Chalk and	Class Room	Cog.(Und)	2	3
			Talk, PPT				
		3.1.3 Replacement	Chalk and	Class Room	Cog.(Und)	1	3
			Talk				
		3.1.4 Items that Fail	Chalk and	Class Room	Cog.(Und)	4	3
		Gradually	Talk				
		Total				10	
4	4.1	QUEUEING MODELS,					
		SEQUENCING & GAME					
		THEORY					
		4.1.1 Queuing	Chalk and	Class Room	Cog.(Und)	1	4
			Talk				
		4.1.2 Single Server Model	Chalk and	Class Room	Cog.(Und)	3	4
		1122	Talk	CI D	G AL S	2	
		4.1.3 Sequencing	Chalk and	Class Room	Cog.(Und)	3	4
		4.1.4.C. T'	Talk	CI D	C (II I	-	4
		4.1.4 Game Theory	Chalk and	Class Room	Cog.(Und)	5	4
	-		Talk			10	
_		Total			1	12	
5	5.1	SCHEDULING BY CPM AND PERT					
		5.1.1 Critical Path Method	Chalk and	Class Room	Cog.(Und)	8	5
			Talk				
		5.1.2 Programme	Chalk and	Class Room	Cog.(Und)	5	5
		Evaluation & Review	Talk				
		Technique					
		Total				13	
		Grand Total				60	

				1				1
COUR	SE CODE	YBA208		L	T		P	C
COUR	SE NAME	MANAGERIAL COMMUNICATION		3	0		0	3
PRERI	EQUISITE:	Nil		L	T		P	H
C:P:A		3:0:0		3	0		0	3
COUR	COURSE OUTCOMES						/el	
CO1	Understand	the communication process.	Cog	nitive		Uno	derstar	nding
CO2	<i>Identify</i> the	learn parts of a report.	Cognitive			Understanding		
CO3	Understand	the procedure for conducting meetings.	Cognitive			Uno	derstar	nding
CO4	Analyze hor application	w to search job, build own resume and job letter.	Cog	nitive		Uno	derstar	nding
CO5	0	various group discussion techniques, acquire cills and negotiating skills.	Cog	nitive		Uno	derstar	nding
UNIT I	BUSINESS	COMMUNICATION						7
Business Communication Foundations – Benefits of effective communication, Goals of business								
communication, Internal communication, External communication, Communication process,								
Commu	inication barr	iers - Body Language						

UNIT II Report Writing

8

Report Writing – Types of reports, Parts of reports - Oral communication – Presentation, Public speaking.

UNIT IIICONDUCTING MEETING

8

Conducting Meetings: Procedure – Preparing Agenda, Minutes and Resolutions Conducting Seminars & Conferences: Procedure of Regulating Speech

UNIT IV JOB SEARCH

10

Job search and Resume - Chronological resume, Functional resume and Job Application letter

UNIT V GROUP DISCUSSION

12

Group Discussion and Interview Skills - Negotiation Skills.

LECTURE	TUTORIAL	PRACTICAL	TOTAL	
45	0	0	45	

TEXT BOOKS

R K Madhukar, Business Communication, Vikas Publishing House.

- 1. Meenakshi Raman and Sangeetha Sharma, *Technical Communication Principles and Practice*, Oxford University Press.
- 2. Krishna Mohan and Meera Banerji, Developing Communication Skills, Macmillan.
- 3. Williams K., Krizan A.C.B., Logan J. & Merrier P, *Communicating In Business*, Cengage Learning India Pvt. Ltd., New Delhi.

Table1: 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	0	2	0	3	0	0	0	0	2	0	0
Value											

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	20	10	10			
CA 2	30			15	15	
CA 3	50	10	10	10	10	10
Total	100	20	20	25	25	10

Table 3: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.5	0.5	0.5	0.5	1.0

Table 4: Mapping Course Outcome with Assessment for CA1 (20 mark)

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total = 20 Marks	2	3	5	5	5

Table 5: Mapping Course Outcome with Assessment for CA2 (30 mark)

Category	CO1	CO2	CO3	CO4	CO5
Assignment	3	2	1		
Management Game	1	1	1	1	2
Seminar	1	1	1	1	2
Quiz	1	2	1	1	1
Mock GD/ Interview /			2	3	1
Organising Business					
Meetings					
Total = 30 Marks	6	6	6	6	6

Table 6: Mapping Course Outcome with Assessment for CA3 (100 marks-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 Marks	19 Marks	19 Marks	24 Marks	19Marks

<u>Table 7: Rubrics for Real Time Evaluation (20 Marks)</u>

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Originality of the work (40%)	Completely original work and no plagiarism	Original work and no plagiarism	Partially original work and no plagiarism	Plagiarised work	No work done	1,2,3,4,5	Cog / Und
	Analysis and Interpretation & Report preparation (60%)	Proper analysis and interpretation using latest statistical tools and outcome of the report is excellent	Analysis and interpretation using good statistical tools and outcome of the report is good	Analysis and interpretation using moderate statistical tools is done partially and outcome of the report is moderate	Improper analysis and interpretation using limited statistical tools and outcome of the report is also improper	No analysis and interpretation and outcome of the report is nil		Cog / Und
3.	Submission Time Total = 100	On time	I day late	2 days late	3 days late	Not submitted	1,2,3,4,5	Cog / Und

Table 8: Rubrics for Assignment (6 Marks)

S.No	Criteria	100	75	50	25	0	Relation	Domain /
							to CO	Level
1.	Content Clarity (50%)	Totally relevant to the given topic and clearly narrated	Partially relevant to the given topic and clearly narrated	Limited relevance to the given topic and limited narration	Very limited relevance to the given topic and very limited narration	Totally irrelevant to the given topic and not narrated	1,2,3	Cog / Und
2.	Relevant Examples (30%)	Live examples	Partially live and partially imaginary example	Imaginary example	Partially imaginary example	No example	1,2,3	Cog / Und
3.	References (10%)	Correct Author Name, Book or	Correct Author Name, Book or	Correct Author Name, Book or	Correct Author Name, Book or	No reference	1,2,3	Cog / Und

		Journal title,	Journal title,	Journal title &	Journal			
		Publisher Name, Edition or ISSN & Page	Publisher Name, Edition or ISSN	Publisher				
		Number						
4.	Timely Submission (10%)	On time	1 day late	2 days late	3 days late	Not submitted	1,2,3	Cog / Und
	Total = 100%							

Table 9: Rubrics for Management Games (6 Marks)

S.No	Criteria	100	75	50	25			Domain /
							to CO	Level
1.	Level of	Highly	Active	Participate	Passive	Not	1,2,3,4,5	Cog / Und
	Participation	active	participation		participation	participating		
	(50%)	participation						
2.	Outcome of	Excellent	Successful	Partially	Limited	Unsuccessful	1,2,3,4,5	Cog / Und
	the Game	and		Successful	Success			
	(50%)	Successful						
	Total = 100%							

Table 10: Rubrics for Seminar (6 Marks)

S. No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Knowledge and Understanding about the topic (50%)	In-depth knowledg e totally relevant to the given topic	Good Knowledg e partially relevant to the given topic	Partial Knowledge about topic	Limited knowledg e about the given topic	No knowledge	1,2,3,4,5	Cog / Und
2.	Command over Language (25%)	Excellent Command	Good Command	Moderate command	Average Command	Poor	1,2,3,4,5	Cog / Und
3.	Answering the questions (25%)	Correct answers for all questions	Relevant answer for all questions	Partially relevant answers for 50% of the questions	Tried answering few questions	No answer	1,2,3,4,5	Cog / Und
4.	Presented on time (10%) Total = 100	On time	1 day late	2 days late	3 days late	Not taken	1,2,3,4,5	Cog / Und

Table 11: Rubrics for Quiz (6 Marks)

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1	Level of Accuracy of Answer	Correct Answer with 100% proper explanation	Correct Answer with 75% proper explanation	Correct Answer with 50% proper explanation	Correct Answer with no proper explanation	Wrong Answer	1,2,3,4,5	Cog / Und
	Total = 100							

Table 12: Rubrics for Mock GD/ Interview / Organising Business Meetings (6 Marks)

S. N	Criteria	100	75	50	25	0	Relation to COs	Domain / Level
1.	Testing Skill Set	Interpersonal Skills, Planning & Organising Skills, Communicatio n skills, Presence of Mind is completely utilized	Interperson al Skills, Planning & Organising Skills, Presence of Mind is partially utilized	Interpersonal Skills, Planning & Organising Skills, Presence of Mind is moderately utilized	Attempted to utilize Interperso nal Skills, Planning & Organisin g Skills, Presence of Mind	Total absence of Interperson al Skills, Planning & Organising Skills, Presence of Mind	3,4,5	Cog / Und
2.	Involvem ent TOTAL = 100	Actively involved	Partially active	Moderately involved	Attempted to involve	No involvemen t	3,4,5	Cog / Und

Table 13: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching	Targeted	No. of	Relation
	•	•	9	aids/Venue	learning domain	Hours	to COs
1	1.1	Business	Lecture	PPT/C& T	Cog (Und)	1	1
		Communication		/Classroom			
		Foundations					
	1.2	Benefits of	Lecture	PPT/C& T	Cog (Und)	1	1
		effective		/Classroom			
		communication					
	1.3	Goals of business	Lecture	PPT/C& T	Cog (Und)	1	1
		communication		/Classroom			
	1.4	Internal	Lecture	PPT/C& T	Cog (Und)	1	1
		communication		/Classroom			
	1.5	External	Lecture	PPT/C& T	Cog (Und)	1	1
		communication,		/Classroom			
		Communication					
		process					
	1.6	Communication	Lecture	PPT/C& T	Cog (Und)	1	1
		barriers		/Classroom			
	1.7	Body Language	Lecture	PPT/C& T	Cog (Und)	1	1
				/Classroom			
		Seminar	Presentation	PPT/C& T	Cog (Und)		1
				/Classroom			
		Total				7	
2	2.1	Report Writing	Lecture	PPT/C& T	Cog (Und)	1	2
				/Classroom			
	2.2	Types of reports	Lecture	PPT/C& T	Cog (Und)	1	2
				/Classroom			
	2.3	Parts of reports	Lecture	PPT/C& T	Cog (Und)	1	2
				/Classroom			
	2.4	Oral	Lecture	PPT/C& T	Cog (Und)	1	2
		communication		/Classroom			
	2.5	Presentation	Lecture	PPT/C& T	Cog (Und)	2	2
				/Classroom			
	2.6	Public speaking	Lecture	PPT/C& T	Cog (Und)	2	2

				/Classroom			
		Seminar	Presentation	PPT/C& T	Cog (Und)		1,2
				/Classroom			
		Total				8	
3	3.1	Conducting Meetings: Procedure	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.2	Preparing Agenda, Minutes and Resolutions	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.3	Conducting Seminars & Conferences:	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.4	Procedure of Regulating Speech	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		3
		Total				8	
4	4.1	Job search and Resume	Lecture	PPT/C& T /Classroom	Cog (Und)	3	4
	4.2	Chronological resume,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.3	Functional resume	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.4	Job Application letter	Lecture	PPT/C& T /Classroom	Cog (Und)	3	4
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		4
		Total				10	
5	5.1	Group Discussion	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.2	Practice	Lecture	PPT/C& T /Classroom	Cog (Und)	3	5
	5.3	Interview Skills	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.4	Practice	Lecture	PPT/C& T /Classroom	Cog (Und)	3	5
	5.5	Negotiation Skills	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.6	Practice	Lecture	PPT/C& T /Classroom	Cog (Und)	3	5
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		5
		Total				12	
		Grand Total				45 hrs	

COURSE CODE	YBA 301		L	Т	Р	С				
COURSE NAME	STRATEGIC MANAGEM	1ENT	4	0	0	4				
PREREQUISITE	: Nil		L	T	P	H				
C:P:A	4:0:0		4	0	0	4				
COURSE OUTC	OMES		Domain	Le	evel					
CO1 Explain t	ne steps in the strategic manage	ment process.	Cognitive	Ur	ndersta	anding				
CO2 <i>Identify</i> businesses	the external and internal e	nvironment of	Cognitive	Ar	nalysir	ıg				
CO3 Compare various business level strategies. Cognitive Analysing										
CO4 <i>Distingui</i>	h various corporate level strate	gies.	Cognitive	Ar	nalysir	ıg				
CO5 Compare	various international strategies.		Cognitive	Ar	nalysir	ıg				
UNIT I-STRATEGIC MANAGEMENT CONTEXT 10										
	management, Strategic manage	ment process, Mi	ission stater	nent,						
Stakeholders, Corp UNIT II-SITUAT						20				
	ent: Macro environment, Ind	ustry environme	ent Industr	u ana	lycic .					
forces model.	ent. Macio environment, ind	ustry chymoline	in, mausu	y ama	1 y 51 5	- 11vc				
	nt: Resources and capabilities -	Value chain mod	del SWOT	analys	sis					
	ESS LEVEL STRATEGY	v drae endin mo	301, 5 11 0 1	anary.	310.	10				
ļ	egies: Cost leadership, Differen	ntiation. Focus.								
<u> </u>	RATE LEVEL STRATEGY					10				
Corporate level str	ategies: Concentration, Vertical	integration, Dive	ersification,	Dives	stment					
Portfolio analysis -	•	,	ŕ							
UNIT V-INTERN	ATIONAL STRATEGY					10				
International strate	gy: Global, Multidomestic, Tra	nsnational strateg	gy, Modes o	f ente	ring					
international mark	ets.									
LECTURE	TUTORIAL	PRACT	ICAL		TOI	ΓAL				
60	0	0			6	0				
TEXT BOOKS										
	sarthy (2008), Fundamentals o	f Strategic Mana	gement, Biz	ztantra	l .					
REFERENCES										
•	ll & Gareth R. Jones (2013), <i>St</i>		nent Theory	: An 1	Integra	ated				
	on Miflin Company, Princeton I	•								
•	elen, J. David Hunger (2013), S	trategic Manager	<i>ment</i> , Addis	son W	esley					
Longman Singapor	e Pvt. Ltd.									

Table 1: Mapping of COs with Pos

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

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators:

PI 1.1 Knowledge of management theory to solve problems of industry and society

- 1.1.1 Able to explain the steps in the strategic management process.
- 1.1.2 Able to analyse the external and industry environment factors that affect a business.

PI 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.

- 2.1.1 Able to analyse the factors that affect an industry using the five forces model.
- 2.1.2 Able to analyse a firm using the value chain model.
- 2.1.3 Able to analyse a firm using SWOT Analysis.
- 2.1.4 Analyse the portfolio of a diversified firm using BCG matrix.

PI 3.1 Understand the local and global business environment and formulate business strategies.

- 3.1.1 Analyse why firms adopt various business level strategies.
- 3.1.2 Analyse why firms adopt various corporate level strategies.
- 3.1.3 Analyse why firms adopt various global strategies.

PI 4.1 Communicate effectively with the stakeholders in industry and society.

- 4.1.1 Able to explain the role of different stakeholders in a business.
- 4.1.2 Analyse a business case and present to class.

PI 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyse the data and select the optimum solution. Use research based knowledge and research methods to solve problems.

5.1.1 Collect data and analyse why firms adopt different strategies.

PI 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.

6.1.1 Analyse a case as a team and present to class.

PI 7.1 Apply ethical principles and social responsibility.

Nil

PI 8.1 Demonstrate knowledge of and need for sustainable development.

8.1.1 Analyse if a firm's strategy is sustainable.

PI 9.1 Possess the ability to engage in lifelong learning.

9.1.1 Able to collect data from literature to analyse the strategy of a firm.

PI 10.1 Demonstrate understanding of rural business management.

10.1.1 Analyse the strategies adopted by rural businesses.

PI 11.1 Demonstrate skills in statistical analysis of business research data.

11.1.1 Perform statistical analysis of data to understand business strategies adopted by firms.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	3	3	3
1.1.2	3	3	3	3	3
2.1.1	1	1	1	1	1
2.1.2	1	1	1	1	1
2.1.3	1	1	1	1	1
2.1.4	1	1	1	1	1
3.1.1	3	3	3	3	3
3.1.2	3	3	3	3	3
3.1.3	3	3	3	3	3
4.1.1	2	0	0	0	0
4.1.2	2	0	0	0	0
5.1.1	0	2	0	0	0
6.1.1	0	0	0	0	1
8.1.1	1	0	0	0	0
9.1.1	1	0	0	0	0
10.1.1	0	2	0	0	0
11.1.1	0	1	0	0	0

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 2	30			10	10	10
CA 3	50	8	11.5	11.5	11.5	7.5
Total	100	18	21.5	21.5	21.5	17.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=4	Understanding	0.5				
	Analyzing		1	1	1	0.5

Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark – 20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	10	10			
Total 50 Marks	10 Marks	10 Marks			

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment1	6			2	2	2
Assignment2	6			2	2	2
Test	6			2	2	2
Seminar	6			2	2	2
Case Study	6			2	2	2
Total	30			10	10	10

<u>Table 7: Mapping Course Outcome with Assessment for CA3 (50%):</u>

	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	15 Marks	7 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	4 Marks	4 Marks	4 Marks	4 Marks	4 Marks
Total 100 Marks	16 Marks	23 Marks	23 Marks	23 Marks	15 Marks

Table 8: Rubrics for Assignment (6 Marks):

S.N	Category	Scale	100	75	50	25	0	Relatio
0.								n to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectivel y 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	3,4,5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignme nt supported in body of paper by a variety of relevant facts, examples, & illustratio ns from experienc e, reference s 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.	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	3,4,5
3.	Organizati on (15%)	0.15	Organizat ion & structure very evident: major points divided into paragraph s and	Organizati on & structure clear. Most major points are separated into paragraphs and	Organizati on & structure mostly clear. Many major points are separated into paragraphs	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are	Illogical ordering and organizati on.	3,4,5

		signaled by use of transition s	signaled by transitions.	and signaled by transitions. Most points are logically developed.	signaled by transitions.		
4.	Plagiarism 0.20 References and correctness (20%)	No errors Source material is incorpora ted logically & insightful ly. Sources are document ed accuratel y.	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately & usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally.	Mostly incorrect Plagiarize d, no references	3,4,5
	Total = 100						

Table 9: Rubrics for Seminar (6 Marks):

Sl.N	Criterion	Scale	100	75	50	25	0	Relatio
0								n to CO's
1	Content 30%	0.3	Concept clearly stated	Concept implicitl y stated	Concept stated	Concept not clearly stated	No concept	3,4,5
2	Relevance 30%	0.3	Very relevant	Medium relevanc e	Relevant	Some irrelevanc e	Irrelevan t	3,4,5
3	Presentatio n 40%	0.4	Confide nt and error free	Error free but not very confiden t	Confiden t with errors	Not confident with errors	Not prepared	3,4,5
	Total = 100							

Table 10: Rubrics for Case Study (6 Marks):

S.N	Criteria	Scale	100	75	50	25	0	Relati
0.								on to
								COs
1.	Interpretation	0.25	Provides accurate explanati ons of informati on presente d in mathema tical forms. Makes appropri ate inference s based on that informati on.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation s or units.	Attempts to explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	Absent	3,4,5
2.	Representation	0.25	Skillfully converts relevant informati on into an insightfull mathematical portrayal in a way that contributes to a further or deeper understanding.	Competent ly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	3,4,5
3.	Calculation	0.25	Calculati	Calculatio	Calculations	Calculation	Abse	3,4,5
			ons attempte	ns attempted	attempted are either	s are attempted	nt	
			d are	are	unsuccessfu	but are both		
			essentiall	essentially	l or	unsuccessf		
			y all	all	represent	ul and are		
			successf	successful	only a	not		

			ul and sufficient ly compreh ensive to solve the problem. Calculati ons are also presente d elegantly (clearly, concisely, etc.)	and sufficiently comprehen sive to solve the problem.	portion of the calculations required to comprehens ively solve the problem.	comprehen sive.		
4.	Result	0.25	Accurate result with appropri ate unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	3,4,5
	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	Introduction					
		1.1.1 Strategy	Chalk and	Class	Cog.(Und)	1	1
			Talk	Room			
		1.1.2 Strategic	Chalk and	Class	Cog.(Und)	1	1
		Management	Talk	Room			
	1.2	Strategic					
		Management					
		Process					
		1.2.1 Strategic	Chalk and	Class	Cog.(Und)	2	1
		Management	Talk	Room			
		Process					
		1.2.2 Mission	Chalk and	Class	Cog.(Und)	2	1
		Statement	Talk	Room			
		1.2.3 Stakeholders	Chalk and	Class	Cog.(Und)	1	1
			Talk	Room			
		1.2.4 Corporate	Chalk and	Class	Cog.(Und)	1	1
		Governance	Talk	Room			
		Total				8	
2	2.1	External					
		Environment					

			1	1			
		2.1.1 Macro	Chalk and	Class	Cog.(Ana)	4	2
		Environment	Talk	Room			
		2.1.2 Industry	Chalk and	Class	Cog.(Ana)	2	2
		Environment	Talk	Room			
		2.1.3 Industry	Chalk and	Class	Cog.(Ana)	5	2
		Analysis – Five	Talk	Room			
		Forces Model					
	2.2	Internal					
		Environment					
		2.2.1 Resources	Chalk and	Class	Cog.(Ana)	4	2
		and Capabilities	Talk	Room	Cog.(i iiiu)	'	
		2.2.2 Value Chain	Chalk and	Class	Cog.(Ana)	3	2
		Model Model	Talk	Room	Cog.(/ ma)		2
		2.2.3 SWOT	Chalk and	Class	Cog(Ang)	2	2
			Talk		Cog.(Ana)	2	2
		Analysis	Taik	Room		20	
2	2.1	Total				20	
3	3.1	Business Level					
		Strategy					
		3.1.1 Business	Case	Class	Cog.(Ana)	2	3
		Level Strategy	Discussion	Room			
		Case					
		3.1.2Cost	Chalk and	Class	Cog.(Ana)	3	3
		Leadership	Talk	Room			
		3.1.3Differentiation	Chalk and	Class	Cog.(Ana)	3	3
			Talk	Room	,		
		3.1.4Focus	Chalk and	Class	Cog.(Ana)	2	3
			Talk	Room			
		Total				10	
4	4.1	Corporate Level				1	
-		Strategy					
		4.1.1 Corporate	Case	Class	Cog.(Ana)	2	4
		Level Strategy	Discussion	Room	Cog.(r ma)	-	
		Case	21500551011	ROOM			
		4.1.2 Concentration	Chalk and	Class	Cog.(Ana)	1	4
		7.1.2 Concentiation	Talk	Room	Cog.(Alla)	1	-
		A 1 2 Vartical	Chalk and		Cog (Ang)	2	4
		4.1.3 Vertical		Class	Cog.(Ana)	4	4
		Integration	Talk	Room	C (A)	12	4
		4.1.4	Chalk and	Class	Cog.(Ana)	2	4
		Diversification	Talk	Room		1	
		4.1.5 Divestment	Chalk and	Class	Cog.(Ana)	1	4
			Talk	Room			
		4.1.6 Portfolio	Chalk and	Class	Cog.(Ana)	2	4
		Analysis – BCG	Talk	Room			
		Matrix					
		Total				10	
5	5.1	International					
		Strategy					
		5.1.1 International	Case	Class	Cog.(Ana)	2	5
		Strategy Case	Discussion	Room	- G (·)		
		5.1.2 Global	Chalk and	Class	Cog.(Ana)	2	5
1		Strategy	Talk	Room	() () () () () () () () () ()	-	
l		Suarces	1 and	NOOIII		1	1

5.1.3	Chalk and	Class	Cog.(Ana)	2	5
Multidomestic	Talk	Room			
Strategy					
5.1.4 Transnational	Chalk and	Class	Cog.(Ana)	1	5
Strategy	Talk	Room			
5.1.5 Modes of	Chalk and	Class	Cog.(Ana)	3	5
Entering	Talk	Room			
International					
Markets					
Total				10	
Grand Total				60	

COURSE CODE	YBAE67]	L	T	P	C
COURSE NAME	SUPPLY CHAIN AND LOGISTICS MANAGEMEN	NT C	3	0	0	3
PREREQUISITE:	Nil]	L	T	P	H
C:P:A	3:0:0	,	3	0	0	3

COUR	SE OUTCOMES	Domain	Level
CO1	Know the concept of Supply chain Management.	Cognitive	Understanding
CO2	Know the concept of Logistics Management.	Cognitive	Understanding
CO3	Understand the concept of Networks & Designing.	Cognitive	Understanding
CO4	Understand the Sourcing and Inventory process.	Cognitive	Understanding
CO5	Recognize the concept of current trends in SCM.	Cognitive	Understanding

UNIT I INTRODUCTION

9

Defining Supply Chain Management and Logistics management. Evolution, Supply chain –Fundamentals and Importance, Supply chain strategy, Enablers/Drivers of supply chain performance. Supply Chain Relationship

UNIT II LOGISTICS MANAGEMENT

9

Logistics-functions, objective, solution, Customer Service. Warehousing and Material Storage, Material Handling, Transportation and Packaging-3PL and 4PL.

UNIT III NETWORK DESIGN

10

Network Design-Distribution Network Design-Role, Factors Influencing, Options, Value additions. Models for Facility Location and Capacity allocation-Impact of uncertainty on Network Design. Network Design decisions using Decision trees.

UNIT IV SOURCING AND INVENTORY MANAGEMENT

0

Sourcing- Make vs buy decision, creating World Class Supply base, World Wide Sourcing Inventory Management-Managing Cycle inventory, safety inventory, Value of information, Bullwhip effect, Coordination in Supply chain, Analyzing impact of supply chain redesign on the inventory.

UNIT V CURRENT TRENDS

8

E-Business-Framework and Role of Supply Chain in e-business and b2b practice, Supply chain IT frame work, E-Supply chains, E-logistics, eSRM, eLRM, eSCM, Agile Supply chains Reverse Logistics , Green Logistics, Global Logistics.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

- 1. Bwersox DonaldJ, Logistical Management-The Integrated Supply Chain Process, Tata McGraw Hill, 2000
- 2. Sunil Chopra and Peer Meindl, Supply Chain Management –Strategy Planning and Operation, Prentice Hall 2007

- 1. Donald J.Bowersox, David J Closs and M.Bixby Cooper, Supply Chain Logistics Management, Tata McGraw Hill,2008 New Delhi.
- 2. Altekar Rahul V, Supply Chain Management-Concept and Cases, Prentice Hall India, 2005.
- 3. Joel D Wisner, G Keong Leong, Keah-Choon Tan," Principles of Supply Chain Management A Balanced Approach", South-Western, Cengage Learning 2005.
- 4. Naraya Rangarj, G Reghuram, Mandyam.M, Srinivasan, Supply Chain Management for Competitive Advantage-Concepts and Cases, Tata McGraw Hill 2009.
- 5. R.P.Mohanty and S.G.Deshmukh, Supply Chain Management, Biztantra, 2005.

Table:1 Mapping of POs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	3	0	0	0	0	0	0	0	2	0	0
CO 2	3	0	0	0	0	0	0	0	2	0	0
CO 3	3	0	2	0	0	0	0	0	0	0	0
CO 4	3	0	0	0	0	0	0	0	0	0	0
CO 5	3	0	0	0	0	0	0	0	2	0	0
Total	15	0	2	0	0	0	0	0	6	0	0
Scaled Value	3	0	1	0	0	0	0	0	2	0	0

1-5→1 6-10 → 11-15 →

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

Performance Indicators

- P1.1 Knowledge of Supply Chain Management to understand the concept of SCM and Logistics Management.
- P2.1 Knowledge of the latest tools and techniques for designing network.
- P9.1 Possess the ability to engage in lifelong learning about SCM & Logistic Management.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	3	2	2	1
2.1	0	0	2	0	0
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO	CO	CO	CO	CO
		1	2	3	4	5
CA 1	20	10	10			
CA 2	30			15	15	
CA 3	50	10	10	10	10	10
Total	100	20	20	25	25	10

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.75	0.75	0.5	0.5	0.5

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

Category	Marks%	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Mini Project	10	1	1	1	1	1
Seminar	5	2	2	2	2	2
Total 30 Marks		6	6	6	6	6

<u>Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-50%):</u>

	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 4x 15 marks =60 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

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 (3 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	Assignmen t supported in body of paper by a variety of relevant facts, examples, & illustration s from experience, references to related readings, etc.	Assignmen t well- supported in body of paper by facts, examples, illustration s though support may not be as vivid as the "A" essay.	Assignmen t generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignmen t 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 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

					logically developed.				
4.	Plagiarism,	0.20	No errors	Minimal	Few Errors	Many	Mostly	1	
	References and correctness (20%)		Source material is incorporate d logically & insightfully . Sources are documente d accurately.	Source material incorporate d logically. Sources documente d accurately.	Source material incorporate d adequately & usually documente d accurately.	Errors Source material incorporate d but sometimes inappropria tely or unclearly. Documenta tion is accurate only occasionall y.	incorrect Plagiarized, no references		
	Total = 100%								

Table 9: Rubrics for Research on Consumer Behaviour (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Contribution of work (20)	0.2	Informati on is gathered from multiple,r esearch- based sources.	Informati on is gathered from multiple sources.	Informati on is gathered from a limited number of sources.	Informati on is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M	0.2	High awareness	Medium Awarenes s, but	Low Awarenes s but	Poorly organized	No awareness	2,3

3.	aterial/ Phenomena (20) Development of contents (20)	0.2	demonstr ates all Functiona l area and structure. Detailed conclusions are reached from the evidence offered.	demonstra tes minimum functional areas or structure Conclusio ns are reached from the evidence offered.	organized with no logical sequencin g or structure. There is some indication of conclusio ns from the	Conclusio ns made are not relevant.	No conclusio ns are made from the evidence offered.	2,3
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	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.	evidence offered. 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.		2,3
5.	Report and Time Management (20)	0.2	Informati on is cited properly and format. Complete s tasks and assignme nts prior to the due date, may assist classmate	Informati on is cited properly. Complete s tasks and assignme nts by due date	Informati on is cited, but has errors. Complete s on one day after the due date.	Informati on is not cited or is cited incorrectl y. Complete s on more than one day after the due date.	No citation seen inside the text or in the reference	2,3

		S			
Total -100	1				

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Scal	100	75	50	25	0	Relati
0.		e						on to COs
1.	Interpretation	0.25	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriate inferences based on that informatio n.	Provides accurate explanation s of informatio n presented in mathematic al forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain informatio n presented in mathematic al forms, but draws incorrect conclusion s about what the informatio n means.	Absent	4,5
2.	Represe ntation	0.25	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competentl y converts relevant informatio n into an appropriate and desired mathematic al portrayal.	Completes conversion of informatio n but resulting mathemati cal portrayal is only partially appropriate or accurate.	Completes conversion of informatio n but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	4,5
3.	Calculat ion	0.25	Calculation s attempted	Calculation s attempted	Calculation s attempted	Calculation s are	Absent	4,5

			are essentially all successful and sufficiently comprehen sive to solve the problem. Calculation s are also presented elegantly (clearly, concisely, etc.)	are essentially all successful and sufficiently comprehen sive to solve the problem.	are either unsuccessful or represent only a portion of the calculation s required to comprehen sively solve the problem.	attempted but are both unsuccessf ul and are not comprehen sive.		
4.	Result TOTAL -100	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	4,5

Table: 11 Course Plan

U ni t	To pic	Subtopic	Teach ing meth od	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relatio n to COs
1	1.1	Introduction to Supply Chain Management & Logistic Management	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	1
	1.2	Defining & Evolution - Supply chain.	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	1
	1.3	Fundamentals and Importance	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	1
	1.4	Supply chain strategy	Lectur e	PPT/C& T /Classroom	Cog (Und)	2	1
	1.5	Enablers/Drivers of supply chain performance.	Lectur e	PPT/C& T /Classroom	Cog (Und)	2	1
	1.6	Supply Chain Relationship	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	1

	1 7	G1 /G :	D.	DDT/C 0 T	- (A)	1	1
	1.7	Case study/Seminar	Discu	PPT/C& T	Cog (App)	1	1
			ssion/	/Classroom			
			Prese				
			ntatio				
			n				
		Total				9	
2	2.1	Logistics-Introduction	Lectur	PPT/C& T	Cog (Und)	1	2
			e	/Classroom			
	2.2	functions, objective,	Lectur	PPT/C& T	Cog (Und)	1	2
		solution of logistics	e	/Classroom			
	2.3	Customer Service.	Lectur	PPT/C& T	Cog (Und)	1	2
			e	/Classroom			
	2.4	Warehousing and	Lectur	PPT/C& T	Cog (Und)	1	2
		Material Storage,	e	/Classroom			
	2.5	Material Handling,	Lectur	PPT/C& T	Cog (Und)	1	2
		J ,	e	/Classroom			
	2.6	Transportation	Lectur	PPT/C& T	Cog (Und)	1	2
		1	e	/Classroom	<i>S</i> (/		
	2.7	Packaging-3PL and 4PL.	Lectur	PPT/C& T	Cog (Und)	1	2
	,		e	/Classroom			_
		Case Study	Discu	PPT/C& T	Cog (App)	1	2
		Case Study	ssion/	/Classroom	COS (1 ipp)	_	—
		Class Test /Seminar	Writte	PPT/C& T	Cog (App)	1	1,2
		Class Test/Schimal	n/Pres	/Classroom	Cog (App)	1	1,4
			entati	Classicolli			
			on				
		Total	OII			9	
3	3.1	Network Design-	Lectur	PPT/C& T	Cog (Und)	1	3
3	3.1	Introduction		/Classroom	Cog (Olla)	1	3
	3.2	Distribution Network	e Lectur	PPT/C& T	Coa (Und)	1	3
	3.2				Cog (Und)	1	3
	2.2	Design	e	/Classroom	Con (Und)	1	2
	3.3	Role, Factors	Lectur	PPT/C& T	Cog (Und)	1	3
		Influencing, Options,	e	/Classroom			
	2 1	Value additions.	T .	DDT/C 0 T	O OT 1	2	2
	3.4	Models for Facility	Lectur	PPT/C& T	Cog (Und)	2	3
		Location and	e	/Classroom			
	3.5	Capacity allocation-	Lectur	PPT/C& T	Cog (Und)	1	3
	<u> </u>	_	e	/Classroom			
	3.6	Impact of uncertainty on	Lectur	PPT/C& T	Cog (Und)	1	3
		Network Design.	e	/Classroom			
	3.7	Network Design	Lectur	PPT/C&T/Cl	Cog(Und)	2	3
		decisions using Decision	e	assroom			
		trees.					
		Case study /Seminar	Discu	PPT/C& T	Cog (App)	1	3
			ssion/	/Classroom			
			Prese				
			ntatio				
			n				
		Total				10	
4	4.1	Sourcing- Make vs buy	Lectur	PPT/C& T	Cog (Und)	1	4
-		decision,	e	/Classroom		1	-
	Ī	300101011,	~	, Classicolli	1	1	1

	4.2	Creating World Class	Lectur	PPT/C& T	Cog (Und)	1	4
		Supply base, World	e	/Classroom			_
		Wide Sourcing					
	4.3	Inventory Management-	Lectur	PPT/C& T	Cog (Und)	1	4
		January Tanana	e	/Classroom			_
	4.4	Managing Cycle	Lectur	PPT/C& T	Cog (Und)	2	4
		inventory, safety	e	/Classroom			
		inventory,					
	4.5	Value of information,	Lectur	PPT/C& T	Cog (Und)	1	4
		Bullwhip effect,	e	/Classroom			
	4.6	Coordination in Supply	Lectur	PPT/C& T	Cog (Und)	1	4
		chain,	e	/Classroom			
	4.7	Analyzing impact of	Lectur	PPT/C& T	Cog (Und)	1	4
		supply chain redesign on	e	/Classroom			
		the inventory.					
		Case Study /Seminar	Discu	PPT/C& T	Cog (App)	1	4
			siion	/Classroom			
			/Prese				
			ntatio				
			n				
		Total				9	
5	5.1	E-Business-	Lectur	PPT/C& T	Cog (Und)	1	5
			e	/Classroom			
	5.2	Framework and Role of	Lectur	PPT/C& T	Cog (Und)	1	5
		Supply Chain in e-	e	/Classroom			
		business and b2b					
		practice,					
	5.3	Supply chain IT frame	Lectur	PPT/C& T	Cog (Und)	1	5
		work,	e	/Classroom			
	5.4	E-Supply chains, E-	Lectur	PPT/C& T	Cog (Und)	2	5
		logistics, eSRM, eLRM,	e	/Classroom			
		eSCM, Agile.					
	5.5	Supply chains Reverse	Lectur	PPT/C& T	Cog (Und)	1	5
		Logistics,	e	/Classroom			
	5.6	Global Logistics	Lectur	PPT/C& T	Cog (Und)	1	5
			e	/Classroom			
		Case Study /Seminar	Discu	PPT/C& T	Cog (App)	1	5
			siion/	/Classroom			
			Prese				
			ntatio				
			n				
		Class Test 2	Writte	Classroom	Cog (App)		3,4,5
			n				
		Total				8	
		Grand Total				45 hrs	

COURS	SE CODE	YBAE68			L	T	P	C	
COURS	SE NAME	PRODUCT DESIGN			3	0	0	3	
PRERE	QUISITE:	Nil			L	T	P	H	
C:P:A		3:0:0			3	0	0	3	
COURS	SE OUTCOM	ES		Doı					
CO1	<i>Explain</i> the p	roduct development process.		Cog	gnitive	Uno	dersta	nding	
CO2	Explain the c	oncept development process.		Cog	gnitive	Un	dersta	nding	
CO3	Explain the selection.	methods used for concept gene	ration and	Cog	gnitive	Uno	dersta	nding	
CO4	<i>Illustrate</i> con	cept testing and prototyping methods	5.	Cog	gnitive	Un	dersta	nding	
CO5	<i>Illustrate</i> vari	ous types of intellectual property.		Cog	nitive	Un	dersta	nding	
UNIT I-	INTRODUC	TION						9	
Product,	types of prod	ucts, product development proces	s.						
UNIT I	I- CONCEPT	DEVELOPMENT						9	
ļ		ocess, identifying customer needs.						,	
h		Γ GENERATION AND SELEC						9	
haiaaaiaaaaiaaaaiaaai		ethod, concept screening, concept							
<u> </u>		TESTING AND PROTOTYPI	NG					9	
	·	d, types of prototypes.							
UNIT V	- PATENTS	AND INTELLECTUAL PROP	ERTY					9	
Patent, trademark, trade secret, copyright, design thinking									
LECTURE TUTORIAL PRACTICAL TOTAL									
	45	0	0				45	5	
TEXT BOOKS									
1. Karl T Ulrich, Steven D Eppinger& Anita Goyal, <i>Product Design & Development</i> , 4 th Edition (2009), Tata Mc Graw Hill.									

Table 1: Mapping of COs with Pos

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

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators:

- PI 1.1 Knowledge of management theory to solve problems of industry and society
 - 1.1.1 Able to explain the steps in the product development process.
 - 1.1.2 Able to explain the concept development process.
 - 1.1.3 Able to explain the methods used for concept generation and selection.
 - 1.1.4 Able to explain concept testing and prototyping methods.
 - 1.1.5 Able to explain various types of intellectual property.
- PI 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
 - 2.1.1 Able to understand the technologies used in prototyping.
- PI 3.1 Understand the local and global business environment and formulate business strategies.

Nil

PI 4.1 Communicate effectively with the stakeholders in industry and society.

Nil

PI 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.

Nil

PI 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.

Nil

PI 7.1 Apply ethical principles and social responsibility.

Nil

PI 8.1 Demonstrate knowledge of and need for sustainable development.

PI 9.1 Possess the ability to engage in lifelong learning.

Nil

PI 10.1 Demonstrate understanding of rural business management.

Nil

PI 11.1 Demonstrate skills in statistical analysis of business research data.

Nil

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3				
1.1.2		3			
1.1.3			3		
1.1.4				3	
1.1.5					3
2.1.1				2	

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	30	10	10	10		
CA 2	20				10	10
CA 3	50	10	10	10	10	10
Total	100	20	20	20	20	20

Table 4: CPA mapping with COs

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

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark – 20%):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	10	10	10		
Total 30 Marks	10 Marks	10 Marks	10 Marks		

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment1	6				2	2
Assignment2	6				2	2
Test	6				2	2
Seminar	6				2	2
Case Study	6				2	2
Total	30				10	10

Table 7: Mapping Course Outcome with Assessment for CA3 (50%):

	CO1	CO2	CO3	CO4	CO5
Part - A MCQ 10x1 = 10 marks	3 Marks	3 Marks	-	1 Marks	3 Marks
Part - B 5 x2 marks = 10 marks	2 Marks	2 Marks	-	4 Marks	2 Marks
Part – C 4 x15 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	20 Marks	20 Marks	20 Marks	20 Marks	20 Marks

Table 8: Rubrics for Assignment (6 Marks):

S.N o.	Category	Scal e	100	75	50	25	0	Relatio n 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	3,4,5
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.	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	3,4,5
3.	Organizati on (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 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 organizati on.	3,4,5
4.	Plagiarism	0.20	Source	Minimal Errors	Few Errors	Many Errors Source	Mostly incorrect	3,4,5
	References		material is	Source	Source	material	Plagiarize	

and	incorpo	orat material	material	incorporated	d, no	
correctnes	s ed	incorpora	t incorporat	but	references	
(20%)	logical	ly ed	ed	sometimes		
	&	logically.	adequately	/ inappropriat		
	insight	full Sources	& usually	ely or		
	y. Sour	ces document	te documente	e unclearly.		
	are	d	d	Documentati		
	docum	ente accurately	y. accurately	. on is		
	d			accurate		
	accurat	tely.		only		
				occasionally.		
Total =						
100						

Table 9: Rubrics for Seminar (6 Marks):

Sl.N	Criterion	Scal	100	75	50	25	0	Relatio
0		e						n to CO's
1	Content 30%	0.3	Concept clearly stated	Concept implicitl y stated	Concept stated	Concept not clearly stated	No concept	3,4,5
2	Relevance 30%	0.3	Very relevant	Medium relevanc e	Relevant	Some irrelevanc e	Irrelevan t	3,4,5
3	Presentatio n 40%	0.4	Confiden t and error free	Error free but not very confiden t	Confiden t with errors	Not confident with errors	Not prepared	3,4,5
	Total = 100							

Table 10: Rubrics for Case Study (6 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to COs
1.	Interpretat ion	0.2 5	Provides accurate explanatio ns of informatio n presented	Provides accurate explanatio ns of informatio n presented	Provides somewhat accurate explanation s of information presented in	Attempts to explain information presented in mathematic al forms,	Abse nt	3,4,5

			in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	in mathemati cal forms.	mathematic al forms, but occasionally makes minor errors related to computation s or units.	but draws incorrect conclusions about what the information means.		
2.	Representation	0.2 5	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathematical portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	3,4,5
3.	Calculation	0.2	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehens ively solve the problem.	Calculation s are attempted but are both unsuccessful and are not comprehen sive.	Absent	3,4,5

4.	Result	0.2 5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	3,4,5
	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	Introduction					
		1.1.1 Product	Chalk and Talk	Class Room	Cog.(Und)	2	1
		1.1.2 Types of products	Chalk and Talk	Class Room	Cog.(Und)	1	1
		1.1.3 Product development process	Chalk and Talk	Class Room	Cog.(Und)	6	1
		Total				9	
2	2.1	Concept Development					
		2.1.1 Concept development process	Chalk and Talk	Class Room	Cog.(Und)	3	2
		2.1.2 Identifying customer needs	Chalk and Talk	Class Room	Cog.(Und)	2	2
		2.1.3 Gathering data	Chalk and Talk	Class Room	Cog.(Und)	2	2
		2.1.4 Organizing needs	Chalk and Talk	Class Room	Cog.(Und)	2	2
		Total				9	
3	3.1	Concept Generation and Selection					
		3.1.1 Concept generation method	Chalk and Talk	Class Room	Cog.(Und)	4	3
		3.1.2 Concept screening	Chalk and Talk	Class Room	Cog.(Und)	2	3
		3.1.3 Concept scoring	Chalk and Talk	Class Room	Cog.(Und)	3	3
		Total				9	
4	4.1	Concept Testing and Prototyping					
		4.1.1 Concept testing methods	Chalk and Talk	Class Room	Cog.(Und)	2	4
		4.1.2 Survey	Chalk and	Class Room	Cog.(Und)	3	4

		format	Talk				
		4.1.3 Measuring	Chalk and	Class Room	Cog.(Und)	2	4
		customer	Talk		_		
		response					
		4.1.4 Types of	Chalk and	Class Room	Cog.(Und)	2	4
		prototypes	Talk				
		Total				9	
5	5.1	Patents and					
		Intellectual					
		Property					
		5.1.1 Patent	Chalk and	Class Room	Cog.(Und)	3	5
			Talk				
		5.1.2 Trademark	Chalk and	Class Room	Cog.(Und)	3	5
			Talk				
		5.1.3 Trade secret	Chalk and	Class Room	Cog.(Und)	1	5
			Talk				
		5.1.4 Copyright	Chalk and	Class Room	Cog.(Und)	2	5
			Talk				
		Total				9	
		Grand Total				45	

COURSE CODE	YBAE69		L	T		P	C
COURSE NAME	QUALITY MANAGEMENT		3	0		0	3
PREREQUISITE:	Nil		L	1	Γ	P	Н
C:P:A	3:0:0		3	0)	0	3
COURSE OUTCO	MES	Dor	nain		Lev	/el	
CO1 Know the pr	inciples and practices of Quality Management	Coo	nitivo		T La	dorata	۔ مائیہ ۔

COUR	SE OUTCOMES	Domain	Level
CO1	Know the principles and practices of Quality Management	Cognitive	Understanding
CO2	Recognize the continuous process of improvement	Cognitive	Understanding
CO3	Recognize benchmarking	Cognitive	Analysing
CO4	Design and develop quality management process	Cognitive	Understanding
CO5	Know statistical process control	Cognitive	Understanding
			Receiving

UNIT I INTRODUCTION TO QUALITY MANAGEMENT

8

Basic Approach, Gurus of QM, Defining Quality, Obstacles in Implementing Quality Management, benefits of QM

UNIT II CONTINOUS PROCESS IMPROVEMENT

10

Process of CPI, Juran Trilogy, Improvement Strategies, Types of Problems, PDSA Cycle, Problem Solving Method, Kaizen, Reengineering, Six Sigma

UNIT III BENCHMARKING

9

Define Benchmarking, Process of benchmarking, deciding what to benchmark, understanding current performance, planning of benchmarking, learning form data, using the findings, pitfalls and criticism of benchmarking

UNIT IV QUALITY MANAGEMENT SYSTEMS

0

Benefits of ISO Registration, ISO 9000 series of Standards, IOS 9001 requirements, Implementation of QMS, Documentation, writing Documents, Internal Audits, Registration

UNIT V STATISTICAL PROCES CONTROL

9

Pareto Diagram, Process Flow Diagram, Cause and Effect Diagram, Check Sheets, Histogram, Statistical Fundamentals, Control Charts, Variable Control Charts, Process Performance, Measurement System Analysis (MSA) Scatter Diagram

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

1. Dale H Besterfield, Mary Besterfield, Carol Besterfield, Glen H. Besterfield, Hermant Urdhwarsire and Rashmi Urdhwarsire, (2014), "Total Quality Management" Pearson Education, New Delhi

REFERENCES

Nil

Table 11: Mapping of Cos with POs

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

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	1	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	1	-	-	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 2	20			1.5	1.5	
CA 2	30			15	15	
CA 3	50	10	10	10	10	10
Total	100	20	20	25	25	20

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=2.7	Understanding	0.5	0.5		0.5	0.5
	Applying					
	Analyzing		0.35	0.35		
A=0.3	Receiving	0.15		0.15		

Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

Category	CO1	CO2	CO3	CO4	CO5
Assignment	1	1	1	1	1
Class Test	1	1	1	1	1
Skill Edge	1	1	1	1	1
Student Executive Program	1	1	1	1	1
Seminar	2	2	2	2	2
Total 30 Marks	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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 4x 15 marks =60 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	n) 20 Marks				
Total 100 Marks	12 Marks	19 Marks	11 Marks	19Marks	19Marks

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 (3 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relati
								on to CO
1.	Content	0.35	Main idea	Main idea	Main idea	Main idea	No clarity	1
	Clarity and		very	clear &	clear or	unclear &	and	
	limiting		clearly	topic is	implicit &	topic only	irrelevant	
	capabilities		stated &	limited.	topic is	partially		
	(250/)		topic is		partially	limited.		
	(35%)		effectively		limited.			
			limited.					
2.	Support by	0.30	Assignmen	Assignmen	Assignmen	Assignmen	No diagrams	1
	diagram,	0.20	t supported	t well-	t generally	t supported	or programs	
	programs,		in body of	supported	supported	in body of	or examples	
	examples etc		paper by a	in body of	in body of	paper by	etc	
	(200()		variety of	paper by	paper by	few facts,		
	(30%)		relevant	facts,	facts,	examples,		
			facts,	examples,	examples,	details.		
			examples,	illustration	details. No	More than		
			&	s though	more than	one		
			illustration	support	one	paragraph		

			s from experience, references to related readings, etc.	may not be as vivid as the "A" essay.	paragraph with inadequate support.	with inadequate support.		
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 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 incorporate d logically & insightfully . Sources are documente d accurately.	Minimal Errors Source material incorporate d logically. Sources documente d accurately.	Few Errors Source material incorporate d adequately & usually documente d accurately.	Many Errors Source material incorporate d but sometimes inappropria tely or unclearly. Documenta tion is accurate only occasionall y.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

Table 9: Rubrics for Quality Management Implementing Plan (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Contribution of work (20)	0.2	Informati on is gathered from multiple,r esearch- based sources.	Informati on is gathered from multiple sources.	Informati on is gathered from a limited number of sources.	Informati on is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M aterial/ Phenomena (20)	0.2	High awareness , demonstr ates all Functiona l area and structure.	Medium Awarenes s, but demonstra tes minimum functional areas or structure	Low Awarenes s but organized with no logical sequencin g or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusio ns are reached from the evidence offered.	There is some indication of conclusio ns from the evidence offered.	Conclusio ns made are not relevant.	No conclusio ns are made from the evidence offered.	2,3
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	Well Analysed and Research question(s) are formed through the	Partly analysed and Research question(s) are formed through the	No Analysis and Research question(s) were not formed but could be formed	Research question(s) were not formed and are not apparent from the literature		2,3

			literature	literature	through	review.		
			review	review.	the			
			and		literature			
			clearly		review.			
			stated.					
5.	Report and	0.2	Informati	Informati	Informati	Informati	No	2,3
	Time		on is cited	on is cited	on is	on is not	citation	
	Management		properly	properly.	cited, but	cited or is	seen	
	(20)		and	Complete	has errors.	cited	inside the	
			format.	s tasks	Complete	incorrectl	text or in	
			Complete	and	s on one	y.	the	
			s tasks	assignme	day after	Complete	reference	
			and	nts by due	the due	s on more		
			assignme	date	date.	than one		
			nts prior			day after		
			to the due			the due		
			date, may			date.		
			assist					
			classmate					
			S					
	Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Scal	100	75	50	25	0	Relati
0.		e						on to
								COs
1.		0.25	Provides accurate explanatio	Provides accurate explanation	Provides somewhat accurate	Attempts to explain informatio		4,5
			ns of informatio	s of informatio	explanatio ns of	n presented in		
			n presented in mathemati	n presented in mathematic	informatio n presented in	mathematic al forms, but draws		
	Interpre tation		cal forms. Makes	al forms.	mathemati cal forms,	incorrect conclusion	Absent	
			appropriate inferences based on		but occasionall y makes	s about what the informatio		
			that informatio n.		minor errors related to computatio	n means.		

					ns or units.			
2.	Represe	0.25	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of informatio n but resulting mathemati cal portrayal is only partially appropriate or accurate.	Completes conversion of informatio n but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	4,5
3.	Calculat	0.25	Calculation s attempted are essentially all successful and sufficiently comprehen sive to solve the problem. Calculation s are also presented elegantly (clearly, concisely, etc.)	Calculation s attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculation s attempted are either unsuccessf ul or represent only a portion of the calculation s required to comprehen sively solve the problem.	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Absent	4,5
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	4,5
	TOTAL -100	1						

COURSE PLAN FOR YBAE69 – QUALITY MANAGEMENT

U	To	Subtopic	Teachi	Teachi	Targeted	No. of	Relation to	Remarks
nit	pic		ng	ng	learning	Hours	COs	
			metho	aids/V	domain			
1	1.1	Introduction to YBAE 69	d PPT/C	enue Classro	Cognitive	1	1	
1	1.1	introduction to TBAL 09	& T	om	Cognitive	1	1	
	1.2	Definition of QM	PPT/C	Classro	Cognitive	1	1	
	1.2	Deminion of Qui	& T	om	l cogmuit	-		
	1.3	Gurus of TQM	PPT/C	Classro	Cognitive	1	1	
			& T	om				
	1.4		PPT/C	Classro	Cognitive	1	1	
		TQM Framework	& T	om				
	1.5		PPT/C	Classro	Cognitive	1	1	
	1.0	Awareness of QM	& T	om	C	1	1	
	1.6	Obstacles in Implementing QM	PPT/C & T	Classro	Cognitive	1	1	
	1.7	QWI	PPT/C	om Classro	Cognitive	1	1	
	1./	Benefits of QM	& T	om	Cognitive	1	1	
	1.8	Belieffts of QIVI	PPT/C	Classro	Cognitive	1	1	
	1.0	TQM Exemplary Organisation	& T	om	Cogmure	1	1	
		, , , 8	Written	Classro	Cognitive(Ap	1		
			/Presen	om	p)			
		Class Test 1(Unit 1)/Seminar	tation		_			
2	2.1		PPT/C	Classro	Cognitive	1	2	
		Process of CPI	& T	om				
	2.2		PPT/C	Classro	Cognitive	1	2	
	2.2	Juran Trilogy	& T	om	G :::	1	2	
	2.3	CDI Stratagies	PPT/C & T	Classro	Cognitive	1	2	
	2.4	CPI Strategies	PPT/C	om Classro	Cognitive	1	2	
	2.4	PDSA Cycle	& T	om	Cognitive	1	2	
	2.5	1 Diff Cycle	PPT/C	Classro	Cognitive	1	2	
		Problem Solving Method	& T	om	l cogmuit		_	
	2.6		PPT/C	Classro	Cognitive	1	2	
		Kaizen	& T	om				
	2.7		PPT/C	Classro	Cognitive	1	2	
		Re-engineering	& T	om				
	2.8	g. g.	PPT/C	Classro	Cognitive	1	2	
		Six Sigma	& T Written	Om	Camitian	1		
			/Presen	Classro om	Cognitive (App)	1		
		Class Test (Unit 2)/Seminar	tation	OIII	(Арр)			
3	3.1	Class Test (Clift 2)/Schillar	PPT/C	Classro	Cognitive	1	3	
	0.1	Defined Benchmarking	& T	om	l cogmuit	_		
	3.2		PPT/C	Classro	Cognitive	1	3	
		Reasons for Benchmarking	& T	om				
	3.3		PPT/C	Classro	Cognitive	1	3	
		Process of Benchmarking	& T	om				
	3.4	B	PPT/C	Classro	Cognitive	1	3	
	2.5	Deciding what to benchmark	& T	Om	Coorition	1	12	
	3.5	Understanding current performance	PPT/C & T	Classro	Cognitive	1	3	
	3.6	performance	PPT/C	om Classro	Cognitive	1	3	1
	5.0	Planning and studying	& T	om	Cognitive	1	٥	
	3.7		PPT/C	Classro	Cognitive	1	3	1
		Learning from Data	& T	om		_		
	3.8	Pitfalls and criticisms of	PPT/C	Classro	Cognitive	1	3	
		benchmarking	& T	om				<u> </u>
		Class Test (Unit 3)/Seminar	Written	Classro	Cognitive	1		

		1	/Presen	om	(App)			
			tation	OIII	(дрр)			
4	4.1		PPT/C	Classro	Cognitive	1	1	
•	4.1	Benefits of ISO Registration	& T	om	Cognitive	1	1	
	4.2	Beliefits of 150 Registration	PPT/C	Classro	Cognitive	1	1	
	4.2	ISO 9000 series standard	& T	om	Cognitive	1	1	
	4.3	150 9000 series standard	PPT/C	Classro	Cognitive	1	1	
	4.3	ISO 9001 Requirements	& T	om	Cognitive	1	1	
	4.4	15O 9001 Requirements	PPT/C	Classro	Cognitive	1	1	
	4.4	Implementation of QMS	& T	om	Cognitive	1	1	
	4.5	Implementation of QIVIS	PPT/C	Classro	Cognitive	1	1	
	4.5	Documentation	& T	om	Cognitive	1	1	
	4.6	Documentation	PPT/C	Classro	Cognitive	1	1	
	4.0	Internal Audits	& T	om	Cognitive	1	1	
	4.7	Internal Audits	PPT/C	Classro	Cognitive	1	1	
	4.7	Writing Documentation	& T	om	Cognitive	1	1	
	4.8	Writing Documentation	PPT/C	Classro	Cognitive	1	1	
	4.6	Registration	& T	om	Cognitive	1	1	
		Registration	Written	Classro	Cognitive	1		
			/Presen	om	(App)	1		
		Class Test (Unit 4)/Seminar	tation	OIII	(дрр)			
5	5.1	Class Test (Olit 4)/Schillar	PPT/C	Classro	Cognitive	1	1	
3	3.1	Pareto Diagram	& T	om	Cogmuve	1	1	
	5.2	Turcto Biagram	PPT/C	Classro	Cognitive	1	1	
	3.2	Process flow Diagram	& T	om	Cogmuve	1	1	
	5.3	Trocess now Bragram	PPT/C	Classro	Cognitive	1	1	
	3.3	Cause and Effect Diagram	& T	om	Cogmuve	1	1	
	5.4	Caase and Breet Biagram	PPT/C	Classro	Cognitive	1	1	
	3.1	Check Sheets	& T	om	Cogmuve	1	1	
	5.5		PPT/C	Classro	Cognitive	1	5	
	3.3	Histogram	& T	om	23gma v	1		
	5.6		PPT/C	Classro	Cognitive	1	5	
		Control Charts	& T	om	338	1		
	5.7	Control Charts	PPT/C	Classro	Cognitive	1	5	
	"	Variable Control Charts	& T	om	338	1		
	5.8	Measurement System	PPT/C	Classro	Cognitive	1	5	
		Analysis	& T	om	238	-		
			Written	Classro	Cognitive	1		
			/Presen	om	(App)	1		
		Class Test (Unit 5)/Seminar	tation	J	(-177)			
		Total				45 hrs		
	1	1000			I			

COURSE CODE	YBAE 70	L	T	P	C
COURSE NAME	COMPUTER INTEGRATED	3	0	0	3
	MANUFACTURING				
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COUR	SE OUTCOMES	Domain	Level
CO1	Know the concept of Computer Integrated	Cognitive	Understanding
	Manufacturing.		
CO2	Know the concept of Computers and communications in	Cognitive	Understanding
	CIM.		
CO3	<i>Understand</i> the concept Design & Production.	Cognitive	Understanding
CO4	Understand the concept of Manufacturing system.	Cognitive	Understanding
CO5	Recognize the concept of current trends.	Cognitive	Understanding

UNIT I INTRODUCTION

9

Computer Integrated Manufacturing-Definition, Concept, Evolution and Benefits, Types of Manufacturing systems and Sub-systems. Automated Systems-Elements, Functions and Levels

UNIT II COMPUTERS AND COMMUNICATION IN CIM

9

Hardware, Software and Security Requirements for implementing CIM System. Communication systems for CIMS-Communications Matrix, Network Architectures and Techniques. Overview of creating and maintaining a manufacturing systems database.

UNIT III DESIGN AND PRODUCTION

9

Fundamentals of Design for Manufacturing(DFM), Computer Aided Design9CAD), 3D Modeling Packages, Finite Elements Analysis Packages and transportability.

UNIT IV MANUFACTURING SYSTEMS

9

Manufacturing systems- Components , Classifications and Functions. Flexible Manufacturing system(FMS)-Components, Applications and benefits, Planning and Implementation issues in FMS. Group Technology-Part-Families, Classification and Coding.

UNIT V CURRENT TRENDS

9

Concurrent Engineering. Role of Expert Systems in CIMS. Robotics-Overview, Types in CIMS Automated Guided Vehicles-Types and Technology, Control. Overview of Automated Assembly system-Lean production-Agile Manufacturing.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

 Vajpayee Kant.S, Princiles of Computer Integrated Manufacturing, Prentice Hall India, Second Indian Reprint, 2005

REFERENCES

- 1. Mikell P.Groover, Automation, "Production Systems and Computer Integrated Manufacturing" Prentice Hall India, 2001.
- 2. Ronald G Askin, "Modelling and Analysis of Manufacturing" John Wiley & Sons, 1993.

Table:1 Mapping of POs with Cos

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

1-5→1 6-10 → 11-15 →

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

Performance Indicators

- P1.1 Knowledge of Computer Integrated Manufacturing to understand manufacturing system, automation system.
- P2.1 Knowledge of the latest tools and techniques for designing & Communication.
- P9.1 Possess the ability to engage in lifelong learning about CIM.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	2	3	3	3	1
2.1	0	2	2	0	0
9.1	2	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 2	30			15	15	
CA 3	50	10	10	10	10	10
Total	100	20	20	25	25	10

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Understanding	0.75	0.75	0.5	0.5	0.5

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

Category	Marks%	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Mini Project	10	1	1	1	1	1
Seminar	5	2	2	2	2	2
Total 30 Marks		6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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 4x 15 marks =60 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

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 (3 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relati
								on to CO
	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	Assignmen t supported in body of paper by a variety of relevant facts,	Assignmen t well- supported in body of paper by facts, examples,	Assignmen t generally supported in body of paper by facts, examples,	Assignmen t supported in body of paper by few facts, examples, details.	No diagrams or programs or examples etc	1

			examples, & illustration s from experience, references to related readings, etc.	illustration s though support may not be as vivid as the "A" essay.	details. No more than one paragraph with inadequate support.	More than one paragraph with inadequate support.			
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 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,	0.20	No errors	Minimal	Few Errors	Many	Mostly	1	
	References and correctness (20%)		Source material is incorporate d logically & insightfully . Sources are documente d accurately.	Errors Source material incorporate d logically. Sources documente d accurately.	Source material incorporate d adequately & usually documente d accurately.	Errors Source material incorporate d but sometimes inappropria tely or unclearly. Documenta tion is accurate only	Plagiarized, no references		

			occasionall y.	
Total = 100%				

Table 9: Rubrics for Research on Consumer Behaviour (10 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to CO
1.	Contribution of work (20)	0.2	Informati on is gathered from multiple, research- based sources.	Informati on is gathered from multiple sources.	Informati on is gathered from a limited number of sources.	Informati on is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M aterial/ Phenomena (20)	0.2	High awareness , demonstr ates all Functiona l area and structure.	Medium Awarenes s, but demonstra tes minimum functional areas or structure	Low Awarenes s but organized with no logical sequencin g or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusio ns are reached from the evidence offered.	There is some indication of conclusio ns from the evidence offered.	Conclusio ns made are not relevant.	No conclusio ns are made from the evidence offered.	2,3
4.	Recognition about Functional	0.2	Well Analysed and	Partly analysed and	No Analysis and	Research question(s) were not		2,3

	Analysis and Research Tools (20)		Research question(s) are formed through the literature review and clearly stated.	Research question(s) are formed through the literature review.	Research question(s) were not formed but could be formed through the literature review.	formed and are not apparent from the literature review.		
5.	Report and Time Management (20)	0.2	Informati on is cited properly and format. Complete s tasks and assignme nts prior to the due date, may assist classmate s	Informati on is cited properly. Complete s tasks and assignme nts by due date	Informati on is cited, but has errors. Complete s on one day after the due date.	Informati on is not cited or is cited incorrectl y. Complete s on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Scal	100	75	50	25	0	Relati
0.		e						on to
								COs
1.	Interpre	0.25	Provides	Provides	Provides	Attempts		4,5
	tation		accurate	accurate	somewhat	to explain		
			explanatio	explanation	accurate	informatio		
			ns of	s of	explanatio	n presented		
			informatio	informatio	ns of	in		
			n presented	n presented	informatio	mathematic	Absent	
			in	in	n presented	al forms,		
			mathemati	mathematic	in	but draws		
			cal forms.	al forms.	mathemati	incorrect		
			Makes		cal forms,	conclusion		
			appropriate		but	s about		

			inferences based on that informatio n.		occasionall y makes minor errors related to computatio ns or units.	what the informatio n means.		
2.	Represe	0.25	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competentl y converts relevant informatio n into an appropriate and desired mathematic al portrayal.	Completes conversion of informatio n but resulting mathemati cal portrayal is only partially appropriate or accurate.	Completes conversion of informatio n but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	4,5
3.	Calculat	0.25	Calculation s attempted are essentially all successful and sufficiently comprehen sive to solve the problem. Calculation s are also presented elegantly (clearly, concisely, etc.)	Calculation s attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculation s attempted are either unsuccessful or represent only a portion of the calculation s required to comprehen sively solve the problem.	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Absent	4,5

4.	Result	0.25	Accurate	Accurate	Incorrect	Wrong	Absent	4,5
			result with	result	result	calculation		
			appropriate	without	without			
			unit.	appropriate	appropriate			
				unit.	unit.			
	TOTAL	1						
	-100							

Table:11 Course Plan

U	To	Subtopic	Teach	Teaching	Targeted	No. of	Relatio
ni	pic		ing	aids/Venue	learning	Hours	n to
t			meth		domain		COs
_	1 1		od	DDT/C 0 T	G (H 1)	1	1
1	1.1	Computer Integrated	Lectur	PPT/C& T	Cog (Und)	1	1
	1.0	Manufacturing-	e	/Classroom	G (II 1)	1	1
	1.2	Definition, Concept,	Lectur	PPT/C& T	Cog (Und)	1	1
		Evolution and Benefits,	e	/Classroom			
	1.3	Types of Manufacturing	Lectur	PPT/C& T	Cog (Und)	2	1
		systems and Sub-	e	/Classroom			
		systems.					
	1.4	Automated Systems-	Lectur	PPT/C& T	Cog (Und)	2	1
			e	/Classroom			
	1.5	Elements, Functions	Lectur	PPT/C& T	Cog (Und)	1	1
			e	/Classroom			
	1.6	Levels	Lectur	PPT/C& T	Cog (Und)	1	1
			e	/Classroom			
	1.7	Case study/Seminar	Discu	PPT/C& T	Cognitive(A	1	1
			ssion/	/Classroom	pp)		
			Prese				
			ntatio				
			n				
		Total				9	
2	2.1	Hardware, Software and	Lectur	PPT/C& T	Cog (Und)	1	2
			e	/Classroom			
	2.2	Security Requirements	Lectur	PPT/C& T	Cog (Und)	1	2
		for implementing CIM	e	/Classroom			
		System.					
	2.3	Communication systems	Lectur	PPT/C& T	Cog (Und)	1	2
		for CIMS-	e	/Classroom			
	2.4	Communications Matrix,	Lectur	PPT/C& T	Cog (Und)	1	2
		,	e	/Classroom	<i>S</i> (=)		
	2.5	Network Architectures	Lectur	PPT/C& T	Cog (Und)	2	2
		and Techniques.	e	/Classroom		_	
		database.					
	2.6	Overview of creating and	Lectur	PPT/C& T	Cog (Und)	1	2
	0	maintaining a	e	/Classroom		-	-
		manufacturing systems		, Classiooni			
		Case Study	Discu	PPT/C& T	Cognitive	1	2
		Cuso Study	ssion/	/Classroom	(App)	1	
		l	331011/	/ Стазытоот	(1 1 PP)		

		Class Test /Seminar	Writte	PPT/C& T	Cognitive	1	1,2
		Class Test/Sellillal	n/Pres	/Classroom	(App)	1	1,4
			entati	/Classicolli	(Арр)		
			on				
		Total	OII			9	
3	3.1	Fundamentals of Design	Lectur	PPT/C& T	Cog (Und)	2	3
	3.1	for	e	/Classroom	Cog (Cha)		
		Manufacturing(DFM),		/ Classroom			
	3.2	Computer Aided	Lectur	PPT/C& T	Cog (Und)	1	3
		Design(CAD),	e	/Classroom			
	3.3	3D Modeling Packages,	Lectur	PPT/C& T	Cog (Und)	2	3
			e	/Classroom			
	3.4	Finite Elements	Lectur	PPT/C& T	Cog (Und)	2	3
		Analysis.	e	/Classroom			
	3.5	Packages and	Lectur	PPT/C& T	Cog (Und)	1	3
		transportability	e	/Classroom			
		Case study /Seminar	Discu	PPT/C& T	Cognitive	1	3
			ssion/	/Classroom	(App)		
			Prese				
			ntatio				
			n				
		Total				9	
4	4.1	Manufacturing systems-	Lectur	PPT/C& T	Cog (Und)	1	4
		Components	e	/Classroom			
	4.2	Classifications and	Lectur	PPT/C& T	Cog (Und)	1	4
		Functions	e	/Classroom			
	4.3	Flexible Manufacturing	Lectur	PPT/C& T	Cog (Und)	1	4
		system(FMS)	e	/Classroom			
	4.4	Components,	Lectur	PPT/C& T	Cog (Und)	2	4
		Applications and	e	/Classroom			
		benefits,					
	4.5	Planning and	Lectur	PPT/C& T	Cog (Und)	1	4
		Implementation issues in	e	/Classroom			
		FMS	-			1	1
	4.6	Group Technology-Part-	Lectur	PPT/C& T	Cog (Und)	1	4
	1 -	Families	e	/Classroom			
	4.7	Classification and	Lectur	PPT/C& T	Cog (Und)	1	4
	1	Coding	e D:	/Classroom		1	
		Case Study /Seminar	Discu	PPT/C& T	Cognitive	1	4
			siion	/Classroom	(App)		
			/Prese				
			ntatio				
		Total	n			0	
	E 1	Total	T a = 4==	DDT/C 0 T	C = (I I :: 1)	9	
5	5.1	Concurrent Engineering	Lectur	PPT/C& T	Cog (Und)	1	5
		production-Agile	e	/Classroom			
	5.0	Manufacturing.	T - 1	DDT/C 0 T	C (II I)	1	<u>-</u>
	5.2	. Role of Expert Systems	Lectur	PPT/C& T	Cog (Und)	1	5
	5.2	in CIMS.	e Lastra	/Classroom	C = (I I :: 1)	1	
	5.3	Robotics-Overview,	Lectur	PPT/C& T	Cog (Und)	1	5
			e	/Classroom]		

 5.4	Types in CIMS	Lectur	PPT/C& T	Cog (Und)	2	5
	Automated Guided	e	/Classroom			
	Vehicles-					
5.5	Types and Technology,	Lectur	PPT/C& T	Cog (Und)	2	5
	Control.	e	/Classroom			
5.6	Overview of Automated	Lectur	PPT/C& T	Cog (Und)	1	5
	Assembly system-Lean	e	/Classroom			
	Case Study /Seminar	Discu	PPT/C& T	Cognitive	1	5
		siion/	/Classroom	(App)		
		Prese				
		ntatio				
		n				
	Class Test 2	Writte	Classroom	Cognitive		3,4,5
		n		(App)		
	Total				9	
	Grand Total				45 hrs	

COUF	RSE CODE	YBAE71		L	Γ		P	C
COUF	RSE NAME	INVESTMENT MANAGEMENT		3	0		0	3
PRER	REQUISITE:	Nil		L	Γ		P	H
C:P:A 3:0:0					0		0	3
COUF	RSE OUTCO	MES	Domain Level					
CO1	To Define th	e overview of Capital Markets.	Cognitive Rememb			pering		
CO2	Define and A	Cognitive			Remembering Analysing			
CO3	Analyse the	nature of Bonds and Derivatives.	Cognitive			Analysing		
CO4	CO4 Define and analyse the portfolio.					Remembering Analysing		
CO5	Cog	nitive			meml alysii	pering ng		
IINIT	LOVEDVIE	WOECAPITAL MARKET	n.					0

UNIT I-OVERVIEW OF CAPITAL MARKET

9

Market of securities, Stock Exchange and New Issue Markets - their nature, structure, functioning and limitations; Trading of securities: equity and debentures/ bonds. Regulatory Mechanism: SEBI and its guidelines; Investor Protection.

UNIT II-RISK & RETURN

6

Concept of Risk, Measures of risk and return, calculation, trade off, systematic and unsystematic risk components. **Nature of Stock Markets:** EMH (Efficient Market Hypothesis) and its implications for investment decision. **Valuation of Equity:** Nature of equity instruments, Equity Valuation Models. Approaches to Equity Valuation: Technical Approach – overview of concept & tools used and Fundamental Approach – economy, industry and company analysis.

UNIT III- VALUATION OF DEBENTURES/ BONDS AND DERIVATIVES

6

Valuation of Debentures/ Bonds: nature of bonds, valuation, Bond theorem, Term structure of interest rates, Duration. Valuation of Derivatives (Options and futures): concept, trading, valuation.

UNIT IV-PORTFOLIO ANALYSIS AND SELECTION

12

Portfolio concept, Portfolio risk and return, Beta as a measure of risk, calculation of beta, **Selection of Portfolio:** Markowitz's Theory, Single Index Model, Capital market theorem, CAPM (Capital Asset Pricing Model) and Arbitrage Pricing Theory.

UNIT V-PORTFOLIO MANAGEMENT AND PERFORMANCE EVALUATION

12

Performance evaluation of existing portfolio, Sharpe and Treynor measures; Finding alternatives and revision of portfolio; Portfolio Management and Mutual Fund Industry

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

1. Chandra P, Investment Analysis and Portfolio Management, Tata Mc Graw Hill, 2010.

REFERENCES

- 1. Fischer and Jordan, Security Analysis and Portfolio Management, Prentice-Hall, 1996, 6th edition.
- 2. Ranganatham, Investment Analysis and Portfolio Management Pearson Education, 2015, 1st Ed.
- 3. Pandian P, Security Analysis and Portfolio Management, Vikas Publishing, 2012, 1st Ed.
- 4. Bodie, Kane, Marcus & Mohanti, Investment and Indian Perspective TMH, 2009, 6th Ed

Table 1: Mapping of COs with Pos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2
CO 1	3	0	0	0	0	0	0	0	0		
CO 2	3	0	1	0	2	0	0	0	0		
CO 3	3	0	0	1	0	0	0	0	0		
CO 4	3	0	0	0	0	0	0	0	0		
CO 5	3	2	1	0	0	0	0	0	1		
Total	15	2	2	1	2	0	0	0	1		
Scaled to 0,1,2,3	3	1	1	1	1	0	0	0	1		

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Performance Indicators:

- 1.1 Knowledge of management theory to solve problems of Investments.
- 2.1 Knowledge of Sharpe and Treynor measures.
- 3.1 Understand the nature of stock market.
- 4.1 Knowledge on valuation of assets.
- 5.1 Analysis of Risk and Return.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	3	3	3
2.1.1					2
3.1.1		1			1
4.1.1			1		
5.1.1		2			
9.1.1					1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20				10	10
CA 2	30	6	6	6	6	6
CA 3	50	9.5	5.5	6	14.5	14.5
Total	100	15.5	11.5	12	30.5	30.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering	0.25	0.25		0.5	0.5
	Understanding					
	Applying					
	Analyzing		0.25	0.25	0.5	0.5

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

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations				10 Marks	10 Marks
Total 20 Marks				10 Marks	10 Marks

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	2	2	1		
Assignment 2	5			1	2	2
Seminar	5	1	1	1	1	1
Class Test	10	2	2	2	2	2
Quiz	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (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	15 Marks	7 Marks	8 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	-	-	-	10 Marks	10 Marks
Total 100 Marks	19 Marks	11 Marks	12 Marks	29 Marks	29 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N	Category	Scal	100	75	50	25	0	Relatio
0.		e						n 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	1,2,3,4,
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	Assignme nt well-supported in body of paper by facts, examples, illustration s though support may not be	Assignme nt generally supported in body of paper by facts, examples, details. No more than one	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with	No diagrams or programs or examples etc	1,2,3,4,

			s from experience , references to related readings, etc.	as vivid as the "A" essay.	paragraph with inadequate support.	inadequate support.		
3.	Organizati on (15%)	0.15		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 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 organizati on.	1,2,3,4,
4.	Plagiarism , References and correctness (20%)	0.20	No errors Source material is incorporat ed logically & insightfull y. Sources are documente d accurately.	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately & usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally.	Mostly incorrect Plagiarize d, no references	1,2,3,4,
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

Iuni	c 7. Kubi ics io	T Delli	illul (C Iviul)	11 0)•				
S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to CO
1.	Knowledge	0.1	Seminar	Seminar	Seminar	Seminar	Not	1,2,3,
	and	5	demonstra	demonstra	demonstra	demonstra	Submit	4,5
	Understand		ted	ted limited	ted some	ted	ted	
	ing		thorough	knowledg	knowledg	considerab		

	(15%)		knowledg	e of facts,	e of facts,	le	
			e of facts,	terms and	terms and	knowledg	
			terms and	concepts	concepts	e of facts,	
			concepts	1	•	terms	
2.	Thinking	0.2	Seminar	Seminar	Seminar	Seminar	1,2,3,
	and	5	exhibited	exhibited	exhibited	exhibited	4,5
	Inquiry		impartialit	impartialit	impartialit	impartialit	,
	(25%)		y with a	y with	y with	y with	
			high	limited	some	considerab	
			degree of	success	success	le success	
			success				
3.	Communic	0.3	Language	Language	Language	Language	1,2,3,
	ation	5	and/or	and/or	and/or	and/or	4,5
	(Oral)		delivery	delivery	delivery	delivery	
	(35%)		resulted	resulted	resulted	resulted	
			informatio	informatio	informatio	informatio	
			n being	n being	n being	n being	
			communic	communic	communic	communic	
			ated orally	ated orally	ated orally	ated orally	
			with high	with	with some	with	
			degree of	limited	effectiven	considerab	
			effectiven	effectiven	ess	le	
			ess	ess		effectiven	
						ess	
4.	Application	0.2	Seminar	Seminar	Seminar	Seminar	1,2,3,
	and Q & A	5	was	was not	was	was	4,5
	(25%)		organized	organized	organized	organized	
			in a highly	in an	in a	in an	
			effective	effective	somewhat	effective	
			manner	manner	effective	manner	
					manner		
			Very	Ineffective		Effective	
			effective	facilitation	Moderatel	facilitation	
			facilitation	of class	y effective	of class	
			of class	discussion	facilitation	discussion	
			discussion		of class		
					discussion		
	Total = 100	1					

Table 10: Course Plan:

Uni t	Topi c	Subtopic	Teaching method	Teaching aids/Venu e	Targeted learning domain	No. of Hour	Relatio n to COs
1.		OVERVIEW OF CAPITAL MARKET					
	1.1	Market of securities, Stock Exchange and New Issue					

		DEBENTURES/ BONDS AND					
3.		VALUATION OF					
2					p.)		_ -,_
		Assignment-1			Cog.(Rem.,Ap	3	1,2
		Total		KUUIII	P•)	6	
		Class Test 1		Class Room	Cog.(Rem.,Ap p.)	1	1,2
		Equity Valuation					
		Approaches to	talk	Room	.)		
		2.4.2.	Chalk and	Class	Cog.(Rem.,App	1	2
		Equity Valuation Models.					
		instruments,	tain	KOOIII	.,		
		equity	talk	Room	Cog.(Rem.,App		
	2.4	Valuation of Equity: 2.4.1. Nature of	Chalk and	Class	Cog.(Rem.,App		
	0.1	decision.					
		its implications for investment					
		Hypothesis) and					
		(Efficient Market	wiii	T.OOIII	,		
	2.3	Nature of Stock Markets: EMH	talk	Class Room	Cog.(RemApp	1	2
	2 2	risk components.	Chalk and	Class	Cog (Dom Am	1	2
		andunsystematic	talk	Room			
	2.2	systematic	Chalk and	Class	Cog.(Rem.)	1	2
		calculation, trade off,					
		and return,	tain	KOOIII			
	2.1	Concept of Risk, Measures of risk	Chalk and talk	Class Room	Cog.(Rem.)	1	2
		RETURN	·				
2.		RISK &					
		Total	tain	KOOIII		9	
	1.4	Investor Protection.	Chalk and talk	Class Room	Cog.(Rem.)	2	1
	1 4	guidelines;	Clas 11- 1	Class	Coo (Paris)		1
		Mechanism: SEBI and its	talk	Room			
	1.3	bonds. Regulatory	Chalk and	Class	Cog.(Rem.)	2	1
		securities: equity and debentures/	talk	Room			
	1.2	Trading of	Chalk and	Class	Cog.(Rem.)	1	1
		& limitations;	talk	Room	8.(2.0)		
		1.1.2. functioning	Chalk and	Class	Cog.(Rem.)	2	
		1.1.1. nature & structure,	talk	Class Room	Cog.(Rem.)	2	1
	1	1 1 1 noture or	Chalk and	Class	Cog (Pom.)	2	1

				Room	p.)		
	1	Class Test 2		Class	Cog.(Rem.,Ap	1	3,4
		Pricing Theory.		CI	C (D 4	1	2.4
		Pricing Model) and Arbitrage					
		(Capital Asset	talk	Room	RemAna.)		
		4.2.3. CAPM	Chalk and	Class	Cog.(1	4
		market theorem,	talk Challe and	Room	RemAna.)	1	1
		4.2.2. Capital	Chalk and	Class	Cog.(4	4
			Challe and	Class	Coal	2	1
		Theory, Single Index Model,					
		Markowitz's	talk	Room)		
		4.2.1.	Chalk and	Class	Cog.(RemAna.	2	4
		Portfolio	CI 11 1	CI	G (P)		4
	4.2	Selection of					
	1.5	of beta,					
		risk,calculation					
		measure of	talk	Room)		
		4.1.2. Beta as a		Class	Cog.(RemAna.	2	4
		risk and return,					
		concept, Portfolio	talk	Room)		
		4.1.1. Portfolio	Chalk and	Class	Cog.(RemAna.	2	4
		Analysis					
	4.1	Portfolio					
		SELECTION					
		AND					
		ANALYSIS					
4.		PORTFOLIO					
		1 Otai				"	
		valuation. Total				6	
		trading,	talk	Room			
		3.2.1. concept,	Chalk and	Class	Cog. (Ana.)	2	3
		futures):	C1 11 1	CI			
		(Options and					
		ofDerivatives					
	3.2	Valuation					
		Duration.					
		interest rates,					
		structure of	talk	Room			
		3.1.2. Term	Chalk and	Class	Cog. (Ana.)	2	3
		Bond theorem,					
		bonds, valuation,	talk	Room	2 2 % (2 =====)		
		3.1.1. nature of	Chalk and	Class	Cog. (Ana.)	2	3
		Bonds:					
	3.1	Debentures/					
		Valuation of					

			1_				
		- TD - 1	n			10	
		Total				12	
5.		PORTFOLIO					
		MANAGEMEN					
		T AND					
		PERFORMAN					
		CE					
		EVALUATION					
	5.1	Performance	Chalk and	Class	Cog.(Rem.)	3	5
		evaluation of	talk	Room			
		existing portfolio,					
		Sharpeand					
		Treynor					
		measures;					
	5.2	Finding	Chalk and	Class	Cog.(Ana.)	3	5
		alternatives and	talk	Room	0 0 8.(1 11141.)		
		revision of	turii.	Troom			
		portfolio;					
	5.3	Portfolio Portfolio	Chalk and	Class	Cog.(RemAna.	3	5
		Management and	talk	Room)	3	
		Mutual Fund	tark	Room	/		
		Industry					
		Seminar	Power	Class	Cog. (Rem.)	2	1,2,3,4,
		Semmai	Point	Room	Cog. (Kem.)	2	5
		Cogo Study	Printouts	Class	Cog (Dom.)	1	
		Case Study	Frintouts		Cog. (Rem.)	1	1,2,3,4,
		A:		Room	Con (Dom)		5
		Assignment-2		Class	Cog. (Rem.)		3,4,5
		TD 4 1		Room		10	
		Total				12	
		Grand Total				45	

COUR	SE CODE	YBAE72		L	T	P	C
COUR	SE NAME	MERGERS AND ACQUISITIONS		3	0	0	3
PRERI	EQUISITE:	Nil		L	T	P	H
C:P:A		3:0:0	· -	3	0	0	3
COURSE OUTCOMES Domain Level							
CO1	<i>Describe</i> obj	ectives and types of Merger.	Cog	nitive	Re	ememl	bering
CO2	<i>Explain</i> and	generalize the de-merger.	Cog	nitive	Uı	nderst	anding
CO3	<i>Apply</i> and <i>Ai</i>	<i>aalyse</i> the valuation models.	Cog	nitive		pplyin nalysii	_
CO4	Know and A	<i>nalyse</i> the ratios related to valuation	Cog	nitive		ememl nalysii	bering ng
CO5	Know the Ta	xation aspects in Merger and Acquisition	Cog	nitive	Re	ememl	bering
UNIT I	-BASICS O	F MERGERS AND ACQUISITIONS			<u>.</u>		9
Corpora	ite Restructi	ring-objectives of merger, demerger, acc	quisiti	on, ty	pes o	of me	erger -
Horizor	ıtal, Vertical,	Conglomerate, Case studies.					
ļ		ERS AND REVERSE MERGERS & ROLE O					9
		olit up, tax advantages of demerger, Reverse Merg	er (L	& T-Gr	asim).		
ļ	Tannor and a same and a same and a same and a same a s	erger & Acquisition, Takeover Code.		IIEAD	TEC		
\$		IVE STRATEGIES & M&A MODELS AN	ון עוי	HEOK	TE2		9
1		sed under this topic) n takeover bids. Valuation Models on Me	raer	& Acc	miciti	on. (a) DCE
1		terprises, (c) Book Value, (d) Adjusted Book	_			,	*
model	(b) I done Li	nerprises, (e) Book value, (d) Adjusted Boo.	K varc	ic (c) 1	ince	Diago	Stown
ļ	V-RATIO A	NALYSIS AND VALUATION STRATEG	IES				7
Swap R	atio, Valuatio	on Practices in India, LBO, MBO, Case Study	-Tata	Tetley	,		
		N ASPECTS IN M&A AND POST MERG					11
Treatme	ent of goodw	rill, premium & Taxation aspects 72A, 2(1-	40, T	ax Bei	nefit (of Me	rger &
Acquisi	tion. Success	and failure of Merger & Acquisition, Inter	natio	nal Ca	ses: A	OL 8	t Time
Warner							

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

1. Prasanna Chandra, (2008), "Financial Management: Theory and Practice" 7th Edition, Tata McGraw- Hill Publishing Company Limited New Delhi.

REFERENCES

- 1. Chandrashekar Krishnamurti, S.R.Vishwanath, (2008), "Mergers, Acquisitions And Corporate Restructuring, First Edition, Sage Publications Pvt. Ltd, New Delhi.
- 2. Kamal Ghosh Ray, (2010), "Mergers And Acquisitions: Strategy, Valuation And Integration", Phi Learning Pvt. Ltd-New Delhi.
- 3. Kavita Shetty, Sharad Kale, Rajinder S Aurora, (2011), Mergers And Acquisitions Oxford University Press-New Delhi.

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2
CO 1	3	0	1	0	0	0	0	0	0		
CO 2	3	0	0	0	0	0	0	0	0		
CO 3	3	1	1	1	1	0	1	0	0		
CO 4	3	0	1	0	0	0	0	0	1		
CO 5	3	1	0	1	0	0	1	1	1		
Total	15	2	3	2	1	0	2	1	2		
Scaled to 0,1,2,3	3	1	1	1	1	0	1	1	1		

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Performance Indicators:

- 1.1 Knowledge of Merger and Acquisition & Rules governing them.
- 2.1 Knowledge of the latest technologies of merger and Taxation.
- 3.1 Understand the various successful and failed Mergers and Acquisition and its business strategies.
- 4.1 Communicate the value of merger and acquisition with the stakeholders in industry and society.
- 5.1 Analyse the value of merger and acquisition
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	3	3	3
2.1.1			1		1
3.1.1	1		1	1	
4.1.1			1		1
5.1.1			1		
7.1.1			1		1
8.1.1					1
9.1.1				1	1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20			10		10
CA 2	30	6	6	6	6	6
CA 3	50	9.5	10.5	6	9.5	14.5
Total	100	15.5	16.5	22	15.5	30.5

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

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering	0.5			0.5	0.5
	Understanding		0.5			
	Applying			0.25		
	Analyzing			0.25	0.5	

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations			10 Marks		10 Marks
Total 20 Marks			10 Marks		10 Marks

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	2	2	1		
Assignment 2	5			1	2	2
Seminar	5	1	1	1	1	1
Class Test	10	2	2	2	2	2
Quiz	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (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	15 Marks	7 Marks	8 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	1	10 Marks	-		10 Marks
Total 100 Marks	19 Marks	21 Marks	12 Marks	19 Marks	29 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N	Category	Scal	100	75	50	25	0	Relatio
0.		e						n to CO
1.		0.35	Main idea	Main idea	Main idea	Main idea	No clarity	
	Clarity		very	clear &	clear or	unclear &	and	5
	and		clearly	topic is	implicit &	topic only	irrelevant	
	limiting		stated &	limited.	topic is	partially		
	capabilities		topic is		partially	limited.		
	(35%)		effectively		limited.			
			limited.					
2.	Support	0.30	Assignme	Assignme	Assignme	Assignment	No	1,2,3,4,
	by		nt	nt well-	nt	supported in	diagrams	5
	diagram,		supported	supported	generally	body of	or	
	programs,		in body of	in body of	supported	paper by few	programs	
	examples		paper by a	paper by	in body of	facts,	or	
	etc		variety of	facts,	paper by	examples,	examples	
	(30%)		relevant	examples,	facts,	details.	etc	
			facts,	illustration	examples,	More than		
			examples,	s though	details. No	one		
			&	support	more than	paragraph		

			illustration s from experience , references to related readings, etc.	may not be as vivid as the "A" essay.	one paragraph with inadequate support.	with inadequate support.		
3.	Organizati on (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 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 organizati on.	1,2,3,4,
4.	Plagiarism, References and correctness (20%)		No errors Source material is incorporat ed logically & insightfull y. Sources are documente d accurately.	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately & usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally.	Mostly incorrect Plagiarize d, no references	1,2,3,4,
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								CO
1.	Knowledge	0.1	Seminar	Seminar	Seminar	Seminar	Not	1,2,3,
	and	5	demonstra	demonstra	demonstra	demonstra	Submit	4,5
	Understand		ted	ted limited	ted some	ted	ted	
	ing		thorough	knowledg	knowledg	considerab		
	(15%)		knowledg	e of facts,	e of facts,	le		
			e of facts,	terms and	terms and	knowledg		
			terms and	concepts	concepts	e of facts,		
	(D) • 1 •	0.2	concepts	G :	G :	terms		1.0.0
2.	Thinking	0.2	Seminar	Seminar	Seminar	Seminar		1,2,3,
	and	5	exhibited	exhibited	exhibited	exhibited		4,5
	Inquiry		impartialit	impartialit	impartialit	impartialit		
	(25%)		y with a	y with	y with	y with considerab		
			high	limited	some	le success		
			degree of success	success	success	le success		
3.	Communic	0.3	Language	Language	Language	Language		1,2,3,
J.	ation	5	and/or	and/or	and/or	and/or		4,5
	(Oral)	3	delivery	delivery	delivery	delivery		7,5
	(35%)		resulted	resulted	resulted	resulted		
	(3270)		informatio	informatio	informatio	informatio		
			n being	n being	n being	n being		
			communic	communic	communic	communic		
			ated orally	ated orally	ated orally	ated orally		
			with high	with	with some	with		
			degree of	limited	effectiven	considerab		
			effectiven	effectiven	ess	le		
			ess	ess		effectiven		
						ess		
4.	Application	0.2	Seminar	Seminar	Seminar	Seminar		1,2,3,
	and Q & A	5	was	was not	was	was		4,5
	(25%)		organized	organized	organized	organized		
			in a highly	in an	in a	in an		
			effective	effective	somewhat	effective		
			manner	manner	effective	manner		
			***	T CC .:	manner	Ecc:		
			Very	Ineffective	Moderatal	Effective		
			effective	facilitation	Moderatel	facilitation		
			facilitation	of class	y effective	of class		
			of class	discussion	facilitation of class	discussion		
			discussion		discussion			
	Total = 100	1			uiscussion			
	10tai = 100	1						

Table 10: Course Plan:

Uni t	Topi c	Subtopic	Teaching method	Teaching aids/Ven ue	Targeted learning domain	No. of Hou rs	Relatio n to COs
1.		BASICS OF MERGERS AND ACQUISITIO NS					
	1.1	Corporate Restructuring-	PPT	Class Room	Cog.(Rem.)	2	1
	1.2	objectives of merger, demerger, acquisition,	PPT	Class Room	Cog.(Rem.)	3	1
	1.3	Types of merger - Horizontal, Vertical, Conglomerate,	PPT	Class Room	Cog.(Rem.)	2	1
		Case studies.	Print out	Class Room	Cog.(Rem.)	2	1
		Total				9	
2.		DE- MERGERS AND REVERSE MERGERS & ROLE OF SEBI					
	2.1	De-merger, spin off, split up,	Chalk and talk	Class Room	Cog.(Und.)	2	2
	2.2	tax advantages of demerger,	Chalk and talk	Class Room	Cog.(Und.)	2	2
	2.3	Reverse Merger (L & T-Grasim).	Chalk and talk	Class Room	Cog.(Und.)	2	2
	2.4	SEBI regulations on Merger & Acquisition, Takeover Code.	Chalk and talk	Class Room	Cog.(Und.)	2	2
		Class Test 1		Class Room	Cog.(Und.,)	1	1,2
		Total				9	
		Assignment-1		Class	Cog.(Rem.,Und.)		1,2

				Room			
3.		DEFENSIVE		Koom			
<i>J</i> .		STRATEGIE					
		S & M&A					
		MODELS					
		AND					
		THEORIES					
	3.1	Defensive	Chalk and	Class	Cog. (App.,Ana.)	2	3
		actions on	talk	Room			
		takeover bids.					
	3.2	Valuation Models on Merger &					
		Acquisition:					
		3.2.1. DCF	Chalk and	Class	Cog. (App.,Ana.)	1	3
		Model,	talk	Room			
		3.2.2. Public	Chalk and	Class	Cog. (App.,Ana.)	1	3
		Enterprises,	talk	Room			
		3.2.3. Book	Chalk and	Class	Cog. (App.,Ana.)	1	3
		Value,	talk	Room			
		3.2.4. Adjusted	Chalk and	Class	Cog. (App.,Ana.)	1	3
		Book value	talk	Room			_
		3.2.5. Three	Chalk and	Class	Cog. (App.,Ana.)	1	3
		Stage growth model	talk	Room			
		Real Time	Report &	Class	Cog.(Def.,App.)	2	1,2,3,4,
		Evaluation	Presentati	Room			5
		T	on				
		Total				9	
4.		RATIO					
		ANALYSIS					
		AND					
		VALUATION STRATEGIE S					
	4.1	Swap Ratio,	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	1	4
	4.2	Valuation	Chalk and	Class	Cog.(Rem.,Ana.)	1	4
		Practices in India,	talk	Room			
	4.3	LBO, MBO,	Chalk and	Class	Cog.(Rem.,Ana.)	1	4
			talk	Room	_		
	4.4	Case Study-	Chalk and	Class	Cog.(Rem.,Ana.)	1	4
	1	Tata Tetley	talk	Room			
				Class	Cog.(Rem.,App.)	1	3,4
		Class Test 2			Cog.(Item,/Ipp.)		
			Power	Room			ŕ
		Class Test 2 Seminar	Power Point		Cog. (Rem.)	2	1,2,3,4,

5.		TAXATION ASPECTS IN M&A AND POST MERGER ANALYSIS					
	5.1	Treatment of goodwill,	Chalk and talk	Class Room	Cog.(Rem.,)	2	5
	5.2	premium & Taxation aspects 72A, 2(140,	Chalk and talk	Class Room	Cog.(Rem.,)	2	5
	5.3	Tax Benefit of Merger & Acquisition.	Chalk and talk	Class Room	Cog.(Rem.,)	2	5
	5.4	Success and failure of Merger & Acquisition,	Chalk and talk	Class Room	Cog.(Rem.,)	2	5
	5.5	International Cases: AOL & Time Warner.	Chalk and talk	Class Room	Cog.(Rem.,)	2	5
		Case Study	Printouts	Class Room	Cog. (Rem.,Und.,App.,A na.,)	1	1,2,3,4,
		Assignment-2		Class Room	Cog. (Rem.,Ana.,App.,)		3,4,5
		Total				11	
		Grand Total				45	

COUR	SE CODE	YBAE73	${f L}$]	Γ	P	C
COUR	SE NAME	TAX PLANNING AND MANAGEMENT	3	()	0	3
PRER	EQUISITE:	Nil	${f L}$]	Γ	P	H
C:P:A		3:0:0	3	(0 3		
COUR	SE OUTCO	MES	Domair	1	Lev	'el	•
CO1	CO1 Describe the nature and scope of Tax planning. Cognitive Remembering						bering
CO2	A Know and	Compute the tax under the various heads.	Cognitiv	Remembering			
CO3	Know the bas	sics of Corporate Income Tax.	Cogniti	ve	Ren	nem	bering
CO4	Describe and tax.	I Identify the features of excise and service	Cogniti	ve	Ren	nem	bering
CO5	Summarise t	he VAT Procedure.	Cogniti	ve	Uno	lerst	anding
UNIT I	NATURE	AND SCOPE OF TAX PLANNING					10
Nature,	Objectives	of Tax Management, Tax Planning,	Tax Avo	oida	nce	&Ta	ax Evasion,
Assessi	nent Year, Pr	evious Year, Assesses – types, Residential	status, N	on-	resid	ent I	ndians.
UNIT I	I TAX ON I	NDIVIDUAL INCOME					10
UNIT I Compu	I TAX ON I tation of tax t		House Pro	p	er	perty, Pi	erty, Profits

Business, Capital Gains & Income from Other Sources. (Problems to be discussed under Heads of salaries)

UNIT III CORPORATE INCOME TAX

Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Revision & Review. Wealth tax on closely held companies; Valuation of assets; Filing of returns; Assessment; Appeals; Review; Revision and Rectification.

UNIT IV CENTRAL EXCISE ACT AND SERVICE TAX

9

Excise planning; Customs Act and Customs Duties.

Introduction to Service Tax, Constitutional provisions, sources of service tax law.

UNIT V IMPACTS OF VAT

VAT – Valuation of VAT – VAT Rules – Assessment Procedure.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

1. Bhagwati Prasad, Income tax law and Practice, Vishwa Prakashan, 25th Edition

REFERENCES

- 1. A.N.Aiyar's, Income Tax Laws Company Law Institute of India Pvt. Ltd. 2006
- 2. Kanga Palkhivala Kanga & Palkhivala's 'The Law & Practice of Income-Tax' 10th Edition 2015
- 3. Chathuredi & Pithisaria, Income Tax Laws, Lexis Nexis India; Sixth edition (1 September 2014) 6th Edition
- 4. Bhatia H L, Public Finance Vikas, 1999, 20th Ed
- 5. Lakhotia R N, How to Save Wealth Tax Vision Book 2001, 9th Ed.
- 6. Prasad Bhagwati, Income Tax Law & Practice Vishwa Prakashan
- 7. Santaram R, Tax Planning by Reports, Taxmann, 1978.
- 8. Singhania V K, Direct Taxes, Law & Practice Taxmann, 40th Ed.
- 9. Datey V.S, Indirect Taxes, Law & Practice, Taxmann, 20th Ed.

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2
CO 1	3	0	0	0	0	0	0	0	0		
CO 2	3	0	1	1	1	0	1	0	1		
CO 3	3	0	1	0	0	0	0	0	0		
CO 4	3	1	1	0	0	0	0	0	1		
CO 5	3	1	1	0	1	0	1	1	1		
Total	15	2	4	1	2	0	2	1	3		
Scaled to 0,1,2,3	3	1	1	1	1	0	1	1	1		

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Performance Indicators:

- 1.1 Knowledge of Tax Planning and management.
- 2.1 Knowledge of the calculation of VAT, Excise and Service Tax.
- 3.1 Understand the Direct and IndirectTax.
- 4.1 Communicate the income tax.
- 5.1 Analysis the tax under the various heads
- 7.1 Compute the tax as per the Income Tax Act.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	3	3	3
2.1.1				1	1
3.1.1		1	1	1	1
4.1.1		1			
5.1.1		1			1
7.1.1		1			1
8.1.1					1
9.1.1		1		1	1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	5	5	10		
CA 2	30	6	6	6	6	6
CA 3	50	11	10.5	9.5	9.5	9.5
Total	100	25.5	22.5	22	15.5	15.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering	0.5	0.25	0.5	0.25	
	Understanding					0.5
	Applying		0.5			
	Analyzing				0.5	

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

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations	5	5	10		
Total 20 Marks	5	5	10		

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	1	1	1	1	1
Assignment 2	5	1	1	1	1	1
Seminar	5	1	1	1	1	1
Class Test	10	2	2	2	2	2
Quiz	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (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	7 Marks	15 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks	10 Marks	-	-	-
Total 100 Marks	22 Marks	21 Marks	19 Marks	19 Marks	19 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N	Category	Scal	100	75	50	25	0	Relatio
0.		e						n to CO
1.	Clarity and limiting capabilities (35%)		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	Assignme nt supported in body of paper by a variety of relevant facts, examples, & illustration s from experience , references	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.	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	1,2,3,4,

3.	Organizati on (15%)	0.15	to related readings, etc. Organizati on & structure very evident: major points divided	Organizati on & structure clear. Most major points are separated	Organizati on & structure mostly clear. Many major points are	The organization & structure must be inferred by the reader. Only some major points	Illogical ordering and organizati on.	1,2,3,4,
			into paragraphs and signaled by use of transitions.	into paragraphs and signaled by transitions.	separated into paragraphs and signaled by transitions. Most points are logically	are set off by paragraphs and are signaled by transitions.		
4.	Plagiarism, References and correctness (20%)		No errors Source material is incorporat ed logically & insightfull y. Sources are documente d accurately.	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately & usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally.	Mostly incorrect Plagiarize d, no references	1,2,3,4,
	100%							

Table 9: Rubrics for Seminar (5 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Knowledge and Understand ing (15%)	0.1 5	Seminar demonstra ted thorough knowledg e of facts, terms and concepts	Seminar demonstra ted limited knowledg e of facts, terms and concepts	Seminar demonstra ted some knowledg e of facts, terms and concepts	Seminar demonstra ted considerab le knowledg e of facts, terms	Not Submit ted	1,2,3, 4,5

3.	Thinking and Inquiry (25%) Communic ation	0.2 5	Seminar exhibited impartialit y with a high degree of success Language and/or	Seminar exhibited impartialit y with limited success	Seminar exhibited impartialit y with some success Language and/or	Seminar exhibited impartialit y with considerab le success Language and/or	1,2,3, 4,5 1,2,3, 4,5
	(Oral) (35%)	3	delivery resulted informatio n being communic ated orally with high degree of effectiven ess	delivery resulted informatio n being communic ated orally with limited effectiven ess	delivery resulted informatio n being communic ated orally with some effectiven ess	delivery resulted informatio n being communic ated orally with considerab le effectiven ess	4,5
4.	Application and Q & A (25%)	0.2 5	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 Moderatel y 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 10: Course Plan:

Uni t	Topi c	Subtopic	Teaching method	Teaching aids/Venu e	Targeted learning domain	No. of Hours	Relation to COs
1.		NATURE AND SCOPE OF TAX					

1.1			PLANNING					
Dobjectives of Tax Management Tax Planning, Tax Avoidance & Tax Evasion, Chalk and talk Class Room Cog.(Rem.) 2 1		1.1		Chalk and	Class	Cog.(Rem.)	2	1
Tax Management Chalk and talk Class Cog.(Rem.) 2		1.1	, '			og.(Hem.)	_	
Nanagement			_	· ·				
1.2 Tax Planning, Tax Avoidance & Tax Evasion, 1.3 Assessment Year, Previous Year, Previou								
Tax Avoidance & Tax Evasion, Calk and Calss Cog.(Rem.) 2 1		1.2		Chalk and	Class	Cog.(Rem.)	2.	1
1.3 Assessment Year, Previous Year, Chalk and talk Room Class Cog.(Rem.) 2 1		1.2				og.(Hem.)	_	
1.3				turii.	rtoom			
Year, Previous Year, Assesses Chalk and talk Room Class Cog.(Rem.) 4 1		1.3	,	Chalk and	Class	Cog.(Rem.)	2	1
1.4						3 38 (2 2 2 2 2 2)		
1.4				· ·				
types, Residential status, Non-resident Indians.		1.4	· · · · · · · · · · · · · · · · · · ·	Chalk and	Class	Cog.(Rem.)	4	1
Residential status, Non-resident Indians. Total						3 38 (2 2 2 2 2 2)		
Status, Non-resident Indians. Total			~ _	· ·				
Total								
Total Class Cog.(Rem.) Cog.(Rem.) Class Cog.(Rem.) Class Cog.(Rem.) Cog								
TAX ON INDIVIDUAL INCOME							10	
INDIVIDUAL INCOME	2.						10	
INCOME Income from Salary talk Class Room Cog.(Rem.) 4 2 2 2 2 3 3								
Income from Salary Income from Salary Income from House Property, talk Income from House Property, talk Income from Chalk and talk Room Income from Chalk and Class Gains of Business, Income from Chalk and Class Gains of Business, Income from Chalk and Class Cog.(Rem.) Income from Chalk and Class Room Income from Chalk and Class Cog.(Rem.) Income from Chalk and Class Room Income fro								
Salary				Chalk and	Class	Cog.(Rem.)	4	2
Income from House Property, talk Room Income from Profits & Chalk and fromProfits & Gains of Business, Income from Chalk and Class Room Income from Other Sources. Class Test 1 Class Room Total Assignment-1 CORPORATE INCOME TAX Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Cog.(Rem.) Tax appeals, Chalk and Class Cog.(Rem.) Income from Chalk and Class Cog.(Rem.) Cog.(Rem.) Income from Chalk and Class Cog.(Rem.)						008.(110111.)		_
House Property, talk Room Income fromProfits & talk Room Income from Chalk and Class Room Income from Capital Gains talk Room Income from Chalk and Class Room Income from Chalk and Class Room Income from Chalk and Class Room Income from Other Sources. Class Test 1 Class Room Total Assignment-1 CORPORATE INCOME TAX Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Cog.(Rem.) Tax appeals, Chalk and Class Cog.(Rem.) Income from Chalk and Class Cog.(Rem.) Cog.(Rem.) Cog.(Rem.) Income from Chalk and Class Cog.(Rem.)			·			Cog.(Rem.)	2	2
Income fromProfits & Gains of Business, Income from Capital Gains Income from Chalk and Class Room Income from Other Sources. Class Test 1 Total Assignment-1 CORPORATE INCOME TAX Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Class Cog.(Rem.) Class Cog.(Rem.) Class Cog.(Rem.) Class Cog.(Rem.) Cog.						3 38 (2 2 2 2 2 2)		
fromProfits & Gains of Business, Income from Chalk and Class Room Income from Chalk and Other Sources. Class Test 1 Total Assignment-1 Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Class Cog.(Rem.) Class Cog.(Rem.)				Chalk and		Cog.(Rem.)	1	2
Gains of Business, Income from Capital Gains talk Room Income from Other Sources. Class Test 1 Class Room Total Assignment-1 Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Chalk and Class Cog.(Rem.) Class Cog.(Rem.)			fromProfits &	talk	Room			
Business, Income from Chalk and Class Room Income from Other Sources. Class Test 1 Class Room Total Assignment-1 Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Cog.(Rem.) Class Cog.(Rem.) Class Cog.(Rem.) Cog.(Rem.) 1 2 Cog.(Rem.) Cog.(Rem.) 1 2 3 Cog.(Rem.) 1 2 3 Cog.(Rem.) 1 3 Cog.(Rem.) 2 3 Cog.(Rem.) Cog.(Rem.) 2 3 Cog.(Rem.)								
Income from Capital Gains talk Room Income from Other Sources. Class Test 1 Class Room Class Room Class Room Class Cog.(Rem.) 1 Class Room Class Room Total Assignment-1 CORPORATE INCOME TAX Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Cog.(Rem.) 1 Class Room Class Cog.(Rem.) 1 Cog.(Rem.) 2 3 Cog.(Rem.) 2 3 Cog.(Rem.) 1 Cog.(Rem.) 1 1,2 1,2 1,2 1,2 1,2 1,2 1,2 1								
Capital Gains talk Room Class Cog.(Rem.) 1				Chalk and	Class	Cog.(Rem.)	1	2
Income from Other Sources. Class Test 1 Class Room Total Assignment-1 Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and talk Class Room Cog.(Rem.) Cog.(Rem.) Cog.(Rem.) Cog.(Rem.) 1 1,2 Cog.(Rem.) Cog.(Rem.) 1 1,2 Cog.(Rem.) 1,2 Cog.(Rem.) 1,2 Cog.(Rem.) 1,2 Cog.(Rem.) 1,2 Cog.(Rem.) 1,3 Cog.(Rem.) 2 3 Cog.(Rem.) 1 3 Cog.(Rem.) 2 3 Cog.(Rem.) 1 3 Cog.(Rem.) 2 3			Capital Gains	talk	Room			
Other Sources. talk Room				Chalk and	Class	Cog.(Rem.)	1	
Class Test 1 Class Room Cog.(Rem.) 1 1,2			Other Sources.	talk	Room			
Total Cog.(Rem.) 10					Class	Cog.(Rem.)	1	1,2
Assignment-1 CORPORATE INCOME TAX Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Cog.(Rem.) Class Room Class Room Cog.(Rem.)					Room			
3. CORPORATE INCOME TAX Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Cog.(Rem.) 2 3 Cog.(Rem.) 1 3 Cog.(Rem.) 1 3 Cog.(Rem.) 2 3			Total				10	
Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Class Room Cog.(Rem.) 2 3 Cog.(Rem.) 1 3 Cog.(Rem.) 1 3			Assignment-1			Cog.(Rem.)		1,2
Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Class Room Cog.(Rem.) 2 3 Cog.(Rem.) 1 3 Cog.(Rem.) 1 3	3.		CORPORATE					
and incentives for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Cog.(Rem.)			I .					
for corporate decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Cog.(Rem.)			Tax concessions	Chalk and	Class	Cog.(Rem.)	2	3
decisions. Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Cog.(Rem.) Class Cog.(Rem.)			and incentives	talk	Room			
Treatment of losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Class Cog.(Rem.) 1 3 Room Cog.(Rem.) 2 3			for corporate					
losses & unabsorbed items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Class Cog.(Rem.) 1 3 Room Cog.(Rem.) 2 3								
unabsorbed items; Carry forward Chalk and Class Cog.(Rem.) 1 3 and set off talk Room losses. Tax appeals, Chalk and Class Cog.(Rem.) 2 3								
items; Carry forward and set off losses. Tax appeals, Chalk and Class Room Cog.(Rem.) 1 3 Room Cog.(Rem.) 2 3								
Carry forward and set off losses. Chalk and Class Room Tax appeals, Chalk and Class Cog.(Rem.) Cog.(Rem.) Cog.(Rem.) Cog.(Rem.) Cog.(Rem.) Cog.(Rem.) Cog.(Rem.)			unabsorbed					
and set off losses. Room Tax appeals, Chalk and Class Cog.(Rem.) 2 3			-					
losses. Tax appeals, Chalk and Class Cog.(Rem.) 2 3						Cog.(Rem.)	1	3
Tax appeals, Chalk and Class Cog.(Rem.) 2 3				talk	Room			
			losses.	<u> </u>				
			Tax appeals,	Chalk and	Class	Cog.(Rem.)	2	3
Keyision & taik Kooni			Revision &	talk	Room			
Review.			Review.					

	Wealth tax on	Chalk and	Class	Cog.(Rem.)	2	3
	closely held	talk	Room			
	companies;					
	Valuation of	Chalk and	Class	Cog.(Rem.)	3	3
	assets; Filing of	talk	Room			
	returns;					
	Assessment;					
	Appeals;					
	Review; Revisio					
	n and					
	Rectification.				10	
	Total				10	
4.	CENTRAL					
	EXCISE ACT					
	AND					
	SERVICE TAX					
	Excise planning;	Chalk and	Class	Cog.(Rem.)	2	4
		talk	Room			
	Customs Act	Chalk and	Class	Cog.(Rem.)	2	4
	and Customs	talk	Room			
	Duties.					
	Introduction to	Chalk and	Class	Cog.(Rem.)	2	4
	Service Tax,	talk	Room			
	Constitutional					
	provisions,					
	sources of					
	service tax law. Class Test 2		Class	Cog.(Rem.,	1	3,4
	Class Test 2		Room	Cog.(Rem.,	1	3,4
	Real Time	Report &	Class	Cog.(Rem.,	2	1,2,3,4,5
	Evaluation	Presentatio	Room)		
		n				
_	Total				9	
5.	IMPACTS OF VAT					
	VAT –	Chalk and	Class	Cog.(Und.)	1	5
	Valuation of	talk	Room			
	VAT –					
	VAT Rules	Chalk and	Class	Cog.(Und.)	1	5
		talk	Room			1
	Assessment	Chalk and	Class	Cog.(Und.)	1	5
	Procedure.	talk	Room	O OT I		10045
	Seminar	Power Point	Class Room	Cog. (Und.)	2	1,2,3,4,5
	Case Study	Printouts	Class	Cog. (Und.)	1	1,2,3,4,5
			Room			
	Assignment-2		Class	Cog. (Und.)		3,4,5
			Room			
	Total				6	
	Grand Total				45	

COURSE CODE	YBAE74	L	T	P	C
COURSE NAME	BANKING AND INSURANCE MANAGEMENT	3	0	0	3
PREREQUISITE	Nil	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COURS	SE OUTCOMES	Domain	Level
CO1	Explain the Banking and its Management.	Cognitive	Understanding
CO2	Outline the instruments involved in Banking.	Cognitive	Understanding
CO3	Summarize the recent technology and International practices of banking.	Cognitive	Understanding
CO4	Define & analyze the basics of Insurance.	Cognitive	Remembering & Analysing
CO5	Define the management of Insurance and analyze the risk.	Cognitive	Remembering & Analysing

UNIT I OVERVIEW OF BANKING

6

Evolution of Banking, Banking in India, Types of Banks, Roles of Banks, Banking Regulations, BASEL Norms. Features of Negotiable instruments-Important concepts and explanations under the Negotiable Instruments Act- The Paying Banker-Dishonor of cheques-Negotiation-Endorsement- The Collecting Banker-Negligence-Bills of exchange and promissory note-Discharge of Negotiable instruments.

UNIT II APPRAISAL AND ASSESSMENT

9

Credit assessment and credit scoring- Managing assets(clients): retail assets(like housing loans) - wholesale assets - fund based and non fund based (Working Capital, Line of credit, Bank Guarantee) - restructure and recovery of loans - SARFESI Act -Loan pricing- Managing investments and treasury - Understanding the financial statements of a company.

UNIT III BANKING TECHNOLOGY AND INTERNATIONAL BANKING

12

Banking Technology- Recent Concepts of Banking- ATMs- Internet banking – Mobile banking- Core banking solutions – Debit, Credit, and Smart cards – Electronic Payment systems-MICR- Cheque Transaction-ECS- EFT – NEFT-RTGS

International banking – International Banking: Exchange rates and Forex Business,

Correspondent banking and NRI Accounts, Letters of Credit, Foreign currency Loans,

Facilities for Exporters and Importers, Role of ECGC, RBI and EXIM Bank

UNIT IV BASICS OF INSURANCE

6

Insurable interest, Materiality of facts, Duty of disclosure. Types of Insurance: Life Insurance, General Insurance, Health & Medical Insurance, Property related Insurance, Liability Insurance, Reinsurance. Principles governing marketing of insurance products. Insurance Regulation and Role of IRDA.

UNIT V INSURANCE MANAGEMENT

12

Definition of Risk, Classification of Pure Risks: Personal Risks, Property Risks, Liability Risks, Failure of Others, Overlapping Risks; Rules of Risk Management, Risk Management Technique, Risk Management Process: under writing TPA basic assessment, claim management of claim settlement.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

- 1. Management of Banking and Financial Services, Padmalatha Suresh and Justin Paul, Second edition, Pearson, 2011
- 2. Banking and Financial System B.Santhanam, Margham Publications; 5th edition (2012)

REFERENCES

- 1. Elements of Banking & Insurance Jyothsna Sethi & Nishwan Bhatia, PHI, 2009.
- 2. Banking Theory and Practice, K.C. Shekhar and Lekshmy Shekhar, Vikas Publishing House, 2011
- 3. Banking Theory, Law and practice Sunderaram and Varshney, Sultan Chand & Sons, New Delhi.
- 4. Banking and Financial System Prasad K, Nirmala, Chandradas J. Himalaya Publishing House, Mumbai.
- 5. Risk Management & Insurance, Trieschmann, Hoyt, Sommer, Cengage

Table 1 Cos verse Pos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	2	1	2	1	0	0	1	1	2
CO 2	1	2	2	2	0	0	2	1	2
CO 3	2	2	3	2	0	0	1	1	1
CO 4	2	2	3	2	0	0	3	2	2
CO 5	3	2	2	2	0	0	2	2	2
	10	9	12	9	0	0	8	7	9

Performance Indicators

- 1.1 Knowledge of banking theory to solve problems of the society.
- 2.1 Learn about the negotiable instruments.
- 3.1 Understand the Bills of exchange and business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in banking and society.
- 5.1 Take buy or make decisions
- 6.1 Able to analyse restructure and recovery of loans
- 7.1 Apply core banking solutions
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	-	-	1	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20		5	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	17	20.5	21.5	20.5	20.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering				0.25	0.5
	Understanding	0.5	0.5	0.5		
	Applying					
	Analyzing				0.25	0.5

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations		5 Marks	5 Marks	5 Marks	5 Marks
Total 20 Marks		5 Marks	5 Marks	5 Marks	5 Marks

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	2	2	1		
Assignment 2	5			1	2	2
Seminar	5	1	1	1	1	1
Class Test	10	2	2	2	2	2
Case Study	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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 – \mathbf{C} 4x15 marks = 60 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N o.		Scal e	100	75	50	25	0	Relatio n to CO
	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.		No clarity and irrelevant	1
2.	Support	0.30	Assignme	Assignme	Assignme	Assignment	No	1

	by diagram, programs, examples etc (30%)		nt supported in body of paper by a variety of relevant facts, examples, & illustration s from experience , references to related readings, etc.	nt well- supported in body of paper by facts, examples, illustration s though support may not be as vivid as the "A" essay.	nt generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	diagrams or programs or examples etc	
3.	Organizati on (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 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 organizati on.	1
4.	Plagiarism , References and correctness (20%)		No errors Source material is incorporat ed logically &	Minimal Errors Source material incorporat ed logically.	Few Errors Source material incorporat ed adequately	Many Errors Source material incorporated but sometimes inappropriat	Mostly incorrect Plagiarize d, no references	1

	insightfull y. Sources are documente d accurately.	Sources documente d accurately.	& usually documente d accurately.	ely or unclearly. Documentati on is accurate only occasionally.	
Total = 100%					

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								COs
1.	Interpretat	0.2	Provides	Provides	Provides	Attempts to		4,5
	ion	5	accurate	accurate	somewhat	explain		
			explanatio	explanatio	accurate	information		
			ns of	ns of	explanation	presented		
			informatio	informatio	s of	in		
			n	n	information	mathematic		
			presented	presented	presented in	al forms,		
			in	in	mathematic	but draws		
			mathemati	mathemati	al forms,	incorrect	Abse	
			cal forms.	cal forms.	but	conclusions	nt	
			Makes		occasionally	about what		
			appropriat		makes	the		
			e		minor errors	information		
			inferences		related to	means.		
			based on		computation			
			that		s or units.			
			informatio					
			n.					

2.	Representa	0.2	Skillfully	Competent	Completes	Completes		4,5
2.	tion	5	converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	ly converts relevant informatio n into an appropriat e and desired mathematical portrayal.	completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Abse nt	4,0
3.	Calculation	0.2 5	Calculations attempted are essentially all successful and sufficientl y comprehen sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehens ively solve the problem.	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Absent	4,5
4.	Result	0.2 5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5
	TOTAL -	1						

100	

Table 12: Course plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	Evolution, types and Banking in India	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	1.2	Roles of Banks & its regulations	PPT	Class Room	Cog.(Rem)	1	
	1.3	Features of NI Act and its concepts	PPT	Class Room	Cog.(Rem)	1	
	1.4	Dishonour of Cheque	PPT	Class Room	Cog.(Rem)	1	
	1.5	Bills of exchange	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
		TOTAL				6	
2	2.1	Credit assessment & credit scoring	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	2.2	Managing, retail & wholesale assets	PPT	Class Room	Cog.(Rem)	1	
	2.3	Fund based & non fund based	PPT	Class Room	Cog.(Rem)	1	
	2.4	Restructure & recovery of loans	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	2.5	SARFESI Act, Loan pricing	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	2.6	Financial statements of a company	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	
		TOTAL				9	
3	3.1	Recent concepts of Banking	PPT	Class Room	Cog.(Rem)	1	
	3.2	Core banking solutions	Chalk & Board	Class Room	Cog.(Rem)	1	
	3.3	Debit, credit &	Chalk &	Class	Cog.(Rem)	1	

		smart cards	Board	Room	T		
	3.4	Electronic payment	PPT	Class	Cog.(Rem)	1	
	3.4	systems		Room	Cog.(Rem)	1	
		Tutorial	PPT	Class	Cog.(Ap,An)	1	
		Tutoriai		Room	Cog.(Ap,An)	1	
		Assignment	Chalk &	Class	Cog.(Rem)		
		Assignment	Board	Room	Cog.(Reili)		
	3.5	Exchange rates	PPT	Class	Cog.(Rem)	1	
	3.5	Exchange rates	111	Room	Cog.(Rem)	1	
	3.6	FOREX Business	Chalk	Class	Cog.(Rem)	1	
	3.0	TOREA Dusiness	&Board	Room	Cog.(Rein)	1	
	3.7	Correspondent	PPT,	Class	Cog.(Rem)	1	
	3.7	banking & NRI	Chalk &	Room	Cog.(Rein)	1	
		accounts	Board	Koom			
	3.8	Letters of credit &	Chalk &	Class	Coa (Dom)	1	
	3.8			Room	Cog.(Rem)	1	
		Foreign currency	Board	Room			
		loans		Class	Car (Daw)		
		Assignment		Class	Cog.(Rem)		
	2.0	Foo:1:4: f-	Cl 11 - 0	Room	Cas (Da	1	
	3.9	Facilities for	Chalk &	Class	Cog.(Rem)	1	
		exporters &	Board	Room			
		importers	DDT 0	CI	0 (4 4)	1	
		Tutorial	PPT &	Class	Cog.(Ap,An)	1	
			Chalk &	Room			
	2.10	5.1.0566	Board				
	3.10	Role of ECGC,	Chalk &	Class	Cog.(Rem)	1	
		RBI and EXIM	Board	Room			
		Bank				10	
4	4.1	TOTAL	DDT	CI	(C (D)	12	
4	4.1	Types of insurance	PPT	Class	Cog.(Rem)	1	
	1.2	TT 1:1 0 1' 1	Cl. 11 0	Room	(D)	1	
	4.2	Health & medical	Chalk &	Class	Cog.(Rem)	1	
		insurance, Property	Board	Room			
	1.2	related insurance	DDT	CI	G (D)	1	
	4.3	Liability insurance	PPT	Class	Cog.(Rem)	1	
		& Reinsurance	C1 11 0	Room		4	
		Tutorial	Chalk &	Class	Cog.(Ap,An)	1	
		36.1.2.2	Board	Room			
	4.4	Marketing of	PPT	Class	Cog.(Rem)	1	
		insurance products		Room			
	4.5	Role of IRDA	PPT	Class	Cog.(Rem)	1	
				Room			
		Assignment		Class	Cog.(Rem)		
				Room			
		TOTAL				6	
5	5.1	Definition of Risks	PPT	Class	Cog.(Rem)	1	
				Room			
	5.2	Classification of	PPT	Class	Cog.(Rem)	1	
		1 • 1	Ì	Room			
		risks		Koom			
		Assignment		Class	Cog.(Rem)		

5.3	Personal risks	PPT,	Class	Cog.(Rem)	1	
		Chalk &	Room			
		Board				
5.4	property & liability	PPT	Class	Cog.(Rem)	1	
	risks		Room			
5.5	Failure of others	PPT	Class	Cog.(Rem)	1	
			Room			
5.6	Overlapping risks	PPT,	Class	Cog.(Rem)	1	
		Chalk &	Room			
		Board				
	Tutorial	PPT	Class	Cog.(Ap,An)	1	
			Room			
5.7	Rules of Risk	PPT,	Class	Cog.(Rem)	1	
	management	Chalk &	Room			
		Board				
5.8	Risk management	PPT	Class	Cog.(Rem)	1	
	technique		Room			
5.9	Risk management	PPT	Class	Cog.(Rem)	1	
	process		Room			
	Tutorial	Chalk &	Class	Cog.(Ap,An)	1	
		Board	Room			
	Assignment		Class	Cog.(Rem)		
			Room			
5.10	Claim management	PPT	Class	Cog.(Rem)	1	
	of claim settlement		Room			
	TOTAL				12	
	Grand Total				45	

COURSE CODE	YBAE75			L	T	P	C			
COURSE NAME	TRAINING ND DEVELO	PMENT		3	0	0	3			
PREREQUISITE:	Nil			L	T	P	H			
C:P:A	3:0:0			3	0	0	3			
COURSE OUTCOM	MES		Don	nain	Le	vel				
CO1 Importance	of Training and Developmen	t.	Cogi	nitive	Un	dersta	ınding			
CO2 Determine feasibility re	the new venture ideas and	d <i>analyse</i> the	Cogi	nitive		dersta alysin	ınding ıg			
CO3 Develop the individual o	business plan and <i>analyse</i> r in team	the plan as an	Cogi	nitive		alysin				
CO4 Describe	consideration for launching and managing small business.									
CO5 Explain the technological management and Intellectual Cognitive Understanding Property Rights										
UNIT I INTROD	UCTION	-					8			
	-Need for Training-Important	ice of Training-T	Гуреѕ	of T	aining	g-Iden	tifying			
Training Needs, Obje										
UNIT II DESIGN	TRAINING PROGRAMMI	E					10			
	raining- Selecting and Motiva									
	Package-Presentation of train	ning programme	-Perf	roman	ce Try	yout-	Follow			
up actions after a Tra										
	DS OF TRAINING						9			
	(OJT)- Off-the Job Training-					om Tra	aining-			
	E-Learning, Computer Aided		ion I	rainin	g		T - A			
	ATING TRAINING EFFE		~ .				9			
1	concept of Training Effective						_			
1	Methods of Evaluation, Types	of Feedback- O	n-line	e asses	smen	t, Eva	luation			
through social media										
UNIT V TRAINII	of TECHNIQUES	Mothod Dolo D	love	Como	and	Cimul	9 otions			
LECTURE	nference Leadership, The Case TUTORIAL	PRACT			s and	3111101 TO T				
}	···· 		ICAI	L						
45	0	0				4:	3			
TEXT BOOKS	I Vanlastash (2012) "Hymno	n Dagayyaa Man		+ ²²	Orrfon	1 TI.:				
Press, New Delhi.	Venkatesh, (2012), "Human	n Resource Man	agem	ent,	OXIO	u Om	versity			
REFERENCES										
L	1), "Human Resource Manage	ement". Sultan C	hand	and So	ons. N	ew De	elhi			
	o, " A textbook of Organisation									
Publishing, New Del										

Table 1: Mapping of Cos with POs

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

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	1	1	-	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with COs

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

Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Training Plan	10	1	1	1	1	1
Seminar	5	2	2	2	2	2
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

	Category	Scale	100	75	50	25	0	Relation
0.								to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effective ly 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	Assignm ent supporte d in body of paper by a variety of relevant facts, example s, & illustrati ons from experien ce, referenc es 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.	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.	Organizati on (15%)	0.15	Organiza tion & structure very evident: major points divided into paragrap	Organizati on & structure clear. Most major points are separated into paragraphs	Organizati on & structure mostly clear. Many major points are separated into	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs	Illogical ordering and organizati on.	1

			hs and signaled by use of transitio ns	and signaled by transitions.	paragraphs and signaled by transitions. Most points are logically developed.	and are signaled by transitions.		
4.	Plagiarism (, References and correctness (20%)).20	No errors Source material is incorpor ated logically & insightfu lly. Sources are documen ted accuratel y.	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately &usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally.	Mostly incorrect Plagiarize d, no references	1
	Total = 100%							

Table 9: Rubrics for Training Plan (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple,res earch-based sources.	Informat ion is gathered from multiple sources.	Informa tion is gathere d from a limited number of	Informat ion is gathered from a single or two source.	Sourced from internet only	2,3

					sources.			
					sources.			
2.	Awareness of	0.2	High	Medium	Low	Poorly	No	2,3
	concept/Idea/M		awareness,	Awarene	Awaren	organize	awarene	
	aterial/		demonstrate	ss, but	ess but	d	SS	
			s all	demonstr	organiz			
	Phenomena		Functional	ates	ed with			
	(20)		area and	minimu	no			
	(20)		structure.	m	logical			
				function	sequenc			
				al areas	ing or			
				or	structur			
				structure	e.			
				Structure	C.			
3.	Development of	0.2	Detailed	Conclusi	There is	Conclus	No	2,3
	contents (20)		conclusions	ons are	some	ions	conclusi	
			are reached	reached	indicati	made	ons are	
			from the	from the	on of	are not	made	
			evidence	evidence	conclusi	relevant.	from	
			offered.	offered.	ons		the	
					from		evidenc	
					the		e	
					evidenc		offered.	
					e			
					offered.			
4.	Recognition	0.2	Well	Partly	No	Researc		2,3
	about		Analysed	analysed	Analysi	h		
	Functional		and	and	s and	question		
	Analysis and		Research	Research	Researc	(s) were		
	Research Tools		question(s)	question(h	not		
	(20)		are formed	s) are	question	formed		
			through the	formed	(s) were	and are		
			literature	through	not	not		
			review and	the	formed	apparent		
			clearly	literature	but	from the		
			stated.	review.	could	literatur		
					be	e		
					formed	review.		
					through			
					the			
					literatur			
					e			
					review.			
_	D	0.2	T.C.	T.C.	T.C	T.C.	NT	0.0
5.	Report and	0.2	Information	Informat	Informa	Informat	No	2,3
	Time		is cited	ion is	tion is	ion is	citation	

Management	properly and	cited	cited,	not cited	seen	
(20)	format.	properly.	but has	or is	inside	
	Completes	Complet	errors.	cited	the text	
	tasks and	es tasks	Comple	incorrec	or in the	
	assignments	and	tes on	tly.	referenc	
	prior to the	assignme	one day	Complet	e	
	due date,	nts by	after the	es on		
	may assist	due date	due	more		
	classmates		date.	than one		
				day		
				after the		
				due		
				date.		
T. 4.1. 100 1						
Total -100 1						

Table 10: Rubrics for Case Study (5 Marks):

1. O.2 Provides Provides Attempts to explanatio explanatio ns of information presented in mathematic cal forms. Makes appropriat e information e minor errors inferences based on that informatio information s or units. O.2 Provides Attempts to explain explain information explanation presented information presented in mathematic al forms, but draws incorrect Abse information about what the information means. occasionally makes information means.	S.N	Criteria	Sca	100	75	50	25	0	Relati
1. O.2 Provides Attempts to explanatio explanatio ns of information ns of information nromation nromathematic al forms, but draws incorrect Abse cal forms. Makes appropriat e minor errors information makes minor errors information makes the information means. occupation means.	0.		le						on to
Somewhat explain information presented information presented in information presented in mathematic al forms, but draws incorrect Abse occasionally about what e minor errors information mathemation explain information presented in mathematic al forms, incorrect Abse occasionally about what the minor errors information inferences based on that information s or units.									COs
informatio	1.	_		accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on	accurate explanatio ns of informatio n presented in mathemati	somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation	explain information presented in mathematic al forms, but draws incorrect conclusions about what the information		
				informatio n.					

2.	Representation	5	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathematical portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	4,5
3.	Calculation	0.2 5	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehens ively solve the problem.	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Absent	4,5
4.	Result TOTAL -	5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5
	100	_						

Table 11: Course plan

Uni	Topi	Subtopic	Teaching method	Teaching	Targeted	No.	Relatio
t	c			aids/Venu	learning	of	n to
				e	domain	Hour	COs
1	1.1	Introduction to YBAE 75	PPT/C& T	Classroom	Cognitive	s 1	1
	1.2	Training Programmes and Definitions	PPT/C& T	Classroom	Cognitive	1	1
	1.3	Training vs Development	PPT/C& T	Classroom	Cognitive	1	1
	1.4	Training vs Education	PPT/C& T	Classroom	Cognitive	1	1
	1.5	Purposes of Training	PPT/C& T	Classroom	Cognitive	1	1
	1.6	Training for Different Levels	PPT/C& T	Classroom	Cognitive	1	1
	1.7	Need and importance of Training	PPT/C& T	Classroom	Cognitive	1	1
	1.8	Training benefits for Individuals & Organisation	PPT/C& T	Classroom	Cognitive	1	1
	1.9	Concept of Training	PPT/C& T	Classroom	Cognitive	1	1
	1.10	Areas for Training	PPT/C& T	Classroom	Cognitive	1	1
	1.11	Trainer abilities	PPT/C& T	Classroom	Cognitive	1	1
	1.12	Training needs for Organsiational, Group and Individual	PPT/C& T	Classroom	Cognitive	1	1
		Class Test 1(Unit 1)/Seminar	Written/Presentati on	Classroom	Cognitive(Ap p)	1	1
2	2.1	Training Methods	PPT/C& T	Classroom	Cognitive	1	3
	2.2	On the job Training	PPT/C& T	Classroom	Cognitive	1	5
	2.3	Job Instructions Training	PPT/C& T	Classroom	Cognitive	1	5
	2.4	Vestibule Training	PPT/C& T	Classroom	Cognitive	1	5
	2.5	Training by Superivisors	PPT/C& T	Classroom	Cognitive	1	5
	2.6	Demonstrations and examples	PPT/C& T	Classroom	Cognitive	1	5
	2.7	Simulation & Apprenticeship	PPT/C& T	Classroom	Cognitive	1	5
	2.8	Classroom & Off Job Training	PPT/C& T	Classroom	Cognitive	1	5
	2.9	Conference method Training	PPT/C& T	Classroom	Cognitive	1	5
	2.10	Seminar or Group Discussion	PPT/C& T	Classroom	Cognitive	1	5
	2.11	Case Studies & Role Playing	PPT/C& T	Classroom	Cognitive	1	5
	2.12	Programmed Instruction	PPT/C& T	Classroom	Cognitive	1	5
	2.13	T-Group Training	PPT/C& T	Classroom	Cognitive	1	5

		Class Test (Unit	Written/Presentati	Classroom	Cognitive	1	1
		2)/Seminar	on		(App)	_	_
3	3.1	Evaluation of	PPT/C& T	Classroom	Cognitive	1	4
		Training					
	3.2	Process of	PPT/C& T	Classroom	Cognitive	1	4
		Evaluation					
	3.3	Methods of	PPT/C& T	Classroom	Cognitive	1	4
		Evaluation					
	3.4	What to be	PPT/C& T	Classroom	Cognitive	1	4
		evaluated?					
	3.5	Why Does Training	PPT/C& T	Classroom	Cognitive	1	1
		Programme Fails?					
	3.6	Limitation of	PPT/C& T	Classroom	Cognitive	1	1
		Training					
		Class Test (Unit	Written/Presentati	Classroom	Cognitive	1	1
		3)/Seminar	on		(App)		
4	4.1	New Perspectives	PPT/C& T	Classroom	Cognitive	1	1
		on Training					
	4.2	Informal Training	PPT/C& T	Classroom	Cognitive	1	1
	4.3	Self paced Training	PPT/C& T	Classroom	Cognitive	1	1
	4.4	Leader led Training	PPT/C& T	Classroom	Cognitive	1	1
	4.5	Performance	PPT/C& T	Classroom	Cognitive	1	1
		Support Tools					
	4.6	Emerging Issues of	PPT/C& T	Classroom	Cognitive	1	1
		Training					
		Class Test (Unit	Written/Presentati	Classroom	Cognitive	1	1
		4)/Seminar	on		(App)		
5	5.1	The Kirkpatrick Fo	PPT/C& T	Classroom	Cognitive	1	5
		ur-Level Training					
		Evaluation Model					
	5.2	ADDIE training	PPT/C& T	Classroom	Cognitive	1	5
		and design model					
	5.3	SAM Trainiing	PPT/C& T	Classroom	Cognitive	1	5
		Model					
		Class Test (Unit	Written/Presentati	Classroom	Cognitive	1	1
		5)/Seminar	on		(App)		
						45	
		Total				hrs	

COURSE CO	DE	YBAE76				L	T	P	C	
COURSE NAI		EMPLOYEE RELA	TIONSHIP MAN	NAGEM	ENT	3	0	0	3	
PREREQUISI		NIL				L	Т	P	Н	
C:P:A		3:0:0				3	0	0	3	
COURSE OU'	ГСОМІ				Dom		Lev	Ā	l	
CO1 Defin	e the app	proaches to industrial re	lations, essentials	of	Cogn	itive	Ren	nembe	ring	
		al relations and Summa		of trade			Unc	lerstan	ding	
		son why people join trac								
, ,		rious measures to preve		ites and	Cogn	itive		nembe	-	
		settlement of Industrial						lerstan		
, ,		echniques of Collectiv			Cogn	itive		nembe		
grievance handling and <i>Outline</i> the disciplinary procedure. Understanding										
		ept of Career Planning,			Cogn	itive		nembe	_	
Quality of Work life and <i>Summarise</i> the Work-life Balancing Understanding										
		various companies in Inc								
		ncept of Quality Circle		e recent	Cogn	itive		nembe		
		ker's Participation in ma	··X		<u></u>		Unc	lerstan	ding	
		AL RELATIONS & T							9	
		s, Importance, Approa								
		auses for poor IR, Deve								
•	•	rade unions, Theories to				ment 11	i India	, Prob	lems of	
		of trade unions, Measu	res to strengthen	trade uni	ons.					
		AL DISPUTES	***************************************						8	
		ndustrial disputes, Typ					Indus	trial di	sputes,	
		l disputes - Strikes, Loc	k-outs, Lay-off &	Retrenc	hment.					
		TIVE BARGAINING					<u></u> j		8	
		, Prerequisites of colle								
	ollective	bargaining in India.	Grievance & Disc	ciplinary	proce	dure –	Mear	ning, N	leed &	
procedure.		NA CARREDO OTA					1			
		NG CAREERS, QUA	LITY OF WOR	K LIFE	& W()KK L	AFE		10	
BALANCING								1 6	~	
	-	ors affecting Career C		-						
0.	~ ~	comotions, Transfers &								
		conceptual factors influ			_		_	-	-	
		e Balance - Concept, F								
		rporate and employees	, work life darang	ce minai	ives: s	trategi	es and	progra	ammes,	
Work life balar	T TTY	CIRCLES & WORKE	DC DA DTICIDA	TION IN	ΔŢ			1	10	
MANAGEME		IKCLES & WOKKE	KS PAKTICIPA	HON II	•				10	
		pt, objectives, features,	process in initial	ting Oua	lity Ci	roles T	Frainir	o for i	Ouality	
		uality Circle, self mana								
		ncing participation, in								
		ement, pre-requisites for							VOIKCIS	
participation in	manage	incirc, pro requisites for	LECTURE LECTURE	TUTO		······		OTAL	,	
			45	1010			1	45		
TEXT BOOK	S	***************************************	1 TO		, 	L		TJ		
		anagement - C.B.Gupta	(S Chand Publica	tions)						
1. Human Kest	, u1 CC 1V16	magement - C.D.Oupta	(S.Chana i ubilca	atons).						
REFERENCE	S									

Table1: Mapping of Cos with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	2	1	2	1	0	0	1	0	2	0	0
CO 2	2	1	2	2	0	0	1	0	2	0	0
CO 3	2	2	3	2	0	0	1	0	2	0	0
CO 4	2	3	3	2	0	0	2	0	3	0	0
CO 5	2	3	3	3	0	0	2	0	3	0	0
Total	10	10	13	10	0	0	7	0	12	0	0
Scaled to 0,1,2,3	2	2	3	2	0	0	2	0	3	0	0

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	-	-	-	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering	0.25	0.25	0.25	0.5	0.25
	Understanding	0.25	0.25	0.25	0.25	0.50
	Applying					
	Analyzing					

Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Mini Project	10	1	1	1	1	1
Seminar	5	2	2	2	2	2
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N	Category	Scal	100	75	50	25	0	Relatio
0.		e						n to CO
1.	Content Clarity and limiting capabilitie	0.35	Main idea very clearly stated & topic is effectively	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1

	s		limited.		limited.			
	(35%)							
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignmen t supported in body of paper by a variety of relevant facts, examples, & illustrations 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.	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.	Organizati on (15%)	0.15	Organizatio n & 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 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 organizati on.	1
4.	Plagiarism , References and correctnes	0.20	No errors Source material is incorporate d logically	Minimal Errors Source material incorporat	Few Errors Source material incorporat	Many Errors Source material incorporated but	Mostly incorrect Plagiarize d, no	1

s		&insightful	ed	ed	sometimes	references	
	1	ly. Sources	logically.	adequately	inappropriat		
(20%)		are	Sources	& usually	ely or		
		documente	documente	documente	unclearly.		
		d	d	d	Documentati		
		accurately.	accurately.	accurately.	on is		
					accurate		
					only		
					occasionally		
Total =							
100%							

Table 9: Rubrics for Mini Project (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple,res earch-based sources.	Informat ion is gathered from multiple sources.	Informa tion is gathere d from a limited number of sources.	Informat ion is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M aterial/ Phenomena (20)	0.2	High awareness, demonstrate s all Functional area and structure.	Medium Awarene ss, but demonstr ates minimu m function al areas or structure	Low Awaren ess but organiz ed with no logical sequenc ing or structur e.	Poorly organize d	No awarene ss	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence	Conclusi ons are reached from the evidence	There is some indicati on of conclusi	Conclus ions made are not	No conclusi ons are made from	2,3

4.	Recognition about	0.2	offered. Well Analysed	offered. Partly analysed	ons from the evidenc e offered.	relevant. Researc	the evidenc e offered.	2,3
	Functional Analysis and Research Tools (20)		and Research question(s) are formed through the literature review and clearly stated.	and Research question(s) are formed through the literature review.	s and Researc h question (s) were not formed but could be formed through the literatur e review.	question (s) were not formed and are not apparent from the literatur e review.		
5.	Report and Time Management (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Informat ion is cited properly. Complet es tasks and assignme nts by due date	Informa tion is cited, but has errors. Comple tes on one day after the due date.	Informat ion is not cited or is cited incorrec tly. Complet es on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to COs
1.	Interpretat ion	0.2 5	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation s or units.	Attempts to explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.2 5	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	4,5
3.	Calculation	0.2 5	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehens ively solve	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Abse nt	4,5

			problem. Calculatio ns are also presented elegantly (clearly, concisely, etc.)	problem.	the problem.			
4.	Result	5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5
	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		INDUSTRIAL RELATIONS & TRADE UNION					
	1.1	Meaning & Objectives, Importance	Lecture	PPT/C& T	Cognitive	1	1
	1.2	Approaches to Industrial Relations - Role of Three Actors to IR	Lecture	PPT/C& T	Cognitive	1	1
	1.3	Causes for poor IR, Developing sound IR	Lecture	PPT/C& T	Cognitive	1	1
	1.4	Trade Union - Meaning, Why do workers join unions, Types of trade unions	Lecture	PPT/C& T	Cognitive	1	1
	1.5	Theories to trade Union, Trade union movement in India	Lecture	PPT/C& T	Cognitive	1	1
	1.6	Problems of trade unions, Functions of trade unions, Measures to strengthen trade unions.	Lecture	PPT/C& T	Cognitive	1	1
		Case Discussion		Discussion	Cognitive	2	
		Seminar / Class Test		PPT/C& T	Cognitive	1	
		Total				9	
2		INDUSTRIAL DISPUTES					

	10.1		T + .	DDT/C 0 T	Q :::	1	
	2.1	Definition, Causes of	Lecture	PPT/C& T	Cognitive	1	2
		Industrial disputes,					
		Types of Industrial					
		disputes					
	2.2	Prevention of	Lecture	PPT/C& T	Cognitive	2	2
		Industrial disputes					
	2.3	Settlement of	Lecture	PPT/C& T	Cognitive	2	2
		Industrial disputes			C		
	2.4	Strikes, Lock-outs,	Lecture	PPT/C& T	Cognitive	1	2
		Lay-off &			υ		
		Retrenchment					
		Case Discussion		Discussion	Cognitive	2	
		Total		D ISCUSSION	Cognitive	8	
3		COLLECTIVE				0	
3		BARGAINING					
	2.1		T /	DDT/C 0 T	C :4:	1	2
	3.1	Definition,	Lecture	PPT/C& T	Cognitive	1	3
		Importance,					
		Prerequisites of					
		collective bargaining	-		<i>a</i>		
	3.2	Union bargaining	Lecture	PPT/C& T	Cognitive	1	3
		process					
	3.3	Types of bargaining-	Lecture	PPT/C& T	Cognitive	1	3
		Collective bargaining					
		in India					
	3.4	Grievance &	Lecture	PPT/C& T	Cognitive	1	3
		Disciplinary			_		
		procedure –					
		Meaning, Need					
	3.5	Grievance Procedure	Lecture	PPT/C& T	Cognitive	1	3
		Case Discussion		Discussion	Cognitive	2	
		Seminar / Class Test		PPT/C& T	Cognitive	1	
		Total		111/001	Cognitive	8	
4		MANAGING				0	
-		CAREERS,					
		QUALITY OF					
		~					
		WORK LIFE &					
		WORK LIFE					
	4.1	BALANCING	T .	DDT/C 0 T	Q :::	1	4
	4.1	Career Planning,	Lecture	PPT/C& T	Cognitive	1	4
		Factors affecting					
		Career Choices;					
		Career Stages,					
		Career anchors, Need					
		for Career Planning					
	4.2	Managing	Lecture	PPT/C& T	Cognitive	2	4
		Promotions,			_		
		Transfers &					
		Demotions					
	4.3	QWL - Concept and	Lecture	PPT/C& T	Cognitive	2	4
		Definition, Elements	Lociale		Cognitive	_	'
		of QWL, Importance					
		and conceptual					
		and conceptual					

		factors influencing QWL, QWL Index,					
		Tips for improving QWL					
	4.4	Work life Balance - Concept, Factors influencing work life	Lecture	PPT/C& T	Cognitive	1	4
		balancing, Need for Work life balance					
	4.5	Benefits to corporate and employees, Work life balance initiatives: strategies and programmes, Work life balance practices.	Lecture	PPT/C& T	Cognitive	2	4
		Case Discussion		Discussion	Cognitivess	2	
		Total		Discussion	Coginavess	10	
5		QUALITY CIRCLES & WORKERS PARTICIPATION IN MANAGEMENT				10	
	5.1	Quality Circle - Concept, objectives, features	Lecture	PPT/C& T	Cognitive	1	5
	5.2	Process in initiating Quality Circles	Lecture	PPT/C& T	Cognitive	1	5
	5.3	Training for Quality Circles, Structure of Quality Circle, self managed teams	Lecture	PPT/C& T	Cognitive	2	5
	5.4	WPM - Concept and Definitions, Objectives of WPM, Factors influencing participation, implications of workers participation	Lecture	PPT/C& T	Cognitive	1	5
	5.5	Forms of workers participation in management, prerequisites for successful employee participation	Lecture	PPT/C& T	Cognitive	2	5
		WPM in India – Case Discussion		PPT/C& T	Cognitive	2	
		Seminar/Class Test		Discussion	Cognitive	1	
		Total		PPT/C& T		10	
		Grand Total				45	

COUR	SE CODE	YBAE77	,			L	Т	I	P	С	
h	SE NAME	COMPE	NSATION MAN	AGEMENT		3	0		0	3	
PRERI	EQUISITE	NIL				L	T	l	P	Н	
C:P:A		3:0:0				3	0		0	3	
COUR	SE OUTCOM	IES			Don	nain		Le	vel		
CO1	To understan	id the conce	ept of Compensation	on	Cog	nitive		Re	memb	ering	
	Management	, its issues,	components and F	ramework.				Un	dersta	nding	į S
CO2	To Learn the	essentials o	of a sound wage ar	nd salary	Cog	nitive		Re	memb	ering	
	structure, me	thods of wa	ge payment and W	age Policy				Understanding			5
	in India										
CO3		evaluation	methods, advanta	ge and its	Cog	nitive			memb		
	limitations.								dersta		
CO4		ge incentive	e plan, its types an	d profit	Cog	nitive			memb	_	
	sharing.								dersta	<u>~</u>	<u> </u>
CO5	CO5 To Understand tax planning and emerging trends in Cognitive								memb		
	compensation.								dersta	nding	5
ļ	UNIT I COMPENSATION MANAGEMENT Compensation Management - Issues in Compensation Management - Comp								_		
	_		-	_					of		
<u> </u>			ompensation - Fac		Com	pensati	-				
			Y ADMINISTRA				1		<u> </u>		
			Wage and Salary								,
_	_		a sound wage and	-						-	ιt
_	_		ion - Wage Policy	ın India - Sup	opien	nentary	C	ompo	ensati	on -	
	ive Compensat		 T				1				
L	III JOB EVA			vation Dusas	~~ ~ f	Lab Da	6				
			ctives of job Evalu							. h	
	ages of Job Ev tion - Methods		imitations of Job	Evaluation - E	essen	nais oi	suc	ces	SIUI JO	OD	
L	IV INCENT						1	2			
			sentials of Sound	Incontivo Plan	. W /	ogo Inc			in In	dio	—
			Concept of Profit			_					
			n Plans - Moonligl		oui C	0-1 am	IICI	sinp	- 1.111	ige	
UNIT			S AND TRENDS		NCA	TION	8				
ļ			rnational compens						de in		
	nsation Manag		mational compens	ation – Overv	iew (n rutu		HICH	us III		
Compc	iisation wanag	CITICIT	LECTURE	TUTORIAI	Γ	TOTA	۱ T .				
			45	0		45	1L				
TEXT			_ TU	<u> </u>		TJ					
ļ	ons F (1998) C	B, Boston,	Massachusetts: M	cgraw – hill, l	Interi	nationa	l st	uder	nts edi	ition.	
	RENCES										
}		s. Dearness	Allowance and Ro	onus NH Tri	inal (Pyt) I t	d				
1. G.L Kothari, Wages, Dearness Allowance and Bonus, N.H. Tripal (Pvt) Ltd.											

Table1: Mapping of Cos with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO	PSO
										1	2
CO 1	2	1	1	2	0	1	1	1	1	0	0
CO 2	3	2	2	3	0	2	2	1	3	0	0
CO 3	3	2	2	3	0	2	2	1	3	0	0
CO 4	3	2	2	3	0	2	2	2	3	0	0
CO 5	1	2	2	1	0	2	2	1	2	0	0
Total	12	9	9	12	0	9	9	6	12	0	0
Scaled Value	3	2	2	3	0	2	2	2	3	0	0

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	-	-	-	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering	0.25	0.25	0.25	0.5	0.25
	Understanding	0.25	0.25	0.25	0.25	0.50
	Applying					
	Analyzing					

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

<u>Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):</u>

Category	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Mini Project	10	1	1	1	1	1
Seminar	5	2	2	2	2	2
Total 30 Marks		6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N o.	Category	Scal e	100	75	50	25	0	Relatio n 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.	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.	Organizati on (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	Organizati on & structure mostly clear. Many major points are separated into paragraphs and signaled by	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 organizati on.	1

				transitions.	transitions. Most points are logically developed.			
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporat ed logically & insightfull y. Sources are documente d accurately.	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately & usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally.	Mostly incorrect Plagiarize d, no references	1
	Total = 100%							

Table 9: Rubrics for Mini Project (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Contribution of work (20)	0.2	Informati on is gathered from multiple, research- based sources.	Informati on is gathered from multiple sources.	Information is gathered from a limited number of sources.	Informat ion is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Ma terial/ Phenomena (20)	0.2	High awarenes s, demonstr ates all Function al area and structure.	Medium Awarene ss, but demonstr ates minimum functiona l areas or structure	Low Awaren ess but organize d with no logical sequenci ng or	Poorly organize d	No awarene ss	2,3

3. Development of contents (20) Partly and Research Tools (20) Recognition about Functional Analysis and Research (100) the literature review and clearly stated. Report and Time Management (20) Detailed conclusion ons are reached from the evidence evidence offered. Detailed conclusion ons are made are not on some made are not on form the evidence offered. Partly Analysis and Research question (s) were through the the literature review and clearly stated. Information is cited conclusi ons are mot form the evidence offered. Partly Analysis and Research question (s) were through the literature review. and clearly stated. Information is cited conclusions are mot form the evidence offered. Partly Analysis and Research question (s) were through the literature review. and clearly stated. Information is cited conclusions are mot form the evidence offered. Partly Analysis and Research question (s) were through the literature review. Some indication ons are mot form the evidence offered. Partly Analysis and Research question (s) were through the literature review. Some indication ons are mot form the evidence offered. Partly Analysis and Research question (s) were through the literature review. Some indication ons are mot form the evidence offered. Partly Analysis and Research question (s) were through the literature review. Some indication ons are mot ons from the evidence offered. Partly Analysis and Research question (s) were than and are formed through the literature review. Some indication ons are mot ons from the evidence offered. Partly Analysis and Research question (s) were than and are formed through the literature review. Some indication ons on the evidence offered. Partly Analysed and are formed through the due date of through the evidence offered. Partly Analysed and are formed through the due date of through the evidence offered. Partly Analysed and are formed through the evidence offered.						structure			
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Time Management (20) on is cited cited cited, properly and Complete format. Complete s tasks and nts by assignme nts prior to the due date, may assist classmate s to cited cited, properly. Comblete cited cited, not cited seen inside cited, but has or is cited the text or incorrect or in the reference one day after the due date. on is cited cited, but has or is cited the text or in the reference one day after the due date. on is citation seen inside cited, but has or is cited the text or in the reference or in the es on due date after the due date.	4.	about Functional Analysis and Research Tools	0.2	Analysed and Research question(s) are formed through the literature review and clearly	analysed and Research question(s) are formed through the literature	No Analysis and Researc h question (s) were not formed but could be formed through the literatur e	question (s) were not formed and are not apparent from the literature		2,3
Total -100	5.	Time Management	0.2	on is cited properly and format. Complete s tasks and assignme nts prior to the due date, may assist classmate	on is cited properly. Complete s tasks and assignme nts by	Informat ion is cited, but has errors. Complet es on one day after the due	ion is not cited or is cited incorrect ly. Complet es on more than one day after the due	citation seen inside the text or in the referenc	2,3

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								COs
1.	Interpretation	0.2 5	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation s or units.	Attempts to explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	Abse nt	4,5
2.	Representation	0.2 5	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Abse nt	4,5
3.	Calculation	0.2 5	Calculatio ns attempted are essentially all successful	Calculatio ns attempted are essentially all successful	Calculations attempted are either unsuccessfu l or represent only a	Calculation s are attempted but are both unsuccessf ul and are not	Abse nt	4,5

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				sufficientl	sufficientl	the	sive.		
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				comprehen	comprehen	required to			
				sive to	sive to	comprehens			
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				problem.	problem.	the			
				Calculatio		problem.			
				ns are also					
				presented					
				elegantly					
				(clearly,					
				concisely,					
				etc.)					
4.	Result		0.2	Accurate	Accurate	Incorrect	Wrong	Abse	4,5
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	TOTAL	-	1						
	100								

Table 11: Course plan

Uni t	Topi c	Subtopic	Teaching method	Teaching aids/Venu e	Targeted learning domain	No. of Hour	Relatio n to COs
1		COMPENSATION MANAGEMENT					
	1.1	Compensation Management - Issues in Compensation Management	Lecture	PPT/C& T	Cognitiv e	1	1
	1.2	Components of Compensation - Framework of Compensation	Lecture	PPT/C& T	Cognitiv e	1	1
	1.3	Factors affecting Compensation	Lecture	PPT/C& T	Cognitiv e	1	1
		Case Discussion	Discussio n	Discussion	Cognitiv e	2	
		Total				5	
2		WAGE AND SALARY ADMINISTRATIO N					
	2.1	Wage Concepts - Introduction to Wage and Salary	Lecture	PPT/C& T	Cognitiv e	1	2

				T	1	1	
		Administration -					
		Objectives of Wage					
		and Salary					
	2.2	Principles - Essentials	Lecture	PPT/C& T	Cognitiv	2	2
		of a sound wage and			e		
		salary structure					
	2.3	Methods of wage	Lecture	PPT/C& T	Cognitiv	2	2
		payment			e		
	2.4	The process of wage	Lecture	PPT/C& T	Cognitiv	2	2
	2	determination	Lecture	111/001	e	_	2
	2.5	Wage Policy in India	Lecture	PPT/C& T	Cognitiv	2	2
	2.3	wage I oney in maia	Lecture	111/001	e	2	2
	2.6	Supplementary	Lecture	PPT/C& T	Cognitiv	1	2
	2.0		Lecture	FF 1/C& 1		1	2
		Compensation -			e		
		Executive					
		Compensation	D : .	D : .	G		
		Case Discussion	Discussio	Discussion	Cognitiv	2	
			n		e	_	
		Seminar/Class Test	PPT	PPT	Cognitiv	2	
					e		
		Total				14	
3		JOB EVALUATION					
	3.1	Concept of Job	Lecture	PPT/C& T	Cognitiv	1	3
		Evaluation -			e		
		Objectives of job					
		Evaluation					
	3.2	Process of Job	Lecture	PPT/C& T	Cognitiv	1	3
		Evaluation			e	_	
	3.3	Advantages and	Lecture	PPT/C& T	Cognitiv	1	3
	3.3	Limitations of Job	Zectare	111,0001	e	1	
		Evaluation -					
		Essentials of					
		successful Job					
		Evaluation					
-	3.4	Methods of Job	Lecture	PPT/C& T	Comitiv	1	3
	3.4		Lecture	PP1/CX 1	Cognitiv	1	3
		Evaluation	Dia :	Dia :	e Caracitian	2	
		Case Discussion	Discussio	Discussion	Cognitiv	2	
			n		e		
<u> </u>		Total				8	
4		INCENTIVE					
		COMPENSATION					
	4.1	Meaning of Wage	Lecture	PPT/C& T	Cognitiv	2	4
		Incentives - Essentials			e		
		of Sound Incentive					
		Plan					
	4.2	Wage Incentives in	Lecture	PPT/C& T	Cognitiv	2	4
		India - Types of Wage			e		
		Incentive Plan					
	4.3	Concept of Profit	Lecture	PPT/C& T	Cognitiv	2	4
		Sharing - Labour Co-		111/001	e	-	.
		Partnership					
	4.4	Fringe Benefits -	Lecture	PPT/C& T	Cognitiv	2	4
	7.7	Time Denember -	Lecture	111/001	Cogmuv	4	7

			1	1	1	ı	
		Employee Stock			e		
		Option Plans -					
		Moonlighting					
		Case Discussion	Discussio	Discussion	Cognitiv	2	
			n		e		
		Seminar	PPT	PPT/C & T	Cognitiv	2	
					e		
		Total				12	
5		EMERGING					
		ISSUES AND					
		TRENDS IN					
		COMPENSATION					
	5.1	Tax planning	Lecture	PPT/C& T	Cognitiv	3	5
					e		
	5.2	Comparative	Lecture	PPT/C& T	Cognitiv	1	5
		International			e		
		compensation					
	5.3	Overview of Future	Lecture	PPT/C& T	Cognitiv	2	5
		Trends in			e		
		Compensation					
		Management					
		Case Discussion	Discussio	Discussion	Cognitiv	2	
			n		e		
		Total				8	
		Grand Total				45	

COUR	COURSE CODE YBAE78 L									T	P	C	1
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COUR	SE OUTCOM	MES						Doma	ain		Level		
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CO3	Learn the state act, payment of numbers employees	t of wag	ges act a	nd know	v the c	calculatio		Cogn	itive	9			bering anding
CO4	Understand compensation employer und calculation o	on act ander em	nd contri ployee p	ibution o providen	of emp of fund	ployee ar and		Cogn	itive	9			bering anding
CO5	benefits for a motherhood : Act.	an emp	loyee un	der ESI	act ar	nd how		Cogn	itive	9			bering anding
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Table1: Mapping of Cos with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	3	0	0	2	0	0	1	0	3	0	0
CO 2	3	0	0	2	0	0	1	0	3	0	0
CO 3	3	0	0	3	0	0	1	0	3	0	0
CO 4	3	0	0	3	0	0	2	0	3	0	0
CO 5	3	0	0	2	0	0	1	0	3	0	0
Total	15	0	0	12	0	0	6	0	15	0	0
Scaled Value	3	0	0	3	0	0	2	0	3	0	0

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	-	-	-	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering	0.25	0.25	0.25	0.5	0.25
	Understanding	0.25	0.25	0.25	0.25	0.50

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

Category	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Mini Project	10	1	1	1	1	1
Seminar	5	2	2	2	2	2
Total 30 Marks		6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N o.	Category	Scal e	100	75	50	25		Relatio n to CO
	Content Clarity and limiting	0.35	Main idea very clearly stated &	Main idea clear & topic is limited.	Main idea clear or implicit & topic is		No clarity and irrelevant	1

	capabilities (35%)		topic is effectively limited.		partially limited.	limited.		
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.	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.	Organizati on (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 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 organizati on.	1
4.	Plagiarism , References	0.20	No errors Source material is	Minimal Errors Source	Few Errors Source	Many Errors Source material	Mostly incorrect Plagiarize	1

a	and	incorporat	material	material	incorporated	d, no	
C	correctness	ed	incorporat	incorporat	but	references	
	20%)	logically & insightfull y. Sources are documente d accurately.	ed logically. Sources documente d accurately.	ed adequately & usually documente d accurately.	sometimes inappropriat ely or unclearly. Documentati on is accurate only		
	Γotal =				occasionally.		
	100%						

Table 9: Rubrics for Mini Project (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple,res earch-based sources.	Informat ion is gathered from multiple sources.	Informa tion is gathere d from a limited number of sources.	Informat ion is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M aterial/ Phenomena (20)	0.2	High awareness, demonstrate s all Functional area and structure.	Medium Awarene ss, but demonstr ates minimu m function al areas or structure	Low Awaren ess but organiz ed with no logical sequenc ing or structur e.	Poorly organize d	No awarene ss	2,3
3.	Development of	0.2	Detailed conclusions	Conclusi ons are	There is some	Conclus ions	No conclusi	2,3

	contents (20)	0.2	are reached from the evidence offered.	reached from the evidence offered.	indicati on of conclusi ons from the evidenc e offered.	made are not relevant.	ons are made from the evidence offered.	2.2
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	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.	Analysi s and Researc h question (s) were not formed but could be formed through the literatur e review.	h question (s) were not formed and are not apparent from the literatur e review.		2,3
5.	Report and Time Management (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Informat ion is cited properly. Complet es tasks and assignme nts by due date	Informa tion is cited, but has errors. Comple tes on one day after the due date.	Informat ion is not cited or is cited incorrec tly. Complet es on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	10tai -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to COs
1.	Interpretation	0.2 5	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	Provides accurate explanatio ns of informatio n presented in mathemati cal forms.	Provides somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation s or units.	Attempts to explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.2 5	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	4,5
3.	Calculation	0.2 5	Calculatio ns attempted	Calculatio ns attempted	Calculations attempted are either	Calculation s are attempted	Abse nt	4,5

			are	are	unsuccessfu	but are both		
			essentially	essentially	l or	unsuccessf		
			all	all	represent	ul and are		
			successful	successful	only a	not		
			and	and	portion of	comprehen		
			sufficientl	sufficientl	the	sive.		
					calculations	Sive.		
			y	у				
			comprehen	comprehen	required to			
			sive to	sive to	comprehens			
			solve the	solve the	ively solve			
			problem.	problem.	the			
			Calculatio		problem.			
			ns are also					
			presented					
			elegantly					
			(clearly,					
			concisely,					
			etc.)					
_								
4.	Result	0.2	Accurate	Accurate	Incorrect	Wrong	Abse	4,5
		5	result with	result	result	calculation	nt	
			appropriat	without	without			
			e unit.	appropriat	appropriate			
				e unit.	unit.			
	TOTAL -	1						
	101AL -	1						
	100							

Table 11: Course plan

Unit	Topic	Subtopic	Teaching	Teaching	Targeted	No. of	Relation
			method	aids/Venue	learning domain	Hours	to COs
1	1.1	The Factories Act, 1948	Lecture	PPT/C& T	Cognitive	3	1
	1.2	The Contract Labour (Regulation and Abolition) Act, 1970	Lecture	PPT/C& T	Cognitive	2	1
		Seminar / Class Test	PPT	PPT/C& T	Cognitive	1	
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Total				8	
2	2.1	The Trade Union Act, 1926	Lecture	PPT/C& T	Cognitive	3	2
	2.2	The Industrial Disputes Act, 1947	Lecture	PPT/C& T	Cognitive	2	2
	2.3	The Industrial Employment	Lecture	PPT/C& T	Cognitive	1	2

		(Standing Orders)					
		Act, 1946					
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Seminar/Class Test	PPT	PPT	Cognitive	2	
		Total			0.08	10	
3	3.1	The Minimum Wages Act, 1948	Lecture	PPT/C& T	Cognitive	2	3
	3.2	The Payment of Wages Act, 1936	Lecture	PPT/C& T	Cognitive	3	3
	3.3	The Payment of Bonus Act, 1965.	Lecture	PPT/C& T	Cognitive	2	3
		Seminar / Class Test	PPT	PPT/C& T	Cognitive	2	
		Case Discussion	Discussion	Discussion	Cognitive	1	
		Total				10	
4	4.1	The Workmen's Compensation Act, 1923	Lecture	PPT/C& T	Cognitive	3	4
	4.2	The Employee's Provident Fund and Miscellaneous Provisions Act, 1952	Lecture	PPT/C& T	Cognitive	3	4
	4.3	The Payment of Gratuity Act, 1972	Lecture	PPT/C& T	Cognitive	2	4
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Total				10	
5	5.1	The Employees' State Insurance Act, 1948	Lecture	PPT/C& T	Cognitive	3	5
	5.2	The Maternity Benefit Act, 1961	Lecture	PPT/C& T	Cognitive	2	5
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Total				7	
		Grand Total				45	

COURSE CODE	YBAE 79	L	T	P	C
COURSE NAME	SALES AND DISTRIBUTION	3	0	0	3
	MANAGEMENT				
PREREQUISITE:	Nil	L	T	P	C
C:P:A	3: 0: 0	3	0	0	3

COUR	SE OUTCOMES	Domain	Level
CO1	Recognize the concept of sales management and	Cognitive	Remembering
	personal selling.		Understanding
CO2	Identify sales territory, Estimate sales budgets and	Cognitive	Remembering
	Describe sales organization.		Understanding
CO3	Analysis and plan the training and motivation for sales	Cognitive	Remembering
	force.		Understanding
CO4	Evaluate the sales force performance.	Cognitive	Remembering
			Understanding
CO5	Know the concept of distribution management	Cognitive	Remembering
			Understanding

UNIT I-INTRODUCTION

10

Introduction to Sales Management, Personal selling process- prospecting, pre approach, approach presentation, convincing the prospect, handling the objection and closing, Forecasting Sales, Sales Budgets and Sales Territories.

UNIT II-SALES ORGANIZATION

8

Sales organisations, Relations with other departments. Profiling and recruiting sales people, Selecting and hiring applicants

UNIT III- TRAINING AND MOTIVATION

8

Planning, executing and evaluation of sales training programs. Motivating a sales force and Sales force compensation, Sales force expenses and transportation, Sales meeting and Sales contest.

UNIT IV-EVALUATING SALES PERFORMANCE

8

Analysis of Sales Volume, Marketing Cost and Profitability Analysis, Evaluating Sales persons performance.

UNIT V-DISTRIBUTION MANAGEMENT

11

Introduction to Distribution Management: Concept of Distribution Channel, Importance of a Channel, Types of Channels, Channel management.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

11. Spiro, Stanton, Rich, "Management of Sales Force", 11th edition, 2003, McGraw Hill Education..

REFERENCES

- 1. Mark. W. Johnston, Greg W. Marshall, "Sales Force Management", 9th Edition, 2008, Mc Graw Hill Education.
- 2. Still, R.R. & Cundiff etal., "Sales Management Decision Strategies & Cases", 4th Edition, 1996. Prentice Hall.
- 3. Krishna K Havaldar, Vasant M Cavale, "Sales and Distribution Management", 2nd Edition, 2011, McGrawHill Education.
- 4. Rosenbloom, "Marketing Channels", 7th Edition, Cengage Learning

Table 1: Mapping of COs with Pos

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PS O 1	PS O 2
CO 1	3	0	0	2	1	0	1	0	2	0	0	3	0	0
CO 2	3	2	1	0	0	0	1	0	2	0	0	3	2	1
CO 3	3	2	1	0	0	1	0	0	2	0	0	3	2	1
CO 4	3	2	2	0	2	1	0	0	2	0	1	3	2	2
CO 5	3	2	2	2	0	2	0	0	2	1	0	3	2	2
Total	15	8	15	4	3	4	2	0	10	1	1	15	8	15
Scale d to 0,1,2, 3	3	2	3	1	1	1	1	0	2	1	1	3	2	3

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Performance Indicator:

- P 1.1 Knowledge of sales management theory to solve problems of industry and society.
 - 1.1.1.Able to recognize the sales related problems.
- P.2.1.Knowledge of the latest tools and technologies in sales management.
- 2.1.1 Able to understand tools for sales organization management, training and evaluating sales performance of sales force and distribution management.
- P.3.1 Understand the local and global business environment and formulate business strategies.
- 3.1.1 Able to understand the sales environment of local and global business environment P.4.1 Communicate effectively with the stakeholders in industry and society.
- 4.1.1 Ability to communicate effectively with the sales force team and with consumers P.5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 5.1.1 Identify sales activity and collect previous years data to forecast the sales and analysis sales volume
- P.6.1. Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 6.1.1 Understand to manage the team of sales force to achieve the target in the fixed territory
- P.7.1 Apply ethical principles and social responsibility.
- 7.1.1 Understand how to apply sales ethical principles in approaching, convincing and objection handling.

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

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	1	1			
2.1.1	1	2			
3.1.1	1	3			
4.1.1.	1	2		1	1
5.1.1.	1	1		1	1
6.1.1.	1	1	2	2	3
7.1.1.	1	1	3	3	
9.1.1	1	2	3		

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering	0.25	0.25	0.25	0.5	0.25
	Understanding	0.25	0.25	0.25	0.25	0.50
	Applying					
	Analyzing					

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

Category	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Mini Project	10	1	1	1	1	1
Seminar	5	2	2	2	2	2
Total 30 Marks		6	6	6	6	6

<u>Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-50%):</u>

	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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

S.No.	.Category	Scale	100	75	50	25	0	Relatio n 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.	Organization (15%)	0.15	Organizati on & structure very	Organizati on & structure clear.	Organizati on & structure mostly	The organizati on & structure	Illogical ordering and organization	

4.	Plagiarism, References and correctness (20%)	0.20	and signaled by use of transitions. No errors Source material is incorporat ed logically & insightfull y. Sources are documente d accurately.	and signaled by transitions. Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	paragraphs and signaled by transitions. Most points are logically developed. Few Errors Source material incorporat ed adequately & usually documente d accurately.	set off by paragraphs and are signaled by transitions. Many Errors Source material	Mostly incorrect Plagiarized, no references	1
			y. Sources are documente d	d	documente d	ately or unclearly.		
	correctness		material is incorporat ed logically &	material incorporat ed logically.	material incorporat ed adequately	material incorporat ed but sometimes	no	
4.	_	0.20	signaled by use of transitions.	signaled by transitions.	and signaled by transitions. Most points are logically developed.	paragraphs and are signaled by transitions.	1	1
			evident: major points divided into paragraphs	Most major points are separated into paragraphs	clear. Many major points are separated into	must be inferred by the reader. Only some major points are		

Table 9: Rubrics for Mini Project (10 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relatio n to CO
1.	Contribution of work (20)	0.2	Informati on is gathered from multiple,r esearch- based sources.	Informati on is gathered from multiple sources.	Informati on is gathered from a limited number of sources.	Informati on is gathered from a single or two source.	Sourc ed from intern et only	2,3
2.	Awareness of concept/Idea/ Material/ Phenomena (20)	0.2	High awarenes s, demonstr ates all Function al area and structure.	Medium Awarene ss, but demonstr ates minimum functiona l areas or structure	Low Awarene ss but organized with no logical sequenci ng or structure.	Poorly organized	No aware ness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusi ons are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusi ons made are not relevant.	No conclu sions are made from the eviden ce offere d.	2,3
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	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.		2,3
5.	Report and Time Management	0.2	Informati on is cited	Informati on is cited	Informati on is cited, but	Informati on is not cited or is	No citatio n seen	2,3

(20)		properly	properly.	has	cited	inside	
		and	Complete	errors.	incorrectl	the	
		format.	s tasks	Complete	y.	text or	
		Complete	and	s on one	Complete	in the	
		s tasks	assignme	day after	s on more	refere	
		and	nts by	the due	than one	nce	
		assignme	due date	date.	day after		
		nts prior			the due		
		to the due			date.		
		date, may					
		assist					
		classmate					
		S					
Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relati
								on to COs
1.	Interpretation	0.25	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanatio ns of informatio n presented in mathemati cal forms, but occasional ly makes minor errors related to computati ons or units.	Attempts to explain informatio n presented in mathemati cal forms, but draws incorrect conclusion s about what the informatio n means.	Absent	4,5

2	Danmagant	0.25	C1;:11£-:11	Commeter	Complete	Commista		15
2.	Represent	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contribute s to a further or deeper understanding.	Competen tly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversio n of informatio n but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversio n of informatio n but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculatio ns are attempted but are both unsuccessf ul and are not comprehe nsive.	Absent	4,5
4.	Result	0.25	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriat e unit.	Wrong calculatio n	Absent	4,5

TOTAL -	1			
100				

Table 11: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Rela tion to COs
1	1.1	Introduction Sales & Distribution management	Lecture	PPT/C& T /Classroom	Cog (und)	1	1
	1.2	Introduction to Sales Management,	Lecture	PPT/C& T /Classroom	Cog (und)	1	1
	1.3	Personal selling process-Introduction	Lecture	PPT/C& T /Classroom	Cog (und)	1	1
	1.4	Prospecting, Pre approach,	Lecture	PPT/C& T /Classroom	Cog (und)	1	1
	1.5	Approach, Presentation,	Lecture	PPT/C& T /Classroom	Cog (und)	1	1
	1.6	Convincing the prospect,	Lecture	PPT/C& T /Classroom	Cog (und)	1	1
	1.7	Handling the objection and closing	Lecture	PPT/C& T /Classroom	Cog (und)	1	1
	1.8	Forecasting Sales-Need & Process	Lecture	PPT/C& T /Classroom	Cog (und)	1	1
	1.9	Sales Budgets & Sales Territories.	Lecture	PPT/C& T /Classroom	Cog (und)	1	1
		Case Study/Seminar	Discussion/Presentat ion	PPT/C& T /Classroom	Cog (App)	1	1
2	2.1	Total Sales organizations- Introduction	Lecture	PPT/C& T /Classroom	Cog (Und)	10	2
	2.2	SO-Role & Need	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.3	Relations with other departments	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.4	Production, HR, Finance- Dept- Relaionship	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.5	Analyzing the	Lecture	PPT/C& T	Cog	1	2

			T	/C1	(T.T., 1)		
		requirement of		/Classroom	(Und)		
		sales people					
	2.6	Profiling and	Lecture	PPT/C& T	Cog	1	2
		recruiting		/Classroom	(Und)		
		sales people					
	2.7	Selecting and	Lecture	PPT/C& T	Cog	1	2
		hiring		/Classroom	(Und)		
		applicants.					
		Class Test 1/	Written/Discussion	PPT/C& T	Cog	1	1,2
		Case Study		/Classroom	(App)		
		Total				08	
3	3.1	Introduction	Lecture	PPT/C& T	Cog	1	3
		to Training &		/Classroom	(Und)		
		Motivation					
	3.2	Planning &	Lecture	PPT/C& T	Cog	1	3
	3.2	executing	Loctaro	/Classroom	(Und)		
		training		, Classicolii	(Cha)		
		program					
	3.3	Evaluation of	Lecture	PPT/C& T	Cog	1	3
	3.3	sales training	Lecture	/Classroom	(Und)	1	3
		programs		Ciassiooiii	(Ond)		
	3.4	Motivating a	Lecture	PPT/C& T	Coo	1	3
	3.4	sales force	Lecture	/Classroom	Cog	1	3
	3.5	Sales force	Lastrona		(Und)	1	3
	3.5		Lecture	PPT/C& T	Cog	1	3
	2.6	compensation	т ,	/Classroom	(Und)	1	2
	3.6	Sales force	Lecture	PPT/C& T	Cog	1	3
		expenses and		/Classroom	(Und)		
	2.5	transportation	-	DDT/G 0 T		1	
	3.7	Sales meeting	Lecture	PPT/C& T	Cog	1	3
		Sales contest		/Classroom	(Und)		
		Case	Discussion/Presentat	PPT/C& T	Cog	1	3
		Study/Seminar	ion	/Classroom	(App)		
		Total				8	
4	4.1	Sales	Lecture	PPT/C& T	Cog	1	4
		Performance -		/Classroom	(Und)		
		Evaluation					
	4.2	Need &	Lecture	PPT/C& T	Cog	1	4
		importance of		/Classroom	(Und)		
		evaluation of					
		SP					
	4.3	Analysis of	Lecture	PPT/C& T	Cog	1	4
		Sales Volume		/Classroom	(Und)		
	4.4	Marketing	Lecture	PPT/C& T	Cog	1	4
		Cost		/Classroom	(Und)	1	1
	4.5	Profitability	Lecture	PPT/C& T	Cog	1	4
	1.5	Analysis	2001010	/Classroom	(Und)	1	'
	4.6	Evaluating	Lecture	PPT/C& T	Cog	1	4
	4.0		Lecture	/Classroom	(Und)	1	4
		Sales persons		Ciassiooili	(Ond)		
	4 7	performance	Lastura	DDT/C o T	Coo	1	4
	4.7	Need &	Lecture	PPT/C& T	Cog	1	4
		Importance		/Classroom	(Und)		

		Case Study	Discussion/Presentat	PPT/C& T	Cog	1	4
		/Seminar	ion	/Classroom	(App)		
		Total				8	
5	5.1	Introduction	Lecture	PPT/C& T	Cog	1	5
		to Distribution		/Classroom	(Und)		
		Management					
	5.2	Concept of	Lecture	PPT/C& T	Cog	1	5
		Distribution		/Classroom	(Und)		
		Channel					
	5.3	Importance of	Lecture	PPT/C& T	Cog	2	5
		a Channel		/Classroom	(Und)		
	5.4	Types of	Lecture	PPT/C& T	Cog	1	5
		Channels		/Classroom	(Und)		
	5.5	Channel	Lecture	PPT/C& T	Cog	2	5
		management		/Classroom	(Und)		
	5.6	Importance &	Lecture	PPT/C& T	Cog	1	5
		need for		/Classroom	(Und)		
		channel					
		management					
	5.7	Channels for	Lecture	PPT/C& T	Cog	1	5
		different		/Classroom	(Und)		
		industries					
			Discussion	PPT/C& T	Cog	1	5
		Case study		/Classroom	(APP)		
		Class Test 2	Written/Presentation	PPT/C& T	Cog	1	3,4,5
		/Seminar		/Classroom	(App)		
		Total				9	
		Grand Total				45 hrs	

COURSE CODE COURSE NAME	YBAE80 RETAIL MANAGEMENT AND SERVICES MARKETING	3	T 0	P 0	C 3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3:0:0	3	0	0	3

COUR	SE OUTCOMES	Domain	Level
CO1	Know the concept of retail format	Cognitive	Understanding
CO2	Recognize the retail strategy	Cognitive	Understanding
			Analysing
CO3	Recognize and analysis the service marketing	Cognitive	Understanding
	opportunities		Analysing
CO4	Design and develop services	Cognitive	Understanding
CO5	<i>Identify</i> the service delivery, promotion and pricing	Cognitive	Understanding
	importance		

UNIT I INTRODUCTION TO RETAILING

8

Functions of Retailers, Retail trends in India. Retail formats – Food retailers, General merchandise retailers, Non-store retailers, Services retailing.

UNIT II RETAIL STRATEGY

10

Retail strategy, Customer loyalty, Positioning, Loyalty programs, Retail site location - Site characteristics, Trade area characteristics

UNIT III SERVICE MARKETING OPPORTUNITIES

9

Market potential-Classification of service-Expanded marketing mix-Service marketing-Environment and trends-Service market segmentation, targeting and positioning.

UNIT IV ERVICE DEVELOPMENT AND DESIGN

9

Service life cycle – New Service Development – Types of New Services – Stages in New Service Development – Service Blue Printing - Measuring service quality

UNIT V SERVICE DELIVERY, PROMOTION AND PRICING

9

The critical importance of service employees – The importance of customers in service delivery – Service Distribution – Key reasons for service communication challenges – Three key ways that service prices are different for consumers

LECTURE	TUTORIAL	PRACTICAL	TOTAL	
45	0	0	45	

TEXT BOOKS

1. Valarie A Zeithaml, Mary Jo Bitnes, Dwayne D Gremler, Ajay Pandit - Services Marketing, The McGraw Hill companies, Edition: 2008..

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Table 11: Mapping of Cos with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	3	0	0	0	0	0	0	0	2	1	0
CO 2	3	2	0	0	0	0	0	0	2	0	0
CO 3	3	0	0	0	0	0	0	0	2	0	0
CO 4	3	3	0	0	0	0	0	0	2	0	0
CO 5	3	2	3	0	0	0	0	0	2	0	0
	15	7	3	0	0	0	0	0	10	0	0

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	-	-	-	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering		0.5	0.25		
	Understanding	0.5	0.5	0.25	0.5	0.50
	Applying					
	Analyzing					

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

<u>Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):</u>

Category	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Mini Project	10	1	1	1	1	1
Seminar	5	2	2	2	2	2
Total 30 Marks		6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (3 Marks):

S.N o.	Category	Scal e	100	75	50	25	0	Relatio n 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.	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.	Organizati on (15%)	0.15		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 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 organizati on.	1
4.	Plagiarism		Source	Minimal Errors	Few Errors	Source	Mostly	1
	References		material is	Source	Source	material	Plagiarize	

and		incorporat	material	material	incorporated	d, no	
correc	ctness	ed	incorporat	incorporat	but	references	
(20%))	logically	ed	ed	sometimes		
		&	logically.	adequately	inappropriat		
		insightfull	Sources	& usually	ely or		
		y. Sources	documente	documente	unclearly.		
		are	d	d	Documentati		
		documente	accurately.	accurately.	on is		
		d			accurate		
		accurately.			only		
					occasionally		
Total	=						
100%							

Table 9: Rubrics for Retail and Service Marketing Plan (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to
								CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple,res earch-based sources.	Informat ion is gathered from multiple sources.	Informa tion is gathere d from a limited number of sources.	Informat ion is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M aterial/ Phenomena (20)	0.2	High awareness, demonstrate s all Functional area and structure.	Medium Awarene ss, but demonstr ates minimu m function al areas or structure	Low Awaren ess but organiz ed with no logical sequenc ing or structur e.	Poorly organize d	No awarene ss	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusi ons are reached from the evidence offered.	There is some indicati on of conclusi ons from the evidenc e offered.	Conclus ions made are not relevant.	No conclusi ons are made from the evidence offered.	2,3
4.	Recognition about	0.2	Well Analysed	Partly analysed	No Analysi	Researc h		2,3

Functional Analysis and Research Tools (20) and Research Research Question(s) are formed through the literature review and clearly stated. and Research Re	
Research Tools (20) question(s) are formed s) are question formed through the literature review and clearly question formed the formed through the formed apparent literature but from the	
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	2,3
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classmates date. than one	ļ
day	ļ
after the	ļ
due	ļ
date.	ļ
Total -100 1	

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								COs
1.	Interpretat	0.2	Provides	Provides	Provides	Attempts to	Abse	4,5
	ion	5	accurate	accurate	somewhat	explain	nt	
			explanatio	explanatio	accurate	information		
			ns of	ns of	explanation	presented		
			informatio	informatio	s of	in		
			n	n	information	mathematic		
			presented	presented	presented in	al forms,		
			in	in	mathematic	but draws		
			mathemati	mathemati	al forms,	incorrect		
			cal forms.	cal forms.	but	conclusions		
			Makes		occasionally	about what		
			appropriat		makes	the		
			e		minor errors	information		
			inferences		related to	means.		

2.	Representation	0.2 5	based on that informatio n. Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathematical portrayal.	computation s or units. Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	4,5
3.	Calculation	0.2 5	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehens ively solve the problem.	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Absent	4,5
4.	Result	0.2 5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5
	TOTAL - 100	1						

Table 11: Course plan

Uni t	Topic	Subtopic	Teaching method	Teaching aids/Ven	Targeted learning	No. of	Relatio n to
ι				ue	domain	Hour s	COs
1	1.1	Introduction to YBAE 80	PPT/C& T	Classroo	Cognitive	1	1
	1.2	Functions of Retailers	PPT/C& T	Classroo	Cognitive	1	1
	1.3	Retail Trends in India	PPT/C& T	Classroo m	Cognitive	1	1
	1.4	Types of Retail Format	PPT/C& T	Classroo m	Cognitive	1	1
	1.5	Food Retailers	PPT/C& T	Classroo m	Cognitive	1	1
	1.6	General Merchandise Retailer	PPT/C& T	Classroo m	Cognitive	1	1
	1.7	Non Store retailers	PPT/C& T	Classroo m	Cognitive	1	1
	1.8	Service Retailers	PPT/C& T	Classroo m	Cognitive	1	1
		Class Test 1(Unit 1)/Seminar	Written/Presentati on	Classroo m	Cognitive(Ap p)	1	
2	2.1	Retail Strategy	PPT/C& T	Classroo m	Cognitive	1	2
	2.2	Customer Loyalty	PPT/C& T	Classroo m	Cognitive	1	2
	2.3	Positioning	PPT/C& T	Classroo m	Cognitive	1	2
	2.4	Loyalty Programs	PPT/C& T	Classroo m	Cognitive	1	2
	2.5	Retails site location	PPT/C& T	Classroo m	Cognitive	1	2
	2.6	Retail Site Characteristi cs	PPT/C& T	Classroo m	Cognitive	1	2
	2.7	Trade area Characteristi cs	PPT/C& T	Classroo m	Cognitive	1	2
	2.8	Retail Management	PPT/C& T	Classroo m	Cognitive	1	2
		Class Test (Unit 2)/Seminar	Written/Presentati on	Classroo m	Cognitive (App)	1	
3	3.1	Market	PPT/C& T	Classroo	Cognitive	1	3

		D-44:-1				1	
	2.2	Potential	DDT/C 0 T	m	G :::	1	
	3.2	Classificatio	PPT/C& T	Classroo	Cognitive	1	3
		n of service		m			
	3.3	Expanded	PPT/C& T	Classroo	Cognitive	1	3
		Marketing		m			
		Mix					
	3.4	Service	PPT/C& T	Classroo	Cognitive	1	3
		Marketing		m			
	3.5	Environment	PPT/C& T	Classroo	Cognitive	1	3
		and Trends		m			
	3.6	Service	PPT/C& T	Classroo	Cognitive	1	3
		Market		m			
		Segmentatio					
		n					
	3.7	Targeting	PPT/C& T	Classroo	Cognitive	1	3
	3.7	and	111/001	m		1	
		positioning		111			
	3.8	Product	PPT/C& T	Classroo	Cognitive	1	3
	3.0		1 F 1/C& 1		Cognitive	1	3
		Marketing	M : (1 /D / 1 /:	m C1	G :::	1	
		Class Test	Written/Presentati	Classroo	Cognitive	1	
		(Unit	on	m	(App)		
<u> </u>	1	3)/Seminar		ļ	1		
4	4.1	Service Life	PPT/C& T	Classroo	Cognitive	1	1
		Cycle		m			
	4.2	New Service	PPT/C& T	Classroo	Cognitive	1	1
		Department		m			
	4.3	Types of	PPT/C& T	Classroo	Cognitive	1	1
		Services		m			
	4.4	Stages in	PPT/C& T	Classroo	Cognitive	1	1
		New Service		m			
		Developmen					
		t					
	4.5	Service Blue	PPT/C& T	Classroo	Cognitive	1	1
		Printing		m		-	-
	4.6	Measuring	PPT/C& T	Classroo	Cognitive	1	1
	1.0	Service	111/001	m	Cogmuve	1	•
		Quality		111			
	4.7		PPT/C& T	Classroo	Cognitive	1	1
	4./	Marketing	111/CX 1		Coginuve	1	1
		Opportunitie		m			
	1.0	S	DDT/C % T	Clease	Cognities	1	1
	4.8	Service	PPT/C& T	Classroo	Cognitive	1	1
		Market		m			
		Opportunitie					
	1	S	***	G			
		Class Test	Written/Presentati	Classroo	Cognitive	1	
		(Unit	on	m	(App)		
		4)/Seminar					
5	5.1	Critical	PPT/C& T	Classroo	Cognitive	1	1
		Importance		m			
		of service					
		employees					
	5.2	Importance	PPT/C& T	Classroo	Cognitive	1	1
	•		i .				

	of		m			
	-		m			
	Customers					
	in service					
	delivery					
5.		PPT/C& T	Classroo	Cognitive	1	1
	Distribution		m			
5.	4 Key reasons	PPT/C& T	Classroo	Cognitive	1	1
	for service		m			
	communicati					
	on					
	challenges					
5.	<u> </u>	PPT/C& T	Classroo	Cognitive	1	5
	ways that		m			
	services are					
	different for					
	customers					
5.	6 Retailers and	PPT/C& T	Classroo	Cognitive	1	5
	Services –		m			
	Flip Kart,					
	Snap deal					
	and Amazon					
5.	7 Service	PPT/C& T	Classroo	Cognitive	1	5
	delivery		m			
	Process					
5.		PPT/C& T	Classroo	Cognitive	1	5
	Delivery		m			
	Management					
	Class Test	Written/Presentati	Classroo	Cognitive	1	
	(Unit	on	m	(App)		
	5)/Seminar			. 11/		
	,				45	
	Total				hrs	

COUR	SE CODE	YBAE81		Ī	L	T	P	С			
COUR	SE NAME	CONSUMER BEHAVIO	UR	<u> </u>	3	0	0	3			
PRERI	EQUISITE:	Nil			L	T	P	H			
C:P:A		3:0:0		ľ	3	0	0	3			
COUR	SE OUTCO	MES		Dom	ain	Le	vel				
CO1	Know the co	oncept of consumer behavior	:	Cogr	itive	Un	derst	anding			
CO2	-	internal influencing factor.		Cogr				anding			
		_		_		Ar	alysi	ng			
CO3	<i>Identify</i> the	external influencing factor.		Cogr	itive	Ar	alysi	ng			
CO4	CO4 Analyze the purchase decision process. Cognitive Understanding										
CO5 <i>Recognize</i> the concept of consumerism. Cognitive Understanding											
UNIT I			*					7			
Introdu	ction Concep	t of Consumer Behavior - Ne	eed, Importance - I	nter d	liscipl	inary	appro	ach -			
Buying	roles and Mo	tives - Characteristics of Ind	lian Consumer - ch	allen	ges in	predic	cting				
consum	er behavior.										
UNIT I								11			
Internal	Influences F	oundation of Individual Beh	avior - Psychologic	cal fa	ctors:	Motiv	ation	and			
		on, Consumer learning, Attitu	ıdes.								
UNIT								8			
:		Culture and Consumer Behav		ily – I	Refere	nces g	group	: Role			
h		l of Mouth- Opinion leadersh	nip.								
UNIT I								11			
		rocess Consumer Decision M									
i		ent Purchase and Post Purcha	ase Processes - Org	ganiza	ationa	l Cons	umer				
Behavio											
UNIT Y				. 1.				8			
		usion of Innovation - Managi	ing Dissonance - O	nline	purch	iase de	ecisio	n			
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REFE	RENCES										
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Table: 1 Mapping of POs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
CO 1	3	0	0	0	0	0	0	0	0	0	0
CO 2	3	2	0	0	0	0	0	0	2	0	0
CO 3	3	2	0	0	0	0	0	0	2	2	0
CO 4	3	2	0	0	0	0	0	0	2	0	0
CO 5	3	2	0	0	0	0	3	0	0	0	0
Total	15	8	0	0	0	0	3	0	6	2	0
Scaled to 0,1,2,3	3	2	0	0	0	0	1	0	2	1	0

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- P1.1 Knowledge of consumer behavior management theory to solve problems of industry and society.
- 1.1.1 Able to understand the concepts of consumer behavior, factors influencing consumer behavior
- P2.1 Knowledge of the latest tools and technologies in consumer behavior.
- 2.1.1 Ability to understand individual behavior, model of consumer behavior.
- P7.1 Apply ethical principles and social responsibility.
- 7.1.1 Able to understand and follow the ethical issues towards consumerism.
- P9.1 Possess the ability to engage in lifelong learning.
- 9.1.1. Able to carry out the lifelong learning about behavior of consumers and

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	3	1	2
2.1.1	1	2	2	3	2
7.1.1	1	1	1	1	3
9.1.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with Cos

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering		0.5			
	Understanding	0.5			0.5	0.5
	Applying					
	Analyzing		0.5	0.5		

Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

Category	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Research on CB	10	1	1	1	1	1
Seminar	5	2	2	2	2	2
Total 30 Marks		6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

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

	examples etc (30%)		paper by a variety of relevant facts, examples, & illustration s from experience, references to related readings, etc.	paper by facts, examples, illustration s though support may not be as vivid as the "A" essay.	in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	facts, examples, details. More than one paragraph with inadequate support.	or examples etc	
3.	Organizati on (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 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 organizati on.	1
4.	Plagiarism , References and correctness (20%)		No errors Source material is incorporat ed logically & insightfull y. Sources	Minimal Errors Source material incorporat ed logically. Sources documente	Few Errors Source material incorporat ed adequately & usually documente	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly.	Mostly incorrect Plagiarize d, no references	1

	are documente d accurately.	d accurately.	d accurately.	Documentati on is accurate only occasionally.	
Total = 100%					

Table 9: Rubrics for Research on Consumer Behaviour (10 Marks):

S.N	Cuitania	Coo	100	75	50	25	0	Doloti
	Criteria	Sca le	100	/5	50	25	U	Relati on to
0.		ie						
								CO
1.	Contribution of	0.2	Information	Informat	Informa	Informat	Sourced	2,3
	work (20)		is gathered	ion is	tion is	ion is	from	
			from	gathered	gathere	gathered	internet	
			multiple,res	from	d from a	from a	only	
			earch-based	multiple	limited	single or		
			sources.	sources.	number	two		
					of	source.		
					sources.			
				3.5.11	_	- 1		
2.	Awareness of	0.2	High	Medium	Low	Poorly	No	2,3
	concept/Idea/M		awareness,	Awarene	Awaren	organize	awarene	
	aterial/		demonstrate	ss, but	ess but	d	SS	
	Phenomena		s all	demonstr	organiz			
	1 nenomena		Functional	ates	ed with			
	(20)		area and	minimu	no			
			structure.	m	logical			
				function	sequenc			
				al areas	ing or			
				or	structur			
				structure	e.			
3.	Development of	0.2	Detailed	Conclusi	There is	Conclus	No	2,3
••	contents (20)		conclusions	ons are	some	ions	conclusi	2,5
			are reached	reached	indicati	made	ons are	
			from the	from the	on of	are not	made	
			evidence	evidence	conclusi	relevant.	from	
			offered.	offered.	ons	Torevant.	the	
			officied.	oncicu.	from		evidenc	
					the		e	
					evidenc			
							offered.	
					e			

					offered.			
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	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 Analysi s and Researc h question (s) were not formed but could be formed through the literatur e review.	Researc h question (s) were not formed and are not apparent from the literatur e review.		2,3
5.	Report and Time Management (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Informat ion is cited properly. Complet es tasks and assignme nts by due date	Informa tion is cited, but has errors. Comple tes on one day after the due date.	Informat ion is not cited or is cited incorrec tly. Complet es on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to COs
1.	Interpretat	0.2	Provides	Provides	Provides	Attempts to	Abse	4,5
	ion	5	accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	accurate explanatio ns of informatio n presented in mathemati cal forms.	somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation s or units.	explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	nt	
2.	Representation	0.2 5	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Abse nt	4,5
3.	Calculation	0.2 5	Calculatio ns attempted are	Calculatio ns attempted are	Calculations attempted are either unsuccessfu	Calculation s are attempted but are both	Abse nt	4,5
			essentially	essentially	l or	unsuccessf		

			all successful and sufficientl y comprehen sive to solve the problem. Calculatio ns are also presented elegantly (clearly, concisely, etc.)	all successful and sufficiently comprehen sive to solve the problem.	represent only a portion of the calculations required to comprehens ively solve the problem.	ul and are not comprehen sive.		
4.	Result TOTAL - 100	0.2 5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5

Table:11Course Plan

Uni t	Topi c	Subtopic	Teaching method	Teaching aids/Ven ue	Targeted learning domain	No. of Hour s	Relatio n to COs
1	1.1	Introduction Concept of Consumer Behavior	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	1
	1.2	Need, Importance	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	1
	1.3	Inter disciplinary approach	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	1
	1.4	Buying roles and Motives	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	1

	1.5	Characteristi	Lastuma	PPT/C&	Coc (Und)	1	1
	1.5	cs of Indian	Lecture	T PP1/C&	Cog (Und)	1	1
				_			
		Consumer		/Classroo			
	1.6	C1 11	т ,	m PDT /C 0	C (II I)	1	1
	1.6	Challenges	Lecture	PPT/C&	Cog (Und)	1	1
		in predicting		T			
		СВ		/Classroo			
				m			
		Case	Discussion/Presentat	PPT/C&	Cognitive(Ap	1	1
		study/Semin	ion	T	p)		
		ar		/Classroo			
				m			
		Total				7	
2	2.1	Internal	Lecture	PPT/C&T	Cog (Und)	1	2
		Influences		/Classroo			
		Foundation		m			
		of Individual					
		Behavior					
	2.2	Psychologic	Lecture	PPT/C&	Cog (Und)	1	2
		al factors		Т			
				/Classroo			
				m			
	2.3	Motivation	Lecture	PPT/C&	Cog (Und)	1	2
	2.3	factors to	Locidio	T		1	_
		consumers		/Classroo			
				m			
	2.4	Personality	Lecture	PPT/C&	Cog (Und)	1	2
		of	Locidio	T	Cog (Chu)	1	_
		consumers		/Classroo			
		Consumers		m			
	2.5	Perception	Lecture	PPT/C&	Cog (Und)	1	2
	2.3	of	Lecture	T	Cog (Cild)	1	4
		consumers		/Classroo			
	26	Consumar	Lastura	DDT/C &	Cog (Und)	1	2
	2.6	Consumer	Lecture	PPT/C&	Cog (Und)	1	²
		learning		T			
				/Classroo			
	0.7	A 44' 2 1 C	т ,	m DDT/C 0	O OT 1	1	2
	2.7	Attitudes of	Lecture	PPT/C&	Cog (Und)	1	2
		Consumers		T			
				/Classroo			
	1			m			_
	2.8	Impact of	Lecture	PPT/C&	Cog (Und)	1	2
		psychologic		T			
		al factors		/Classroo			
		towards		m			
		buying					
	2.9	Need &	Lecture	PPT/C&	Cog (Und)	1	2
		Importance		T			
		to study		/Classroo			
		about		m			
		individual					
<u> </u>	1	1	I	1	ı	1	l

		behavior					
		Case Study	Discussion/	PPT/C& T /Classroo m	Cognitive (App)	1	2
		Class Test /Seminar	Written/Presentation	PPT/C& T /Classroo m	Cognitive (App)	1	1,2
		Total				11	
3	3.1	External Influences Culture and Consumer Behavior	Lecture	PPT/C& T /Classroo m	Cog (Und)	2	3
	3.2	Role of Family	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	3
	3.3	References group- Introduction	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	3
	3.4	Role of Celebrities	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	3
	3.5	Word of Mouth	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	3
	3.6	Opinion leadership	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	3
		Case study /Seminar	Discussion/Presentat ion	PPT/C& T /Classroo m	Cognitive (App)	1	3
		Total				7	
4	4.1	Purchase Decision Process- Introduction	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	4
	4.2	Steps in purchase decisions	Lecture	PPT/C& T /Classroo m	Cog (Und)	2	4
	4.3	Consumer Decision Making	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	4

	4.4	Models of consumer behavior	Lecture	PPT/C&T /Classroo m	Cog (Und)	2	4
	4.5	Consumer involvement on Purchase	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	4
	4.6	Post Purchase Processes	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	4
	4.7	Organization al Consumer Behaviour.	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	4
		Case Study	Discusiion	PPT/C& T /Classroo m	Cognitive (App)	1	4
		Seminar	Presentation	PPT/C& T /Classroo m	Cognitive (App)	1	4
		Total				9	
5	5.1	Consumeris m	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	5
	5.2	Diffusion of Innovation	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	5
	5.3	Managing Dissonance	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	5
	5.4	Online purchase decision process	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	5
	5.5	Emerging Issues	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	5
	5.6	Ethical issues.	Lecture	PPT/C& T /Classroo m	Cog (Und)	1	5
		Case Study /Seminar	Discusiion/Presentat ion	PPT/C& T /Classroo m	Cognitive (App)	1	5

	Class Test 2	Written	Classroo	Cognitive	1	3,4,5
			m	(App)		
	Total				8	
					45	
	Grand Total				hrs	

COURSE CODE	YBAE82	L	, I		P	C
COURSE NAME	INTEGRATED MARKETING	3	0)	0	3
	COMMUNICATION					
PREREQUISITE:	Nil	L	,]	Γ	P	H
C:P:A	3:0:0	3	0)	0	3
COLIDGE OLIDGOL		D :		•	1	

COUR	SE OUTCOMES	Domain	Level
CO1	Principle of Advertisement	Cognitive	Understanding
CO2	Media Plan and advertisement.	Cognitive	Understanding Analysing
CO3	Types of Sales Promotion.	Cognitive	Analysing
CO4	Public Relation and its function	Cognitive	Understanding
CO5	Types of Publicity.	Cognitive	Understanding

UNIT I INTRODUCTION

9

Concept—definition-scope-Objectives-functions-principles of advertisement – Social, Economic and Legal Implications of advertisements – setting advertisement objectives – Advertisement Agencies – Selection and remuneration – Advertisement campaigns – case studies.

UNIT II ADVERTISEMENT MEDIA

9

Media plan – Type and choice criteria – Reach and frequency of advertisements – Cost of advertisements – related to sales – Media strategy and scheduling, design and execution of advertisements – Message development – Different types of advertisements – Layout – Design appeal – Copy structure – Advertisement production – Print – Radio. T.V. and Web advertisements – Media Research – Testing validity and Reliability of ads – Measuring impact of advertisements –case studies

UNIT III SALES PROMOTION

9

Scope and role of sales promotion – Definition – Objectives of sales promotion - sales promotion techniques – Trade oriented and consumer oriented. Sales promotion – Requirement identification – Designing of sales promotion campaign – Involvement of salesmen and dealers – Out sourcing sales promotion, national and international promotion strategies – Integrated promotion – Coordination within the various promotion techniques – Online sales promotions- case studies.

UNIT IV PUBLIC RELATIONS

9

Introduction – Meaning – Objectives –Scope-Functions-integrating PR in to Promotional Mix- Marketing Public Relation function- Process of Public Relations-advantages and disadvantages of PR-Measuring the Effectiveness of PR- PR tools and techniques. PR and Media Relations, - PR consultancy: Pros and Cons. - Discussion on opinion survey of PR in Public and Private Enterprises. PR- Research, Evaluation, Counseling-Marketing Public Realtions (MPR)-Structure of Public Relations Department, Budgeting of PR, PR Agencies

UNIT V PUBLICITY

9

Introduction – Meaning – Objectives - Tools – Goals of Publicity – Scope of Publicity – Importance of Publicity – Difference between Marketing, PR and Publicity - Social publicity – Web Publicity and Social media – Publicity Campaigns

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

1. George E Belch and Michel A Belch, Advertising & Promotion, Tata McGraw Hill, 7th edition, 2010.

REFERENCES

- 1. Wells, Moriarty & Burnett, Advertising, Principles & Practice, Pearson Education 7th Edition, 2007.
- 2. Kenneth Clow. Donald Baack, Integrated Advertisements, Promotion and Marketing communication, Prentice Hall of India, New Delhi, 2003.

Table 1: Mapping of Cos with POs

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

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	-	-	1	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with Cos

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering		0.5			
	Understanding	0.5			0.5	0.5
	Applying					
	Analyzing		0.5	0.5		

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

<u>Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):</u>

Category	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Advertisement and Sales	10	1	1	1	1	1
Plan						
Seminar	5	2	2	2	2	2
Total 30 Marks		6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N o.	Category	Scal e	100	75	50	25	0	Relatio n 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.	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.	Organizati on (15%)	0.15		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 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 organizati on.	1
4.	Plagiarism		Source	Minimal Errors	Few Errors	Source	Mostly incorrect	1
	References		material is	Source	Source	material	Plagiarize	

and		incorporat	material	material	incorporated	d, no	
correctne	ess	ed	incorporat	incorporat	but	references	
(20%)		logically	ed	ed	sometimes		
		&	logically.	adequately	inappropriat		
		insightfull	Sources	& usually	ely or		
		y. Sources	documente	documente	unclearly.		
		are	d	d	Documentati		
		documente	accurately.	accurately.	on is		
		d			accurate		
		accurately.			only		
					occasionally.		
Total =							
100%							

Table 9: Rubrics for Advertisement and Sales Plan (10 Marks):

S.N	Criteria	Sca le	100	75	50	25	0	Relati on to
0.		ie						CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple,res earch-based sources.	Informat ion is gathered from multiple sources.	Informa tion is gathere d from a limited number of sources.	Informat ion is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M aterial/ Phenomena (20)	0.2	High awareness, demonstrate s all Functional area and structure.	Medium Awarene ss, but demonstr ates minimu m function al areas or structure	Low Awaren ess but organiz ed with no logical sequenc ing or structur e.	Poorly organize d	No awarene ss	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusi ons are reached from the evidence offered.	There is some indicati on of conclusi ons from the evidence offered.	Conclus ions made are not relevant.	No conclusi ons are made from the evidence offered.	2,3
4.	Recognition about	0.2	Well Analysed	Partly analysed	No Analysi	Researc h		2,3

	Functional Analysis and Research Tools (20)		and Research question(s) are formed through the literature	and Research question(s) are formed through	s and Researc h question (s) were not	question (s) were not formed and are not		
			review and clearly	the literature	formed but	apparent from the		
			stated.	review.	could be	literatur e		
					formed through the literatur e review.	review.		
5.	Report and Time Management (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Informat ion is cited properly. Complet es tasks and assignme nts by due date	Informa tion is cited, but has errors. Comple tes on one day after the due date.	Informat ion is not cited or is cited incorrec tly. Complet es on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to COs
1.	Interpretation	0.2 5	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	Provides accurate explanatio ns of informatio n presented in mathemati cal forms.	Provides somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation s or units.	Attempts to explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.2 5	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Abse nt	4,5
3.	Calculation	0.2	Calculatio ns attempted are essentially	Calculations attempted are essentially	Calculations attempted are either unsuccessfu l or	Calculation s are attempted but are both unsuccessf	Abse nt	4,5

			all successful and sufficientl y comprehen sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	all successful and sufficiently comprehen sive to solve the problem.	represent only a portion of the calculations required to comprehens ively solve the problem.	ul and are not comprehen sive.		
4.	Result TOTAL - 100	0.2 5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5

Table 11: Course plan

Uni	Topi	Subtopic	Teaching	Teaching	Targeted	No.	Relatio
t	С		method	aids/Ven	learning	of	n to
				ue	domain	Hour	COs
						S	
1	1.1	Introduction to	PPT/C& T	Classroo	Cognitive	1	1
		YBAE 82		m			
	1.2	Concept/Definit	PPT/C& T	Classroo	Cognitive	1	1
		ion of		m			
		Advertisement					
	1.3	Functions of	PPT/C& T	Classroo	Cognitive	1	1
		advertisement		m			
	1.4	Social	PPT/C& T	Classroo	Cognitive	1	1
		Advertisements		m			
	1.5	Economic and	PPT/C& T	Classroo	Cognitive	1	1
		Legal		m			
		Implications of					
		Advertisement					
	1.6	Setting	PPT/C& T	Classroo	Cognitive	1	1
		Advertisement		m			

		Objectives					
	1.7	Advertisement	PPT/C& T	Classroo	Cognitive	1	1
		Agencies		m			
	1.8	Advertisement	PPT/C& T	Classroo	Cognitive	1	1
		Campaigns		m			
	1.9	Selection and	PPT/C& T	Classroo	Cognitive	1	1
		Remuneration		m			
		for					
		Advertisement					
		Class Test	Written/Presentat	Classroo	Cognitive(A	1	1
		1(Unit	ion	m	pp)		
		1)/Seminar			117		
2	2.1	Media Plan (PPT/C& T	Classroo	Cognitive	1	2
		Type and		m			
		choice)					
	2.2	Frequency of	PPT/C& T	Classroo	Cognitive	1	2
		advertisements		m			
	2.3	Cost of	PPT/C& T	Classroo	Cognitive	1	2
		advertisement		m			
	2.4	Media strategy	PPT/C& T	Classroo	Cognitive	1	2
		and scheduling		m	_		
	2.5	Advertisement	PPT/C& T	Classroo	Cognitive	1	2
		thru Print		m			
	2.6	Advertisement	PPT/C& T	Classroo	Cognitive	1	2
		thru Radio		m			
	2.7	Advertisement	PPT/C& T	Classroo	Cognitive	1	2
		thru T.V		m			
	2.8	Advertisement	PPT/C& T	Classroo	Cognitive	1	2
		thru Website		m			
	2.9	Advertisement	PPT/C& T	Classroo	Cognitive	1	2
		thru Newspaper		m			
	2.10	Advertisement	PPT/C& T	Classroo	Cognitive	1	2
	1	thru Magazine		m			
	2.11	Measuring the	PPT/C& T	Classroo	Cognitive	1	3
		effective of the		m			
	1	advertisement					
		Class Test (Unit	Written/Presentat	Classroo	Cognitive	1	1
	<u> </u>	2)/Seminar	ion	m	(App)		
3	3.1		PPT/C& T	Classroo	Cognitive	1	3
	<u> </u>	Sales Promotion		m			
	3.2	Trade Oriented	PPT/C& T	Classroo	Cognitive	1	3
		and Consumer		m			
		Oriented					
	3.3	Designing of	PPT/C& T	Classroo	Cognitive	1	3
		Sales promotion		m			
	<u> </u>	campaign					
	3.4	Involvement of	PPT/C& T	Classroo	Cognitive	1	3
		salesman and		m			
	1 -	dealer					
	3.5	Outsourcing	PPT/C& T	Classroo	Cognitive	1	3
		sales promotion		m			

	3.6	National and international promotion strategies	PPT/C& T	Classroo m	Cognitive	1	3
	3.7	Integrated and promotion techniques	PPT/C& T	Classroo m	Cognitive	1	3
	3.8	Online sales Promotions					5
		Class Test (Unit 3)/Seminar	Written/Presentat ion	Classroo m	Cognitive (App)	1	1
4	4.1	Functions of Public Relation	PPT/C& T	Classroo m	Cognitive	1	1
	4.2	Process of Public Relation	PPT/C& T	Classroo m	Cognitive	1	1
	4.3	Advantages and Disadvantage of Public Relation	PPT/C& T	Classroo m	Cognitive	1	1
	4.4	Public Relation Tools and techniques	PPT/C& T	Classroo m	Cognitive	1	1
	4.5	Counseling and Marketing	PPT/C& T	Classroo m	Cognitive	1	1
	4.6	Public Relation Agencies	PPT/C& T	Classroo m	Cognitive	1	1
	4.7	Promotion of Public Relation	PPT/C& T	Classroo m	Cognitive	1	5
		Class Test (Unit 4)/Seminar	Written/Presentat ion	Classroo m	Cognitive (App)	1	1
5	5.1	Goals of Publicity	PPT/C& T	Classroo m	Cognitive	1	1
	5.2	Importance of Publicity	PPT/C& T	Classroo m	Cognitive	1	1
	5.3	Publicity Campaign	PPT/C& T	Classroo m	Cognitive	1	1
	5.4	Social Publicity	PPT/C& T	Classroo m	Cognitive	1	1
	5.5	On line Publicity	PPT/C& T	Classroo m	Cognitive	1	5
		Class Test (Unit 5)/Seminar	Written/Presentat ion	Classroo m	Cognitive (App)	1	1
		Total			_	45 hrs	

COURSI	E CODE	YBAE 83			L	Т	P	С	
COURSI	E NAME	DATA MINING FOR BU	SINESS		3	0	0	3	
		INTELLIGENCE							
PREREC	UISITE:	Nil			L	T	P	H	
C:P:A		3:0:0			3	0	0	3	
COURSI	E OUTCOM	IES		Don	nain	Le	vel		
CO1	E xplain the d	ata mining process.		Cog	nitive	Ur	dersta	anding	
CO2	Summarize th	e steps in the preprocessing of	data.	Cog	nitive	Ur	dersta	anding	
		warehousing		Cog	nitive	Ur	idersta	anding	
CO4 Demonstrate various data mining techniques. Cognitive Understandi								ınding	
CO5 <i>Illustrate</i> various applications of data mining. Cognitive Understanding								ınding	
UNIT I-I	UNIT I-INTRODUCTION 9								
Data mini	ng, knowled	lge discovery, data mining sy	stem architecture						
UNIT II-	DATA PREI	PROCESSING						9	
Data clean	ing, data inte	gration and transformation, data	a reduction.						
UNIT III	- DATA WA	REHOUSING						9	
Data ware	house, mult	idimensional data model, dat	a warehouse arch	itectı	ure.				
UNIT IV	-DATA MI	NING TECHNIQUES						9	
Mining f	requent patt	erns, associations and corre	elations, classifica	ation	and	predic	tion,	cluster	
analysis.									
UNIT V-	DATA MIN	ING APPLICATIONS						9	
Financial	data analysi	s, retail industry, telecommu	nication industry.						
LEC	TURE	TUTORIAL	PRACT	ICA]	L		TOT	ſAL	
	45	0	0				4	5	
TEXT BO	OOKS	•							
1. Jaiwei	Ham and	Micheline Kamber, Data I	Mining concepts	and	techn	iques,	Kauf	fmann	
Publisher	S.		_						
REFERE	ENCES								
1. Efraim	Turban, R	amesh Sharda, Jay E. Aroi	nson and David	King	g, Bus	iness	Intelli	igence,	
Prentice I	Hall								

Table 1: Mapping of COs with Pos

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

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators:

PI 1.1 Knowledge of management theory to solve problems of industry and society

- 1.1.1 Able to explain the steps in the knowledge discovery process.
- 1.1.2 Able to explain the hardware and software components in a data mining system.

PI 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.

- 2.1.1 Able to understand the functioning of latest data mining technologies.
- 2.1.2 Able to perform data mining operations using software.

PI 3.1 Understand the local and global business environment and formulate business strategies.

Nil

PI 4.1 Communicate effectively with the stakeholders in industry and society.

Nil

PI 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.

Nil

PI 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.

Nil

PI 7.1 Apply ethical principles and social responsibility.

Nil

PI 8.1 Demonstrate knowledge of and need for sustainable development.

Nil

PI 9.1 Possess the ability to engage in lifelong learning.

Nil

PI 10.1 Demonstrate understanding of rural business management.

Nil

PI 11.1 Demonstrate skills in statistical analysis of business research data.

11.1.1 Perform statistical methods used in data mining such as correlation and regression using software.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	3	3	3
1.1.2	3	3	3	3	3
2.1.1	3	3	3	3	3
2.1.2	3	3	3	3	3
11.1.1	0	0	0	2	0

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 1	30	10	10	10	10	10
CA 3	50	8	7.5	11.5	11.5	11.5
Total	100	18	17.5	21.5	21.5	21.5

Table 4: CPA mapping with COs

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

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark – 20%):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	10	10			
Total 50 Marks	10 Marks	10 Marks			

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment1	6			2	2	2
Assignment2	6			2	2	2
Test	6			2	2	2
Seminar	6			2	2	2
Case Study	6			2	2	2
Total	30			10	10	10

<u>Table 7: Mapping Course Outcome with Assessment for CA3 (50%):</u>

	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	7 Marks	15 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	4 Marks	4 Marks	4 Marks	4 Marks	4 Marks
Total 100 Marks	16 Marks	15 Marks	23 Marks	23 Marks	23 Marks

Table 8: Rubrics for Assignment (6 Marks):

S.N o.	Category	Scal e	100	75	50	25	0	Relatio n 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	3,4,5
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.	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	3,4,5
3.	Organizati on (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 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 organizati on.	3,4,5
4.	Plagiarism	0.20	No errors Source	Minimal Errors	Few Errors	Many Errors Source	Mostly incorrect	3,4,5
	References		material is	Source	Source	material	Plagiarize	

and	incorporat	material	material	incorporated	d, no	
correctness	ed	incorporat	incorporat	but	references	
(20%)	logically	ed	ed	sometimes		
	&	logically.	adequately	inappropriat		
	insightfull	Sources	& usually	ely or		
	y. Sources	documente	documente	unclearly.		
	are	d	d	Documentati		
	documente	accurately.	accurately.	on is		
	d			accurate		
	accurately.			only		
				occasionally.		
Total =						
100						

Table 9: Rubrics for Seminar (6 Marks):

Sl.N	Criterion	Scal	100	75	50	25	0	Relatio
0		e						n to CO's
1	Content 30%	0.3	Concept clearly stated	Concept implicitl y stated	Concept	Concept not clearly stated	No concept	3,4,5
2	Relevance 30%	0.3	Very relevant	Medium relevanc e	Relevant	Some irrelevanc e	Irrelevan t	3,4,5
3	Presentatio n 40%	0.4	Confiden t and error free	Error free but not very confiden t	Confiden t with errors	Not confident with errors	Not prepared	3,4,5
	Total = 100							

Table 10: Rubrics for Case Study (6 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								COs
1.	Interpretation	0.2 5	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on that informatio n.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation s or units.	Attempts to explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	Absent	3,4,5
2.	Representation	0.2 5	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	3,4,5
3.	Calculation	0.2 5	Calculations attempted are essentially all successful and sufficiently comprehen	Calculations attempted are essentially all successful and sufficiently comprehen	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Absent	3,4,5

			sive to solve the problem. Calculatio ns are also presented elegantly (clearly, concisely, etc.)	sive to solve the problem.	comprehens ively solve the problem.			
4.	Result	0.2 5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	3,4,5
	TOTAL - 100	1						

Table 11: Course Plan:

Uni	Topi	Subtopic	Teaching	Teaching	Targeted	No. of	Relation
t	c	•	method	aids/Venue	learning	Hours	to COs
					domain		
1	1.1	Introduction					
		1.1.1 Data Mining	Chalk	Class	Cog.(Und)	2	1
			and Talk	Room			
		1.1.2 Knowledge	Chalk	Class	Cog.(Und)	4	1
		Discovery	and Talk	Room			
		1.1.3 Data Mining	Chalk	Class	Cog.(Und)	3	1
		System Architecture	and Talk	Room			
		Total				9	
2	2.1	Data Preprocessing					
		2.1.1 Data Cleaning	Chalk	Class	Cog.(Und)	3	2
			and Talk	Room			
		2.1.2 Data Integration	Chalk	Class	Cog.(Und)	3	2
		and Transformation	and Talk	Room			
		2.1.3 Data Reduction	Chalk	Class	Cog.(Und)	3	2
			and Talk	Room			
		Total				9	
3	3.1	Data Warehousing					
		3.1.1 Data Warehouse	Chalk	Class	Cog.(Und)	4	3
			and Talk	Room			
		3.1.2Multidimensiona	Chalk	Class	Cog.(Und)	2	3
		l Data Model	and Talk	Room			
		3.1.3Data Warehouse	Chalk	Class	Cog.(Und)	3	3
		Architecture	and Talk	Room			
		Total				9	
4	4.1	Data Mining					
		Techniques					
		4.1.1 Mining Frequent	Chalk	Class	Cog.(Ana)	2	4

		Patterns	and Talk	Room			
		4.1.2 Associations and	Chalk	Class	Cog.(Ana)	3	4
		Correlations	and Talk	Room			
		4.1.3 Classification	Chalk	Class	Cog.(Ana)	2	4
		and Prediction	and Talk	Room			
		4.1.4 Cluster Analysis	Chalk	Class	Cog.(Ana)	2	4
			and Talk	Room			
		Total				9	
5	5.1	Data Mining					
		Applications					
		5.1.1 Financial Data	Chalk	Class	Cog.(Ana)	3	5
		Analysis	and Talk	Room			
		5.1.2 Retail Industry	Chalk	Class	Cog.(Ana)	3	5
			and Talk	Room			
		5.1.3	Chalk	Class	Cog.(Ana)	3	5
		Telecommunication	and Talk	Room			
		Industry					
		Total				9	
		Grand Total				45	

COUF	RSE CODE	YBAE84		L	T	P	C
COUR	RSE NAME	BUSINESS ANALYSIS AND IT CONSULTING				0	3
PRER	EQUISITE:	Nil		L	T	P	H
C:P:A 3: 0: 0					0	0	3
COUR	RSE OUTCO	MES	Dor	nain	L	evel	
CO1	Know the co	oncept of Enterprises analysis & Project.	Cog	nitive	Uı	ndersta	anding
CO2	Planning th	e requirement and team management	Cog	nitive		ndersta nalysir	anding ng
CO3	<i>Identify</i> the	requirements and documentations	Co	gnitive	A	nalysir	ng
CO4	<i>Identif</i> y the	communication requirements	Cog	nitive	Uı	ndersta	anding
CO5	Evaluate th	e solution and validation	Cog	nitive	U 1	ndersta	anding

UNIT I ENTERPRISE ANALYSIS

8

Goal setting- business analyst strategic role-creating and maintaining business architecture-feasibility studies-determining project scope-preparing business case- initial risk assessment-preparing decision package-selecting and prioritizing projects-launching new projects- tracking project benefits.

UNIT II REQUIREMENTS PLANNING AND MANAGEMENT

7

Understand team roles - business analyst work division strategy-determine planning considerations- requirements activities-estimate requirements activities-manage requirements scope- measure and report on requirements activity- requirements change. Requirements Elicitation-Techniques-brainstorming, document analysis, focus group, interface analysis, interview, observation, prototyping, requirements- workshops, reverse engineering and survey/questionnaire.

UNIT III REQUIREMENTS ANALYSIS AND DOCUMENTATION

12

Introduction- structure requirements packages, create business domain model, user requirements, functional requirements, quality of service requirements, assumptions and constraints, determine requirements attributes, document requirements, validate requirements, verify requirements. Techniques: data and behaviour models, process/flow models- process/flow models and usage models.

UNIT IV REQUIREMENTS COMMUNICATION

11

Introduction –create a requirements communication plan, manage requirements conflicts, determine appropriate requirements format, create a requirements package, conduct a requirements presentation, conduct a formal requirements review, requirements signoff

UNIT V SOLUTION ASSESSMENT AND VALIDATION

7

Introduction- develop alternate solutions-evaluate technology options-facilitate the selection of a solution- ensure the usability of the solution- support the quality assurance process support the implementation of the solution-communicate the solution impacts-post implementation review and assessment.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

1. Jeanne W Ross, Peter Weill & David C. Robertson, Enterprise Architecture as Strategy, HBS Press, 2005..

REFERENCES

- 1. Tony Morgan, Business Rules and Information Systems: Aligning IT with Business Goals, Addison Wesley, 2007.
- 2. Christine B. Tayntor, Successful Packaged Software Implementation, CRC Press, 2005.

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

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	-	-	-	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering		0.5			
	Understanding	0.5			0.5	0.5
	Applying					
	Analyzing		0.5	0.5		

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

<u>Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):</u>

Category	Marks	CO1	CO2	CO3	CO4	CO5
	%					
Assignment	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Business Analysis and IT	10	1	1	1	1	1
Plan						
Seminar	5	2	2	2	2	2
Total 30 Marks		6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N o.	Category	Scal e	100	75	50	25	0	Relatio n 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,	0.30	Assignme nt supported	Assignme nt well- supported	Assignme nt generally	Assignment supported in body of	No diagrams or	1

	programs, examples etc (30%)		in body of paper by a variety of relevant facts, examples, & illustration s from experience, references to related readings, etc.	in body of paper by facts, examples, illustration s though support may not be as vivid as the "A" essay.	supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	paper by few facts, examples, details. More than one paragraph with inadequate support.	programs or examples etc	
3.	Organizati on (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 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 organizati on.	1
4.	Plagiarism , References and correctness (20%)		No errors Source material is incorporat ed logically & insightfull y. Sources	Minimal Errors Source material incorporat ed logically. Sources documente	Few Errors Source material incorporat ed adequately & usually documente	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly.	Mostly incorrect Plagiarize d, no references	1

	are documente d accurately.	d accurately.	d accurately.	Documentati on is accurate only occasionally.	
Total = 100%					

Table 9: Rubrics for Business Analysis and IT Plan (10 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								CO
1.	Contribution of work (20)	0.2	Information is gathered from	Informat ion is gathered	Informa tion is gathere	Informat ion is gathered	Sourced from internet	2,3
			multiple,res earch-based sources.	from multiple sources.	d from a limited number of	from a single or two source.	only	
2.	Awareness of concept/Idea/M	0.2	High awareness,	Medium Awarene	Low Awaren	Poorly organize	No awarene	2,3
	aterial/ Phenomena (20)		demonstrate s all Functional	ss, but demonstr ates	ess but organiz ed with	d	SS	
			area and structure.	minimu m function al areas	no logical sequenc ing or			
				or structure	structur e.			
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusi ons are reached from the evidence offered.	There is some indicati on of conclusi ons from the evidence e offered.	Conclus ions made are not relevant.	No conclusi ons are made from the evidenc e offered.	2,3
4.	Recognition about	0.2	Well Analysed	Partly analysed	No Analysi	Researc h		2,3
	Functional		and	and	s and	question		
	Analysis and		Research	Research	Researc	(s) were		
	Research Tools		question(s)	question(not		
	(20)		are formed	s) are	question	formed		

			through the literature review and clearly stated.	formed through the literature review.	(s) were not formed but could be formed through the literatur e review.	and are not apparent from the literatur e review.		
5.	Report and Time Management (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Informat ion is cited properly. Complet es tasks and assignme nts by due date	Informa tion is cited, but has errors. Comple tes on one day after the due date.	Informat ion is not cited or is cited incorrec tly. Complet es on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Rela	ati
0.		le						on	to
								CO	S
1.	Interpretat	0.2	Provides	Provides	Provides	Attempts to		4,5	
	ion	5	accurate	accurate	somewhat	explain			
			explanatio	explanatio	accurate	information			
			ns of	ns of	explanation	presented			
			informatio	informatio	s of	in			
			n	n	information	mathematic			
			presented	presented	presented in	al forms,			
			in	in	mathematic	but draws			
			mathemati	mathemati	al forms,	incorrect	Abse		
			cal forms.	cal forms.	but	conclusions	nt		
			Makes		occasionally	about what			
			appropriat		makes	the			
			e		minor errors	information			
			inferences		related to	means.			
			based on		computation				
			that		s or units.				
			informatio						
			n.						

2.	Representation	5	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathematical portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Abse nt	4,5
3.	Calculation	0.2	Calculations attempted are essentially all successful and sufficientl y comprehen sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehens ively solve the problem.	Calculation s are attempted but are both unsuccessful and are not comprehen sive.	Absent	4,5
4.	Result TOTAL -	0.2 5	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5
	101AL -	1						

Table: 11 Course Plan

Un it	Top ic	Subtopic	Teaching method	Teachin g aids/Ve nue	Targeted learning domain	No. of Hours	Relati on to COs
1	1.1	Enterprise analysis	Lecturer	PPT/C& T/ Classroo m	Cognitive	1	1
	1.2	Goal setting- business analyst strategic role	PPT/C& T	Classroo m	Cognitive	1	1
	1.3	Creating and maintaining business architecture & feasibility studies	PPT/C& T	Classroo m	Cognitive	1	1
	1.4	Determining project scope & preparing business case	PPT/C& T	Classroo m	Cognitive	1	1
	1.5	Initial risk assessment & preparing decision package	PPT/C& T	Classroo m	Cognitive	1	1
	1.6	Selecting and prioritizing projects-	PPT/C& T	Classroo m	Cognitive	1	1
	1.7	Launching new projects- tracking project benefits	PPT/C& T	Classroo m	Cognitive	1	1
		Case/Seminar Study	Discusiion/Presen tation	Classroo m	Cognitive(App)	1	1
2	2.1	Understand team roles & business analyst work division strategy & requirements change.	PPT/C& T	Classroo m	Cognitive	1	2
	2.2	Determine planning considerations, requirements activities, estimate requirements activities	PPT/C& T	Classroo m	Cognitive	1	2
	2.3	Manage requirements scope & Measure and report on requirements activity-	PPT/C& T	Classroo m	Cognitive	1	2
	2.4	Requirements Elicitation- Techniques like brainstorming,	PPT/C& T	Classroo m	Cognitive	1	2

		document analysis,					
		focus group					
	2.5	Interface analysis,	PPT/C& T	Classroo	Cognitive	1	2
	2.5	interview,	111/001	m	Cognitive	1	
		observation,					
		prototyping,					
		requirements					
	2.6	Workshops, Reverse	PPT/C& T	Classroo	Cognitive	1	2
	2.0	engineering and	111,0001	m	o ognier v		
		survey/questionnaire.					
		survey, questionnume.	Written/Presentati	Classroo	Cognitive	1	1,2
		Class Test 1/Seminar	on	m	(App)	1	
3	3.1	Introduction on	PPT/C& T	Classroo	Cognitive	1	3
	0.1	Requirement analysis	111,0001	m		1	
		and documentation					
	3.2	Structure	PPT/C& T	Classroo	Cognitive	1	3
		requirements		m		1	
		packages					
	3.3	Create business	PPT/C& T	Classroo	Cognitive	1	3
		domain model, , , ,		m	3 11.2	-	-
	3.4	7 7 7 7	PPT/C& T	Classroo	Cognitive	1	3
		User requirements,		m	3 11.2		
	3.5	Functional	PPT/C& T	Classroo	Cognitive	1	3
		requirements, quality		m			
		of service					
		requirements					
	3.6	Assumptions and	PPT/C& T	Classroo	Cognitive	1	3
		constraints		m			
	3.7	Determine	PPT/C& T	Classroo	Cognitive	1	3
		requirements		m			
		attributes					
	3.8	Document	PPT/C& T	Classroo	Cognitive	1	3
		requirements		m			
	3.9	Validate	PPT/C& T	Classroo	Cognitive	1	3
		requirements, verify		m			
		requirements.					
	3.10	Techniques: data and	PPT/C& T	Classroo	Cognitive	1	3
		behaviour models		m		1	
	3.11	Models and usage	PPT/C& T	Classroo	Cognitive	1	3
		models		m			_
			Discusiion/Presen	Classroo	Cognitive	1	3
		Case Study/Seminar	tation	m	(App)	1	1
4	4.1	Requirements	PPT/C& T	Classroo	Cognitive	1	4
		Communications-		m			
	4.3	Introduction	DDT /C ^ T	CI	G		<u> </u>
	4.2	Create a	PPT/C& T	Classroo	Cognitive	1	4
		requirements		m			
		communication plan					
	4.3	Manage	PPT/C& T	Classroo	Cognitive	1	4
		requirements		m			
	1 4	conflicts	DDT /C 0 T	CI	G :::	1	<u> </u>
	4.4	Determine	PPT/C& T	Classroo	Cognitive	1	4

		appropriate		m			
		requirements format					
	4.5	Understand the	PPT/C& T	Classroo	Cognitive	1	4
		requirement		m			
	4.6	Create a	PPT/C& T	Classroo	Cognitive	1	4
		requirements		m			
		package					
	4.7	Conduct a	PPT/C& T	Classroo	Cognitive	1	4
		requirements		m			
		presentation					
	4.8	Analysis requirement	PPT/C& T	Classroo	Cognitive	1	4
		presentation		m			
	4.9	Conduct a formal	PPT/C& T	Classroo	Cognitive	1	4
		requirements review		m			
	4.10		PPT/C& T	Classroo	Cognitive	1	4
		Requirements signoff		m			
			Discusiion/Presen	Classroo	Cognitive	1	4
		Case study/Seminar	tation	m	(App)		
5	5.1	Solution Assessment	PPT/C& T	Classroo	Cognitive	1	5
		&Validation		m			
	5.2	Develop alternate	PPT/C& T	Classroo	Cognitive	1	5
		solutions, Evaluate		m			
		technology options					
	5.3	Facilitate the	PPT/C& T	Classroo	Cognitive	1	5
		selection of a		m			
		solution, Ensure the					
		usability of the					
	- A	solution	DDT (C 0 T	CI	G	1	
	5.4	Support the quality	PPT/C& T	Classroo	Cognitive	1	5
		assurance process		m			
		support the					
		implementation of					
-	5.5	the solution Communicate the	PPT/C& T	Classes	Cognitive	1	5
	3.3	solution impacts	rri/Ca i	Classroo	Cognitive	1	3
	5.6	Post implementation	PPT/C&T	m Classroo	Cognitive	1	5
	3.0	review and	III/Cal		Cognitive	1	3
		assessment.		m			
	+	assessment.	Written/Presentati	Classroo	Cognitive	1	3,4,5
		Class Test 2/Seminar	on	m	(App)	1	3,4,3
<u> </u>	+	Class Test 2/Schillar	OII	111	(трр)	45	
		Total				hrs	
		10141	l	l		шь	

COUR	SE CODE	YBAE85		L	T	P	C	
COUR	SE NAME	ENTERPRISE RESOURCE PLANNING		3	0	0	3	
PRERI	EQUISITE:	Nil		L	T	P	Н	
C:P:A		3:0:0		3	0	0	3	
COUR	SE OUTCON	MES	Doi	nain	Level			
CO1 Describe the Evolution, Risk and Benefits of ERP. Cognitive Remembering								
CO2	Know the Fi	unctional Modules of ERP.	Cognitive Remem				ering	
CO3	Know and A	nalyze the process of ERP Implementation.	. Cognitive Rememberin			ering		
CO4	Summaries	the post implementation phase in ERP.	Cognitive Understand			nding		
CO5	Analyze the	recent trends in ERP.	Cog	gnitive	A	nalysin	g	
UNIT I	INTROD	UCTION				8	;	
Overvie	w of enterpri	se systems- Evolution- Risks and benefits- Fu	ndamo	entals t	echno	ology- I	ssues	
to be c	onsider in p	lanning design and implementation of cross	s fur	nctiona	ıl inte	egrated	ERP	
systems	 Case studies 	S						
UNIT I	I ERP SOL	UTIONS AND FUNCTIONAL MODULES)			1	15	
		ftware solutions- Small medium and large enter					,	
		g and best Business Practices – Business proce		_				
ERP m	odules- sale	s and Marketing, Accounting and Finance	e, Ma	aterials	and	Produ	ction	
managa	ment etc - Ca	se studies. ERP Implementation- Planning Ev	almati	on and	Cala	ation of	EDD	

UNIT III ERP IMPLEMENTATION

Systems- Implementation life cycle- ERP implementation.

5

Methodology and Frame work- Training –Data Migration. People Organization in implementation- Consultants, Vendors and Employees- Case studies.

UNIT IV POST IMPLEMENTATION

8

Maintenance of ERP- Organizational and Industrial impact: Success and Failure factors of ERP Implementation- case studies

UNIT V EMERGING TRENDS IN ERP

9

Extended ERP systems and ERP bolt- on- CRM, SCM, Business analytics etc- Future trends in ERP systems- web enabled, Wireless technologies so on –Case studies.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

1. Jagan Nathan Vaman, ERP in practice, Tata McGraw –Hill, 2008

REFERENCES

- 1. Alexis Leon, Enterprise Resource Planning, second edition, Tata McGraw -Hill, 2008.
- 2. Mahadeo Jaiswal and Ganesh Vanapalli, ERP Macmillan India, 2006.
- 3. Vinod Kumar Grag and N.K. Venkitakrishnan, ERP- Concepts and Practice, Prentice Hall of India 2006.

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2
CO 1	3	0	0	1	0	0	0	0	0		
CO 2	3	0	0	0	0	0	0	0	0		
CO 3	3	0	1	0	1	0	0	0	0		
CO 4	3	0	0	0	0	0	0	1	0		
CO 5	3	3	1	0	0	0	0	0	1		
Total	15	3	2	1	1	0	0	1	1		
Scaled to 0,1,2,3	3	1	1	1	1	0	0	1	1		

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Performance Indicators:

- 1.1 Knowledge of Enterprise Resource Planning.
- 2.1 Knowledge of the latest trends in ERP.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate the benefits of ERP with the stakeholders in industry and society.
- 5.1 Understand the ERP Implementation
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	3	3	3
2.1.1					3
3.1.1			1		1
4.1.1	1				
5.1.1			1		
8.1.1				1	
9.1.1					1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20		10			10
CA 2	30	6	6	6	6	6
CA 3	50	10.5	14.5	6	9.5	9.5
Total	100	16.5	30.5	12	15.5	25.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering	0.5	0.5	0.5		
	Understanding				0.5	
	Analyzing					1

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

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations		10 Marks			10 Marks
Total 20 Marks		10 Marks			10 Marks

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	1	1	1	1	1
Assignment 2	5	1	1	1	1	1
Seminar	5	1	1	1	1	1
Class Test	10	2	2	2	2	2
Quiz	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (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	7 Marks	15 Marks	8 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks = 20 marks	10 Marks	10 Marks	-		
Total 100 Marks	21 Marks	29 Marks	12 Marks	19 Marks	19 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N	Category	Scal	100	75	50	25	0	Relatio
0.		e						n 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	1,2,3,4,
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	Assignme nt well-supported in body of paper by facts, examples, illustration s though support may not be as vivid as the "A"	Assignme nt generally supported in body of paper by facts, examples, details. No more than one paragraph with	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	1,2,3,4,

			references to related readings, etc.	essay.	inadequate support.			
3.	Organizati on (15%)	0.15	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 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 organizati on.	1,2,3,4,
4.	Plagiarism , References and correctness (20%)		No errors Source material is incorporat ed logically & insightfull y. Sources are documente d accurately.	Minimal Errors Source material incorporat ed logically. Sources documente d accurately.	Few Errors Source material incorporat ed adequately & usually documente d accurately.	Many Errors Source material incorporated but sometimes inappropriat ely or unclearly. Documentati on is accurate only occasionally.	Mostly incorrect Plagiarize d, no references	1,2,3,4,
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

S.N	Criteria	Sca le	100	75	50	25	0	Relati on to
0.		ie						CO
1.	Knowledge	0.1	Seminar	Seminar	Seminar	Seminar	Not	1,2,3,
	and	5	demonstra	demonstra	demonstra	demonstra	Submit	4,5
	Understand		ted	ted limited	ted some	ted	ted	
	ing		thorough	knowledg	knowledg	considerab		
	(15%)		knowledg	e of facts,	e of facts,	le		
			e of facts,	terms and	terms and	knowledg		

			terms and	concepts	concepts	e of facts,	
			concepts			terms	
2.	Thinking	0.2	Seminar	Seminar	Seminar	Seminar	1,2,3,
	and	5	exhibited	exhibited	exhibited	exhibited	4,5
	Inquiry		impartialit	impartialit	impartialit	impartialit	
	(25%)		y with a	y with	y with	y with	
			high	limited	some	considerab	
			degree of	success	success	le success	
			success				
3.	Communic	0.3	Language	Language	Language	Language	1,2,3,
	ation	5	and/or	and/or	and/or	and/or	4,5
	(Oral)		delivery	delivery	delivery	delivery	
	(35%)		resulted	resulted	resulted	resulted	
			informatio	informatio	informatio	informatio	
			n being	n being	n being	n being	
			communic	communic	communic	communic	
			ated orally	ated orally	ated orally	ated orally	
			with high	with	with some	with	
			degree of	limited	effectiven	considerab	
			effectiven	effectiven	ess	le	
			ess	ess		effectiven	
		0.0		<i>a</i> .		ess	1.0.0
4.	Application	0.2	Seminar	Seminar	Seminar	Seminar	1,2,3,
	and Q & A	5	was	was not	was	was	4,5
	(25%)		organized	organized	organized	organized	
			in a highly effective	in an	in a	in an effective	
				effective	somewhat		
			manner	manner	effective manner	manner	
			Very	Ineffective		Effective	
			effective	facilitation	Moderatel	facilitation	
			facilitation	of class	y effective	of class	
			of class	discussion	facilitation	discussion	
			discussion		of class		
					discussion		
	Total = 100	1					

Table 10: Course Plan:

Uni t	Topi c	Subtopic	Teaching method	Teaching aids/Ven ue	Targeted learning domain	No. of Hour s	Relatio n to COs
1.		INTRODUCTION					
	1.1	Overview of enterprise systems- Evolution- Risks and benefits-	PPT	Class Room	Cog.(Rem.)	3	1
	1.2	Fundamentals technology-	PPT	Class Room	Cog.(Rem.)	2	1
	1.3	Issues to be consider in planning design and	PPT	Class Room	Cog.(Rem.)	2	

	1	T	T				
		implementation of					
		cross functional					
		integrated ERP					
	1	systems					
		Case studies.	Printouts	Class Room	Cog.(Rem.)	1	1
		Total				8	
2.		ERP SOLUTIONS					
		AND					
		FUNCTIONAL					
		MODULES					
	2.1	Overview of ERP	PPT	Class	Cog.(Und.)	2	2
	1	software solutions-		Room			
	2.2	Small medium and	PPT	Class	Cog.(Und.)	1	2
		large enterprise		Room			
	1	vendor solutions,					
	2.3	BPR, Business	PPT	Class	Cog.(Und.)	3	2
		Engineering and		Room			
		best Business					
		Practices – Business					
		process					
	1	Management.					
	2.4	Overview of ERP	PPT	Class	Cog.(Und.)	1	2
		modules- sales and		Room			
		Marketing,					
		Accounting and					
		Finance, Materials					
		and Production					
	1	management etc					
	2.5	ERP	PPT	Class	Cog.(Und.)	2	2
	1	Implementation-		Room			
	2.6	Planning Evaluation	PPT	Class	Cog.(Und.)	1	2
		and Selection of		Room			
	1	ERP Systems-					
	2.7	Implementation life	PPT	Class	Cog.(Und.)	2	2
		cycle- ERP		Room			
	1	implementation.					1
		Case studies.	Printouts	Class Room	Cog. (Und.)	2	2
		Class Test 1		Class	Cog.(Und.)	1	1,2
				Room			
		Total				15	
		Assignment-1			Cog.(Und.)		1,2
3.		ERP					
		IMPLEMENTATI					
		ON					
	3.1	Methodology and	PPT	Class	Cog.(Und.)	2	3
		Frame work-		Room			
		Training –Data					
				ı	1		
		Migration.					
	3.2	Migration. People Organization	PPT	Class	Cog.(Und.)	2	3

		Consultants,					
		Vendors and					
		Employees-	D • 4 4	- CI	G (TI I)		
		Case studies.	Printout	Class Room	Cog. (Und.)	1	3
		Total				5	
4.		POST IMPLEMENTATI ON					
	4.1	Maintenance of ERP-	PPT	Class Room	Cog.(Und.)	2	4
	4.2	Organizational and Industrial impact:	PPT	Class Room	Cog.(Und.)	1	4
	4.3	Success and Failure factors of ERP Implementation-	PPT	Class Room	Cog.(Und.)	1	4
		Case studies.	Printouts	Class Room	Cog. (Und.)	1	4
		Class Test 2		Class Room	Cog.(Rem.,Un d.,)	1	3,4
		Real Time Evaluation	Report & Presentati on	Class Room	Cog.(Rem.,)	2	1,2,3,4,
		Total				8	
5.		EMERGING TRENDS IN ERP					
	5.1	Extended ERP systems and ERP bolt- on- CRM, SCM	PPT	Class Room	Cog.(Rem.)	3	5
	5.2	Business analytics etc	PPT	Class Room	Cog.(Ana.)	1	5
	5.3	Future trends in ERP systems- web enabled, Wireless technologies	PPT	Class Room	Cog.(RemAna	2	5
		Seminar	Power Point	Class Room	Cog. (Rem.)	2	1,2,3,4, 5
		Case Study	Printouts	Class Room	Cog. (Rem.)	1	1,2,3,4, 5
		Assignment-2		Class Room	Cog. (Rem.)		3,4,5
		Total				9	
		Grand Total				45	
			1	1	1		I

COUR	SE CODE	YBAE86		L	T	P	C	
COUR	SE NAME	SOFTWARE PROJECT MANAGEMENT	Γ	3	0	0	3	
PRERI	EQUISITE:	Nil		L	Т	P	Н	
C:P:A		3:0:0		3	0	0	3	
COUR	SE OUTCO	MES	Don	omain Level				
CO1	Know the	concept of Software Project Management,	Cog	nitive	Un	derst	anding	
	tools, techni	ques and resource.					· ·	
CO2	Analysis at	nd evaluate the software development by	Cog	nitive	Un	derst	anding	
	measuremer	nt tools and metrics.			An	alysii	ng	
CO3	<i>Identify</i> the	software quality standards	Cog	nitive	An	alysii	ng	
CO4	<i>Identify</i> the	risks and resolving it by tools	Cog	nitive	Un	derst	anding	
CO5	Recognize t	he concept of Offshore Projects.	Cog	nitive	Un	derst	anding	
							0.0	
UNIT]	I SPM CO	CEPTS					09	
		CEPTS nts of SPM –Challenges and opportunities-to	ools a	nd ted	hniqu	es-ma		
Definit	ion-Compone						anaging	
Definiti human develop	ion-Compone resource ar oment –projec	nts of SPM —Challenges and opportunities-to- nd technical resources-costing and pricing t management techniques.					anaging	
Definite human develop UNIT	ion-Compone resource ar oment –projec II SOFTWA	nts of SPM –Challenges and opportunities-to- nd technical resources-costing and pricing t management techniques. RE MEASUREMENTS	g of	proje	cts –1	rainir	anaging and	
Definite human develop UNIT I	ion-Compone resource ar oment –projec II SOFTWA oring & Measu	nts of SPM –Challenges and opportunities-to- nd technical resources-costing and pricing t management techniques. RE MEASUREMENTS rement of Software development-Cost, Size an	g of	proje	cts –1	rainir	anaging and	
Definite human develop UNIT I Monito tools for	ion-Compone resource ar oment –projec II SOFTWA oring & Measu or metrics –iss	nts of SPM –Challenges and opportunities-to- nd technical resources-costing and pricing t management techniques. RE MEASUREMENTS rement of Software development-Cost,Size an ues of metrics in multiple projects	g of	proje	cts –1	rainir	anaging and	
Definite human develop UNIT I Monito tools for UNIT	ion-Compone resource ar oment –projec II SOFTWA oring & Measu or metrics –iss III SOFTWA	nts of SPM –Challenges and opportunities-to- nd technical resources-costing and pricing t management techniques. RE MEASUREMENTS rement of Software development-Cost,Size an ues of metrics in multiple projects ARE QUALITY	g of	projection	rics-m	ethod	anaging and 10 s and 10	
Definite human develop UNIT I Monito tools for UNIT Quality	ion-Compone resource ar oment –projec II SOFTWA oring & Measu or metrics –iss III SOFTWA in software d	nts of SPM –Challenges and opportunities-to- nd technical resources-costing and pricing t management techniques. IRE MEASUREMENTS rement of Software development-Cost,Size an ues of metrics in multiple projects ARE QUALITY evelopment-quality assurance – quality standa	g of d Tim	projection	rics-m	ethod ns – t	naging and 10 s and 10 he	
Definite human develop UNIT I Monito tools for UNIT Quality process	ion-Componeresource are coment –project II SOFTWA oring & Measurer metrics –iss III SOFTWA in software designed and issues in	nts of SPM –Challenges and opportunities-to- nd technical resources-costing and pricing t management techniques. RE MEASUREMENTS rement of Software development-Cost,Size an ues of metrics in multiple projects ARE QUALITY evelopment-quality assurance – quality standa obtaining certifications – the benefits and imp	g of d Tim	projection	rics-m	ethod ns – t	anaging and 10 s and 10 he	
Definite human develop UNIT I Monito tools for UNIT Quality process and its	ion-Compone resource ar oment –projec II SOFTWA oring & Measu or metrics –iss III SOFTWA in software designed issues in customers – c	nts of SPM –Challenges and opportunities-to- nd technical resources-costing and pricing t management techniques. IRE MEASUREMENTS rement of Software development-Cost,Size an ues of metrics in multiple projects ARE QUALITY evelopment-quality assurance – quality standa obtaining certifications – the benefits and imp hange management.	g of d Tim	projection	rics-m	ethod ns – t	naging and 10 s and 10 he cation	
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- **REFERENCES**1.Richard H.Thayer (Edited), "Software Engineering Project Management", IEEE, John Wiley & Sons, 2nd edition
- 2.Royce, Walker ,Software Project Management ,Pearson Education,2002
- 3.Klker,S.A., Software Project Management, Prentice Hall,2003

Table 1 Cos vs Pos

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

 $1-5 \rightarrow 1 \quad 6-10 \rightarrow 2 \quad 11-15 \rightarrow 3$

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

Performance Indicators

- P1.1 Knowledge of software project management theory to solve problems of industry and society.
- 1.1.1 Able to understand the software project planning, in the aspects of cost and time
- 1.1.2 Ability to measure the quality of software and identify the risk issues in association with it.
- P3.1 Understand the local and global business environment and formulate business strategies.
- 3.1.1 Able to manage the offshore project planning in terms of Human Resource, Pricing and payments.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	2	2	2	1
1.1.2	1	1	3	3	1
3.1.1	1	1	1	1	3

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	3	2	2	1	2
2.1	1	2	2	3	2
3.1	-	-	-	-	-
4.1	2	2	2	2	2
5.1	2	2	2	3	3
6.1	-	1	1	2	2
7.1	-	-	-	-	-
8.1	-	-	-	-	-
9.1	3	2	2	2	3

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	2	3	5	5	5
CA 2	30	6	6	6	6	6
CA 3	50	11	9.5	10.5	9.5	9.5
Total	100	19	18.5	21.5	20.5	20.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering		0.5			
	Understanding	0.5			0.5	0.5
	Applying					
	Analyzing		0.5	0.5		

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

<u>Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):</u>

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	1	1	1	1	1
Case Study	5	1	1	1	1	1
Class Test	5	1	1	1	1	1
Project Management	10	2	2	2	2	2
Plan						
Seminar	5	1	1	1	1	1
Total	30	6	6	6	6	6

<u>Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-50%):</u>

	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 – \mathbf{C} 4x15 marks =60 marks	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x20 marks =20 marks	10 Marks		10 Marks		
Total 100 Marks	22 Marks	19 Marks	21 Marks	19Marks	19Marks

Table 8: Rubrics for Assignment (5 Marks):

S.N o.	Category	Scal e	100	75	50	25	0	Relatio n 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.	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.	Organizati on (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 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 organizati on.	1
4.	Plagiarism	0.20	No errors Source	Minimal Errors	Few Errors	Many Errors Source	Mostly incorrect	1
	References		material is	Source	Source	material	Plagiarize	

and	incorporat	material	material	incorporated	d, no
correctness	ed	incorporat	incorporat	but	references
(20%)	logically	ed	ed	sometimes	
	&	logically.	adequately	inappropriat	
	insightfull	Sources	& usually	ely or	
	y. Sources	documente	documente	unclearly.	
	are	d	d	Documentati	
	documente	accurately.	accurately.	on is	
	d			accurate	
	accurately.			only	
				occasionally	
Total =					
100%					

Table 9: Rubrics for Software Project Management Plan (10 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to CO
1.	Contribution of work (20)	0.2	Informati on is gathered from multiple,r esearch- based sources.	Informati on is gathered from multiple sources.	Informati on is gathered from a limited number of sources.	Informati on is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M aterial/ Phenomena (20)	0.2	High awareness , demonstr ates all Functiona l area and structure.	Medium Awarenes s, but demonstra tes minimum functional areas or structure	Low Awarenes s but organized with no logical sequencin g or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusio ns are reached from the evidence offered.	There is some indication of conclusio ns from the evidence offered.	Conclusio ns made are not relevant.	No conclusio ns are made from the evidence offered.	2,3
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	Well Analysed and Research question(s) are	Partly analysed and Research question(s) are	No Analysis and Research question(s) were not	Research question(s) were not formed and are not		2,3

			formed through the literature review and clearly stated.	formed through the literature review.	formed but could be formed through the literature review.	apparent from the literature review.		
5.	Report and Time Management (20)	0.2	Informati on is cited properly and format. Complete s tasks and assignme nts prior to the due date, may assist classmate s	Informati on is cited properly. Complete s tasks and assignme nts by due date	Informati on is cited, but has errors. Complete s on one day after the due date.	Informati on is not cited or is cited incorrectl y. Complete s on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to
								COs
1.	Interpretat	0.2 5	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriat e inferences based on	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanation s of information presented in mathematic al forms, but occasionally makes minor errors related to computation	Attempts to explain information presented in mathematic al forms, but draws incorrect conclusions about what the information means.	Absent	4,5
			that informatio		s or units.			

			n.					
2.	Representa tion	5.5	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understand ing.	Competent ly converts relevant informatio n into an appropriat e and desired mathemati cal portrayal.	Completes conversion of information but resulting mathematic al portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematic al portrayal is inappropria te or inaccurate.	Abse nt	4,5
3.	Calculation	0.2 5	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehens ively solve the problem.	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Abse	4,5
4.	Result	0.2	Accurate result with appropriat e unit.	Accurate result without appropriat e unit.	Incorrect result without appropriate unit.	Wrong calculation	Abse nt	4,5

TOTAL -	1			
100				

COURSE PLAN

Uni t	Topi c	Subtopic	Teaching method	Teaching aids/Ven ue	Targeted learning domain	No. of Hour	Relatio n to COs
1	1.1	Definition & Components of SPM	PPT/C& T	Classroo m	Cognitive	1	1
	1.2	Challenges and opportunities	PPT/C& T	Classroo m	Cognitive	1	1
	1.3	Tools and techniques	PPT/C& T	Classroo m	Cognitive	1	1
	1.4	Managing human resource and	PPT/C& T	Classroo m	Cognitive	1	1
	1.5	Managing technical resources	PPT/C& T	Classroo m	Cognitive	1	1
	1.6	Costing and pricing of projects	PPT/C& T	Classroo m	Cognitive	1	1
	1.7	Training and development	PPT/C& T	Classroo m	Cognitive	1	1
	1.8	Project management techniques	PPT/C& T	Classroo m	Cognitive	1	1
		Case study/Seminar	Discusiion/Presentat ion	Classroo m	Cognitive(A pp)	1	1
2	2.1	Software Measurement Introduction	PPT/C& T	Classroo m	Cognitive	1	2
	2.2	Monitoring of Software development	PPT/C& T	Classroo m	Cognitive	1	2
	2.3	Measurement of software development	PPT/C& T	Classroo m	Cognitive	1	2
	2.4	Need for measurement	PPT/C& T	Classroo m	Cognitive	1	2
	2.5	Cost based measurement	PPT/C& T	Classroo m	Cognitive	1	2
	2.6	Size based measurement	PPT/C& T	Classroo m	Cognitive	1	2
	2.7	Time based	PPT/C& T	Classroo	Cognitive	1	2

		measurement		m			
	2.8	Methods and	PPT/C& T	Classroo	Cognitive	1	2
		tools for		m			
		metrics					
	2.9	Issues of	PPT/C& T	Classroo	Cognitive	1	2
		metrics in		m			
		multiple					
		projects.					
		Class Test	Written/Presentatio	Classroo	Cognitive	1	1,2
		1/Seminar	n	m	(App)		_,_
3	3.1	Quality in	PPT/C& T	Classroo	Cognitive	1	3
		software		m	3 3 8 3 3 3 3	-	
		development					
	3.2	Quality	PPT/C& T	Classroo	Cognitive	1	3
	3.2	assurance	111/001	m	Coginave		
	3.3	Quality	PPT/C& T	Classroo	Cognitive	1	3
	3.3	standard and	111/001	m	Cognitive	1	3
		certifications		111			
	3.4	The process	PPT/C& T	Classroo	Cognitive	2	3
	3.4	and issues in	111/001		Cogmuve		
		obtaining		m			
		certifications					
	3.5	The benefits	PPT/C& T	Classroo	Cognitive	1	3
	3.3		PPI/CX I		Cognitive	1	3
		and		m			
		implications					
		for the					
		organization					
		and its					
	2.5	customers	DDT/G 0 T	G1	G		
	3.6	Change	PPT/C& T	Classroo	Cognitive	2	3
		management.		m			
		Case	Discussion/Presenta	Classroo	Cognitive	1	3
		study/Seminar	tion	m	(App)		
4	4.1	The risk	PPT/C& T	Classroo	Cognitive	1	4
		issues in		m			
		software					
		development					
		and					
		implementatio					
		n-					
	4.2	Identification	PPT/C& T	Classroo	Cognitive	1	4
		of risks		m			
	4.3	Resolving	PPT/C& T	Classroo	Cognitive	1	4
		and avoiding		m			
		risks					
	4.4	Tools for	PPT/C& T	Classroo	Cognitive	2	4
		identifying		m			
		risk					
		management.					
	4.5	Methods for	PPT/C& T	Classroo	Cognitive	2	4
	5	identifying	111,001	m			-
		risk		***			
		1101		İ		l .	

		management.					
		Case	Discussion/Presenta	Classroo	Cognitive	1	4
		study/Seminar	tion	m	(App)		
5	5.1	Offshore	PPT/C& T	Classroo	Cognitive	1	5
		Projects		m			
		Introduction					
	5.2	Multiple	PPT/C& T	Classroo	Cognitive	1	5
		projects		m			
	5.3	Off shore	PPT/C& T	Classroo	Cognitive	1	5
		development issues		m			
	5.4	Managing	PPT/C& T	Classroo	Cognitive	1	5
		human		m			
		resources					
	5.5	pricing and	PPT/C& T	Classroo	Cognitive	1	5
		payment		m			
		across					
		countries					
	5.6	Remote	PPT/C& T	Classroo	Cognitive	1	5
		project		m			
		development					
	5.7	Remote					5
		project					
		implementatio					
		n					
		Class Test 2	Written/Presentatio	Classroo	Cognitive	1	3,4,5
		/Seminar	n	m	(App)		
						45	
		Total				hrs	

COUR	SE NAME	RURAL BUSINESS MANAGEMENT		3	0		0	3	
PRER	EQUISITE:	Nil		L	T		P	H	
C:P:A		2.7:0:0.3		3	0		0	3	
COURSE OUTCOMES Do						Lev	el		
CO1	Understand t	he physical structure of rural area.	Cog	Cognitive			Understanding		
CO2	Behavior of 1	rural consumers	Cog	Cognitive			Analysing		
CO3	Resources of	rural area.	Cognitive Analysin				alysing	7	
CO4	Product prod	uce in rural area.	Cognitive Understa			derstar	nding		
CO5	Marketing re	search in rural area.	Cognitive Unders			derstar	nding		

UNIT I INTRODUCTION

10

Introduction to Rural Management, Importance, Market Size and Physical Structure of Rural Society, Corporate- Interest in Rural Market, Classification of Rural Product and Rural Market. Socio-Economic Reforms, Use of Durable and Non-Durables by Indian Rural folk, Marketing of Consumer-Durables. Rural Communication-Challenges and Strategies, Types of Rural Communication

UNIT II RURAL CONSUMERS IN INDIA

8

Rural Consumer's in India –Geographical Spread and Differentiation, Behaviour of Rural consumers, Rural- Market Segmentation- Occupational Segmentation, Sociological Segmentation, Thomson Rule of Market Index- Lin-Quest and MICA Rating, Targeting, Selection of Segments, Product, Pricing and Promotion Strategies.

UNIT III MARKETING OF RURAL PRODUCTS

9

Marketing of Rural Products – Rural Inputs and their Types, Government Efforts, Challenges -Rural Marketing, Marketing Rural Non-Farm Products, Marketing Network, Social Structure of Rural - Society, Different Marketing Agencies and Institutions, Various Types of Distribution Channels in Rural Marketing.

UNIT IV MARKETING RESEARCH

9

Marketing Research, Major techniques of Market Research, Methods of Collection of Information-Dissemination of Market Information, Advantages of Market Report and Market Report-Introduction to Rural Financing, Sources of Finance, Requisites of a Good Finance System, National Level- Credit Agency- NABARD, Functions of NABARD, Schemes and Patterns of NABARD.

UNIT V RURAL SEGMENTATION

9

Maas Market Strategy, Market segmentation strategy, Levels of market segmentation, useful of segmentation, Bases of segmentation, Behaviour Segmentation, Segmentation of markets, variable of segmentation.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

- 1. Gopala swamy T.P(2014), "Rural Marketing Environment, Problems and Strategies, Vikas Publication-New Delhi.
- 2. Predeep Kashyap, (2012), "Rural Marketing" Pearson Education, 2nd Edition, New Delhi

REFERENCES

1. Katar Singh, (2009), "Rural Development: Principles Policies and Management, 3rd Edition, SAGE Publications Pvt. Ltd, New Delhi

Table 11: Mapping of Cos with POs

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

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	2	2	2	2	2
2.1	1	1	1	1	1
3.1	1	1	1	1	1
4.1	1	1	1	1	1
5.1	3	3	3	3	3
6.1	3	3	3	3	3
7.1	1	1	1	1	1
8.1	1	1	1	1	1
9.1	2	2	2	2	2

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 2	30			15	15	
CA 3	50	10	10	10	10	10
Total	100	20	20	25	25	20

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=2.7	Understanding	0.5	0.5		0.5	0.5
	Applying					
	Analyzing		0.35	0.35		
A=0.3	Receiving	0.15		0.15		

Table 5: Mapping Course Outcome with Assessment for CA1 (20 mark):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	5	5	5
Total 20 Marks	2	3	5	5	5

Table 6 Mapping Course Outcome with Assessment for CA2 (30 mark):

Category	CO1	CO2	CO3	CO4	CO5
Assignment	1	1	1	1	1
Class Test	1	1	1	1	1
Skill Edge	1	1	1	1	1
Student Executive Program	1	1	1	1	1
Seminar	2	2	2	2	2
Total 30 Marks	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-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 4x 15 marks =60 marks		15 Marks	15 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks				10 Marks	10 Marks
Total 100 Marks	4 Marks	19 Marks	19Marks	29Marks	29Marks

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 (3 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	Assignmen t supported in body of paper by a variety of relevant facts, examples, & illustration s from experience, references to related readings, etc.	Assignmen t well-supported in body of paper by facts, examples, illustration s though support may not be as vivid as the "A" essay.	Assignmen t generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignmen t 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	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	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are	Illogical ordering and organization.	1

			transitions		transitions. Most points are logically developed.	signaled by transitions.		
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporate d logically & insightfully . Sources are documente d accurately.	Minimal Errors Source material incorporate d logically. Sources documente d accurately.	Few Errors Source material incorporate d adequately & usually documente d accurately.	Errors Source	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

Table 9: Rubrics for Rural Business Plan (10 Marks):

S.N	Criteria	Sca	100	75	50	25	0	Relati
0.		le						on to CO
1.	Contribution of work (20)	0.2	Informati on is gathered from multiple,r esearch- based sources.	Informati on is gathered from multiple sources.	Informati on is gathered from a limited number of sources.	Informati on is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M aterial/	0.2	High awareness , demonstr	Medium Awarenes s, but demonstra	Low Awarenes s but organized	Poorly organized	No awareness	2,3

	Phenomena		ates all	tas	with no	T	<u> </u>	
	Filenomena		Functiona	tes				
	(20)			minimum	logical			
	,		1 area and	functional	sequencin			
			structure.	areas or	g or			
				structure	structure.			
3.	Development of	0.2	Detailed	Conclusio	There is	Conclusio	No	2,3
	contents (20)		conclusio	ns are	some	ns made	conclusio	9-
			ns are	reached	indication	are not	ns are	
			reached	from the	of	relevant.	made	
			from the	evidence	conclusio	Tele valie.	from the	
			evidence	offered.	ns from		evidence	
			offered.	officied.	the		offered.	
			offered.		evidence		offered.	
					offered.			
4.	Recognition	0.2	Well	Partly	No	Research		2,3
	about		Analysed	analysed	Analysis	question(s		
	Functional		and	and	and) were not		
	Analysis and		Research	Research	Research	formed		
	Research Tools		question(s	question(s	question(s	and are		
	(20)) are) are) were not	not		
	,		formed	formed	formed	apparent		
			through	through	but could	from the		
			the	the	be formed	literature		
			literature	literature	through	review.		
			review	review.	the	Teview.		
			and	icview.	literature			
			clearly		review.			
			stated.					
5.	Report and	0.2	Informati	Informati	Informati	Informati	No	2,3
	Time		on is cited	on is cited	on is	on is not	citation	
	Management		properly	properly.	cited, but	cited or is	seen	
	(20)		and	Complete	has errors.	cited	inside the	
			format.	s tasks	Complete	incorrectl	text or in	
			Complete	and	s on one	y.	the	
			s tasks	assignme	day after	Complete	reference	
			and	nts by due	the due	s on more		
			assignme	date	date.	than one		
			nts prior			day after		
			to the due			the due		
			date, may			date.		
			assist			aut.		
			classmate					
1		i	i ciassinale	1	l	Ī	i l	
			S					

Total -100	1			

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Scal	100	75	50	25	0	Relati
0.		e						on to
								COs
1.	Interpre	0.25	Provides accurate explanatio ns of informatio n presented in mathemati cal forms. Makes appropriate inferences based on that informatio n.	Provides accurate explanation s of informatio n presented in mathematic al forms.	Provides somewhat accurate explanatio ns of informatio n presented in mathemati cal forms, but occasionall y makes minor errors related to computatio ns or units.	Attempts to explain informatio n presented in mathematic al forms, but draws incorrect conclusion s about what the informatio n means.	Absent	4,5
2.	Represe	0.25	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of informatio n but resulting mathemati cal portrayal is only partially appropriate or accurate.	Completes conversion of informatio n but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	4,5
3.	Calculat ion	0.25	Calculation s attempted are essentially	Calculation s attempted are essentially	Calculation s attempted are either unsuccessf	Calculation s are attempted but are	Absent	4,5

			all successful and sufficiently comprehen sive to solve the problem. Calculation s are also presented elegantly (clearly, concisely, etc.)	all successful and sufficiently comprehen sive to solve the problem.	ul or represent only a portion of the calculation s required to comprehen sively solve the problem.	both unsuccessf ul and are not comprehen sive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	4,5
	TOTAL -100	1						

COURSE PLAN FOR YBA 401- RURAL BUSINESS MANAGEMENT

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs	Remarks
1	1.1	Introduction to YBA 401	PPT/C& T	Classroom	Cognitive	1	1	
	1.2	Importance of Rural Business	PPT/C& T	Classroom	Cognitive	1	1	
	1.3	Market Size and Physical Structure of Rural Society	PPT/C& T	Classroom	Cognitive	1	1	
	1.4	Corporate- Interest in Rural Market	PPT/C& T	Classroom	Cognitive	1	1	
	1.5	Classification of Rural Product and Rural Market	PPT/C& T	Classroom	Cognitive	1	1	
	1.6	Socio-Economic Reforms,	PPT/C& T	Classroom	Cognitive	1	1	
	1.7	Use of Durable and Non-Durables by Indian Rural folk	PPT/C& T	Classroom	Cognitive	1	1	
	1.8	Marketing of Consumer-	PPT/C& T	Classroom	Cognitive	1	1	

	1	Durables			1			
	1.9	Durables.	PPT/C&	Classes	Cognitive	1	1	
	1.9	Rural	T PP1/C&	Classroom	Cognitive	1	1	
		Communication-	1					
		Challenges and						
<u> </u>	4	Strategies	DDE (** -	G	<u> </u>			
	1.10	Types of Rural	PPT/C&	Classroom	Cognitive	1	1	
		Communication	T					
		Class Test 1(Unit	Written/Pr	Classroom	Cognitive	1	1	
		1)/Seminar	esentation		(App)			
2	2.1	Rural Consumer's	PPT/C&	Classroom	Cognitive	1	3	
		in India	T					
	2.2	Geographical	PPT/C&	Classroom	Cognitive	1	5	
		Spread and	T					
		Differentiation						
	2.3	Behaviour of	PPT/C&	Classroom	Cognitive	1	5	
		Rural consumers	T	<u> </u>				
	2.4	Thomson Rule of	PPT/C&	Classroom	Cognitive	1	5	
		Market Index-	T					
	2.5	Occupational	PPT/C&	Classroom	Cognitive	1	5	
		Segmentation	T					
	2.6	Sociological	PPT/C&	Classroom	Cognitive	1	5	
		Segmentation	T					
	2.7	Product, Pricing	PPT/C&	Classroom	Cognitive	1	5	
	1	and Promotion	T					
		Strategies.						
	2.8	Index- Lin-Quest	PPT/C&	Classroom	Cognitive	1	5	
	10	and MICA Rating	T	21	20gmilivo	_		
		Class Test (Unit	Written/Pr	Classroom	Cognitive	1	1	
		2)/Seminar	esentation	Ciassioulii	(App)	1	1	
3	3.1	Marketing of	PPT/C&	Classroom	Cognitive	1	4	
		Agricultural	T					
		Products						
	3.2	Agricultural	PPT/C&	Classroom	Cognitive	1	4	
		Inputs and their	T			_	'	
		Types						
	3.3	Government	PPT/C&	Classroom	Cognitive	1	4	
	٥.٥	Efforts,	T	Ciassiooni	Cogmuve	1	7	
			1					
	3.4	Challenges Marketing Purel	PPT/C&	Classroom	Cognitive	1	4	
	3.4	Marketing Rural	T PP1/C&	Ciassiooiii	Cognitive	1	4	
		Non-Farm	1					
	2.5	Products	DDT/C 0	Classes	Carrier.	1	1	
	3.5	Agricultural	PPT/C& T	Classroom	Cognitive	1	1	
	2.5	Marketing	_	CI	G	1	1	
	3.6	Marketing	PPT/C&	Classroom	Cognitive	1	1	
		Network	T					
	3.7	Social Structure of	PPT/C&	Classroom	Cognitive	1	1	
		Rural	T					
	3.8	Society, Different	PPT/C&	Classroom	Cognitive	1	1	
		Marketing	T					
		Agencies and						
		Institutions						
	3.9	Various Types of	PPT/C&	Classroom	Cognitive	1	1	
		Distribution	T					
		Channels in Rural						
		Marketing.						
		Class Test (Unit	Written/Pr	Classroom	Cognitive	1	1	
		3)/Seminar	esentation	<u> </u>	(App)			
	-1			1	\ II/		1	1

4	4.1	Marketing	PPT/C&	Classroom	Cognitive	1	4	
•	7.1	Research	T	Classiooni	Cognitive	1	*	
	4.0			Classic	Constitution of	1	1	
	4.2	Major techniques	PPT/C&	Classroom	Cognitive	1	4	
		of Market	T					
		Research						
	4.3	Methods of	PPT/C&	Classroom	Cognitive	1	4	
		Collection of	T					
		Information						
	4.4	Dissemination of	PPT/C&	Classroom	Cognitive	1	4	
	''	Market	T	Classicom	Cognitive	1	-	
			1					
	- -	Information	DDT (C 0	G1	a		1	
	4.5	Advantages of	PPT/C&	Classroom	Cognitive	1	4	
		Market Report and	T					
		Market Report						
	4.6	Introduction to	PPT/C&	Classroom	Cognitive	1	4	
		Rural Financing,	T					
		Sources of						
		Finance						
-	4.7	Requisites of a	PPT/C&	Classroom	Cognitive	1	4	1
	4.7	Good Finance	T	Ciassiooiii	Cognitive	1	4	
			1					
		System						
	4.8	Credit Agency-	PPT/C&	Classroom	Cognitive	1	4	
		NABARD	T					
	4.9	Functions of	PPT/C&	Classroom	Cognitive	1	4	
		NABARD,	T					
		Schemes and						
		Patterns of						
		NABARD						
		Class Test (Unit	Written/Pr	Classroom	Cognitive	1	4	
		4)/Seminar	esentation	Classicolli	(App)	1	4	
5	5.1	Mass Market	PPT/C&	Classroom	Cognitive	1	5	
3	J.1	Strategy	T	Classicolli	Cognitive	1	3	
	5.2	Market	PPT/C&	Classroom	Cognitive	1	5	
	3.2	segmentation	T	Classicolli	Cognitive	1	3	
		_	1					
	5.3	strategy Levels of Market	DDT/C &	Classroom	Cognitivo	1	5	
	5.3	Segmentation	PPT/C& T	Classroom	Cognitive	1	5	
	5.4	Useful of	PPT/C&	Classroom	Cognitive	1	5	
	3.4	Segmentation	T	Ciassiooiii	Cognitive	1		
	5.5	Bases of	PPT/C&	Classroom	Cognitive	1	5	
	ر. ا		T PP1/C&	Ciassiooiii	Cognitive	1]	
-	5.6	Segmentation Behavioral	PPT/C&	Classes	Cognitive	1	5	-
	3.0		T PP1/C&	Classroom	Cognitive	1	3	
-	5.7	Segmentation Segmenting the	PPT/C&	Classroom	Cognitive	1	5	
	3.1		T PP1/C&	Ciassioom	Cognitive	1)	
-	5.8	markets Variable of	PPT/C&	Classes	Comiting	1	5	-
	3.8			Classroom	Cognitive	1	3	
-	5.0	segmentation	T DDT/C %	Classic	Carrie	1	-	-
	5.9	Segmentation and	PPT/C&	Classroom	Cognitive	1	5	
		retailing in rural	T					
-	1	area	Waite B	Classes	Carrier	1	1	-
		Class Test (Unit	Written/Pr	Classroom	Cognitive	1	1	
-	1	5)/Seminar	esentation		(App)	45.1		
		Total				45 hrs		

COURSE CODE	YBA402	L	T	P	C
COURSE NAME	ENTREPRENEURSHIP DEVELOPMENT	3	0	0	3
PREREQUISITE	Nil	L	T	P	H
C:P:A	3: 0: 0	3	0	0	3

COUR	SE OUTCOMES	Domain	Level
CO1	Recognise the personal traits of an entrepreneur	Cognitive	Understanding
CO2	<i>Understand</i> the environment that support entrepreneurial development	Cognitive	Analysing
CO3	Develop the business plan based on feasibility	Affective	valuing
CO4	Describe the steps in establishing a small business	Cognitive Affective	Understanding organising
CO5	Understand the factors responsible for success/failure of a business	Cognitive	Understanding

UNIT I ENTREPRENEURIAL COMPETENCE

9

Entrepreneurship concept— Entrepreneurial Personality –traits and competencies of a Successful Entrepreneur – Role of Family and Society - Entrepreneurship as a Career- Entrepreneurship for National Development.

UNIT II ENTREPRENEURIAL ENVIRONMENT

9

Business Environment - Entrepreneurship Development Training and Other Support services from Central and State Government - Industrial Policies and Regulations

UNIT III BUSINESS PLAN PREPARATION

9

Sources of Product for Business - Prefeasibility Study - Criteria for Selection of Product - Ownership - Capital Budgeting - Project Profile Preparation - Feasibility Report Preparation and Evaluation Criteria.

UNIT IV LAUNCHING OF SMALL BUSINESS

9

Finance and Human Resource Mobilization-Operations Planning - Market and Channel Selection - Growth Strategies - Product Launching – Incubation, Venture capital- startups.

UNIT V MANAGEMENT OF SMALL BUSINESS

9

Monitoring and Evaluation of Business - Preventing Sickness and Rehabilitation of Business Units- Effective Management of small Business.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

- 1. Hisrich, 2016, Entrepreneurship, Tata McGraw Hill, New Delhi.
- 2. S.S.Khanka, 2013, Entrepreneurial Development, S.Chand and Company Limited, New Delhi.

REFERENCE BOOKS

- 1. Mathew Manimala, 2005, *Entrepreneurship Theory at the Crossroads, Paradigms & Praxis*, Biztrantra ,2nd Edition.
- 2. Prasanna Chandra, 2009, *Projects Planning, Analysis, Selection, Implementation and Reviews*. Tata McGraw-Hill.
- 3. P.Saravanavel, 1997, Entrepreneurial Development, Ess Pee kay Publishing House, Chennai.
- 4. Arya Kumar, 2012, Entrepreneurship: Creating and Leading an Entrepreneurial Organisation, Pearson Education India.
- 5. Donald F Kuratko, T.V Rao, 2012, *Entrepreneurship: A South Asian perspective*, Cengage Learning India.
- 6. Dinesh Awasthi, Raman Jaggi, V.Padmanand, Suggested Reading / Reference Material for Entrepreneurship Development Programmes (EDP/WEDP/TEDP), EDI Publication,

Entrepreneurship Development Institute of India, Ahmedabad. Available from: http://www.ediindia.org/doc/EDP-TEDP.pdf

WEB SITES AND WEB RESOURCES:

- 1. Jeff Hawkins, "Characteristics of a successful entrepreneur", ALISON Online entrepreneurship courses, "https://alison.com/learn/entrepreneurial-skills
- 2. 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	PSO1	PSO2
CO 1	0	0	0	1	0	1	0	0	1	0	0
CO 2	1	0	2	0	1	0	0	0	1	0	0
CO 3	0	1	2	0	2	1	0	0	1	0	0
CO 4	0	2	1	0	2	1	0	0	1	0	0
CO 5	0	0	0	0	2	0	1	0	1	0	0
	1	3	5	1	7	3	1	0	5	0	0

 $1-5 \rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

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

Performance Indicators

- 1.1 Knowledge of management theory to solve problems of industry and society.
- 2.1 Knowledge of the latest tools and technologies in their chosen area of specialization.
- 3.1 Understand the local and global business environment and formulate business strategies.
- 4.1 Communicate effectively with the stakeholders in industry and society.
- 5.1 Identify problems, collect relevant data, use appropriate techniques and tools to analyze the data and select the optimum solution. Use research based knowledge and research methods to solve problems.
- 6.1 Demonstrate leadership skills and manage projects by organizing tasks and delegating responsibility effectively. Function effectively as a leader and member of a team.
- 7.1 Apply ethical principles and social responsibility.
- 8.1 Demonstrate knowledge of and need for sustainable development.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1	1	1	1	1	3
2.1	1	1	3	2	2
3.1	1	3	3	2	1
4.1	1	2	2	1	1
5.1	1	3	3	3	3
6.1	1	1	3	3	1
7.1	1	1	1	1	1
8.1	1	1	1	1	1
9.1	1	1	1	1	1

Table 3: Evaluation Scheme

CA	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	10	10			
CA 2	30			15	15	
CA3	50	10	10	10	10	10
Total	100	20	20	25	25	20

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=2.0	Understanding	0.5			0.5	0.5
	Analyzing		0.5			
A=1.0	Valuing			0.5		
	Organising				0.5	

<u>Table 5: Mapping Course Outcome with Assessment for CA1 (20marks):</u>

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluation	2	3	15	-	-
Total (20 Marks)	2	3	15	-	-

Table 6 Mapping Course Outcome with Assessment for CA2 (30 marks):

Category	CO1	CO2	CO3	CO4	CO5
Assignment-Self Rating- Traits	5				
Assignment- business opportunities-sector wise		5			
Business Plan			5		
Case Study-1 (success story)				5	
Case study-2 (failure)					5
Total 30 Marks	5	5	5	5	5

Table 7: Mapping Course Outcome with Assessment for CA3 (100 marks-50%):

	CO1	CO2	CO3	CO4	CO5
Part - A MCQ 10x1 = 10 marks	1	1	1	3	4
Part - B 5 x2 marks = 10 marks	2	2	2	-	4
Part – C 4x15 marks =60 marks	15	15	15	15	-
Part – D (Compulsory Question) 1 x20 marks = 20 marks	-	-	-	-	20
Total 100 Marks	18	18	18	18	28

Table 8: Rubrics for Assignment (5Marks):

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	Assignmen t supported in body of paper by a variety of relevant facts, examples, & illustration s from	Assignmen t well- supported in body of paper by facts, examples, illustration s though support may not be	Assignmen t generally supported in body of paper by facts, examples, details. No more than one paragraph	Assignmen t supported in body of paper by few facts, examples, details. More than one paragraph with	No diagrams or programs or examples etc	1

3.	Organizatio n (15%)	0.15	experience, references to related readings, etc. Organizati on & structure very evident:	as vivid as the "A" essay. Organizati on & structure clear. Most major	with inadequate support. Organizati on & structure mostly clear.	The organizatio n &structure must be	Illogical ordering and organization.	1
			major points divided into paragraphs and signaled by use of transitions	points are separated into paragraphs and signaled by transitions.	Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.		
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporate d logically & insightfully . Sources are documente d accurately.	Minimal Errors Source material incorporate d logically. Sources documente d accurately.	Few Errors Source material incorporate d adequately & usually documente d accurately.	Many Errors Source material incorporate d but sometimes inappropria tely or unclearly. Documenta tion is accurate only occasionall y.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

Table 9: Rubrics for Business Plan (5 Marks):

S.N o.	Criteria	Sca le	100	75	50	25	0	Relati on to
								CO
1.	Contribution of work (20)	0.2	Informati on is gathered from multiple,r esearch- based sources.	Informati on is gathered from multiple sources.	Informati on is gathered from a limited number of sources.	Informati on is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M aterial/ Phenomena (20)	0.2	High awareness , demonstr ates all Functiona l area and structure.	Medium Awarenes s, but demonstra tes minimum functional areas or structure	Low Awarenes s but organized with no logical sequencin g or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusio ns are reached from the evidence offered.	There is some indication of conclusio ns from the evidence offered.	Conclusio ns made are not relevant.	No conclusio ns are made from the evidence offered.	2,3
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	Well Analysed and Research question(s) are formed through the literature	Partly analysed and Research question(s) are formed through the literature	No Analysis and Research question(s) were not formed but could be formed through	Research question(s) were not formed and are not apparent from the literature review.		2,3

5.	Report and Time Management (20)	0.2	review and clearly stated. Informati on is cited properly and format. Complete s tasks and assignme	Informati on is cited properly. Complete s tasks and assignme nts by due date	the literature review. Informati on is cited, but has errors. Complete s on one day after the due date.	Informati on is not cited or is cited incorrectl y. Complete s on more than one	No citation seen inside the text or in the reference	2,3
			assignme nts prior to the due date, may assist classmate s	date	date.	than one day after the due date.		
	Total -100	1						

Table 10: Rubrics for Case Study (5 Marks):

S.N	Criteria	Scal	100	75	50	25	0	Relati
0.		e						on to
								COs
1.		0.25	Provides	Provides	Provides	Attempts		4,5
			accurate	accurate	somewhat	to explain		
			explanatio	explanation	accurate	informatio		
			ns of	s of	explanatio	n presented		
			informatio	informatio	ns of	in		
			n presented	n presented	informatio	mathematic		
			in	in	n presented	al forms,		
	Interpre		mathemati	mathematic	in	but draws		
	tation		cal forms.	al forms.	mathemati	incorrect	Absent	
			Makes		cal forms,	conclusion		
			appropriate		but	s about		
			inferences		occasionall	what the		
			based on		y makes	informatio		
			that		minor	n means.		
			informatio		errors			
			n.		related to			
					computatio			

	<u> </u>				na on unita			
					ns or units.			
2.	Represe ntation	0.25	Skillfully converts relevant informatio n into an insightful mathemati cal portrayal in a way that contributes to a further or deeper understand ing.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of informatio n but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of informatio n but resulting mathematic al portrayal is inappropria te or inaccurate.	Absent	4,5
3.	Calculat	0.25	Calculation s attempted are essentially all successful and sufficiently comprehen sive to solve the problem. Calculation s are also presented elegantly (clearly, concisely, etc.)	Calculation s attempted are essentially all successful and sufficiently comprehen sive to solve the problem.	Calculation s attempted are either unsuccessf ul or represent only a portion of the calculation s required to comprehen sively solve the problem.	Calculation s are attempted but are both unsuccessf ul and are not comprehen sive.	Absent	4,5
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	4,5
	TOTAL -100	1						

COURSE PLAN FOR YBA 402- ENTREPRENEURSHIP DEVELOPMENT

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs	Remarks
1	1.1	Entrepreneurship concept	PPT/C& T	Classroom	Cognitive	1	1	
	1.2	Entrepreneurial Personality	PPT/C& T	Classroom	Cognitive	2	1	
	1.3	traits and competencies of a Successful Entrepreneur	PPT/C& T	Classroom	Cognitive	2	1	
	1.4	Role of Family and Society	PPT/C& T	Classroom	Cognitive	1	1	
	1.5	Entrepreneurship as a Career	PPT/C& T	Classroom	Cognitive	1	1	
	1.6	Entrepreneurship for National Development	PPT/C& T	Classroom	Cognitive	1	1	
	1.7	Assignment-1(Unit 1)/Seminar	Written/Pr esentation	Classroom	Cognitive (App)	1	1	
2	2.1	Business Environment	PPT/C& T	Classroom	Cognitive	2		
	2.2	Entrepreneurship Development Training	PPT/C& T	Classroom	Cognitive	2		
	2.3	Other Support services from Central and State Government	PPT/C& T	Classroom	Cognitive	2		
	2.4	Industrial Policies and Regulations	PPT/C& T	Classroom	Cognitive	2		
	2.5	Assignment-2 (Unit 2)/Seminar	Written/Pr esentation	Classroom	Cognitive (App)	1		
3	3.1	Sources of Product for Business Study	PPT/C& T	Classroom	Affective	1		
	3.2	Prefeasibility	PPT/C& T	Classroom	Affective	1		
	3.3	Criteria for Selection of Product	PPT/C& T	Classroom	Affective	1		

	3.4		PPT/C&	Classroom	Cognitive	1		
	3.1	Ownership	T	C1605100111	Cogmuve			
	3.5	Capital	PPT/C&	Classroom	Cognitive	1		
		Budgeting	T					
	3.6	Project Profile	PPT/C&	Classroom	Affective	1		
		Preparation	Т					
		1						
	3.7	Feasibility	PPT/C&	Classroom	Affective	1		
		Report	Т					
		Preparation						
	3.8	Evaluation	PPT/C&	Classroom	Affective	1		
		Criteria.	T					
	3.9	Business plan (Unit	Written/Pr	Classroom	Affective	1		
		3)/Seminar	esentation					
4	4.1	Finance and	PPT/C&	Classroom	Cognitive	1		
		Human Resource	T					
		Mobilization						
	4.2	Operations	PPT/C&	Classroom	Cognitive	2		
		Planning	T					
	4.3	Market and	PPT/C&	Classroom	Cognitive	1		
		Channel	T					
		Selection						
	4.4	Growth	PPT/C&	Classroom	Cognitive	1		
		Strategies	T					
	4.5	Product	PPT/C&	Classroom	Cognitive	1		
		Launching	Т					
	4.6	Incubation,	PPT/C&	Classroom	Cognitive	2		
		Venture capital-	T					
		startups.						
	4.7	Case study-1 (Unit	Written/Pr	Classroom	Cognitive	1		
5	5.1	4)/Seminar	esentation PPT/C&	Classroom	(App) Cognitive	2		
3	3.1	Monitoring and Evaluation of	T	Ciassiooili	Cogmuve			
			_					
	5.2	Business Units-	PPT/C&	Classroom	Cognitive	2		
	3.2	Preventing	T PP1/C&	Ciassroom	Cognitive			
		Sickness and	1					
		Rehabilitation of						
		Business						
	5.3	Effective	PPT/C&	Classroom	Cognitive	2		
	3.3	Effective	T PP1/C&	Ciassioom	Cogmuve			
		Management of						
<u> </u>	5.4	small Business.	W.:. B	CL	G	2		
	5.4	Case study (Unit 5)/Seminar	Written/Pr esentation	Classroom	Cognitive	3		
		Total	CSCIIIAUOII		(App)	45 hrs		
		1 Otal	<u> </u>		<u> </u>	15 1115	<u> </u>	

COURSE CODE	YBA403		L	T	P	C
COURSE NAME	PROJECT MANAGEMENT		3	0	0	3
PREREQUISITE:	Nil		L	T	P	H
C:P:A	3:0:0		3	0	0	3
COLIDGE OUTCOL	MEC	D	• ·	Т	1	

COUR	SE OUTCOMES	Domain	Level
CO1	Define the fundamentals of Project management	Cognitive	Remembering
CO2	Define and Develop the Work Break down structures.	Cognitive	Remembering Analysing
CO3	Describe and Develop Network diagram.	Cognitive	Remembering Analysing
CO4	Define the control and completion of project.	Cognitive	Remembering
CO5	Define the types of project organization and managing of conflict.	Cognitive	Remembering

UNIT I INTRODUCTION TO PROJECT MANAGEMENT

Q

Project Management – Definition –Goal - Lifecycles. Project Selection Methods. Project Portfolio Process – Project Formulation. Project Manager – Roles, Responsibilities and Selection – Project Teams.

UNIT II PLANNING AND BUDGETING

9

The Planning Process – Work Break down Structure – Role of Multidisciplinary teams. Budgeting the Project – Methods, Cost Estimating and Improvement, Budget uncertainty and risk management.

UNIT III SCHEDULING & RESOURCE ALLOCATION

9

PERT & CPM Networks - Crashing - Project Uncertainty and Risk Management - Simulation - Gantt Charts - Expediting a project - Resource loading and leveling, Allocating scarce resources - Goldratt's Critical Chain.

UNIT IV CONTROL AND COMPLETION

9

The Plan-Monitor-Control cycle – Data Collecting and reporting – Project Control – Designing the control system, Project Evaluation, Auditing and Termination.

UNIT V PROJECT ORGANISATION & CONFLICT MANAGEMENT

9

Formal Organisation Structure – Organisation Design – Types of project organizations. Conflict – Origin & Consequences. Managing conflict – Team methods for resolving conflict.

LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45

TEXT BOOKS

- 1. Clifford Gray and Erik Larson, Project Management, Tata McGraw Hill Edition, 2005.
- 2. John M. Nicholas, Project Management for Business and Technology Principles and Practice, Second Edition, Pearson Education, 2006.

REFERENCES

- 1. Gido and Clements, Successful Project Management, Second Edition, Thomson Learning, 2003.
- 2. Harvey Maylor, Project Management, Third Edition, Pearson Education, 2006.

Table 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO	PSO
										1	2
CO 1	3	0	1	1	0	1	0	0	0		
CO 2	3	0	0	0	2	0	0	0	0		
CO 3	3	1	0	0	2	0	0	0	0		
CO 4	3	1	0	0	0	1	1	1	1		
CO 5	3	0	0	1	0	1	0	0	1		
Total	15	2	1	2	4	3	1	1	2		
Scaled to	3	1	1	1	1	0	0	0	1		
0,1,2,3											

 $^{1-5 \}rightarrow 1, 6-10 \rightarrow 2, 11-15 \rightarrow 3$

Performance Indicators:

- 1.1 Knowledge of Project Management.
- 2.1 Knowledge of Work Break sown structure.
- 3.1 Understand the PERT and CPM Networks.
- 4.1 Knowledge on Control and Completion.
- 5.1 Analysis of Organisation Structure.
- 9.1 Possess the ability to engage in lifelong learning.

Table 2: PI Versus CO Mapping

PI	CO1	CO2	CO3	CO4	CO5
1.1.1	3	3	3	3	3
2.1.1					2
3.1.1		1			1
4.1.1			1		
5.1.1		2			
9.1.1					1

Table 3: Evaluation Scheme

	%	CO1	CO2	CO3	CO4	CO5
CA 1	20	4	4	4	4	4
CA 2	30	6	6	6	6	6
CA 3	50	9.5	9.5	12	9.5	9.5
Total	100	19.5	19.5	22	19.5	19.5

Table 4: CPA mapping with COs

		CO1	CO2	CO3	CO4	CO5
C=3	Remembering	0.5	0.5		0.5	0.5
	Understanding					
	Applying					
	Analyzing		0.5	0.5		

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

Table 5: Mapping Course Outcome with Assessment for CA1 (20%):

Category	CO1	CO2	CO3	CO4	CO5
Real Time Evaluations	4	4	4	4	4
Total 20 Marks	4 Marks	4 Marks	4 Marks	4 Marks	4 Marks

Table 6: Mapping Course Outcome with Assessment for CA2 (30%):

	Marks %	CO1	CO2	CO3	CO4	CO5
Assignment 1	5	2	2	1		
Assignment 2	5			1	2	2
Seminar	5	1	1	1	1	1
Class Test	10	2	2	2	2	2
Quiz	5	1	1	1	1	1
Total	30	6	6	6	6	6

Table 7: Mapping Course Outcome with Assessment for CA3 (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 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	19 Marks	19 Marks	24 Marks	19 Marks	19 Marks

Table 8: Rubrics for Assignment (5 Marks):

	Category	Scale		75	50	25	0	Relati
								on to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1,2,3,4,
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignmen t supported in body of paper by a variety of relevant facts, examples.	Assignmen t well-supported in body of paper by facts, examples, illustration s though support may not be as vivid as the "A"	limited. Assignmen t generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate	Assignmen t supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1,2,3,4,
3.		0.15	Organizati	essay. Organizati	support. Organizati	The	Illogical	1,2,3,4,

	Organizatio n (15%)		on & structure very evident: major points divided into paragraphs and signaled by use of transitions	on & structure clear. Most major points are separated into paragraphs and signaled by transitions.	on & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed	organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	ordering and organization.	5
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporate d logically & insightfully . Sources are documente d accurately.	Minimal Errors Source material incorporate d logically. Sources documente d accurately.	Few Errors Source material incorporate d adequately & usually documente d accurately.	Source	Mostly incorrect Plagiarized, no references	1,2,3,4,
	1 otal = 100%							

Table 9: Rubrics for Seminar (5 Marks):

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

			success			e success		
3.	Communication	0.3	Language	Language	Language	Language	_	1,2,3,4
3.	(Oral)		and/or	and/or	and/or	and/or		
	(35%)	5	delivery	delivery	delivery	delivery		,5
	(3570)		resulted	resulted	resulted	resulted		
			information	information	information	information		
			being	being	being	being		
			communicat	communicat	communicat	communicat		
			ed orally	ed orally	ed orally	ed orally		
			with high	with limited	with some	with		
			degree of	effectivenes	effectivenes	considerabl		
			effectivenes	S	S	e		
			S	B	S	effectivenes		
						S		
4.	Application and	0.2	Seminar	Seminar	Seminar	Seminar	_	1,2,3,4
٦٠.	Q & A	5	was	was not	was	was		,5
	(25%)	3	organized in	organized in	organized in	organized in		,3
	(== , =)		a highly	an effective	a somewhat	an effective		
			effective	manner	effective	manner		
			manner		manner			
				Ineffective		Effective		
			Very	facilitation	Moderately	facilitation		
			effective	of class	effective	of class		
			facilitation	discussion	facilitation	discussion		
			of class		of class			
			discussion		discussion			
	Total = 100	1						

Table 10: Course Plan:

U nit	To pic	Subtopic	Teaching method	Teaching aids/Venu	Targeted learning	No. of Hours	Relation to COs
				e	domain		
1.		INTRODUCTION TO					
		PROJECT					
		MANAGEMENT					
	1.1	Project Management –	Chalk and	Class	Cog.(Rem.	2	1
		Definition –Goal - Lifecycles.	talk	Room)		
	1.2	Project Selection Methods.	Chalk and	Class	Cog.(Rem.	3	
		Project Portfolio Process –	talk	Room)		
	1.3	Project Formulation.	Chalk and	Class	Cog.(Rem.	2	1
		, and the second	talk	Room)		
	1.4	Project Manager – Roles,	Chalk and	Class	Cog.(Rem.	2	1
		Responsibilities and Selection	talk	Room)		
		- Project Teams.					
		Total				9	
2.		PLANNING AND					
		BUDGETING					
	2.1	The Planning Process –	Chalk and	Class	Cog.(Rem.	2	2
			talk	Room)		
	2.2	Work Break down Structure –	Case Study	Class	Cog.(Rem.	2	2
			_	Room)		
	2.3	Role of Multidisciplinary	Chalk and	Class	Cog.(Rem.	2	2
		teams.	talk	Room	.Ana.)		
	2.4	Budgeting the Project –	Chalk and	Class	Cog.(Rem.	3	2
		Methods, Cost Estimating and	talk	Room	.Ana.)		
		Improvement, Budget					
		uncertainty and risk					
		management.					
		Class Test 1		Class	Cog.(Rem.	1	1,2
				Room	,Ana.)		
		Total				9	

		Assignment-1			Cog.(Rem.		1,2
3.		SCHEDULING &			,Alia.)		
		RESOURCE ALLOCATION					
	3.1	PERT & CPM Networks	Chalk and talk	Class Room	Cog.(Rem.	2	3
	3.2	Crashing – Project	Chalk and	Class	Cog.(Rem.	3	3
		Uncertainty and Risk Management –	talk	Room	.Ana.)		
	3.3	Simulation –Gantt Charts –	Chalk and talk	Class Room	Cog.(Rem.	2	3
	3.4	Expediting a project –	Chalk and	Class	,,	1	3
		Resource loading and leveling, Allocating scarce resources –	talk	Room			
		Goldratt's Critical Chain.	Chalk and talk	Class Room	Cog.(RemAna.)	1	3
		Total				9	
4.		CONTROL AND COMPLETION					
	4.1	The Plan-Monitor-Control	Chalk and	Class	Cog.(Rem.	2	4
	4.2	cycle –	talk Chalk and	Room Class	Con (Born)	2	4
	4.2	Data Collecting and reporting - Project Control - Designing the control system,	talk	Room	Cog.(Rem)	2	4
	4.3	Project Evaluation, Auditing	Chalk and	Class	Cog.(Rem.	2	4
		and Termination.	talk	Room)		
		Class Test 2		Class Room	Cog.(Rem.,App.)	1	3,4
		Real Time Evaluation	Report & Presentati on	Class Room	Cog.(Rem.	2	1,2,3,4,5
		Total	011			9	
5.		PROJECT ORGANISATION & CONFLICT MANAGEMENT					
	5.1	Formal Organisation Structure - Organisation	Chalk and talk	Class Room	Cog.(Rem.	2	5
	5.2	Design – Types of project organizations. Conflict – Origin & Consequences.	Case Study	Class Room	Cog.(Rem)	2	5
	5.3	Managing conflict – Team	Chalk and	Class	Cog.(Rem.	2	5
		methods for resolving conflict. Seminar	ralk Power Point	Room Class Room	Cog. (Rem.)	2	1,2,3,4,5
		Case Study	Printouts	Room Class Room	Cog. (Rem.)	1	1,2,3,4,5
		Assignment-2		Class Room	Cog. (Rem.)		3,4,5
		Total				9	
		Grand Total				45	