

DEPARTMENT OF MANAGEMENT STUDIES

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

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-of-art facilities to impart high level of knowledge.

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

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

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

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

DEPARTMENT VISION

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

DEPARTMENT MISSION

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

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

DM3 : To impart education enabling students to become entrepreneurs.

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

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

Mapping of University Mission with Department Mission

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

0- No Relation

1- Low Relation

2- Medium Relation

3- High Relation

PROGRAM EDUCATIONAL OBJECTIVES

PEO1	Graduates will 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

- 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.
- 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.
- 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.
- 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.
- Usage of modern tools:** Create, select, learn and apply appropriate techniques, resources, and modern management and IT tools, including prediction and modeling.
- 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.
- 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.
- 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.
5. 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 Code	Course Title	L	T	P	C
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 Code	Subject Title	L	T	P	C
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		Total Credits - 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		Total Credits - 12			
HUMAN RESOURCE - ELECTIVES					
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/Week=12		Total Credits - 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			

SEMESTER-IV

Subject. Code	Subject Title	L	T	P	C
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
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COURSE NAME	SPEECH AND BUSINESS COMMUNICATION	3	1	0	4
PREREQUISITE	NIL	L	T	P	H
C:P:A	3:1:1	3	1	0	5
COURSE OUTCOMES		Domain		Level	
CO1	<i>Define</i> and describe how to make effective speeches academically and in social situations.	Cognitive and Psychomotor		Remember	
CO2	<i>Identify</i> the forms of language used in different speeches and how to listen actively and critically.	Cognitive		Understand	
CO3	<i>Ability</i> to incorporate the modern style of writing in Business Communication	Cognitive and Psychomotor		Application, Knowledge	
CO4	<i>Produce</i> the proper tone of language required in writing business communication.	Affective		Internalizing values	
CO5	<i>Apply</i> discourse features in business communication, propriety and exactness in language.	Cognitive		Comprehension and application	
UNIT I - PUBLIC SPEAKING				15	
Introduction to public speaking; functions of oral communication; skills and competencies needed for successful speech making; importance of public speaking skills in everyday life and in the field of business, social, private, and all other places of group work					
UNIT II - TYPES OF SPEECHES				15	
Various types of Speeches: manuscript, impromptu, memorized and extemporaneous speeches; analyzing the audience and occasion; Developing ideas; finding and using supporting materials; Developing speech outline; Organization of Speech; introduction, development and conclusion; language used in various types of speeches; Adapting the speech structures to the Audience; paralinguistic features: tone, accent, rhythm, pause and volume etc					
UNIT III - BUSINESS COMMUNICATION				15	
Introduction to business communication; modern developments in the style of writing letters, memos and reports: block letters, semi block letters, full block letters, simplified letters etc.					
UNIT IV - WRITING SKILLS				15	
The language/tone used in memos/minutes/telephone memos/ letters/assignments; art of writing E-mail etc.					
UNIT V - GRAMMAR USAGE & REPORT WRITING				15	
The use of language: active and passive voice; the use of structures; discourse features, propriety, accuracy, exactness, & other elements of language used in these writings; the format of various types of Reports/ projects etc.					
LECTURE		TUTORIAL		PRACTICAL	
45		30		0	
				TOTAL	
				75	
Text books					
1. Narayanaswamy V.R., <i>Strengthen Your Writing</i> , Orient Longman, New Delhi, 1992					
2. Ghosh, R N; <i>A Course in written English</i> , Oxford Press, New Delhi, 2000					
3. Jaya Sasikumar and Champa Tickoo. <i>Writing With A Purpose</i> , Oxford University Press, Paper Back 1995					
4. Freeman, Sarah: <i>Study Strategies</i> . New Delhi: Oxford University Press, 1979. 13.					
5. Paul Gunashekar M.L. Tickoo, <i>Reading for Meaning</i> , S. Chand & Company Ltd. Sultan Chand & Company, 2000					

Table1: Mapping of COs with GAs

	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 →1, 6-10 →2, 11-15 →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: 1 Communication 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	CO5
C=3	Remember	0.25	0.25			
	Understand					0.5
	Apply	0.25	0.50	0.50		
	Analyse		0.25	0.10		
	Evaluate					0.20
	Create			0.20		
P = 1	Perception		0.10			0.10
	Set				0.10	
	Guided response			0.25		
	Mechanism	0.10				
	Adaptation		0.10			
	Origination			0.25		
A = 1	Receive					0.10
	Respond	0.10		0.10	0.10	
	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

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

	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):

Sl No	GD	Scale	100	75	50	25	0	Relation with CO
1	Listening 50%	0.5	Is always attentive to others when they speak.	Is attentive to others when they speak; is occasionally distracted by others.	Is occasionally inattentive to others when they speak; distracts others' listening.	Is consistently inattentive to others when they speak for a wide variety of reasons.	No Progress	1
2	Information Seeking Questions 30%	0.3	Asks questions when he or she does not understand what is being said; questions are pertinent to main ideas.	Asks questions when he or she does not understand what is being said; some questions may not be pertinent to main ideas.	Asks questions when he or she does not understand what is being said; many questions are not pertinent and do not allow the speaker to effectively communicate main ideas.	Exhibits little or no interest in information being shared; no information seeking questions are asked.	No Progress	1
3	Empathy 10%	0.1	Puts self in others' shoes; accepts and understands the feelings and motivations of others; takes steps to deepen understanding.	Puts self in others' shoes; accepts others' feelings, but does not understand others' motivations; is interested in seeking	Accept others' feelings; does not understand others' motivations and shows no or little interest in seeking to understand others.	Finds it difficult to accept others' feelings; does not understand others' motivations; shows no or little interest in others.	No Progress	1

				deeper understanding, but does not take active steps.				
4	Eye Contact and Movement 10%	0.1	Faces and maintains eye contact with the audience and good posture and body movement	Faces and maintain eye contact with good posture, unnecessarily movement s distract the audience	Faces or maintains eye contact with the audience occasionally loses eye contact, distracting the audience	Does not face or maintain eye contact with the audience, annoys them	No eye contact, no posture and no proper movement	1
5	Total	1						

Table 9: Rubrics for Assignment (5 Marks):

Sl · No	Criterion	Scale	100	75	50	25	0	Relation with CO
1	Content 30%	0.3	Given almost all content; writing is interesting	Given key points; writing is interesting	Given basic content; writing is understandable	Given portion of content	Completely off track / did not submit	3
2	Coherence 20%	0.2	Coherent and completely organized	coherent and reasonably organized	fairly coherent	some confusion and vagueness	missed the point completely	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	Presentation 20%	0.2	Neat and error free	Error free but fair	Writing and spelling errors	Careless writing and spelling errors	Below standard	3
5	Submission 10%	0.1	Submitted before deadline	Submitted on deadline	Submitted after reminding	Late submission	Not submitted	3

	Total 100%	1						
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Table 10: Rubrics for Quiz/Oral (5 Marks):

Sl No	Criterion	Scale	100	75	50	25	0	Relation with CO
1	Understanding the Question 40%	0.4	Students understand exceedingly well	Students understand adequately	Students understand marginally	Students understand wrongly	Students fail to understand	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 explanation	Answer with inadequate explanation	Answer with improper explanation	Answer with irrelevant explanation	Answer without explanation	5
	Total 100%							

Table 11: Rubrics for Test (5 Marks):

Sl. No	Criterion	Marks	100	75	50	25	0	Relation to CO
1	Content 50%	0.5x100	Excellent clarity	Good clarity	Adequate clarity	Less adequate	Lack of clarity	2
2	Logical Reasoning 30%	0.3x100	Excellent	Very good	Good	could be better	Need to improve	2
3	Organization 10%	0.1x100	Excellent organization	Very good organization	good organization	organization could be better	Organization needs improvement	2
4	Presentation 10%	0.1x100	Excellent and neat presentation	Very good	Good	could be better	need to be improved	2
	Total 100%	100x(4) / 100 =4 (4 for Test1 & 4 for test 2)						

Table 12: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
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1		PUBLIC SPEAKING					
	1.1	Introduction to public speaking;	Chalk and talk	Class Room	Cog.(R)	3	CO1
	1.2	Functions of oral communication	Ppt	Class Room	Cog.(R)	3	CO1
	1.3	Skills and competencies needed for successful speech making;	Chalk and talk	Class Room	Cog.(R)	3	CO1
	1.4	Importance of public speaking skills in everyday life and in the field of business, social, private, and all other places of group work	Ppt	Class Room	Cog.(R)	3	CO1
		Class Test	Oral	Classroom	Apply (K, A)	3	
	Total					15	
2		TYPES OF PEECHES					
	2.1	Various types of Speeches: manuscript, impromptu, memorized and extemporaneous speeches;	Chalk and talk	Class Room	Cog.(U)	2	CO2
	2.2	Analyzing the audience and occasion;	Chalk and talk	Class Room	Cog.(U)	2	CO2
	2.3	Developing ideas; finding and using supporting materials;	Chalk and talk	Class Room	Cog.(U)	3	CO2
	2.4	Developing speech out line; Organization of Speech; introduction, development and conclusion;	Chalk and talk / Ppt & Worksheet Activity	Class Room	Cog.(A)	3	CO2
	2.5	Language used in various types of speeches; Adapting the speech structures to the Audience; paralinguistic features: tone, accent, rhythm, pause and volume etc	Chalk and Talk, Worksheet Activity	Class Room	Cog. (P)	2	
		Oral Presentation	Oral	Class Room	Apply (K, A)	3	
	Total					5	
3		BUSINESS COMMUNICATION					
	3.1	Introduction to business communication.	Chalk and talk, Ppt with Video	Class Room	Cog (E)	3	CO3
	3.2	Modern developments in the style of writing letters, memos and reports:	Chalk and talk, Ppt, Worksheet Activity	Class Room	Cog (E)	6	CO3
	3.3.	Modern Developments in Block letters, semi block letters, full block letters, simplified letters etc.	Chalk and talk, Ppt, Video, Worksheet Activity	Class Room	Cog.(Ap)	5	CO3
		Test	Written	Class	P(A)	1	

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

COURSE CODE	YBA102	L	T	P	C
COURSE NAME	ORGANIZATIONAL BEHAVIOUR	3	0	0	3
PREREQUISITE	NIL	L	T	P	H
C:P:A	3:0:0	3	0	0	3
COURSE OUTCOMES		Domain		Level	
CO1	<i>Explain</i> the challenges and opportunities for OB and OB Model	Cognitive		Understanding	
CO2	<i>Understand</i> the concept of Personality, Learning,	Cognitive		Understanding	

	Attitude, Value, Perception and Motivation		
CO3	<i>Summarise</i> the styles and theories of leadership and difference between a manager and a leader	Cognitive	Understanding
CO4	<i>Understand</i> the group formation, team building and communication	Cognitive	Understanding
CO5	<i>Outline</i> the organizational climate, culture, Job Satisfaction, Organizational Change, Stress and Work Life Balance.	Cognitive	Understanding
UNIT I INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR			5
Definition of Organizational Behavior - Disciplines contributing to the OB Field: Psychology, Social Psychology, Sociology, Anthropology - Challenges and Opportunities for OB: Managing Workforce Diversity, Improving Quality and Productivity, Outsourcing - Developing of OB Model - Contingency OB Model			
UNIT II THE INDIVIDUAL BEHAVIOUR			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
		45	0
			TOTAL
			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 →1, 6-10 →2, 11-15 →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 o.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, &	Assignment well-supported in body of paper by facts, examples, illustrations though support	Assignment 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

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

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple,	Information is gathered from multiple	Information is gathered from a limited	Information is gathered from a single or	Sourced from internet only	2,3

			research-based sources.	sources.	number of sources.	two source.		
2.	Awareness of concept/Idea/Material/ Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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 (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one	No citation seen inside the text or in the reference	2,3

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

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted	Calculations attempted	Calculations attempted are either	Calculations are attempted	Absent	4,5

			are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	are essentially all successful and sufficiently comprehensive to solve the problem.	unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	but are both unsuccessful and are not comprehensive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	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		INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR					
	1.1	Definition of Organizational Behavior - Disciplines contributing to the OB Field: Psychology, Social Psychology, Sociology, Anthropology	Lecture	PPT/C& T	Cognitive	1	1
	1.2	Challenges and Opportunities for OB: Managing Workforce Diversity, Improving Quality and Productivity, Outsourcing	Lecture	PPT/C& T	Cognitive	1	1
	1.3	Developing of OB Model - Contingency OB Model	Lecture	PPT/C& T	Cognitive	1	1

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

		Types of Teams					
	4.3	Creating Effective Teams	Lecture	PPT/C& T	Cognitive	1	4
	4.4	Function of Communication-Communication Process	Lecture	PPT/C& T	Cognitive	1	4
	4.5	Direction of Communication - Barriers to effective Communication	Lecture	PPT/C& T	Cognitive	2	4
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Total				08	
5		DYNAMICS OF ORGANIZATIONAL BEHAVIOUR					
	5.1	Organizational culture and climate – Factors affecting organizational climate – Importance	Lecture	PPT/C& T	Cognitive	2	5
	5.2	Job satisfaction Determinants – Measurements – Influence on behaviour	Lecture	PPT/C& T	Cognitive	1	5
	5.3	Organizational change – Importance – the change process – Resistance to change – Managing change	Lecture	PPT/C& T	Cognitive	2	5
	5.4	Stress – Work Stressors – Prevention and Management of stress	Lecture	PPT/C& T	Cognitive	2	5
	5.5	Balancing work and Life; Organizational development – Characteristics – objectives – Organizational effectiveness - Developing Gender sensitive workplace.	Lecture	PPT/C& T	Cognitive	2	5
		WPM in India – Case Discussion	Discussion	PPT/C& T	Cognitive	2	
		Seminar/Class Test		Discussion	Cognitive	1	
		Total		PPT/C& T		12	
		Grand Total				45	

COURSE CODE	YBA103	L	T	P	C
COURSE NAME	ECONOMIC ANALYSIS AND BUSINESS ENVIRONMENT	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain		Level	
CO1	<i>Define</i> the fundamentals and principles of economics	Cognitive		Remembering	
CO2	<i>Explain</i> the Law of Supply and Demand	Cognitive		Understanding	
CO3	<i>Analyse</i> the economies and diseconomies of scale	Cognitive		Analyzing	
CO4	<i>Define and Analyse</i> market structure	Cognitive		Remembering Analyzing	
CO5	<i>Define and Analyse</i> the calculation of GDP and CPI	Cognitive		Remembering Analyzing	
CO6	<i>Define and Analyse</i> Fiscal and Monetary Policy	Cognitive		Remembering Analyzing	
UNIT I					8
Fundamentals of Economics – Principles of economics, Circular flow diagram, Production possibilities frontier					
UNIT II					8
Supply and Demand - Demand, Law of demand, Factors that affect demand, Supply, Law of supply, Factors that affect supply, Elasticity, Elastic demand, Inelastic demand, Elastic supply,					

Inelastic supply .			
UNIT III			7
Production costs, Cost curves, Short run cost, Long run cost, Economies of scale, Diseconomies of scale			
UNIT IV			8
Markets - Competitive markets, Decision to shutdown, Decision to exit, Profit, Monopoly, Causes for monopoly, Monopoly profit, Price discrimination, Oligopoly, Monopolistic Competition			
UNIT V			7
Nation's Income – Gross domestic product, Calculation of GDP, Components of GDP, Cost of Living – Consumer Price index, Calculation of CPI			
UNIT VI			7
Financial system, Debt finance, Equity finance, SEBI, Stock Indices, Fiscal Policy, Monetary Policy			
LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45
TEXT BOOKS			
S. Sankaran - Business Economics – Margham publications, Chennai, 2014			
REFERENCES			
1. Gregory Mankiw, Economics – Principles and Applications, Cengage Learning			
2. Dutt, Sundaram, Indian Economic Development, S. Chand			
3. Dwivedi, Managerial Economics, Vikas			

Table1 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		
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 0,1,2,3	3	1	1	1	1				1		

1-5 →1, 6 – 10 →2, 11-15 →3

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

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.

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 = 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	8Marks	15 Marks	15 Marks		15 Marks	7 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	-	-	-	10 Marks		10 Marks
Total 100 Marks	12 Marks	19 Marks	19 Marks	14 Marks	17 Marks	19 Marks

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, 5
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, 5

			to related readings, etc.	essay.	support.			
3.	Organization (15%)	1	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1,2,3,4,5
4.	Plagiarism, References and correctness (20%)	1	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1,2,3,4,5
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	2	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3,4,5
2.	Thinking and	0.5	Seminar	Seminar	Seminar	Seminar		1,2,3,4

	Inquiry (25%)		exhibited impartiality with a high degree of success	exhibited impartiality with limited success	exhibited impartiality with some success	exhibited impartiality with considerable success		,5
3.	Communication (Oral) (35%)	2	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness		1,2,3,4,5
4.	Application and Q & A (25%)	0.5	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		1,2,3,4,5
	Total = 100							

Table 10: Course Plan:

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

		Production Possibility curve	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1
		TOTAL				8	
2	2.1	Law of Demand, types	PPT	Class Room	Cog.(Rem)	1	2
	2.2	Demand schedule & Demand Curve, factors influence demand	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
	2.3	Law of supply, factors affect supply	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	1,2
	2.4	Elasticity of Demand	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	2
		Assignment		Class Room	Cog.(Rem)		2
	2.5	Elasticity of supply	Chalk & Board	Class Room	Cog.(Rem)	1	2
	2.6	Calculation of elasticity of demand & supply			Cog.(Rem)	1	2
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
		Seminar on finished topics	Chalk & Board	Class Room	Cog.(Rem)	1	
		TOTAL				8	
3	3.1	Production costs – concepts	PPT	Class Room	Cog.(Rem)	1	3
	3.2	Cost curves	PPT	Class Room	Cog.(Rem)	1	2,3
		Assignment	Chalk & Board	Class Room	Cog.(Rem)		
	3.3	Long run costs	PPT	Class Room	Cog.(Rem)	1	3
	3.4	Short run costs	Chalk & Board	Class Room	Cog.(Rem)	1	3
	3.5	Economies of Scale	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	3
	3.6	Diseconomies of scale	Chalk & Board	Class Room	Cog.(Rem)	1	3
		Assignment		Class Room	Cog.(Rem)		
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	
		TOTAL				7	
4	4.1	Markets – types	Chalk & Board	Class Room	Cog.(Rem)	1	4
	4.2	Decision to shut	PPT	Class	Cog.(Rem)	1	3,4

		down & exit		Room			
	4.3	Monopoly – Features	PPT	Class Room	Cog.(Rem)	1	3,4
	4.4	Causes of Monopoly, Monopoly profit	Chalk & Board	Class Room	Cog.(Rem)	1	3,4,5
	4.5	Monopolistic competition	PPT	Class Room	Cog.(Rem)	1	4,5
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	
	4.6	Oligopoly	PPT	Class Room	Cog.(Rem)	1	4
	4.7	Price discrimination	PPT	Class Room	Cog.(Rem)	1	4,5
		Assignment		Class Room	Cog.(Rem)		
		TOTAL				8	
5	5.1	National Income – Components	PPT	Class Room	Cog.(Rem)	1	5
	5.2	Calculation of National Income	PPT	Class Room	Cog.(Rem)	1	5
		Assignment		Class Room	Cog.(Rem)		
	5.3	GDP, components & its calculation	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	5
	5.4	Cost of Living	PPT	Class Room	Cog.(Rem)	1	5
	5.5	Consumer Price Index	PPT	Class Room	Cog.(Rem)	1	5
	5.6	Calculation of CPI	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	4,5
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
		TOTAL				7	
6	6.1	Financial system – features	PPT	Class Room	Cog.(Rem)	1	6
	6.2	Debt & Equity finance	PPT	Class Room	Cog.(Rem)	1	6
	6.3	SEBI, Stock indices	Chalk & Board	Class Room	Cog.(Ap,An)	1	6
		Assignment		Class Room	Cog.(Rem)		
	6.4	Fiscal Policy	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	6
	6.5	Monetary Policy	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	6
		Tutorial	PPT,	Class	Cog.(Ap,An)	1	

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

COURSE CODE	YBA104	L	T	P	C
COURSE NAME	ACCOUNTING FOR MANAGERS	4	0	0	4
PREREQUISITE:	Nil	L	T	P	H
C:P:A	4 : 0 : 0	4	0	0	4
COURSE OUTCOMES		Domain	Level		
CO1	<i>Define</i> the methodology of preparing Financial Statements	Cognitive	Remembering		
CO2	<i>Define</i> the Ratio Analysis and Explain the Cash Flow statements	Cognitive	Remembering Understanding		
CO3	<i>Build</i> Cost Sheet and variances	Cognitive	Applying		
CO4	<i>Analyze</i> Standard costing and marginal costing	Cognitive	Analysing		
CO5	<i>Define</i> contemporary concepts of accounting in business	Cognitive	Remembering		
UNIT I FINANCIAL ACCOUNTING					20
Concepts and Conventions of Accounting, Preparation of Balance sheet- Journal, Ledger, Trial Balance, Trading Accounting, Profit and Loss Account and Balance sheet with Adjustments. IFRS and Indian Accounting Standards					
UNIT II FINANCIAL STATEMENT ANALYSIS					12
Ratio Analysis: Classification of Ratios, Preparation of Common Size Statements, Preparation of Cash Flow Statement					
UNIT III COSTING AND VARIANCES					12
Introduction to Costing, Preparation of Cost Sheet, Variances: Prepare the Material Variances, Labour Variances and Overhead Variances.					
UNIT IV STANDARD COSTING AND MARGINAL COSTING					8
Introduction to Standard Costing, Advantages and Disadvantages of Standard Costing, Break Even Analysis, Cost Volume Profit Analysis and Decision making. Define Marginal Costing and its advantages and disadvantages.					
UNIT V CONTEMPORARY CONCEPTS					8
Introduction to JIT, TQM, Activity Based Costing, Target costing and Life cycle Costing and Pricing Methods					
LECTURE		TUTORIAL		PRACTICAL	
60		0		0	
60		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 →1, 6-10 →2, 11-15 →3

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

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

		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	-	-	-	-
Total 100 Marks	24 Marks	19 Marks	19 Marks	19 Marks	19 Marks

Table 8: Rubrics for Assignment (5 Marks):

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1,2,3,4, 5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1,2,3,4, 5
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1,2,3,4, 5
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, 5

	and correctness (20%)		incorporated logically & insightfully. Sources are documented accurately.	material incorporated logically. Sources documented accurately.	material incorporated adequately & usually documented accurately.	incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally	d, no references	
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

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

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

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		Financial Accounting:					
	1.1	Concepts and Conventions of Accounting,	Chalk and talk	Class Room	Cog.(Und.)	2	1
	1.2	Preparation of Balance sheet- Journal, Ledger, Trial Balance, Trading Accounting,	Chalk and talk	Class Room	Cog.(Und.)	10	1
	1.3	Profit and Loss Account and Balance sheet with Adjustments.	Chalk and talk	Class Room	Cog.(Und.)	5	1
	1.4	IFRS and Indian Accounting Standards	Chalk and talk	Class Room	Cog.(Und.)	3	1
		Total				20	
2.		Financial Statement Analysis:					
	2.1	Ratio Analysis: Classification of Ratios,	Chalk and talk	Class Room	Cog.(Und.)	4	2
	2.2	Preparation of Common Size Statements,	Chalk and talk	Class Room	Cog.(Und.)	3	2
	2.3	Preparation of Cash Flow Statement	Chalk and talk	Class Room	Cog.(Und.)	3	2
		Class Test 1		Class Room	Cog.(Und.)	2	1,2
		Total				12	

		Assignment-1			Cog.(Und.)		1,2
3.		Costing and Variances:					
	3.1	Introduction to Costing, Preparation of Cost Sheet,	Chalk and talk	Class Room	Cog.(Und.)	3	3
	3.2	Variances: Prepare the Material Variances,	Chalk and talk	Class Room	Cog.(Und.)	3	3
	3.3	Variances: Prepare the Labour Variances	Chalk and talk	Class Room	Cog.(Und.)	3	3
	3.4	Variances: Prepare the Overhead Variances.	Chalk and talk	Class Room	Cog.(Und.)	3	3
		Total				12	
4.		Standard Costing and Marginal Costing:					
	4.1	Introduction to Standard Costing, Advantages and Disadvantages of Standard Costing	Chalk and talk	Class Room	Cog.(Rem.,)	1	4
	4.2	Break Even Analysis,	Chalk and talk	Class Room	Cog.(Rem.,)	2	4
	4.3	Cost Volume Profit Analysis and Decision making.	Chalk and talk	Class Room	Cog.(Rem.,)	1	4
	4.4	Define Marginal Costing and its advantages and disadvantages.	Chalk and talk	Class Room	Cog.(Rem.,)	1	4
		Class Test 2		Class Room	Cog.(Rem.,)	1	3,4
		Real Time Evaluation	Report & Presentation	Class Room	Cog.(Rem.,)	2	1,2,3, 4,5
		Total				08	
5.		Contemporary Concepts:					
		Introduction to JIT,	Chalk and talk	Class Room	Cog.(App.,)	2	5

		TQM,	Chalk and talk	Class Room	Cog.(App.,)	1	5
		Activity Based Costing,	Chalk and talk	Class Room	Cog.(App.,)	1	5
		Target costing and Life cycle Costing and Pricing Methods	Chalk and talk	Class Room	Cog.(App.,)	1	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				08	
		Grand Total				60	

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

COURSE OUTCOMES		Domain	Level
CO1	<i>Understand</i> functions, differentiation, maxima and minima, progressions and their use in business	Cognitive	Understanding
CO2	<i>Understand</i> matrix algebra and its use in solving equations	Cognitive	Analysing
CO3	<i>Understand</i> collection, tabulation and presentation of data and apply correlation and regression analysis to data	Cognitive	Analysing
CO4	<i>Understand</i> discrete and continuous probability distributions and sampling distributions	Cognitive	Analysing
CO5	<i>Apply</i> 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), <i>Statistics for Management</i> , PHI.			
2. Raghawachari M, (2004), <i>Mathematics for Management</i> , Tata McGraw Hill.			
REFERENCES			
1. Gupta, S.P and M.P.Gupta, (2007), <i>Business Statistics</i> , 5 th edition, Sultan Chand & Sons.			
2. Monga C.S, (2008), <i>Mathematics and Statistics for Economics</i> , 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 0,1,2,3	3	2	0	0	2	0	0	0	1	0	3

1-5 →1, 6-10 →2, 11-15 →3

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

Performance Indicators:

PI 1.1 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

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

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

			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.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	3,4,5
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	3,4,5
	Total = 100							

Table 9: Rubrics for Seminar (6 Marks):

Sl.No	Criterion	Scale	100	75	50	25	0	Relation to CO's
1	Content 30%	0.3	Concept clearly stated	Concept implicitly stated	Concept stated	Concept not clearly stated	No concept	3,4,5
2	Relevance 30%	0.3	Very relevant	Medium relevance	Relevant	Some irrelevance	Irrelevant	3,4,5
3	Presentation 40%	0.4	Confident and error free	Error free but not very confident	Confident with errors	Not confident with errors	Not prepared	3,4,5
	Total = 100							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	3,4,5

2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	3,4,5
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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	Absent	3,4,5
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	3,4,5
	TOTAL - 100	1						

Table 11: Course Plan:

Unit	Topic	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 Decision Making	Chalk and Talk	Class Room	Cog.(Und)	1	1
		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
		1.1.6 Differentiation	Chalk and Talk	Class Room	Cog.(Und)	3	1
		1.1.7 Maxima & 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 Probability	Chalk and Talk	Class Room	Cog.(Und)	4	4
		3.1.2 Binomial Distribution	Chalk and Talk	Class Room	Cog.(Und)	3	4
		3.1.3 Poisson Distribution	Chalk and Talk	Class Room	Cog.(Und)	3	4
		3.1.4 Normal Distribution	Chalk and Talk	Class Room	Cog.(Und)	3	4

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

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

PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain	Level		
CO1	<i>Understand</i> the different legal terms in a contract		Cognitive	Understanding		
CO2	<i>Outline</i> the formation and legal relationship between partners		Cognitive	Understanding		
CO3	<i>Understand</i> the sale and transfer of ownership.		Cognitive	Understanding		
CO4	<i>Define & analyze</i> Negotiable Instruments and its importance		Cognitive	Remembering & Analysing		
CO5	<i>Understand</i> the different terms in Companies Act		Cognitive	Remembering & Analysing		
UNIT I LAW OF CONTRACT						10
Meaning and Essentials of a valid contract - □ Offer, Acceptance and Agreement- Formation of Agreement - Consideration and Contracts - Performance of the contract - Void Contract - Contingent Contract - Breach, Damages and compensation.						
UNIT II LAW OF PARTNERSHIP						8
Concept and formation of partnership - kinds of Partners - legal relations between partners - Rights of incoming and outgoing partners - Retirement and Expulsion - Dissolution of firm.- Limited Liability Partnership						
UNIT III LAW OF SALE OF GOODS						8
Definition and essentials of a contract of sale - Goods and their classification - Sale and transfer of ownership - Transfer of title by non owners – Performance - Unpaid seller and his Rights – remedies for breach.						
UNIT IV NEGOTIABLE INSTRUMENTS ACT						10
Concept of Negotiable Instruments and its importance - Definition of promissory note - cheque and bill of exchange - Holder for value and holder in due course - Types of negotiation – consignment – rights and duties of collecting and paying bankers – forgery.						
UNIT V COMPANIES ACT						9
Types of company - Registration of company - Memorandum of Association - Articles of Association - Prospectus and raising of capital - Borrowing powers of the Company - Board of Directors – Auditors – Meetings.						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
45		0		0		45
TEXT BOOKS						
N.D. Kapoor, Elements of Mercantile Law, Sultan Chand & Sons, 2003.						
REFERENCES						
1. M.C.Kuchhal & Deepa Prakash, 1st edition, Vikas Publishing, 2009.						
2.Pathak, Legal Aspects of Business, 2nd edition, Tata McGraw Hill, 2005.						
3.P C Tulsian, Business and Corporate Law, TMH 2007.						
4.C L Bansal, Business and Corporate Laws, Excel Books, 2006.						

Table1 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2
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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 →1, 6 – 10 →2, 11-15 →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	-	-	-	-	-
8.1	-	-	-	-	-
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

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

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

2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically	Minimal Errors Source material incorporated	Few Errors Source material incorporated	Many Errors Source material incorporated but sometimes	Mostly incorrect Plagiarized, no references	1

			& insightfully. Sources are documented accurately.	logically. Sources documented accurately.	adequately & usually documented accurately.	inappropriately or unclearly. Documentation is accurate only occasionally.		
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding (15%)	2	Seminar demonstrated thorough knowledge of facts, terms and concepts	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms	Not Submitted	1,2,3,4, 5
2.	Thinking and Inquiry (25%)	0.5	Seminar exhibited impartiality with a high degree of success	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success		1,2,3,4, 5
3.	Communication (Oral) (35%)	2	Language and/or delivery resulted information being communicated orally with high degree of effectiveness	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness		1,2,3,4, 5
4.	Application and Q & A (25%)	0.5	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, 5
	Total = 100	1						

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	Introduction of law & contract	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	1.2	Essentials of a valid contract	PPT	Class Room	Cog.(Rem)	1	
	1.3	Offer, Acceptance & Agreement	PPT	Class Room	Cog.(Rem)	1	
	1.4	Formation of agreement	PPT	Class Room	Cog.(Rem)	1	
	1.5	Consideration & contracts	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
	1.6	Performance of the contract	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	1.7	Void, contingent contract	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	1.8	Breach of contract	PPT	Class Room	Cog.(Rem)	1	
	1.9	Damages & compensation	PPT	Class Room	Cog.(Rem)	1	
		TOTAL				10	
	2.1	Law of Partnership – concept	PPT	Class Room	Cog.(Rem)	1	
	2.2	Kinds & legal relationship between partners	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	2.3	Rights of incoming & outgoing partners	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	2.4	Retirement & expulsion	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		
	2.5	Dissolution of firm	Chalk & Board	Class Room	Cog.(Rem)	1	
	2.6	Limited Liability partnership	PPT	Class Room	Cog.(Rem)	1	
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	

		Case Laws	Chalk & Board	Class Room	Cog.(Rem)	1	
		TOTAL				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	

COURSE CODE	YBA107	L	T	P	C
COURSE NAME	BUSINESS ETHICS AND COPORATE SOCIAL RESPONSIBILITIES	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain		Level	
CO1	Explain the ethical theories and various types of approaches	Cognitive		Understanding	

CO2	Outline the corporate social responsibilities and role in the society	Cognitive	Understanding
CO3	Summarize the ethical issue involved in Human Resource Management and Marketing	Cognitive	Understanding
CO4	Interpret the ethical issue with Finance and Accounting	Cognitive	Understanding
CO5	Explain the ethical implication of Technology Transformation	Cognitive	Understanding
UNIT I ETHICAL THEORIES AND APPROACHES			10
Grounding For The Metaphysics Of Morals – Justification On Human Rights – Utilitarianism – Problems Of Utilitarianism – Aristotelian Ethics – Distributive Justice – Entitlement Theory – Fundamental International Rights – Model Business Principles – Caux Principles – International Ethics – Indian Ethics			
UNIT II CORPORATE SOCIAL RESPONSIBILITIES			12
Moral Leadership And Business Ethics – Leadership In A Value – Venturing Beyond Compliance – Managing Ethics And Legal Compliance – Corporate Code Of Conduct – Social Responsibility Of Business – Maximizing Ethics And Profits – Global Corporate Citizenship			
UNIT III ETHICS IN HUMAN RESOURCE MANAGEMENT AND MARKETING			8
Ethics Of Downsizing – Issues In Employment Discrimination – Grounds Of Race, Sex And Age- Human Rights And Global Labour Practices – Human Rights And Global Labour Practices – Business And Child Labour – Trust – Portrayal Of Women In Advertising – Drug Testing – Compensation – Sexual Harassment			
UNIT IV ETHICS IN FINANCE AND ACCOUNTING			8
Ethics In Financial Services – Financial System – Financial Markets - Types Of Markets Capital Generation – Security Exchange – Financial Instruments And Institutions Functions Of Financial Institutions – Ethics Of The Market System Ethical Practices Within The System – Avoidance Of Deception And Fraud Legal Environment			
UNIT V ETHICAL IMPLICATION OF TECHNOLOGY			7
Technology And Ethics – Electronic Performance Monitoring – New Technology And Workplace Privacy – Limitations of The Legal System – Email Policy – Internet – Cyber liability – Employer Rights And Responsibilities – Internet Usage.			
LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45
TEXT BOOKS			
Laura P H and Abha C. (2007) “Perspectives in Business Ethics” The McGraw-Hill Companies, New Delhi			

Table1 1: 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 →1, 6 – 10 →2, 11-15 →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.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1

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

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based	Information is gathered from multiple	Information is gathered from a limited	Information is gathered from a single or	Sourced from internet only	2,3

			sources.	sources.	number of sources.	two source.		
2.	Awareness of concept/Idea/Material/Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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 (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior to the due date,	Information is cited properly. Completes tasks and assignments by	Information is cited, but has errors. Completes on one day after the	Information is not cited or is cited incorrectly. Completes on	No citation seen inside the text or in the reference	2,3

			may assist classmates	due date	due date.	more than one day after the due date.		
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted are essentially	Calculations attempted are essentially	Calculations attempted are either unsuccessful or	Calculations are attempted but are both unsuccessful	Absent	4,5

			all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	all successful and sufficiently comprehensive to solve the problem.	represent only a portion of the calculations required to comprehensively solve the problem.	ul and are not comprehensive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	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 to YBA 107	PPT/C& T	Classroom	Cognitive	1	1
	1.2	Teleological and Deontological Theories	PPT/C& T	Classroom	Cognitive	1	1
	1.3	Grounding for Metaphysics Morals	PPT/C& T	Classroom	Cognitive	1	1
	1.4	Justification on Human Rights	PPT/C& T	Classroom	Cognitive	1	1
	1.5	Utilitarianism and Problem	PPT/C& T	Classroom	Cognitive	1	1
	1.6	Aristotelian	PPT/C& T	Classroom	Cognitive	1	1

		Ethics					
	1.7	Distributive Justice	PPT/C& T	Classroom	Cognitive	1	1
	1.8	Entitlement Theory	PPT/C& T	Classroom	Cognitive	1	1
	1.9	Fundamental International Rights	PPT/C& T	Classroom	Cognitive	1	1
	1.10	Model Business Principles	PPT/C& T	Classroom	Cognitive	1	1
	1.11	Caux Principles	PPT/C& T	Classroom	Cognitive	1	1
	1.12	International Ethics	PPT/C& T	Classroom	Cognitive	1	1
	1.13	Indian Ethics (Brahminical, Buddhist & Gandhian)	PPT/C& T	Classroom	Cognitive	1	1
		Class Test 1 (Unit 1)/Seminar	Written/Presentation	Classroom	Cognitive(App)	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 compliance	PPT/C& T	Classroom	Cognitive	1	1
	2.5	Corporate Code of Conduct	PPT/C& T	Classroom	Cognitive	1	1
	2.6	Social Responsibility of Business	PPT/C& T	Classroom	Cognitive	1	1
	2.7	Global Corporate Citizenship	PPT/C& T	Classroom	Cognitive	1	1
		Class Test (Unit 2)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
3	3.1	Maximizing Ethics and Profits	PPT/C& T	Classroom	Cognitive	1	1
	3.2	Ethics in of Downsizing	PPT/C& T	Classroom	Cognitive	1	1

		and Issues in Employment Discrimination					
	3.3	Grounds of Race, Sex and Age and Global Labour Practices	PPT/C& T	Classroom	Cognitive	1	1
	3.4	Business and Child Labour and Trust	PPT/C& T	Classroom	Cognitive	1	1
	3.5	Portrayal of woman in advertising and Drug Testing	PPT/C& T	Classroom	Cognitive	1	1
	3.6	Compensation and Sexual Harassment	PPT/C& T	Classroom	Cognitive	1	1
		Class Test (Unit 3)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
4	4.1	Ethics in Finance Services, Financial System, Financial Markets	PPT/C& T	Classroom	Cognitive	1	1
	4.2	Ethics of the Marketing system	PPT/C& T	Classroom	Cognitive	1	1
	4.3	Ethics in Human resources	PPT/C& T	Classroom	Cognitive	1	1
	4.4	Ethics in Computer System	PPT/C& T	Classroom	Cognitive	1	1
	4.5	Avoidance of Deception, Fraud and legal environment	PPT/C& T	Classroom	Cognitive	1	1
	4.6	Technology and Ethics	PPT/C& T	Classroom	Cognitive	1	1
	4.7	Electronic Performance Monitoring	PPT/C& T	Classroom	Cognitive	1	1
		Class Test (Unit	Written/Presentation	Classroom	Cognitive (App)	1	1

		4)/Seminar					
5	5.1	New Technology and Workplace 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/Presentation	Classroom	Cognitive (App)	1	1
		Total				45 hrs	

COURSE CODE	YBA108	L	T	P	C
COURSE NAME	ENVIRONMENTAL AND DISASTER MANAGEMENT	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3:0:0	3	0	0	3
COURSE OUTCOMES		Domain	Level		
CO1	Define the Environment, types of pollutants and its adverse effects and Demonstrate the role of an individual in preventing it	Cognitive	Remembering Understanding		
CO2	Explain the Ecosystem and Renewable Energy Sources	Cognitive	Understanding		
CO3	Analyze the water pollution, water conservation and waste water treatment	Cognitive	Analysing		
CO4	Define the air quality standards and how to prevent air pollution and effects of noise pollution on human health	Cognitive	Remembering		
CO5	Demonstrate how to manage solid waste and hazardous materials	Cognitive	Understanding		
CO6	Explain seismology and ways to manage earthquakes	Cognitive	Understanding		
UNIT I					8
Introduction to Environment – Pollutants and their classification - Types of pollution – Adverse effects of Environmental Pollution on human health – Role of an individual in prevention of pollution.					
UNIT II					8
Introduction to Ecology – Classifications of Ecology- Concept of Eco system – Types of Eco System – Structure and function – Major Eco system – Renewable energy sources.					
UNIT III					12
Introduction to water pollution - Forms of water – water cycle – sources of water – water pollution - Water conservation – Water quality parameters – Water treatments. Waste water management- Waste water treatment methods and disposal - Harvesting rain water harnessing life – Attributes of ground water					
UNIT IV					10
Introduction to air pollution – Classifications of factors causing air pollution – Air pollutants gases – Prevention of air pollution – Air quality standards- Kinds of air quality standards – Noise pollution – Effects of industrial noise pollution – Effects of noise pollution on human health					
UNIT V					7
Introduction to disaster management – Types of disaster – Evaluation – Prevention of disasters – Population growth and disasters – Seismology and earth quakes.					
LECTURE	TUTORIAL	PRACTICAL		TOTAL	
45	0	0		45	
TEXT BOOKS					
Dr. Sanjay K.Sharma (2011), “Environmental Engineering and Disaster Management”, University Science Press, Laxmi Publications, New Delhi.					
REFERENCES					
Bose.B.C,”Introduction to Disaster Management”, Rajat Publication, New Delhi					

Table1 1: Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 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 d to 0,1,2, 3	2	1	0	1	2	0	1	1	1	0	0

1-5 →1, 6 – 10 →2, 11-15 →3

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

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

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	19 Marks	24 Marks	19 Marks

Table 8: Rubrics for Assignment (5 Marks):

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

	(20%)		logically & insightfully. Sources are documented accurately.	ed logically. Sources documented accurately.	ed adequately & usually documented accurately.	sometimes inappropriately or unclearly. Documentation is accurate only occasionally		
	Total = 100%							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/ Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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 Research h	Research question(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 literature review.	and are not apparent from the literature 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	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5

			informatio n.					
2.	Representa tion	0.2 5	Skillfully converts relevant informatio n into an insightful mathematic al 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 mathematic al 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 and sufficientl y comprehen sive to solve the problem. Calculatio ns are also presented elegantly (clearly, concisely, etc.)	Calculatio ns attempted are essentially all successful and sufficientl y comprehen sive to solve the problem.	Calculations attempted are either unsuccessfu l or represent only a portion of the calculations required to comprehens ively solve the problem.	Calculations are attempted but are both unsuccessf ul and are not comprehen sive.	Abse nt	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:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
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1	1.1	Introduction to Environment – Pollutants and their classification	Lecture	PPT/C& T	Cognitive	1	1
	1.2	Types of pollution – Adverse effects of Environmental Pollution on human health	Lecture	PPT/C& T	Cognitive	2	1
	1.3	Role of an individual in prevention of pollution	Lecture	PPT/C& T	Cognitive	2	1
		Case Discussion		Discussion	Cognitive	2	
		Total				7	
2	2.1	Introduction to Ecology – Classifications of Ecology	Lecture	PPT/C& T	Cognitive	1	2
	2.2	Concept of Eco system – Types of Eco System – Structure and function	Lecture	PPT/C& T	Cognitive	2	2
	2.3	Major Eco system – Renewable energy sources	Lecture	PPT/C& T	Cognitive	2	2
		Case Discussion		Discussion	Cognitive	2	
		Total				7	
3	3.1	Introduction to water pollution - Forms of water – water cycle – sources of water – water pollution	Lecture	PPT/C& T	Cognitive	2	3
	3.2	Water conservation – Water quality parameters – Water treatments	Lecture	PPT/C& T	Cognitive	2	3
	3.3	Waste water management- Waste water treatment methods and disposal	Lecture	PPT/C& T	Cognitive	2	3
	3.4	Harvesting rain water harnessing life – Attributes of ground water	Lecture	PPT/C& T	Cognitive	1	3
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Seminar / Class Test		PPT/C& T	Cognitive	1	
		Total				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	

COURSE CODE	YBA 201	L	T	P	C
COURSE NAME	FINANCIAL MANAGEMENT	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain		Level	
CO1	<i>Understanding</i> the overview of Financial Management and Time value of Money.	Cognitive		Understanding	

CO2	<i>Understanding</i> capital budgeting techniques.	Cognitive	Understanding
CO3	<i>Understanding</i> the capital structure and dividend policy	Cognitive	Understanding
CO4	<i>Understanding</i> the sources of long term finance and basics of inventory management.	Cognitive	Understanding
CO5	<i>Understanding</i> the sources of short term finance and basics of mergers and takeovers	Cognitive	Understanding
UNIT I-NATURE AND SCOPE OF FINANCIAL MANAGEMENT, TIME VALUE OF MONEY			6
Meaning-Definition-Objectives and Functions of Financial Management-Role of Finance Manager-Scope of Financial Management. Meaning for Time preference for Money-Techniques of Time value of Money- Time Value of Money Problems using any one of the basic software.			
UNIT II-RISK AND RETURN, COST OF CAPITAL, CAPITAL BUDGETING			12
Meaning of Risk-Systematic Risk and Unsystematic Risk-Relationship between Risk and Return-Capital Asset Pricing Model (CAPM). Meaning and Definition of Cost of Capital-Computation of Cost of Capital- Meaning and Definitions of Capital Budgeting- Methods-Payback period Method-Accounting Rate of Return Method- Discounted Cash Flow Method.			
UNIT III- CAPITAL STRUCTURE AND LEVERAGES, WORKING CAPITAL MANAGEMENT, DIVIDEND POLICY			12
Meaning and Definition of Capital Structure- Theories of Capital Structure-Define Leverage – Types of Leverage. Working Capital Management-Working capital policy-Cash and Liquidity Management. Meaning of Dividend-Models of Dividend policy-Walter’s Models-Gordon’s Model-Modigliani Miller Model-Forms of Dividend			
UNIT IV-SOURCES OF FINANCE			6
Sources of Long term Finance, Equity Shares-Preference Shares-Debentures or Bonds-Term Loans-Retained Earnings, Sources of Short term Finance -Factoring-Trade credit -Merits and Demerits.			
UNIT V-CORPORATE RISK MANAGEMENT, MERGER AND ACQUISITION			9
Corporate Risk Management, Meaning and Reasons for Mergers and Acquisition -Cost and benefits of a Merger.			
LECTURE	TUTORIAL	PRACTICAL	TOTAL
45	0	0	45
TEXT BOOKS			
Chandra, Prasanna, Financial Management–Theory and Practice, Eighth edition, TMH Publishing Company Ltd., New Delhi,			
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→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	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	-	15 Marks
Part – D (Compulsory				20 Marks	

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 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	1,2,3,4,5	Cog / Und
3.	Submission Time	On time	1 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	0	Relation to CO	Domain / Level
1.	Level of Participation (50%)	Highly active participation	Active participation	Participate	Passive participation	Not participating	1,2,3,4,5	Cog / Und
2.	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 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 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 aids/Venue	Targeted learning domain	No. of Hrs	Relation 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	

3.		CAPITAL STRUCTURE AND LEVERAGES, WORKING CAPITAL MANAGEMENT, CASH MANAGEMENT, DIVIDEND POLICY					
	3.1	Meaning and Definition of Capital Structure- Theories of Capital Structure-	Lecture	PPT/C& T /Classroom	Cog (Und)	4	3
	3.2	Define Leverage – Types of Leverage.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.3	Working Capital Management- Concepts-Types-Advantage & Disadvantages.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.4	Meaning of Dividend-Models of Dividend policy-Walter’s Models- Gordon’s Model-Modigliani Miller Model-Forms of Dividend	Lecture	PPT/C& T /Classroom	Cog (Und)	4	3
		Seminar	Presentati on	PPT/ Classroom	Cog (Und)		
		Case Study	Discussio n / Presentati on	PPT/ Classroom	Cog (Und)		
		Total				12	
4.		SOURCES OF LONG TERM FINANCE, INVENTORY MANAGEMENT					
	4.1	Equity Shares-Preference Shares- Debentures or Bonds-Term Loans- Retained Earnings,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.2	Meaning and kinds of Inventories- Purpose and objectives of Inventory Management-	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.3	Economic Order Quantity (Simple Model).	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
		Seminar	Presentati on	PPT/ Classroom	Cog (Und)		
		Case Study	Discussio n / Presentati on	PPT/ Classroom	Cog (Und)		
		Total				6	
5.		SOURCES OF SHORT TERM FINANCE, CORPORATE RISK MANAGEMENT, MERGER AND ACQUISITION					
	5.1	Sources of Short term Finance - Factoring-Trade credit -Merits and Demerits,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.2	Corporate Risk Management,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.3	Meaning and Reasons for Mergers and Acquisition -Cost and benefits of a Merger.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
		Seminar	Presentati on	PPT/ Classroom	Cog (Und)		
		Case Study	Discussio n / Presentati on	PPT/ Classroom	Cog (Und)		
		Total				9	
		Grand Total				45	

COURSE CODE		YBA202	L	T	P	C
COURSE NAME		HUMAN RESOURCE MANAGEMENT	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Understand</i> the various roles played by a human resource manager and the essential qualities of a HR manager.		Cognitive		Understanding	
CO2	<i>Understand</i> the demand forecasting of human resource required and hire right person for right place at right time.		Cognitive		Understanding	
CO3	<i>Understand</i> the various recruitment practices and selection procedure.		Cognitive		Understanding	
CO4	<i>Understand</i> new perspectives in Training, performance appraisal and Components of E-HRM.		Cognitive		Understanding	
CO5	<i>Understand</i> the concept of Competitive dynamics.		Cognitive		Understanding	
UNIT I INTRODUCTION TO HUMAN RESOURCE MANAGEMENT						05
Evolution of Human Resource Management – The importance of the human factor – Challenges - Role of human resource manager – Qualities of human resource manager.						
UNIT II HUMAN RESOURCE PLANNING, JOB ANALYSIS AND DESIGN						10
Objectives of HRP, Factors affecting HRP, Process of HRP, Forecasting, Gap Analysis, Implementation of HRP, Objectives of Job Analysis, Determining Training Needs, Compensation, Performance Preview. Process and steps of Job Analysis, Method of Job Analysis - Data Gathering-Aspect of Job analysis, Job Description, Job Specifications. Job Evaluation, Job design.						
UNIT III EMPLOYEE RECRUITMENT, SELECTION & PLACEMENT						10
Factors affecting recruitment, Constraints and Challenges in Recruitment Process, Process of Recruitment, Sources of Recruitment, Recruitment Practices in India, Retention of Employee - Steps in Selection Procedure, Selection in other countries, Socialization and Induction - Global Placement, Outplacement, Promotion, Transfer, Downsizing, Lay-off and Retrenchment, Suspension, Dismissal, Resignation, Voluntary Retirement Scheme.						
UNIT IV TRAINING & DEVELOPMENT, PERFORMANCE APPRAISAL E-HRM						10
Concept of Training, Training Methods, New Training Techniques, Evaluation of Training, New Perspectives on Training, Emerging Issues in Training, Identification of Training needs - Performance Appraisal, Methods of Performance Appraisal, Potential Appraisal, Possible Errors in the Appraisal Process, Planning for Performance Improvement - Components of E-HRM Advantages and Functions of E-HRM.						
UNIT V COMPENSATION						10
Basics of compensation - factors determining pay rate - Current trends in compensation -. Pay for performance and Financial incentives: Money and motivation - incentives for operations employees and executives - Organization wide incentive plans - Practices in Indian organizations. Benefits and services: Statutory benefits - non-statutory (voluntary) benefits - Insurance benefits - retirement benefits and other welfare measures to build employee commitment.						
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.						

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	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 Value	3	0	0	1	0	2	0	0	2	0	0

1-5 → 1 6-10 → 2 11-15 → 3

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

Table 2: 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
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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.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 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	1,2,3,4,5	Cog / Und
3.	Submission Time	On time	1 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	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	0	Relation to CO	Domain / Level
1.	Level of Participation (50%)	Highly active participation	Active participation	Participate	Passive participation	Not participating	1,2,3,4,5	Cog / Und
2.	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. No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
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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 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 aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	Evolution of human resource management	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.2	The importance of the human factor	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.3	Challenges in HRM	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.4	Role of human resource manager	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.5	Qualities of human resource manager.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
		Seminar	Discussion/Presentation	PPT/C& T /Classroom	Cog (App)		1
		Total				5	
2	2.1	Objectives of HRP, Factors affecting HRP	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.2	Process of HRP,	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.3	Forecasting, Gap Analysis,.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.4	Implementation of HRP,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.5	Objectives of Job	Lecture	PPT/C& T	Cog (Und)	2	2

		Analysis,		/Classroom			
	2.6	Determining Training Needs, Compensation	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.7	Performance Preview.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.8	Process and steps of Job Analysis,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.9	Method of Job Analysis - Data Gathering-	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.10	Aspect of Job analysis, Job Description,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.11	Job Specifications. Job Evaluation, Job design	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		1,2
		Total				10	
3	3.1	Factors affecting recruitment, Constraints and Challenges in Recruitment Process	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.2	Process of Recruitment	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.3	Sources of Recruitment	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.4	Recruitment Practices in India, Retention of Employee	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.5	Socialization and Induction - Global Placement, Outplacement	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.6	Promotion, Transfer, Downsizing, Lay-off and Retrenchment, Suspension, Dismissal, Resignation, Voluntary Retirement Scheme.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
		Case Study	Discussion/	PPT/C& T /Classroom	Cog (Und)		3
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		3
		Total				10	
4	4.1	Concept of Training, Training Methods	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.2	New Training Techniques, Evaluation of Training, New Perspectives on Training, Emerging Issues in Training, Identification of Training needs	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.3	Performance Appraisal, Methods of Performance	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4

		Appraisal, Potential Appraisal					
	4.4	Possible Errors in the Appraisal Process, Planning for Performance Improvement	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.5	Components of E-HRM Advantages and Functions of E-HRM.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
		Case Study	Lecture	PPT/C& T /Classroom	Cog (Und)		4
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		4
		Total				8	
5	5.1	Basics of compensation - factors determining pay rate - Current trends in compensation	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
	5.3	Organisation wide incentive plans - Practices in Indian organizations.	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
	5.5	Insurance benefits - retirement benefits and other welfare measures to build employee commitment	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
		Case Study	Discussion/Presentation	PPT/C& T /Classroom	Cog (Und)		5
		Seminar	Presentation	PPT / Classroom	Cog (Und)		4,5
		Total				10	
		Grand Total				45 hrs	

COURSE CODE		YBA203	L	T	P	C
COURSE NAME		MARKETING MANAGEMENT	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Understand</i> the concept of Marketing Management.		Cognitive		Understanding	
CO2	<i>Understand</i> the Customer value & Market segment.		Cognitive		Understanding	
CO3	<i>Understand</i> the Product strategy.		Cognitive		Understanding	
CO4	<i>Understand</i> the Communicating value.		Cognitive		Understanding	
CO5	<i>Understand</i> the concept of Competitive dynamics.		Cognitive		Understanding	
UNIT I UNDERSTANDING MARKETING MANAGEMENT						7
Defining Marketing for the 21 st 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 5 th Edition,McGram Hill Education(India) Pvt., Ltd.,NewDelhi						
REFERENCES						
Philip Kotler, Kevin Lane Keller, Abraham Koshy and MithileshwarJha, <i>Marketing Management – A South Asian Perspective</i> , Pearson Education Inc., New Delhi.						

Table 1: 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	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 Value	2	1	0	1	0	0	0	0	2	0	0

1-5 → 1 6-10 → 2 11-15 → 3

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

Table 2: 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

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	19 Marks

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

S.No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Contribution of work	Total contribution of work	Partial contribution of work	Moderate contribution of work	Limited contribution of work	No contribution of work	1,2,3,4,5	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.	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.	Interpretation 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 acknowledged	Moderate plagiarism and review of literature acknowledged	Plagiarism and review of literature not properly acknowledged	Plagiarism and review of literature not acknowledged	Completely plagiarised and review of literature not acknowledged	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 & 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	1,2	Cog / Und
2.	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 (20%)	Complete details of author, name of the book or journal, publisher	Required details of author, name of the book or journal, publisher	Partial details of author, name of the book or journal, publisher	Incomplete details of author, name of the book or journal, publisher	No reference	1,2	Cog / Und
4.	Time of Submission (10%)	Submitted on time	Submitted one day late	Submitted two days late	Submitted three days late	Not submitted	1,2	Cog / Und
	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%)	On time	2 days late	4 days late	One week late	Not submitted	3 & 5	Cog / Und
	Total = 100%							

Table 10: Rubrics for Role Play (6 Marks)

S. No	Category	100	75	50	25	0	Relation to CO	Domain / Level
1.	Level of understanding about the role given (30%)	Proper understanding about the role given	Good understanding about the role given	Moderate understanding about the role given	Improper understanding about the role given	Not understood	2,4	Cog / Und
2.	Exhibiting the role	Very accurate performance to the role given	Good performance	Moderate performance	Bad performance	Not performed	2,4	Cog / Und
	Total = 100%							

Table 11: Rubrics for Seminar (6 Marks)

S. No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
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1.	Concept Clarity and Depth of Knowledge (40%)	Excellent understanding about the concept and in depth knowledge about the topic	Good understanding about the concept and required knowledge about the topic	Moderate understanding about the concept and knowledge about the topic	Limited understanding about the concept and basic knowledge about the topic	No understanding about the concept and knowledge about the topic is totally absent	1,4	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 vocabulary and flow of language	Usage of vocabulary is totally absent and improper flow of language	1,4	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	1,4	Cog/Und
4.	Time Management (10%)	Excellent management of time allotted	Proper management of time allotted	Moderate management of time allotted	Average management of time allotted	Poor management of time allotted	1,4	Cog/Und
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/Und
	Total -100							

Table 12: Rubrics for Case Study (6 Marks)

S. No	Criteria	100	75	50	25	0	Relation to COs	Domain / Level
1.	Problem Identification (25%)	Identifying the problem accurately	Identifying the problem correctly	Identifying the problem moderately	Partial identification of the problem	Problem Unidentified	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 interpretation of results	Appropriate usage of statistical tools / SWOT / SWOC for interpretation of results	Moderate usage of statistical tools / SWOT / SWOC for interpretation of results	Usage of statistical tools / SWOT / SWOC for interpretation of results	Statistical tools / SWOT / SWOC for interpretation of results were not used	3,5	Cog / Und
4.	Outcome	Proper	Relevant	Partial	Improper	No	3,5	Cog /

	(20%)	Conclusion arrived after analysis and interpretation	Conclusion arrived after analysis and interpretation	Conclusion arrived after analysis and interpretation	Conclusion arrived after analysis and interpretation	Conclusion arrived after analysis and interpretation		Und
	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	

COURSE CODE		YBA204	L	T	P	C
COURSE NAME		PRODUCTION AND OPERATIONS MANAGEMENT	4	0	0	4
PREREQUISITE:		Nil	L	T	P	H
C:P:A		4 : 0 : 0	4	0	0	4
COURSE OUTCOMES			Domain		Level	
CO1	<i>Explain</i> operations, productivity and the various steps in product design.		Cognitive		Understanding	
CO2	<i>Explain</i> the types of processes, process selection and capacity planning.		Cognitive		Understanding	
CO3	<i>Explain</i> facility layout and forecasting.		Cognitive		Understanding	
CO4	<i>Explain</i> aggregate planning and inventory control.		Cognitive		Understanding	
CO5	<i>Explain</i> material requirements planning, scheduling and lean production.		Cognitive		Understanding	
UNIT I-INTRODUCTION TO OPERATIONS, PRODUCT DESIGN						12
Operations, Transformation process, Operations management, Productivity, Product design - Product design process						
UNIT II-PROCESS SELECTION, CAPACITY PLANNING						12
Process selection and design - Classification, Product-process matrix, Process flow chart, Capacity management - Capacity planning						
UNIT III- FACILITY LAYOUT, FORECASTING						12
Facility Layout – Types of layouts, Product layout, Process layout, Forecasting – Components of demand, Forecasting techniques, Qualitative techniques, Time series analysis, Forecast errors						
UNIT IV-AGGREGATE PLANNING, INVENTORY CONTROL						12
Aggregate Sales and Operations Planning - Planning Strategies Inventory Control - Inventory costs, Inventory systems, Fixed order quantity model						
UNIT V-MATERIAL REQUIREMENTS PLANNING, SCHEDULING, LEAN PRODUCTION						12
Material Requirement Planning - Master production schedule, Bill of materials, Operations Scheduling – Scheduling and control functions,Lean Production						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
60		0		0		60
TEXT BOOKS						
1. Roberta S Russell, Bernard W Taylor (2013), <i>Operations Management Along the Supply Chain</i> , Wiley.						
REFERENCES						
1. Richard B Chase, F Robert Jacobs, Nicholas J Aquilano, Nitin K Agarwal (2013), <i>Operations Management for Competitive Advantage</i> , Tata McGraw-Hill.						
2. Mahadevan B (2010), <i>Operations Management: Theory and Practice</i> , Pearson.						

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 0,1,2,3	3	1	0	0	2	0	0	0	0	0	0

1-5 →1, 6-10 →2, 11-15 →3

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

Table 2: 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%):

	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	0	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
1	Topic Relevance (40%)	Well related to topic	Related to topic	Implicitly related to topic	Vaguely 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	Not fluent with mistakes	Discontinuous with many mistakes	Not prepared	3,4,5	Cog/Und
4	Timeliness (20%)	First turn	Second turn	Third turn	Fourth turn	After fourth turn	3,4,5	Cog/Und
	Total = 100							

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 thoroughly analysed	Some facts thoroughly analysed	Satisfactory analysis	Very little analysis	Irrelevant analysis	5	Cog/Und
2.	Conclusion (20%)	Well explained and well supported	Well explained and not supported	Satisfactory explanation	Poor explanation	No conclusion	5	Cog/Und
3.	Presentation (20%)	Very neat	Neat	Satisfactory	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%)	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	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 Talk, PPT, video	Class Room	Cog.(Und)	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 and	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 SYSTEM	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain		Level	

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 Value	2	1	0	0	0	0	1	0	2	0	0

1-5 → 1 6-10 → 2 11-15 → 3

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

Table 2: 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. No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Contribution of work	Total contribution of work	Partial contribution of work	Moderate contribution of work	Limited contribution of work	No contribution of work	1,2,3,4,5	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.	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.	Interpretation 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 acknowledged	Moderate plagiarism and review of literature acknowledged	Plagiarism and review of literature not properly acknowledged	Plagiarism and review of literature not acknowledged	Completely plagiarised and review of literature not acknowledged	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.	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
2.	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
3.	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
4.	Timely Submission (10%)	Submitted On time.	Submitted 1 day late	Submitted 2 days late.	Submitted 3 days late.	Not submitted	1,2	Cog, Und
	Total = 100%							

Table 9: Rubrics for Multimedia presentation (6 Marks)

S.No	Category	100	75	50	25	0	Relation to CO	Domain / Level
1.	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	Presentation supported with limited 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	Average management of time allotted	Poor management of time allotted	3,4,5	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. No	Criteria	100	75	50	25	0	Relation to CO	Domain / Level
1.	Concept Clarity and Depth of Knowledge (40%)	Excellent understanding about the concept and in depth knowledge about the topic	Good understanding about the concept and required knowledge about the topic	Moderate understanding about the concept and knowledge about the topic	Limited understanding about the concept and basic knowledge about the topic	No understanding about the concept and knowledge 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 vocabulary and flow of language	Usage of vocabulary 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 Management (10%)	Excellent management of time allotted	Proper management of time allotted	Moderate management of time allotted	Average management of time allotted	Poor management of time allotted	1,2,3	Cog / Und
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	1,2,3	Cog / Und
	Total =100							

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 Case Study (6 Marks)

S. No	Criteria	100	75	50	25	0	Relation to COs	Domain / Level
1.	Problem Identification (25%)	Identifying the problem accurately	Identifying the problem correctly	Identifying the problem moderately	Partial identification of the problem	Problem Unidentified	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.	Interpretation using tools (30%)	Effective usage of statistical tools / SWOT / SWOC for interpretation of results	Appropriate usage of statistical tools / SWOT / SWOC for interpretation of results	Moderate usage of statistical tools / SWOT / SWOC for interpretation of results	Usage of statistical tools / SWOT / SWOC for interpretation of results	Statistical tools / SWOT / SWOC for interpretation of results were not used	3,4,5	Cog / Und
4.	Outcome (20%)	Proper Conclusion arrived after analysis and interpretation	Relevant Conclusion arrived after analysis and interpretation	Partial Conclusion arrived after analysis and interpretation	Improper Conclusion arrived after analysis and interpretation	No Conclusion arrived after analysis and interpretation	3,4,5	Cog / Und
	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	Information Systems in Business	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.2	Components of Information Systems	Lecture	PPT/C& T /Classroom	Cog (Und)	2	1
	1.3	Using Information Technology for Strategic Advantage	Lecture	PPT/C& T /Classroom	Cog (Und)	2	1
		Seminar	Discussion/Presentation	PPT/C& T /Classroom	Cog (Und)		1
		Total				5	
2	2.1	Hardware, Software	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.2	Data Concepts, Database Structures,	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.3	Types of Databases,	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.4	Data Warehouse, Data Mining,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.5	Database Management Approach,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.6	Types of Telecommunication	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2

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

COURSE CODE		YBA 206	L	T	P	C
COURSE NAME		RESEARCH METHODOLOGY	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Understand</i> the process in business research projects		Cognitive		Understanding	
CO2	<i>Define</i> business problem		Cognitive		Understanding	
CO3	<i>Analyzing</i> of collected data to investigate the research problem		Cognitive		Understanding	
CO4	<i>Designing</i> of questionnaires for data collection		Cognitive		Understanding	
CO5	<i>Interpret</i> of data using statistical techniques		Cognitive		Understanding	
UNIT I INTRODUCTION						8
Meaning of Research, Objective of Research, Motivation in Research, Types of Research Approaches, Significance of Research, research process, criteria of good Research, Problems Encountered by Researchers in India						
UNIT II PROBLEM DEFINITION						10
Research Problems, Selecting the problem, Necessity of defining the Problem, technique involved in defining a problem, Research Design, meaning, need for research design, features of a good design, important concepts relating to research design, different research designs						
UNIT III SAMPLING, MEASUREMENT & SCALING						9
Sampling Need for Sampling, Definitions, Important Sampling Distributions, Method of Sampling Measurement in Research, Measurement Scales, Sources of Errors in Measurement, Tests of Sound Measurement, Techniques of developing Measurement Tools, Meaning of Scaling, Scale Classification Bases, Important Scaling Techniques, Scale Construction Techniques						
UNIT IV DATA COLLECTION						9
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 ANALYSIS & REPORT PREPARATION						9
Introduction to Uni-variate, Bi-variate and Multi-variate techniques, Report Writing. Techniques of interpretation, Different steps in writing report						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
45		0		0		45
TEXT BOOKS						
Kothari C R, Research Methodology, New Age International Publishers						
REFERENCES						
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 →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			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

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	4 Marks	19 Marks	19Marks	29Marks	29Marks

Table 7: Rubrics for Assignment (4 Marks):

S. No	Criteria	100	75	50	25	0	Relation to CO	Domain/level
1.	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 grammatical 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 requirements; with professional look.	Meets formal and assignment requirements with professional look	Meets formal and assignment requirements	Meets assignment requirements	Did not meet assignment requirements	1	Cog/Und
	Total = 100%							

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

S. No	Criteria	100	75	50	25	0	Relation to CO	Domain/level
1.	Content Clarity (50%)	The paper addresses with an in depth analysis with all the issues referred in the proposed topic.	The paper addressed most part of the referred proposed topic	The paper addressed 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 (30%)	The paper is well written, without	The paper is written with few	The paper is written with	The paper is not well written,	The paper is badly written and lacks	3	Cog/Und

		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.	References (20%)	All the references used are important, and are of good/scholarly quality. Resources are used effectively in the paper	Most of the references used are important, and are of good quality. Resources are used effectively in the paper	Few of the references used are important, and are of good quality. Resources are used effectively in the paper	Most of the references used are not important.	The references were completely not related	3	Cog/Und
	Total - 100							

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

S. No	Criteria	100	75	50	25	0	Relation to COs	Domain/level
1.	Interpretation and Analysis (50%)	The student has analysed the case study in a professional manner	The student has analysed the case study	The student has partially analysed the case study	The student lack in analysing the case study	The student did not attempt the case study	4,5	Cog/Und
2.	Quality of Writing (30%)	The student has written well without spelling, and grammar errors..	The student has written well with few spelling, and grammar errors	The student has written with many spelling, and grammar errors	The student did not write the answers	The student did not attempt the case study	4,5	Cog/Und
3	Conclusion (20%)	The student conclude the case study with excellent narration	The student conclude the case study with narratio	The student conclude the case study without proper	The student did not conclude the case study	The student did not attempt the case study	4,5	Cog/Und

			n	narratio n				
	TOTAL -100							

Table 10: Rubrics for Seminar (5 Marks):

S.No	Criteria	100	75	50	25	0	Relation to COs	Relation to COs
1.	Presentation Content (50%)	The student presented the topic exemplarily well with good voice modulation	The student presented the topic was good with good voice modulation	The student presented the topic was fairly good but lack in voice modulation	The student presented the topic but lacks in presentation etiquette	The student did not present the topic	1,4	Cog/Und
2.	Quality Slides (30%)	The student has used the slides in a professional 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	Conclusion (20%)	The student conclude the presentation with excellent narration	The student conclude the presentation with narration	The student conclude the presentation without proper narration	The student did not conclude the presentation	The student did not conclude the presentation	1,4	Cog/Und
	TOTAL - 100							

Table 11: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	Introduction to YBA 206	PPT/C& T	Classroom	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/Presentation	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 & Apprenticeship	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 research design	PPT/C& T	Classroom	Cog (Und)	1	5
		Class Test (Unit 2)/Seminar	Written/Presentation	Classroom	Cog (Und)	1	1
3	3.1	Need for sampling	PPT/C& T	Classroom	Cog (Und)	1	4
	3.2	Definitions of sampling	PPT/C& T	Classroom	Cog (Und)	1	4
	3.3	Method of Sampling	PPT/C& T	Classroom	Cog (Und)	1	4
	3.4	Measurement in research	PPT/C& T	Classroom	Cog (Und)	1	4
	3.5	Measurement Scales	PPT/C& T	Classroom	Cog (Und)	1	1
	3.6	Technique in developing Measurement Tools	PPT/C& T	Classroom	Cog (Und)	1	3
	3.7	Meaning of Scaling	PPT/C& T	Classroom	Cog (Und)	1	3
	3.8	Classification of Scale & Construction	PPT/C& T	Classroom	Cog (Und)	1	3
	3.9	Important of Scaling Techniques	PPT/C& T	Classroom	Cog (Und)	1	3
		Class Test (Unit 3)/Seminar	Written/Presentation	Classroom	Cog (Und)	1	1
4	4.1	Collection of Primary data	PPT/C& T	Classroom	Cog (Und)	1	1
	4.2	Observation Method	PPT/C& T	Classroom	Cog (Und)	1	1
	4.3	Collection of Data through Questionnaires	PPT/C& T	Classroom	Cog (Und)	1	1
	4.4	Collection of Data through schedules	PPT/C& T	Classroom	Cog (Und)	1	1
	4.5	Difference between Questionnaires and Schedules	PPT/C& T	Classroom	Cog (Und)	1	1
	4.6	Other methods of data collection	PPT/C& T	Classroom	Cog (Und)	1	1
	4.7	Collection of Secondary Data	PPT/C& T	Classroom	Cog (Und)	1	1
	4.8	Selection of Appropriate method for data collection	PPT/C& T	Classroom	Cog (Und)	1	1
	4.9	Case Study method	PPT/C& T	Classroom	Cog (Und)	1	1
		Class Test	Written/Presentation	Classroom	Cog (Und)	1	1

		(Unit 4)/Seminar	n				
5	5.1	Uni-Variate Technique	PPT/C& T	Classroom	Cog (Und)	1	5
	5.2	Multi-variate Techniques	PPT/C& T	Classroom	Cog (Und)	1	5
	5.3	Report Writing	PPT/C& T	Classroom	Cog (Und)	1	5
	5.4	Technique of Interpretation	PPT/C& T	Classroom	Cog (Und)	1	5
	5.5	Different steps in writing report	PPT/C& T	Classroom	Cog (Und)	1	5
	5.6	Usage of Computer in Research	PPT/C& T	Classroom	Cog (Und)	1	5
	5.7	Mechanics of writing a research report	PPT/C& T	Classroom	Cog (Und)	1	5
	5.8	Types of Report	PPT/C& T	Classroom	Cog (Und)	1	5
	5.9	Layout of the research report	PPT/C& T	Classroom	Cog (Und)	1	5
		Class Test (Unit 5)/Seminar	Written/Presentation	Classroom	Cog (Und)	1	1
		Total				45 hrs	

COURSE CODE		YBA207	L	T	P	C
COURSE NAME		Operations Research	4	0	0	4
PREREQUISITE:		Nil	L	T	P	H
C:P:A		4 : 0 : 0	4	0	0	4
COURSE OUTCOMES			Domain		Level	
CO1	<i>Explain</i> the solution methods of linear programming problems.		Cognitive		Understanding	
CO2	<i>Explain</i> the solution methods of transportation and assignment problems.		Cognitive		Understanding	
CO3	<i>Explain</i> replacement models.		Cognitive		Understanding	
CO4	<i>Explain</i> the use of queuing models, machine sequencing and game theory.		Cognitive		Understanding	
CO5	<i>Explain</i> the use of CPM and PERT in project scheduling.		Cognitive		Understanding	
UNIT I-OPERATIONS RESEARCH &LINEAR PROGRAMMING						15
Introduction to operations research, applications of O.R, role of O.R in Business and management. Linear programming, Application of LP in Management, Graphical method, Simplex method						
UNIT II-TRANSPORTATION MODELSAND ASSIGNMENT MODELS						10
Introduction to transportation model, North-West Corner Method, Matrix – Minima method, Vogel’s Approximation Method, Optimal Solutions by MODI Method.						
UNIT III- ASSIGNMENT AND REPLACEMENT MODELS						10
Assignment Problems, Travelling SalesmanProblem. Introduction to replacement model, Replacement policy for items which deteriorate with time gradually.						
UNIT IV-QUEUEING MODELS, SEQUENCING& GAME THEORY						12
Introduction to Queuing model - Single server model. Introduction to sequencing problem, Sequencing of ‘n’ jobs and ‘2’ machines. Introduction to Game theory, Two person zero sum games.						
UNIT V-SCHEDULING 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. <i>An Introduction to Management Science – Quantitative Approaches to Decision Making</i> , Cengage Learning India Pvt. Ltd., New Delhi.						
REFERENCES						
1. Prem Kumar Gupta, Hira D.S, <i>Operations Research</i> , S. Chand Company Ltd, New Delhi. 2. S. Kalavathy, <i>Operations Research</i> , Vikas Publishing House Pvt Ltd. 3. Sharma J.K, <i>Operations Research, Theory & Applications</i> , Macmillan Publishers India Ltd, New Delhi.						

Table 1: Mapping of COs with POs

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

1-5 →1, 6-10 →2, 11-15 →3

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

Table 2: 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%):

	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 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	0	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	Vaguely 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	Not fluent with mistakes	Discontinuous with many mistakes	Not prepared	3,4,5	Cog/Und
4	Timeliness (20%)	First turn	Second turn	Third turn	Fourth turn	After fourth turn	3,4,5	Cog/Und
	Total = 100							

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 thoroughly analysed	Some facts thoroughly analysed	Satisfactory analysis	Very little analysis	Irrelevant analysis	5	Cog/Und
2.	Conclusion (20%)	Well explained and well supported	Well explained and not supported	Satisfactory explanation	Poor explanation	No conclusion	5	Cog/Und
3.	Presentation (20%)	Very neat	Neat	Satisfactory	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 Method	Chalk and Talk	Class Room	Cog.(Und)	1	2
		2.1.4 Vogel's Approximation Method	Chalk and Talk	Class Room	Cog.(Und)	3	2
		2.1.5 MODI Method	Chalk and Talk	Class Room	Cog.(Und)	2	2
		2.1.6 Transportation problem using Computer	Chalk and Talk, PPT, Excel	Class Room	Cog.(Und)	2	2
		Total				10	
3	3.1	ASSIGNMENT AND REPLACEMENT MODELS					
		3.1.1 Assignment	Chalk and Talk	Class Room	Cog.(Und)	3	3
		3.1.2 Travelling Salesman	Chalk and Talk, PPT	Class Room	Cog.(Und)	2	3
		3.1.3 Replacement	Chalk and Talk	Class Room	Cog.(Und)	1	3
		3.1.4 Items that Fail Gradually	Chalk and Talk	Class Room	Cog.(Und)	4	3
		Total				10	
4	4.1	QUEUEING MODELS, SEQUENCING & GAME THEORY					
		4.1.1 Queuing	Chalk and Talk	Class Room	Cog.(Und)	1	4
		4.1.2 Single Server Model	Chalk and Talk	Class Room	Cog.(Und)	3	4
		4.1.3 Sequencing	Chalk and Talk	Class Room	Cog.(Und)	3	4
		4.1.4 Game Theory	Chalk and Talk	Class Room	Cog.(Und)	5	4
		Total				12	
5	5.1	SCHEDULING BY CPM AND PERT					
		5.1.1 Critical Path Method	Chalk and Talk	Class Room	Cog.(Und)	8	5
		5.1.2 Programme Evaluation & Review Technique	Chalk and Talk	Class Room	Cog.(Und)	5	5
		Total				13	
		Grand Total				60	

COURSE CODE		YBA208	L	T	P	C
COURSE NAME		MANAGERIAL COMMUNICATION	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Understand</i> the communication process.		Cognitive		Understanding	
CO2	<i>Identify</i> the learn parts of a report.		Cognitive		Understanding	
CO3	<i>Understand</i> the procedure for conducting meetings.		Cognitive		Understanding	
CO4	<i>Analyze</i> how to search job, build own resume and job application letter.		Cognitive		Understanding	
CO5	<i>Recognize</i> various group discussion techniques, acquire interview skills and negotiating skills. .		Cognitive		Understanding	
UNIT I BUSINESS COMMUNICATION						7
Business Communication Foundations – Benefits of effective communication, Goals of business communication, Internal communication, External communication, Communication process, Communication barriers - Body Language						
UNIT II Report Writing						8
Report Writing – Types of reports, Parts of reports - Oral communication – Presentation, Public speaking.						
UNIT III CONDUCTING 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, <i>Business Communication</i> , Vikas Publishing House.						
REFERENCES						
1. Meenakshi Raman and Sangeetha Sharma, <i>Technical Communication - Principles and Practice</i> , Oxford University Press.						
2. Krishna Mohan and Meera Banerji, <i>Developing Communication Skills</i> , Macmillan.						
3. Williams K., Krizan A.C.B., Logan J. & Merrier P, <i>Communicating In Business</i> , 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 Value	0	2	0	3	0	0	0	0	2	0	0

1-5 → 1 6-10 → 2 11-15 → 3

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

Table 2: 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 / Organising Business Meetings			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.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 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	1,2,3,4,5	Cog / Und
3.	Submission Time	On time	1 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	Correct Author Name, Book or	Correct Author Name, Book or	Correct Author Name, Book or	No reference	1,2,3	Cog / Und

		Journal title, Publisher Name, Edition or ISSN & Page Number	Journal title, Publisher Name, Edition or ISSN	Journal title & Publisher	Journal			
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	0	Relation to CO	Domain / Level
1.	Level of Participation (50%)	Highly active participation	Active participation	Participate	Passive participation	Not participating	1,2,3,4,5	Cog / Und
2.	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 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. No	Criteria	100	75	50	25	0	Relation to COs	Domain / Level
1.	Testing Skill Set	Interpersonal Skills, Planning & Organising Skills, Communication skills, Presence of Mind is completely utilized	Interpersonal Skills, Planning & Organising Skills, Presence of Mind is partially utilized	Interpersonal Skills, Planning & Organising Skills, Presence of Mind is moderately utilized	Attempted to utilize Interpersonal Skills, Planning & Organising Skills, Presence of Mind	Total absence of Interpersonal Skills, Planning & Organising Skills, Presence of Mind	3,4,5	Cog / Und
2.	Involvement	Actively involved	Partially active	Moderately involved	Attempted to involve	No involvement	3,4,5	Cog / Und
	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	Business Communication Foundations	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.2	Benefits of effective communication	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.3	Goals of business communication	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.4	Internal communication	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.5	External communication, Communication process	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.6	Communication barriers	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.7	Body Language	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		1
		Total				7	
2	2.1	Report Writing	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.2	Types of reports	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.3	Parts of reports	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.4	Oral communication	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.5	Presentation	Lecture	PPT/C& T /Classroom	Cog (Und)	2	2
	2.6	Public speaking	Lecture	PPT/C& T	Cog (Und)	2	2

				/Classroom			
		Seminar	Presentation	PPT/C& T /Classroom	Cog (Und)		1,2
		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	T	P	C
COURSE NAME	STRATEGIC MANAGEMENT	4	0	0	4
PREREQUISITE:	Nil	L	T	P	H
C:P:A	4 : 0 : 0	4	0	0	4
COURSE OUTCOMES		Domain		Level	
CO1	<i>Explain</i> the steps in the strategic management process.	Cognitive		Understanding	
CO2	<i>Identify</i> the external and internal environment of businesses.	Cognitive		Analysing	
CO3	<i>Compare</i> various business level strategies.	Cognitive		Analysing	
CO4	<i>Distinguish</i> various corporate level strategies.	Cognitive		Analysing	
CO5	<i>Compare</i> various international strategies.	Cognitive		Analysing	
UNIT I-STRATEGIC MANAGEMENT CONTEXT					10
Strategy, Strategic management, Strategic management process, Mission statement, Stakeholders, Corporate governance.					
UNIT II-SITUATION ANALYSIS					20
External environment: Macro environment, Industry environment, Industry analysis – Five forces model.					
Internal environment: Resources and capabilities - Value chain model, SWOT analysis.					
UNIT III- BUSINESS LEVEL STRATEGY					10
Business level strategies: Cost leadership, Differentiation, Focus.					
UNIT IV-CORPORATE LEVEL STRATEGY					10
Corporate level strategies: Concentration, Vertical integration, Diversification, Divestment, Portfolio analysis – BCG Matrix.					
UNIT V-INTERNATIONAL STRATEGY					10
International strategy: Global, Multidomestic, Transnational strategy, Modes of entering international markets.					
LECTURE		TUTORIAL		PRACTICAL	
60		0		0	
TOTAL		60			
TEXT BOOKS					
1. Raghavan Parthasarthy (2008), <i>Fundamentals of Strategic Management</i> , Biztantra.					
REFERENCES					
1. Charles W.L. Hill & Gareth R. Jones (2013), <i>Strategic Management Theory : An Integrated approach</i> , Houghton Mifflin Company, Princeton New Jersey.					
2. Thomas L. Wheelen, J. David Hunger (2013), <i>Strategic Management</i> , Addison Wesley Longman Singapore 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 0,1,2,3	3	1	3	1	1	1	0	1	1	1	1

1-5 →1, 6-10 →2, 11-15 →3

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

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

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	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.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	3,4,5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the “A” essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	3,4,5
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and	Organization & structure clear. Most major points are separated into paragraphs and	Organization & 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 organization.	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 , References and correctness (20%)	0.20	No errors Source material is incorpa rated logically & insightfu ly. Sources are document ed accuratel y.	Minimal Errors Source material incorpa rated logically. Sources documente d accurately.	Few Errors Source material incorpa rated adequately & usually documente d accurately.	Many Errors Source material incorpa rated but sometimes inappropriat ely or unclear ly. 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	Scale	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	Presentation 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.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	3,4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	3,4,5
3.	Calculation	0.25	Calculations attempted are essentially all successful	Calculations attempted are essentially all successful	Calculations attempted are either unsuccessful or represent only a	Calculations are attempted but are both unsuccessful and are not	Absent	3,4,5

			ul and sufficient ly comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely , etc.)	and sufficientl y comprehensive to solve the problem.	portion of the calculations required to comprehensively solve the problem.	comprehensive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	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 Talk	Class Room	Cog.(Und)	1	1
		1.1.2 Strategic Management	Chalk and Talk	Class Room	Cog.(Und)	1	1
	1.2	Strategic Management Process					
		1.2.1 Strategic Management Process	Chalk and Talk	Class Room	Cog.(Und)	2	1
		1.2.2 Mission Statement	Chalk and Talk	Class Room	Cog.(Und)	2	1
		1.2.3 Stakeholders	Chalk and Talk	Class Room	Cog.(Und)	1	1
		1.2.4 Corporate Governance	Chalk and Talk	Class Room	Cog.(Und)	1	1
		Total				8	
2	2.1	External Environment					

		2.1.1 Macro Environment	Chalk and Talk	Class Room	Cog.(Ana)	4	2
		2.1.2 Industry Environment	Chalk and Talk	Class Room	Cog.(Ana)	2	2
		2.1.3 Industry Analysis – Five Forces Model	Chalk and Talk	Class Room	Cog.(Ana)	5	2
	2.2	Internal Environment					
		2.2.1 Resources and Capabilities	Chalk and Talk	Class Room	Cog.(Ana)	4	2
		2.2.2 Value Chain Model	Chalk and Talk	Class Room	Cog.(Ana)	3	2
		2.2.3 SWOT Analysis	Chalk and Talk	Class Room	Cog.(Ana)	2	2
		Total				20	
3	3.1	Business Level Strategy					
		3.1.1 Business Level Strategy Case	Case Discussion	Class Room	Cog.(Ana)	2	3
		3.1.2 Cost Leadership	Chalk and Talk	Class Room	Cog.(Ana)	3	3
		3.1.3 Differentiation	Chalk and Talk	Class Room	Cog.(Ana)	3	3
		3.1.4 Focus	Chalk and Talk	Class Room	Cog.(Ana)	2	3
		Total				10	
4	4.1	Corporate Level Strategy					
		4.1.1 Corporate Level Strategy Case	Case Discussion	Class Room	Cog.(Ana)	2	4
		4.1.2 Concentration	Chalk and Talk	Class Room	Cog.(Ana)	1	4
		4.1.3 Vertical Integration	Chalk and Talk	Class Room	Cog.(Ana)	2	4
		4.1.4 Diversification	Chalk and Talk	Class Room	Cog.(Ana)	2	4
		4.1.5 Divestment	Chalk and Talk	Class Room	Cog.(Ana)	1	4
		4.1.6 Portfolio Analysis – BCG Matrix	Chalk and Talk	Class Room	Cog.(Ana)	2	4
		Total				10	
5	5.1	International Strategy					
		5.1.1 International Strategy Case	Case Discussion	Class Room	Cog.(Ana)	2	5
		5.1.2 Global Strategy	Chalk and Talk	Class Room	Cog.(Ana)	2	5

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

COURSE CODE	YBAE67	L	T	P	C
COURSE NAME	SUPPLY CHAIN AND LOGISTICS MANAGEMENT	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain	Level		
CO1	<i>Know</i> the concept of Supply chain Management.	Cognitive	Understanding		
CO2	<i>Know</i> the concept of Logistics Management.	Cognitive	Understanding		
CO3	<i>Understand</i> the concept of Networks & Designing.	Cognitive	Understanding		
CO4	<i>Understand</i> the Sourcing and Inventory process.	Cognitive	Understanding		
CO5	<i>Recognize</i> 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					9
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 framework, 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. Bowersox 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					
REFERENCES					
1. Donald J.Bowersox, David J Closs and M.Bixby Cooper, Supply Chain Logistics Management, Tata McGraw Hill,2008 New Delhi. 2. Altekhar 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 → 2 11-15 → 3

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 1	CO 2	CO 3	CO 4	CO 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

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

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/M	0.2	High awareness ,	Medium Awareness, but	Low Awareness but	Poorly organized	No awareness	2,3

	aterial/ Phenomena (20)		demonstrates all Functional area and structure.	demonstrates minimum functional areas or structure	organized with no logical sequencing or structure.			
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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 (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmate	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3

			s					
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted	Calculations attempted	Calculations attempted	Calculations are	Absent	4,5

			are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	are essentially all successful and sufficiently comprehensive to solve the problem.	are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	attempted but are both unsuccessful and are not comprehensive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	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 to Supply Chain Management & Logistic Management	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.2	Defining & Evolution - Supply chain.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.3	Fundamentals and Importance	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1
	1.4	Supply chain strategy	Lecture	PPT/C& T /Classroom	Cog (Und)	2	1
	1.5	Enablers/Drivers of supply chain performance.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	1
	1.6	Supply Chain Relationship	Lecture	PPT/C& T /Classroom	Cog (Und)	1	1

	1.7	Case study/Seminar	Discussion/ Presentation	PPT/C& T /Classroom	Cog (App)	1	1
		Total				9	
2	2.1	Logistics-Introduction	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.2	functions, objective, solution of logistics	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.3	Customer Service.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.4	Warehousing and Material Storage,	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.5	Material Handling,	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.6	Transportation	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.7	Packaging-3PL and 4PL.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
		Case Study	Discussion/	PPT/C& T /Classroom	Cog (App)	1	2
		Class Test /Seminar	Written/ Presentation	PPT/C& T /Classroom	Cog (App)	1	1,2
		Total				9	
3	3.1	Network Design-Introduction	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.2	Distribution Network Design	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.3	Role, Factors Influencing, Options, Value additions.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.4	Models for Facility Location and	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.5	Capacity allocation-	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.6	Impact of uncertainty on Network Design.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.7	Network Design decisions using Decision trees.	Lecture	PPT/C&T/ Classroom	Cog(Und)	2	3
		Case study /Seminar	Discussion/ Presentation	PPT/C& T /Classroom	Cog (App)	1	3
		Total				10	
4	4.1	Sourcing- Make vs buy decision,	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4

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

COURSE CODE	YBAE68	L	T	P	C
COURSE NAME	PRODUCT DESIGN	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain	Level		
CO1	<i>Explain</i> the product development process.	Cognitive	Understanding		
CO2	<i>Explain</i> the concept development process.	Cognitive	Understanding		
CO3	<i>Explain</i> the methods used for concept generation and selection.	Cognitive	Understanding		
CO4	<i>Illustrate</i> concept testing and prototyping methods.	Cognitive	Understanding		
CO5	<i>Illustrate</i> various types of intellectual property.	Cognitive	Understanding		
UNIT I-INTRODUCTION					9
Product, types of products, product development process.					
UNIT II- CONCEPT DEVELOPMENT					9
Concept development process, identifying customer needs.					
UNIT III- CONCEPT GENERATION AND SELECTION					9
Concept generation method, concept screening, concept scoring.					
UNIT IV-CONCEPT TESTING AND PROTOTYPING					9
Concept testing method, types of prototypes.					
UNIT V- PATENTS AND INTELLECTUAL PROPERTY					9
Patent, trademark, trade secret, copyright, design thinking					
LECTURE	TUTORIAL	PRACTICAL		TOTAL	
45	0	0		45	
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 0,1,2,3	3	1	0	0	0	0	0	0	0	0	0

1-5 →1, 6-10 →2, 11-15 →3

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

Performance Indicators:

PI 1.1 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.

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.

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

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

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.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	3,4,5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	3,4,5
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	3,4,5
4.	Plagiarism, References	0.20	No errors Source material is	Minimal Errors Source	Few Errors Source	Many Errors Source material	Mostly incorrect Plagiarize	3,4,5

	and correctness (20%)		incorporated logically & insightfully. Sources are documented accurately.	material incorporated logically. Sources documented accurately.	material incorporated adequately & usually documented accurately.	incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	d, no references	
	Total = 100							

Table 9: Rubrics for Seminar (6 Marks):

Sl.No	Criterion	Scale	100	75	50	25	0	Relation to CO's
1	Content 30%	0.3	Concept clearly stated	Concept implicitly stated	Concept stated	Concept not clearly stated	No concept	3,4,5
2	Relevance 30%	0.3	Very relevant	Medium relevance	Relevant	Some irrelevance	Irrelevant	3,4,5
3	Presentation 40%	0.4	Confident and error free	Error free but not very confident	Confident with errors	Not confident with errors	Not prepared	3,4,5
	Total = 100							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented	Provides accurate explanations of information presented	Provides somewhat accurate explanations of information presented in	Attempts to explain information presented in mathematical forms,	Absent	3,4,5

			in mathematical forms. Makes appropriate inferences based on that information.	in mathematical forms.	mathematical forms, but occasionally makes minor errors related to computations or units.	but draws incorrect conclusions about what the information means.		
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	3,4,5
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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	Absent	3,4,5

4.	Result	0.2 5	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	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 customer response	Chalk and Talk	Class Room	Cog.(Und)	2	4
		4.1.4 Types of prototypes	Chalk and Talk	Class Room	Cog.(Und)	2	4
		Total				9	
5	5.1	Patents and Intellectual Property					
		5.1.1 Patent	Chalk and Talk	Class Room	Cog.(Und)	3	5
		5.1.2 Trademark	Chalk and Talk	Class Room	Cog.(Und)	3	5
		5.1.3 Trade secret	Chalk and Talk	Class Room	Cog.(Und)	1	5
		5.1.4 Copyright	Chalk and Talk	Class Room	Cog.(Und)	2	5
		Total				9	
		Grand Total				45	

COURSE CODE		YBAE69	L	T	P	C
COURSE NAME		QUALITY MANAGEMENT	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Know</i> the principles and practices of Quality Management		Cognitive		Understanding	
CO2	<i>Recognize</i> the continuous process of improvement		Cognitive		Understanding	
CO3	<i>Recognize</i> benchmarking		Cognitive		Analysing	
CO4	<i>Design</i> and develop quality management process		Cognitive		Understanding	
CO5	<i>Know</i> 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 CONTINUOUS 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						9
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						

Table1 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	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 →1, 6 – 10 →2, 11-15 →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	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	8 Marks	15 Marks	7 Marks	15 Marks	15 Marks
Part – D (Compulsory Question) 1 x 20 marks =20 marks	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 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	Assignmen t well- supported in body of paper by facts, examples, illustration s though support	Assignmen t generally supported in body of paper by facts, examples, details. No more than one	Assignmen t supported in body of paper by few facts, examples, details. More than one paragraph	No diagrams or programs or examples etc	1

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

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/ Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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 review and clearly stated.	literature review.	through the literature 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	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computation	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5

					ns or units.			
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	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

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs	Remarks
1	1.1	Introduction to YBAE 69	PPT/C & T	Classroom	Cognitive	1	1	
	1.2	Definition of QM	PPT/C & T	Classroom	Cognitive	1	1	
	1.3	Gurus of TQM	PPT/C & T	Classroom	Cognitive	1	1	
	1.4	TQM Framework	PPT/C & T	Classroom	Cognitive	1	1	
	1.5	Awareness of QM	PPT/C & T	Classroom	Cognitive	1	1	
	1.6	Obstacles in Implementing QM	PPT/C & T	Classroom	Cognitive	1	1	
	1.7	Benefits of QM	PPT/C & T	Classroom	Cognitive	1	1	
	1.8	TQM Exemplary Organisation	PPT/C & T	Classroom	Cognitive	1	1	
		Class Test 1(Unit 1)/Seminar	Written /Presentation	Classroom	Cognitive(App)	1		
2	2.1	Process of CPI	PPT/C & T	Classroom	Cognitive	1	2	
	2.2	Juran Trilogy	PPT/C & T	Classroom	Cognitive	1	2	
	2.3	CPI Strategies	PPT/C & T	Classroom	Cognitive	1	2	
	2.4	PDSA Cycle	PPT/C & T	Classroom	Cognitive	1	2	
	2.5	Problem Solving Method	PPT/C & T	Classroom	Cognitive	1	2	
	2.6	Kaizen	PPT/C & T	Classroom	Cognitive	1	2	
	2.7	Re-engineering	PPT/C & T	Classroom	Cognitive	1	2	
	2.8	Six Sigma	PPT/C & T	Classroom	Cognitive	1	2	
		Class Test (Unit 2)/Seminar	Written /Presentation	Classroom	Cognitive (App)	1		
3	3.1	Defined Benchmarking	PPT/C & T	Classroom	Cognitive	1	3	
	3.2	Reasons for Benchmarking	PPT/C & T	Classroom	Cognitive	1	3	
	3.3	Process of Benchmarking	PPT/C & T	Classroom	Cognitive	1	3	
	3.4	Deciding what to benchmark	PPT/C & T	Classroom	Cognitive	1	3	
	3.5	Understanding current performance	PPT/C & T	Classroom	Cognitive	1	3	
	3.6	Planning and studying	PPT/C & T	Classroom	Cognitive	1	3	
	3.7	Learning from Data	PPT/C & T	Classroom	Cognitive	1	3	
	3.8	Pitfalls and criticisms of benchmarking	PPT/C & T	Classroom	Cognitive	1	3	
		Class Test (Unit 3)/Seminar	Written	Classroom	Cognitive	1		

			/Presen tation	om	(App)			
4	4.1	Benefits of ISO Registration	PPT/C & T	Classro om	Cognitive	1	1	
	4.2	ISO 9000 series standard	PPT/C & T	Classro om	Cognitive	1	1	
	4.3	ISO 9001 Requirements	PPT/C & T	Classro om	Cognitive	1	1	
	4.4	Implementation of QMS	PPT/C & T	Classro om	Cognitive	1	1	
	4.5	Documentation	PPT/C & T	Classro om	Cognitive	1	1	
	4.6	Internal Audits	PPT/C & T	Classro om	Cognitive	1	1	
	4.7	Writing Documentation	PPT/C & T	Classro om	Cognitive	1	1	
	4.8	Registration	PPT/C & T	Classro om	Cognitive	1	1	
		Class Test (Unit 4)/Seminar	Written /Presen tation	Classro om	Cognitive (App)	1		
5	5.1	Pareto Diagram	PPT/C & T	Classro om	Cognitive	1	1	
	5.2	Process flow Diagram	PPT/C & T	Classro om	Cognitive	1	1	
	5.3	Cause and Effect Diagram	PPT/C & T	Classro om	Cognitive	1	1	
	5.4	Check Sheets	PPT/C & T	Classro om	Cognitive	1	1	
	5.5	Histogram	PPT/C & T	Classro om	Cognitive	1	5	
	5.6	Control Charts	PPT/C & T	Classro om	Cognitive	1	5	
	5.7	Variable Control Charts	PPT/C & T	Classro om	Cognitive	1	5	
	5.8	Measurement System Analysis	PPT/C & T	Classro om	Cognitive	1	5	
		Class Test (Unit 5)/Seminar	Written /Presen tation	Classro om	Cognitive (App)	1		
		Total				45 hrs		

COURSE CODE		YBAE 70	L	T	P	C
COURSE NAME		COMPUTER INTEGRATED MANUFACTURING	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Know</i> the concept of Computer Integrated Manufacturing.		Cognitive		Understanding	
CO2	<i>Know</i> the concept of Computers and communications in CIM.		Cognitive		Understanding	
CO3	<i>Understand</i> the concept Design & Production.		Cognitive		Understanding	
CO4	<i>Understand</i> the concept of Manufacturing system.		Cognitive		Understanding	
CO5	<i>Recognize</i> 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 Design(CAD),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						
1. 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 IntegratedManufacturing” 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 Value	3	2	0	0	0	0	0	0	2	0	0

1-5 → 1 6-10 → 2 11-15 → 3

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

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

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

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

						occasionally.		
	Total = 100%							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/ Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about	Absent	4,5

			inferences based on that information.		occasionally makes minor errors related to computations or units.	what the information means.		
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	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						

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	Computer Integrated Manufacturing-	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	1
	1.2	Definition, Concept, Evolution and Benefits,	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	1
	1.3	Types of Manufacturing systems and Sub-systems.	Lectur e	PPT/C& T /Classroom	Cog (Und)	2	1
	1.4	Automated Systems-	Lectur e	PPT/C& T /Classroom	Cog (Und)	2	1
	1.5	Elements, Functions	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	1
	1.6	Levels	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	1
	1.7	Case study/Seminar	Discu ssion/ Prese ntatio n	PPT/C& T /Classroom	Cognitive(A pp)	1	1
		Total				9	
2	2.1	Hardware, Software and	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	2
	2.2	Security Requirements for implementing CIM System.	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	2
	2.3	Communication systems for CIMS-	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	2
	2.4	Communications Matrix,	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	2
	2.5	Network Architectures and Techniques. database.	Lectur e	PPT/C& T /Classroom	Cog (Und)	2	2
	2.6	Overview of creating and maintaining a manufacturing systems	Lectur e	PPT/C& T /Classroom	Cog (Und)	1	2
		Case Study	Discu ssion/	PPT/C& T /Classroom	Cognitive (App)	1	2

		Class Test /Seminar	Written/ Presentation	PPT/C& T /Classroom	Cognitive (App)	1	1,2
		Total				9	
3	3.1	Fundamentals of Design for Manufacturing(DFM),	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.2	Computer Aided Design(CAD),	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.3	3D Modeling Packages,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.4	Finite Elements Analysis.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	3
	3.5	Packages and transportability	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
		Case study /Seminar	Discussion/ Presentation	PPT/C& T /Classroom	Cognitive (App)	1	3
		Total				9	
4	4.1	Manufacturing systems-Components	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.2	Classifications and Functions..	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.3	Flexible Manufacturing system(FMS)	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.4	Components, Applications and benefits,	Lecture	PPT/C& T /Classroom	Cog (Und)	2	4
	4.5	Planning and Implementation issues in FMS	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.6	Group Technology-Part-Families	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.7	Classification and Coding	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
		Case Study /Seminar	Discussion /Presentation	PPT/C& T /Classroom	Cognitive (App)	1	4
		Total				9	
5	5.1	Concurrent Engineering production-Agile Manufacturing.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.2	. Role of Expert Systems in CIMS.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.3	Robotics-Overview,	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5

	5.4	Types in CIMS Automated Guided Vehicles-	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.5	Types and Technology, Control.	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.6	Overview of Automated Assembly system-Lean	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
		Case Study /Seminar	Discussion/ Presentation	PPT/C& T /Classroom	Cognitive (App)	1	5
		Class Test 2	Written	Classroom	Cognitive (App)		3,4,5
		Total				9	
		Grand Total				45 hrs	

COURSE CODE	YBAE71	L	T	P	C
COURSE NAME	INVESTMENT MANAGEMENT	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain	Level		
CO1	To <i>Define</i> the overview of Capital Markets.	Cognitive	Remembering		
CO2	<i>Define</i> and Apply valuation Models for equity.	Cognitive	Remembering Analysing		
CO3	Analyse the nature of Bonds and Derivatives.	Cognitive	Analysing		
CO4	<i>Define</i> and analyse the portfolio.	Cognitive	Remembering Analysing		
CO5	<i>Define</i> the management of portfolio and analyse the performance.	Cognitive	Remembering Analysing		
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, 1 st Ed.					
3. Pandian P, Security Analysis and Portfolio Management ,Vikas Publishing, 2012, 1 st Ed.					
4. Bodie, Kane, Marcus & Mohanti ,Investment and Indian Perspective TMH, 2009, 6 th 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 →1, 6-10 →2, 11-15 →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 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

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 o.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1,2,3,4, 5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustration	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be	Assignment 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, 5

			s from experience , references to related readings, etc.	as vivid as the “A” essay.	paragraph with inadequate support.			
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1,2,3,4, 5
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1,2,3,4, 5
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Knowledge and Understanding	0.15	Seminar demonstrated thorough	Seminar demonstrated limited knowledge	Seminar demonstrated some knowledge	Seminar demonstrated considerable	Not Submitted	1,2,3, 4,5

	(15%)		knowledge of facts, terms and concepts	knowledge of facts, terms and concepts	knowledge of facts, terms and concepts	knowledge of facts, terms		
2.	Thinking and Inquiry (25%)	0.25	Seminar exhibited impartiality with a high degree of success	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success		1,2,3,4,5
3.	Communication (Oral) (35%)	0.35	Language and/or delivery resulted in information being communicated orally with high degree of effectiveness	Language and/or delivery resulted in information being communicated orally with limited effectiveness	Language and/or delivery resulted in information being communicated orally with some effectiveness	Language and/or delivery resulted in information being communicated orally with considerable effectiveness		1,2,3,4,5
4.	Application and Q & A (25%)	0.25	Seminar was organized in a highly effective manner Very effective facilitation of class discussion	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion		1,2,3,4,5
	Total = 100	1						

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		OVERVIEW OF CAPITAL MARKET					
	1.1	Market of securities, Stock Exchange and New Issue					

		Markets					
		1.1.1. nature & structure,	Chalk and talk	Class Room	Cog.(Rem.)	2	1
		1.1.2. functioning & limitations;	Chalk and talk	Class Room	Cog.(Rem.)	2	
	1.2	Trading of securities: equity and debentures/ bonds.	Chalk and talk	Class Room	Cog.(Rem.)	1	1
	1.3	Regulatory Mechanism: SEBI and its guidelines;	Chalk and talk	Class Room	Cog.(Rem.)	2	1
	1.4	Investor Protection.	Chalk and talk	Class Room	Cog.(Rem.)	2	1
		Total				9	
2.		RISK & RETURN					
	2.1	Concept of Risk, Measures of risk and return, calculation, trade off,	Chalk and talk	Class Room	Cog.(Rem.)	1	2
	2.2	systematic and unsystematic risk components.	Chalk and talk	Class Room	Cog.(Rem.)	1	2
	2.3	Nature of Stock Markets: EMH (Efficient Market Hypothesis) and its implications for investment decision.	Chalk and talk	Class Room	Cog.(Rem.,App.)	1	2
	2.4	Valuation of Equity:					
		2.4.1. Nature of equity instruments, Equity Valuation Models.	Chalk and talk	Class Room	Cog.(Rem.,App.)		
		2.4.2. Approaches to Equity Valuation	Chalk and talk	Class Room	Cog.(Rem.,App.)	1	2
		Class Test 1		Class Room	Cog.(Rem.,App.)	1	1,2
		Total				6	
		Assignment-1			Cog.(Rem.,App.)		1,2
3.		VALUATION OF DEBENTURES/ BONDS AND					

		DERIVATIVES					
	3.1	Valuation of Debentures/ Bonds:					
		3.1.1. nature of bonds, valuation, Bond theorem,	Chalk and talk	Class Room	Cog. (Ana.)	2	3
		3.1.2. Term structure of interest rates, Duration.	Chalk and talk	Class Room	Cog. (Ana.)	2	3
	3.2	Valuation of Derivatives (Options and futures):					
		3.2.1. concept, trading, valuation.	Chalk and talk	Class Room	Cog. (Ana.)	2	3
		Total				6	
4.		PORTFOLIO ANALYSIS AND SELECTION					
	4.1	Portfolio Analysis					
		4.1.1. Portfolio concept, Portfolio risk and return,	Chalk and talk	Class Room	Cog.(Rem..Ana.)	2	4
		4.1.2. Beta as a measure of risk, calculation of beta,	Chalk and talk	Class Room	Cog.(Rem..Ana.)	2	4
	4.2	Selection of Portfolio					
		4.2.1. Markowitz's Theory, Single Index Model,	Chalk and talk	Class Room	Cog.(Rem..Ana.)	2	4
		4.2.2. Capital market theorem,	Chalk and talk	Class Room	Cog.(Rem..Ana.)	2	4
		4.2.3. CAPM (Capital Asset Pricing Model) and Arbitrage Pricing Theory.	Chalk and talk	Class Room	Cog.(Rem..Ana.)	1	4
		Class Test 2		Class Room	Cog.(Rem.,Ap p.)	1	3,4
		Real Time Evaluation	Report & Presentatio	Class Room	Cog.(Rem.,Ap p.)	2	1,2,3,4, 5

			n				
		Total				12	
5.		PORTFOLIO MANAGEMENT AND PERFORMANCE EVALUATION					
	5.1	Performance evaluation of existing portfolio, Sharpe and Treynor measures;	Chalk and talk	Class Room	Cog.(Rem.)	3	5
	5.2	Finding alternatives and revision of portfolio;	Chalk and talk	Class Room	Cog.(Ana.)	3	5
	5.3	Portfolio Management and Mutual Fund Industry	Chalk and talk	Class Room	Cog.(Rem..Ana.)	3	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				12	
		Grand Total				45	

COURSE CODE	YBAE72	L	T	P	C
COURSE NAME	MERGERS AND ACQUISITIONS	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain	Level		
CO1	<i>Describe</i> objectives and types of Merger.	Cognitive	Remembering		
CO2	<i>Explain</i> and generalize the de-merger.	Cognitive	Understanding		
CO3	<i>Apply</i> and <i>Analyse</i> the valuation models.	Cognitive	Applying Analysing		
CO4	<i>Know</i> and <i>Analyse</i> the ratios related to valuation	Cognitive	Remembering Analysing		
CO5	<i>Know</i> the Taxation aspects in Merger and Acquisition	Cognitive	Remembering		
UNIT I-BASICS OF MERGERS AND ACQUISITIONS					9
Corporate Restructuring-objectives of merger, demerger, acquisition, types of merger - Horizontal, Vertical, Conglomerate, Case studies.					
UNIT II-DE-MERGERS AND REVERSE MERGERS & ROLE OF SEBI					9
De-merger, spin off, split up, tax advantages of demerger, Reverse Merger (L & T-Grasim). SEBI regulations on Merger & Acquisition, Takeover Code.					
UNIT III- DEFENSIVE STRATEGIES & M&A MODELS AND THEORIES					9
(Problems to be discussed under this topic) Defensive actions on takeover bids. Valuation Models on Merger & Acquisition: (a) DCF Model, (b) Public Enterprises, (c) Book Value, (d) Adjusted Book value (e) Three Stage growth model					
UNIT IV-RATIO ANALYSIS AND VALUATION STRATEGIES					7
Swap Ratio, Valuation Practices in India, LBO, MBO, Case Study-Tata Tetley					
UNIT V-TAXATION ASPECTS IN M&A AND POST MERGER ANALYSIS					11
Treatment of goodwill, premium & Taxation aspects 72A, 2(140, Tax Benefit of Merger & Acquisition. Success and failure of Merger & Acquisition, International Cases: AOL & Time Warner.					
LECTURE	TUTORIAL	PRACTICAL		TOTAL	
45	0	0		45	
TEXT BOOKS					
1. Prasanna Chandra, (2008), “Financial Management: Theory and Practice” 7 th 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 →1, 6-10 →2, 11-15 →3

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

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

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	-	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 o.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1,2,3,4, 5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, &	Assignment well-supported in body of paper by facts, examples, illustrations though support	Assignment 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	1,2,3,4, 5

			illustrations 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.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1,2,3,4,5
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1,2,3,4,5
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

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

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		BASICS OF MERGERS AND ACQUISITIONS					
	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 STRATEGIES & M&A MODELS AND THEORIES					
	3.1	Defensive actions on takeover bids.	Chalk and talk	Class Room	Cog. (App.,Ana.)	2	3
	3.2	Valuation Models on Merger & Acquisition:					
		3.2.1. DCF Model,	Chalk and talk	Class Room	Cog. (App.,Ana.)	1	3
		3.2.2. Public Enterprises,	Chalk and talk	Class Room	Cog. (App.,Ana.)	1	3
		3.2.3. Book Value,	Chalk and talk	Class Room	Cog. (App.,Ana.)	1	3
		3.2.4. Adjusted Book value	Chalk and talk	Class Room	Cog. (App.,Ana.)	1	3
		3.2.5. Three Stage growth model	Chalk and talk	Class Room	Cog. (App.,Ana.)	1	3
		Real Time Evaluation	Report & Presentation	Class Room	Cog.(Def.,App.)	2	1,2,3,4,5
		Total				9	
4.		RATIO ANALYSIS AND VALUATION STRATEGIES					
	4.1	Swap Ratio,	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	1	4
	4.2	Valuation Practices in India,	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	1	4
	4.3	LBO, MBO,	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	1	4
	4.4	Case Study-Tata Tetley	Chalk and talk	Class Room	Cog.(Rem.,Ana.)	1	4
		Class Test 2		Class Room	Cog.(Rem.,App.)	1	3,4
		Seminar	Power Point	Class Room	Cog. (Rem.)	2	1,2,3,4,5
		Total				7	

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.,Ana.,)	1	1,2,3,4,5
		Assignment-2		Class Room	Cog. (Rem.,Ana.,App.,)		3,4,5
		Total				11	
		Grand Total				45	

COURSE CODE	YBAE73	L	T	P	C
COURSE NAME	TAX PLANNING AND MANAGEMENT	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain		Level	
CO1	<i>Describe</i> the nature and scope of Tax planning.	Cognitive		Remembering	
CO2	A <i>Know</i> and Compute the tax under the various heads.	Cognitive		Remembering	
CO3	<i>Know</i> the basics of Corporate Income Tax.	Cognitive		Remembering	
CO4	<i>Describe</i> and Identify the features of excise and service tax.	Cognitive		Remembering	
CO5	<i>Summarise</i> the VAT Procedure.	Cognitive		Understanding	
UNIT I NATURE AND SCOPE OF TAX PLANNING					10
Nature, Objectives of Tax Management, Tax Planning, Tax Avoidance &Tax Evasion, Assessment Year, Previous Year, Assesses – types, Residential status, Non-resident Indians.					
UNIT II TAX ON INDIVIDUAL INCOME					10
Computation of tax under the heads of Salaries, Income from House Property, Profits & Gains of Business, Capital Gains & Income from Other Sources. (Problems to be discussed under Heads of salaries)					
UNIT III CORPORATE INCOME TAX					10
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					6
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, 25 th 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) 6 th Edition					
4. Bhatia H L, Public Finance Vikas, 1999, 20 th Ed					
5. Lakhotia R N, How to Save Wealth Tax Vision Book 2001, 9 th 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, 40 th Ed.					
9. Datev V.S, Indirect Taxes , Law & Practice ,Taxmann, 20 th 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 →1, 6-10 →2, 11-15 →3

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

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 Indirect Tax.
- 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	

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 o.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1,2,3,4, 5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the “A” essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1,2,3,4, 5

			to related readings, etc.					
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1,2,3,4,5
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1,2,3,4,5
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

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

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

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		NATURE AND SCOPE OF TAX					

		PLANNING					
	1.1	Nature, Objectives of Tax Management	Chalk and talk	Class Room	Cog.(Rem.)	2	1
	1.2	Tax Planning, Tax Avoidance & Tax Evasion,	Chalk and talk	Class Room	Cog.(Rem.)	2	1
	1.3	Assessment Year, Previous Year,	Chalk and talk	Class Room	Cog.(Rem.)	2	1
	1.4	Assesses – types, Residential status, Non-resident Indians.	Chalk and talk	Class Room	Cog.(Rem.)	4	1
		Total				10	
2.		TAX ON INDIVIDUAL INCOME					
		Income from Salary	Chalk and talk	Class Room	Cog.(Rem.)	4	2
		Income from House Property,	Chalk and talk	Class Room	Cog.(Rem.)	2	2
		Income from Profits & Gains of Business,	Chalk and talk	Class Room	Cog.(Rem.)	1	2
		Income from Capital Gains	Chalk and talk	Class Room	Cog.(Rem.)	1	2
		Income from Other Sources.	Chalk and talk	Class Room	Cog.(Rem.)	1	
		Class Test 1		Class Room	Cog.(Rem.)	1	1,2
		Total				10	
		Assignment-1			Cog.(Rem.)		1,2
3.		CORPORATE INCOME TAX					
		Tax concessions and incentives for corporate decisions. Treatment of losses & unabsorbed items;	Chalk and talk	Class Room	Cog.(Rem.)	2	3
		Carry forward and set off losses.	Chalk and talk	Class Room	Cog.(Rem.)	1	3
		Tax appeals, Revision & Review.	Chalk and talk	Class Room	Cog.(Rem.)	2	3

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

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

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 – 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	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support	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, & illustrations from experience, references to related readings, etc.	nt well-supported in body of paper by facts, examples, illustrations 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.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically &	Minimal Errors Source material incorporated logically.	Few Errors Source material incorporated adequately	Many Errors Source material incorporated but sometimes inappropriate	Mostly incorrect Plagiarized, no references	1

			insightfully. Sources are documented accurately.	Sources documented accurately.	& usually documented accurately.	ely or unclearly. Documentation is accurate only occasionally.		
	Total = 100%							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5

2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	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 -	1						

	100							
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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			
	3.4	Electronic payment systems	PPT	Class Room	Cog.(Rem)	1	
		Tutorial	PPT	Class Room	Cog.(Ap,An)	1	
		Assignment	Chalk & Board	Class Room	Cog.(Rem)		
	3.5	Exchange rates	PPT	Class Room	Cog.(Rem)	1	
	3.6	FOREX Business	Chalk & Board	Class Room	Cog.(Rem)	1	
	3.7	Correspondent banking & NRI accounts	PPT, Chalk & Board	Class Room	Cog.(Rem)	1	
	3.8	Letters of credit & Foreign currency loans	Chalk & Board	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		
	3.9	Facilities for exporters & importers	Chalk & Board	Class Room	Cog.(Rem)	1	
		Tutorial	PPT & Chalk & Board	Class Room	Cog.(Ap,An)	1	
	3.10	Role of ECGC, RBI and EXIM Bank	Chalk & Board	Class Room	Cog.(Rem)	1	
		TOTAL				12	
4	4.1	Types of insurance	PPT	Class Room	Cog.(Rem)	1	
	4.2	Health & medical insurance, Property related insurance	Chalk & Board	Class Room	Cog.(Rem)	1	
	4.3	Liability insurance & Reinsurance	PPT	Class Room	Cog.(Rem)	1	
		Tutorial	Chalk & Board	Class Room	Cog.(Ap,An)	1	
	4.4	Marketing of insurance products	PPT	Class Room	Cog.(Rem)	1	
	4.5	Role of IRDA	PPT	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		
		TOTAL				6	
5	5.1	Definition of Risks	PPT	Class Room	Cog.(Rem)	1	
	5.2	Classification of risks	PPT	Class Room	Cog.(Rem)	1	
		Assignment		Class Room	Cog.(Rem)		

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

COURSE CODE		YBAE75	L	T	P	C
COURSE NAME		TRAINING ND DEVELOPMENT	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Importance</i> of Training and Development.		Cognitive		Understanding	
CO2	<i>Determine</i> the new venture ideas and <i>analyse</i> the feasibility report.		Cognitive		Understanding Analysing	
CO3	<i>Develop</i> the business plan and <i>analyse</i> the plan as an individual or in team		Cognitive		Analysing	
CO4	<i>Describe</i> various parameters to be taken into consideration for launching and managing small business.		Cognitive		Understanding	
CO5	<i>Explain the</i> technological management and Intellectual Property Rights		Cognitive		Understanding	
UNIT I INTRODUCTION						8
Concept of Training-Need for Training-Importance of Training-Types of Training-Identifying Training Needs, Objectives of Training.						
UNIT II DESIGN TRAINING PROGRAMME						10
Responsibility for Training- Selecting and Motivating the target Group-Preparing the Trainers-Developing Training Package-Presentation of training programme-Perfromance Tryout- Follow up actions after a Training Programme.						
UNIT III METHODS OF TRAINING						9
On-the Job Training (OJT)- Off-the Job Training- Apprenticeship Training- Classroom Training- Internship Training-E-Learning, Computer Aided Training, Simulation Training						
UNIT IV EVALUATING TRAINING EFFECTIVENESS						9
Need for Evaluation-concept of Training Effectiveness-Evaluation Criteria, Reactions, Learning, Behaviour, Results-Methods of Evaluation, Types of Feedback- On-line assessment, Evaluation through social media.						
UNIT V TRAINING TECHNIQUES						9
Lecture Method, Conference Leadership, The Case Method, Role Plays, Games and Simulations.						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
45		0		0		45
TEXT BOOKS						
1. P.Jyothi and D N Venkatesh, (2012), “Human Resource Management”, Oxford University Press, New Delhi.						
REFERENCES						
11. Gupta C.B., (2011), “Human Resource Management”, Sultan Chand and Sons, New Delhi						
2. Gupta C.B. (2014), “ A textbook of Organisational Behaviour with Text and Cases”, S. Chand Publishing, New Delhi						

Table1 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 →1, 6 – 10 →2, 11-15 →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	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):

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

			hs and signaled by use of transitions..	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%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of	Information is gathered from a single or two source.	Sourced from internet only	2,3

					sources.			
2.	Awareness of concept/Idea/Material/Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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	0.2	Information is cited	Information is	Information is	Information is	No citation	2,3

	Management (20)		properly and format. Completes tasks and assignments prior to the due date, may assist classmates	cited properly. Completes tasks and assignments by due date	cited, but has errors. Completes on one day after the due date.	not cited or is cited incorrectly. Completes on more than one day after the due date.	seen inside the text or in the reference	
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5

2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	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						

Table 11: Course plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	Introduction to YBAE 75	PPT/C& T	Classroom	Cognitive	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 Organisational, Group and Individual	PPT/C& T	Classroom	Cognitive	1	1
		Class Test 1(Unit 1)/Seminar	Written/Presentation	Classroom	Cognitive(App)	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 Supervisors	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 2)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
3	3.1	Evaluation of Training	PPT/C& T	Classroom	Cognitive	1	4
	3.2	Process of Evaluation	PPT/C& T	Classroom	Cognitive	1	4
	3.3	Methods of Evaluation	PPT/C& T	Classroom	Cognitive	1	4
	3.4	What to be evaluated?	PPT/C& T	Classroom	Cognitive	1	4
	3.5	Why Does Training Programme Fails?	PPT/C& T	Classroom	Cognitive	1	1
	3.6	Limitation of Training	PPT/C& T	Classroom	Cognitive	1	1
		Class Test (Unit 3)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
4	4.1	New Perspectives on Training	PPT/C& T	Classroom	Cognitive	1	1
	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 Support Tools	PPT/C& T	Classroom	Cognitive	1	1
	4.6	Emerging Issues of Training	PPT/C& T	Classroom	Cognitive	1	1
		Class Test (Unit 4)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
5	5.1	The <i>Kirkpatrick</i> Four-Level Training Evaluation <i>Model</i>	PPT/C& T	Classroom	Cognitive	1	5
	5.2	ADDIE training and design model	PPT/C& T	Classroom	Cognitive	1	5
	5.3	SAM Training Model	PPT/C& T	Classroom	Cognitive	1	5
		Class Test (Unit 5)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
		Total				45 hrs	

COURSE CODE		YBAE76	L	T	P	C
COURSE NAME		EMPLOYEE RELATIONSHIP MANAGEMENT	3	0	0	3
PREREQUISITE		NIL	L	T	P	H
C:P:A		3:0:0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Define</i> the approaches to industrial relations, essentials of sound industrial relations and <i>Summarise</i> the concept of trade union and reason why people join trade union		Cognitive		Remembering Understanding	
CO2	<i>Define</i> the various measures to prevent industrial disputes and <i>Illustrate</i> the settlement of Industrial disputes.		Cognitive		Remembering Understanding	
CO3	<i>Define</i> the techniques of Collective Bargaining, employee grievance handling and <i>Outline</i> the disciplinary procedure.		Cognitive		Remembering Understanding	
CO4	<i>List</i> the concept of Career Planning, need and importance for Quality of Work life and <i>Summarise</i> the Work-life Balancing initiatives of various companies in India.		Cognitive		Remembering Understanding	
CO5	<i>Relate</i> the concept of Quality Circle and <i>Illustrate</i> the recent trends in Worker's Participation in management.		Cognitive		Remembering Understanding	
UNIT I INDUSTRIAL RELATIONS & TRADE UNION					9	
Meaning & Objectives, Importance, Approaches to Industrial Relations - Role of Three Actors to Industrial Relations, Causes for poor IR, Developing sound IR, Trade Union - Meaning, Why do workers join unions, Types of trade unions, Theories to trade Union, Trade union movement in India, Problems of trade unions, Functions of trade unions, Measures to strengthen trade unions.						
UNIT II INDUSTRIAL DISPUTES					8	
Definition, Causes of Industrial disputes, Types of Industrial disputes, Prevention of Industrial disputes, Settlement of Industrial disputes - Strikes, Lock-outs, Lay-off & Retrenchment.						
UNIT III COLLECTIVE BARGAINING					8	
Definition, Importance, Prerequisites of collective bargaining – Union bargaining process – Types of bargaining– Collective bargaining in India. Grievance & Disciplinary procedure – Meaning, Need & procedure.						
UNIT IV MANAGING CAREERS, QUALITY OF WORK LIFE & WORK LIFE BALANCING					10	
Career Planning, Factors affecting Career Choices; Career Stages, Career anchors, Need for Career Planning, Managing Promotions, Transfers & Demotions. QWL - Concept and Definition, Elements of QWL, Importance and conceptual factors influencing QWL, QWL Index, Tips for improving the Quality of Work life. Work life Balance - Concept, Factors influencing work life balancing, Need for Work life balance, Benefits to corporate and employees, Work life balance initiatives: strategies and programmes, Work life balance practices.						
UNIT V QUALITY CIRCLES & WORKERS PARTICIPATION IN MANAGEMENT					10	
Quality Circle - Concept, objectives, features, process in initiating Quality Circles, Training for Quality Circles, Structure of Quality Circle, self managed teams. WPM - Concept and Definitions, Objectives of WPM, Factors influencing participation, implications of workers participation, forms of workers participation in management, pre-requisites for successful employee participation, WPM in India.						
		LECTURE	TUTORIAL	TOTAL		
		45	0	45		
TEXT BOOKS						
1. Human Resource Management - C.B.Gupta (S.Chand Publications).						
REFERENCES						
1. Employee Relationship Management - R.K.Saxena, Zabiulla and Aruna Rani (Kalyani Publishers).						

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 →1, 6-10 →2, 11-15 →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 o.	Category	Scale	100	75	50	25	0	Relation 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 (35%)		limited.		limited.			
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions..	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism , References and correctness	0.20	No errors Source material is incorporated logically	Minimal Errors Source material incorporated	Few Errors Source material incorporated	Many Errors Source material incorporated but	Mostly incorrect Plagiarized, no	1

	s (20%)		&insightful ly. 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 .	references	
	Total = 100%							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/ Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence	Conclusions are reached from the evidence	There is some indication of conclusion	Conclusions made are not	No conclusions are made from	2,3

			offered.	offered.	ons from the evidence offered.	relevant.	the evidence 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 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	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve	Calculations are attempted but are both unsuccessful and are not comprehensive.	Absent	4,5

			problem. Calculations are also presented elegantly (clearly, concisely, etc.)	problem.	the problem.			
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						

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					

	2.1	Definition, Causes of Industrial disputes, Types of Industrial disputes	Lecture	PPT/C& T	Cognitive	1	2
	2.2	Prevention of Industrial disputes	Lecture	PPT/C& T	Cognitive	2	2
	2.3	Settlement of Industrial disputes	Lecture	PPT/C& T	Cognitive	2	2
	2.4	Strikes, Lock-outs, Lay-off & Retrenchment	Lecture	PPT/C& T	Cognitive	1	2
		Case Discussion		Discussion	Cognitive	2	
		Total				8	
3		COLLECTIVE BARGAINING					
	3.1	Definition, Importance, Prerequisites of collective bargaining	Lecture	PPT/C& T	Cognitive	1	3
	3.2	Union bargaining process	Lecture	PPT/C& T	Cognitive	1	3
	3.3	Types of bargaining– Collective bargaining in India	Lecture	PPT/C& T	Cognitive	1	3
	3.4	Grievance & Disciplinary procedure – Meaning, Need	Lecture	PPT/C& T	Cognitive	1	3
	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				8	
4		MANAGING CAREERS, QUALITY OF WORK LIFE & WORK LIFE BALANCING					
	4.1	Career Planning, Factors affecting Career Choices; Career Stages, Career anchors, Need for Career Planning	Lecture	PPT/C& T	Cognitive	1	4
	4.2	Managing Promotions, Transfers & Demotions	Lecture	PPT/C& T	Cognitive	2	4
	4.3	QWL - Concept and Definition, Elements of QWL, Importance and conceptual	Lecture	PPT/C& T	Cognitive	2	4

		factors influencing QWL, QWL Index, Tips for improving QWL					
	4.4	Work life Balance - Concept, Factors influencing work life balancing, Need for Work life balance	Lecture	PPT/C& T	Cognitive	1	4
	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	Cognitiveness	2	
		Total				10	
5		QUALITY CIRCLES & WORKERS PARTICIPATION IN MANAGEMENT					
	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, pre-requisites 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	

COURSE CODE		YBAE77	L	T	P	C
COURSE NAME		COMPENSATION MANAGEMENT	3	0	0	3
PREREQUISITE		NIL	L	T	P	H
C:P:A		3:0:0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	To understand the concept of Compensation Management, its issues, components and Framework.		Cognitive		Remembering Understanding	
CO2	To Learn the essentials of a sound wage and salary structure, methods of wage payment and Wage Policy in India		Cognitive		Remembering Understanding	
CO3	To Learn job evaluation methods, advantage and its limitations.		Cognitive		Remembering Understanding	
CO4	To Learn wage incentive plan, its types and profit sharing.		Cognitive		Remembering Understanding	
CO5	To Understand tax planning and emerging trends in compensation.		Cognitive		Remembering Understanding	
UNIT I COMPENSATION MANAGEMENT				5		
Compensation Management - Issues in Compensation Management - Components of Compensation - Framework of Compensation - Factors affecting Compensation.						
UNIT II WAGE AND SALARY ADMINISTRATION				14		
Wage Concepts - Introduction to Wage and Salary Administration - Objectives of Wage and Salary - Principles - Essentials of a sound wage and salary structure - Methods of wage payment - The process of wage determination - Wage Policy in India - Supplementary Compensation - Executive Compensation.						
UNIT III JOB EVALUATION				6		
Concept of Job Evaluation - Objectives of job Evaluation - Process of Job Evaluation - Advantages of Job Evaluation - Limitations of Job Evaluation - Essentials of successful Job Evaluation - Methods of Job Evaluation.						
UNIT IV INCENTIVE COMPENSATION				12		
Meaning of Wage Incentives - Essentials of Sound Incentive Plan - Wage Incentives in India - Types of Wage Incentive Plans - Concept of Profit Sharing - Labour Co-Partnership - Fringe Benefits - Employee Stock Option Plans - Moonlighting.						
UNIT V EMERGING ISSUES AND TRENDS IN COMPENSATION				8		
Tax planning – Comparative International compensation – Overview of Future Trends in Compensation Management						
		LECTURE	TUTORIAL	TOTAL		
		45	0	45		
TEXT						
1. Luthons F (1998) OB, Boston, Massachusetts: Mcgraw – hill, International students edition.						
REFERENCES						
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 1	PSO 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 →1, 6-10 →2, 11-15 →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):

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

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

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/ Phenomena (20)	0.2	High awareness, demonstrates all functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or	Poorly organized	No awareness	2,3

					structure			
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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 (20)	0.2	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted are essentially all successful	Calculations attempted are essentially all successful	Calculations attempted are either unsuccessful or represent only a	Calculations are attempted but are both unsuccessful and are not	Absent	4,5

			and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	and sufficiently comprehensive to solve the problem.	portion of the calculations required to comprehensively solve the problem.	comprehensive.		
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						

Table 11: Course plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1		COMPENSATION MANAGEMENT					
	1.1	Compensation Management - Issues in Compensation Management	Lecture	PPT/C& T	Cognitive	1	1
	1.2	Components of Compensation - Framework of Compensation	Lecture	PPT/C& T	Cognitive	1	1
	1.3	Factors affecting Compensation	Lecture	PPT/C& T	Cognitive	1	1
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Total				5	
2		WAGE AND SALARY ADMINISTRATION					
	2.1	Wage Concepts - Introduction to Wage and Salary	Lecture	PPT/C& T	Cognitive	1	2

		Administration - Objectives of Wage and Salary					
	2.2	Principles - Essentials of a sound wage and salary structure	Lecture	PPT/C& T	Cognitive	2	2
	2.3	Methods of wage payment	Lecture	PPT/C& T	Cognitive	2	2
	2.4	The process of wage determination	Lecture	PPT/C& T	Cognitive	2	2
	2.5	Wage Policy in India	Lecture	PPT/C& T	Cognitive	2	2
	2.6	Supplementary Compensation - Executive Compensation	Lecture	PPT/C& T	Cognitive	1	2
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Seminar/Class Test	PPT	PPT	Cognitive	2	
		Total				14	
3		JOB EVALUATION					
	3.1	Concept of Job Evaluation - Objectives of job Evaluation	Lecture	PPT/C& T	Cognitive	1	3
	3.2	Process of Job Evaluation	Lecture	PPT/C& T	Cognitive	1	3
	3.3	Advantages and Limitations of Job Evaluation - Essentials of successful Job Evaluation	Lecture	PPT/C& T	Cognitive	1	3
	3.4	Methods of Job Evaluation	Lecture	PPT/C& T	Cognitive	1	3
		Case Discussion	Discussion	Discussion	Cognitive	2	
		Total				8	
4		INCENTIVE COMPENSATION					
	4.1	Meaning of Wage Incentives - Essentials of Sound Incentive Plan	Lecture	PPT/C& T	Cognitive	2	4
	4.2	Wage Incentives in India - Types of Wage Incentive Plan	Lecture	PPT/C& T	Cognitive	2	4
	4.3	Concept of Profit Sharing - Labour Co-Partnership	Lecture	PPT/C& T	Cognitive	2	4
	4.4	Fringe Benefits -	Lecture	PPT/C& T	Cognitive	2	4

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

COURSE CODE		YBAE78	L	T	P	C
COURSE NAME		LABOUR LAW	3	0	0	3
PREREQUISITE		NIL	L	T	P	H
C:P:A		3:0:0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Understand</i> the Statutory Duties, responsibilities and Liabilities of an Occupier / Employer of a Factory and Registration of Establishments employing Contract Labour.		Cognitive		Remembering Understanding	
CO2	<i>Learn</i> the Registration and cancellation procedure of a trade union, Obligations of a trade union and various prevention and settlement measures of Industrial disputes.		Cognitive		Remembering Understanding	
CO3	<i>Learn</i> the statutory obligations under minimum wages act, payment of wages act and know the calculation of payment of minimum and maximum bonus to employees		Cognitive		Remembering Understanding	
CO4	<i>Understand</i> the statutory provisions of workmen's compensation act and contribution of employee and employer under employee provident fund and calculation of gratuity for the employees.		Cognitive		Remembering Understanding	
CO5	<i>Understand</i> the various medical benefits and other benefits for an employee under ESI act and how motherhood is safeguarded through Maternity Benefit Act.		Cognitive		Remembering Understanding	
UNIT I				8		
The Factories Act, 1948 - The Contract Labour (Regulation and Abolition) Act, 1970.						
UNIT II				10		
The Trade Union Act, 1926 - The Industrial Disputes Act, 1947 - The Industrial Employment (Standing Orders) Act, 1946.						
UNIT III				10		
The Minimum Wages Act, 1948 - The Payment of Wages Act, 1936 - The Payment of Bonus Act, 1965.						
UNIT IV				10		
The Workmen's Compensation Act, 1923 - The Employee's Provident Fund and Miscellaneous Provisions Act, 1952 - The Payment of Gratuity Act, 1972.						
UNIT V				7		
The Employees' State Insurance Act, 1948 - The Maternity Benefit Act, 1961.						
		LECTURE	TUTORIAL		TOTAL	
		45	0		45	
TEXT						
1. Luthons F (1998) OB, Boston, Massachusetts: McGraw – Hill, International students edition.						
REFERENCES						
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	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 →1, 6-10 →2, 11-15 →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

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
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	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting	0.35	Main idea very clearly stated &	Main idea clear & topic is limited.	Main idea clear or implicit & topic is	Main idea unclear & topic only partially	No clarity and irrelevant	1

	capabilities (35%)		topic is effectively limited.		partially limited.	limited.		
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References	0.20	No errors Source material is	Minimal Errors Source	Few Errors Source	Many Errors Source material	Mostly incorrect Plagiarize	1

	and correctness (20%)		incorporated logically & insightfully. Sources are documented accurately.	material incorporated logically. Sources documented accurately.	material incorporated adequately & usually documented accurately.	incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	d, no references	
	Total = 100%							

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

S.N o.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/ Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of	0.2	Detailed conclusions	Conclusions are	There is some	Conclusions	No conclusion	2,3

	contents (20)		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 evidenc 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 referenc e	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted	Calculations attempted	Calculations attempted are either	Calculations are attempted	Absent	4,5

			are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	are essentially all successful and sufficiently comprehensive to solve the problem.	unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	but are both unsuccessful and are not comprehensive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	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	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				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 MANAGEMENT	3	0	0	3
PREREQUISITE:	Nil	L	T	P	C
C:P:A	3: 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain		Level	
CO1	<i>Recognize</i> the concept of sales management and personal selling.	Cognitive		Remembering Understanding	
CO2	<i>Identify</i> sales territory, Estimate sales budgets and Describe sales organization.	Cognitive		Remembering Understanding	
CO3	<i>Analysis</i> and plan the training and motivation for sales force.	Cognitive		Remembering Understanding	
CO4	<i>Evaluate</i> the sales force performance.	Cognitive		Remembering Understanding	
CO5	<i>Know</i> 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”, 11 th edition, 2003, McGraw Hill Education..					
REFERENCES					
1. Mark. W. Johnston, Greg W. Marshall, “Sales Force Management “, 9 th 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”, 2 nd Edition, 2011, McGrawHill Education.					
4. Rosenbloom, “Marketing Channels”, 7 th 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 →1, 6-10 →2, 11-15 →3

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

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.

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					

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

			evident: major points divided into paragraphs and signaled by use of transitions.	Most major points are separated into paragraphs and signaled by transitions.	clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	must be 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 incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/ Material/ Phenomena (20)	0.2	High awareness, demonstrates all functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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	Information is cited	Information is cited	Information is cited, but	Information is not cited or is	No citation seen	2,3

	(20)		properly and format. Completes tasks and assignments prior to the due date, may assist classmates	properly. Completes tasks and assignments by due date	has errors. Completes on one day after the due date.	cited incorrectly. Completes on more than one day after the due date.	inside the text or in the reference	
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5

2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	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						
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Table 11: Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
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/Presentation	PPT/C& T /Classroom	Cog (App)	1	1
		Total				10	
2	2.1	Sales organizations- Introduction	Lecture	PPT/C& T /Classroom	Cog (Und)	1	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- Relationship	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.5	Analyzing the	Lecture	PPT/C& T	Cog	1	2

		requirement of sales people		/Classroom	(Und)		
	2.6	Profiling and recruiting sales people	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
	2.7	Selecting and hiring applicants.	Lecture	PPT/C& T /Classroom	Cog (Und)	1	2
		Class Test 1/ Case Study	Written/Discussion	PPT/C& T /Classroom	Cog (App)	1	1,2
		Total				08	
3	3.1	Introduction to Training & Motivation	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.2	Planning & executing training program	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.3	Evaluation of sales training programs	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.4	Motivating a sales force	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.5	Sales force compensation	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.6	Sales force expenses and transportation	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
	3.7	Sales meeting Sales contest	Lecture	PPT/C& T /Classroom	Cog (Und)	1	3
		Case Study/Seminar	Discussion/Presentation	PPT/C& T /Classroom	Cog (App)	1	3
		Total				8	
4	4.1	Sales Performance - Evaluation	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.2	Need & importance of evaluation of SP	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.3	Analysis of Sales Volume	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.4	Marketing Cost	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.5	Profitability Analysis	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.6	Evaluating Sales persons performance	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4
	4.7	Need & Importance	Lecture	PPT/C& T /Classroom	Cog (Und)	1	4

		Case Study /Seminar	Discussion/Presentation	PPT/C& T /Classroom	Cog (App)	1	4
		Total				8	
5	5.1	Introduction to Distribution Management	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.2	Concept of Distribution Channel	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.3	Importance of a Channel	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.4	Types of Channels	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.5	Channel management	Lecture	PPT/C& T /Classroom	Cog (Und)	2	5
	5.6	Importance & need for channel management	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
	5.7	Channels for different industries	Lecture	PPT/C& T /Classroom	Cog (Und)	1	5
		Case study	Discussion	PPT/C& T /Classroom	Cog (APP)	1	5
		Class Test 2 /Seminar	Written/Presentation	PPT/C& T /Classroom	Cog (App)	1	3,4,5
		Total				9	
		Grand Total				45 hrs	

COURSE CODE		YBAE80	L	T	P	C
COURSE NAME		RETAIL MANAGEMENT AND SERVICES MARKETING	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain	Level		
CO1	<i>Know</i> the concept of retail format		Cognitive	Understanding		
CO2	<i>Recognize</i> the retail strategy		Cognitive	Understanding Analysing		
CO3	<i>Recognize</i> and analysis the service marketing opportunities		Cognitive	Understanding Analysing		
CO4	<i>Design</i> and develop services		Cognitive	Understanding		
CO5	<i>Identify</i> the service delivery, promotion and pricing importance		Cognitive	Understanding		
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 SERVICE 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..						
REFERENCES						
1. Michael Levy, Barton A. Weitz, Ajay Pandit, - <i>Retailing Management</i> , Tata McGraw-Hill						
2. Chiristopher H.Lovelock and Jochen Wirtz, Services Marketing, Pearson Education, New Delhi, 2004.						
3. Hoffman, Marketing of Services, Cengage Learning, 1 st Edition, 2008.						
4. K. Douglas Hoffman et al, Essentials of Service Marketing: Concepts, Strategies and Cases, Thomson Learning, 2 nd Edition.						
5. Chetan Bajaj, Rajnish Tuli, Nidhi Varma, Srivastava, <i>Retail Management</i> , Oxford						
6. Patrick M. Dunne, Robert F. Lusch, <i>Retail Management</i> , Cengage Learning						

Table1 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	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 →1, 6 – 10 →2, 11-15 →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					

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

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

Table 9: Rubrics for Retail and Service Marketing Plan (10 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	2,3
4.	Recognition about	0.2	Well Analysed	Partly analysed	No Analysis	Research		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 Research question(s) were not formed but could be formed through the literature review.	question(s) were not formed and are not apparent from the literature 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	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5

			based on that information.		computations or units.			
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	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						

Table 11: Course plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	Introduction to YBAE 80	PPT/C& T	Classroom	Cognitive	1	1
	1.2	Functions of Retailers	PPT/C& T	Classroom	Cognitive	1	1
	1.3	Retail Trends in India	PPT/C& T	Classroom	Cognitive	1	1
	1.4	Types of Retail Format	PPT/C& T	Classroom	Cognitive	1	1
	1.5	Food Retailers	PPT/C& T	Classroom	Cognitive	1	1
	1.6	General Merchandise Retailer	PPT/C& T	Classroom	Cognitive	1	1
	1.7	Non Store retailers	PPT/C& T	Classroom	Cognitive	1	1
	1.8	Service Retailers	PPT/C& T	Classroom	Cognitive	1	1
		Class Test 1(Unit 1)/Seminar	Written/Presentation	Classroom	Cognitive(App)	1	
2	2.1	Retail Strategy	PPT/C& T	Classroom	Cognitive	1	2
	2.2	Customer Loyalty	PPT/C& T	Classroom	Cognitive	1	2
	2.3	Positioning	PPT/C& T	Classroom	Cognitive	1	2
	2.4	Loyalty Programs	PPT/C& T	Classroom	Cognitive	1	2
	2.5	Retails site location	PPT/C& T	Classroom	Cognitive	1	2
	2.6	Retail Site Characteristics	PPT/C& T	Classroom	Cognitive	1	2
	2.7	Trade area Characteristics	PPT/C& T	Classroom	Cognitive	1	2
	2.8	Retail Management	PPT/C& T	Classroom	Cognitive	1	2
		Class Test (Unit 2)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	
3	3.1	Market	PPT/C& T	Classroom	Cognitive	1	3

		Potential		m			
	3.2	Classification of service	PPT/C& T	Classroom	Cognitive	1	3
	3.3	Expanded Marketing Mix	PPT/C& T	Classroom	Cognitive	1	3
	3.4	Service Marketing	PPT/C& T	Classroom	Cognitive	1	3
	3.5	Environment and Trends	PPT/C& T	Classroom	Cognitive	1	3
	3.6	Service Market Segmentation	PPT/C& T	Classroom	Cognitive	1	3
	3.7	Targeting and positioning	PPT/C& T	Classroom	Cognitive	1	3
	3.8	Product Marketing	PPT/C& T	Classroom	Cognitive	1	3
		Class Test (Unit 3)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	
4	4.1	Service Life Cycle	PPT/C& T	Classroom	Cognitive	1	1
	4.2	New Service Department	PPT/C& T	Classroom	Cognitive	1	1
	4.3	Types of Services	PPT/C& T	Classroom	Cognitive	1	1
	4.4	Stages in New Service Development	PPT/C& T	Classroom	Cognitive	1	1
	4.5	Service Blue Printing	PPT/C& T	Classroom	Cognitive	1	1
	4.6	Measuring Service Quality	PPT/C& T	Classroom	Cognitive	1	1
	4.7	Marketing Opportunities	PPT/C& T	Classroom	Cognitive	1	1
	4.8	Service Market Opportunities	PPT/C& T	Classroom	Cognitive	1	1
		Class Test (Unit 4)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	
5	5.1	Critical Importance of service employees	PPT/C& T	Classroom	Cognitive	1	1
	5.2	Importance	PPT/C& T	Classroom	Cognitive	1	1

		of Customers in service delivery		m			
	5.3	Service Distribution	PPT/C& T	Classroom	Cognitive	1	1
	5.4	Key reasons for service communication challenges	PPT/C& T	Classroom	Cognitive	1	1
	5.5	Three key ways that services are different for customers	PPT/C& T	Classroom	Cognitive	1	5
	5.6	Retailers and Services – Flip Kart, Snap deal and Amazon	PPT/C& T	Classroom	Cognitive	1	5
	5.7	Service delivery Process	PPT/C& T	Classroom	Cognitive	1	5
	5.8	Service Delivery Management	PPT/C& T	Classroom	Cognitive	1	5
		Class Test (Unit 5)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	
		Total				45 hrs	

COURSE CODE	YBAE81	L	T	P	C
COURSE NAME	CONSUMER BEHAVIOUR	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain	Level		
CO1	<i>Know</i> the concept of consumer behavior.	Cognitive	Understanding		
CO2	<i>Identify</i> the internal influencing factor.	Cognitive	Understanding Analysing		
CO3	<i>Identify</i> the external influencing factor.	Cognitive	Analysing		
CO4	<i>Analyze</i> the purchase decision process.	Cognitive	Understanding		
CO5	<i>Recognize</i> the concept of consumerism.	Cognitive	Understanding		
UNIT I					7
Introduction Concept of Consumer Behavior - Need, Importance - Inter disciplinary approach - Buying roles and Motives - Characteristics of Indian Consumer - challenges in predicting consumer behavior.					
UNIT II					11
Internal Influences Foundation of Individual Behavior - Psychological factors: Motivation and Personality Perception, Consumer learning, Attitudes.					
UNIT III					8
External Influences Culture and Consumer Behavior - Role of Family – References group: Role of Celebrities –Word of Mouth- Opinion leadership.					
UNIT IV					11
Purchase Decision Process Consumer Decision Making - Models of consumer behavior - Consumer involvement Purchase and Post Purchase Processes - Organizational Consumer Behaviour.					
UNIT V					8
Consumerism - Diffusion of Innovation - Managing Dissonance - Online purchase decision process - Emerging Issues –Ethical issues.					
LECTURE	TUTORIAL	PRACTICAL		TOTAL	
45	0	0		45	
TEXT BOOKS					
1. Leon Schiffman and Leslie Kanuk, Consumer Behaviour, Prentice Hall, New Delhi.					
REFERENCES					
1. Del, Roger, Kenneth and Amit, Consumer Behaviour, Tata McGraw Hill, New Delhi.					
2. Ramesh Kumar, Consumer Behaviour, Pearson, New Delhi.					
3. Satish K Batara and Kazmi, Consumer Behaviour, Excel Books, New Delhi.					
4. Ramanuj Majumdar, Consumer Behaviour, Prentice Hall, New Delhi.					
5. Della and Bitta, Consumer Behaviour: Concepts & Applications, Tata McGraw Hill.					
6. Wayne Hoyer and Deborah Macinnis, Consumer Behavior, Houghton Mifflin Company, Newyork. 8. Henry Assael, Consumer behaviour strategic approach Biztantra, New Delhi.					

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 →1, 6-10 →2, 11-15 →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 o.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs,	0.30	Assignment supported in body of	Assignment well-supported in body of	Assignment generally supported	Assignment supported in body of paper by few	No diagrams or programs	1

	examples etc (30%)		paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	paper by facts, examples, illustrations 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.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources	Minimal Errors Source material incorporated logically. Sources documented	Few Errors Source material incorporated adequately & usually documented	Many Errors Source material incorporated but sometimes inappropriately or unclearly.	Mostly incorrect Plagiarized, no references	1

			are documented accurately.	d accurately.	d accurately.	Documentation is accurate only occasionally.		
	Total = 100%							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/ Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	2,3

					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 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	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted are essentially	Calculations attempted are essentially	Calculations attempted are either unsuccessful or	Calculations attempted but are both unsuccessful	Absent	4,5

			all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	all successful and sufficiently comprehensive to solve the problem.	represent only a portion of the calculations required to comprehensively solve the problem.	ul and are not comprehensive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	4,5
	TOTAL - 100	1						

Table:11Course Plan

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	Introduction Concept of Consumer Behavior	Lecture	PPT/C&T /Classroom	Cog (Und)	1	1
	1.2	Need, Importance	Lecture	PPT/C&T /Classroom	Cog (Und)	1	1
	1.3	Inter disciplinary approach	Lecture	PPT/C&T /Classroom	Cog (Und)	1	1
	1.4	Buying roles and Motives	Lecture	PPT/C&T /Classroom	Cog (Und)	1	1

	1.5	Characteristics of Indian Consumer	Lecture	PPT/C&T /Classroom	Cog (Und)	1	1
	1.6	Challenges in predicting CB	Lecture	PPT/C&T /Classroom	Cog (Und)	1	1
		Case study/Seminar	Discussion/Presentation	PPT/C&T /Classroom	Cognitive(App)	1	1
		Total				7	
2	2.1	Internal Influences Foundation of Individual Behavior	Lecture	PPT/C&T /Classroom	Cog (Und)	1	2
	2.2	Psychological factors	Lecture	PPT/C&T /Classroom	Cog (Und)	1	2
	2.3	Motivation factors to consumers	Lecture	PPT/C&T /Classroom	Cog (Und)	1	2
	2.4	Personality of consumers	Lecture	PPT/C&T /Classroom	Cog (Und)	1	2
	2.5	Perception of consumers	Lecture	PPT/C&T /Classroom	Cog (Und)	1	2
	2.6	Consumer learning	Lecture	PPT/C&T /Classroom	Cog (Und)	1	2
	2.7	Attitudes of Consumers	Lecture	PPT/C&T /Classroom	Cog (Und)	1	2
	2.8	Impact of psychological factors towards buying	Lecture	PPT/C&T /Classroom	Cog (Und)	1	2
	2.9	Need & Importance to study about individual	Lecture	PPT/C&T /Classroom	Cog (Und)	1	2

		behavior					
		Case Study	Discussion/	PPT/C&T /Classroom	Cognitive (App)	1	2
		Class Test /Seminar	Written/Presentation	PPT/C&T /Classroom	Cognitive (App)	1	1,2
		Total				11	
3	3.1	External Influences Culture and Consumer Behavior	Lecture	PPT/C&T /Classroom	Cog (Und)	2	3
	3.2	Role of Family	Lecture	PPT/C&T /Classroom	Cog (Und)	1	3
	3.3	References group- Introduction	Lecture	PPT/C&T /Classroom	Cog (Und)	1	3
	3.4	Role of Celebrities	Lecture	PPT/C&T /Classroom	Cog (Und)	1	3
	3.5	Word of Mouth	Lecture	PPT/C&T /Classroom	Cog (Und)	1	3
	3.6	Opinion leadership	Lecture	PPT/C&T /Classroom	Cog (Und)	1	3
		Case study /Seminar	Discussion/Presentation	PPT/C&T /Classroom	Cognitive (App)	1	3
		Total				7	
4	4.1	Purchase Decision Process- Introduction	Lecture	PPT/C&T /Classroom	Cog (Und)	1	4
	4.2	Steps in purchase decisions	Lecture	PPT/C&T /Classroom	Cog (Und)	2	4
	4.3	Consumer Decision Making	Lecture	PPT/C&T /Classroom	Cog (Und)	1	4

	4.4	Models of consumer behavior	Lecture	PPT/C&T /Classroom	Cog (Und)	2	4
	4.5	Consumer involvement on Purchase	Lecture	PPT/C&T /Classroom	Cog (Und)	1	4
	4.6	Post Purchase Processes	Lecture	PPT/C&T /Classroom	Cog (Und)	1	4
	4.7	Organizational Consumer Behaviour.	Lecture	PPT/C&T /Classroom	Cog (Und)	1	4
		Case Study	Discusiion	PPT/C&T /Classroom	Cognitive (App)	1	4
		Seminar	Presentation	PPT/C&T /Classroom	Cognitive (App)	1	4
		Total				9	
5	5.1	Consumerism	Lecture	PPT/C&T /Classroom	Cog (Und)	1	5
	5.2	Diffusion of Innovation	Lecture	PPT/C&T /Classroom	Cog (Und)	1	5
	5.3	Managing Dissonance	Lecture	PPT/C&T /Classroom	Cog (Und)	1	5
	5.4	Online purchase decision process	Lecture	PPT/C&T /Classroom	Cog (Und)	1	5
	5.5	Emerging Issues	Lecture	PPT/C&T /Classroom	Cog (Und)	1	5
	5.6	Ethical issues.	Lecture	PPT/C&T /Classroom	Cog (Und)	1	5
		Case Study /Seminar	Discusiion/Presentation	PPT/C&T /Classroom	Cognitive (App)	1	5

		Class Test 2	Written	Classroom	Cognitive (App)	1	3,4,5
		Total				8	
		Grand Total				45 hrs	

COURSE CODE		YBAE82	L	T	P	C
COURSE NAME		INTEGRATED MARKETING COMMUNICATION	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Principle</i> of Advertisement		Cognitive		Understanding	
CO2	<i>Media</i> Plan and advertisement.		Cognitive		Understanding Analysing	
CO3	<i>Types</i> of Sales Promotion.		Cognitive		Analysing	
CO4	<i>Public</i> Relation and its function		Cognitive		Understanding	
CO5	<i>Types</i> 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.						

Table1 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 →1, 6 – 10 →2, 11-15 →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		

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

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

Table 9: Rubrics for Advertisement and Sales Plan (10 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	2,3
4.	Recognition about	0.2	Well Analysed	Partly analysed	No Analysis	Research		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 Research question(s) were not formed but could be formed through the literature review.	question(s) were not formed and are not apparent from the literature 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	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted are essentially	Calculations attempted are essentially	Calculations attempted are either unsuccessful or	Calculations attempted but are both unsuccessful	Absent	4,5

			all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	all successful and sufficiently comprehensive to solve the problem.	represent only a portion of the calculations required to comprehensively solve the problem.	ul and are not comprehensive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	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 to YBAE 82	PPT/C& T	Classroom	Cognitive	1	1
	1.2	Concept/Definition of Advertisement	PPT/C& T	Classroom	Cognitive	1	1
	1.3	Functions of advertisement	PPT/C& T	Classroom	Cognitive	1	1
	1.4	Social Advertisements	PPT/C& T	Classroom	Cognitive	1	1
	1.5	Economic and Legal Implications of Advertisement	PPT/C& T	Classroom	Cognitive	1	1
	1.6	Setting Advertisement	PPT/C& T	Classroom	Cognitive	1	1

		Objectives					
	1.7	Advertisement Agencies	PPT/C& T	Classroom	Cognitive	1	1
	1.8	Advertisement Campaigns	PPT/C& T	Classroom	Cognitive	1	1
	1.9	Selection and Remuneration for Advertisement	PPT/C& T	Classroom	Cognitive	1	1
		Class Test 1(Unit 1)/Seminar	Written/Presentation	Classroom	Cognitive(App)	1	1
2	2.1	Media Plan (Type and choice)	PPT/C& T	Classroom	Cognitive	1	2
	2.2	Frequency of advertisements	PPT/C& T	Classroom	Cognitive	1	2
	2.3	Cost of advertisement	PPT/C& T	Classroom	Cognitive	1	2
	2.4	Media strategy and scheduling	PPT/C& T	Classroom	Cognitive	1	2
	2.5	Advertisement thru Print	PPT/C& T	Classroom	Cognitive	1	2
	2.6	Advertisement thru Radio	PPT/C& T	Classroom	Cognitive	1	2
	2.7	Advertisement thru T.V	PPT/C& T	Classroom	Cognitive	1	2
	2.8	Advertisement thru Website	PPT/C& T	Classroom	Cognitive	1	2
	2.9	Advertisement thru Newspaper	PPT/C& T	Classroom	Cognitive	1	2
	2.10	Advertisement thru Magazine	PPT/C& T	Classroom	Cognitive	1	2
	2.11	Measuring the effective of the advertisement	PPT/C& T	Classroom	Cognitive	1	3
		Class Test (Unit 2)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
3	3.1	Sales Promotion	PPT/C& T	Classroom	Cognitive	1	3
	3.2	Trade Oriented and Consumer Oriented	PPT/C& T	Classroom	Cognitive	1	3
	3.3	Designing of Sales promotion campaign	PPT/C& T	Classroom	Cognitive	1	3
	3.4	Involvement of salesman and dealer	PPT/C& T	Classroom	Cognitive	1	3
	3.5	Outsourcing sales promotion	PPT/C& T	Classroom	Cognitive	1	3

	3.6	National and international promotion strategies	PPT/C& T	Classroom	Cognitive	1	3
	3.7	Integrated and promotion techniques	PPT/C& T	Classroom	Cognitive	1	3
	3.8	Online sales Promotions					5
		Class Test (Unit 3)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
4	4.1	Functions of Public Relation	PPT/C& T	Classroom	Cognitive	1	1
	4.2	Process of Public Relation	PPT/C& T	Classroom	Cognitive	1	1
	4.3	Advantages and Disadvantage of Public Relation	PPT/C& T	Classroom	Cognitive	1	1
	4.4	Public Relation Tools and techniques	PPT/C& T	Classroom	Cognitive	1	1
	4.5	Counseling and Marketing	PPT/C& T	Classroom	Cognitive	1	1
	4.6	Public Relation Agencies	PPT/C& T	Classroom	Cognitive	1	1
	4.7	Promotion of Public Relation	PPT/C& T	Classroom	Cognitive	1	5
		Class Test (Unit 4)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
5	5.1	Goals of Publicity	PPT/C& T	Classroom	Cognitive	1	1
	5.2	Importance of Publicity	PPT/C& T	Classroom	Cognitive	1	1
	5.3	Publicity Campaign	PPT/C& T	Classroom	Cognitive	1	1
	5.4	Social Publicity	PPT/C& T	Classroom	Cognitive	1	1
	5.5	On line Publicity	PPT/C& T	Classroom	Cognitive	1	5
		Class Test (Unit 5)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1
		Total				45 hrs	

COURSE CODE	YBAE 83	L	T	P	C
COURSE NAME	DATA MINING FOR BUSINESS INTELLIGENCE	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3 : 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain		Level	
CO1	<i>Explain</i> the data mining process.	Cognitive		Understanding	
CO2	<i>Summarize</i> the steps in the preprocessing of data.	Cognitive		Understanding	
CO3	<i>Explain</i> data warehousing..	Cognitive		Understanding	
CO4	<i>Demonstrate</i> various data mining techniques.	Cognitive		Understanding	
CO5	<i>Illustrate</i> various applications of data mining.	Cognitive		Understanding	
UNIT I-INTRODUCTION					9
Data mining, knowledge discovery, data mining system architecture.					
UNIT II-DATA PREPROCESSING					9
Data cleaning, data integration and transformation, data reduction.					
UNIT III- DATA WAREHOUSING					9
Data warehouse, multidimensional data model, data warehouse architecture.					
UNIT IV-DATA MINING TECHNIQUES					9
Mining frequent patterns, associations and correlations, classification and prediction, cluster analysis.					
UNIT V-DATA MINING APPLICATIONS					9
Financial data analysis, retail industry, telecommunication industry.					
LECTURE	TUTORIAL	PRACTICAL		TOTAL	
45	0	0		45	
TEXT BOOKS					
1. Jaiwei Ham and Micheline Kamber, <i>Data Mining concepts and techniques</i> , Kauffmann Publishers.					
REFERENCES					
1. Efraim Turban, Ramesh Sharda, Jay E. Aronson and David King, <i>Business Intelligence</i> , Prentice 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 0,1,2,3	3	3	0	0	0	0	0	0	0	0	1

1-5 →1, 6-10 →2, 11-15 →3

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

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 2	30			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

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

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	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.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	3,4,5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	3,4,5
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	3,4,5
4.	Plagiarism, References	0.20	No errors Source material is	Minimal Errors Source	Few Errors Source	Many Errors Source material	Mostly incorrect Plagiarize	3,4,5

	and correctness (20%)		incorporated logically & insightfully. Sources are documented accurately.	material incorporated logically. Sources documented accurately.	material incorporated adequately & usually documented accurately.	incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	d, no references	
	Total = 100							

Table 9: Rubrics for Seminar (6 Marks):

Sl.No	Criterion	Scale	100	75	50	25	0	Relation to CO's
1	Content 30%	0.3	Concept clearly stated	Concept implicitly stated	Concept stated	Concept not clearly stated	No concept	3,4,5
2	Relevance 30%	0.3	Very relevant	Medium relevance	Relevant	Some irrelevance	Irrelevant	3,4,5
3	Presentation 40%	0.4	Confident and error free	Error free but not very confident	Confident with errors	Not confident with errors	Not prepared	3,4,5
	Total = 100							

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	3,4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	3,4,5
3.	Calculation	0.25	Calculations attempted are essentially all successful and sufficiently comprehensive	Calculations attempted are essentially all successful and sufficiently comprehensive	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to	Calculations are attempted but are both unsuccessful and are not comprehensive.	Absent	3,4,5

			sive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	sive to solve the problem.	comprehensively solve the problem.			
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	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 Data Mining	Chalk and Talk	Class Room	Cog.(Und)	2	1
		1.1.2 Knowledge Discovery	Chalk and Talk	Class Room	Cog.(Und)	4	1
		1.1.3 Data Mining System Architecture	Chalk and Talk	Class Room	Cog.(Und)	3	1
		Total				9	
2	2.1	Data Preprocessing					
		2.1.1 Data Cleaning	Chalk and Talk	Class Room	Cog.(Und)	3	2
		2.1.2 Data Integration and Transformation	Chalk and Talk	Class Room	Cog.(Und)	3	2
		2.1.3 Data Reduction	Chalk and Talk	Class Room	Cog.(Und)	3	2
		Total				9	
3	3.1	Data Warehousing					
		3.1.1 Data Warehouse	Chalk and Talk	Class Room	Cog.(Und)	4	3
		3.1.2 Multidimensional Data Model	Chalk and Talk	Class Room	Cog.(Und)	2	3
		3.1.3 Data Warehouse Architecture	Chalk and Talk	Class Room	Cog.(Und)	3	3
		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 Correlations	Chalk and Talk	Class Room	Cog.(Ana)	3	4
		4.1.3 Classification and Prediction	Chalk and Talk	Class Room	Cog.(Ana)	2	4
		4.1.4 Cluster Analysis	Chalk and Talk	Class Room	Cog.(Ana)	2	4
		Total				9	
5	5.1	Data Mining Applications					
		5.1.1 Financial Data Analysis	Chalk and Talk	Class Room	Cog.(Ana)	3	5
		5.1.2 Retail Industry	Chalk and Talk	Class Room	Cog.(Ana)	3	5
		5.1.3 Telecommunication Industry	Chalk and Talk	Class Room	Cog.(Ana)	3	5
		Total				9	
		Grand Total				45	

COURSE CODE	YBAE84	L	T	P	C
COURSE NAME	BUSINESS ANALYSIS AND IT CONSULTING	3	0	0	3
PREREQUISITE:	Nil	L	T	P	H
C:P:A	3: 0 : 0	3	0	0	3
COURSE OUTCOMES		Domain	Level		
CO1	<i>Know</i> the concept of Enterprises analysis & Project.	Cognitive	Understanding		
CO2	<i>Planning</i> the requirement and team management	Cognitive	Understanding Analysing		
CO3	<i>Identify</i> the requirements and documentations	Cognitive	Analysing		
CO4	<i>Identify</i> the communication requirements	Cognitive	Understanding		
CO5	<i>Evaluate</i> the solution and validation	Cognitive	Understanding		
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 →1, 6-10 →2, 11-15 →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		

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
Business Analysis and IT Plan	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	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram,	0.30	Assignment supported	Assignment well-supported	Assignment 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, & illustrations from experience, references to related readings, etc.	in body of paper by facts, examples, illustrations 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.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources	Minimal Errors Source material incorporated logically. Sources documente	Few Errors Source material incorporated adequately & usually documente	Many Errors Source material incorporated but sometimes inappropriately or unclearly.	Mostly incorrect Plagiarized, no references	1

			are documented accurately.	d accurately.	d accurately.	Documentation is accurate only occasionally.		
	Total = 100%							

Table 9: Rubrics for Business Analysis and IT Plan (10 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	2,3
4.	Recognition about Functional Analysis and Research Tools (20)	0.2	Well Analysed and Research question(s) are formed	Partly analysed and Research question(s) are	No Analysis and Research question	Research question(s) were not formed		2,3

			through the literature review and clearly stated.	formed through the literature review.	(s) were not formed but could be formed through the literature review.	and are not apparent from the literature 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	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5

2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	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						

Table: 11 Course Plan

Un it	Top ic	Subtopic	Teaching method	Teachin g aids/Ve nue	Targeted learning domain	No. of Hou rs	Relati on to COs
1	1.1	Enterprise analysis	Lecturer	PPT/C&T/ Classroom	Cognitive	1	1
	1.2	Goal setting- business analyst strategic role	PPT/C& T	Classroom	Cognitive	1	1
	1.3	Creating and maintaining business architecture & feasibility studies	PPT/C& T	Classroom	Cognitive	1	1
	1.4	Determining project scope & preparing business case	PPT/C& T	Classroom	Cognitive	1	1
	1.5	Initial risk assessment & preparing decision package	PPT/C& T	Classroom	Cognitive	1	1
	1.6	Selecting and prioritizing projects-	PPT/C& T	Classroom	Cognitive	1	1
	1.7	Launching new projects- tracking project benefits	PPT/C& T	Classroom	Cognitive	1	1
		Case/Seminar Study	Discusiion/Presen tation	Classroom	Cognitive(App)	1	1
2	2.1	Understand team roles & business analyst work division strategy & requirements change.	PPT/C& T	Classroom	Cognitive	1	2
	2.2	Determine planning considerations,require ments activities,estimate requirements activities	PPT/C& T	Classroom	Cognitive	1	2
	2.3	Manage requirements scope & Measure and report on requirements activity-	PPT/C& T	Classroom	Cognitive	1	2
	2.4	Requirements Elicitation- Techniques like brainstorming,	PPT/C& T	Classroom	Cognitive	1	2

		document analysis, focus group					
	2.5	Interface analysis, interview, observation, prototyping, requirements	PPT/C& T	Classroom	Cognitive	1	2
	2.6	Workshops, Reverse engineering and survey/questionnaire.	PPT/C& T	Classroom	Cognitive	1	2
		Class Test 1/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1,2
3	3.1	Introduction on Requirement analysis and documentation	PPT/C& T	Classroom	Cognitive	1	3
	3.2	Structure requirements packages	PPT/C& T	Classroom	Cognitive	1	3
	3.3	Create business domain model, , , ,	PPT/C& T	Classroom	Cognitive	1	3
	3.4	User requirements,	PPT/C& T	Classroom	Cognitive	1	3
	3.5	Functional requirements, quality of service requirements	PPT/C& T	Classroom	Cognitive	1	3
	3.6	Assumptions and constraints	PPT/C& T	Classroom	Cognitive	1	3
	3.7	Determine requirements attributes	PPT/C& T	Classroom	Cognitive	1	3
	3.8	Document requirements	PPT/C& T	Classroom	Cognitive	1	3
	3.9	Validate requirements, verify requirements.	PPT/C& T	Classroom	Cognitive	1	3
	3.10	Techniques: data and behaviour models	PPT/C& T	Classroom	Cognitive	1	3
	3.11	Models and usage models	PPT/C& T	Classroom	Cognitive	1	3
		Case Study/Seminar	Discussion/Presentation	Classroom	Cognitive (App)	1	3
4	4.1	Requirements Communications- Introduction	PPT/C& T	Classroom	Cognitive	1	4
	4.2	Create a requirements communication plan	PPT/C& T	Classroom	Cognitive	1	4
	4.3	Manage requirements conflicts	PPT/C& T	Classroom	Cognitive	1	4
	4.4	Determine	PPT/C& T	Classroom	Cognitive	1	4

		appropriate requirements format		m			
	4.5	Understand the requirement	PPT/C& T	Classroom	Cognitive	1	4
	4.6	Create a requirements package	PPT/C& T	Classroom	Cognitive	1	4
	4.7	Conduct a requirements presentation	PPT/C& T	Classroom	Cognitive	1	4
	4.8	Analysis requirement presentation	PPT/C& T	Classroom	Cognitive	1	4
	4.9	Conduct a formal requirements review	PPT/C& T	Classroom	Cognitive	1	4
	4.10	Requirements signoff	PPT/C& T	Classroom	Cognitive	1	4
		Case study/Seminar	Discusiion/Presentation	Classroom	Cognitive (App)	1	4
5	5.1	Solution Assessment & Validation	PPT/C& T	Classroom	Cognitive	1	5
	5.2	Develop alternate solutions, Evaluate technology options	PPT/C& T	Classroom	Cognitive	1	5
	5.3	Facilitate the selection of a solution, Ensure the usability of the solution	PPT/C& T	Classroom	Cognitive	1	5
	5.4	Support the quality assurance process support the implementation of the solution	PPT/C& T	Classroom	Cognitive	1	5
	5.5	Communicate the solution impacts	PPT/C& T	Classroom	Cognitive	1	5
	5.6	Post implementation review and assessment.	PPT/C&T	Classroom	Cognitive	1	5
		Class Test 2/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	3,4,5
		Total				45 hrs	

COURSE CODE		YBAE85	L	T	P	C
COURSE NAME		ENTERPRISE RESOURCE PLANNING	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		3 : 0 : 0	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Describe</i> the Evolution, Risk and Benefits of ERP.		Cognitive		Remembering	
CO2	<i>Know</i> the Functional Modules of ERP.		Cognitive		Remembering	
CO3	<i>Know</i> and Analyze the process of ERP Implementation.		Cognitive		Remembering	
CO4	<i>Summaries</i> the post implementation phase in ERP.		Cognitive		Understanding	
CO5	<i>Analyze</i> the recent trends in ERP.		Cognitive		Analysing	
UNIT I INTRODUCTION						8
Overview of enterprise systems- Evolution- Risks and benefits- Fundamentals technology- Issues to be consider in planning design and implementation of cross functional integrated ERP systems- Case studies.						
UNIT II ERP SOLUTIONS AND FUNCTIONAL MODULES						15
Overview of ERP software solutions- Small medium and large enterprise vendor solutions, BPR, Business Engineering and best Business Practices – Business process Management. Overview of ERP modules- sales and Marketing, Accounting and Finance, Materials and Production management etc.- Case studies. ERP Implementation- Planning Evaluation and Selection of ERP Systems- Implementation life cycle- ERP implementation.						
UNIT III 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 →1, 6-10 →2, 11-15 →3

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

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

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.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1,2,3,4, 5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the “A”	Assignment 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, 5

			, references to related readings, etc.	essay.	inadequate support.			
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1,2,3,4,5
4.	Plagiarism, References and correctness (20%)	0.20	No errors Source material is incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1,2,3,4,5
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

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

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

Table 10: Course Plan:

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

		implementation of cross functional integrated ERP systems					
		Case studies.	Printouts	Class Room	Cog.(Rem.)	1	1
		Total				8	
2.		ERP SOLUTIONS AND FUNCTIONAL MODULES					
	2.1	Overview of ERP software solutions-	PPT	Class Room	Cog.(Und.)	2	2
	2.2	Small medium and large enterprise vendor solutions,	PPT	Class Room	Cog.(Und.)	1	2
	2.3	BPR, Business Engineering and best Business Practices – Business process Management.	PPT	Class Room	Cog.(Und.)	3	2
	2.4	Overview of ERP modules- sales and Marketing, Accounting and Finance, Materials and Production management etc.-	PPT	Class Room	Cog.(Und.)	1	2
	2.5	ERP Implementation-	PPT	Class Room	Cog.(Und.)	2	2
	2.6	Planning Evaluation and Selection of ERP Systems-	PPT	Class Room	Cog.(Und.)	1	2
	2.7	Implementation life cycle- ERP implementation.	PPT	Class Room	Cog.(Und.)	2	2
		Case studies.	Printouts	Class Room	Cog. (Und.)	2	2
		Class Test 1		Class Room	Cog.(Und.)	1	1,2
		Total				15	
		Assignment-1			Cog.(Und.)		1,2
3.		ERP IMPLEMENTATION					
	3.1	Methodology and Frame work- Training –Data Migration.	PPT	Class Room	Cog.(Und.)	2	3
	3.2	People Organization in implementation-	PPT	Class Room	Cog.(Und.)	2	3

		Consultants, Vendors and Employees-					
		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, 5
		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.(Rem..Ana)	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	

COURSE CODE	YBAE86	L	T	P	C	
COURSE NAME	SOFTWARE PROJECT MANAGEMENT	3	0	0	3	
PREREQUISITE:	Nil	L	T	P	H	
C:P:A	3 : 0 : 0	3	0	0	3	
COURSE OUTCOMES		Domain		Level		
CO1	<i>Know</i> the concept of Software Project Management, tools, techniques and resource.	Cognitive		Understanding		
CO2	<i>Analysis</i> and evaluate the software development by measurement tools and metrics.	Cognitive		Understanding Analysing		
CO3	<i>Identify</i> the software quality standards	Cognitive		Analysing		
CO4	<i>Identify</i> the risks and resolving it by tools..	Cognitive		Understanding		
CO5	<i>Recognize</i> the concept of Offshore Projects.	Cognitive		Understanding		
UNIT I SPM COCEPTS					09	
Definition-Components of SPM –Challenges and opportunities-tools and techniques-managing human resource and technical resources-costing and pricing of projects –training and development –project management techniques.						
UNIT II SOFTWARE MEASUREMENTS					10	
Monitoring & Measurement of Software development-Cost,Size and Time metrics-methods and tools for metrics –issues of metrics in multiple projects						
UNIT III SOFTWARE QUALITY					10	
Quality in software development-quality assurance – quality standard and certifications – the process and issues in obtaining certifications – the benefits and implications for the organization and its customers – change management.						
UNIT IV RISK ISSUES					08	
The risk issues in software development and implementation – identification of risks – resolving and avoiding risks – tools and methods for identifying risk management.						
UNIT V OFFSHORE PROJECTS					08	
Multiple projects – off shore development issues – managing human resources – pricing and payment across countries – remote development and implementation						
LECTURE		TUTORIAL		PRACTICAL		TOTAL
45		0		0		45
TEXT BOOKS						
REFERENCES						
1.Richard H.Thayer (Edited),”Software Engineering Project Management”, IEEE,John Wiley & Sons, 2 nd 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 Value	3	0	3	0	0	0	0	0	0	0	1

1-5→1 6-10→2 11-15→3

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

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		

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 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 Plan	10	2	2	2	2	2
Seminar	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 – 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	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.	No clarity and irrelevant	1
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the "A" essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1
3.	Organization (15%)	0.15	Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions.	Illogical ordering and organization.	1
4.	Plagiarism, References	0.20	No errors Source material is	Minimal Errors Source	Few Errors Source	Many Errors Source material	Mostly incorrect Plagiarize	1

	and correctness (20%)		incorporated logically & insightfully. Sources are documented accurately.	material incorporated logically. Sources documented accurately.	material incorporated adequately & usually documented accurately.	incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally	d, no references	
	Total = 100%							

Table 9: Rubrics for Software Project Management Plan (10 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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	Information is cited properly and format. Completes tasks and assignments prior to the due date, may assist classmates	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5

			n.					
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	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						
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COURSE PLAN

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1	1.1	Definition & Components of SPM	PPT/C& T	Classroom	Cognitive	1	1
	1.2	Challenges and opportunities	PPT/C& T	Classroom	Cognitive	1	1
	1.3	Tools and techniques	PPT/C& T	Classroom	Cognitive	1	1
	1.4	Managing human resource and	PPT/C& T	Classroom	Cognitive	1	1
	1.5	Managing technical resources	PPT/C& T	Classroom	Cognitive	1	1
	1.6	Costing and pricing of projects	PPT/C& T	Classroom	Cognitive	1	1
	1.7	Training and development	PPT/C& T	Classroom	Cognitive	1	1
	1.8	Project management techniques	PPT/C& T	Classroom	Cognitive	1	1
		Case study/Seminar	Discusiion/Presentation	Classroom	Cognitive(App)	1	1
2	2.1	Software Measurement Introduction	PPT/C& T	Classroom	Cognitive	1	2
	2.2	Monitoring of Software development	PPT/C& T	Classroom	Cognitive	1	2
	2.3	Measurement of software development	PPT/C& T	Classroom	Cognitive	1	2
	2.4	Need for measurement	PPT/C& T	Classroom	Cognitive	1	2
	2.5	Cost based measurement	PPT/C& T	Classroom	Cognitive	1	2
	2.6	Size based measurement	PPT/C& T	Classroom	Cognitive	1	2
	2.7	Time based	PPT/C& T	Classroom	Cognitive	1	2

		measurement		m			
	2.8	Methods and tools for metrics	PPT/C& T	Classroom	Cognitive	1	2
	2.9	Issues of metrics in multiple projects.	PPT/C& T	Classroom	Cognitive	1	2
		Class Test 1/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1,2
3	3.1	Quality in software development	PPT/C& T	Classroom	Cognitive	1	3
	3.2	Quality assurance	PPT/C& T	Classroom	Cognitive	1	3
	3.3	Quality standard and certifications	PPT/C& T	Classroom	Cognitive	1	3
	3.4	The process and issues in obtaining certifications	PPT/C& T	Classroom	Cognitive	2	3
	3.5	The benefits and implications for the organization and its customers	PPT/C& T	Classroom	Cognitive	1	3
	3.6	Change management.	PPT/C& T	Classroom	Cognitive	2	3
		Case study/Seminar	Discussion/Presentation	Classroom	Cognitive (App)	1	3
4	4.1	The risk issues in software development and implementation–	PPT/C& T	Classroom	Cognitive	1	4
	4.2	Identification of risks	PPT/C& T	Classroom	Cognitive	1	4
	4.3	Resolving and avoiding risks	PPT/C& T	Classroom	Cognitive	1	4
	4.4	Tools for identifying risk management.	PPT/C& T	Classroom	Cognitive	2	4
	4.5	Methods for identifying risk	PPT/C& T	Classroom	Cognitive	2	4

		management.					
		Case study/Seminar	Discussion/Presentation	Classroom	Cognitive (App)	1	4
5	5.1	Offshore Projects Introduction	PPT/C& T	Classroom	Cognitive	1	5
	5.2	Multiple projects	PPT/C& T	Classroom	Cognitive	1	5
	5.3	Off shore development issues	PPT/C& T	Classroom	Cognitive	1	5
	5.4	Managing human resources	PPT/C& T	Classroom	Cognitive	1	5
	5.5	pricing and payment across countries	PPT/C& T	Classroom	Cognitive	1	5
	5.6	Remote project development	PPT/C& T	Classroom	Cognitive	1	5
	5.7	Remote project implementation					5
		Class Test 2 /Seminar	Written/Presentation	Classroom	Cognitive (App)	1	3,4,5
		Total				45 hrs	

COURSE CODE	YBA401	L	T	P	C
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COURSE NAME		RURAL BUSINESS MANAGEMENT	3	0	0	3
PREREQUISITE:		Nil	L	T	P	H
C:P:A		2.7 : 0 : 0.3	3	0	0	3
COURSE OUTCOMES			Domain		Level	
CO1	<i>Understand</i> the physical structure of rural area.		Cognitive		Understanding	
CO2	<i>Behavior</i> of rural consumers		Cognitive		Analysing	
CO3	<i>Resources</i> of rural area.		Cognitive		Analysing	
CO4	<i>Product</i> produce in rural area.		Cognitive		Understanding	
CO5	<i>Marketing</i> research in rural area.		Cognitive		Understanding	
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, 2 nd Edition, New Delhi						
REFERENCES						
1. Katar Singh, (2009), “Rural Development: Principles Policies and Management, 3 rd Edition, SAGE Publications Pvt. Ltd, New Delhi						

Table1 1: 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 →1, 6 – 10 →2, 11-15 →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 organizatio n & 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 incorporated logically & insightfully. Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1
	Total = 100%							

Table 9: Rubrics for Rural Business Plan (10 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/	0.2	High awareness, demonstr	Medium Awareness, but demonstra	Low Awareness but organized	Poorly organized	No awareness	2,3

	Phenomena (20)		ates all Functiona l area and structure.	tes minimum functional areas or structure	with no logical sequencin g or structure.			
3.	Development of contents (20)	0.2	Detailed conclusio ns 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 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 (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						
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Table 10: Rubrics for Case Study (5 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	4,5
3.	Calculation	0.25	Calculations attempted are essentially	Calculations attempted are essentially	Calculations attempted are either unsuccessful	Calculations attempted but are	Absent	4,5

			all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	all successful and sufficiently comprehensive to solve the problem.	ul or represent only a portion of the calculations required to comprehensively solve the problem.	both unsuccessful and are not comprehensive.		
4.	Result	0.25	Accurate result with appropriate unit.	Accurate result without appropriate unit.	Incorrect result without appropriate unit.	Wrong calculation	Absent	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	

		Durables.						
	1.9	Rural Communication-Challenges and Strategies	PPT/C&T	Classroom	Cognitive	1	1	
	1.10	Types of Rural Communication	PPT/C&T	Classroom	Cognitive	1	1	
		Class Test 1(Unit 1)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1	
2	2.1	Rural Consumer's in India	PPT/C&T	Classroom	Cognitive	1	3	
	2.2	Geographical Spread and Differentiation	PPT/C&T	Classroom	Cognitive	1	5	
	2.3	Behaviour of Rural consumers	PPT/C&T	Classroom	Cognitive	1	5	
	2.4	Thomson Rule of Market Index-	PPT/C&T	Classroom	Cognitive	1	5	
	2.5	Occupational Segmentation	PPT/C&T	Classroom	Cognitive	1	5	
	2.6	Sociological Segmentation	PPT/C&T	Classroom	Cognitive	1	5	
	2.7	Product, Pricing and Promotion Strategies.	PPT/C&T	Classroom	Cognitive	1	5	
	2.8	Index- Lin-Quest and MICA Rating	PPT/C&T	Classroom	Cognitive	1	5	
		Class Test (Unit 2)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1	
3	3.1	Marketing of Agricultural Products	PPT/C&T	Classroom	Cognitive	1	4	
	3.2	Agricultural Inputs and their Types	PPT/C&T	Classroom	Cognitive	1	4	
	3.3	Government Efforts, Challenges	PPT/C&T	Classroom	Cognitive	1	4	
	3.4	Marketing Rural Non-Farm Products	PPT/C&T	Classroom	Cognitive	1	4	
	3.5	Agricultural Marketing	PPT/C&T	Classroom	Cognitive	1	1	
	3.6	Marketing Network	PPT/C&T	Classroom	Cognitive	1	1	
	3.7	Social Structure of Rural	PPT/C&T	Classroom	Cognitive	1	1	
	3.8	Society, Different Marketing Agencies and Institutions	PPT/C&T	Classroom	Cognitive	1	1	
	3.9	Various Types of Distribution Channels in Rural Marketing.	PPT/C&T	Classroom	Cognitive	1	1	
		Class Test (Unit 3)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1	1	

4	4.1	Marketing Research	PPT/C&T	Classroom	Cognitive	1	4	
	4.2	Major techniques of Market Research	PPT/C&T	Classroom	Cognitive	1	4	
	4.3	Methods of Collection of Information	PPT/C&T	Classroom	Cognitive	1	4	
	4.4	Dissemination of Market Information	PPT/C&T	Classroom	Cognitive	1	4	
	4.5	Advantages of Market Report and Market Report	PPT/C&T	Classroom	Cognitive	1	4	
	4.6	Introduction to Rural Financing, Sources of Finance	PPT/C&T	Classroom	Cognitive	1	4	
	4.7	Requisites of a Good Finance System	PPT/C&T	Classroom	Cognitive	1	4	
	4.8	Credit Agency- NABARD	PPT/C&T	Classroom	Cognitive	1	4	
	4.9	Functions of NABARD, Schemes and Patterns of NABARD	PPT/C&T	Classroom	Cognitive	1	4	
		Class Test (Unit 4)/Seminar	Written/Pr esentation	Classroom	Cognitive (App)	1	4	
5	5.1	Mass Market Strategy	PPT/C&T	Classroom	Cognitive	1	5	
	5.2	Market segmentation strategy	PPT/C&T	Classroom	Cognitive	1	5	
	5.3	Levels of Market Segmentation	PPT/C&T	Classroom	Cognitive	1	5	
	5.4	Useful of Segmentation	PPT/C&T	Classroom	Cognitive	1	5	
	5.5	Bases of Segmentation	PPT/C&T	Classroom	Cognitive	1	5	
	5.6	Behavioral Segmentation	PPT/C&T	Classroom	Cognitive	1	5	
	5.7	Segmenting the markets	PPT/C&T	Classroom	Cognitive	1	5	
	5.8	Variable of segmentation	PPT/C&T	Classroom	Cognitive	1	5	
	5.9	Segmentation and retailing in rural area	PPT/C&T	Classroom	Cognitive	1	5	
		Class Test (Unit 5)/Seminar	Written/Pr esentation	Classroom	Cognitive (App)	1	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
COURSE OUTCOMES			Domain		Level	
CO1	<i>Recognise</i> the personal traits of an entrepreneur		Cognitive		Understanding	
CO2	<i>Understand</i> the environment that support entrepreneurial development		Cognitive		Analysing	
CO3	<i>Develop</i> the business plan based on feasibility		Affective		valuing	
CO4	<i>Describe</i> the steps in establishing a small business		Cognitive Affective		Understanding organising	
CO5	<i>Understand</i> 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, <i>Entrepreneurship</i> , Tata McGraw Hill, New Delhi.						
2. S.S.Khanka, 2013, <i>Entrepreneurial Development</i> , S.Chand and Company Limited, New Delhi.						
REFERENCE BOOKS						
1. Mathew Manimala, 2005, <i>Entrepreneurship Theory at the Crossroads, Paradigms & Praxis</i> , Biztrantra ,2nd Edition.						
2. Prasanna Chandra, 2009, <i>Projects – Planning, Analysis, Selection, Implementation and Reviews</i> , Tata McGraw-Hill.						
3. P.Saravanavel, 1997, <i>Entrepreneurial Development</i> , Ess Pee kay Publishing House, Chennai.						
4. Arya Kumar,2012, <i>Entrepreneurship: Creating and Leading an Entrepreneurial Organisation</i> , Pearson Education India.						
5. Donald F Kuratko, T.V Rao, 2012, <i>Entrepreneurship: A South Asian perspective</i> , Cengage Learning India.						
6. Dinesh Awasthi, Raman Jaggi, V.Padmanand, <i>Suggested Reading / Reference Material for Entrepreneurship Development Programmes (EDP/WEDP/TEDP)</i> , 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/>

Table1 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 →1, 6 – 10 →2, 11-15 →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	

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

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

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

Table 9: Rubrics for Business Plan (5 Marks):

S.No.	Criteria	Scale	100	75	50	25	0	Relation to CO
1.	Contribution of work (20)	0.2	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single or two source.	Sourced from internet only	2,3
2.	Awareness of concept/Idea/Material/ Phenomena (20)	0.2	High awareness, demonstrates all Functional area and structure.	Medium Awareness, but demonstrates minimum functional areas or structure	Low Awareness but organized with no logical sequencing or structure.	Poorly organized	No awareness	2,3
3.	Development of contents (20)	0.2	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	Conclusions made are not relevant.	No conclusions are made from the evidence offered.	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

			review and clearly stated.	review.	the literature 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	Information is cited properly. Completes tasks and assignments by due date	Information is cited, but has errors. Completes on one day after the due date.	Information is not cited or is cited incorrectly. Completes on more than one day after the due date.	No citation seen inside the text or in the reference	2,3
	Total -100	1						

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

S.No.	Criteria	Scale	100	75	50	25	0	Relation to COs
1.	Interpretation	0.25	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computation	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Absent	4,5

					ns or units.			
2.	Representation	0.25	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Absent	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.	Calculations are attempted but are both unsuccessful and are not comprehensive.	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/Presentation	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/Presentation	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	Ownership	PPT/C&T	Classroom	Cognitive	1		
	3.5	Capital Budgeting	PPT/C&T	Classroom	Cognitive	1		
	3.6	Project Profile Preparation	PPT/C&T	Classroom	Affective	1		
	3.7	Feasibility Report Preparation	PPT/C&T	Classroom	Affective	1		
	3.8	Evaluation Criteria.	PPT/C&T	Classroom	Affective	1		
	3.9	Business plan (Unit 3)/Seminar	Written/Presentation	Classroom	Affective	1		
4	4.1	Finance and Human Resource Mobilization	PPT/C&T	Classroom	Cognitive	1		
	4.2	Operations Planning	PPT/C&T	Classroom	Cognitive	2		
	4.3	Market and Channel Selection	PPT/C&T	Classroom	Cognitive	1		
	4.4	Growth Strategies	PPT/C&T	Classroom	Cognitive	1		
	4.5	Product Launching	PPT/C&T	Classroom	Cognitive	1		
	4.6	Incubation, Venture capital-startups.	PPT/C&T	Classroom	Cognitive	2		
	4.7	Case study-1 (Unit 4)/Seminar	Written/Presentation	Classroom	Cognitive (App)	1		
5	5.1	Monitoring and Evaluation of Business Units-	PPT/C&T	Classroom	Cognitive	2		
	5.2	Preventing Sickness and Rehabilitation of Business	PPT/C&T	Classroom	Cognitive	2		
	5.3	Effective Management of small Business.	PPT/C&T	Classroom	Cognitive	2		
	5.4	Case study (Unit 5)/Seminar	Written/Presentation	Classroom	Cognitive (App)	3		
		Total				45 hrs		

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
COURSE OUTCOMES			Domain		Level	
CO1	<i>Define</i> the fundamentals of Project management		Cognitive		Remembering	
CO2	<i>Define</i> and <i>Develop</i> the Work Break down structures.		Cognitive		Remembering Analysing	
CO3	<i>Describe</i> and <i>Develop</i> Network diagram.		Cognitive		Remembering Analysing	
CO4	<i>Define</i> the control and completion of project.		Cognitive		Remembering	
CO5	<i>Define</i> the types of project organization and managing of conflict.		Cognitive		Remembering	
UNIT I INTRODUCTION TO PROJECT MANAGEMENT						9
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 1	PSO 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 0,1,2,3	3	1	1	1	1	0	0	0	1		

1-5 →1, 6-10 →2, 11-15 →3

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

Performance Indicators:

- 1.1 Knowledge of Project Management.
- 2.1 Knowledge of Work Break down 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		

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):

S.No.	Category	Scale	100	75	50	25	0	Relation to CO
1.	Content Clarity and limiting capabilities (35%)	0.35	Main idea very clearly stated	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, 5
2.	Support by diagram, programs, examples etc (30%)	0.30	Assignment supported in body of paper by a variety of relevant facts, examples.	Assignment well-supported in body of paper by facts, examples, illustrations though support may not be as vivid as the “A” essay.	Assignment generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.	Assignment supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.	No diagrams or programs or examples etc	1,2,3,4, 5
3.		0.15	Organization	Organization	Organization	The	Illogical	1,2,3,4,

	Organization (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 incorporated logically & insightfully . Sources are documented accurately.	Minimal Errors Source material incorporated logically. Sources documented accurately.	Few Errors Source material incorporated adequately & usually documented accurately.	Many Errors Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Mostly incorrect Plagiarized, no references	1,2,3,4,5
	Total = 100%							

Table 9: Rubrics for Seminar (5 Marks):

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

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

Table 10: Course Plan:

Unit	Topic	Subtopic	Teaching method	Teaching aids/Venue	Targeted learning domain	No. of Hours	Relation to COs
1.		INTRODUCTION TO PROJECT MANAGEMENT					
	1.1	Project Management – Definition –Goal - Lifecycles.	Chalk and talk	Class Room	Cog.(Rem.)	2	1
	1.2	Project Selection Methods. Project Portfolio Process –	Chalk and talk	Class Room	Cog.(Rem.)	3	
	1.3	Project Formulation.	Chalk and talk	Class Room	Cog.(Rem.)	2	1
	1.4	Project Manager – Roles, Responsibilities and Selection – Project Teams.	Chalk and talk	Class Room	Cog.(Rem.)	2	1
		Total				9	
2.		PLANNING AND BUDGETING					
	2.1	The Planning Process –	Chalk and talk	Class Room	Cog.(Rem.)	2	2
	2.2	Work Break down Structure –	Case Study	Class Room	Cog.(Rem.)	2	2
	2.3	Role of Multidisciplinary teams.	Chalk and talk	Class Room	Cog.(Rem. .Ana.)	2	2
	2.4	Budgeting the Project – Methods, Cost Estimating and Improvement, Budget uncertainty and risk management.	Chalk and talk	Class Room	Cog.(Rem. .Ana.)	3	2
		Class Test 1		Class Room	Cog.(Rem. ,Ana.)	1	1,2
		Total				9	

		Assignment-1			Cog.(Rem. ,Ana.)		1,2
3.		SCHEDULING & RESOURCE ALLOCATION					
	3.1	PERT & CPM Networks	Chalk and talk	Class Room	Cog.(Rem. ,Ana.)	2	3
	3.2	Crashing – Project Uncertainty and Risk Management –	Chalk and talk	Class Room	Cog.(Rem. ,Ana.)	3	3
	3.3	Simulation –Gantt Charts –	Chalk and talk	Class Room	Cog.(Rem. ,Ana.)	2	3
	3.4	Expediting a project – Resource loading and leveling, Allocating scarce resources –	Chalk and talk	Class Room		1	3
		Goldratt's Critical Chain.	Chalk and talk	Class Room	Cog.(Rem. ,Ana.)	1	3
		Total				9	
4.		CONTROL AND COMPLETION					
	4.1	The Plan-Monitor-Control cycle –	Chalk and talk	Class Room	Cog.(Rem.)	2	4
	4.2	Data Collecting and reporting – Project Control – Designing the control system,	Chalk and talk	Class Room	Cog.(Rem)	2	4
	4.3	Project Evaluation, Auditing and Termination.	Chalk and talk	Class Room	Cog.(Rem.)	2	4
		Class Test 2		Class Room	Cog.(Rem. ,App.)	1	3,4
		Real Time Evaluation	Report & Presentati on	Class Room	Cog.(Rem. ,App.)	2	1,2,3,4,5
		Total				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 methods for resolving conflict.	Chalk and talk	Class Room	Cog.(Rem.)	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	