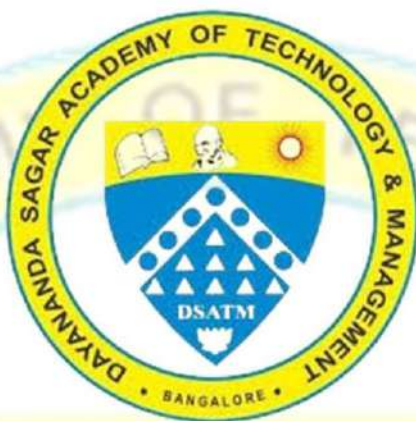


**DAYANANDA SAGAR ACADEMY OF TECHNOLOGY  
& MANAGEMENT**



**CURRICULUM**

**Scheme of Teaching and Examinations for  
MASTER OF BUSINESS ADMINISTRATION (MBA)  
Autonomous Batch**

**(Effective from 2024 – 25)**

## PROPOSED PG CREDIT STRUCTURE IN ALIGNMENT WITH VTU

Sl. No.	Semester	No. of Credits
1	1 <sup>st</sup> Semester	24
2	2 <sup>nd</sup> Semester	26
3	3 <sup>rd</sup> Semester	26
4	4 <sup>th</sup> Semester	24
<b>Total</b>		<b>100</b>

### SEMESTER WISE CREDIT BREAKDOWN FOR MBA DEGREE CURRICULUM BATCH 2023-2025

Course Category	Semester				Total Credits
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	
Professional Core Courses (PCC)	24	24	8	6	62
Professional Elective Course (PEC)	-	-	16	12	28
Ability Enhancement Course (AEC)	-	1	1	-	2
Mini Project / Project Work (PW)	-	1	1	6	8
<b>Total Credits</b>	<b>24</b>	<b>26</b>	<b>26</b>	<b>24</b>	<b>100</b>

Signature of the HOD

Signature of the Principal



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Affiliated to **VTU**  
Approved by **AICTE**  
Accredited by **NAAC** with **A+** Grade  
6 Programs Accredited by **NBA**  
(CSE, ISE, ECE, EEE, MECH, CV)



Department of Management Studies  
Scheme of Teaching and Examination - 2024  
Outcome Based Education (OBE) and Choice Based Credit System (CBCS)

Effective from 2024-25

1<sup>st</sup> Semester MBA Autonomous Batch of 2024-2026

Sl. No.	Course Code	Course Title	Course Category	BOS /TD	Teaching Hours Per Week				Total	Credits	Examination			
					Lecture	Tutorial	Practical	Project			SEE Duration (Hours)	CIE Marks	SEE Marks	Total Marks
					L	T	P	PJ						
1	MBA101	Principles of Management and Organisational Behaviour	PCC	MBA	4	0	0	0	4	4	3	50	50	100
2	MBA102	Entrepreneurship Development	PCC	MBA	4	0	0	0	4	4	3	50	50	100
3	MBA103	Accounting For Managers	PCC	MBA	4	0	0	0	4	4	3	50	50	100
4	MBA104	Statistics for Managers	PCC	MBA	4	0	0	0	4	4	3	50	50	100
5	MBA105	Marketing Management	PCC	MBA	4	0	0	0	4	4	3	50	50	100
6	MBA106	Business Communications	PCC	MBA	4	0	0	0	4	4	3	50	50	100
<b>Total</b>					<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>24</b>	<b>---</b>	<b>300</b>	<b>300</b>	<b>600</b>

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Department of Management Studies

Scheme of Teaching and Examination - 2024

Outcome Based Education (OBE) and Choice Based Credit System (CBCS)

Effective from 2024-25

2<sup>nd</sup> Semester MBA Autonomous Batch of 2024-2026

Sl. No.	Course Code	Course Title	Course Category	BOS /TD	Teaching Hours Per Week				Total	Credits	Examination			
					Lecture	Tutorial	Practical	Project			SEE Duration (Hours)	CIE Marks	SEE Marks	Total Marks
					L	T	P	PJ						
1	MBA201	Human Resources Management	PCC	MBA	4	0	0	0	4	4	3	50	50	100
2	MBA202	Financial Management	PCC	MBA	4	0	0	0	4	4	3	50	50	100
3	MBA203	Research Methodology & IPR	PCC	MBA	4	0	0	0	4	4	3	50	50	100
4	MBA204	Operations Research	PCC	MBA	4	0	0	0	4	4	3	50	50	100
5	MBA205	Strategic Management	PCC	MBA	4	0	0	0	4	4	3	50	50	100
6	MBA206	Managerial Economics	PCC	MBA	4	0	0	0	4	4	3	50	50	100
7	MBA207	Data Management using MS Excel	AEC	MBA	0	0	1	0	1	1	0	50	50	100
8	MBA208	Societal Project	PW	MBA	0	0	0	1	1	1	0	50	50	100
<b>Total</b>					<b>25</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>26</b>	<b>26</b>		<b>400</b>	<b>400</b>	<b>800</b>

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## Department of Management Studies

### Scheme of Teaching and Examination - 2025

#### Outcome Based Education (OBE) and Choice Based Credit System (CBCS) (Effective from 2025-26)

#### 3<sup>rd</sup> Semester MBA Autonomous Batch of 2024-2026

Sl. No.	Course Code	Course Title	Course Category	BOS	TD	Teaching Hours/Week					Total	Credits	Examination			
						Lecture	Tutorial	Practical	Project	SEE Duration (Hrs)			CIE Marks	SEE Marks	Total Marks	
						L	T	P	S							
1	MBA301	Logistics and Supply Chain Management	PCC	MBA	MBA	4	0	0	0	4	4	3	50	50	100	
2	MBA302	Business and Information Technology	PCC	MBA	MBA	4	0	0	0	4	4	3	50	50	100	
3	MBA303	Business Intelligence Mastery: Power BI & Tableau	AEC	MBA	MBA	0	0	2	0	2	1	3	50	50	100	
4	MBA304	Internship	PBL	MBA	MBA	0	0	2	0	2	1	3	50	50	100	
5	Elective 1	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	4	3	50	50	100	
6	Elective 2	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	4	3	50	50	100	
7	Elective 3	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	4	3	50	50	100	
8	Elective 4	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	4	3	50	50	100	
<b>Total</b>						<b>24</b>				<b>10</b>	<b>26</b>		<b>400</b>	<b>400</b>	<b>800</b>	

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**III Semester**  
**Professional Elective Courses (PEC) or Core Specialization Courses**

Sl. No.	Course Code	Course Title	Core Specialization
01	MBAFM305	Corporate Taxation	Finance
02	MBAFM306	Merchant Banking and Financial Services	
03	MBAFM307	Strategic Cost Management	
04	MBAFM308	Investment Analysis and Portfolio Management	
05	MBAHR305	Recruitment and Talent Analytics	Human Resources
06	MBAHR306	Compensation and Benefits Management	
07	MBAHR307	Enterprise Performance Management	
08	MBAHR308	Employment Relations & Engagement	
09	MBAMM305	Consumer Behaviour & Neuro Marketing	Marketing
10	MBAMM306	Marketing Automation and Artificial Intelligence	
11	MBAMM307	Marketing Analytics	
12	MBAMM308	Global Retail Marketing	
13	MBABA305	Exploratory Data Analysis	Business Analytics
14	MBABA306	Introduction to Python and Control Systems	
15	MBABA307	Predictive Analytics using R	
16	MBABA308	Statistics for Business Analytics	

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**III Semester**  
**Dual Specialization Elective Courses**

Sl. No.	Course Code	Course Title	Specialization Combination
01	MBAFM305	Corporate Taxation	Finance and Marketing
02	MBAFM306	Merchant Banking and Financial Services	
03	MBAMM305	Consumer Behaviour & Neuro Marketing	
04	MBAMM306	Marketing Automation and Artificial Intelligence	
05	MBAFM305	Corporate Taxation	Finance and Human Resource
06	MBAFM306	Merchant Banking and Financial Services	
07	MBAHR305	Recruitment and Talent Analytics	
08	MBAHR306	Compensation and Benefits Management	
09	MBAFM305	Corporate Taxation	Finance and Business Analytics
10	MBAFM306	Merchant Banking and Financial Services	
11	MBABA305	Exploratory Data Analysis	
12	MBABA306	Introduction to Python and Control Systems	
13	MBAMM305	Consumer Behaviour & Neuro Marketing	Marketing and Human Resources
14	MBAMM306	Marketing Automation and Artificial Intelligence	
15	MBAHR305	Recruitment and Talent Analytics	
16	MBAHR306	Compensation and Benefits Management	
17	MBAMM305	Consumer Behaviour & Neuro Marketing	Marketing and Business Analytics
18	MBAMM306	Marketing Automation and Artificial Intelligence	
19	MBABA305	Exploratory Data Analysis	
20	MBABA306	Introduction to Python and Control Systems	
21	MBAHR305	Recruitment and Talent Analytics	Human Resource and Business Analytics
22	MBAHR306	Compensation and Benefits Management	
23	MBABA305	Exploratory Data Analysis	
24	MBABA306	Introduction to Python and Control Systems	

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Department of Management Studies  
Scheme of Teaching and Examination - 2025  
Outcome Based Education (OBE) and Choice Based Credit System (CBCS) (Effective from 2025-26)

4<sup>th</sup> Semester MBA Autonomous Batch of 2024-2026

Sl. No.	Course Code	Course Title	Course Category	BOS/TD	Teaching Hours/Week				Total	Credits	Examination			
					Lecture	Tutorial	Practical	Project			SEE Duration (Hrs)	CIE Marks	SEE Marks	Total Marks
					L	T	P	S						
1	MBA401	Global Business Management	PCC	MBA	3	0	0	0	3	3	3	50	50	100
2	MBA402	Design Thinking for Business Excellence	PCC	MBA	3	0	0	0	3	3	3	50	50	100
3	Elective 1	FM / MM / HR / BA	PEC	MBA	3	0	0	0	3	3	3	50	50	100
4	Elective 2	FM / MM / HR / BA	PEC	MBA	3	0	0	0	3	3	3	50	50	100
5	Elective 3	FM / MM / HR / BA	PEC	MBA	3	0	0	0	3	3	3	50	50	100
6	Elective 4	FM / MM / HR / BA	PEC	MBA	3	0	0	0	3	3	3	50	50	100
7	MBAPR403	Project Work	PW	MBA	0	0	0	6	12	6	-	50	50	100
<b>Total</b>					<b>18</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>24</b>	<b>24</b>		<b>350</b>	<b>350</b>	<b>700</b>

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**IV Semester**  
**Professional Elective Courses (PEC) or Core Specialization Courses**

Sl. No.	Course Code	Course Title	Core Specialization
01	MBAFM404	International Financial Management	Finance
02	MBAFM405	Behavioural Finance	
03	MBAFM406	Merger Acquisition and Corporate Restructuring	
04	MBAFM407	Financial Derivatives and Risk Management	
05	MBAHR404	Global and Cross Culture Management	Human Resources
06	MBAHR405	Organizational Leadership and Change Management	
07	MBAHR406	People Analytics	
08	MBAHR407	Training and Employee Skill Development	
09	MBAMM404	Digital Marketing	Marketing
10	MBAMM405	Marketing Communication Strategy	
11	MBAMM406	Brand Management and Equity	
12	MBAMM407	Rural and Green Marketing	
13	MBABA404	Data Analytics and Cyber Security	Business Analytics
14	MBABA405	Data Visualization for Business Decisions	
15	MBABA406	Machine learning	
16	MBABA407	Data Warehousing and Data Mining	

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**IV Semester**  
**Dual Specialization Elective Courses**

Sl. No.	Course Code	Course Title	Specialization Combination
01	MBAFM404	International Financial Management	Finance and Marketing
02	MBAFM405	Behavioural Finance	
03	MBAMM404	Digital Marketing	
04	MBAMM405	Marketing Communication Strategy	
05	MBAFM404	International Financial Management	Finance and Human Resource
06	MBAFM405	Behavioural Finance	
07	MBAHR404	Global and Cross Culture Management	
08	MBAHR405	Organizational Leadership and Change Management	Finance and Business Analytics
09	MBAFM404	International Financial Management	
10	MBAFM405	Behavioural Finance	
11	MBABA404	Data Analytics and Cyber Security	
12	MBABA405	Data Visualization for Business Decisions	Marketing and Human Resource
13	MBAMM404	Digital Marketing	
14	MBAMM405	Marketing Communication Strategy	
15	MBAHR404	Global and Cross Culture Management	
16	MBAHR405	Organizational Leadership and Change Management	Marketing and Business Analytics
17	MBAMM404	Digital Marketing	
18	MBAMM405	Marketing Communication Strategy	
19	MBABA404	Data Analytics and Cyber Security	
20	MBABA405	Data Visualization for Business Decisions	Human Resource and Business Analytics
21	MBAHR404	Global and Cross Culture Management	
22	MBAHR405	Organizational Leadership and Change Management	
23	MBABA404	Data Analytics and Cyber Security	
24	MBABA405	Data Visualization for Business Decisions	

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### **PROGRAM EDUCATIONAL OBJECTIVES (PEOs):**

1. Post Graduates of the program will acquire necessary managerial skills to think strategically and to lead, motivate and manage teams thereby enhancing managerial effectiveness.
2. The focus of Management graduates is to be either on self-employment, or demonstrate their entrepreneurial potential in their own organization.
3. Encourage and train the students to appreciate the importance of research work in their own fields, so that they can contribute to the continually changing Business environment.

### **PROGRAM SPECIFIC OUTCOMES (PSOs):**

The post graduate students of the department shall be able to

1. Apply knowledge of management theories and practices to solve business problems.
2. Foster Analytical and critical thinking abilities for data-driven decision-making.
3. Ability to develop Value-based Leadership.
4. Ability to understand, analyse, and communicate global, economic, legal, and ethical aspects of business.
5. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	1st			
Course Title	:	Principles of Management and Organizational Behavior			
Course Code	:	MBA101			
Course Type (Theory/ Practical/ Integrated)	:	Theory			
Category	:	PCC			
Stream	:	MBA	CIE	:	50 Marks
Teaching Hours/Week	:	4	SEE	:	50 Marks
Total Hours	:	50 Hrs	SEE Duration	:	3 Hours

**Course Learning Objectives:** Students will be taught

Sl. No	Course Objectives
1	The student will be able to recite the theories and models of Management and Organizational Behavior.
2	To classify and differentiate between various methods of problem solving.
3	To compile an adept framework for solving the problems at the workplace.
4	To acquaint the students with industry relevant skill sets.

## Teaching-Learning Process Pedagogy

(General Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can device innovative pedagogy to improve teaching-learning.



**Scheme of Teaching and Examinations**  
**Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the**  
**Academic Year 2024-26**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	Introduction: Meaning, Objectives, Differences between Administration and Management, Levels of Management, Skills of Managers, Kinds of Managers, Managerial roles, Henri Fayol 14 principles of management History of Management, Recent trends in Management	07
<b>Pedagogy</b>	PPTs, Case Analysis	
2	Planning: Importance, Process, Benefits of Planning, Types of Plans, Planning tools and techniques. Organizing: Meaning, Types of Organization structures, Traditional structures and Modern Structures. Leading: Meaning, Nature, Importance, Traits and Behavior, Elements of Leading Controlling: Meaning, Importance, Steps in the control process, Types of Control.	09
<b>Pedagogy</b>	PPTs, Case Analysis	
3	Organisational Behavior: Introduction, Meaning, History of Organizational Behavior, Organisational effectiveness, Contributing Disciplines, Challenges in OB.	07
<b>Pedagogy</b>	PPTs, Case Analysis, ABL, Videos, Collaborative Learning	
4	Behavioral Dynamics: MARS Model of individual Behaviour and performance, Types of Individual behavior Personality: Definition, MBTI, Big Five Personality Model, Determinants of Personality Perception, Meaning, Model of Perceptual process, Perceptual errors, Perception and Decision making. Emotions: Types of emotions, Importance of Emotional Stability, Work-related stress and its management Attitudes: Meaning, Definition, Formation of Attitudes Motivation, Meaning, Maslow's Hierarchy of Needs, Theory X & Theory Y. Leadership: Meaning, Definition, Types of leadership, Managerial Grid	09
<b>Pedagogy</b>	PPTs, Case Analysis, ABL, Videos, Collaborative Learning	
5	Teams: Meaning, definition, Types of Teams, Advantages of Teams, Model of Team Effectiveness, and Stages of Team Development Power: Meaning, Sources, and Political Voices. Culture: Meaning, Elements of Organizational Culture, Importance of Organizational Culture	09
<b>Pedagogy</b>	PPTs, Case Analysis, ABL, Videos, Flipped Classroom, Collaborative Learning	
6	Emerging Trends & Practices in Management, Industry 4.0, Industry 5.0, Application of Advanced Technology for Enhanced Performance in Business.	09
<b>Pedagogy</b>	Students Seminar GDs, Collaborative Learning.	

### List of Experiments or Programs

Sl.No	Experiments/Programs Activities	COs
1	Studying Organisation Structures in Industry Visits	CO1
2	Role Plays on Individual Behaviour	CO3
3	Activity using Collage for topics in Motivation	CO4

### Reference Books

Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)	
1	MGMT, Chuck Williams & Manas Ranjan Tripathy, 5/e, Cengage Learning, 2013.
2	Organizational Behavior, Steven L. McShane & Mary Ann Von Glinow, 6/e, McGraw Hill Education, 2015.
3	Management & Organisational Behaviour, Laurie J. Mullins, 7/e, Prentice Hall, 2005.
4	Essentials of Management, Koontz, McGraw Hill, 8/e, 2014.
5	Management, John R. Schermerhorn, Jr., 8/e, Wiley India, 2010.
6	Organizational Behaviour, Fred Luthans, 12/e, McGraw Hill International, 2011.

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember the theories and models of Management and OB.	R	L1
CO2	Understand the concepts of management to solve business problems.	U	L2
CO3	Apply the concept of Behavioural Dynamics for organizational Effectiveness.	A	L3
CO4	Analyse the importance of Team building in organizations.	An	L4
CO5	Evaluate the significance of Organisational Culture for enhanced performance.	E	L5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	-	-	-
CO2	3	3	-	2	-
CO3	3	2	3	-	2
CO4	-	2	3	-	3
CO5	2	3	2	2	3

### Weblinks and Video Lectures (e-Resources)

1	<a href="https://onlinecourses.nptel.ac.in/noc22_mg104/preview">https://onlinecourses.nptel.ac.in/noc22_mg104/preview</a>
2	<a href="https://onlinecourses.nptel.ac.in/noc22_mg78/preview">https://onlinecourses.nptel.ac.in/noc22_mg78/preview</a>
3	<a href="https://learninglink.oup.com/access/king-lawley3e-student-resources#tag_all-chapters">https://learninglink.oup.com/access/king-lawley3e-student-resources#tag_all-chapters</a>
4	<a href="https://openstax.org/details/books/organizational-behavior">https://openstax.org/details/books/organizational-behavior</a>
5	<a href="https://www.classcentral.com/course/introduction-organisational-behaviour-11892">https://www.classcentral.com/course/introduction-organisational-behaviour-11892</a>



# Dayananda Sagar Academy of Technology & Management

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Semester	:	1st		
Course Title	:	ENTREPRENEURSHIP DEVELOPMENT		
Course Code	:	MBA102		
Course Type (Theory/ Practical/ Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Teaching Hours/Week	:	4	SEE	: 50 Marks
Total Hours	:	50 Hrs	SEE Duration	: 3 Hours

**Course Learning Objectives:** Students will be taught

Sl.No	Course Objectives
1	To have students display keen interest on entrepreneurship concepts and opportunities.
2	To be well versed in business models, B-Plans, the marketing importance and forms of business.
3	The students must be aware of various funding institutions and the legal aspects to protect innovative ideas.
4	The students must be prepared for the ways of starting a business and to develop their creative thinking.

### Teaching-Learning Process Pedagogy (General Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.

7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can devise innovative pedagogy to improve teaching-learning.



**Scheme of Teaching and Examinations**  
**Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2024-26)**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Introduction to Entrepreneur &amp; Entrepreneurship:</b> Meaning of entrepreneur - Evolution of the concept - Functions of an Entrepreneur - Types of Entrepreneurs - Intrapreneur- an emerging class - Concept of Entrepreneurship -Entrepreneurial Culture - Stages in entrepreneurial process. Creativity and Innovation: The role of creativity, the innovation Process, Sources of New Ideas, Methods of Generating Ideas, Creative Problem Solving, Entrepreneurial Process.	7
<b>Pedagogy</b>	Collaborative Learning- Provides an opportunity for the students to go in depth of the given topic.	
2	<b>Developing Business Model:</b> Importance of Business Model, Starting a small- scale industry - Components of an Effective Business Model, Osterwalder Business Model Canvas. Business Planning Process: Meaning of business plan - Business plan process - Advantages of business planning - Final Project Report with Feasibility Study - preparing a model project report for starting a new venture. Lab Component and assignment: Designing a Business Model Canvas	9
<b>Pedagogy</b>	Constructivist pedagogy- Active participation in making business model, develop a sense of ownership, and experience discovery.	
3	<b>Managing and Growing New Venture:</b> Preparing for the new venture launch - early management decisions, Managing early growth of the new venture- new venture expansion strategies and issues. Getting Financing or Funding for the New Venture: Estimating the financial needs of a new venture and preparation of a financial plan, Sources of Personal Financing, Preparing to Raise Debt or Equity Financing, Business Angels, Venture Capital, Initial Public Offering, Commercial Banks, Other Sources of Debt Financing, Leasing. Startup: Definition, Difference between Startup Founder and Entrepreneur, Startup Ideas, Different types of Startups, Business Incubator, how does a Business Incubator work, Role of Business Incubator.	9
<b>Pedagogy</b>	S.O.L.E (Self Organized Learning Environment)- Ability to learn about the opportunities in market within preferred learning style in a group.	
4	<b>Entrepreneurship Development and Government:</b> Role of Central Government and State Government in promoting Entrepreneurship - Introduction to various incentives, subsidies and grants - Export Oriented Units - Fiscal and Tax concessions available- Start Up India scheme. Women Entrepreneurs, Reasons for low women Entrepreneurs, Strategies to motivate entrepreneurship amongst women, Developing Women Entrepreneurship in India.	9

<b>Pedagogy</b>	Case Study Analysis- Gives the Flexibility to collect data through various means.	
<b>5</b>	<b>Process of Company Incorporation:</b> process of registration of a private limited company, a public limited company, a partnership, Intellectual property protection and Ethics: Patents, Copyright - Trademark- Geographical indications, Ethical and social responsibility and challenges. Family Business, Importance of family business, Types, History, Responsibilities and rights of shareholders of a family business, Succession in family business, Pitfalls of the family business.	<b>7</b>
<b>Pedagogy</b>	A. Flipped Classroom - It encourages students to come to class prepared regarding various sampling types.	
<b>6</b>	<b>Emerging Trends in Entrepreneurship Development:</b> Digital Entrepreneurship, meaning, scope and opportunities. Social Entrepreneur, Meaning of Social Entrepreneur, Motivation for a Social Entrepreneur; Supporting and Evaluating Social Entrepreneurship in India. Rural Entrepreneur, Meaning of Rural Entrepreneur, Potential opportunities for Rural entrepreneurship in India. International Entrepreneurship Opportunities: The nature of international entrepreneurship, Stages of economic development, Entrepreneurship entry into international business, exporting, direct foreign investment, barriers to international trade.	<b>9</b>
<b>Pedagogy</b>	Peer Teaching- learning activities such as student-led workshops, study groups, peer-to-peer learning partnerships, and group work.	

#### List of Experiments or Programs

SI.No	Experiments/Programs	COs
1	Designing Business Model Canvas.	CO2
2	Visiting start-ups.	CO6

#### Reference Books

##### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	The Dynamics of Entrepreneurial Development and Management, Vasant Desai, Himalaya Publishing House, 2010.
2	Entrepreneurship, Donald F. Kuratko and Richard M. Hodgetts, South-Western, 2012.
3	Entrepreneurship Development, Gupta S.L., Arun Mittal, International Book House, 2012.
4	Management and Entrepreneurship Development, Sudha G. S, Indus Valley Publication, 2009.
5	Steven Fisher, Ja-nae' Duane, The Startup Equation -A Visual Guidebook for Building Your Startup, Indian Edition, Mc Graw Hill Education India Pvt. Ltd, 2016.
6	Rober D Hisrich, Michael P Peters, Dean A Shepherd, Entrepreneurship, 6/e, The McGraw- Hill companies, 2007.

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Ability to Remember and develop keen interest and orientation towards entrepreneurship, entrepreneurial opportunities in order to set up a business.	R	L1
CO2	To Understand the various business models, B-Plans across Business sectors, importance of marketing and different form of business.	U	L2
CO3	Ability to Apply the legal aspects and ways to protect ideas and to become aware about various sources of funding and institutions supporting entrepreneurs.	A	L3
CO4	To Analyze the ways of starting a business and to know how to foster their creative ideas.	An	L4

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	-	2
CO2	3	2	2	2	-
CO3	3	2	-	3	-
CO4	3	3	2	2	2

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://youtu.be/rbmz5VEW90A">https://youtu.be/rbmz5VEW90A</a>
2	<a href="https://www.youtube.com/watch?v=CnStAWc7iOw">https://www.youtube.com/watch?v=CnStAWc7iOw</a>
3	<a href="https://www.youtube.com/watch?v=RLQivEQUgUc">https://www.youtube.com/watch?v=RLQivEQUgUc</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>1st</b>			
<b>Course Title</b>	:	<b>Accounting For Managers</b>			
<b>Course Code</b>	:	<b>MBA103</b>			
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory &amp; Practical</b>			
<b>Category</b>	:	<b>MBA</b>			
<b>Stream</b>	:		<b>CIE</b>	:	<b>50 Marks</b>
<b>Credits (L: T:P:PJ)</b>	:	<b>3:0:1:0</b>	<b>SEE</b>	:	<b>50 Marks</b>
<b>Total Hours</b>	:	<b>50 Hrs</b>	<b>SEE Duration</b>	:	<b>3 Hours</b>

**Course Learning Objectives:** Students will be taught

<b>Sl.No</b>	<b>Course Objectives</b>
<b>1</b>	To provide an understanding of conceptual framework of accounting, reporting and financial statements.
<b>2</b>	To prepare books of accounts and accounting records leading to final accounts and interpretation there-off.
<b>3</b>	To analyse the accounting information and analyses of financial statements for decision making
<b>4</b>	To apply the concept in preparation of bank Reconciliation statements.
<b>5</b>	To enable the students to evaluate emerging issues in accounting.

**Teaching-Learning Process Pedagogy**

**(General Instructions):**

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.



**Scheme of Teaching and Examinations**  
**Outcome Based Education and Choice Based Credit System (CBCS)**  
**(Effective from the Academic Year 2024-26)**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Introduction to Accounting:</b> Meaning and objectives, Need and Types of Accounting, Single Entry System, Double Entry System, Basics of Generally Accepted accounting Principles (GAAP) , IFRS, Indian Accounting Standards. Concepts and Conventions of Accounting. (Theory only)	9
<b>Pedagogy</b>	Interaction, PPT , Web resources, theoretical content from specified in referred books.	
2	<b>Accounting Cycle:</b> Journal, Ledgers, Trial balance, Accounting equation, Users of Accounting information, subsidiary books including cash book with two and three column cashbook only. (Theory and Problems).	9
<b>Pedagogy</b>	Case Study Practical Problems specified in referred books, Interaction	
3	<b>Final Accounts of companies:</b> Preparation of final accounts of companies in vertical form as per Companies Act of 2013 (Problems of Final Accounts with adjustments), Window dressing. Case Study problem on Final Accounts of Company- Appropriation accounts. (Theory and Problems).	9
<b>Pedagogy</b>	PPT , Web resources, Practical Problems specified in referred books, Case Study, Chalk and talk	
4	<b>Financial Statement Analysis:</b> Common Size , Trend Analysis, Comparative Analysis, Financial Ratio Analysis, Preparation of Financial Statements using Financial Ratios.	9
<b>Pedagogy</b>	PPT , Web resources, Practical Problems specified in referred books, Case Study	
5	<b>Bank Reconciliation Statement:</b> Meaning and reasons for differences in the balances of cash book and bank pass book. Rules for recording Receipts and Payments in cash book and bank pass book. (Theory Only) <b>Depreciation:</b> Meaning, Characteristics and causes of depreciation, Methods of Depreciation – SLM and WDV (Theory and Problems). <b>Inventory:</b> Meaning and Methods of Inventory (FIFO and LIFO) only Theory and Problems.	7
<b>Pedagogy</b>	PPT , Web resources, Practical Problems specified in referred books, Case Study	
6	<b>Emerging Issues in Accounting:</b> Human Resource Accounting, Forensic Accounting, Green Accounting, Sustainability Reporting, importance of Accounting Computerization- Difference Between manual Accounting and Computerization Accounting- Computerized Accounting packages. Lab compulsory for Financial Statement Analysis using Excel	7
<b>Pedagogy</b>	PPT , Web resources, Practical Lab	

### List of Experiments or Programs

Sl.No	Skill Development Activities Suggested
1	To collect Annual reports of the companies and analyze the financial statements using different techniques and presenting the same in the class.
2	To get exposed to use of accounting software (preferably Tally or ERP).
3	To identify the sustainability report of a company and study the contents.

### Reference Books

#### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	Financial Accounting: A Managerial Perspective, Narayanaswamy R, 5/e, PHI, 2014.
2	A Text book of Accounting For Management, Maheswari S. N, Maheswari Sharad K. Maheswari , 2/e, Vikas Publishing house (P) Ltd.
3	Computerized Accounting, Neeraj Goyal, Rohit Sachdeva, Kalyani Publishers, 1e, 2018.
4	Accounting for Management-Text & Cases, S.K.Bhattacharya & John Dearden, Vikas Publishing House Pvt. Ltd., 3e, 2018.
5	Accounting and Finance for Non-finance Managers, Jai Kumar Batra, Sage Publications, 1e, 2018
6	Financial Accounting, Jain S. P and Narang K L, Kalyani Publishers.
7	Direct Taxes Law and practice, Vinod Singhania and Kapil Singhania, Taxman Publications.

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	Level Indicator
C01	To provide an understanding of conceptual framework of accounting, reporting and financial statements.	U	L1
C02	To prepare books of accounts and accounting records leading to final accounts and interpretation there-off.	A	L3
C03	To analyse the accounting information and analyses of financial statements for decision making	An	L3,L4
C04	To apply the concept in preparation of bank Reconciliation statements.	A	L3
C05	To enable the students to evaluate emerging issues in accounting.	A	L3,L4

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	-	2	-
CO2	3	2	-	2	-
CO3	-	3	-	2	-
CO4	3	-	-	-	2
CO5	-	3	1	3	-

<b>Weblinks and Video Lectures (e-Resources)</b>	
1	<a href="https://icmai.in/upload/Students/Syllabus2016/Inter/Paper-5New.pdf">https://icmai.in/upload/Students/Syllabus2016/Inter/Paper-5New.pdf</a>
2	<a href="https://journals.sagepub.com/home/jaf">https://journals.sagepub.com/home/jaf</a>
3	<a href="https://icmai.in/upload/Students/Syllabus-2012/Study_Material_New/Inter-Paper5- Revised.pdf">https://icmai.in/upload/Students/Syllabus-2012/Study_Material_New/Inter-Paper5- Revised.pdf</a>
4	<a href="https://books.mec.biz/tmp/books/Y3BMTIHRR2UE7LMTZG3T.pdf">https://books.mec.biz/tmp/books/Y3BMTIHRR2UE7LMTZG3T.pdf</a>
5	<a href="https://drnishikantjha.com/booksCollection/Financial%20Accounting%20-%20BMS%20.pdf">https://drnishikantjha.com/booksCollection/Financial%20Accounting%20-%20BMS%20.pdf</a>
6	<a href="https://www.pdfdrive.com/accountancy-books.html">https://www.pdfdrive.com/accountancy-books.html</a>
7	<a href="https://onlinecourses.swayam2.ac.in/nou22_cm18/preview">https://onlinecourses.swayam2.ac.in/nou22_cm18/preview</a>
8	<a href="https://www.coursera.org/lecture/uva-darden-financial-accounting/what-is-accounting-eXQEc">https://www.coursera.org/lecture/uva-darden-financial-accounting/what-is-accounting-eXQEc</a>
9	<a href="https://www.youtube.com/watch?v=mq6KNVeTE3A">https://www.youtube.com/watch?v=mq6KNVeTE3A</a>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	1st			
Course Title	:	STATISTICS FOR MANAGERS			
Course Code	:	MBA104			
Course Type (Theory/ Practical/ Integrated)	:	Theory/Practical			
Category	:	PCC			
Stream	:	MBA	CIE	:	50 Marks
Credits (L: T:P:PJ)	:	04	SEE	:	50 Marks
Total Hours	:	50 Hrs	SEE Duration	:	3 Hours

**Course Learning Objectives:** Students will be taught

Sl.No	Course Objectives
1	To facilitate the students to compute the various measures of central tendency and dispersion using descriptive statistics.
2	To enhance the skills to visualize and estimate the relationship between variables using correlation and regression analysis.
3	To equip with the skills of decision-making using probability techniques.
4	To empower with the knowledge of trend analysis.
5	To make the students understand the procedure of hypothesis testing using appropriate parametric and non-parametric tests.
6	To familiarize the students with analytical package SPSS.

## Teaching-Learning Process Pedagogy

**(General Instructions):**

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
- Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
- Encourage collaborative (Group) Learning in the class.
- Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
- Topics will be introduced in multiple representations.
- Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
- Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
- Individual teachers can device innovative pedagogy to improve teaching-learning.



**Scheme of Teaching and Examinations**  
**Outcome Based Education and Choice Based Credit System (CBCS) (Effective from**  
**the Academic Year 2024-26)**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Introduction to Statistics:</b> Meaning and Definition, Importance, Types, Measures of Central Tendency -Arithmetic mean, Geometric mean, Harmonic mean, Median, Quartiles, Deciles, Percentiles, Mode. Measures of Dispersion -Range, Quartile deviation, Mean deviation, Standard deviation, Variance, Coefficient of Variation. (Theory and Problem).	8
<b>Pedagogy</b>	Problem Analysis of Central Tendency, Web resources, Practical Problems from recommended books, Case Study	
2	<b>Correlation and Regression:</b> Correlation - Significance, Types, and Methods, Scatter diagram, Karl Pearson correlation, Spearman's Rank correlation, Regression, Significance, Linear Regression Analysis, Types of regression models, Lines of Regression. (Theory and Problem).	7
<b>Pedagogy</b>	Practical Problems from recommended books, Case Study	
3	<b>Probability Distribution:</b> Concept of probability, Counting rules for determining number of outcomes - Permutation and Combination, Rules of probability- Addition and Multiplication, Baye's Theorem. Concept of Probability Distribution, Theoretical Probability Distributions - Binomial, Poisson, Normal (Problems only on Binomial, Poisson and Normal). (Theory and Problem).	9
<b>Pedagogy</b>	Demonstration on the usage of Probability Distribution, Web resources, Practical Problems from recommended books, Case Study	
4	<b>Time Series Analysis:</b> Objectives, Variations in Time Series. Measurement of Trend, Graphic Method, Moving Average Method, Semi-Average Method, Least Square Method. Measurement of Seasonal Variations- Method of Simple Averages, Ratio to Trend Method- Ratio to Moving Average Method, Link Relative Method. (Theory and Problem).	8
<b>Pedagogy</b>	Web resources, Practical Problems from recommended books, Case Study	
5	<b>Hypotheses Testing:</b> Definition, Types, Procedure for testing, Errors in hypotheses testing. Parametric and Non-Parametric Tests -t-test, z-test, f-test, Chi-square test, u-test, K-W Test (problems on all tests).Analysis of Variance (theory only).	8
<b>Pedagogy</b>	Hypothesis Testing using Excel, Web resources, Practical Problems from recommended books, Case Study	
6	<b>Computer and Computing:</b> SPSS- Overview of SPSS, Creating, saving and editing files, Importing files from other formats. Transforming Variables - Compute, Multiple responses. Organization and Presentation of Information. <b>Introduction to Business Analytics:</b> Data Science and Decision making, application of BA & Data Science, Basics of Python	9
<b>Pedagogy</b>	Hypothesis Testing using SPSS, Web resources, Practical Problems from recommended books, Case Study	

### List of Experiments or Programs

Sl.No	Experiments/Programs	COs
1	Demonstration on the usage of SPSS	CO5
2	complete challenges to compile data and draw meaningful interpretations from the data	CO3
3	Case let analysis for concept building	CO2
4	Real time data analysis with statistical packages.	CO5

### Reference Books

#### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	S C Gupta (2018), Fundamentals of Statistics, 7 <sup>th</sup> edition Himalaya Publications.
2	J K Sharma (2020), Business Statistics 5 <sup>th</sup> edition Vikas Publishing House.
3	S P Gupta (2021), Statistical Methods 46 <sup>th</sup> edition Sultan Chand Publications.
4	C R Kothari (2015), Research Methodology- Methods and Techniques, Viswa Prakasam Publications.
5	William E. Wagner, III (2015), Using IBM SPSS- Statistics for Research Methods and Social Science Statistics 5 <sup>th</sup> edition Sage Publications.

### Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember the Data representation techniques like organize, manage, and present the data	U	L2
CO2	Understand wide variety of specific statistical tools and its Usage	A	L3
CO3	Apply the applications of probability in business	A	L4
CO4	Evaluate & Effectively interpret the results of statistical analysis	An	L5
CO5	Develop competence of using computer packages to solve the problems	An	L6

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	-	-	-
CO2	2	3	-	2	-
CO3	3	3	-	2	-
CO4	3	3	1	2	-
CO5	2	3	-	-	1

### Weblinks and Video Lectures (e-Resources)

1	Students should opt Swayam NPTEL Course on Business Statistics offered by Prof. M.K.Barua Dept. of Management studies IIT Roorkee.
2	YouTube Videos are also available of the same <a href="https://www.youtube.com/watch?v=VDLyk6z8uCg">https://www.youtube.com/watch?v=VDLyk6z8uCg</a>
3	Swayam NPTEL Course on Business Statistics by Dr. P. M. Shiv Prasad, Department of Commerce, Teresian College, Mysuru.



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	1st		
Course Title	:	MARKETING MANAGEMENT		
Course Code	:	MBA105		
Course Type (Theory/Practical/Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Credits(L: T:P:PJ)	:	3:0:1:0	SEE	: 50 Marks
Total Hours	:	50 Hrs	SEE Duration	: 3 Hours

**Course Learning Objectives:** Students will be taught

Sl.No	Course Objectives
1	To make students understand the fundamental concepts of marketing and environment in which marketing system operates
2	To gain knowledge on consumer buying behaviour and influencing factors
3	To describe major bases for segment marketing, target marketing, and market positioning.
4	To develop a Conceptual framework, covering basic elements of the marketing mix.
5	To understand fundamental premise underlying market driven strategies and hands on practical approach.

## Teaching-Learning Process Pedagogy (General

### Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can device innovative pedagogy to improve teaching-learning.



DSATM

Scheme of Teaching and Examinations  
Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic  
Year 2024-26)

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Introduction to Marketing</b> Importance of marketing, Definitions of market and marketing, Types of Needs, Elements of Marketing Concept, Functions of Marketing, evolution of marketing, Marketing V/s Selling, Customer Value and Satisfaction, 4P's of Marketing, Marketing Environment, Techniques used in environment analysis, Characteristics (Micro and Macro), Marketing to the 21 <sup>st</sup> century customer.	7 hours
<b>Pedagogy</b>	Group challenges – Collaborative Learning strategy where one or more team members are charged with developing a challenging question that the team must answer.	
2	<b>Analysing Consumer Behaviour</b> Meaning and Characteristics, Importance of consumer behaviour, Factors influencing Consumer Behaviour, Consumer characteristics influencing buying behaviour personal factors and cultural factors. Consumer Buying Decision Process. The black box model of consumer behaviour, Psychological factors consumer.	9 hours
<b>Pedagogy</b>	How to Position a New Product – Constructive method, student recommend the best way to position the new product in the marketplace (given the five choices).	
3	<b>Product management and Pricing</b> Importance and primary objective of product management, product levels, product hierarchy, Classification of products, product mix, and product mix strategies, Managing Product Life Cycle. New Product Development, Role of labelling in packing. Concept of Branding, Brand Equity, branding strategies, selecting logo, brand extension- effects. Introducing to pricing, Significance of pricing, factor influencing pricing (Internal factor and External factor), objectives, Pricing Strategies-Value based, Cost based, Pricing Procedure.	9 hours
<b>Pedagogy</b>	Pizza Store Design Game – Integrated learning marketing game that requires students working in teams to design their own pizza store and compete with other student groups.	
4	<b>Distribution and Promotion</b> Roles and purpose of Marketing Channels, Factors Affecting Channel Choice, Channel Design, Channel Management Decision, Designing a physical Distribution System. Promotions-Marketing communications- Integrated Marketing Communications (IMC)-communication objectives, steps in developing effective communication.	9 hours

	Advertising: Advertising Objectives, Advertising Budget, Advertising Copy, AIDA model, Traditional Vs Modern. Media- Online and Mobile Advertising, social media for Advertising. Push-pull strategies of promotion.	
<b>Pedagogy</b>	New Coke Case Study (Role Play) - Inquiry Based Learning	
<b>5</b>	<b>Market segmentation, Targeting and Brand Positioning</b> Concept of Market Segmentation, Requisites of Effective Segmentation, Bases for Segmenting Consumer Markets, Market Segmentation Strategies. Types of Segmentation. Targeting - Bases for identifying target Customer target Marketing strategies, Positioning - Meaning, Tasks involved in Positioning. Product Differentiation Strategies.	9 hours
<b>Pedagogy</b>	Detailed marketing strategies for product -Constructive based learning	
<b>6</b>	<b>Emerging Trends in Marketing</b> Digital and social media Marketing, Green Marketing, Event Marketing, Marketing Audit, Sponsorship, Cause Related Marketing, Marketing for Non-Profit Organizations, Relationship marketing, personalization, social media, artificial intelligence (AI) and virtual reality (VR), Video Marketing, Influencer Marketing.	7 hours
<b>Pedagogy</b>	Mini project to understand the dynamics of super markets in Bangalore- reflective learning	

#### List of Experiments or Programs

Sl.No	Experiments/Programs	COs
1	Sensitise the students to the market dynamics by visiting super markets and regulatory markets like APMC.	CO3
2	Students to study the buying pattern based on demographics of consumers.	CO2
3	Students to draft advertising copy.	CO1
4	Students to take any FMCG product and study the PCL of that product.	CO4

Reference Books	
Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)	
1	Marketing Management- Indian Context, Global Perspective by Ramaswamy & Namakumari by SAGE publication, 6th Edition
2	Advertisement Brands & Consumer Behaviour by Ramesh Kumar by Sage Publications, 2020.
3	Marketing Management: A South Asian Perspective by Kotler, Keller, Koshy & Jha by Pearson publication, Latest Edition.
4	New Product Management by Merle Crawford and Anthony Di Benedetto by McGraw-Hill, Latest Edition.
5	Fundamentals of Marketing Management, Etzel M J B J Walker & William J Stanton by Tata Macgraw Hill, Latest edition.

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	Level Indicator
CO1	To remember and comprehend the concepts of Marketing Management.	R	L1
CO2	To understand and Gain knowledge on consumer behaviour and buying process.	U	L2
CO3	Describe to apply Product and Brand Management, Branding and Pricing strategies.	A	L3
CO4	Develop, analyze and Identify marketing channels and the concept of product distribution, techniques of sales promotion.	An	L4

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	-	2	-
CO2	3	3	-	2	-
CO3	3	2	2	2	-
CO4	3	3	2	2	2
CO5	3	2	-	2	-

Weblinks and Video Lectures (e-Resources)	
1	<a href="https://youtu.be/5fdx5Laavkc">https://youtu.be/5fdx5Laavkc</a>
2	<a href="https://youtu.be/Ule8n6GgE1g">https://youtu.be/Ule8n6GgE1g</a>
3	<a href="https://youtu.be/ob5KWs3l3aY?t=131">https://youtu.be/ob5KWs3l3aY?t=131</a>
4	<a href="https://youtu.be/U1VWUHLhmdk">https://youtu.be/U1VWUHLhmdk</a>
5	<a href="https://youtu.be/iWuYUhSHXHg">https://youtu.be/iWuYUhSHXHg</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	1st		
Course Title	:	BUSINESS COMMUNICATION		
Course Code	:	MBA106		
Course Type (Theory/Practical/Integrated)	:	Theory & Practical		
Stream	:	MBA		
Teaching Hours/Week		4	SEE	50 Marks
Total Hours		50 Hrs	SEE Duration	3 Hours
Stream		MBA	CIE	50 Marks

**Course Learning Objectives:** Students will be taught

Sl.No	Course Objectives
1	To enable the students to become aware of their communication skills and sensitize them to their potential to become successful managers.
2	To enable learners with them mechanics of writing and also help them to draft business letters in English precisely and effectively.
3	To introduce the students to some of the practices in managerial communication those are in vogue.
4	To prepare students to develop the art of business communication with emphasis on analyzing business situations.
5	To train Students towards drafting business proposals.

**Teaching-Learning Process Pedagogy**

**(General Instructions):**

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can device innovative pedagogy to improve teaching-learning.



**Scheme of Teaching and Examinations**  
**Outcome Based Education and Choice Based Credit System (CBCS) (Effective from**  
**the Academic Year 2024-26)**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Introduction:</b> Meaning & Definition, Role, Classification, Purpose of communication, Communication Process, Dimensions of Communication, Characteristics of successful communication, Importance of communication in management, Communication structure in organization, Communication in conflict resolution, Communication in crisis. Communication and negotiation, Communication in across-cultural setting, Barriers to communication	7
<b>Pedagogy</b>	Case studies PPTs Role Plays Communication Scenarios, Business Etiquettes, Table top Speaking Topics, Negotiation scenarios.	
2	<b>Oral Communication:</b> Meaning, Principles of successful oral communication, Barriers to oral communication, Conversation control, Reflection and Empathy: two sides of effective oral communication. Modes of Oral Communication, Effectiveness of oral communication. The Fine Art of Small Talk: How To Start a Conversation, Keep It Going, Build Networking Skills — and Leave a Positive Impression! Listening as a Communication Skill: Approaches to listening, how to be a better listener, Process of listening, Non-verbal communication: Meaning, classification.. Gestures & Postures, Non Verbal Clues	9
<b>Pedagogy</b>	Case studies PPTs Role Plays Communication Scenarios, Business Etiquettes, Tabletop Speaking Topics, Negotiation scenarios.	
3	<b>Effective Business Writing:</b> Purpose of writing, Clarity in writing, Principles of effective writing, Approach in the writing process systematically. The 3X3 writing process for business communication Prewriting, Writing, Revising. Audience analysis, Writing Positive, Neutral, Persuasive and Bad-news Messages. Types of Written Communication In Business: Business Letters: Introduction To Business Letters, Types of Business Letters, Writing Routine And Persuasive Letters, Positive And Negative Messages Writing, Employee Reviews, Recommendation Letters, Thank You Letters.	9
<b>Pedagogy</b>	Case studies PPTs Role Plays Communication Scenarios, Business Etiquettes, Tabletop Speaking Topics, Negotiation scenarios.. Impromptu Presentations, Mock Interviews, TEDX videos, Webcasts and Podcasts	
4	<b>Business Report Writing:</b> Purpose, Kinds and Objectives of reports, Organization & Preparing reports, short and long reports Writing Proposals: Structure & preparation, Writing memos, Media Management: The press release, Press conference, Media interviews.	9

	<b>Group Communication:</b> Meetings, Planning meetings, objectives, participants, timing, venue of meetings, <b>Meeting Documentation:</b> Notice, Agenda and Resolution & Minutes .Business Meetings Sample Agenda and Minutes, Business Proposals	
<b>Pedagogy</b>	Case studies PPTs Role Plays Communication Scenarios, Business Etiquettes, Tabletop Speaking Topics ,Negotiation scenarios.. Impromptu Presentations, Mock Interviews, TEDX videos, Webcasts and Podcasts	
5	<b>Case method of learning:</b> Understanding the case method of learning , different types of cases ,overcoming the difficulties of the case method , reading a case properly , case analysis approaches ,analyzing the case , dos and don'ts for case preparation. <b>Employment Communication:</b> Introduction, Writing CVs, Group discussion, Interview skills. <b>Technological Advancement and Business Communication,</b> Digital Body Language: How to Build Trust and Connection, Technology-enabled Communication-Communication networks, Intranet, Internet, E-Mails, etiquettes, SMS, Teleconferencing, Video conferencing. Mock Group Discussions, Mock Interviews	9
<b>Pedagogy</b>	case studies PPTs Role Plays Communication Scenarios, Business Etiquettes, Tabletop Speaking Topics ,Negotiation scenarios.. Impromptu Presentations, Mock Interviews, TEDX videos, Webcasts and Podcasts	
6	<b>Developing Business Presentations and Public Speaking Skills</b> What is a presentation, Elements of presentation, Designing & Delivering Business Presentations, Advanced Visual Support for managers. Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking <b>Negotiations skills:</b> Definition of negotiation, Nature and need for negotiation, Factors affecting negotiation, Stages of negotiation process, Negotiation strategies. <b>Corporate Etiquette:</b> Meaning, types and advantages of Etiquette.	7
<b>Pedagogy</b>	case studies PPTs Role Plays Communication Scenarios, Business Etiquettes, Tabletop Speaking Topics ,Negotiation scenarios.. Impromptu Presentations, Mock Interviews, TEDX videos, Webcasts and Podcasts	

#### List of Experiments or Programs

Sl.No	Experiments/Programs	COs
1	Writing skills and process	
2	Audience-centred messages and discussion	
3	Research, information literacy and documentation	
4	Demonstration using communication equipments	
5	Conducting mock meetings	
6	Drafting a proposal to undertake research project	

#### Reference Books

##### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	Business Communication: Concepts, Cases and Applications-Chaturvedi P.D.&Mukesh Chaturvedi,4/e, Pearson Education, 2020.
2	Communicating in Business: Ober and Newman,Cengage Learning,8th Edition,2018

3	Business Communication: Process and Product ,Mary Ellen Guffey,3/e,CengageLearning,2002.
4	Business Communication: Process and Product,Mary Ellen Guffey,3/e,CengageLearning,2002.
5	Business and Professional Communication: Kelly M,Quintanilla, ShawnT and Wahl, SAGE South Asia Edition, 2017.
6	Business Communication: Lesikar, Flatley,Rentz&Pande,12/e,TMH,2014.
7	Communicating in Business: Williams, Krizan, Logan and Merrier,CengageLearning,8/e,2017.
8	Contemporary Business Communication-ScotOber-Biztantra,5/e,2015.
9	Advanced Business Communication, Penrose, Rasberry,Myers,5/e,CengageLearning,2004.
10	Ten Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders- By Jessica Higgins.
11	Business Etiquette Paperback – 18 January 2012 by Shital Kakkar Mehra, HarperCollins

**Course Outcomes:** At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	Level Indicator
CO1	The students will be aware of their communication skills and know their Potential to become successful managers.		L1
CO2	The students will get enabled with the mechanics of writing and can Compose the business letters in English precisely and effectively.		L3
CO3	The students will be introduced to the managerial communication practices in business those are in vogue.		L2
CO4	Students will get trained in the art of drafting business proposals and business communication with emphasis on analysing business situations.		L4

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	2	-	3	-	2
CO2	-	2	-	3	-
CO3	2	2	2	3	2
CO4	3	3	2	3	2

#### Weblinks and Video Lectures (e-Resources)

1	<a href="https://www.youtube.com/watch?v=yml9dx9nUco">https://www.youtube.com/watch?v=yml9dx9nUco</a>
2	<a href="https://www.edx.org/learn/business-communications">https://www.edx.org/learn/business-communications</a>
3	<a href="https://onlinecourses.swayam2.ac.in/imb19_mg14/preview">https://onlinecourses.swayam2.ac.in/imb19_mg14/preview</a>
4	<a href="https://www.careers360.com/courses-certifications/swayam-communication-courses-brp-org">https://www.careers360.com/courses-certifications/swayam-communication-courses-brp-org</a>
5	<a href="https://dcomm.org/wp-content/uploads/2019/05/Business-Communication-PDFDrive.com-.pdf">https://dcomm.org/wp-content/uploads/2019/05/Business-Communication-PDFDrive.com-.pdf</a>
6	<a href="http://www.mim.ac.mw/books/Business%20Communication.pdf">http://www.mim.ac.mw/books/Business%20Communication.pdf</a>
7	<a href="https://www.researchgate.net/publication/347508593_A_Practical_Book_of_Business_Communication_A_Practical_Book_of_Business_Communication_Published_by">https://www.researchgate.net/publication/347508593_A_Practical_Book_of_Business_Communication_A_Practical_Book_of_Business_Communication_Published_by</a>
8	<a href="https://2012books.lardbucket.org/pdfs/communication-for-business-success-canadian-edition.pdf">https://2012books.lardbucket.org/pdfs/communication-for-business-success-canadian-edition.pdf</a>
9	<a href="https://sagepub.libguides.com/c.php?g=964634&amp;p=6968892">https://sagepub.libguides.com/c.php?g=964634&amp;p=6968892</a>
10	<a href="https://nptel.ac.in/courses/110105052">https://nptel.ac.in/courses/110105052</a>
11	<a href="https://www.caclubindia.com/coaching/cseet-business-communication-ca-agrika-khatri-online-classes-3476.asp">https://www.caclubindia.com/coaching/cseet-business-communication-ca-agrika-khatri-online-classes-3476.asp</a>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	2nd		
Course Title	:	HUMAN RESOURCE MANAGEMENT		
Course Code	:	MBA201		
Course Type (Theory/Practical/Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Credits(L: T:P:PJ)	:	3:0:1:0	SEE	: 100 Marks
Total Hours	:	50 Hrs	SEE Duration	: 3 Hours

## Course Learning Objectives:

Sl. No.	Course Objectives
1	Recall and explain the fundamental concepts and principles of Human Resource Management.
2	Demonstrate proficiency in using techniques for effective human resource management.
3	Apply HRM tools and techniques to support both strategic and operational decision-making.
4	Analyze current trends and emerging issues affecting Human Resource Management.
5	Evaluate the effectiveness of HRM practices across various business organizations and industries.

## Teaching-Learning Process Pedagogy

### (General Instructions):

1. Lecture method (L).
2. Group Discussion.
3. Brain Storming.
4. Quiz.
5. Case Analysis.
6. Self-Learning.
7. Demonstration of financial calculators.
8. Application Based Learning.



**Scheme of Teaching and Examinations for MBA Programme -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**DSATM**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Introduction HRM:</b> Introduction, meaning, nature, scope of HRM, Importance and Evolution of the concept of HRM, Major functions of HRM, Principles of HRM. Human Resource Management and Personnel Management, Models of Human Resource Management, HRM in India, The Factors Influencing Human Resource Management, The HR Competencies, Human Resource Management and Firm Performance.	7 Hours
<b>Pedagogy</b>	Case study analysis, Poster Presentation	
2	<b>HR Planning:</b> Importance of HR Planning, Manpower Planning to HR Planning, Factors Affecting HR Planning, Benefits of HR Planning, HRP Process, Tools for Demand Forecasting, Attributes of an Effective HR Planning, Barriers to HR Planning, The Challenges for HR, Process of Job Analysis, Job Description and Job Evaluation. <b>Recruitment and Selection:</b> Importance of Recruitment, Recruitment Policies, Factors Influencing Recruitment, Recruitment Process, Sources, Evaluation of Recruitment Process, Recruitment Strategy, Future Trends in Recruitment; Selection Process; Selection Tests; Factors Influencing Selections. Impact of Social Media on Recruitment.	9 Hours
<b>Pedagogy</b>	Case study, Demo on recruitment process	
3	<b>Performance Management and Appraisal:</b> Objectives of Performance Management, Performance Management and Performance Appraisal, Common Problems with Performance Appraisals, Performance Management Process, Types of Performance Rating Systems, Future of Performance Management. <b>Compensation and Benefits:</b> Introduction, Definitions, Total Compensation, Total Rewards System, Forms of Pay, External and Internal Factors, Establishing Pay Rates, Employee Benefits.	9 hours
<b>Pedagogy</b>	Case study. Group discussions on the effectiveness of different appraisal methods	
4	<b>Workplace and Employee Wellness - Health and Safety:</b> Learn about What is Employee Wellness?; Why care about Employee Wellness? - Employee Wellness Program Best Practices - Using HR and Predictive Analytics to Optimize Employee Wellness, orienting about the importance of employees, The best practices involved in empowering employee wellness .What if the next global crisis is a mental health pandemic?	9 hours
<b>Pedagogy</b>	Case study. Develop a wellness program proposal for a hypothetical company, Team-building activities and social events	
5	<b>HR Digital Transformation: Origin and Benefits of Factors Affecting the Innovation Process</b> in organizations, the qualities of a digitally mature organization, and why digital transformation is less about technology and more about people. Innovative Human Resource Management Digital Practices in India, Sustainable and innovative Human Resource Management. Metaverse in HR.	9 hours
<b>Pedagogy</b>	Case study. Demo on HRIS software, Team-building activities and social events.	

6	<b>HR in the Global Context and Emerging Trends:</b> Hybrid Work Model, Employee skill development, Internal mobility, Diversity and inclusion in workforce, Employee well-being, Future Workplaces and Multi-generational workforces and emerging Roles in organizations -All-in-One HR tools,	7 hours
<b>Pedagogy</b>	Case study, videos, Enable discussion forums for students to ask questions, share ideas, and engage with peers on Global HRM and emerging trends	

### List of Applications

Sl.No	Applications	COs
1	Use of case studies from actual companies to illustrate how HR theories and practices are applied in real-world situations	CO3
2	Assign practical tasks such as developing a global HR strategy or analyzing cross- cultural management scenarios.	CO2
3	Provide hands-on experience with HR software and tools commonly used in the industry, such as HRIS (Human Resource Information Systems).	CO3

### Reference Books

#### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1.	Human Resource Management: Concepts authored by Amitabha Sengupta by Sage Publication India Pvt. Ltd. 2019 edition
2.	Human Resource Management: Theory and Practices authored by R. C. Sharma, Nipun Sharmaby Sage Publication India Pvt. Ltd., 2019 edition.
3.	Leadership: Theory and Practices authored by Peter G. Northouse by Sage Publication, 2016 edition.
4.	Human Resources Management authored by T.P Renuka Murthy by HPH, 2015 edition.
5.	The HR Scorecard: Linking People, Strategy, and Performance by Brian Becker, Dave Ulrich, and Mark A. Huselid by Harvard Business School Press, 2001 edition.
6.	The HR Answer Book: An Indispensable Guide for Managers and Human Resources Professionals by Shawn Smith and Rebecca Mazin by AMACOM publishers, 2011 edition.
7	Performance Management and Appraisal Systems HR Tools for Global Competitiveness by T.V. Rao, First edition 2004.
8	Garry Dessler & Varkkey, HUMAN RESOURCE MANAGEMENT, 1 <sup>st</sup> Edition, Pearson, New Delhi, 2009
9	Snell, Bohlander & Vohra, HUMAN RESOURCES MANAGEMENT, Cengage, NewDelhi, 2010
10	Human Resource Management by V.S.P Rao, 2014 edition.
11	Workplace Wellness that Works: 10 Steps to Infuse Well-Being and Vitality into Any Organization. ASIN : B00TWK3RGI, Wiley; 1st edition (8 June 2015)
12	Wellbeing at Work, by Jim Clifton , ASIN : B08X4YKPZZ, Gallup Press (1 June 2021).

#### Weblinks and Video Lectures (e-Resources)

1	<a href="https://onlinecourses.swayam2.ac.in/cec24_mg21/preview?">https://onlinecourses.swayam2.ac.in/cec24_mg21/preview?</a>
2	<a href="https://onlinecourses.swayam2.ac.in/nou24_mg07/preview?">https://onlinecourses.swayam2.ac.in/nou24_mg07/preview?</a>
3	<a href="https://www.hrdconnect.com/2019/05/22/what-is-hr-management-in-an-organisation/">https://www.hrdconnect.com/2019/05/22/what-is-hr-management-in-an-organisation/</a>
4	<a href="https://www.aihr.com/blog/human-resource-basics/">https://www.aihr.com/blog/human-resource-basics/</a>
5	<a href="https://www.shrm.org/topics-tools/topics">https://www.shrm.org/topics-tools/topics</a>
6	<a href="https://brenebrown.com/podcast/leading-with-purpose-in-the-digital-age/">https://brenebrown.com/podcast/leading-with-purpose-in-the-digital-age/</a>
7	<a href="https://www.linkedin.com/pulse/top-5-must-read-digital-hr-books-2023-free-pdf-traicie/">https://www.linkedin.com/pulse/top-5-must-read-digital-hr-books-2023-free-pdf-traicie/</a>

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>Level Indicator</b>
<b>CO1</b>	Remember the basic concepts of Human Resource Management.	L1
<b>CO2</b>	Understand the techniques in in managing Human Resources.	L2
<b>CO3</b>	Apply the Human Resources Management tools and techniques for decision making.	L3
<b>CO4</b>	Analyze the trends in Human Resources Management.	L4
<b>CO5</b>	Evaluate the Human Resource Management Practices in Business Organization.	L5

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	2	-	2	-
<b>CO2</b>	3	-	2		2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	2	3	2	3	-
<b>CO5</b>	3	-	3	2	3



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	2nd			
Course Title	:	FINANCIAL MANAGEMENT			
Course Code	:	MBA202			
Course Type (Theory/ Practical/ Integrated)	:	Theory & Practical			
Category	:	PCC			
Stream	:	MBA	CIE	:	50 Marks
Teaching/Hours	:	04	SEE	:	100 Marks
Total Hours	:	50 Hrs	SEE Duration	:	3 Hours

### Course Learning Objectives:

Sl. No	Course Objectives
1	To comprehend the foundational principles and scope of financial management.
2	To familiarize students with key financial management techniques and their practical application in business decision-making.
3	To enhance students' analytical and decision-making abilities in dynamic financial environments.
4	To build knowledge of contemporary financial management practices and associated processes.
5	To develop proficiency in analyzing financial data for effective project evaluation and investment decisions.

### Teaching-Learning Process: Pedagogy:

1. Lecture method (L).
2. Group Discussion.
3. Brain Storming.
4. Quiz.
5. Case Analysis.
6. Self-Learning.
7. Demonstration of financial calculators.
8. Application Based Learning.



**Scheme of Teaching and Examinations for MBA Programme -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**DSATM**

**COURSE SYLLABUS**

Module No.	Contents of the Course	Hours
1	<b>Introduction: Financial Management:</b> Definition and scope- objectives of Financial Management- role and functions of finance managers. The interface of Financial Management with other functional areas.	8
<b>Pedagogy</b>	PPT , Discussion, Web resources, theoretical content specified in referred books.	
2	<b>Time value of money:</b> Time value of money –Future value of single cash flow & annuity – Present value and discounting-present value of single cash flow, annuity & perpetuity. Simple interest & Compound interest - Capital recovery factor & equated annual instalments. (Theory & Problem).	9
<b>Pedagogy</b>	Case Study Practical Problems specified in referred books, Interaction	
3	<b>Long-term sources of Finance &amp; Cost of Capital:</b> Shares, Debentures, Term loans, and deferred credit. Lease financing, Hybrid financing, Venture Capital, Angel investing, private equity, and Crowdfunding (Theory Only). <b>Cost of Capital:</b> Basic concepts and computation of cost of capital- Cost of debentures-cost of term loans- cost of preferential capital and equity capital (Dividend discounting and CAPM model) - Cost of retained earnings - Determination of Weighted average cost of capital (WACC). (Theory & Problem).	9
<b>Pedagogy</b>	PPT, Web resources, Practical Problems specified in referred books, Case Study, Chalk and Discussion	
4	<b>Capital Structure:</b> Capital structure – Planning the capital structure- optimum capital structure- determination of capital structure- Governance of Equity and Debt- Leverages- EBIT and EPS analysis of Investment (ROI) & Return on Earnings (ROE) analysis. (Theory & Problem).	10
<b>Pedagogy</b>	PPT, Web resources, Practical Problems specified in referred books, Case Studies, Expert Talks	
5	<b>Long-term Investment Decisions (Capital Budgeting):</b> Need and importance of capital budgeting and its process-Techniques of capital budgeting – [Payback period, time adjusted payback period, accounting rate of return, Net present value, Internal rate of return, Modified internal rate of return, Profitability index method,). Capital Rationing. Estimation of cash flows for new projects and replacement projects. (Theory & Problem)	10
<b>Pedagogy</b>	PPT, Web resources, Practical Problems specified in referred books, Case Study	
6	<b>Emerging Issues in Financial Management:</b> Derivatives, Mergers and Acquisitions, Behavioural Finance, Financial Modelling using Excel, Financial Engineering.	10
<b>Pedagogy</b>	Financial Modelling Using Excel in the Lab	

**List of Practical Exercises:**

Sl. No.	Experiments/Programs	COs
1	Analyzing the Impact of time Value on housing decisions.	CO2
2	Evaluate the Challenges in Crowd Funding.	CO3
3	Developing a Capital structure for various sector-specified startups.	CO4

Reference Books	
Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)	
1	Financial Management - Text, Problems & Cases, M.Y. Khan & P.K. Jain, TMH, 8/e, 2018
2	Financial Management - Theory and Practice, Prasanna Chandra, TMH, 11/e, 2022.
3	Financial Management, Dr. G. Nagarajan & Dr. Binoy Mathew, Jayvee Digital Publishing, 2/e, 2022
4	Financial Management, I.M. Pandey, Vikas Publishing, 12/e, 2021.
5	Financial Management, Prahlad Rathod, Babitha Thimmaiah and Harish Babu, HPH, 1/e, 2017.

Weblinks and Video Lectures (e-Resources)	
01	<a href="https://onlinelibrary.wiley.com/journal/1755053X">https://onlinelibrary.wiley.com/journal/1755053X</a>
02	<a href="https://icmai.in/upload/Students/Syllabus2022/Inter_Stdy_Mtrl/P11.pdf">https://icmai.in/upload/Students/Syllabus2022/Inter_Stdy_Mtrl/P11.pdf</a>
03	<a href="https://icmai.in/upload/Students/Syllabus2022/Final_Stdy_Mtrl/P14.pdf">https://icmai.in/upload/Students/Syllabus2022/Final_Stdy_Mtrl/P14.pdf</a>
04	<a href="https://www.youtube.com/@AswathDamodaranonValuation">https://www.youtube.com/@AswathDamodaranonValuation</a>
05	<a href="https://www.edx.org/learn/financial-management">https://www.edx.org/learn/financial-management</a>
06	<a href="https://onlinecourses.swayam2.ac.in/imb24_mq118/preview">https://onlinecourses.swayam2.ac.in/imb24_mq118/preview</a>

**Course Outcomes:** At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level Indicator
CO1	Remember the basic concepts of Financial Management.	L1
CO2	Understand the tools and techniques used in financial decision making.	L2
CO3	Apply the financial management theories for solving financial issues.	L3
CO4	Analyze the business problems to enhance organizational performance.	L4
CO5	Assess the financial health and operational efficiency of a business entity.	L5

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	-	-	-	-
CO2	3	3	-	-	-
CO3	-	3	2	-	-
CO4	-	2	-	3	3
CO5	-	-	2	2	3



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	2nd		
Course Title	:	Research Methodology and IPR		
Course Code	:	MBA203		
Course Type (Theory/ Practical/Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Teaching Hours/Week	:	4	SEE	: 100 Marks
Total Hours	:	50 Hrs	SEE Duration	: 3 Hours

### Course Learning Objectives:

Sl. No.	Course Objectives
1	To introduce the fundamental concepts, types and strategies of research relevant to business contexts.
2	To enable learners to understand the role of research and Intellectual Property Rights (IPR) in addressing business and day-to-day management problems effectively.
3	To equip students with practical knowledge of various research methodologies and techniques to address business problems.
4	To develop students' ability to analyze and interpret data using appropriate research tools to uncover insights into business issues.
5	To facilitate critical evaluation of business performance and decision-making through research-based evidence and analysis.

### Teaching-Learning Process Pedagogy (General Instructions):

1. Lecture method (L).
2. Broadcasting Video/animation films.
3. Collaborative (Group) Learning in the class.
4. HOT (Higher-order Thinking) questions.
5. Problem-Based Learning (PBL).
6. Applications Bases Learning.



**Scheme of Teaching and Examinations for MBA Programme -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**DSATM**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Introduction to Business Research:</b> Meaning, types, process of research- management problem, defining the research problem, formulating the research Hypothesis, developing the research proposals, research design formulation, sampling design, planning and collecting the data for research, data analysis and interpretation. Research Application in business decisions. Features of a good research study.	8
<b>Pedagogy</b>	Identification of Research Problem: 1. Create a flowchart or diagram illustrating the research problem identification. 2. Collect relevant literature for data analysis. 3. Present the findings.	
2	<b>Business Research Design:</b> Meaning, types and significance of research design, errors affecting research design. <b>Exploratory Research:</b> Meaning, purpose, methods, Literature search, experience survey, focus groups and comprehensive case methods. <b>Conclusive Research Design:</b> Descriptive Research, Meaning, Types, Cross sectional studies and longitudinal studies. <b>Experimental Research Design:</b> Meaning and classification of experimental designs, formal and informal, Pre experimental design, True experimental design, Quasi-experimental design, Statistical experimental design.	9
<b>Pedagogy</b>	Survey Design Project: The students have to design and implement a survey to investigate consumer perception towards any FMCG.	
3	<b>Sampling:</b> Concepts, Types of Sampling, Probability Sampling: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, <b>Non-Probability Sampling:</b> convenience sampling- judgmental sampling, snowball sampling, quota sampling, Errors in sampling.	10
<b>Pedagogy</b>	Systematic Sampling: 1. Providing a dataset and have students practice systematic sampling by selecting every nth element. 2. Discuss situations where systematic sampling is more practical.	
4	<b>Data Collection:</b> Meaning, types, Data collection methods: Observations, survey and interview techniques, Questionnaire design: Meaning, process of designing questionnaire. Qualitative Techniques of data collection. <b>Measurement and Scaling Techniques:</b> Basic measurement scales-Nominal scale, Ordinal scale, Interval scale, Ratio scale. Attitude measurement scale - Likert Scale, Semantic Differential Scale, Thurston scale. <b>Multi-Dimensional Scaling:</b> Non comparative scaling techniques.	9
<b>Pedagogy</b>	Questionnaire Design : 1. Define a Research Objective. 2. Design a questionnaire, emphasizing clarity, simplicity, and relevance to research	

	objectives.	
5	<b>Data Analysis and Report Writing:</b> Editing, Coding, Classification, Tabulation, Validation. Analysis and Interpretation, Report writing and presentation of results, types of research reports, Report structure, Guidelines for effective documentation. Ethics in business research: Research Ethics meaning, Ethical treatment of participants, Ethics and the sponsor, Ethical behaviour of researchers and team members, methods to search required information effectively, Introduction to Reference Management Softwares, Plagiarism, Types, strategies to avoid and Software for detection of Plagiarism.	10
<b>Pedagogy</b>	Developing Research Report Outlines: Select a research topic or scenario and outline a research report based on the given topic, focusing on organizing content logically.	
6	<b>Intellectual Property Rights:</b> Meaning and Concepts of Intellectual Property, Nature and Characteristics of Intellectual Property, Origin and Development of Intellectual Property, Kinds of Intellectual Property, Intellectual Property System in India, IPRs- Invention and Creativity- Intellectual Property-Importance and Protection of Intellectual Property Rights (IPRs)- A brief summary of: TRIPS and TRIMS, Establishment of WIPO Application and Procedures. Emerging Trends: New types of intellectual property rights: Data Exclusivity, Standard Essential Patents.	10
<b>Pedagogy</b>	Comparative Analysis Compare the intellectual property systems of different countries, focusing on India's legal framework.	

#### List of Applications:

Sl. No.	Applications	COs
1	Designing and conducting surveys and focus groups to understand consumer preferences, market trends, and competitive landscape in FMCG sector.	CO1
2	Conduct market research projects where students design surveys, gather data, and analyze market segments for a hypothetical or real product.	CO3
3	Examine and apply IP laws and regulations to ensure compliance in different jurisdictions, particularly for hypothetical international business operations.	CO4
4	Engage in action research to address and solve a specific business problem within the classroom setting.	CO3

#### Recommended Books

1	"Research Methodology: Methods and Techniques", C.R. Kothari, New Age International Publishers, 2021.
2	"Intellectual Property Law", Lionel Bently and Brad Sherman, Oxford University Press, 2019.

#### Reference Books

3	"Research Methods: The Essential Knowledge Base", William Trochim and James P. Donnelly, Cengage Learning, 2020.
4	Intellectual Property Rights: Protection and Management, Nithyananda, K V, Cengage Learning India Private Limited, 2019.

Course Outcomes: At the End of the course, the student will be able to:

CO	Course Outcomes	Level Indicator
CO1	Remember the various research concepts, approaches and strategies in the business.	L1
CO2	Understand the various research and IPR to business and day to day management problems.	L2
CO3	Apply techniques of research methodology for solving business problems.	L3
CO4	Analyze the business problems by using research tools and techniques.	L4
CO5	Evaluate the business performance through research methodologies.	L5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	-	3	-	2	-
CO2	-	3	-	3	-
CO3	3	3	-	2	-
CO4	3	-	2	2	-
CO5	3	-	2	-	1

#### Weblinks and Video Lectures (e-Resources)

01	<a href="https://www.coursera.org/learn/research-methods">https://www.coursera.org/learn/research-methods</a>
02	<a href="https://www.udemy.com/course/research-methods/?couponCode=ST4MT73124">https://www.udemy.com/course/research-methods/?couponCode=ST4MT73124</a>
03	<a href="https://www.classcentral.com/subject/research-methods">https://www.classcentral.com/subject/research-methods</a>
04	<a href="https://ird.iitd.ac.in/content/intellectual-property-rights-ipr">https://ird.iitd.ac.in/content/intellectual-property-rights-ipr</a>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	2nd			
Course Title	:	OPERATIONS RESEARCH			
Course Code	:	MBA204			
Course Type (Theory/ Practical/ Integrated)	:	Theory & Problems			
Category	:	PCC			
Stream	:	MBA	CIE	:	50 Marks
Credits (L: T:P:PJ)	:	3:1:0	SEE	:	100 Marks
Total Hours	:	50 Hrs	SEE Duration	:	3 Hours

### Course Learning Objectives:

Sl. No	Course Objectives
1	To acquaint students with essential Operations Research techniques and their real-world applications.
2	To stimulate critical thinking by presenting diverse decision-making scenarios.
3	To develop a comprehensive understanding of the policies and processes integral to Operations Research.
4	To cultivate strong analytical and problem-solving skills in students.
5	To reinforce the conceptual understanding of Operations Research fundamentals through practical exposure.

### Teaching-Learning Process: Pedagogy:

9. Lecture method (L).
10. Group Discussion.
11. Brain Storming.
12. Quiz.
13. Case Analysis.
14. Self-Learning.
15. Demonstration of online Operations Research Tools.
16. Application Based Learning.



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**Scheme of Teaching and Examinations for MBA Programme -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	Introduction: Evolution of OR, Definitions of OR, Scope of OR. Phases in OR, Characteristics and limitations of OR, models used in OR, Quantitative approach to decision-making models (Theory Only)	08
<b>Pedagogy</b>	PPTs ,Chalk & Talk , Case Analysis	
2	Linear programming: Linear Programming Problem (LPP), Generalized LPP- Formulation of LPP, Guidelines for formulation of linear programming model, Assumption, Advantages, Limitations, Linear Programming problem (LPP), optimal and feasible Solutions by graphical method (minimization and maximization). (Theory and Problems)	09
<b>Pedagogy</b>	PPTs ,Chalk & Talk , Case Analysis	
3	Decision Theory: Introduction, Decision under uncertainty- Maxmin & Minmax, Decision under Risk- Expected Value, Simple decision tree problems. (Only theory). Job Sequencing- 'n' jobs on 2 machines, 'n' jobs on 3 machines, 'n' jobs on 'm' machines. Sequencing of 2 jobs on 'm' machines. (Theory and Problems).	12
<b>Pedagogy</b>	PPTs ,Chalk & Talk , Case Analysis	
4	Transportation & Assignment Problems: Formulation of transportation problem, types, initial basic feasible solution using North-West Corner Rule (NWCR), Least Cost Method (LCM) and Vogel's Approximation method (VAM). Optimality in Transportation problem by Modified Distribution(MODI) method. Unbalanced T.P. Maximization T.P. Degeneracy in transportation problems, application of transportation problem. (Theory and Problems). Assignment Problem: Formulation, Solutions to assignment problems by Hungarian method, Special cases in assignment problems, unbalanced, Maximization assignment problems.	11
<b>Pedagogy</b>	PPTs ,Chalk & Talk , Case Analysis	
5	Project Management: Introduction, Construction of networks, Structure of projects, phases of project management-planning, scheduling, controlling phase, work breakdown structure, project control charts, network planning (Theory only) Critical path method to find the expected completion time of a project, determination of floats in networks, PERT networks, determining the probability of completing a project, predicting the completion time of project; Cost analysis in networks. (Theory and Problems)	10
<b>Pedagogy</b>	PPTs ,Chalk & Talk , Case Analysis	
6	Exposure to open-source software for Quantitative Social Science (Cora – Software)	06
	Hands-on practice with the software to solve problems	

## List of Practical Components

Sl. No.	Experiments/Programs Activities	COs
1	Laboratory sessions using open-source software	CO1

## Reference Books

### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	Operation research. H. A. Taha, Person Publication, 11 <sup>th</sup> Edition, 2023
2	Fundamentals of Operations Research, Tulsian P.C. and Tulsian Bharat, S Chand & Company, 2022
3	Quantitative Techniques in management, N D Vohra, TMH Publications, 6 <sup>th</sup> Edition, 2021.
4	Operation research , J. K. Sharma, McMillan Publication, 6 <sup>th</sup> Edition, 2016.

## Weblinks and Video Lectures (e-Resources)

1	<a href="https://onlinecourses.nptel.ac.in/noc24_ma55/preview?">https://onlinecourses.nptel.ac.in/noc24_ma55/preview?</a>
2	<a href="https://www.coursera.org/learn/wharton-operations">https://www.coursera.org/learn/wharton-operations</a>
3	<a href="https://nibmehub.com/opac-service/pdf/read/Operations%20Research_%20Principles%20and%20Applications.pdf">https://nibmehub.com/opac-service/pdf/read/Operations%20Research_%20Principles%20and%20Applications.pdf</a>
4	<a href="https://www.researchgate.net/publication/333748649_Chapter_-01_Operations_Research">https://www.researchgate.net/publication/333748649_Chapter_-01_Operations_Research</a>

**Course Outcomes:** At the end of the course, the student will be able to:

CO	Course Outcomes	Level Indicator
CO1	To articulate the core concepts and principles of Operations Research.	L1
CO2	Demonstrate understanding of key tools and techniques used in Operations Research.	L2
CO3	Apply Operations Research methodologies to address and solve practical business problems.	L3
CO4	Analyze complex decision-making scenarios using appropriate Operations Research models.	L4
CO5	Evaluate alternative solutions and recommend optimal strategies based on Operations Research analysis.	L5

## Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	-	-	-
CO2	-	3	-	2	-
CO3	3	3	1	2	-
CO4	3	-	-	2	1
CO5	-	3	2	-	-



## Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	2nd			
Course Title	:	STRATEGIC MANAGEMENT			
Course Code	:	MBA205			
Course Type (Theory/Practical/Integrated)	:	Theory			
Category	:	PCC			
Stream	:	MBA	CIE	:	50 Marks
Credits(L: T:P:PJ)	:	3:0:1:0	SEE	:	100 Marks
Total Hours	:	50 Hrs	SEE Duration	:	3 Hours

### Course Learning Objectives:

Sl.No	Course Objectives
1	Recall and understand the core concepts and theories of Strategic Management.
2	Utilize strategic tools and techniques to formulate and implement effective business strategies.
3	Apply strategic management principles in dynamic and real-world decision-making scenarios.
4	Analyze and interpret business strategies adopted by various companies across industries.
5	Evaluate the effectiveness and impact of business strategies on organizational success.

### Teaching-Learning Process Pedagogys:

1. Lecture method (L).
2. Broadcasting Video/animation films.
3. Collaborative (Group) Learning in the class.
4. HOT (Higher-order Thinking) questions.
5. Problem-Based Learning (PBL).
6. Applications Bases Learning.



**Scheme of Teaching and Examinations for MBA Programme -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

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**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<p><b>Overview of strategic management</b>            Meaning of strategy and strategic management, Stages of strategic management, the strategic management model, benefits of strategic management, key terms in strategic management, Competitive advantage, strategists, vision, mission, long term objectives, strategies, annual objectives and policies.</p>	8 Hours
<b>Pedagogy</b>	Strategic Planning Simulation Strategic ideas for Business - Collaborative Learning	
2	<p><b>External Assessment</b>            The process of performing an external audit, Nature of an external audit, key external forces, industry analysis, competitive forces, competitive analysis-porter's five forces model, key success factors. Analysis - Porter's Five Forces Model – Key Success Factors Concept and Implementation. Case Study on external analysis.            Students Assignment: Industry External Analysis.</p>	10 Hours
<b>Pedagogy</b>	Contemporary Strategic Issues - Constructive Learning	
3	<p><b>Internal Assessment</b>            Nature of internal audit, key internal forces, the process of performing internal audit, Resource Based View(RBV), Integrating strategy and culture, SWOT analysis, Value chain analysis, Bench marking, Internal factor evaluation matrix, Balanced Score Card, Value Chain Analysis. Case Study on internal analysis.</p>	10 hours
<b>Pedagogy</b>	Strategic Analysis Presentations – Experiential learning	
4	<p><b>Strategy Formulation</b>            The business vision and mission, process of developing vision and mission, importance of vision and mission statement, characteristics of mission statement, long term objectives, types of strategies, levels of strategies, integration strategies, intensive strategies, diversification strategies, defensive strategies, Porters generic strategies, Blue Ocean Strategy. Ansoff's Matrix, Retrenchment Strategies, BCG matrix and GE 9 cell matrix, International Business Level Strategies. Case Study on Strategic Formulation. Students Assignment: Strategies of listed companies.</p>	9 hours
<b>Pedagogy</b>	Develop strategic plans considering CEO, CFO, Marketing Director	
5	<p><b>Strategy Implementation</b>            Nature of strategy implementation, annual objectives, policies, resource allocation, managing conflicts, restructuring, reengineering and e-engineering, linking performance and pay to strategies, creating a strategy-supportive culture, operations concerns in implementing strategies.            Strategy and Innovation - Introduction to Innovation: Process, Product and Platform; Creative Destruction and Disruptive Technologies; Innovation Environments: The Co-creation of Value, Open Innovation and Open Strategy, National Innovation Systems, Learning Networks and Clusters, Social Innovation. Case Study on Strategy Implementation.</p>	10 hours
<b>Pedagogy</b>	Creating Corporate Business structure including Vision, Mission, Objectives and Goals of the Company - Reflective Learning	

<b>6</b>	<b>Strategic Evaluation</b> Monitoring and formulation of strategic evaluation, techniques of evaluation and control – PERT/CPM, Variance analysis, Measuring organizational performance, taking corrective action. 21st century challenges in strategic management. Global issues in strategic management – the global challenges, strategies for competing in global markets and local markets. Applying strategic management through case study method- case preparation process, analysing cases, reporting recommendation.	9 hours
<b>Pedagogy</b>	BCG Matrix for the corporate company - Integrative Learning	

### List of Applications

Sl. No.	Applications	COs
1	Applying Michael Porter's model to an industry (Retail, Telecom, Infrastructure, FMCG, Insurance, Banking etc.	CO3
2	Internal Analysis & Strategies of a listed company in the form of the report to be submitted.	CO2
3	Pick a company that has performed very badly compared to its competitors. Collect information on why the company failed. What were the issues in strategy and execution that were responsible for the company's failure in the market; analyse the internal and external factors.	CO3
4	Conduct SWOT analysis of companies around your campus.	CO4

### Reference Books

#### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1.	Contemporary Strategy Analysis, Robert M. Grant, Wiley India, 10e 2021.
2.	"Strategic Management: A Competitive Advantage Approach, Concepts, and Cases" by Fred R. David and Forest R. David. Latest Edition: 2021, Pearson Education.
3.	"Strategic Management: Concepts and Cases" by Michael A. Hitt, R. Duane Ireland, and Robert E. Hoskisson. Latest Edition: 2021, Cengage Learning
4.	Strategic Management: Concepts and Tools for Creating Real World Strategy" by Craig S. Fleisher and Babette E. Bensoussan. Latest Edition: 2020, Pearson Education.
5.	Crafting and Executing Strategy: The Quest for Competitive Advantage – Concepts and Cases Arthur A. Thompson Jr. Margaret A. Peteraf John E. Gamble, A. J. Strickland III, Arun K. Jain, McGraw Hill Education, 16/e 2016
6.	Strategic Management: Concepts" by Frank T. Rothaermel, 2016.

### Weblinks and Video Lectures (e-Resources)

1	<a href="https://mgmt.wharton.upenn.edu/programs/mba/strategic-management/">https://mgmt.wharton.upenn.edu/programs/mba/strategic-management/</a>
2	<a href="https://www.cbsmohali.org/course%20material/fourth%20semester/strategic%20management.pdf">https://www.cbsmohali.org/course material/fourth semester/strategic%20management.pdf</a>
3	<a href="https://www.coursera.org/articles/strategic-management">https://www.coursera.org/articles/strategic-management</a>
4	<a href="https://www.chicagobooth.edu/mba/academics/curriculum/concentrations/strategic-management">https://www.chicagobooth.edu/mba/academics/curriculum/concentrations/strategic-management</a>
5	<a href="https://www.youtube.com/watch?v=EvvnoNAUPS0">https://www.youtube.com/watch?v=EvvnoNAUPS0</a>
6	<a href="https://www.cascade.app/blog/strategic-management-process">https://www.cascade.app/blog/strategic-management-process</a>

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember the fundamental concepts in Strategic Management.	R	L1
CO2	Understand the tools and techniques in building effective strategies.	U	L2
CO3	Apply the strategic management for dynamic decision making.	A	L3
CO4	Analyze business strategies adopted by various companies.	An	L4
CO5	Evaluate the effectiveness of various strategies for success of a business organization.	E	L5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	-	-	2	-
CO2	3	-	2	2	1
CO3	3	3	3	2	2
CO4	-	3	2	3	-
CO5	-	3	3	-	2



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	2nd		
Course Title	:	MANAGERIAL ECONOMICS		
Course Code	:	MBA206		
Course Type (Theory/ Practical/ Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Credits (L: T:P:PJ)	:	3:1:0	SEE	: 100 Marks
Total Hours	:	50 Hrs	SEE Duration	: 3 Hours

## Course Learning Objectives:

Sl. No.	Course Objectives
1	Understand Fundamental Concepts
2	Explore Economic Theories in Business
3	Apply Economic Theories in Decision-Making
4	Analyze Economic Impact on Firms
5	Evaluate Business Problems Using Economic Tools

## Teaching-Learning Process Pedagogy

### (General Instructions):

1. Lecture method (L).
2. Broadcasting Video/animation films.
3. Collaborative (Group) Learning in the class.
4. HOT (Higher-order Thinking) questions.
5. Problem-Based Learning (PBL).
6. Applications Bases Learning.



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**Scheme of Teaching and Examinations for MBA Programme -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	Introduction: Managerial Economics: Meaning, Nature, Scope, & Significance, Uses of Managerial Economics, Role and Responsibilities of Managerial Economist. Theory of the Firm: Firm and Industry, Objectives of the firm, Alternate objectives of firm. Managerial theories: Baumol's Model, Marris's Hypothesis, Williamson's Model.	09
<b>Pedagogy</b>	PPTs ,Case Analysis	
2	Demand Analysis Law of Demand. Exceptions to the Law of Demand, Elasticity of Demand – Classification of Price, Income & Cross elasticity, Advertising and promotional elasticity of demand. Uses of elasticity of demand for Managerial decision making, Measurement of elasticity of demand. Law of supply, Elasticity of supply, Demand forecasting: Meaning & Significance, Methods of demand forecasting. (No problems).	10
<b>Pedagogy</b>	PPTs ,Case Analysis, Collaborative Learning	
3	Cost Analysis & Production analysis: Concepts of Production, production function with one variable input - Law of Variable Proportions. Production function with 2 variable inputs and Laws of returns to scale, Indifference Curves, ISO-Quants & ISO-Cost line, Least cost combination factor, Economies of scale, Diseconomies of scale. Technological progress and production function. Types of cost, Cost curves, Cost – Output Relationship in the short run and in the long run, LAC curve. Break Even Analysis – Meaning, Assumptions, Determination of BEA, Limitations, Uses of BEA in Managerial decisions (Theory with simple Problems).	10
<b>Pedagogy</b>	PPTs, Case Analysis, Videos.	
4	Market Structure and Pricing Practices: Perfect Competition, Features, Determination of price under perfect competition, Monopoly: Features, Pricing under monopoly, Price Discrimination. Monopolistic Competition: Features, Pricing Under monopolistic competition, Product differentiation. Oligopoly: Features, Kinked demand Curve, Cartels, Price leadership. Descriptive Pricing Approaches: Loss leader pricing, Peak Load pricing, Transfer Pricing	10
<b>Pedagogy</b>	PPTs ,Case Analysis, ABL, Videos	

5	Indian Business Environment: Basic Macro Economic Concepts: Open and Closed Economies, Primary, secondary and Tertiary sectors and their contribution to the economy. SWOT Analysis for the Indian economy. Measuring the Economy: Measuring GDP and GDP Growth rate, Components of GDP. Fiscal policy and Monetary Policy. Foreign Trade: Trends in India's Foreign Trade, Impact of WTO on India's Foreign Trade	08
Pedagogy	PPTs ,Case Analysis, Collaborative Learning, Videos	
6	<b>Emerging Trends in Economics</b> Game Theory, Sustainable Development Goals (SDG) , Monetary Policies and Schemes NAIRU (non-accelerating inflation rate of unemployment) , Raw material shortages Wage-price spiral , Stagflation , Energy Crises, Surging inflation, Debt tightening, Climate Emergency, Sources & Projection of Economic Growth In India, Urban Economics, Ongoing Economic Reforms in India and around the Globe.	09
Pedagogy	Case Studies, Realtime Examples and Application-Based Exercises	

#### List of Activities

Sl. No.	Application-Based Exercises	COs
1	GDs on recent trends and current affairs	CO4
2	Situational Analysis on various types of costs	CO3
3	Emerging Policies and Latest Economic Reforms around the Globe	CO4
4	Demand forecasting	CO4
5	Market Analysis	CO4

#### Reference Books

##### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	Managerial Economics, Paul G. Keat, Philip K. Y. Young, Stephen E. Erfle, Sreejata Banerjee , 7 <sup>th</sup> Edition , Pearson ,2018
2	Managerial Economics: Principles And Worldwide Applications, 9E, Dominick, Salvatore Siddhartha, Rastogi Oxford Publishers, 2020
3	Managerial Economics, Sixth Edition, William F. Samuelson, Stephen G. Marks, 6 <sup>th</sup> Edition, Wiley,2009
4	Managerial Economics by Geethika,Ghosh & Choudhury, McGrawHill 2/e,2011
5	Managerial Economics by Dominick Salvatore, Oxford Publishers, 2e, 2016
6	Managerial Economics by D.M Mithani, HPH publications, 2016
7	Managerial Economics by Samuelson & Marks, Wiley, 5/e,2015

#### Weblinks and Video Lectures (e-Resources)

1	<a href="https://www.edx.org/learn/managerial-economics">https://www.edx.org/learn/managerial-economics</a>
2	<a href="https://www.indiabudget.gov.in/">https://www.indiabudget.gov.in/</a>
3	<a href="https://onlinecourses.swayam2.ac.in/imb24_mg67/preview">https://onlinecourses.swayam2.ac.in/imb24_mg67/preview</a>

**Course Outcomes:** At the end of the course, the student will be able to:

<b>CO</b>	<b>Course Outcomes</b>	<b>Level Indicator</b>
<b>CO1</b>	Remember the basic concepts in Managerial Economics.	L1
<b>CO2</b>	Understand the theories of economics adopted by business organizations.	L2
<b>CO3</b>	Apply the Managerial Economics theories in business decision making.	L3
<b>CO4</b>	Analyze the impact of economic theories on firms.	L4
<b>CO5</b>	Evaluate business problems and provide suitable economic solutions.	L5

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	2	-	2	-
<b>CO2</b>	3	2	-	3	-
<b>CO3</b>	3	3	-	-	1
<b>CO4</b>	-	-	-	3	-
<b>CO5</b>	-	3	2	3	-



## Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	II		
Course Title	:	Data Management using MS Excel		
Course Code	:	MBA207		
Course Type (Theory/ Practical/ Integrated)	:	Practical		
Category	:	AEC		
Stream	:	MBA	CIE	50 Marks
Credits (L:T:P:PJ)	:	0:0:1:0	SEE	50 Marks
Total Hours	:	30 Hrs	SEE Duration	3 Hours

**Course Learning Objectives:** Students will be taught

Sl. No.	Course Objectives
1	To introduce students to the foundational concepts, user interface, and basic operations of MS Excel for effective data entry and spreadsheet management.
2	To develop the ability to apply Excel tools such as data validation, conditional formatting, and cleaning functions for structured data preparation.
3	To enable students to use formulas, functions, and PivotTables to explore, summarize, and analyze business data.
4	To provide knowledge of advanced decision-support tools in Excel, including Scenario Manager, Solver, and What-If analysis for solving business problems.
5	To equip learners with skills to design and build interactive dashboards and business reports using charts, slicers, and other dynamic visualization tools.

### Teaching -Learning Process Pedagogy (General Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Individual teachers can devise innovative pedagogy to improve teaching-learn



**Scheme of Teaching and Examinations for MBA Programme -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Introduction to MS Excel:</b> Overview of Excel Interface (Ribbon, Tabs, Worksheet, Cells, etc.), Workbook and Worksheet Management, Data Entry, Formatting, and Shortcuts, Basic Formulae and Functions (SUM, AVERAGE, COUNT, MIN, MAX), Cell Referencing (Relative, Absolute, Mixed), Introduction to Sorting and Filtering and Basic Printing and Page Setup Options.	04
2	<b>Data Cleaning and Management:</b> Removing Duplicates, Data Validation and Error Handling, Using Text Functions (LEFT, RIGHT, MID, TRIM, LEN, CONCATENATE, TEXTJOIN), Find and Replace, Go To Special, Date and Time Functions (TODAY, NOW, DATEDIF, TEXT), Flash Fill and AutoFill, Sorting and Filtering with Custom Criteria. Introduction to Tables and Named Ranges.	04
3	<b>Business Analysis Tools in Excel:</b> Logical Functions (IF, AND, OR, IFERROR, IFS), Lookup Functions (VLOOKUP, HLOOKUP, INDEX, MATCH, XLOOKUP – if applicable), Conditional Formatting for Business Scenarios, What-If Analysis (Goal Seek, Data Tables, Scenario Manager), Basic Statistical Functions (MEAN, MEDIAN, MODE, STDEV, CORREL), PivotTables – Introduction and Use Cases, Grouping, Slicing, and Summarizing Data using PivotTables.	04
4	<b>Data Visualization using Charts:</b> Creating Common Charts (Bar, Column, Line, Pie, Doughnut), Creating Advanced Charts (Combo, Waterfall, Sparkline, Scatter), Customizing Charts (Titles, Legends, Axes, Labels, Data Series), Using Conditional Formatting with Charts, Applying Charts to Real-life Business Scenarios, Linking Charts with PivotTables, Best Practices in Chart Design and Visualization.	04
5	<b>Dashboarding:</b> Principles of Dashboard Design, Interactive Features using Form Controls (Drop-downs, Sliders, Checkboxes), Using Slicers and Timelines, Linking Multiple Tables and Charts in a Dashboard, Using Named Ranges and Dynamic Data, Layout Planning and Design Aesthetics, Hands-on: Build a Complete Business Dashboard (e.g., Sales Performance Dashboard), Dashboard Review and Presentation, Best Practices in Dashboarding.	04

**List of Practical Components:**

Sl. No.	Experiments/Programs	Cos
1	Designing the dashboard for a dataset related to Sales Performance/Employee Performance/Financial Performance of an organization.	CO3

**Reference Books**

Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	Antonio Todd (2025), Microsoft Excel 2025: A Complete Practical Guide for Beginner and Advanced Users, Independently Published (1 January 2025)
2	Paul McFedries (Author), Ph.d. Harvey, Greg (Author), Excel All-in-One For Dummies: The Art, Science, and Practice of Architectural Lighting Design, For Dummies; 1st edition (14 December 2021)

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	Level Indicator
CO1	To understand the basic features, interface, and functions of MS Excel for data entry and handling.	L2
CO2	To apply data validation, cleaning, and formatting techniques for managing structured data.	L3
CO3	To analyze data using Excel formulas, functions, and PivotTables for meaningful business insights.	L4
CO4	To evaluate various data analysis tools (e.g., What-If, Scenario Manager, Solver) for decision-making.	L5
CO5	To create interactive dashboards and reports using advanced Excel tools like charts and slicers.	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	P01	P02	P03	P04	P05
CO1	-	-	-	-	-
CO2	2	3	-	-	-
CO3	3	3	-	2	-
CO4	3	3	1	2	-
CO5	-	3	-	2	2



## Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	3rd			
Course Title	:	Logistics And Supply Chain Management			
Course Code	:	MBA301			
Course Type (Theory/ Practical/ Integrated)	:	Theory			
Category	:	PCC			
Stream	:	MBA		CIE	: 50 Marks
Teaching hours/ week (L:T:P:S)	:	4 hours		SEE	: 100 Marks
Total Hours	:	50 Hrs		SEE	: 3 Hours
Credits	:	4		Duration	

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Acquire basic concepts of Logistics and Supply Chain Management.
2	Provide insights for establishing efficient, effective and sustainable supply chains.
3	Know the role of Information Technology in warehousing
4	Equip students about international logistics and environment.
5	Realize the influence of Information Technology in transportation and Inventory management in SCM.
6	Enable learners the advantages of Green Logistics for business sustainability

### Teaching-Learning Process Pedagogical

#### Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analysing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**Scheme of Teaching and Examinations for the MBA Programme – 2024-25 Outcome-Based  
Education and Choice-Based Credit System (CBCS) (Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

<b>Module sNo.</b>	<b>Topics</b>	<b>Hours</b>
<b>1</b>	Logistics Management and Supply Chain Management - Definition, Evolution, Importance. The concepts of logistics and Supply Chain Management, Key Drivers of Supply Chain Management and Logistics relationships. Meaning of Logistics, Objectives of Logistics, Types of Logistics, Need for Logistics Management, Evolution of logistics toward Supply chain Management, Logistics Industry in India. Logistical Activities, Logistics Costs, Expected cost of stock outs. Logistical Informational Requirements. Types of Cargoes. Cross docking warehousing, Agile SCM, Green SCM.	7 Hours
<b>Pedagogy</b>	Analysis on Handling the Inbound Customer Calls and E-mails.	
<b>2</b>	Introduction to Supply chain Concepts, significance and key challenges. Scope of SCM-p historical perspective, essential features, Drivers of SCM, decision phases– process view, supply chain framework, key issues in SCM, and benefits. Managing uncertainty in Supply Chain, (Bullwhip Effect), Impact of uncertainties, forecasting in Supply Chain, Innovations in Supply Chain. Sourcing Decisions in Global SCM, Key issues in Global sourcing, Outsourcing.	9 Hours
<b>Pedagogy</b>	Logistics and Supply Chain Management System Design and Implementation	
<b>3</b>	Introduction – Traditional Supply Chain and Green Supply Chain –Environmental Concern and Supply Chain – Closed-loop Supply Chain –Corporate Environmental Management – Green Supply Chain (GSCM): Definition, Basic Concepts – GSCM Practices. Flow of logistics planning, Developing Logistic strategy, Logistics System Design and Administration, logistic environment assessment, Pricing in logistics, Warehousing– scope, primary functions. Efficient Warehouse Management System, Types of Warehouses.	9 Hours
<b>Pedagogy</b>	Creation of Purchase Orders and Negotiation of price.	
<b>4</b>	Introduction to Inventory Concepts: various costs associated with inventory, EOQ, buffer stock, lead time reduction, reorder point / re-order level fixation, ABC analysis, SDE/VED Analysis. Goals, need, impact of inventory management on business performance. Types of Inventories, Alternative approach for classification of inventories, components of inventory decisions, inventory cost management, business response to stock out, replenishment of inventory, material requirements planning. The customer order cycle, Order management system, Order and replenishment cycles.	9 Hours
<b>Pedagogy</b>	Inventory Management using ABC Analysis, EOQ	
<b>5</b>	Introduction to Distribution Management: Designing the distribution network, role of distribution, factors influencing distribution, design options, distribution networks in practice. HUB & SPOKE V/S DISTRIBUTED Warehouses. Mode of transportation and criteria of decision. Transportation Infrastructure. Factors impacting road transport cost, Packaging Issues in Transportation, role of containerization, Hazards in transportation, State of Ocean Transport, global alliances. Transportation Management System (TMS), Transportation services.	9 Hours
<b>Pedagogy</b>	Warehouse management operation	

6	Green Logistics and Transportation: Definitions of Green Logistics, Critical drivers of Green Logistics, Green transportation and logistics practices, Environmental impacts of transportation and logistics, Closing the Loop: Reverse Logistics, Vendor Managed Inventory, CPFRP, and Customer Service Logistics and Environment, Integrated Supply Chain and Logistics. Channel Relationships, Logistics service alliances, Alliances, Modelling approaches to Logistics/ Supply chain network design, Strategic Planning of logistics	7 hours
Pedagogy	Reverse Logistics handling process.	

### List of Applications

Sl. No	Applications	COs
1	Students are expected to choose any four Indian Organizations and study their supply chain in terms of drivers of the Supply chain and submit a report.	CO3
2	Students should visit different logistics companies and understand the services provided by them and submit a report.	CO2
3	Students should identify any product/service and study the type of distribution system used and understand the reason for using that particular type and present it in the class.	CO3
4	Students should identify the various types of IT applications employed by Indian Organizations in their Supply chain.	CO4

### Reference Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Supply Chain Management: Strategy, Planning, and Operation, Case studies of BAKRAW, Omnichannel Strategy at Tanishq, Retail Location Selection at Lenskart, Forecasting at Relaxo Footwears Limited, Pearson ,7th Revised Edition, 2024.
2	Supply Chain Analytics,T. A. S. Vijayaraghavan, Wiley,2021
3	Matching Supply with Demand: An Introduction to Operations Management, Gérard Cachon ,Christian Terwiesch, McGraw Hill,4th Edition ,2023.

### Recommended Books

1	Global Logistics and Supply Chain Management, <u>Agustina Calatayud</u> , <u>Chandra Lalwani</u> , <u>John Mangan</u> , Wiley ,4th Edition, 2020.
2	Supply Chain Management: Strategy, Planning, and Operation, Case studies of BAKRAW, Omnichannel Strategy at Tanishq, Retail Location Selection at Lens kart, Forecasting at Relaxo Footwears Limited, Pearson ,7th Revised Edition, 2024.
3	Supply Chain Management: A Logistics Perspective, C. John Langley, Jr. Robert A. Novack Brian J. Gibson, John J., Cengage, 11th Edition, 2023.
4	Logistics and Supply Chain Management, Martin Christopher , Pearson,6th Edition, 2022.

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level Indicator
CO1	Remember the concepts of Logistics and Supply Chain Management.	L1
CO2	Understand the mechanism involved in sustainable supply chains for enhanced efficiency.	L2
CO3	Application of Information Technology in Logistics and supply chain management.	L3
CO4	Analyze the impact of logistics and supply chain on Business Performance.	L4
CO5	Evaluate the significance of Logistics and supply chain in business decisions.	L5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	-	-	2	-
CO2	3	-	-	3	-
CO3	3	3	-	-	1
CO4	3	3	1	3	-
CO5	-	3	2	3	2

Weblinks and Video Lectures (e-Resources)	
1	<a href="https://www.coursera.org/specializations/supply-chain-management">https://www.coursera.org/specializations/supply-chain-management</a>
2	<a href="https://www.futurelearn.com/courses/supply-chain-innovation">https://www.futurelearn.com/courses/supply-chain-innovation</a>
3	<a href="https://www.edx.org/course/operations-management">https://www.edx.org/course/operations-management</a>
4	Pearson e – library; <a href="https://elibrary.in.pearson.com/bookshelfDashboard">https://elibrary.in.pearson.com/bookshelfDashboard</a>
5	EBSCO: <a href="https://www.ebsco.com/search?search=supplychainmodel">https://www.ebsco.com/search?search=supplychainmodel</a>
6	Jgate: <a href="https://jgateplus.com/home/resources/">https://jgateplus.com/home/resources/</a>
7	Capitoline: <a href="https://www.capitaline.com/SiteFrame.aspx?id=1">https://www.capitaline.com/SiteFrame.aspx?id=1</a>
8	<a href="https://www.edx.org/course/supply-chain-design">https://www.edx.org/course/supply-chain-design</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3<sup>rd</sup></b>		
<b>Course Title</b>	:	<b>Business and Information Technology</b>		
<b>Course Code</b>	:	<b>MBA302</b>		
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>		
<b>Category</b>	:	<b>PCC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	: <b>50 Marks</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4 hours</b>	<b>SEE</b>	: <b>100 Marks</b>
<b>Total Hours</b>	:	<b>50 Hrs</b>	<b>SEE</b>	: <b>3 Hours</b>
<b>Credits</b>	:	<b>4</b>	<b>Duration</b>	

**Course Learning Objectives:** Students will be able to:

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Impart concepts of information technology importance in today's corporate world.
<b>2</b>	Provide knowledge on various of MIS and its contributions to Corporate Efficiency
<b>3</b>	Equip learnersthe role of MIS software to enhance business operations
<b>4</b>	Data Base management and its advantages for organisation functioning
<b>5</b>	Acquaint students with advanced technology for enhanced business performance
<b>6</b>	Facilitate students about various applications and emerging technologies available and its usages for excel the service in corporate sector

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analysing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2024-25**

**Outcome-Based Education and Choice-Based Credit System (CBCS)**

**(Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

<b>Module No.</b>	<b>Topics</b>	<b>Hours</b>
<b>1</b>	Introduction to MIS: Concepts, Roles, Impacts, MIS & its users, Components of an IS, Management as Control systems, MIS support to Organization Effectiveness, MIS for E-business Digital Firms E-Commerce, E – Communication, E-Collaborations, Real Time Enterprise, MIS: Strategic Business Planning, concept of corporate planning, Essentiality of strategic Planning, Balance Score card, Score Card & Dash Board, Security Challenges in E-Enterprises, Impacts of Information Technology on society.	7 Hours
<b>Pedagogy</b>	PPTs, Case Analysis, Dash Board Creation	
<b>2</b>	Kinds of Information Systems: Transaction Processing System (TPS) - Office Automation System (OAS) - Management Information System (MIS) - Decision Support System (DSS) and Group Decision Support System (GDSS) - Expert System (ES) - Executive Support System (EIS or ESS), Ethical Issues in Information systems.	9 Hours
<b>Pedagogy</b>	PPTs, Videos, Capstone Project	
<b>3</b>	System Analysis and Development and its models: Need for System Analysis - Stages in System Analysis - Structured SAD and tools like DFD, Context Diagram Decision Table and Structured Diagram. System Development Models: Water Flow, Prototype, Spiral, RAD – Roles and responsibilities of System Analyst, Database Administrator and Database Designer	9 Hours
<b>Pedagogy</b>	PPTs, Case Analysis	
<b>4</b>	Application of MIS in Manufacturing and Service Sector: Introduction- Personnel Management, Financial Management, Production Management, Raw Materials Management, Marketing Management. Introduction to Service Sector, Creating a distinctive service, MIS Applications in Airlines, Hotel, Hospital, Banking, Insurance. Application of AR, VR and MR in Manufacturing and Service Sector.	9 Hours
<b>Pedagogy</b>	PPTs, Case Analysis, Video Clippings	
<b>5</b>	Information Technology Infrastructure: Introduction, data processing, transaction processing, Application Processing, information system processing, TQM of IS, introduction network, network topology, data communication, Data & Client Service Architecture RDBMS, Data Ware House, Introduction to E-business, models of E-business, internet and World Wide Web (WWW), Intranet and extranet, Security in E-business, electronic payment system, Impact of web on strategic management, web enabled business management, MIS in web environment.	9 Hours
<b>Pedagogy</b>	PPTs, Case Analysis, Flipped Classroom, Flash Cards	
<b>6</b>	Emerging Exponential Technologies in Business Operations Introduction to Emerging Technologies and its types. Introduction to AI and its Applications in Agriculture, Health, Business, Education. Introduction to IOT and its Applications at Smart home; Smart grid; Smart city; Wearable devices; Smart farming. Introduction to AR, VR and MR, Application of AR systems (education, medical, entertainment).	7 hours
<b>Pedagogy</b>	Real-time Case Studies, Software Tools & Application	

## List of Applications

Sl. No.	Applications	COs
1	Dash board Creation	CO3
2	Capstone Projects on application of AI in Agriculture firms	CO2
3	Mini Projects and presentation of VR in Health care sector	CO3
4	Capstone Projects on application of MR in Smart city	CO4

### Reference Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Information Technology for Management: Driving Digital Transformation to Increase Local and Global Performance, Growth and Sustainability, International Adaptation, <u>Carol Pollard</u> , <u>Gregory Wood</u> , <u>Efraim Turban</u> , Wiley, 12th Edition, 2021
2	Information Technology For Management, Ramesh Behl, McGraw Hill, 3rd Edition, 2020
3	HBR's 10 Must Reads on Technology and Strategy Collection, Product Bundle, Michael E. Porter, Clayton M. Christensen, Harvard Business Review Press, 2020

### Recommended Books

1	Management Information Systems: The Managers View by Schultheis, R/ Sumner, M.. Tata McGraw Hill (TMH), 4th Edition, 1999.
2	Management Information Systems: Conceptual Foundations, Structure & Development Davis, G/ Olson, M., Tata McGraw Hill, 2nd Edition, 2017
3	Information systems project management / David L. Olson., Business Expert Press, 2015.

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level Indicator
CO1	Remember the concept of MIS for enhancing business performance.	L1
CO2	Understand the concept of information technology in corporate world.	L2
CO3	Application of MIS in different sectors.	L3
CO4	Analyze the role of Data Base Management in organizational functioning.	L4
CO5	Evaluate the impact of information technology for enhanced business decisions.	L5

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	2	-	-	3	-
CO2	-	3	-	-	2
CO3	3	-	-	2	-
CO4	-	3	-	-	3
CO5	3	-	2	3	-

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://jgateplus.com/home/">https://jgateplus.com/home/</a>
2	<a href="https://search.ebscohost.com/">https://search.ebscohost.com/</a>
3	<a href="https://www.coursera.org/specializations/emerging-technologies">https://www.coursera.org/specializations/emerging-technologies</a>
4	<a href="https://elibrary.in.pearson.com">https://elibrary.in.pearson.com</a>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	III			
Course Title	:	Business Intelligence Mastery: Power BI & Tableau			
Course Code	:	MBA303			
Course Type (Theory/ Practical/ Integrated)	:	Practical			
Category	:	AEC			
Stream	:	MBA		CIE	50
Teaching Hours/Week	:	0:0:2:0		SEE	50
Total Hours	:	15		SEE	3
Credits	:	1			

**Course Learning Objectives:** Students will be taught

Sl.No	Course Objectives
1	Understand the Principles and Importance of PowerBI and Tableau
2	Familiarize with the Power BI and Tableau interface and its components.
3	Learn how to clean, transform, and model data using Power BI and Tableau tools .
4	Learn how to import data from various sources into Power BI and Tableau.
5	Understand the principles of dashboard design.

## Teaching-Learning Process

### Pedagogical Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

1. Adopt different teaching methods to attain the course outcomes.
2. Include videos to demonstrate various concepts in C.
3. Encourage collaborative (Group) Learning to encourage team building.
4. Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
5. Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
6. Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
7. Discuss various case studies to map with real-world scenarios and improve the understanding.
8. Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**COURSE CURRICULUM**

<b>Module No.</b>	<b>Topics</b>	<b>Hours</b>
<b>1</b>	Introduction to Data Visualization, Advantages of Data Visualization, Best practices of Data Visualization, The Visualization Imperative, Visual Perception, Various types of charts, Message to charts	<b>10</b>
<b>Pedagogy</b>	<b>Hands on session</b>	
<b>2</b>	Introduction to PowerBI, Getting started with PowerBI, Data Sources, Query Editor, Clean and transform the data with Query Editor, Merging and Appending the data, Views in PowerBI Desktop, Various types of charts	<b>10</b>
<b>Pedagogy</b>	<b>Hands on session</b>	
<b>3</b>	Introduction to Tableau – Tableau Products, Connecting to Data, Data types, Calculated Fields, Creating Visualization , Comparisons, Sorting , Dot chart, Counting Dimensions , Histogram.	<b>08</b>
<b>Pedagogy</b>	<b>Hands On Session</b>	
<b>4</b>	Proportions and Percentages – Various types of charts: Stacked bar, Piechart, Treemap, Waterfall chart using Gantt, Bullet Graph, and Reference lines	<b>08</b>
<b>Pedagogy</b>	<b>Hands On Session</b>	
	<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> </ul> <b>Demonstration:</b> exhibits the implementation process	<b>08</b>

**Text Books**

<b>Sl. No</b>	<b>Title of the Book/Name of the author/Name of the publisher/Edition and Year</b>
<b>1</b>	Devin Knight, Brian Knight, Mitchell Pearson, and Manuel Quintana, "Microsoft Power BI Complete Reference" ,2 <sup>nd</sup> Edition, McGraw-Hill Education,2018.
<b>2</b>	Errin O'Connor," Microsoft Power BI Dashboards Step by Step" , 1st Edition (2018), Microsoft Press.

**Weblinks and Video Lectures (e-Resources)**

<b>1</b>	<a href="https://www.youtube.com/@MicrosoftPowerBI">https://www.youtube.com/@MicrosoftPowerBI</a>
<b>2</b>	<a href="https://www.youtube.com/watch?v=86SxlxSAK5w">https://www.youtube.com/watch?v=86SxlxSAK5w</a>

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>
<b>CO1</b>	Understand the principles of effective data visualization and the importance of visual storytelling in data analysis.	<b>L1</b>
<b>CO2</b>	Apply the concepts of Power BI's and Tableau to clean, transform, and model data	<b>L2</b>
<b>CO3</b>	Analyze various data visualization techniques and choose the most appropriate one for a given dataset or business scenario.	<b>L3</b>
<b>CO4</b>	Evaluate the performance and efficiency of Power BI and Tableau dashboards and reports, identifying areas for optimization.	<b>L4</b>
<b>CO5</b>	Design and build customized, interactive dashboards that meet specific business needs.	<b>L5</b>

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	-	3	-	-	-
<b>CO2</b>	2	3	-	-	2
<b>CO3</b>	2	-	-	-	-
<b>CO4</b>	-	-	2	2	-
<b>CO5</b>	-	-	-	-	3



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

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## Department of Management Studies MBA Autonomous Second Semester Batch of 2023-2025 Societal Project

Course code: MBA208
Course Credit: 01
Duration: 1 Week
Marks Allocation: 50 Marks for Report + 50 Marks for Viva-Voce Total Marks= 100

### Introduction:

A societal project for students is an initiative that encourages young minds to address social issues and contribute to their communities. It provides an opportunity to develop problem-solving skills, teamwork, and leadership while working on real-world challenges. These projects can focus on areas like education, environment, health, or social justice. By participating, students gain hands-on experience in making a positive impact. Such initiatives help build responsible and socially aware future citizens.

### Objectives:

- To encourage students to understand societal issues and take active roles in creating positive change.
- To help students develop teamwork, problem-solving, and leadership skills while working on real-world community projects.

### 1. General Guidelines

1. The project must address a **specific social issue** (poverty, education, or healthcare) with a sustainable business model.
2. Students must conduct **primary research** (surveys, interviews, stakeholder interactions) or Secondary research to validate the problem and solution.
3. All work must be original and **ethically sourced**, avoiding plagiarism or misrepresentation.
4. Participants must adhere to a **professional code of conduct**, maintaining respect and inclusivity.
5. Conduct surveys, interact with stakeholders, and present a feasible social enterprise model.
6. Create an impact assessment report to measure success.

### 2. Timeline & Deadlines

1. **Day 1:** Define the social issue and business idea; assign roles.
2. **Day 2:** Conduct research (surveys, interviews, data collection).
3. **Day 3:** Develop the business model and operational plan.
4. **Day 4:** Work on the financial plan and sustainability model.
5. **Day 5:** Draft the impact assessment framework.
6. **Day 6:** Prepare the final report and ppt for presentation.
7. **Day 7:** Submit and present the project.

### 3. Research & Data Collection

1. All surveys and interviews must follow **ethical research guidelines** (e.g., informed consent, anonymity, data privacy).
2. Data sources must be **reliable and verifiable**.
3. Misleading or falsified data will lead to **disqualification**.

### 1. Report Submission and Internal Viva Voce

1. The study report should not exceed more than 30-40 Pages.
2. The final **presentation** must be 8 -10 minutes long with clear visuals.
3. The **impact assessment report** must include objectives, data insights, sustainability measures, and future scope.
4. Late submissions will result in **deductions** or disqualification.
5. Plagiarism should not exceed more than 20%.

### Contents of the Project Report

#### Executive Summary

- Brief overview of the project (1-2 paragraphs).
- Key objectives and expected impact.
- Summary of findings and recommendations.

#### Chapter 1: Introduction

- Background of the social issue addressed (poverty, education, and healthcare) supported by statistical data.
- Relevance and urgency of the problem.
- Purpose and scope of the project.

#### Chapter 2: Problem Statement

- Clear definition of the problem with supporting data.
- Insights from stakeholder interviews and surveys.
- Gaps in existing solutions and justification for intervention.

#### Chapter 3: Social Impact Model

- Description of the proposed social enterprise.
- How the social model ensures sustainability.
- Key features of the solution (products/services).

#### Chapter 4: Research & Stakeholder Analysis

- Summary of research findings.
- Survey results and key statistics.
- Input from stakeholders (beneficiaries, investors, government, NGOs).

#### Chapter 5: Conclusion & Recommendations

- Summary of key takeaways.
- Learning Outcome References & Appendices
- Citations of data sources, research papers, and interviews.
- Appendices (survey forms, additional data, charts, etc.).

## **Examples of Topics for Social Impact project**

### **Human Rights & Equality**

- Racial discrimination and systemic racism
- Gender inequality and gender pay gap
- LGBTQ+ rights and discrimination
- Disability rights and accessibility
- Indigenous rights and cultural preservation

### **Health & Well-being**

- Mental health awareness and access to care
- Healthcare affordability and accessibility
- Substance abuse and addiction
- Food insecurity and hunger
- Reproductive rights and abortion access

### **Education & Employment**

- Student loan debt and education costs
- Access to quality education
- Workplace discrimination and harassment
- Unemployment and underemployment
- Child labor and exploitation

### **Crime & Justice**

- Police brutality and reform
- Human trafficking and modern slavery
- Death penalty and criminal justice ethics
- Gun control and violence prevention

### **Technology & Privacy**

- Cybersecurity and personal data protection
- Misinformation and fake news
- Social media addiction and mental health
- Artificial intelligence and ethical concerns
- Digital divide and access to technology

### **Environmental Issues**

- Climate change and global warming
- Deforestation and biodiversity loss
- Pollution (air, water, plastic waste)
- Sustainable energy and renewable resources
- Water scarcity and conservation

### **Poverty & Economic Inequality**

- Homelessness and affordable housing
- Income inequality and wealth gap

- Universal basic income (UBI)
- Labor rights and fair wages
- Corporate responsibility and ethical business practices

**Course Outcomes:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>Level Indicator</b>
<b>C01</b>	To identify and understand key social issues affecting communities through research and field engagement.	U	L3
<b>C02</b>	To apply project management and problem-solving skills to plan and implement socially impactful initiatives.	A	L3
<b>C03</b>	To analyze community needs and stakeholder perspectives to develop relevant and sustainable project solutions.	An	L4
<b>C04</b>	To evaluate the effectiveness and ethical implications of the project outcomes on the target beneficiaries.	E	L5
<b>C05</b>	To create comprehensive project reports and presentations that communicate results, reflections, and future recommendations.	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>P01</b>	<b>P02</b>	<b>P03</b>	<b>P04</b>	<b>P05</b>
<b>C01</b>	2	3	-	3	-
<b>C02</b>	3	3	-	-	3
<b>C03</b>	-	3	2	3	-
<b>C04</b>	-	3	3	3	-
<b>C05</b>	2	-	2	-	3



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3rd</b>				
<b>Course Title</b>	:	<b>Corporate Taxation</b>				
<b>Course Code</b>	:	<b>MBAFM305</b>				
<b>Course Type (Theory/Practical/Integrated)</b>	:	<b>Theory and Practical</b>				
<b>Category</b>	:	<b>PEC</b>				
<b>Stream</b>	:	<b>MBA</b>		<b>CIE</b>	:	<b>50 Marks</b>
<b>Teaching Hours/Week</b>	:	<b>04</b>		<b>SEE</b>	:	<b>100Marks</b>
<b>Total Hours</b>	:	<b>50 Hrs</b>		<b>SEE Duration</b>	:	<b>3 Hours</b>
<b>Credits</b>	:	<b>04</b>				

**Course Learning Objectives:**

## Teaching-Learning Process Pedagogy (General

Instructions):

1. Lecture method (L).
2. Group Discussion.
3. Brain Storming.
4. Quiz.
5. Case Analysis.
6. Self-Learning
7. Demonstration of human behaviour with respect to financial planning
8. Application-Based Learning



**Scheme of Teaching and Examinations for MBA Programme–2024-25**  
**Outcome Based Education and Choice Based Credit System (CBCS)**  
**(Effective from the Academic Year 2024 –25)**

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>Residential Status &amp; Income from Salary:</b> Basic terminologies and residential status of Individuals. Various heads of income. Meaning of Salary, Allowances, Taxability of Perquisites (Theory Only), Death cum Retirement benefits, Deductions against Salary. (Problems related to income from salary only).	10
<b>Pedagogy</b>	Lecture, Case Study and Demonstration on Filing Income Tax.	
2	<b>Income from Business or Profession:</b> Basis of charge- method of accounting-scheme of business deductions/allowances - deemed profits (Theory Only) - maintenance of books, Depreciation (Theory and Problems) Setoff and Carry Forward of losses (Theory Only) (Problems on computation of depreciation allowance and income from business/ profession).	10
<b>Pedagogy</b>	Lecture, Group Discussion and Case Study.	
3	<b>Introduction to GST:</b> Introduction to Goods and Services Tax, Orientation to CGST, SGST and IGST, Important Terminologies – Supply, Inward Supply, Outward Supply, Continuous Supply, Time of Supply, Place of Supply, Goods, Services, Person, Taxable Person, Related Person, Business, Place of Business, Consideration, Capital Goods, Input and Input Service, Input Tax, Output Tax, Aggregate Turnover, Deemed Exports, Recipient, Reverse Charge and Works Contract. (Theory Only)	08
<b>Pedagogy</b>	Lecture and Case Study.	
4	<b>Assessment of GST Liability:</b> Levy and Collection of GST. Taxable and Exempted Goods, Valuation of Taxable Supply of Goods, Computation of GST Liability on Supply of Goods, Set-off of Input Tax Credit. Taxable and Exempted Services; Valuation of Taxable Value of Services; Computation of GST Liability on Supply of Services Set-off of Input Tax Credit Reverse Charge Mechanism. (Simple problems on Computation of Time of Supply, Place of Supply, Value of Supply and GST liability on Supply of Goods, Supply of Services, and Input Tax Credit)	09
<b>Pedagogy</b>	Lecture and Demonstration on Assessment of GST liability through online portals.	
5	<b>Import and Export under GST:</b> Import and Export procedures and Documentations. Valuation rules for customs duty, Computation of assessable value, and calculation of customs duty. Baggage Rules (Only Theory). (Problems on computation of Import Duty only)	09
<b>Pedagogy</b>	Lecture and Demonstration on Assessment of Import Duty through online portals.	
6	<b>Procedures in Income Tax and GST:</b> Registration of Individual Assesses under Income Tax and Income Tax Returns. Registration under GST. Due dates for Payment of GST, GST Returns –Types of Returns, Monthly Returns, Annual Return and Final Return–Due dates for filing of returns. Final Assessment.	04
<b>Pedagogy</b>	Mock IT Returns Filing	

## List of Applications:

Sl. No.	Application	COs
1	Calculation of Income Tax liability using online tax services.	CO1
2	Encouraging students to register as Individual Assessee and file Income Tax returns based on their Income.	CO1 & 2
3	Students can be exposed to the filing of GST returns.	CO3 & 4

## Text Books

## Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	'Direct Taxes–Law and Practice', Vinod Singhania and Kapil Singhania, Taxmann Publications,2024.
2	'Direct tax law and practice including tax planning', H.C. Meharotra, Sahitya Bhavan Publications, 2024.
3	'Students Guide to GST & Customs Law', Vinod K Singhania, Taxmann Publications, 2024
4	'Goods and Services Tax (G.S.T)', Dr. H.C. Mehrotra and Prof. V.P. Agarwal, Sahitya Bhavan Publications, 2024
5	'Indirect tax laws', V.S. Datey, Taxmann Publications, 2024
6	"Student 's Handbook on Goods and Services Tax", Hiregange, Jain and Nayak, Puliani and Puliani,2024

## Reference Books

## Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	'Students Handbook on Taxation (Includes Income Tax and GST) (Assessment Year 2024-25)', TN Manoharan & G R Hari, Snow White Publication, 2024.
2	'GST Acts with Rules & Forms, ' Taxmann Publications,2024.
3	'Master Guide to Income Tax Act, Taxmann Publications, March 2023.

## E-Resources

1	<a href="https://icmai.in/TaxationPortal/DirectTaxation/index.php">https://icmai.in/TaxationPortal/DirectTaxation/index.php</a>
2	<a href="https://gstcouncil.gov.in">https://gstcouncil.gov.in</a>
3	<a href="https://icmai.in/TaxationPortal/Publication/ArchiveArticles.php">https://icmai.in/TaxationPortal/Publication/ArchiveArticles.php</a>
4	<a href="https://cbic-gst.gov.in/gst-acts.html">https://cbic-gst.gov.in/gst-acts.html</a>
5	<a href="https://onlinecourses.swayam2.ac.in/nou24_cm20/preview?">https://onlinecourses.swayam2.ac.in/nou24_cm20/preview?</a>
6	<a href="https://onlinecourses.nptel.ac.in/noc24_mg138/preview?">https://onlinecourses.nptel.ac.in/noc24_mg138/preview?</a>
7	<a href="https://onlinecourses.swayam2.ac.in/nou24_cm12/preview?">https://onlinecourses.swayam2.ac.in/nou24_cm12/preview?</a>

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>Level Indicator</b>
<b>C01</b>	Remember the basic concepts of Direct and Indirect Taxation.	L1
<b>C02</b>	Understand the process of filing tax returns.	L2
<b>C03</b>	Apply the taxation rules for determining tax liability.	L3
<b>C04</b>	Analyze the Tax benefits available for assesses under various tax provisions.	L4
<b>C05</b>	Evaluate the impact of Direct and Indirect tax on tax liability of assesses.	L5

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	3	-	-	3	2
<b>C02</b>	2	3	-	3	-
<b>C03</b>	-	3	3	-	2
<b>C04</b>	-	-	-	3	3
<b>C05</b>	3	2	2	-	-



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	3rd		
Course Title	:	Merchant Banking and Financial Services		
Course Code	:	MBAFM306		
Course Type (Theory/ Practical/ Integrated)	:	Theory and Practical		
Category	:	PEC		
Stream	:	MBA	CIE	: 50 Marks
Teaching hours/ week (L:T:P:S)	:	4:0:0:0	SEE	: 100 Marks
Total Hours	:	50	SEE	: 3 Hours
Credits	:	4	Duration	

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Outline the Indian Financial Management.
2	Summarize the functions of various Financial Services in India.
3	Examine the role of Banking and Financial Services in Business organizations
4	Assess the functioning of Non-Banking Financial Corporation's in India
5	Evaluating the leasing and hire-purchasing of assets
6	Create the strategic plans for the growth and development of merchant banks.

### Teaching - Learning Process

#### Pedagogical Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real – world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching - Learning Process (TLP)**.



**Scheme of Teaching and Examinations for MBA Programme-2024-25**  
**Outcome Based Education and Choice Based Credit System (CBCS)**  
**(Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<p><b>Module 01: Financial System:</b> Functions of a financial system. Financial System and Economic Development. Indian financial system, Markets and Regulators. BASEL – III</p> <p><b>SEBI:</b> Role and functions of SEBI.</p> <p><b>Reserve Bank of India:</b> Functions of RBI. Recent Policy Developments in the Indian Financial system</p> <p><b>Money Market in India:</b> Organized and Unorganized Market, Money market Structure Functions and Instruments. Introduction to FinTech and Alternate Finance(Theory)</p>	08
<b>Pedagogy</b>	PPT and Analysis of Various Financial Instruments	
2	<p><b>Module 02: Merchant Banking:</b> SEBI guidelines for merchant bankers – Issue Management: Project appraisal, designing capital structure and instruments, Issue pricing, preparation of prospectus, Underwriting, Corporate Advisory Services, Bought out deals, Equity issues –Rights issues – Debenture issues – Book building, Private Placements – Pre &amp; Post issues activities.</p>	07
<b>Pedagogy</b>	PPT and Construction of Portfolio Management	
3	<p><b>Module 03: NBFCs – Leasing &amp; Hire Purchase Banking:</b></p> <p><b>NBFCs:</b> An Overview -Types of NBFCs in India - Growth, Functions and Regulatory framework. (Theory)</p> <p><b>Leasing &amp; Hire Purchase:</b> Nature and scope of leasing, Types of leasing, Problems in Evaluation of Leasing.</p> <p>Nature and forms of Hire purchase agreements, Problems in Evaluation of Hire Purchase. (Theory and Simple problems on evaluation of Leasing and Hire Purchase options only)</p>	08
<b>Pedagogy</b>	PPT, Problems on Leasing and Hire Purchase, Simulations	
4	<p><b>Module 04: Credit Rating:</b> Meaning, Process, Methodology, Agencies And Symbol</p> <p><b>Factoring &amp; Forfeiting</b> – Definition, Functions, Types and Services offered.</p>	08
<b>Pedagogy</b>	PPT, Credit Rating Agency like CRISIL, CARE, Info merits, ICRA	
5	<p><b>Module 05: Depository System:</b> Objectives of Depository System, Activities, NSDL &amp; CDSL. Process of Clearing and Settlement.</p> <p><b>Securitization of Debt:</b> Meaning, process, Types, Benefits. (Theory)</p>	08
<b>Pedagogy</b>	PPT, Mock De-mat Account, De-mat Opening Agencies – Karvy, India Infoline, Aditya Birla	

<b>6</b>	<b>Module 06: Venture Capital:</b> Concept, features, Process, Stages. Private equity- Investment banking perspectives in private equity. Performance of Venture Capital Funded Companies in India. (Theory)	<b>09</b>
<b>Pedagogy</b>	PPT and Financing Startups, SEBI Regulation Fund on Venture Capitalists, Venture Capitalist and Business Angels, New Sectors of Venture Capital Investment.	
	<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>	

### Text Books

Sl. No	Title of the Book / Name of the author / Name of the publisher / Edition and Year
1	Financial services by Khan M.Y, McGraw Hill Education, 6 <sup>th</sup> Edition,2021.
2	Management of Banking and Financial services by Padmalatha Suresh & Justin Paul, Pearson.3 <sup>rd</sup> Edition

### Reference Books

1	Merchant Banking and Financial Services by Madhu Vij, Swati Dhawan, McGraw Hill Education, 2 <sup>nd</sup> Edition
2	Financial Markets and Services by K. Natarajan, E. Gordan, Himalaya Publishing House, 2022
3	Banking and Financial Services by Mukund Sharma, Himalaya Publishing House,2021

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level Indicator</b>
<b>CO1</b>	Remember concepts related to Indian Financial System.	L1
<b>CO2</b>	Understand the Indian Financial System and Merchant Banking Services in India.	L2
<b>CO3</b>	Apply the services offered by financial institutions for decision making.	L3
<b>CO4</b>	Analyze the impact of merchant banking services on Business Environment.	L4
<b>CO5</b>	Evaluate the financial services offered by various Financial Institutions in India.	L5

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	-	-	2
<b>CO2</b>	-	3	-	3	-
<b>CO3</b>	3	-	2	-	3
<b>CO4</b>	3	-	-	3	3
<b>CO5</b>	-	2	-	3	-

**Web links and Video Lectures (e-Resources)**

1	<a href="http://www.investopedia.com/terms/m/merchantbank.asp">www.investopedia.com/terms/m/merchantbank.asp</a>
2	<a href="https://nibm.talentspint.com">https://nibm.talentspint.com</a>
3	<a href="https://mbahub.in/.../significance-of-merchant-banking">https://mbahub.in/.../significance-of-merchant-banking</a>
4	<a href="https://help.corporatefinanceinstitute.com/article/">https://help.corporatefinanceinstitute.com/article/</a>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3rd</b>				
<b>Course Title</b>	:	<b>Strategic Cost Management</b>				
<b>Course Code</b>	:	<b>MBAFM307</b>				
<b>Course Type (Theory/ Practical/ Integrated)</b>	:	<b>Theory and Practical</b>				
<b>Category</b>	:	<b>PEC</b>				
<b>Stream</b>	:	<b>MBA</b>		<b>CIE</b>	:	<b>50 Marks</b>
<b>Teaching Hours/Week</b>	:	<b>4</b>		<b>SEE</b>	:	<b>100 Marks</b>
<b>Total Hours</b>	:	<b>50 Hrs</b>		<b>SEE Duration</b>	:	<b>3 Hours</b>
<b>Credits</b>	:	<b>04</b>				

**Course Learning Objectives:** Students will be taught

SI.No	Course Objectives
1	Summarize the strategic importance of management accounting and control systems in modern business organization and the process of arriving at cost of a product or service.
2	Analyze the utility of CVP model in managerial decision making.
3	Formulate mechanisms involved in preparation of functional and flexible budgets and implications of different pricing policies on profits of the organizations.
4	Interpret standard costing as a tool for cost control.
5	Design application of theoretical concepts to practical situations involving several cases

## Teaching-Learning Process Pedagogy

(General Instructions):

9. Lecture method (L).
10. Group Discussion.
11. Brain Storming.
12. Quiz.
13. Case Analysis.
14. Self-Learning
15. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
16. Individual teachers can device innovative pedagogy to improve teaching-learning.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>Introduction to Cost Management:</b> Cost Accounting to Cost Management- Elements of costs- Classification of costs-Methods of costing- Cost Management Tools- A Strategic View to Cost Management- Preparation of a cost sheet. Cost Management for Specific Sectors – Gold, Agriculture, IT sector, Pharma and others. <b>Responsibility Centres:</b> Revenue and Expense Centers Responsibility Centers, Revenue Centers. (Problems on cost sheet only).	10
<b>Pedagogy</b>	Lecture and Demonstration using excel.	
2	<b>Overheads:</b> Classification and Collection, Difference between Cost Allocation and Cost Apportionment, Absorption of Overhead: Under absorption and Over absorption of Overhead. Demerits of Traditional Costing, Activity Based Costing, Cost Drivers, Cost Analysis Under ABC (Unit level, Batch Level and Product Sustaining Activities), Benefits and weaknesses of ABC. (Problems on Primary and secondary distribution and Activity Based Costing).	10
<b>Pedagogy</b>	Lecture and Demonstration using excel.	
3	<b>Cost-volume-profit (CVP) Relationship:</b> Profit planning- behavior of expenses in relation to volume- sensitivity analysis of CVP Model for changes in underlying parameters- assumptions of the CVP Model, Comparison between Marginal costing and Absorption costing, Utility of CVP Model in Management Decision Making. (Simple problems on Cost-volume-profit (CVP) analysis)	08
<b>Pedagogy</b>	Lecture and Demonstration using excel.	
4	<b>Budgetary Control</b> - Objectives of Budgetary control, Functional Budgets, Master Budgets. <b>Transfer Pricing</b> – Meaning, Principles of Transfer Pricing, Methods of Transfer of Pricing Expense Centres, Administrative Centres. (Problems on Flexible Budgets only)	08
<b>Pedagogy</b>	Lecture and Demonstration using excel.	
5	<b>Standard Costing:</b> Comparison with Budgetary control, analysis of Variances, Simple Problems on Material and Labour variances only. Balanced Scorecard: Features and Purpose. (Problems on Standard Costing only).	08
<b>Pedagogy</b>	Lecture and Demonstration using excel.	

<b>6</b>	<b>Cost Audit &amp; Reporting to Management:</b> objectives and advantages of Cost Audit, Cost Audit report. Management Audit- Objectives and Scope. Reporting to Management – Purpose of reporting, Requisites of a good report, Classifications of Report, Segment reporting, Cost Reduction and Cost Control, Target Costing – its Principles, Balanced Scorecard: Features and Purpose.	<b>6</b>
<b>Pedagogy</b>	Lecture and Demonstration using excel.	

**List of Applications:**

Sl. No.	Applications	COs
1	The student can choose any product and get details about the actual cost of material, wages and other costs and prepare a cost statement.	CO4
2	Standard cost of each component must be obtained and compared with actual cost to find the variance and reasons for variance to assess efficiency of purchase, operations and production.	CO3
3	Prepare a comparative chart to understand and depict the budgetary control mechanisms in Private and Public Sector enterprises.	CO2
4	Visit a NGO and find out the various cost heads and how they do differ from profitmaking business organizations	CO2

**Text Books**

**Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)**

1	A Textbook of Cost and Management Accounting: Arora M. N, 11th Edition, Vikas.
2	Managerial Accounting: James Jiambalvo, 4 <sup>th</sup> Edition, Wiley India Pvt. Ltd.
3	Cost Accounting: Jawaharlal & Seema Srivastava, 4th Edition, TMH

**Reference Books**

**Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)**

1	Cost Accounting (2e) by M.Y. Khan and P.K. Jain (2017). McGraw Hill Education.
2	Management Control Systems (4e) by Kenneth Merchant and Wim Van Der Stede. Pearson Education (2019).

**E-Resources**

1	<a href="https://icmai.in/upload/Students/Syllabus2016/Inter/Paper-8-January-2021.pdf">https://icmai.in/upload/Students/Syllabus2016/Inter/Paper-8-January-2021.pdf</a>
2	<a href="https://icmai.in/icmai/">https://icmai.in/icmai/</a>
3	<a href="https://onlinecourses.nptel.ac.in/noc24_mg114/preview?">https://onlinecourses.nptel.ac.in/noc24_mg114/preview?</a>
4	<a href="https://onlinecourses.nptel.ac.in/noc24_mg71/preview?">https://onlinecourses.nptel.ac.in/noc24_mg71/preview?</a>
5	<a href="https://onlinecourses.swayam2.ac.in/cec24_cm15/preview?">https://onlinecourses.swayam2.ac.in/cec24_cm15/preview?</a>

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>Level Indicator</b>
<b>CO1</b>	Relate and appreciate cost management in modern business entities and determine the cost of a product or service.	R	L1
<b>CO2</b>	Demonstrate the overheads and activity-based costing concepts and its implications on cost management.	U	L2
<b>CO3</b>	Apply the utility of the CVP model and marginal costing in managerial decision making of business.	A	L3
<b>CO4</b>	Classify the costing methods such as budgetary control and transfer pricing.	An	L4
<b>CO5</b>	Conduct the variance analysis using standard costing.		
<b>CO6</b>	Determine the cost audit, report management & target costing.	Ev	L5

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	3	-	1	1
<b>CO2</b>	1	2	-	-	2
<b>CO3</b>	1	3	-	1	1
<b>CO4</b>	1	2	-	-	3
<b>CO5</b>	-	-	-	2	2
<b>CO6</b>	1	2	-	-	-



## Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3<sup>rd</sup></b>			
<b>Course Title</b>	:	<b>Investment Analysis and Portfolio Management</b>			
<b>Course Code</b>	:	<b>MBAFM308</b>			
<b>Course Type</b> (Theory/ Integrated)      Practical/	:	<b>Theory and Practical</b>			
<b>Category</b>	:	<b>PEC</b>			
<b>Stream</b>	:	<b>MBA</b>		<b>CIE</b>	: <b>50 Marks</b>
<b>Teaching hours/ week</b> (L:T:P:S)	:	<b>4:0:0:0</b>		<b>SEE</b>	: <b>100 Marks</b>
<b>Total Hours</b>	:	<b>50</b>		<b>SEE</b>	: <b>3 Hours</b>
<b>Credits</b>	:	<b>4</b>		<b>Duration</b>	

**Course Learning Objectives:** Students will be able to:

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Inculcate the knowledge about investment process and financial markets.
<b>2</b>	Understand the concept of risk, return, its calculation, and valuation of securities
<b>3</b>	Develop knowledge about fundamental and technical analysis with usage of charts for investment.
<b>4</b>	Acquaint with knowledge about portfolio construction & evaluation of mutual funds.
<b>5</b>	Critically assess the suitability of different asset classes for investment objective.
<b>6</b>	Design a diversified investment portfolio tailored to specific client goals and risk tolerance.

### Teaching-Learning Process Pedagogical

#### Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops

- thinking skills such as evaluating, generalizing, and analysing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.

### Scheme of Teaching and Examinations for MBA Programme -2024-25 Outcome Based



### Education and Choice Based Credit System (CBCS)

(Effective from the Academic Year 2024-25)

#### COURSE CURRICULUM

Module No.	Topics	Hours
1	<p><b>Module 01 - Investments:</b> Concepts of investment, attributes, forms of investment, Objectives of financial investment, Sources of investment information. Features of a good investment, Investment Process. Economic vs. Financial Investment, Difference between investment and speculation.</p> <p><b>Securities Market:</b> Primary Market - Factors to be considered to enter the primary market, Secondary Market Major Players in the secondary market, Functioning of Stock Exchanges, Trading and Settlement Procedures, Leading Stock Exchanges in India. (Theory Only)</p>	8
<b>Pedagogy</b>	PPT, Discussion about stock market indices and Live trading	
2	<p><b>Module 02 - Analysis of Risk and Return:</b> Concept of Risk, Types of Risk- Systematic risk, Unsystematic risk, Calculation of Risk and returns. Portfolio Risk and Return: Expected returns of a portfolio, Calculation of risk and return of individual security and portfolio with 2 assets and more than 2 assets.</p> <p><b>Valuation of Securities:</b> Bond Valuation: meaning, features and types of bonds, bond valuation (YTM) (Theory and Practical)</p>	8
<b>Pedagogy</b>	Problems and analysing the portfolio construction with selected stocks	
3	<p><b>Module 03 - Fundamental Analysis:</b> Concept of intrinsic value, Objectives, and beliefs of fundamental analysts. Economic analysis, Industry Analysis and Company Analysis.</p> <p><b>Technical Analysis:</b> Concept, Theories- Dow Theory.</p> <p><b>Market Efficiency and Behavioural Finance:</b> Random walk and Efficient Market Hypothesis, Forms of Market Efficiency.</p>	9
<b>Pedagogy</b>	PPT and Application of IND stocks evaluation and mutual funds	

4	<b>Module 04 - Modern Portfolio Theory:</b> Markowitz Model -Portfolio Selection, Efficient Frontier. Beta Measurement and Sharpe Single Index Model <b>Capital Asset pricing model:</b> Basic Assumptions, CAPM Equation, Security Market line, Extension of Capital Asset pricing Model - Capital market line, SML VS ML. Sharpe's Optimum Portfolio Construction	9
<b>Pedagogy</b>	Problems and Exchange Trade Funds related to different industry Finred analysis	
5	<b>Module 05 - Portfolio Management Strategies and Performance Evaluation: Portfolio Management Strategies:</b> Active and Passive Portfolio Management strategy. Portfolio Revision: Portfolio Revision Strategies – Objectives, Performance plans.	8
<b>Pedagogy</b>	Problems and Digital Portfolio Management Tools	
6	<b>Module 06: Mutual Funds:</b> Concept of Mutual Funds, Participants in Mutual Funds, Advantages of Investment in Mutual Fund, Measure of Mutual FundPerformance. Portfolio performance Evaluation: Measures of portfolio performance.	8
<b>Pedagogy</b>	PPT and Digital Right Management Tools	
	<p style="text-align: center;"><b>Pedagogical Initiatives (Not limited to):</b></p> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>	

#### Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Investment Analysis and Portfolio management, Prasanna Chandra, Tata McGraw Hill, 6/e, 2021
2	Security Analysis & Portfolio Management, S Kevin, Tata McGraw Hill, 2020.
Reference Books	
1	Security Analysis & Portfolio Management, Punithavathy Pandian, Vikas Publications, 2/e, 2018.
2	Investments –Zvi Bodie, Kane, Marcus & Mohanty, TMH, 8th Edition, 2020.

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	Understand the capital market and various Instruments avenues in financial market.	R	L1
CO2	Assess the risk and return of various securities.	U	L2
CO3	Demonstrate the use of fundamental analysis and technical analysis in evaluating. Stock market investments.	A	L3
CO4	Apply the concept of CAPM while constructing optimal portfolio	An	L4
CO5	Analyse the performance of mutual funds and evaluate portfolio strategies	E	L5

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1		2				
CO2			1			
CO3	1				3	
CO4						1
CO5				3		

**Weblinks and Video Lectures (e-Resources)**

1	<a href="http://nseindia.com">Investment Analysis and Portfolio Management (nseindia.com)</a>
2	<a href="http://financestrategists.com">Investment Management   Definition, Services, Types, Costs, Pros &amp; Cons (financestrategists.com)</a>
3	<a href="https://www.coursera.org">Investment and Portfolio Management   Coursera</a>



## Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	3rd			
Course Title	:	Recruitment and Talent Analytics			
Course Code	:	MBAHR305			
Course Type (Theory/ Practical/ Integrated)	:	Theory			
Category	:	PEC			
Stream	:	MBA	CIE	:	50
Teaching hours/ week (L:T:P:S)	:	4	SEE	:	100
Total Hours	:	50	SEE	:	3 Hours
Credits	:	3	Duration	:	

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Assess the effectiveness and appropriateness of various recruitment and selection methods
2	Determine talent management principles and practices to optimize organizational performance and employee engagement
3	Integrate theories and practices of talent planning and development to formulate comprehensive strategies
4	Develop strategic plans to enhance talent development and retention within the organization, ensuring alignment with business objectives
5	Apply information technology tools and systems to streamline talent management processes and improve decision-making efficiency

### Teaching-Learning Process

#### Pedagogical Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**Scheme of Teaching and Examinations for MBA Programme -2024-25 Outcome Based Education and Choice Based Credit System (CBCS)**

**(Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

<b>Module No.</b>	<b>Topics</b>	<b>Hours</b>
<b>1</b>	<b>Introduction Recruitment and Selection:</b> Importance of Recruitment, Recruitment Policies, Factors Influencing Recruitment, Recruitment Process, Sources of Recruitment and Digital mode of sourcing, Evaluation of Recruitment Process, Recruitment Strategy, Concept of E- selection Recruitment; Advantages and limitations of E-Recruitment; E-Recruitment system in India Selection Process; Selection Tests; Factors Influencing Selections.	<b>9</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Demo Session on Recruitment Process	
<b>2</b>	<b>Introduction to Talent Management:</b> Key Process of Talent Management, Talent Management v/s knowledge Management, Sources of Talent Management, Elements of talent friendly organizations, Retention and Challenges in Managing Talent, Talent value Chain, Tools for Managing Talent, Building Blocks for Talent Management, Effective Talent Management System, Modern practices in talent Attraction, Engagement and Retention, Talent Management Framework.	<b>9</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Business lab	
<b>3</b>	<b>Talent Planning and Development –</b> Concept of Talent Planning, Talent strategies & Future of Work & Changing Paradigm, Succession Planning, integrating succession planning and Career planning, Designing Succession Planning Program, Strategic Accountability Approach in Developing the Workforce, Contingency Plan for Talent, Compensation Management within the context of Talent Management.	<b>9</b>
<b>Pedagogy</b>	PPTs, Case Analysis,	
<b>4</b>	<b>Developing and Retaining Talent</b> Developing and Retaining Talent – Potential Identification and Development, Coaching for Sustained & Desired Change, Integrating Coaching, Training and Development with Talent Management, Employee Retention - Motivation and Engagement, Return on Investment on Talent	<b>9</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Business Quiz,	
<b>5</b>	<b>Role of Information Technology in Effective Talent Management Systems –</b> Introduction, Role of Information Technology in Talent Management Systems, Creating Business Value through Information Technology, Five steps to a Talent Management Information Strategy, HR Analytics for TM Processes, Design Development through Rapid prototyping and Scaling, Implementation and Maintenance, Audit and Update.	<b>9</b>

<b>Pedagogy</b>	PPTs, HR Tools, Hands on Experiences and Real-life Case Study/ Problem solving tasks	
<b>6</b>	<b>Contemporary Studies-</b> Conduct Interviews with HR Head and Senior Executives of two or three organizations on their best talent Management practices and Retention Strategies - Video and report writing. Psychometric Tests.	<b>5</b>
<b>Pedagogy</b>	PPTs, Mini project	
	<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>	

#### Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Recruitment and Selection: Strategies for Workforce Planning & Management, Carrie A. Picardi, Kevin D. Masick, 1 <sup>st</sup> edition (2020), Sage Publications, Inc
2	Recruitment and Selection, M. S. Saiyadain, 5 <sup>th</sup> Edition (2019), Tata McGraw-Hill
3	Talent Management Handbook: Creating a Sustainable Competitive Advantage by Selecting, Developing, and Promoting the Best People, Lance A. Berger, Dorothy R. Berger, 3 <sup>rd</sup> Edition (2017), McGraw-Hill Education

#### Reference Books

1	Staffing Organizations, Herbert Heneman III, Timothy Judge, John Kammeyer-Mueller, 9 <sup>th</sup> Edition (2020), McGraw-Hill Education
2	Recruitment and Selection: A Framework for Success, Margaret Dale, 1 <sup>st</sup> Edition (2018), CIPD - Kogan Page
3	Talent Management: A Contemporary Perspective, Dr. Ganesh Shermon, 1 <sup>st</sup> Edition (2016), Himalaya Publishing House
4	Talent Management in India: Challenges and Opportunities, V. K. Sharma, S. K. Bhatia, 1 <sup>st</sup> Edition (2018), Atlantic Publishers & Distributors Pvt Ltd
5	HR Analytics: Understanding Theories and Applications" by Dipak Kumar Bhattacharyya, SAGE Publications India, 2017
6	Strategic Talent Management: Contemporary Issues in International Context" by Paul Sparrow and Hugh Scullion, Cambridge University Press, 1st edition, 2020.

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	Level Indicator
CO1	Remember the basic concepts of Recruitment and Talent Management	L3
CO2	Understand the key components in Recruitment and Talent Management	L2
CO3	Apply the techniques used in the Recruitment and Talent Management process.	L4
CO4	Analyze the impact of various factors involved in the process of Recruitment and Talent Management.	L5
CO5	Evaluate various Recruitment and Talent Management initiatives for strategic decision making.	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	-	2	-	3
CO2	-	3	-	3	-
CO3	-	-	2	3	3
CO4	3	3	-	-	3
CO5	2	3	-	3	-

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://www.peplematters.in/amp-hr-technology-ai-driven-recruitment-transforming-talent-acquisition-for-the-future-41990">https://www.peplematters.in/amp-hr-technology-ai-driven-recruitment-transforming-talent-acquisition-for-the-future-41990</a>
2	<a href="https://hbr.org/2021/03/reengineering-the-recruitment-process">https://hbr.org/2021/03/reengineering-the-recruitment-process</a>
3	<a href="https://www.unleash.ai/talent-acquisition/hbr-tepid-efficacy-ai-in-recruitment/">https://www.unleash.ai/talent-acquisition/hbr-tepid-efficacy-ai-in-recruitment/</a>
4	<a href="https://www.harvardbusiness.org/attract-and-keep-talent-what-managers-can-do/">https://www.harvardbusiness.org/attract-and-keep-talent-what-managers-can-do/</a>
5	<a href="https://www.prnewswire.com/news-releases/harvard-business-review-research-reveals-how-ai-is-making-the-recruiting-process-more-effective--and-positively-impacting-business-success-301900660.html">https://www.prnewswire.com/news-releases/harvard-business-review-research-reveals-how-ai-is-making-the-recruiting-process-more-effective--and-positively-impacting-business-success-301900660.html</a>



<b>Semester</b>	:	<b>3rd</b>		
<b>Course Title</b>	:	<b>Compensation and Benefits Management</b>		
<b>Course Code</b>	:	<b>MBAHR306</b>		
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>		
<b>Category</b>	:	<b>PEC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	: <b>50</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4</b>	<b>SEE</b>	: <b>100</b>
<b>Total Hours</b>	:	<b>50</b>	<b>SEE</b>	: <b>3 Hours</b>
<b>Credits</b>	:	<b>3</b>	<b>Duration</b>	

**Course Learning Objectives:** Students will be able to:

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Recall the basic principles and components of compensation management
<b>2</b>	Analyze frameworks and strategic planning techniques to organize and design compensation structures
<b>3</b>	Evaluate Advanced Theories and Practical Applications in Compensation
<b>4</b>	Examine the current issues, trends, and challenges influencing compensation management practices
<b>5.</b>	Apply theoretical frameworks to analyse and solve complex compensation challenges

### Teaching-Learning Process

#### Pedagogical Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



## Scheme of Teaching and Examinations for MBA Programme -2024-25

### Outcome Based Education and Choice Based Credit System (CBCS)

(Effective from the Academic Year 2024-25)

#### COURSE CURRICULUM

Module No.	Topics	Hours
1	Introduction to Compensation Management - Concept of compensation- Dimension and Components of Compensation, Factors influencing the compensation, Role of compensation in Organizations, Non- financial compensation system, Concept of reward, new trends in compensation	6
<b>Pedagogy</b>	PPTs, Case Analysis, Demo Session on Recruitment Process	
2	Compensation Classification- Types - Incentives - Fringe Benefits - Strategic Compensation Planning – Determining Compensation – The wage Mix – Development of Base Pay Systems – The Wage Curve – Pay Grades – Components of Salary and Salary Matrix – Compensation as a Retention Strategy.	9
<b>Pedagogy</b>	PPTs, Case Analysis, Business lab to understand the components of salary	
3	Theories of Wages - Wage Structure - Wage Fixation - Wage Payment - Salary Administration - Executive Compensation – Incentive Plans – Team Compensation – Gain Sharing Incentive Plan – Enterprise Incentive Plan – Profit Sharing Plan- ESOPs – Compensation Management in Multinational organizations.	10
<b>Pedagogy</b>	PPTs, Case Analysis, Business lab to understand the various benefits, incentives given from different companies/sectors	
4	Methods of Rewarding of Sales Personnel - Pay - Commission - Pay and Commission - Performance Based Pay Systems - Incentives - Executive Compensation Plan and Packages - Perceptions of Pay Fairness – Legal Constraints on Pay Systems. Wage Boards - Pay Commissions - Employee Benefits – Benefits Need Analysis – Funding Benefits – Benchmarking Benefit Schemes - Employee Benefit Programmes – Security Benefits – Creating a Work Life Setting	12
<b>Pedagogy</b>	PPTs, Case Analysis, business quiz	
5	Tax implication of employee compensation package to the employer, tax efficient compensation package, salary structuring, recent changes in taxation, comparative international compensation. Taxation related to Income from Salary.	7
<b>Pedagogy</b>	PPTs, Hands on Experiences and Real-life Case Study	
6	Strategic Compensation Challenges: International Compensation and Competitive Strategies-Executive Compensation Packages– Compensating Executives-Compensating the Flexible Workforce-Contingent Employees and Flexible Work Schedules Compensation for Expatriates and Repatriates Strategic Issues and Choices in Using Contingent and Flexible Workers.	7
<b>Pedagogy</b>	PPTs, Case Analysis,	

**Pedagogical Initiatives (Not limited to):**

- **Think Pair and Share (Blended Learning):** provides an opportunity for students to learn from one another
- **Problem Solving:** encourages cognitive thinking and enables creative problem-solving
- **Poster Presentation:** allows students to represent the concepts visually in order to understand the topics easily.
- **Case studies:** maps different domains in real time applications
- **Demonstration:** exhibits the implementation process

**Text Books**

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Compensation by George T. Milkovich and Jerry M. Newman, 12th Edition (2021), McGraw-Hill Education
2	"Strategic Compensation: A Human Resource Management Approach" by Joseph J. Martocchio, 10th Edition (2022), Pearson

**Reference Books**

1	Compensation Management in a Knowledge-Based World by Richard I. Henderson, 12th Edition (2020), Routledge
2	Compensation Management: Text and Cases" by T.V. Rao and M. Ravi Babu, 3rd Edition (2023), Excel books
3	Compensation Management: A Modern Approach" by Dipak Kumar Bhattacharyya, 2nd Edition (2021), Oxford University Press
4	Employee Benefits: A Primer for Human Resource Professionals" by Joseph J. Martocchio, 6 <sup>th</sup> Edition, 2020, McGraw-Hill Education

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	Level Indicator
CO1	Remember the basic concepts of compensation management.	L1
CO2	Understanding the fundamental principles and key components of compensation management	L2
CO3	Apply the theories of compensation in designing pay structure.	L3
CO4	Analyze the impact of various factors of compensation on employee performance.	L4
CO5	Evaluate the challenges in designing the compensation structure.	L5

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	-	-	-	-
CO2	-	3	-	-	-
CO3	3	-	-	3	2
CO4	-	3	3	-	3
CO5	2	2	-	3	2

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://hbr.org/2021/01/compensation-packages-that-actually-drive-performance">https://hbr.org/2021/01/compensation-packages-that-actually-drive-performance</a>
2	<a href="https://hbswk.hbs.edu/item/penny-for-your-thoughts-for-big-picture-ideas-the-right-pay-structure-matters">https://hbswk.hbs.edu/item/penny-for-your-thoughts-for-big-picture-ideas-the-right-pay-structure-matters</a>
3	<a href="https://hbswk.hbs.edu/item/will-demand-for-women-executives-finally-shrink-the-gender-pay-gap">https://hbswk.hbs.edu/item/will-demand-for-women-executives-finally-shrink-the-gender-pay-gap</a>
4	<a href="https://hbswk.hbs.edu/item/the-comprehensive-effects-of-sales-force-management-a-dynamic-structural-analysis-of-selection-compensation-and-training">https://hbswk.hbs.edu/item/the-comprehensive-effects-of-sales-force-management-a-dynamic-structural-analysis-of-selection-compensation-and-training</a>
5	<a href="https://learn.marsdd.com/article/employee-compensation-salary-wages-incentives-and-commissions/">https://learn.marsdd.com/article/employee-compensation-salary-wages-incentives-and-commissions/</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3rd</b>			
<b>Course Title</b>	:	<b>Enterprise Performance Management</b>			
<b>Course Code</b>	:	<b>MBAHR307</b>			
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>			
<b>Category</b>	:	<b>PEC</b>			
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	:	<b>50</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4</b>	<b>SEE</b>	:	<b>100</b>
<b>Total Hours</b>	:	<b>50</b>	<b>SEE</b>	:	<b>3 Hours</b>
<b>Credits</b>	:	<b>3</b>	<b>Duration</b>	:	

**Course Learning Objectives:** Students will be able to:

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Know the Determinants of Job Performance
<b>2</b>	Facilitate students with tradition and modern methods of performance appraisal to enhance Enterprise Performance
<b>3</b>	Enable students the strategic importance of Performance Management to deliver high performance
<b>4</b>	Provide insights on the significance of Global Performance management to meet dynamic business challenges
<b>5.</b>	Impart knowledge of Competency framework
<b>6</b>	Equip learners the importance of Competency Mapping

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.

- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2024-25**

**Outcome Based Education and Choice Based Credit System (CBCS)**

**(Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

<b>Module No.</b>	<b>Topics</b>	<b>Hours</b>
<b>1</b>	Introduction : Conceptual framework of Performance System, Dimensions of Employee performance , Essentials of Performance Management , Relation between Performance Appraisal system and other HR Sub-Systems ,Performance Management Prism , The Five Factor Model , Competency based PMS, E – PMS, Performance Management and Employee Development, Benefits of Performance Management , Advantages and Challenges of Performance Appraisal, Emerging trends in performance appraisal. Industry 4.0 and 5.0.	<b>6</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, E – PMS Tools	
<b>2</b>	Performance Planning and Evaluation :  Objectives and Functions of PMS, Process, Characteristics of an Ideal Performance Management System, Pros and cons of Performance appraisal.  Methods of Performance Appraisals: Traditional, Modern and Recent methods.  Performance Planning, Performance Execution, Performance Assessment, Performance Review and Feedback: Design on Performance Appraisal forms, Customizing measurement scales and techniques.Rating Errors in Performance Appraisal, Strategies to overcome rating errors, Elements of a Good Performance Appraisal System.  Performance management rules and checklists for managers - Common challenges in Assessment, Techniques to avoid perceptual errors. Legal issues and compliance related to performance appraisals	<b>10</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Collaborative Learning	
	Enterprise Performance Management Instruments:	

3	<p>Team performance Management: Self-managed teams, Virtual teams, Remote working, Building and leading high-performance teams, Essentials of remote team performance, Role of team leaders in hybrid and remote performance appraisal.</p> <p>Designing and implementing appraisal programs, Conducting appraisals, individuals and teams, Members in the Appraisal Process.</p> <p>Global Performance Management, Process, Evaluation Techniques for PCNs, HCNs, and TCNs, Challenges in managing Internal assignees.</p> <p>Performance Metrics, Software tools for Employee Assessment.</p>	10
<b>Pedagogy</b>	PPTs, Case Analysis, Software tools for Performance Assessment	
4	<p>Feedback and Counselling</p> <p>Feedback mechanisms, Employee counselling, Challenges in Employee counselling, Techniques of Employee counselling, Closing the loop and review.</p> <p>Managing high performance: Identification of Performance gaps, Pay for performance, Performance enhancement, Creative performance strategies.</p> <p>Mentoring and coaching: Counseling and Monitoring, Managing development, Guidelines on appraising expatriate 's Performance, counseling for better performance. MIS tools for Employee Assessment. Reporting generation and Communication</p>	10
<b>Pedagogy</b>	PPTs, Case Analysis, MIS tools	
5	<p>Competency Mapping:</p> <p>Definition, Importance, Methods, Competency Mapping and its linkage to Performance Planning, Value of Competency Mapping for Enterprise performance, Design of Competency Mapping, Characteristics of High-Performance Teams Building and leading High-Performance Teams</p> <p>Trans-cultural Managerial Competencies and Proficiency Level of Competency. Challenges of competence across Globe.</p>	7
<b>Pedagogy</b>	PPTs, Case Analysis	
6	<p>Competency Management Framework:</p> <p>Macro view of Competency Management framework: strategic framework-linking HR processes to organizational strategy, competency framework-development of personal competency framework, stages in design and implementation of competency model-general competency framework, Lancaster model of managerial competencies, competency modeling framework-developing a competency model, competency identification, assessment and development and its integration. Mapping the Individual performance to organizational performance.</p>	7
<b>Pedagogy</b>	Tools and techniques used in Competency management System.	

**Pedagogical Initiatives (Not limited to):**

- **Think Pair and Share (Blended Learning):** provides an opportunity for students to learn from one another
- **Problem Solving:** encourages cognitive thinking and enables creative problem solving
- **Poster Presentation:** allows students to represent the concepts visually in order to understand the topics easily.
- **Case studies:** maps different domains in real time applications
- **Demonstration:** exhibits the implementation process

**Text Books**

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Fostering Collaboration: How to Work Smarter Together by Harvard Business Review, 2021
2	Performance Management, Aubrey C. Daniels & Jon S. Bailey, ADI

**Reference Books**

1	Winning the Talent Shift: Three Steps to Unleashing the New High-Performance Workplace,2020
2	Berta Aldrich Berta Aldrich, Wiley; 1st edition 2020
3	HBR Guide to Performance Management, 2017
4	Performance Appraisal and Compensation Management: A Modern Approach, Goel, Diwakar ,3rd Edition, PHI Learning, 2024
5	Performance Management, Herman Aguinis , 2023,SAGE Publications, Inc; Fourth edition
6	Performance Management Path to Growth and Excellence, T. V. Rao, Nandini Chawla 2024, Routledge.
7	Irresistible: The Seven Secrets of the World's Most Enduring, Employee - Focused Organizations, Josh Bersin 2023
8	Performance Management Set: How to Develop Your People to Their Full Potential, Harvard Business Review, 2021

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>Level Indicator</b>
<b>CO1</b>	Remember the Determinants of Job Performance		
<b>CO2</b>	Understand tradition , modern and future methods of performance appraisal	U	L2
<b>CO3</b>	Apply the concepts of strategic importance of Performance Management	A	L3
<b>CO4</b>	Analyze the impact of Global Performance management to the dynamic business ecosystem	An	L4
<b>CO5</b>	Evaluate the significance Competency framework to build cutting edge organisation	E	L5
<b>CO6</b>	Design Competency Mapping models to deliver high performance	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	1	-	-	-	2
<b>CO2</b>	-	-	2	-	-
<b>CO3</b>	-	-	-	3	-
<b>CO4</b>	-	2	-	2	-
<b>CO5</b>	-	-	-	-	-

**Weblinks and Video Lectures (e-Resources)**

<b>1</b>	<a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bsh&amp;AN=133164297&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bsh&amp;AN=133164297&amp;site=ehost-live</a>
<b>2</b>	<a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bsh&amp;AN=59754938&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bsh&amp;AN=59754938&amp;site=ehost-live</a>
<b>3</b>	<a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=trh&amp;AN=145085189&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=trh&amp;AN=145085189&amp;site=ehost-live</a>
<b>4</b>	<a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bsh&amp;AN=149327130&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bsh&amp;AN=149327130&amp;site=ehost-live</a>
<b>5</b>	<a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bsh&amp;AN=116228127&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bsh&amp;AN=116228127&amp;site=ehost-live</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3rd</b>				
<b>Course Title</b>	:	<b>Employment Relations and Engagement</b>				
<b>Course Code</b>	:	<b>MBAHR308</b>				
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>				
<b>Category</b>	:	<b>PEC</b>				
<b>Stream</b>	:	<b>MBA</b>		<b>CIE</b>	:	<b>50</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4</b>		<b>SEE</b>	:	<b>100</b>
<b>Total Hours</b>	:	<b>50</b>		<b>SEE Duration</b>	:	<b>3 Hours</b>
<b>Credits</b>	:	<b>3</b>				

**Course Learning Objectives:** Students will be able to:

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Enable students the concepts of Labour Laws regulating Industrial Relations
<b>2</b>	Facilitate learners the need of Labour Laws to maintain Industrial Peace
<b>3</b>	Familiarize Labour Laws to solve the employee problems
<b>4</b>	Classify the different labour Laws and Codes
<b>5</b>	Equip Students the knowledge of Employee Engagement
<b>6</b>	Impart strategies with respect to employee retention

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.

- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve

### Teaching-Learning Process (TLP)



**DSATM**

## Scheme of Teaching and Examinations for MBA Programme -2024-25 Outcome Based Education and Choice Based Credit System (CBCS)

(Effective from the Academic Year 2024-25)

### COURSE CURRICULUM

Module No.	Topics	Hours
1	Introduction – Industrial Relation: Definitions, Scope, Objectives, Factors affecting IR, Participants of IR, Importance of IR, Approaches to Industrial relations, Historical Perspective & Post-independence period, Code of Discipline, Constitutional Provisions for the Protection of Labour Workforce in India, Rights of Woman Workers, Types of Labour Legislations in India, The Present Labour Laws and Codes. ILO and its influence on Legal enactments in India, Labour Laws on Social Security	8
<b>Pedagogy</b>	PPTs, Case Analysis	
2	Collective Bargaining: Meaning, Definition, Functions and Importance, Principles, Forms of Collective Bargaining, Importance, Process. Prerequisites, Implementation and Administration of Agreements Negotiation: Meaning, Definition, Types of Negotiation. Essential skills for Negotiation, Negotiation Process Discipline Management: Causes of Indiscipline, Disciplinary Action Investigation of Allegations, Showcase Notice, Charge Sheet, Domestic Enquiry, Report of Findings, Red	10
	Hot Stove Rule. Workers Participation in Management: Meaning, Definition, Importance, Forms of WPM. Grievance Management: Meaning, Definition, Causes, Need for a Grievance Redressal, Model of Grievance Redressal Procedure, Legislative aspects of the grievance Redressal procedure in India	
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Collaborative Learning	
3	Trade Unions: Meaning, History of trade union movement in India, Objectives and functions of the Trade Unions, Registration of Trade Unions, Trade Union as Collective Bargaining Agents, Rights of TUs, Challenges of TUs. Employee Relation: Meaning and significance of employee relation for Industrial Harmony, Advantages and limitations of maintaining employee relations through unions. Legal provisions to maintain employee relation- Works Committee, Conciliation, Board of Conciliation, Voluntary Arbitration, and Adjudication.	8
<b>Pedagogy</b>	PPTs, Case Analysis, ABL, Videos links, Students Seminar, GDs	

4	<p>Labour Laws of Indian Legal System: Factory Act 1948, Industrial Employment Act, 1946, Contract Labour Act (Regulation and Abolition) Act 1970, The Payment of Wages Act 1936, The Minimum Wages Act 1948., Industrial Dispute Act 1947</p> <p>Employee State Insurance Act 1948, Employee Compensation Act 1923, Maternity Benefit Act 1961, Employee Provident Fund and Miscellaneous Act 1952, Gratuity Act 1972, Bonus Act 1965., POSH Law (Prevention of Sexual Harassment of Women at Workplace Act 2013)</p>	10
<b>Pedagogy</b>	PPTs, Case Analysis	
5	<p>Employee Engagement: Meaning, Definition, Importance, Factors influencing Successful Employee Engagement for organization Effectiveness, Assessment of Engagement, Levels of Engagement, Employee Engagement Practices</p> <p>Change and Employee Engagement: Impact of Change on Employee Engagement, Drivers of Change for Workforce Commitment, Managing and Implementing Change in Employee Engagement, Talent War and Imperatives, Implications of Successful Engagement, Employee Exclusion.</p>	7
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Flipped Classroom	
6	<p>Engaging and Building Employee for Digital Era: Competence Identification and Development for Digital Transformation, Embracing Change with Digitalization, Coaching for Sustained Change, Integrative Approach with Coaching, Mentoring, Training and Development, Employer's role for Digital transformation, Return on Investment, Workplace Challenges and Strategies for Effective Engagement.</p>	7
	<p>Employee Engagement and Retention: Creating Business Value through Employee Engagement and Retention, Emerging HR Practices for Employee Engagement and Retention, Challenges in Employee Retention</p>	
<b>Pedagogy</b>	Employee Engagement and Technological Interventions	
	<p><b>Pedagogical Initiatives (Not limited to):</b></p> <p><b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</p> <p><b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</p> <p><b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</p> <p><b>Case studies:</b> maps different domains in real time applications</p> <p><b>Demonstration:</b> exhibits the implementation process</p>	

<b>Text Books</b>	
<b>Sl. No.</b>	<b>Title of the Book/Name of the author/Name of the publisher/Edition and Year</b>
1	Industrial Relation & Labour Law - A Book based on The Industrial Dispute Act, 1947 and The Factories Act, 1948 , Dr. Satish Kumar Saha (Author), Anju Agarwal (Author), & 1 More , 2020 ,SBPD Publications.
2	Industrial Relations And Labour Laws, 7E S C Srivastava Seventh Edition, 2020, Vikas Publishing;
<b>Reference Books</b>	
1	Industrial Relations and Labour Laws , Daryaganj 2022, Galgotia Publishing Company
2	Taxmann New Labour & Industrial Laws ,2024
3	Industrial Relations - Theory and Practice 3e: 1, T Colling (Author), 2010 Wiley-Blackwell John Wiley & Sons L, 3rd edition
4	Industrial relation, S. Venkata Ratam and Manoranjan Dhal, Oxford Publication, 2017 (2 <sup>nd</sup> edition).
5	Essentials of HRM and Industrial Relation, Rao, P Subba, Himalaya Publishing House, 2013, (5th edition).
6	Industrial Relations, Trade Union and Labour Legislation. PRN Sinha, Indu Bala Sinha, Seema Shekhar, Pearson, 2017 (3rd edition).
7	Employee Engagement: A Human Resource Management Perspective, 2021, Nova, Social Sciences
8	International Perspectives on Employee Engagement, Michael Segalla, 2021, Kindle Edition, Routledge

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>Level Indicator</b>
<b>CO1</b>	Remember the concepts of Labour Laws and Industrial Relations	R	L1
<b>CO2</b>	Understand the call for of Labour Laws to preserve Industrial Harmony	U	L2
<b>CO3</b>	Apply appropriate Labour Laws to resolve the workplace problems related to terms and conditions of employment	A	L3
<b>CO4</b>	Analyze the role of labour Laws to protect the interest of employees	An	L4
<b>CO5</b>	Evaluate the significance of Employee Engagement for organization performance	E	L5
<b>CO6</b>	Create HR practices to enhance the retention of employees	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	-	-	-	2	-
CO2	-	-	2	-	-	-
CO3	-	-	-	3	-	-
CO4	-	2	-	2	-	-
CO5	-	-	-	-	-	2
CO6	-	-	-	-	-	-

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://elibrary.in.pearson.com">https://elibrary.in.pearson.com</a>
2	<a href="https://jgateplus.com/home/">https://jgateplus.com/home/</a>
3	<a href="https://capitaline.com/">https://capitaline.com/</a>
4	<a href="http://web.b.ebscohost.com/ehost/search/basic?vid=1&amp;sid=c8b5124d-307d-4f0a-843e-3b13e9156a4a%40pdc-v-sessmgr06">http://web.b.ebscohost.com/ehost/search/basic?vid=1&amp;sid=c8b5124d-307d-4f0a-843e-3b13e9156a4a%40pdc-v-sessmgr06</a>
5	<a href="https://elibrary.in.pearson.com/login">https://elibrary.in.pearson.com/login</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	3rd				
Course Title	:	Consumer Behavior and Neuro Marketing				
Course Code	:	MBAMM305				
Course Type (Theory/Practical/Integrated)	:	Theory				
Category	:	PEC				
Stream	:	MBA	:	CIE	:	50 Marks
Teaching Hours / Week(L:T:P:S)	:	4 hours	:	SEE	:	100 Marks
Credits	:	4	:		:	
Total Hours	:	50 Hrs	:	SEE Duration	:	3 Hours

**Course Learning Objectives:** Students will be taught

Sl.no	Course Objectives
1	Identify an understanding of consumer behavior theories and apply this understanding in a marketing decision making context.
2	Analyze the multitude of factors influencing consumers so that each of us will be able to apply this knowledge to improve market strategy.
3	Create better marketing programs and strategies basing on the knowledge of consumer behavior.
4	Apply neuroscientific principles to understand and predict consumer behavior.
5	Explore theories and models that explain consumer behavior, such as motivation, perception, learning, and attitudes.
6	Explore practical applications of neuromarketing techniques in designing effective marketing strategies and campaigns

**Teaching-Learning Process Pedagogy (General Instructions):**

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can device innovative pedagogy to improve teaching-learning.



**Scheme of Teaching and Examinations for MBA Program -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**COURSE SYLLABUS**

<b>Module No.</b>	<b>Contents of the Module</b>	<b>Hours</b>
<b>1</b>	Introduction to consumer behavior: Definition, Nature, Scope, Consumer Behavior's Applications in Marketing, Relationship with Marketing: Behavior Dimension - The Interdisciplinary Nature of Consumer Behavior, Difference between Consumer & Customer, Scope of Allocation of Consumer Behavior Consumerism: meaning; Consumer Movement in India; Rights & Responsibilities of consumers in India; Benefits of consumerism. Analytical CRM, Collaborative CRM. Consumer Behavior Framework.	8 hours
<b>Pedagogy</b>	Graphical Representation on Consumer Models	
<b>2</b>	Consumer Decision Making: Types of consumer decisions, Consumer Decision Making Process - Problem Recognition - Information Search - Alternative Evaluation –Purchase Selection – Post purchase Evaluation, Buying pattern in the new digital era. Levels of Consumer Decision Making. On-line Decision Making: Meaning & Process/Stages. Situational Influences- Nature of Situational Influence, Situational Characteristics and consumption behavior. Models of Consumer Behavior. - Engel, Blackwell and Miniard (EBM) Model.	9 hours
<b>Pedagogy</b>	Demonstration and Application Pedagogy	
<b>3</b>	Motivation: Consumer Motivation– Needs, Goals, Motive arousal, Maslow's Hierarchy of Needs, Freud's Theory of Motivation, Consumer Personality – Self- concept theory, Psychoanalytic Theory, Neo-Freudian Theory, Trait Theory. Motivation Process, Arousal of motives, Selection of goals. Motivation Theories and Marketing Strategy - McGuire's Psychological Motives. Personality: Basics of Personality, Theories of Personality and Marketing Strate, Applications of Personality concepts in Marketing, Personality and understanding consumer diversity, Brand Personality, Self and Self-Image. Perception: Basics of Perception & Marketing implications, Elements of Perception, Perceived Risk, Types of risk.	9 hours
<b>Pedagogy</b>	Problem based Learning	
<b>4</b>	Learning: Elements of Consumer Learning, Marketing Applications of Behavioral Learning Theories, Classical Conditioning – Pavlovian Model, Instrumental Conditioning. Attitude: Basics of attitude, the nature of attitude, Models of Attitude and Marketing Implication, (Tricomponent Model of attitude, Multi attribute attitude models. Elaboration Likelihood Model). Persuasive Communication: Communications strategy, Target Audience, Media Strategy, Message strategies, Message structure and presentation.	7 hours
<b>Pedagogy</b>	Virtual Reality Shopping Experience	
<b>5</b>	Social Class: Social Class Basics, (Social class & Social status, the dynamics of status consumption), Features of Social Class, Five Social-Class Categories in India. Culture: Basics, Meaning, Characteristics, Factors affecting culture, Role of customs, values and beliefs in Consumer Behavior. Subculture: Meaning, Subculture division and consumption pattern in India, Types of subcultures.	8 hours

	Basics of neuromarketing and how it relates to marketing, Inside the consumers brain, attention and consciousness, biometric and history of lie detection, neuroscience to better understand the consumer, emotional advertising works to build brands.	
<b>Pedagogy</b>	Demonstration and Role Play	
<b>6</b>	Opinion Leadership: Dynamics of opinion leadership process, Measurement of opinion leadership, Market Mavens, Diffusion of Innovations: Diffusion Process, Adoption Process, Customer Relationship Management- Meaning & Significance of CRM, Types of CRM Strategies for building relationship marketing. Tools of neuromarketing, Learning and memory, eye tracking – monitoring the consumer's needs, decoding facial micro expressions, emotions & feelings, wanting and liking, Electroencephalogram, Functional magnetic resonance imaging (fMRI), sensory marketing	9 hours
<b>Pedagogy</b>	Culture Influence Game.	

### List of Applications

Sl.No	Applications	COs
1	Find three advertisements that appeal to the need for power, affiliation and achievement. Discuss their effectiveness. Rewrite these for persons in different levels of Maslow's Hierarchy.	CO3
2	Meet your friends and conduct a survey to find what are the important factors in their purchase of mobiles, shoes, bags etc.	CO2
3	Which type of personality, as per Jung's personality types, do you have? Similarly, find out the personality types of your family members.	CO3
4	Conduct a study on advertisements regarding a specific product and find out how consumer deal with the information overload	CO4

### Text Books

#### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

- |   |   |
|---|---|
| 1 | Consumer Behavior, Schiffman Kanuk and S. Ramesh Kumar- Pearson, Latest Edition   |
| 2 | "Consumer Neuroscience: Applications in Marketing", Routledge, 1st Edition (2021) |

#### Reference Books

- |   |   |
|---|---|
| 1 | Consumer Behavior: A Managerial Perspective, Dr.Dheeraj Sharma, Jagdish N Sheth, Banwari Mittal, Cengage Learning, latest Edition |
| 2 | Consumer Behavior, Sethna, Sage Publications, 4/e, 2018   |
| 3 | Consumer Behavior in Indian Perspective, Himalaya Publications-latest Edition.  |
| 4 | Consumer Behavior, Blackwell and Engel, Cengage Publication, Indian Edition   |

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	Level Indicator
CO1	Remember the basics of consumer behavior and neuro marketing.	L1
CO2	Understand the concepts, models, theories of consumer behavior.	L2
CO3	Apply the different factors influencing the consumer decision process.	L3
CO4	Analyze the different approaches of consumer behavior and their implications for marketing strategies.	L4
CO5	Evaluate the innovative marketing campaigns that integrate insights from consumer behavior research and neuro-marketing.	L5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	-	-	3	2
CO2	3	2	-	3	-
CO3	-	3	3	-	-
CO4	-	3	-	3	2
CO5	2	-	2	-	3

#### Weblinks and Video Lectures (e-Resources)

1	<a href="https://youtu.be/ctMpHpJouoU">https://youtu.be/ctMpHpJouoU</a>
2	<a href="https://youtu.be/jSrC-EWYIJQ">https://youtu.be/jSrC-EWYIJQ</a>
3	<a href="https://youtu.be/dptzjrKRAm8">https://youtu.be/dptzjrKRAm8</a>
4	<a href="https://youtu.be/60eRK7AwgwM">https://youtu.be/60eRK7AwgwM</a>
5	<a href="https://youtu.be/KILsxmXUm_M">https://youtu.be/KILsxmXUm_M</a>
6	<a href="https://youtu.be/0srjdRDh99Y">https://youtu.be/0srjdRDh99Y</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	3rd		
Course Title	:	Marketing Automation and Artificial Intelligence		
Course Code	:	MBAMM306		
Course Type (Theory/Practical/Integrated)	:	Theory		
Category	:	PEC		
Stream	:	MBA	CIE	: 50 Marks
Teaching Hours / Week	:	4 hours	SEE	: 100 Marks
Credits	:	4		
Total Hours	:	50Hrs	SEE Duration	: 3 Hours

**Course Learning Objectives:** Students will be taught

Sl. No.	Course Objectives
1	Understanding of consumer behavior theories and apply this understanding in a marketing decision making context.
2	Identify the multitude of factors influencing consumers so that each of us will be able to apply this knowledge to improve market strategy.
3	Create better marketing programs and strategies basing on the knowledge of consumer behavior.
4	Develop and learn to analyze data and metrics from automated marketing.
5	Use data-driven insights to optimize marketing automation workflows and improve ROI.
6	Develop skills to implement and manage effective marketing automation strategies tailored to organizational objectives and target audiences.

**Teaching-Learning Process Pedagogy**

(General Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can device innovative pedagogy to improve teaching-learning.



**Scheme of Teaching and Examinations for MBA Program -2023-24 Outcome Based Education and Choice Based Credit System (CBCS) (Effective from the Academic Year 2023-24)**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	Artificial Intelligence and Automation: Definitions and Differences, Overview of Marketing Automation: Evolution, key concepts, benefits, and challenges. Role of AI in Marketing: Understanding AI applications in customer segmentation, predictive analytics, personalization, and campaign optimization.	8 hours
<b>Pedagogy</b>	Automation workflow simulation	
2	The Rise of AI and Automation: Redefining the Workforce, Data Collection and Management: Methods for collecting, storing, and processing data relevant to marketing automation. Data Quality and Governance: Ensuring data integrity, privacy, and compliance.	9 hours
<b>Pedagogy</b>	Lead scoring Challenge	
3	Understanding AI in Marketing Automation: Predictive Analytics: Techniques for predicting customer behavior and lifetime value. Personalization Strategies: AI-driven approaches for personalized marketing campaigns. Chatbots and Virtual Assistants: Role in customer service and lead generation. Recommendation Engines: Implementing recommendation systems for cross-selling and upselling.	9 hours
<b>Pedagogy</b>	Campaign optimization	
4	Marketers Use AI Marketing Automation: Strategy Development: Developing a marketing automation strategy aligned with business goals. Implementation Challenges: Overcoming barriers to adoption and integration. Performance Measurement: Metrics and KPIs to evaluate the effectiveness of marketing automation efforts. Ethical Considerations: Privacy concerns, data security, and transparency in AI-driven marketing	9 hours
<b>Pedagogy</b>	AB testing	
5	Technologies and Tools in Marketing Automation CRM Systems: Role in managing customer relationships and integrating with marketing automation. Email Marketing Automation: Strategies for segmentation, scheduling, and A/B testing. Content Management Systems (CMS): Integrating content creation with automation platforms	8 hours
<b>Pedagogy</b>	Marketing automation role play	
6	Emerging trends and advancements in AI-powered marketing automation: AI in Social Media Marketing Social Listening and Sentiment Analysis: Using AI for monitoring brand mentions and sentiment. Automated Social Campaigns: AI tools for scheduling, targeting, and optimizing social media campaigns. Influencer Identification and Engagement: AI-driven approaches to identify and engage with influencers effectively. Predictive analysis with AI tools	7 Hours
<b>Pedagogy</b>	Analytics Dashboard	

## List of Applications

Sl. No.	Applications	COs
1	A CRM with automation capabilities suitable for managing contact in business	CO3
2	Active Campaign offering email marketing with communication process.	CO2
3	Provide a comprehensive suite of marketing tools including E mail marketing	CO3
4	A B2B marketing automation solution with features of social Media tools.	CO4

### Text Books

#### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	"Artificial Intelligence and Machine Learning for Business: A No-Nonsense Guide to Data-Driven Marketing Automation", Steven Finlay, 1st Edition (2022)
2	"Marketing Automation with AI: Predictive Analytics and Machine Learning in Digital Marketing", Ranjan Sinha, Apress, 1st Edition (2022)

#### Reference Books

	"Artificial Intelligence for Marketing: Practical Applications" by Jim Sterne, Publisher: Wiley; 1st edition. Kogan Page
	"Marketing Automation: Practical Steps to More Effective Direct Marketing" by Jeff LeSueur, Publisher: Wiley; 1st edition
3	"The AI Marketing Canvas: A Five-Stage Roadmap to Implementing Artificial Intelligence in Marketing" by Ever String, Publisher: Independently published (March 10, 2020)
4	"AI for Marketing and Product Innovation: Powerful New Tools for Predicting Trends, Connecting with Customers, and Closing Sales" by A.K. Pradeep and Andrew Appel. Publisher: Wiley; 1st edition (March 19, 2019)

### Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember the basic concepts of marketing automation.	R	L1
CO2	Understand the fundamentals of marketing automation.	U	L2
CO3	Apply marketing automation tools and techniques to enhance marketing strategies.	A	L3
CO4	Analyze the automation tools in strategic decision making.	A	L4
CO5	Evaluate and Select marketing automation tools for business performance.	E	L5

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	-	-	3	-
CO2	2	3	-	3	-
CO3	-	3	-	3	2
CO4	-	3	2	-	3
CO5	3	-	-	2	3

### Weblinks and Video Lectures (e-Resources)

1	<a href="https://digitalmarketinginstitute.com/blog/what-are-the-best-ai-and-marketing-automation-tools">https://digitalmarketinginstitute.com/blog/what-are-the-best-ai-and-marketing-automation-tools</a>
2	<a href="https://www.salesforce.com/in/blog/ai-marketing-automation/">https://www.salesforce.com/in/blog/ai-marketing-automation/</a>
3	<a href="https://influencermarketinghub.com/ai-marketing-automation/">https://influencermarketinghub.com/ai-marketing-automation/</a>
4	<a href="https://www.sitecore.com/knowledge-center/digital-marketing-resources/leveraging-ai-for-effective-marketing-automation">https://www.sitecore.com/knowledge-center/digital-marketing-resources/leveraging-ai-for-effective-marketing-automation</a>
5	<a href="https://www.salesforce.com/in/marketing/">https://www.salesforce.com/in/marketing/</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3rd</b>			
<b>Course Title</b>	:	<b>Marketing Analytics</b>			
<b>Course Code</b>	:	<b>MBAMM307</b>			
<b>Course Type</b> (Theory/Practical/Integrated)	:	<b>Theory</b>			
<b>Category</b>	:	<b>PEC</b>			
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	:	<b>50 Marks</b>
<b>Teaching Hours / Week(L:T:P:S)</b>	:	<b>4 hours</b>	<b>SEE</b>	:	<b>100 Marks</b>
<b>Credits</b>	:	<b>4</b>			
<b>Total Hours</b>	:	<b>50 Hrs</b>	<b>SEE Duration</b>	:	<b>3 Hours</b>

**Course Learning Objectives:** Students will be taught

<b>Sl.No</b>	<b>Course Objectives</b>
<b>1</b>	Provide an understanding of the basics of marketing research process
<b>2</b>	Orient on the theoretical and practical aspects of marketing research
<b>3</b>	Encourage the students to take up analytical thinking through research
<b>4</b>	Highlight importance of marketing research for enhancing marketing strategies
<b>5</b>	Develop the ability to use data-driven insights to make informed strategic decisions in marketing.
<b>6</b>	Interpret marketing metrics related to customer acquisition, retention, satisfaction, and lifetime value.

**Teaching-Learning Process Pedagogy (General**

**Instructions):**

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- . Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
- . Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
- . Encourage collaborative (Group) Learning in the class.
- . Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
- . Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
- . Topics will be introduced in multiple representations.
- . Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
- . Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
- . Individual teachers can devise innovative pedagogy to improve teaching-learning.



DSATM

**Scheme of Teaching and Examinations for MBA Programme -2023-24**  
**Outcome Based Education and Choice Based Credit System (CBCS)**  
 (Effective from the Academic Year 2023-24)

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Marketing Research Dynamics</b>  Meaning of Marketing Research; When Marketing Research is Unnecessary; Nature and Scope of Marketing Research; Marketing Research in the 21 <sup>st</sup> Century (Indian Scenario); Limitations of Marketing Research; Threats to Marketing Research; Introduction to Marketing Intelligence: Concept of Marketing Intelligence (MI), Components, Need for MI, Domains of MI. Ethics in Marketing Research. Design of Consumer Experiments Using Conjoint Analysis.	8 hours
<b>Pedagogy</b>	Data Analysis competition	
2	<b>Marketing Research Projects:</b> Design and Implementation of Marketing Research Projects, Defining Research Questions, Identifying Respondents, Sampling Accuracy and Sufficiency. Issues around Studying Human Subjects.	9 hours
<b>Pedagogy</b>	Market Research Scavenger Hunt	

3	<b>Decision Support System.</b> Marketing Decision Support System-Meaning, Use of Decision Support Systems in Marketing Research, Data Base & Data Warehousing. The Three Vs: Volume, Velocity & Varsity, The Fourth V: Value. Elements of Data Base, Types of Data Base, Using Marketing Data Base for Marketing Intelligence, Ways to Gather Consumer Data Management.	9 hours
<b>Pedagogy</b>	Simulation Game	
4	<b>Applications of Marketing Research:</b> Introduction, Consumer Market Research, Business-to-Business Market Research, Product Research, Pricing Research, Motivational Research, Distribution Research, Advertising Research, Media research, Sales Analysis and Forecasting	9 hours
<b>Pedagogy</b>	Marketing Analytics Escape	
5	<b>Predictive Analysis:</b> Meaning of Predictive Analysis, How Good are Models at Predictive Behavior, Benefits of Predictive Models and Applications of Predictive Analysis, Reaping the Benefits, Avoiding the Pitfalls, Importance of Predictive Model, Process of Predictive Analytics.	8 hours
<b>Pedagogy</b>	Product Manager Decision	
6	<b>Product Research</b> Product Research- Analysis of Diffusion of Products, Adoption Decisions, Product - Services Tradeoffs, Evaluating Prototypes, Luxury and Lifestyle Products. TESLA company case study with market analysis. Digital and Global Market current conditions.	7 Hours
<b>Pedagogy</b>	Research Analytics product criteria	

#### List of Applications

Sl.No	Applications	COs
1	Sampling techniques presented on current Service and Manufacturing Industries	CO3
2	Filed survey of 5 successful products or services	CO2
3	Learning the concept of Marketing Intelligence (MI) & components	CO3
4	Interpreting Challenges & Threats to Marketing Research	CO4

Text Books	
Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)	
1	Marketing Analytics: Data-Driven Techniques, Mark Jeffery, Wiley, 4th Edition (2020)
2	"Marketing Analytics: Strategic Models and Metrics", Stephan Sorger, Oxford University Press 1st Edition (2021)
Reference Books	
1	Market Research – An Applied Orientation, Naresh K Malhotra & Satyabhushan Dash, Pearson, 7 <sup>th</sup> edition.
2	Essentials of Marketing Research, William G Zikmund, Cengage Learning, 7 <sup>th</sup> Edition
3	Market Research :Text & cases, Rajendra Nargundkar, Mc Graw Hill 3rd Edition
4	Marketing Analytics Using Excel Ajithab Dash Sage Publication 2019
5	Marketing Research : Methodological Foundations Gilbert A Churchill and Dawan Lacobucci 8 <sup>th</sup> Edition

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	Level Indicator
CO1	To understand the emergence of new trends in Market Research.	R	L1
CO2	Comprehend the objectives of Market research and its application in solving marketing problems.	U	L2
CO3	Appreciate the use of different data collection methods, sampling design techniques, measurement methods to analyze the data.	A	L3
CO4	Generalize and interpret the data with the help of various measurement techniques.	An	L4
CO5	Critique different approaches to marketing analytics and their applicability in diverse marketing contexts.	E	L5
CO6	Develop innovative marketing strategies based on advanced analytics techniques, such as predictive modeling and machine learning.	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1				2	1
CO2		2	2			
CO3						
CO4	1			2	2	
CO5		1				
CO6			2			

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://explodingtopics.com/blog/market-research-sites">https://explodingtopics.com/blog/market-research-sites</a>
2	<a href="https://blog.hubspot.com/marketing/market-research-tools-resources">https://blog.hubspot.com/marketing/market-research-tools-resources</a>
3	<a href="https://www.coursera.org/in/articles/market-research-analyst">https://www.coursera.org/in/articles/market-research-analyst</a>
4	<a href="https://analyticsmarketresearch.com/">https://analyticsmarketresearch.com/</a>
5	<a href="https://www.investopedia.com/terms/m/market-research.asp">https://www.investopedia.com/terms/m/market-research.asp</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3rd</b>		
<b>Course Title</b>	:	<b>Global Retail Marketing</b>		
<b>Course Code</b>	:	<b>MBAMM308</b>		
<b>Course Type</b> (Theory/Practical/Integrated)	:	<b>Theory</b>		
<b>Category</b>	:	<b>PEC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	<b>50 Marks</b>
<b>Teaching Hours / Week (L</b>	:	<b>4 hours</b>	<b>SEE</b>	<b>100 Marks</b>
<b>Credits</b>	:	<b>4</b>		
<b>Total Hours</b>	:	<b>50Hrs</b>	<b>SEE Duration</b>	<b>3 Hours</b>

**Course Learning Objectives:** Students will be taught

<b>Sl.No</b>	<b>Course Objectives</b>
<b>1</b>	Understanding of the concepts, techniques and approaches in Global Retail Marketing
<b>2</b>	Understand and gain insights into the structure, trends, and dynamics of the global retail industry, including key players
<b>3</b>	Assist technological factors influencing consumer behavior across different regions and markets globally.
<b>4</b>	Develop and identify and analyze challenges such as regulatory environments and competitive dynamics in global retail markets
<b>5</b>	Evaluate various retailing channels and formats (e.g., e-commerce, brick-and-mortar stores, omnichannel) prevalent in global markets.
<b>6</b>	Assess the implementation of effective marketing strategies tailored to diverse global markets, considering localization, standardization.

**Teaching-Learning Process**

**Pedagogy (General Instructions):**

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
- Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
- Encourage collaborative (Group) Learning in the class.
- Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
- Topics will be introduced in multiple representations.
- Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
- Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
- Individual teachers can device innovative pedagogy to improve teaching-learning.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2023-24**

**Outcome Based Education and Choice Based Credit System (CBCS)**

**(Effective from the Academic Year 2023-24)**

**COURSE SYLLABUS**

<b>Module No.</b>	<b>Contents of the Module</b>	<b>Hours</b>
<b>1</b>	An overview of Retailing - Types of stores - Product Retailing vs. Service Retailing - Non store Retailing - Retail strategy – Achieving competitive advantage and positioning Retailing environment - Legal, Social, Economic, Technological, issues - Trends in the Indian Retailing Industry, selling strategies: selling and buying styles, selling situations, selling skills, selling process.	<b>7</b>
<b>Pedagogy</b>	Retail Simulation Game	
<b>2</b>	Retail store location and layout - Country/Region analysis - Trade area analysis - Site evaluation and selection - Store design and layout - Comprehensive store planning - Exterior design and layout - Interior store design and layout - Interior design elements.	<b>9</b>
<b>Pedagogy</b>	Retail stores Assessment	
<b>3</b>	Planning merchandise needs and merchandise budgets - Methods for determining inventory evaluation - Assortment planning, buying and vendor relations - Merchandise pricing - Price strategies - Psychological pricing - Mark-up and markdown strategies. Types of Retailers (Retail Formats).	<b>9</b>
<b>Pedagogy</b>	Customer Persona Matching	
<b>4</b>	Communicating with the retail customer - Retail promotion mix, Advertising - Sales promotion - Publicity - Retail selling process - Retail database- In-store customer	<b>9</b>
	service. Store Management: Responsibilities of Store Manager, Store Security, Parking Space Problem at Retail Centres, Store Record and Accounting System, Coding System, Material Handling in Stores	
<b>Pedagogy</b>	Promotion Planning Game	
<b>5</b>	Globalization and changing retail formats – Online retailing - International Retailing – Opportunities and Challenges - Market entry formulas - New customized formats (customized stores, portable stores, merchandise depots, retail theatre, service malls, customer-made stores, interactive kiosk 'shopping arcades')	<b>8</b>

<b>Pedagogy</b>	<b>Retail Marketing Campaign Pitch</b>	
6	Retail Pricing: Factors influencing retail pricing, Retail pricing strategies, Retail promotion strategies Relationship Marketing in Retailing: Management & Evaluation of Relationships in Retailing, Retail Research in Retailing: Importance of Research in Retailing, Trends in Retail Research, Areas of Retail Research. Customer Audits, Brand Management in retailing Retail Audit and ethics in Retailing Undertaking an audit, responding to a retail Audit, problems in conducting a retail audit.	8
<b>Pedagogy</b>	<b>Retail Business Simulation</b>	

### List of Applications

Sl.No	Applications	COs
1	Presentation on product or the services covering selling strategies and one day work exposure towards merchandising in any big retail outlets of respective places.	CO3
2	Students to conduct market research on a specific global retail market or segment	CO2
3	Critically evaluate how global marketing strategies were adapted or localized to fit different cultural contexts and market conditions.	CO3
4	Students to observe the layout, merchandising techniques, customer service practices, and omnichannel strategies employed by retailers.	CO2
5	Analyse the impact of cultural differences on consumer behavior in global retail markets.	CO4

### Text Books

#### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	"Global Marketing Management" by Warren J. Keegan and Mark C. Green, Pearson 9th Edition (2021)
2	"Global Retailing: Innovative Strategies for International Expansion" by Laurence M. Dessart, Eric T. Anderson, and Dana L. Alden, McGraw-Hill Education 1st Edition (2020)

### Reference Books

1	"International Retailing" by Nicholas Alexander and Anne Marie Doherty, Routledge, 2nd Edition (2020)
2	"Global Marketing: Practical Insights and International Perspectives" by Ilan Alon, Eugene Jaffe, and Christiane Prange, Routledge, 2nd Edition (2022)
3	"Global Retailing" by John Dawson and Roy Larke, Palgrave Macmillan, 1st Edition (2019)
4	Retail Management: A Strategic Approach, Barry Berman, Joel R. Evans, Pearson Education, Latest Edition.
5	Retail Marketing Management, David Gilbert, Pearson Education, Latest Edition

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember key terms and concepts related to global retail marketing.	R	L1
CO2	Understand the factors influencing consumer behaviour in global retail contexts.	U	L2
CO3	Apply global retail management principles to solve practical challenges faced by international retail businesses.	A	L3
CO4	Analyse consumer behaviour trends across different global markets and propose marketing strategies based on findings.	An	L4
CO5	Evaluate the effectiveness of global retail branding strategies using case studies and empirical data.	E	L5
CO6	Design a comprehensive global retail marketing plan integrating product, pricing, promotion, and distribution strategies.	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2
CO1	1				2	1	3	
CO2		2	2					2
CO3							3	2
CO4	1			2	2			1
CO5		1					1	
CO6			2					2

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://www.statista.com/topics/5922/retail-market-worldwide/">https://www.statista.com/topics/5922/retail-market-worldwide/</a>
2	<a href="https://www.globaltrademag.com/the-latest-trends-in-global-retail-marketing/">https://www.globaltrademag.com/the-latest-trends-in-global-retail-marketing/</a>
3	<a href="https://www.deloitte.com/global/en/Industries/consumer/analysis/retail-across-the-world.html">https://www.deloitte.com/global/en/Industries/consumer/analysis/retail-across-the-world.html</a>
4	<a href="https://r.search.yahoo.com/_ylt=AwrKDaS_rvNiJ.UiUwi7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEEdnRpZAMEc2VjA3Ny/RV=2/RE=1660165952/RO=10/RU=https%3a%2f%2fcollegelearners.com%2fbooks%2fb2b-marketing-pdf-free">https://r.search.yahoo.com/_ylt=AwrKDaS_rvNiJ.UiUwi7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEEdnRpZAMEc2VjA3Ny/RV=2/RE=1660165952/RO=10/RU=https%3a%2f%2fcollegelearners.com%2fbooks%2fb2b-marketing-pdf-free</a>
5	<a href="https://hbr.org/topic/industry/retail-and-consumer-goods">https://hbr.org/topic/industry/retail-and-consumer-goods</a>
6	<a href="https://hbr.org/2024/06/how-retailers-became-ad-platforms">https://hbr.org/2024/06/how-retailers-became-ad-platforms</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	3rd		
Course Title	:	Exploratory Data Analysis		
Course Code	:	MBABA305		
Course Type (Theory/ Practical/ Integrated)	:	Theory		
Category	:	PEC		
Stream	:	MBA	CIE	: 50
Teaching hours/ week (L: T:P:S)	:	4:0:0:0	SEE	: 100
Total Hours	:	50	SEE	: 3 Hours
Credits	:	4	Duration	

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Remember the foundations of Exploratory Data Analysis.
2	Understand the process of Model Selection.
3	Applying the Linear regression methods to drive business decisions.
4	Analyzing Tree based methods to solve business issues.
5	Evaluate through classifications for given datasets.
6	Create Hypothesis and test the real data.

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**Scheme of Teaching and Examinations for MBA Programme -2024-25**

**Outcome Based Education and Choice Based Credit System (CBCS)**

**(Effective from the Academic Year 2024-25)**

**DSATM**

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>Introduction to Data Analysis:</b> Exploratory Data Analysis, Numerical Summarization, Measures of Similarity and Dissimilarity, Proximity, Distance, Euclidean Distance, Minkowski Distance, Mahalanobis Distance Visualization, Tools for Displaying Single Variables, Tools for Displaying Relationships Between Two Variables, Tools for Displaying More Than Two Variables;	8
<b>Pedagogy</b>	Visual Data Exploration -Learn to visualize data for better insights.	
2	<b>Statistics and Model Selection:</b> Prediction Accuracy, Prediction Error, Training and Test Error as Function of Model Complexity, Over fitting a Model, Bias, Variance Trade-off, Cross Validation, Holdout Sample: Training and Test Data, Three-way Split: Training, Validation and Test Data, Cross-Validation, Random Sub sampling, K-fold Cross-Validation, Leave-One-Out, Cross-Validation.	8
<b>Pedagogy</b>	Implementing Cross-Validation Method- Practice different cross-validation techniques.	
3	<b>Selection of Variable and Linear Regression:</b> Meaning and Review Expectation, Variance, Frequency test Basics, Parameter Estimation, Linear Methods, Point Estimate, Example Results, Theoretical Justification, Variable Selection, Variable Selection for the Linear Model.	7
<b>Pedagogy</b>	Stepwise Regression and Model Selection- Learn and apply variable selection techniques.	
4	<b>Regression Shrinkage and Tree based method:</b> Meaning, Types, Ridge Regression, Compare Squared Loss for Ridge Regression, More on Coefficient Shrinkage, The Lasso. Tree Based Methods, Construct the Tree, The Impurity Function, Estimate the Posterior Probabilities of Classes in Each Node, Advantages of the Tree Structured Approach, Variable Combinations, Missing Values, Right Sized Tree via Pruning, Bagging and Random Forests.	10
<b>Pedagogy</b>	Hands-On Coding- Apply ridge regression and compare it to OLS regression.	
5	<b>Principal Analysis and Classification:</b> Singular Value Decomposition (SVD), Principal Components, Principal Components Analysis (PCA), Geometric Interpretation, Acquire Data, Classification Error Rate, Bayes Classification Rule, Linear Methods for Classification, Logistic Regression, Assumptions, Comparison with Linear Regression on Indicators- Fitting based on Optimization Criterion, Binary Classification, Multiclass Case ( $K \geq 3$ ), Discriminant Analysis, Linear Discriminant Analysis, Class Density Estimation, Optimal Classification.	10
<b>Pedagogy</b>	<b>Integrated Project on PCA and Classification-</b> Apply PCA and various classification methods to a dataset.	
6	<b>Support Vector Machines:</b> When Data is Linearly Separable, Support Vector Classifier, When Data is NOT Linearly Separable, Kernel Functions, Multi class SVM. Hypothesis testing.	7
<b>Pedagogy</b>	<b>Hands-On Hypothesis Testing-</b> Perform hypothesis testing using real data.	

	<p><b>Pedagogical Initiatives (Not limited to):</b></p> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem-solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> </ul> <p><b>Demonstration:</b> exhibits the implementation process</p>
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Text Books	
Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	<u>Hands-On Data Analysis with Pandas: A Python data science handbook for data collection, wrangling, analysis, and visualization</u> , Stefanie Molin , Ken Jee, Packt Publishing, 2021.
2	Hands-On Exploratory Data Analysis with Python, Suresh Kumar Mukhiya, Packt Publishing, March 2020.
Reference Books	
1	Hadley Wickham, Garrett Golemund R for Data Science: Import, Tidy, Transform, Visualize, and Model Data", Publisher: "O'Reilly Media, Inc.", 2016.
2	Foster Provost and Tom Fawcett. "Data Science for Business: What you need to know about data mining and data-analytic thinking". O'Reilly Media, latest edition.

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level Indicator
C01	Remember the basic concepts of Data Analytics.	L1
C02	Understand the foundations of EDA & the process of model building.	L2
C03	Applying the Machine Learning Models to drive Business Decisions.	L3
C04	Analyze real world datasets to solve business issues.	L4
C05	Evaluate the performance of different machine learning models.	L5
C06	Develop a solution for real world business issues.	L6

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	-	2	-
CO2	-	-	2	3	-
CO3	3	-	-	2	2
CO4	-	3	-	3	3
CO5	2	-	3	-	3

### Weblinks and Video Lectures (e-Resources)

1	<a href="https://hbr.org/2020/03/whats-the-best-approach-to-data-analytics">https://hbr.org/2020/03/whats-the-best-approach-to-data-analytics</a>
2	<a href="https://hbr.org/2018/12/what-great-data-analysts-do-and-why-every-organization-needs-them">https://hbr.org/2018/12/what-great-data-analysts-do-and-why-every-organization-needs-them</a>
3	<a href="https://www.geeksforgeeks.org/what-is-exploratory-data-analysis/">https://www.geeksforgeeks.org/what-is-exploratory-data-analysis/</a>
4	<a href="https://www.kaggle.com/code/imooore/intro-to-exploratory-data-analysis-eda-in-python">https://www.kaggle.com/code/imooore/intro-to-exploratory-data-analysis-eda-in-python</a>



<b>Semester</b>	:	<b>3rd</b>		
<b>Course Title</b>	:	<b>Introduction to Python and Control Systems</b>		
<b>Course Code</b>	:	<b>MBABA306</b>		
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>		
<b>Category</b>	:	<b>PEC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	: <b>50</b>
<b>Teaching hours/ week</b> (L: T:P:S)	:	<b>4:0:0:0</b>	<b>SEE</b>	: <b>100</b>
<b>Total Hours</b>	:	<b>50</b>	<b>SEE</b>	: <b>3 Hours</b>
<b>Credits</b>	:	<b>4</b>	<b>Duration</b>	

**Course Learning Objectives:** Students will be able to:

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Remember the basic concepts of Python.
<b>2</b>	Understand the python programming variables and execution.
<b>3</b>	Applying the Python programs with conditionals and loops.
<b>4</b>	Analysing the Python functions to perform specific tasks.
<b>5</b>	Evaluate Python data structures in lists, tuples, dictionaries and do with input/output files.
<b>6</b>	Create files using Python scripts.

#### **Teaching-Learning Process Pedagogical**

##### **Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



DSATM

Scheme of Teaching and Examinations for MBA Programme -2024-25

Outcome Based Education and Choice Based Credit System (CBCS)

(Effective from the Academic Year 2024-25)

COURSE CURRICULUM

Module No.	Topics	Hours
1	<b>Python Introduction:</b> Creativity and motivation, Computer hardware architecture, understanding programming, word and sentence, Conversing with Python, Terminology, Debugging, The learning journey, Computational Thinking, Python and Hardware Interaction, Real-world Applications.	8
<b>Pedagogy</b>	Building a Simple Chatbot.	
2	<b>Variables, Expressions and Statements:</b> Python installation data types: Int, float, Boolean, string, and list; variables, expressions, statements, precedence of operators, comments; modules, function and its use, flow of execution, parameters and arguments.	8
<b>Pedagogy</b>	Operator Precedence and Writing Comments.	
3	<b>Conditionals, Loops and Control Flow:</b> Boolean values and operators, conditional (if), alternative (if-else), chained conditional (if-elif-else); Iteration: while, for, break, continue, Filtering data based on conditions.	8
<b>Pedagogy</b>	Building a Simple Decision-Making Program using structure of if, if-else, and if-elif-else statements.	
4	<b>Arrays and Functions:</b> Return values, parameters, local and global scope, function composition, recursion; Strings: string slices, immutability, string functions and methods, string module; Python arrays, Access the Elements of an Array, array methods.	9
<b>Pedagogy</b>	Text Processing and Analysis- manipulate strings using slices, methods, and functions from the string module.	
5	<b>Tuples and Lists:</b> List operations, list slices, list methods, list loop, mutability, aliasing, cloning lists, list parameters, list comprehension; Tuples: tuple assignment, tuple as return value, tuple comprehension.	9
<b>Pedagogy</b>	List Loops and Mutability- Demonstrate how to use for and while loops to iterate through a list.	
6	<b>Files, Exception, Modules:</b> Text files, reading and writing files, command line arguments, errors and exceptions, handling exceptions, Modules- Data, Time, Calendar, OS, Data analysis and Module of Math, logging errors, scheduling tasks.	8
<b>Pedagogy</b>	Coding using command line arguments in Python scripts.	
	<b>Pedagogical Initiatives (Not limited to):</b>	

	<ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem-solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> </ul> <p><b>Demonstration:</b> exhibits the implementation process</p>
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Text Books	
Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Python Crash Course, Eric Matthews, 3rd Edition, No Startc Pr, 2023.
2	Fluent Python, Luciano Ramalho, 2nd Edition, Shroff/ O'Reilly, 2022.
Reference Books	
1	“Think Python: How to Think like a Computer Scientist “, AllenB.Downey,2ndedition, 2024.
2	Core Python Programming, W. Chun, Pearson, 2021.

**Course Outcomes:** At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level Indicator
CO1	Well-versed in remembering the Python Concepts.	L1
CO2	Clear Understanding the variables of python programming.	L2
CO3	Applying Conditions and Loops for programming.	L3
CO4	Aanalysing the knowledge to decompose a Python program into functions.	L4
CO5	Evaluate and Represent compound data using Python lists, tuples, dictionaries.	L5
CO6	Creating Python Scripts.	L6

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	3	-	-	-	-
CO2	-	3	-	3	-
CO3	3	3	-	2	-
CO4	-	3	-	2	2
CO5	2	3	-	-	-
CO6	3	-	2	-	3

### Weblinks and Video Lectures (e-Resources)

1	<a href="https://www.python.org/">https://www.python.org/</a>
2	<a href="https://www.codecademy.com/catalog/language/python">https://www.codecademy.com/catalog/language/python</a>
3	<a href="https://www.python.org/about/gettingstarted/">https://www.python.org/about/gettingstarted/</a>
4	<a href="https://docs.python.org/3/tutorial/">https://docs.python.org/3/tutorial/</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	3rd				
Course Title	:	Predictive Analytics				
Course Code	:	MBABA307				
Course Type (Theory/ Practical/ Integrated)	:	Theory				
Category	:	PEC				
Stream	:	MBA	:	CIE	:	50
Teaching hours/ week (L:T:P:S)	:	4:0:0:0	:	SEE	:	100
Total Hours	:	50	:	SEE	:	3 Hours
				Duration		
Credits	:	4	:		:	

Sl. No	Course Objectives
1	Remembering the evolution and importance of Predictive Analytics.
2	Understanding time series data analytics.
3	Application of regression models for prediction.
4	Analysing the decision trees & logistic regression.
5	Evaluating the various regression analysis.
6	Creating structures of neural networks in R.

**Course Learning Objectives:** Students will be able to:

**Teaching-Learning Process**

**Pedagogical Initiatives:** Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



Scheme of Teaching and Examinations for MBA Programme -2024-25

Outcome Based Education and Choice Based Credit System (CBCS)

(Effective from the Academic Year 2024-25)

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>Predictive Analytics Introduction:</b> Meaning and definition, Evolution of Data Analytics and Applications. Predictive models: Propensity model, Clustering Model & Collaborative filtering; Predictive analytics cases.	8
<b>Pedagogy</b>	Building a propensity model to predict customer behavior.	
2	<b>Time Series Data Analysis:</b> Organizing and processing of data with R- Loading and inspecting data, Converting data into time series format, Data Cleaning, Missing values, Outlier treatment, transformations. Pre- processing and cleaning, Univariate Analysis, Forecasting model of ARIMA.	8
<b>Pedagogy</b>	Data transformation techniques such as normalization, scaling, and encoding categorical variables.	
3	<b>Prediction- Linear Regression:</b> Simple Regression in R, Scenarios for using OLS regression, Computing the intercept and slope coefficient, Obtaining the residuals, Computing the significance of the coefficient. Correlation & R <sup>2</sup> , Multiple Linear Regression in R, Model building.	9
<b>Pedagogy</b>	Residual Analysis- Extracting and Plotting.	
4	<b>Decision Trees &amp; Logistic Regression:</b> Meaning of Decision trees, Data pre-processing, Model building in R, Model comparison. Introduction to Logistic Regression: Interpreting the model parameters and assessing the impact of predictors on the probability of outcome.	9
<b>Pedagogy</b>	Assess the goodness-of-fit of their logistic regression models using metrics like AIC, BIC, confusion matrix, and ROC curve.	
5	<b>Neural Networks :</b> Structure of neural networks, Information flow, Types of layers, Training a neural network, Back Propagation, Neural networks in R.	8
<b>Pedagogy</b>	Group activity where students manually calculate the outputs of a simple neural network given specific inputs and weights.	
6	<b>Regression Analysis:</b> Introduction to other regression analysis Polynomial, Multiple linear, Poisson, Nonlinear and Non-parametric.	8
<b>Pedagogy</b>	Poisson Regression in R- fitting a Poisson regression model using the glm function in R and interpreting the results.	

**Pedagogical Initiatives (Not limited to):**

- **Think Pair and Share (Blended Learning):** provides an opportunity for students to learn from one another.
  - **Problem Solving:** encourages cognitive thinking and enables creative problem solving
  - **Poster Presentation:** allows students to represent the concepts visually in order to understand the topics easily.
  - **Case studies:** maps different domains in real time applications
- Demonstration:** exhibits the implementation process

**Text Books**

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Predictive Analytics for Business using R, <a href="#">Russell R Barton</a> , The Pennsylvania State University, USA, 2023.
2	Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die, Eric Siegel, Wiley, · Revised and Updated Edition, 2023.
<b>Reference Books</b>	
1	Applying Predictive Analytics: Finding Value in Data, Richard V. McCarthy, Wendy Ceccucci, and C. Keith Harrison, Springer, Second Edition, 2023.
2	Data Science and Predictive Analytics, Ivo D. Dinov, Springer, First Edition, 2023.

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	Remember the complete foundational importance of Predictive Analytics.	R	L1
CO2	Understand the Data Analytics through the methods of Time Series Analysis.	U	L2
CO3	Applying the models of Regression for future predictions.	A	L3
CO4	Analyses of the Logistic and Decision Trees Regression methods.	An	L4
CO5	Evaluation of Regression analysis of data.	E	L5
CO6	Creation of R Structural Neutral Networks.	C	L6

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	-	-	-	-	-	-	-	-	-
CO2	-	2	2	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-
CO4	-	2	-	-	-	-	-	-	-	-
CO5	-	-	-	2	-	-	-	-	-	-
CO6	-	-	-	-	1	-	-	-	-	-

#### Weblinks and Video Lectures (e-Resources)

1	<a href="https://www.geeksforgeeks.org/predictive-analysis-in-r-programming/">https://www.geeksforgeeks.org/predictive-analysis-in-r-programming/</a>
2	<a href="https://r4ds.had.co.nz/">https://r4ds.had.co.nz/</a>
3	<a href="https://www.kaggle.com/">https://www.kaggle.com/</a>
4	<a href="https://pll.harvard.edu/series/data-analysis-life-sciences">https://pll.harvard.edu/series/data-analysis-life-sciences</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	3rd			
Course Title	:	Statistics for Business Analytics			
Course Code	:	MBABA308			
Course Type (Theory//Practical/ Integrated)	:	Theory			
Category	:	PEC			
Stream	:	MBA		CIE	: 50
Teaching hours/week (L:T:P:S)	:	4:0:0:0		SEE	: 100
Total Hours	:	50		SEE	: 3 Hours
Credits	:	4		Duration	

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Remember the estimation techniques and conditions.
2	Understand the methods of point estimations.
3	Applications of interval estimations and construction of various variables.
4	Analyses of statistical methods for hypotheses testing and solving inference problems.
5	Evaluating sample tests for large and small data.
6	Creating the non- parametric tests of hypotheses.

## Teaching-Learning Process Pedagogical

### Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



### Scheme of Teaching and Examinations for MBA Programme -2024-25 **DSATM** Outcome Based Education and Choice Based Credit System (CBCS)

(Effective from the Academic Year 2024-25)

#### COURSE CURRICULUM

Module No.	Topics	Hours
1	<b>Estimator Introduction:</b> Sample- Meaning, Estimator of Population, parameter and statistic, Characteristics of Estimator, Consistency- Invariance property of Consistent estimator, Sufficient condition for consistency, Sufficiency- Factorization Theorem, Minimal sufficiency, Applications of Lehmann-Scheffe's and Rao-Blackwell theorem.	8
<b>Pedagogy</b>	Understanding Basic Concepts through Surveys.	
2	<b>Estimation- Point :</b> Methods of Point estimation and Maximum likelihood, ML Estimator of Large sample properties, MLE applications, Method of Minimum variance, method of moments, least squares and minimum chi-square.	9
<b>Pedagogy</b>	Application of MLE to real-world problems.	
3	<b>Estimation- Interval:</b> Confidence limits and coefficient; Duality between acceptance region of a test and a confidence interval; Construction of confidence intervals for population proportion- small and large samples. Construction of confidence intervals between two population proportions- large samples; Confidence intervals for mean and variance of a normal population; Difference between the mean and ratio- two normal populations.	8
<b>Pedagogy</b>	Visualizing Duality- Understand the duality between the acceptance region of a test and a confidence interval.	
4	<b>Hypotheses:</b> Errors- Types, power of a test, most powerful tests; Neyman-Pearson Fundamental. Lemma and the applications; Notion of Uniformly most powerful tests; Likelihood Ratio tests: Description and property of LR tests - standard distributions-Applications.	8
<b>Pedagogy</b>	<b>Applying Likelihood Ratio Tests-</b> Apply likelihood ratio tests to standard probability distributions.	

5	<b>Large and Small sample tests:</b> Properties of Large sample ; Tests of significance -under normality assumption, Test for a single population mean, proportion; Test for equality of two means, proportions; t-test, population mean- test, equality of two population means, paired t-test, F-test for equality of two population variances.	9
<b>Pedagogy</b>	Comparison of variances of two populations using the F-test under normality assumption.	
6	<b>Non-parametric tests:</b> Sign test, Wilcoxon , rank test- Signed , Median test, Wilcoxon-Mann-Whitney test, Run test and One sample Kolmogorov Smirnov test, Kruskal Wallis-H-test: Description, applications and properties.	8
<b>Pedagogy</b>	Application of the Sign test for paired data.	
	<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another.</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> </ul> <b>Demonstration:</b> exhibits the implementation process	

#### Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Business Analytics: Data Analysis and Decision Making, S. Christian Albright, Wayne L. Winston, Cengage Learning, 6th Edition, 2021.
2	Practical Statistics for Data Scientists: 50 Essential Concepts, Peter Bruce, Andrew Bruce, O'Reilly Media, 2nd Edition, 2020.

#### Reference Books

1	Statistics for Business, Paul Newbold, William L. Karsh, Betty Thorne, Pearson, 8th Edition, 2019.
2	Business Statistics: A First Course, David M. Levine, Kathryn A. Szabat, David F. Stephan, Pearson, 7th Edition, 2018.

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	Remembering and using techniques and conditions of estimations.	R	L1
CO2	Understanding the notion of point estimations of the parameters.	U	L2
CO3	Apply and perform estimations of Interval and Variable Constructions.	A	L3
CO4	Analyzing Hypothesis testing of statistical methods.	An	L4
CO5	Evaluate and correlate the statistical analysis into Statistical inference.	E	L5
CO6	Create Non-Parametric tests of Hypothesis.	C	L6

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	1	-	-	-	-
CO2	-	2	2	-	-
CO3	-	-	-	-	-
CO4	-	2	-	-	-
CO5	-	-	-	2	-
CO6	-	-	-	-	1

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://hbr.org/topic/subject/analytics-and-data-science">https://hbr.org/topic/subject/analytics-and-data-science</a>
2	<a href="https://hbr.org/hbr-analytic-services">https://hbr.org/hbr-analytic-services</a>
3	<a href="https://www.geeksforgeeks.org/probability-and-statistics/">https://www.geeksforgeeks.org/probability-and-statistics/</a>
4	<a href="https://www.coursera.org/learn/data-analytics-business">https://www.coursera.org/learn/data-analytics-business</a>

GUIDELINES FOR INTERNSHIP 23MBA37  
(BETWEEN 2<sup>nd</sup> And 3<sup>rd</sup> SEMESTER MBA)

<b>INTERNSHIP</b>			
<b>Course Code</b>	<b>MBA304</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L:P:SDA)</b>	<b>0:8:0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>00</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits:</b>	<b>04</b>	<b>Exam Hours</b>	<b>00</b>
<b>OBJECTIVE</b>			
To offer students industry insights, helping them familiarize themselves with the professional environment and apply theoretical concepts to real-world workplace scenarios across various organizational functions.			
<b>STRUCTURE</b>			
The Internship shall consist of a study of an organization for 4 credits for 4 weeks.			
<b>GENERAL GUIDELINES</b>			
<ul style="list-style-type: none"> <li>• The Internship shall be for a period of 4 weeks immediately after the completion of 2<sup>nd</sup> Semester Examinations but before the commencement of the 3<sup>rd</sup> semester classes.</li> <li>• The Course code of the Internship shall be 23MBA37 and shall be compulsory for all students.</li> <li>• No two students of an institute shall work in the same organization.</li> <li>• The student shall seek the guidance of the internal guide contentiously, and the guide shall give a certificate to the effect that the candidate has worked satisfactorily under his/her guidance. Students need to identify an external guide (Working in the organization) and seek guidance from him/her.</li> </ul>			
<b>SUBMISSION OF REPORT</b>			
Students shall submit one hard copy of the report to the college in the hardbound color of maroon and a soft copy in PDF file (Un-editable Format).			
<b>EVALUATION</b>			
Internal evaluation will be done by the internal guide.			
<b>Viva-Voce/Presentation:</b> A viva-voce examination shall be conducted where a student is expected to give a presentation of his/ her work. The viva -voce examination will be conducted by the respective HOD or Senior Professor or Internal Guide of the department and The external guide will be from the industry/faculty from VTU PG Centers or faculty from well-recognized institutions as an examiner for the viva voce of Internship.			
The institutions can have an external guide from the industry/ faculty from other VTU affiliated institutions/ VTU PG Centres or faculty from well-recognized institutions. Viva-Voce on internship shall be conducted at the college and the date of Viva-Voce shall be fixed in consultation with the external Guide. The Examiners shall jointly award the Viva - Voce marks. In case of the non-availability of industry professional, a senior professor or a faculty with more than 10 years of experience may be invited to conduct the viva-voce			

examination. Internship carries 100 marks consisting of 50 marks for Internship report (evaluated by internal guide) and 50 marks for viva-voce examination.

## **CONTENTS OF THE INTERNSHIP REPORT**

- Cover Page with Title and other details
- Certificate by Head of the Institution (Certificate of originality)
- Guide Certificate (Certificate by Co-Guide should be submitted only if applicable)
- Certificate by Company with seal (If Applicable)
- Student Declaration
- Acknowledgements
- Table of Contents
- List of Tables
- List of Figures
- Executive summary

Chapter 1:  
Introduction to the Industry and Sector.

Chapter 2: Organization Profile

- i. Background
- ii. Nature of Business
- iii. Ownership pattern
- iv. Vision, Mission, and Quality Policy
- v. Organization Hierarchy Chart
- vi. Departmental Flow Chart
- vii. Functions of Various Departments
- viii. Product/Service Profile
- ix. Major Client's Profile
- x. Achievements/awards if any
- xi. Future growth and prospects

Chapter 3:

Mckensy's 7S framework and Porter's Five Force Model with special reference to the Organization under study.

Chapter 4:

Problem Identification and SWOC Analysis.

Chapter 5: Financial Analysis

Financial Statement Analysis or Cost Analysis.

Chapter 6: Learning experience.

Bibliography

Annexures relevant to the Internship such as figures, graphs, photographs, financial statements etc.



**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>
<b>CO1</b>	<b>Apply management frameworks to real organisational contexts</b>
<b>CO2</b>	<b>Apply analytical and critical thinking skills to identify business problems</b>
<b>CO3</b>	<b>Workplace Collaboration &amp; Reflective Learning</b>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	4 <sup>th</sup>			
Course Title	:	Global Business Management			
Course Code	:	MBA401			
Course Type (Theory/ Integrated)		Practical/	:	Theory	
Category	:	PCC			
Stream	:	MBA		CIE	: 50 Marks
Teaching hours/ (L:T:P:S)	week	:	4 hours	SEE	: 100 Marks
Total Hours	:	40 Hours		SEE Duration	: 3 Hours
Credits	:	3			

**Course Learning Objectives:** Students will be able to:

**Teaching-Learning Process**

**Pedagogical Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.

Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**Scheme of Teaching and Examinations for MBA Programme -2024-25**  
**Outcome Based Education and Choice Based Credit System (CBCS)**  
**(Effective from the Academic Year 2024-25)**

**DSATM**

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	Introduction to Global Business: An overview of international marketing and its need, Nature, scope and tasks of international marketing, difference between domestic and global marketing, Evolution, Meaning, Importance, Nature and Scope of International Business, Characteristics of International Business, Changing scenario of International Business, Advantages of International Business, challenges in International business, Modes of entry into International Business, Internationalization Process. Trade creation and Trade Diversion.	6 Hours
<b>Pedagogy</b>	Country Risk Assessment Simulation	
2	Global Business Environment: Understanding of culture, its characteristics and elements, values and phenomenon of cultural change, Political environment, political spectrum, types of governance around the globe, polity and its effect on business, intellectual property rights – new issues, commercial laws. Legal Environment, Economic Environment, Technological Environment, Socio and Cultural Environment, Ethics in International Business and CSR in International Business. Trade blocks and India-World Trade Blocks.	7 Hours
<b>Pedagogy</b>	Global Trade Game	
3	<b>Routes of globalization</b> , Modes of International Business-Organizing international business –Theories of International Business: Introduction, Mercantilism, Theory of absolute cost advantage, Comparative cost advantage theory, Comparative cost advantage with money, Relative factor endowment theory, Product life cycle theory, Global strategic rivalry theory, Porter's National Competitive Advantage Theory. Uruguay Round.	7 Hours
<b>Pedagogy</b>	Cultural Negotiation Play	
4	International Institutions: UNCTAD- Introduction, Principles and achievements, IMF-Role and objectives, WTO-Role and advantages, TRIMS, TRIPS Features, Economic Integration-Introduction, Levels of Economic Integration, Regional Economic Integration in Europe, USA, ASEAN, SAARC, SAPTA. Regional Trade Arrangements (RTA), <b>Foreign Market Entry Strategy.</b>	7 Hours
<b>Pedagogy</b>	Foreign Market Entry Strategy puzzle.	
5	Multi-National Corporations: Definition and Meaning, factors that contributed to positive growth of MNCs, Importance of MNCs, Advantages and disadvantages of MNCs, MNCs in India, Organizational structure of MNCs, Transfer of Technology, Global Competitiveness, Indicators of competitiveness, Technology of Global competitiveness.	7 Hours
<b>Pedagogy</b>	International Business Trivia.	

6	<b>Environment and cultural dynamics of global markets</b> , functions Global Finance- Features of Global Capital Market, Growth of Global Capital Market, Global equity market. International Production Management-Coordinating Global Manufacturing System. Global HRM- Characteristics, Nature and factors of IHRM,	6 hours
<b>Pedagogy</b>	Global Supply Chain simulation.	

### Reference Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	International Business environments and Operations John D Daniel, Lee H Radebaugh, Daniel P Sullivan, Pearson Education, 10th edition, 2004
	International Business Development ,A Consise Textbook Focusing on International B-to-B- Contexts, Springer, 2021
2	International Business, Czinkota, Michael R, , Cambridge University Press, 2021
3	International Business, <u>Shad Morris, James Oldroyd</u> , Wiley, 3rd Edition 2022,

### Recommended Books

1	Rethinking International Business Strategy: Global Corporate Success, Alain Verbeke, 3rd Edition , I.H.Ian Lee Cambridge University Press, 2021
2	International Business , Charles W.L. Hill , McGraw Hill , 13th Edition 2023
3	International Business environments and Operations John D Daniel, Lee H Radebaugh, Daniel P Sullivan- Pearson Education, 10th edition, 2004

### List of Applications

Sl.No	Applications	COs
1	Identify the factors affecting their business at international level.	CO3
2	Study the Modes of International Business in MNC companies	CO2
3	Study the International Institutions adopted by various companies	CO3
4	Analyze the impact of corporate social responsibility (CSR) in international business practice.	CO4

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>RBT Level Indicator</b>
<b>CO1</b>	Remember the concepts of Global Business Environment	R	L1
<b>CO2</b>	Understand the factors of Global Environment	U	L2
<b>CO3</b>	Apply strategies of Global Perspective mind-set for sustainability	A	L3
<b>CO4</b>	Analyze the contemporary issues in global business to solve critical problems	An	L4
<b>CO5</b>	Evaluate the impact of International Institutions on business performance	E	L5
<b>CO6</b>	Design ecosystem that fosters global cultural outlook	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	2	-	3	-
<b>CO2</b>	2	-	-	3	2
<b>CO3</b>	3	2	2	-	-
<b>CO4</b>	-	3	-	3	-
<b>CO5</b>	-	3	-	3	-
<b>CO6</b>	2	-	3	-	2



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	4th					
Course Title	:	Design Thinking for Business Excellence					
Course Code	:	MBA402					
Course Type (Theory/ Practical/ Integrated)	:	Theory					
Category	:	PCC					
Stream	:	MBA		CIE	:	50 Marks	
Teaching hours/ week (L: T:P:S)	:	3 hours		SEE	:	100 Marks	
Total Hours	:	40 Hours		SEE	:	3 Hours	
Credits	:	3		Duration	:		

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Familiarize students Design Thinking and its phases
2	Enable the students to become aware of the evolution, concepts & models of Design Thinking.
3	Provide learners with the context, methods and mindsets pertaining to Design Thinking
4	Equip students to the opportunities to ideate and find solutions by applying DT.
5	Impart skills of problem solving with design thinking
6	Facilitate learners the knowledge of IPR

### Teaching-Learning Process Pedagogical Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



DSATM

**Scheme of Teaching and Examinations for MBA Programme -2024-25**  
**Outcome Based Education and Choice Based Credit System (CBCS)**  
 (Effective from the Academic Year 2024-25)

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	Design Process: Traditional design, Design thinking, Existing sample design projects, Study on designs around us, Compositions/structure of a design, Innovative design: Breaking of patterns, reframe existing design problems, Principles of creativity Empathy: Customer Needs, Shared model in team-based design – Theory and practice in Design thinking – Explore presentation signers across globe – MVP or Prototyping.	6 Hours
<b>Pedagogy</b>	Lecture: Introduction to design thinking process. Presentation and Videos.	
2	Idea generation and Conceptualization: Visual thinking, Drawing/sketching, new concept thinking, Concept Generation Methodologies, Concept Selection, Concept Testing, Opportunity identification, Empathy for design – Collaboration in distributed Design.	7 Hours
<b>Pedagogy</b>	Ideate the problem and analysis through Journey mapping, customer mapping	
3	Analyze Phase: 5-Whys and 1How Recognize the difference between symptoms and root cause, overcoming common challenges during “5Whys” process. Understanding the purpose “1How” technique. Connecting 1How to the insights from the 5Whys analysis. Creating a problem-solving framework using both techniques, align problem solving with user needs and empathy.	7 Hours
<b>Pedagogy</b>	Group Activity: Conducting a collaborative activity “5Whys Analysis” on the Identified problem. Brainstorming potential solution using “1How” approach.	
4	Project Management Fundamentals and Prototyping Project management terms, Approaches: Waterfall, Agile, Hybrid. Roles and Responsibilities and competencies of project manager, phases of project-Initiate and plan, execute, close. Rapid prototyping, Strategy and Organization – Business Model design.	7 Hours
<b>Pedagogy</b>	Design a solution combining insights from “5Whys and 1How” technique and project Canva for the identified problem.	
5	Finding Solution Through IDEATION Apply ideation, critical thinking and problem-solving skills, to real-world problems and overcome barriers and find innovative solutions.	7 Hours
<b>Pedagogy</b>	Presentation by Team	
6	Legal Aspects and Innovation: Patents, Trademarks, Intellectual Property , Government policies regarding Innovation, renewing innovation, The Indian Innovators & Innovations, Global Innovators & Innovations.	6 hours
<b>Pedagogy</b>	Case Study, PPT, Flipped Classroom	

**Recommended Text Books**

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	101 Design Methods – A Structured Approach to Driving Innovation in your Organization, Vijay Kumar, John Wiley & Sons, 2013.
2	Design Thinking for Strategy – Innovating towards Competitive Advantage, Claude Did Erich, Springer, 2020.
3	Intercultural Collaboration by Design Drawing from Differences, Distances, and Disciplines Through Visual Thinking, <u>Kelly Murdoch-Kitt</u> , <u>Danielle Emans</u> , Routledge, 2020

**Reference Books**

1	HBR's 10 Must Reads on Design Thinking, Clayton M. Christensen, Indra Nooyi ,Tim Brown ,HBR,2020
2	Design Thinking Playbk: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems, <u>Michael Lewrick</u> , <u>Patrick Link</u> , <u>Larry Leifer</u> , Wiley, 1st edition, 2018
3	Intercultural Collaboration by Design: Drawing from Differences, Distances, and Disciplines Through Visual Thinking , Kelly M. Murdoch - Kitt , Denielle J. Emans , Research Gate,2020
4	Design Thinking: A Framework for Applying Design Thinking in Problem Solving, Anuja Agarwal , Cengage Learning India Pvt. Ltd, 1st Edition 2023

Sl. No	Applications	COs
1	Identify real time problems related to society to apply the concept of design thinking	CO3
2	Create ideas (Idea generation) to address the problem	CO4
3	To design feasible solutions to solve problems and value addition.	CO4
4	To validate the solutions with appropriate methods	CO4

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	Remember the concepts of Design Thinking	R	L1
CO2	Understand the evolution and models of Design Thinking	U	L2
CO3	Apply the methods of Design Thinking Modes to solve business problems	A	L3
CO4	Analyze the opportunities to ideate and find solutions to real time problems	An	L4
CO5	Evaluate the significance of various techniques in problem solving	E	L5
CO6	Create platform to bring value addition with IPR	C	L6

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	2	2	-	-	-
CO2	2	2	2	-	-
CO3	3	3	2	-	2
CO4	3	3	2	2	-
CO5	-	3	2	2	-
CO6	2	-	3	3	2

#### Weblinks and Video Lectures (e-Resources)

1	<a href="https://www.ibedo.org/">https://www.ibedo.org/</a>
2	<a href="https://blog.hypeinnovation.com/">https://blog.hypeinnovation.com/</a>
3	Coursera: Design Thinking for Innovation by University of Virginia. By Jeanne M Liedtka
4	Coursera: Design Thinking for the Greater Good: Innovation in the Social Sector (by Jeanne M Liedtka).



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	4 <sup>th</sup>			
Course Title	:	International Financial Management			
Course Code	:	MBAFM404			
Course Type (Theory/ Integrated)		Practical/	:	Theory and Practical	
Category	:	PEC			
Stream	:	MBA		CIE	: 50 Marks
Teaching hours/ (L:T:P:S)	week	:	4:0:0:0	SEE	: 100 Marks
Total Hours	:	40		SEE	: 3 Hours
Credits	:	3		Duration	

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Summarize the importance, rewards, and risks of international business.
2	Develop the mechanisms involved in the determination of foreign exchange rates
3	Discover importance of foreign exchange exposure management and the impact of international parity relationships on exchange rates.
4	Examine the foreign exchange risk management, by designing and valuation of interest rate and currency swaps
5	Design the prediction of exchange rates in foreign exchange market.

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops

thinking skills such as evaluating, generalizing, and analysing information rather than simply recalling it.

- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**Scheme of Teaching and Examinations for MBA Programme -2024-25 Outcome Based Education  
and Choice Based Credit System (CBCS)  
(Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>International Financial Environment:</b> An overview of IFM- Importance, rewards & risk of international finance- Goals of MNC- Balance of Payments (BoP) - Fundamentals of BoP - Accounting components of BOP- Equilibrium & Disequilibrium. International Monetary System: Evolution-Gold Standard-Bretton Woods system- flexible exchange rate regime- recent developments in exchange rate arrangements-recent changes and challenges in IFM. <b>(Only Theory)</b>	6
<b>Pedagogy</b>	PPT, Problems on BOP, Tracking and analyzing the exchange rates between rupee and other currencies.	
2	<b>Foreign Exchange Market:</b> Characteristics, Functions and Structure of Forex markets- Foreign exchange market participants- Types of transactions and Settlement Dates-Exchange rate quotations- Determination of Exchange rates in Spot markets and Forward markets. Exchange rate behaviour-Cross Rates, Bid, Ask, Spread. <b>(Problems on Bid, Ask, Cross Rates, and Spreads only).</b>	8
<b>Pedagogy</b>	PPT, Problems on Exchange Rates, Identify the risk involvement in different country currency during investment.	
3	<b>Foreign Exchange Risk Management:</b> Foreign exchange risk and its types (transaction risk, translation risk & economic risk) - Hedging against foreign exchange exposure – Forward Market- Futures Market - Forward contract Vs Future contracts. Currency Swaps-Interest Rate Swap. <b>(Simple Problems on Hedging and two-way Currency Swaps only)</b>	8
<b>Pedagogy</b>	PPT, Problems on Exposure, Currency Converter Apps for buying and selling of currency , Mock Currency Market	
4	<b>International Financial Markets and Instruments:</b> Foreign Portfolio Investment- International Bond & Equity market-Global Depository Receipt (GDR)- American Depository Receipt (ADR)- International Financial Instruments: Foreign Bonds & Eurobonds, Global Bonds. Floating rate Notes- Zero coupon Bonds.	7

Pedagogy	PPT, Problems on Hedging, Hedging on real-life scenarios like airline hedging fuel price	
5	<b>Forecasting Foreign Exchange rate:</b> International Parity Relationships- Measuring exchange rate movements-Exchange rate equilibrium –Factors affecting foreign exchange rate- Forecasting foreign exchange rates. Interest Rate Parity (IRP), Purchasing Power Parity Theory (PPP) & International Fisher Effects (IFE). Arbitrage-Types of Arbitrage – locational, triangular and covered interest arbitrage. (Theory & Problems).	5
Pedagogy	PPT, Problems on Swaps, Case Study Analysis of different country Swap options	
6	<b>Foreign Exchange exposure:</b> Management of Transaction exposure, Translation exposure, Economic exposure, Political Exposure- Management of Interest rate exposure. International Capital Budgeting: Concept- Factors affecting international capital budgeting- International budgeting partnership- Inputs for international capital budgeting- Evaluation of a project for international capital budgeting. (Theory Only).	5
Pedagogy	PPT, Problems on Capital Budgeting, Analysing International Investment Projects	
	<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>	

### Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	International Corporate Finance, Jeff Madura, Cengage Learning, 10/e, 2022.
2	International Financial Management, Cheol Eun & Bruce Resnick, McGraw Hill, 7/e, 2021.

### Reference Books

1	International Financial Management, Apte P.G & Sanjeevan Kapshe, McGraw Hill, 8/e, 2020.
2	International Financial Management, Jeff Madura, & Roland Fox. Edition 5. Cengage Learning.(2020).

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	Demonstrate the significance of Financial Management in the Global Context.	R	L1
CO2	Construct the Foreign Exchange rates and Arbitrage possibilities	U	L2
CO3	Analyze the concept of forecasting exchange rates and analysing foreign exchange exposures.	A	L3
CO4	Evaluate different hedging techniques to make appropriate financial decisions	An	L4
CO5	Design the swap arrangements and evaluate international capital budgeting.	E	L5

**Mapping of Course Outcomes to Program Outcomes:**

CO	PO	PO1	PO2	PO3	PO4	PO5
CO1		-	-	-	3	-
CO2		3	3	-	2	-
CO3		3	3	-	2	-
CO4		3	3	1	2	-
CO5		3	3	1	-	1

**Weblinks and Video Lectures (e-Resources)**

<https://emeritus.org/blog/finance-international-financial-management/>

<https://link.springer.com/article/10.1007/s11573-021-01039-8>

<https://www.qmul.ac.uk/postgraduate/taught/coursefinder/courses/international-financial-management-msc/>

<https://www.cambridge.org/highereducation/books/international-financial-management/B7138AAA17C384543182C3AA48892984#overview>



## Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	4th			
Course Title	:	Behavioural Finance			
Course Code	:	MBAFM405			
Course Type (Theory/ Practical/ Integrated)	:	Theory			
Category	:	PEC			
Stream	:	MBA	CIE	:	50 Marks
Teaching Hours/Week	:	4	SEE	:	100 Marks
Total Hours	:	40 Hrs	SEE Duration	:	3 Hours
Credits	:	3			

### Course Learning Objectives:

Sl. No	Course Objectives
1	Illustrate the basic concepts in Behavioural Finance.
2	Identify the various Behavioural Finance functions.
3	Compare the Behavioural Factors and Financial Markets trends.
4	Determine the Behavioural Corporate Finance.
5	Interpret the role of emotions in financial decision-making.
6	Build a survey on personal financial planning of individuals.

### Teaching-Learning Process Pedagogy

#### (General Instructions):

1. Lecture method (L).
2. Group Discussion.
3. Brain Storming.
4. Quiz.
5. Case Analysis.
6. Self-Learning
7. Demonstration of human behaviour with respect to financial planning
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can device innovative pedagogy to improve teaching-learning.





**Scheme of Teaching and Examinations for MBA Programme -2023-24**  
**Outcome Based Education and Choice Based Credit System (CBCS)**  
**(Effective from the Academic Year 2023-24)**

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**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	<b>Introduction to Behavioural finance:</b> Nature, scope, objectives and application; Investment Decision Cycle: Judgment under Uncertainty: Cognitive information perception - Peculiarities (biases) of quantitative and numerical information perception - Representativeness – Anchoring - Exponential discounting - Hyperbolic discounting.	8
<b>Pedagogy</b>	Lecture, Flipchart for Brain Storming session.	
2	<b>Utility/ Preference Functions:</b> Expected Utility Theory [EUT] and Rational Thought: Decision making under risk and uncertainty - Expected utility as a basis for decision-making – Theories based on Expected Utility Concept - Investor rationality and market efficiency.	7
<b>Pedagogy</b>	Lecture, Class Group Discussion on investment management, and Case Study.	
3	<b>Behavioral Factors and Financial Markets:</b> The Efficient Markets Hypothesis – Fundamental Information and Financial Markets - Information available for Market Participants and Market Efficiency - Market Predictability –The Concept of limits of Arbitrage Model - Asset management and behavioral factors - Active Portfolio Management: return statistics and sources of systematic underperformance. - Fundamental information and technical analysis – the case for psychological influence.	7
<b>Pedagogy</b>	Lecture, Quiz and Class discussion on practical implications on behavioural corporate finance	
4	<b>Behavioural Corporate Finance:</b> Behavioural factors and Corporate Decisions on Capital Structure and Dividend Policy - Capital Structure dependence on Market Timing -. Systematic approach to using behavioural factors in corporate decision making. External Factors and Investor Behaviour: Mechanisms of the External Factor influence on risk perception and attitudes - Connection to human psychophysiology and emotional regulation Active portfolio management – the source of the systematic underperformance.	7
<b>Pedagogy</b>	Lecture, Simulation tool on Traditional Corporate Finance and Case Study.	
5	<b>Emotions and Decision Making:</b> Experimental measurement of risk-related - Measuring Risk - Emotional mechanisms in modulating risk-taking attitude - Neurophysiology of risk-taking. Personality traits and risk attitudes in different domains.	7
<b>Pedagogy</b>	Lecture, Decision-Making scenarios in the form of role play, Group Discussions and Case Study.	
6	<b>Personal Financial Planning:</b> Goal Setting, Income Sources, Active and Passive Income, Spend Behaviour, Saving Behaviour, Retirement Planning, Income deficiency syndrome.	4
<b>Pedagogy</b>	Lecture and Group Discussion on budgeting strategies and concepts on saving and investing.	

## List of Applications

Sl. No	Applications	COs
1	Encourage students to observe the stock market behavior based on market news.	CO4
2	Linking the market behavior to business environment.	CO3
3	Conduct survey on personal financial planning.	CO6

Text Books	
Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)	
1	'Behavioral Finance', Prasanna Chandra, McGraw Hill Education (India) Private Limited, 2/e, 2020
2	'Understanding Behavioral Finance', Lucy Ackert, Cengage Learning India, 1/e, India Reprint 2021.
3	'Behavioural Finance', Ranjit Singh, PHI Learning, 2022.

Reference Books	
Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)	
1	'Behavioural Finance' Sujata Kapoor and Jaya Mamta Prosad, SAGE Publications India Pvt Ltd, 1/e, 1 May 2019
2	'Behavioral Finance: What Everyone Needs to Know', H. Kent Baker (Author), Oxford University Press, 2019

E-Resources	
1	<a href="https://onlinecourses.swayam2.ac.in/imb24_mg106/preview?">https://onlinecourses.swayam2.ac.in/imb24_mg106/preview?</a>
2	<a href="https://onlinecourses.nptel.ac.in/noc24_hs96/preview?">https://onlinecourses.nptel.ac.in/noc24_hs96/preview?</a>
3	<a href="https://onlinecourses.nptel.ac.in/noc24_hs107/preview?">https://onlinecourses.nptel.ac.in/noc24_hs107/preview?</a>
4	<a href="https://corporatefinanceinstitute.com/resources/career-map/sell-side/capital-markets/behavioral-finance/">https://corporatefinanceinstitute.com/resources/career-map/sell-side/capital-markets/behavioral-finance/</a>

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	Level Indicator
C01	Relate the importance of Behavioural Finance in Investment	R	L1
C02	Infer the various Behavioural Finance functions.	U	L2
C03	Experiment the Behavioural Factors influencing Financial Markets trends.	A	L3
C04	Interpret the Corporate Financial Behaviour	E	L4
C05	Simplify the role of emotions in decision making.	An	L4
C06	Interpret the factors influencing personal financial planning.	E	L5

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
C01	3	-	-	2	-
C02	3	3	-	-	-
C03	2	3	-	2	-
C04	-	2	2	-	1
C05	-	2	2	-	1
C06	-	-	2	2	1



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	4 <sup>th</sup>		
Course Title	:	Merger Acquisition and Corporate Restructuring		
Course Code	:	MBAFM406		
Course Type (Theory/ Integrated)	Practical/ :	Theory and Practical		
Category	:	PEC		
Stream	:	MBA	CIE	: 50 Marks
Teaching hours/ (L:T:P:S)	week	:	4:0:0:0	SEE : 100 Marks
Total Hours	:	40	SEE	: 3 Hours
Credits	:	3	Duration	

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Relate the knowledge on theories and rationale of corporate restructuring.
2	Explain and critically evaluate M & A with its different classifications, strategies, theories, synergy etc
3	Evaluate the financial forms of M & A.
4	Judge HR & legal aspects of M & A.
5	Formulate the appropriate defensive strategies against hostile takeovers
6	Design the pre and post-merger and acquisition of companies

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops

thinking skills such as evaluating, generalizing, and analysing information rather than simply recalling it.

- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2024-25**  
**Outcome Based Education and Choice Based Credit System (CBCS)**  
 (Effective from the Academic Year 2024-25)

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>Mergers and Acquisitions (M&amp;A):</b> Introduction of M & A, Meaning-types of mergers–Merger Motives Theories of Mergers, Reasons for failures of M & A synergy-types of synergy–value creation in M&A, Mergers and industry life cycle.(Theory).	9
<b>Pedagogy</b>	PPT, Evaluating the Pre and Post Merger and Acquisition of Indian Companies.	
2	<b>Corporate Restructuring</b> Meaning, Significance and forms of restructuring–sell- off, spin-off, divestitures, demerger, Equity Carve Out (ECO), Leveraged Buy Outs (LBO), Management Buy Out (MBO), Master Limited Partnership (MLP), Limited Liability Partnership (LLP) and joint ventures. (Theory).	07
<b>Pedagogy</b>	PPT, Analysing and Evaluating the restructuring impact on the stakeholders on case study	
3	<b>Financial Evaluation of M &amp; A</b> valuation approaches – discounted cash flow valuation – relative valuation – valuing operating and financial synergy – valuing corporate control. Methods of financing mergers – cash offer, share exchange ratio – mergers as a capital budgeting decision. (Theory and Problems).	08
<b>Pedagogy</b>	PPT, Assessing the companies value and feasibility of transactions by using techniques	
4	<b>Accounting aspects of Amalgamation:</b> Types of amalgamations (Amalgamation in the nature of merger and amalgamation in the nature of purchase)-Methods of Accounting- Pooling of interest method and Purchase method)–Calculation of purchase consideration-Journal entries in the books of transferor & transferee company-Ledger accounts in the books of transferor and transferee companies. (Theory and Problems).	08
<b>Pedagogy</b>	PPT, Financial calculators by using the spread sheet software of merger and acquisition	

5	<b>Acquisitions/Takeovers &amp; Post acquisition integration:</b> Meaning and types of acquisition/takeovers (Friendly and Hostile takeovers)-Anti-takeover strategies-Anti-takeover amendments- SEBI takeover code, Provisions of Competition Act. Post acquisition integration: Organization and human aspect of post-acquisition – Stages in the integration process (Theory).	6
<b>Pedagogy</b>	PPT, Valuation of financial data by using historical financial statements and projected cash flows.	
6	<b>Merger Process:</b> Procedure for effecting M & A-Five-stage model–Due diligence–Types, process and challenges of due diligence-HR aspects of M & A– Tips for successful mergers. (Theory).	7
<b>Pedagogy</b>	PPT, Simulation on negotiation	
	<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>	

Text Books	
Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Mergers Acquisitions & Corporate Restructuring - Strategies & Practices, Rabi Narayan Kar and Minakshi, Taxmann's, 3/e, 2017.
2	Mergers and Acquisitions, Sheeba Kapil and Kanwal N. Kapil, Wiley, 2/e, 2017.
Reference Books	
1	Mergers, Acquisitions and Corporate Restructuring: Text and Cases, Chandrashekar, Krishnamurti & Vishwanath S, Sage Publications, 2/e, 2018.
2	Mergers, Acquisitions and Takeovers, H.R.Machiraju, New Age International Publishers, 1/e, 2020

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	Understand M&A with its different types, strategies, theories and synergy.	R	L1
CO2	Understand and appreciate the corporate restructuring approaches and merger process in real time scenario	U	L2
CO3	Compute and evaluate the value of the business for M&A decision.	A	L3
CO4	Analyse and demonstrate the accounting aspects of amalgamation in mergers	An	L4
CO5	Understand the legal aspects of mergers and types of takeover/acquisitions.	E	L5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	-	1	1
CO2	1	2	-	-	2
CO3	1	3	-	1	1
CO4	1	2	-	-	3
CO5	1	1	1	2	2

#### Weblinks and Video Lectures (e-Resources)

1	<a href="https://imaa-institute.org/elibrary/mergers-acquisitions-and-corporate-restructurings/">https://imaa-institute.org/elibrary/mergers-acquisitions-and-corporate-restructurings/</a>
2	<a href="https://onlinecourses.nptel.ac.in/noc23_mg58/preview">https://onlinecourses.nptel.ac.in/noc23_mg58/preview</a>
3	<a href="https://study.sagepub.in/krishnamurti_macr">https://study.sagepub.in/krishnamurti_macr</a>
4	<a href="https://onlinelibrary.wiley.com/doi/book/10.1002/9781118269077">https://onlinelibrary.wiley.com/doi/book/10.1002/9781118269077</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	4 <sup>th</sup>			
Course Title	:	Financial Derivatives and Risk Management			
Course Code	:	MBAFM407			
Course Type (Theory/ Integrated)		Practical/	:	Theory and Practical	
Category	:	PEC			
Stream	:	MBA		CIE	: 50 Marks
Teaching hours/ (L:T:P:S)	week	:	4:0:0:0	SEE	: 100 Marks
Total Hours	:	40		SEE	: 3 Hours
Credits	:	3		Duration	

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Classify the different types of derivatives.
2	Demonstrate option pricing models, option trading strategies and to work out problems in these areas.
3	Identify options on future contracts, using options to manage interest rate risk, short term and long-term interest rate futures and swaps.
4	Distinguish the credit risk and credit derivative instruments
5	Application of theoretical concepts to practical situations involving several cases

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops

thinking skills such as evaluating, generalizing, and analysing information rather than simply recalling it.

- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2024-25**  
**Outcome Based Education and Choice Based Credit System (CBCS)**  
 (Effective from the Academic Year 2024-25)

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>Financial Derivatives</b> - Introduction, economic benefits of derivatives - Types of financial derivatives - Features of derivatives market - Factors contributing to the growth of derivatives - functions of derivative markets - Exchange traded versus OTC derivatives - traders in derivatives markets - Derivatives market in India.	08
<b>Pedagogy</b>	PPT and Demonstrate to calculate option premiums using Black Scholes Model	
2	<b>Futures and Forwards:</b> Meaning, features and types of futures/forwards-Futures vs Forwards-Mechanics of buying and selling futures/forwards-Hedging through futures/forwards-Marking-to-market process-contract specifications of stock, index and commodity futures. (Theory and Problems).	10
<b>Pedagogy</b>	PPT, Problems on Margin Account, Valuation of Forward and Futures – Scenario analysis on hedging	
3	<b>Option Contracts:</b> Meaning, features and types of option contracts-Options vs futures/forwards-Mechanics of buying and selling option contracts-contract specifications of stock, index and commodity options-Option pricing-factors affecting option pricing-Valuation of option contracts using Black Scholes model. (Numerical problems on all aspects except exotic options). (Theory and Problems)	9
<b>Pedagogy</b>	PPT, Problems on Valuation of Call Option, Put Option, Black Scholes Model and Binomial Model, Analyze the type of derivatives and risk involved.	
4	<b>Financial Swaps:</b> Meaning, features and advantages of financial swaps-Types of financial swaps (Interest rate swap, currency swap, equity swap and commodity swap)-Mechanics of interest rate swaps– Triangular swap (valuation of interest rate swaps- Only theory. (Theory and Problems)	9

<b>Pedagogy</b>	PPT, Problems on Interest Rate Swap, Simulate trading derivatives	
<b>5</b>	<b>Credit Derivatives</b> -Total Return Swap (TRS)-Credit Default Swap (CDS)-Types of CDS-Asset Backed Securities (ABS)-Collateralised Debt Obligation (CDO)- Sub-Prime Crisis-2007- Credit Spread Options Probability of Default- Forward Rate Agreement (FRA)-	<b>6</b>
<b>Pedagogy</b>	PPT, Execution of hedging strategies and analyse their impact on portfolio performance	
<b>6</b>	<b>Commodity Derivative Market:</b> Meaning of commodity derivatives-Commodity derivative exchanges (with commodities traded) in India-Trading and settlement system of commodity derivatives-SEBI Guidelines for commodity market- commodities traded. (Theory).	<b>8</b>
<b>Pedagogy</b>	PPT, Group Discussion on Regulatory framework governing derivative market and commodity market	
	<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>	

<b>Text Books</b>	
<b>Sl. No.</b>	<b>Title of the Book/Name of the author/Name of the publisher/Edition and Year</b>
<b>1</b>	Futures and Options, N D Vohra and B R Bagri, 2 nd edition, Tata Mcgraw hill,2017.
<b>2</b>	Options, Futures and other derivatives, John C. Hull, Sankarshan Basu, eleventh edition, PHI, 2021
<b>Reference Books</b>	
<b>1</b>	Derivatives Rajiv Srivastav, Oxford University press,2019 2/e
<b>2</b>	Risk Management, Vaiijanath Babshetti, Prakash.B.Yaragol, Kalyani Publishers

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	Explain the concepts of derivative market	R	L1
CO2	Illustrate the application of forwards/futures of financial derivatives.	U	L2
CO3	Select the options trading strategies in derivatives market.	A	L3
CO4	Distinguish the understanding of swaps and commodity derivative market.	An	L4
CO5	Compare the credit derivative instruments and evaluate risks involved in derivative market	E	L5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	-	1	1
CO2	1	2	-	-	2
CO3	1	3	-	1	1
CO4	1	2	-	-	3
CO5	1	1	1	2	2

#### Weblinks and Video Lectures (e-Resources)

1	<a href="https://onlinecourses.nptel.ac.in/noc21_mq84/preview">https://onlinecourses.nptel.ac.in/noc21_mq84/preview</a>
2	<a href="https://onlinelibrary.wiley.com/doi/book/10.1002/9781118266403">https://onlinelibrary.wiley.com/doi/book/10.1002/9781118266403</a>
3	<a href="https://worldscientific.com/worldscibooks/10.1142/y0018#t=aboutBook">https://worldscientific.com/worldscibooks/10.1142/y0018#t=aboutBook</a>
4	<a href="https://worldscientific.com/worldscibooks/10.1142/y0018#t=aboutBook">https://worldscientific.com/worldscibooks/10.1142/y0018#t=aboutBook</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	4 <sup>th</sup>	
Course Title	:	Global & Cross Culture Management	
Course Code	:	MBAHR404	
Course Type (Theory/ Practical/ Integrated)	:	Theory	
Category	:	PEC	
Stream	:	MBA	CIE : 50
Teaching hours/ week (L:T:P:S)	:	4	SEE : 100
Total Hours	:	40	SEE : 3 Hours
Credits	:	3	Duration

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	Impart the application of GHRM in managing and developing an organization.
2	Equip Students with International staffing
3	Enable learners with International Training process
4	Provide insights on the compensation and performance management systems in an international perspective.
5	Acquaint learners the role of culture in international business.
6	Facilitate students gain knowledge of workplace problems involving International and cross cultural issues.

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.

- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2024-25 Outcome Based Education and Choice Based Credit System (CBCS)**

(Effective from the Academic Year 2024-25)

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	GHRM- Meaning and Definition, Objectives, The drivers of internationalization of business. HR Challenges in a global workforce, Difference between GHRM and Domestic HRM, Functions of global HRM, Approaches to International Human Resource Management, Models of GHRM	5
<b>Pedagogy</b>	PPTs, Case Analysis	
2	Staffing for international operations, Selection strategies for overseas assignments, Differentiating between PCNs, TCNs and HCNs, International transfers, Expatriation and Repatriation, Expatriate management, Repatriation Process, Challenges of repatriation and support practices. Overview of International Recruitment in EMEA, APAC, LAD and NA, Criteria for Expatriate Selection, Expatriate Adjustment Process, Problems of Expatriate Failure, Reasons for Expatriate Failure, Repatriation; Process of Repatriation, Job Related Factors in Complex Repatriation Process	8
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Demonstration of Online Application Tracking System	
3	Training and development: Training and development for expatriates; Goals of Expatriate Training, Expatriate Training Cycle, Components of Pre-departure Training Programs, Repatriation Training, Challenges to Repatriation Process and Solutions. Compensation: Compensation in international perspective Approaches to international Compensation, International rewards objectives for MNC's, Key components of global rewards programs, Complexities faced by IHR managers. Approaches to determine International Compensation Package.	8
<b>Pedagogy</b>	PPTs, Case Analysis, Videos links, Demonstration of LMS and learning tools, Payroll tools	

4	Performance management cycle, Key components of PMS, Performance Management of International Assignees, Issues and challenges in international performance management, PMS for expatriates, PMSs in six leading economies: China, India, Japan, South Korea, UK and USA.	6
<b>Pedagogy</b>	PPTs, Videos links, Case Analysis	
5	International Culture Management, Role of culture in international business, Culture and Cross-Cultural Management Models of Culture- Hofstede's Four Cultural Dimensions, Globe's Nine Cultural Dimensions, Edgar Schein's Model of Culture, Schneiders Culture Model, Trompenaar's Seven Cultural Dimensions, Deal and Kennedy's Culture Model, Cameron and Quinn's Model of Culture Charles Handy's Model of Culture Denison's Model of Culture.	8
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Flipped Classroom, Role Plays	
6	Ethics and Corporate Social Responsibility in Global Perspective, International labour standards. Diversity Management, Work-life balance: practices and discourses, Inclusivity, Equal Opportunities Multigenerational Workforce, Retention of Talent across Generations ,Integration of Work and Wellness, Portable Benefits Systems Ethics in IHRM ,Recent trends in Global HRM	5
<b>Pedagogy</b>	Case Study, PPT	
	<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>	

Recommended Text Books	
Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	International Human Resource Management: Policies and Practices for Multinational Enterprises, , Ibraiz Tarique Dennis R. Briscoe Randall S. Schuler , 2022, Routledge; 6th edition
2	International Human Resource Management, Author(s): Peter J. Dowling   Marion Festing   Allen D. Engle, 7th Edition, 2018, Cengage
3	International Human Resource Management, Srinivas R. Kandula, Sage Publication India Pvt.Ltd., 2018

**Reference Books**

1	International Human Resource Management, Anne-Wil Harzing, Ashly H. Pinnington, Sage Publication,2022
2	International Human Resource Management, The Transformation of Work in a Global Context, 2 <sup>nd</sup> EDITION Miguel Martinez Lucio , UK,Robert MacKenzie , 2022 , SAGE Publications Ltd
3	Readings and Cases in International Human Resource Management, Sebastian B. Reiche, Günter K. Stahl, Mark E. Mendenhall, Gary R. Oddou , 2023 , Routledge

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember the concepts of GHRM practices in managing Multinational Firms	R	
CO2	Understand the process of International staffing	U	L2
CO3	Apply appropriate methods of International Training process to enhance the global skill sets	A	
CO4	Analyze the role of compensation and performance management systems in an international perspective.	An	
CO5	Evaluate the impact of culture in international business.	E	L5
CO6	Design HR practices to resolve workplace problems related to cross cultural issues.	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	2	-
CO2	-	-	-	-	2
CO3	3	-	2	-	-
CO4	3	3	2	-	-
CO5	-	2	-	3	-
CO6	3	3	3	2	3



## Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	4 <sup>th</sup>		
Course Title	:	Organizational Leadership & Change Management		
Course Code	:	MBAHR405		
Course Type (Theory/Practical/ Integrated)	:	Theory		
Category	:	PEC		
Stream	:	MBA	CIE	: 50
Teaching hours/ week (L:T:P:S)	:	4	SEE	: 100
Total Hours	:	40	SEE	: 3 Hours
Credits	:	3	Duration	

**Course Learning Objectives:** Students will be able to:

Sl.No	Course Objectives
1	Learn the concepts of Leadership and change management
2	Familiarize the models of leadership in managing organisations
3	Appreciate the need of organization change for development
4	Acquaint learners the managerial skills fostering effective leadership
5	Facilitate students with the knowledge of challenges in implementing change in organisations
6	Classify the various leadership models

### Teaching-Learning Process Pedagogical

#### Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.
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**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2024-25  
Outcome Based Education and Choice Based Credit System (CBCS)**

(Effective from the Academic Year 2024-25)

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	Introduction Concept of Leadership, Ways of Conceptualizing Leadership, Definition and Components, Trait Versus Process Leadership, Assigned Versus Emergent Leadership. Leadership and Power, Leadership and Coercion, Leadership and Management. Leadership Skills and competency, Styles of leadership, Leadership framework, Leadership and Ethics, Leadership and organization efficiency.	5
<b>Pedagogy</b>	PPTs, Case Examples	
2	Leadership Theories Great Man Theory of Leadership, Behavioral Theory of Leadership; Managerial Grid Model; Role Theory, Contingency theory of Leadership; Fiedler's Contingency Theory; Hersey-Blanchard Situational Leadership Theory; Path-Goal Theory; Cognitive Resource Theory; Strategic Contingencies Theory, Contemporary theories of Leadership; Transactional leadership Theories (Leader- member Exchange); Transformational Leadership Theories	7
<b>Pedagogy</b>	PPTs, Case Study	
3	Models of Leadership- Trait Approach: Description, Intelligence, Self-Confidence, Determination, Integrity, Sociability, Emotional Intelligence, Application, Strengths, Criticisms, Application. Skills Approach: Description, Three-Skill Approach, Summary of the Three-Skill Approach, Skills Model, Competencies, Individual Attributes, Leadership, Outcomes, Career Experiences, Environmental Influences. Behavioral Approach: Description, The Ohio State Studies, The University of Michigan Studies, Blake and Mouton's Managerial (Leadership) Grid, Paternalism/Materialism, Opportunism, Situational Approach: Description, Leadership Styles, Development Levels.	8
<b>Pedagogy</b>	PPTs, Videos Clipping , Story Telling	
4	Path-Goal Theory, Achievement-Oriented Leadership, Leader-Member Exchange Theory, Transformational Leadership, Transformational Leadership Factors, Transactional Leadership Factors, Non-leadership Factor, Other Transformational Perspectives Bennis and Nanus, Kouzes and Posner, Authentic Leadership, Practical Approach, Theoretical Approach.	7
<b>Pedagogy</b>	PPTs, Videos links, Case Analysis	
5	Change Management-Definitions, Concept and Significance; Managing Change, Concept of Analyzing the Environment, Perspectives on Change, and Implications of Change. Types of Change. Levels of Change, Changes and Organizational Performance Changes. Agile Management; Functional Transformation Models of change: Kurt Lewin's 3 step model, Kotter's 8 step model, Nadler's Model & Mc Kinsey's model, setting up of Change Teams, Aligning Structure, Systems and Resources, Removing Barriers, Engrossing and Embracing Changes into Organization.	8
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Behavioral Assessment Techniques	

<b>6</b>	<p>Models of Change-Theories of planned change, a general model of planned change, Different types of planned change and critique of planned change.</p> <p>OD practitioner role, competencies and professional ethics</p> <p>OD process: Initiating OD relationship, contracting and diagnosing the problem Diagnosing models, collection and analysis for diagnostic information, feeding back the diagnosed information, Human process interventions,</p> <p>Organization confrontation meeting, intergroup relations intervention, and large group intervention, Techno structural interventions: Structural design, downsizing, reengineering, employee involvement, work design, socio-technical systems approach.</p>	<b>5</b>
<b>Pedagogy</b>	Case Study, PPT, Experiential, Organizational Mirroring Activities	
	<p>Pedagogical Initiatives (Not limited to):</p> <p>Think Pair and Share (Blended Learning): provides an opportunity for students to learn from one another</p> <p>Problem Solving: encourages cognitive thinking and enables creative problem solving</p> <p>Poster Presentation: allows students to represent the concepts visually in order to understand the topics easily.</p> <p>Case studies: maps different domains in real time applications</p> <p>Demonstration: exhibits the implementation process</p>	

<b>Recommended Books</b>	
<b>Sl. No.</b>	<b>Title of the Book/Name of the author/Name of the publisher/Edition and Year</b>
<b>1</b>	Charismatic Leadership in Organization's, Jay A. Conger, Rabindra N. Kanungo, Sage Publications ,1998
<b>2</b>	Management: Leading People and Organisations in the 21st Century, Gary Dessler, Prentice Hall,2001
<b>3</b>	Organisation Development, Donald L. Anderson ,SAGE South Asia ,2013
<b>Reference Books</b>	
<b>1</b>	Organisation Development and Organizational Change, Donald L. Anderson and Tupper F. Cawsey ,2014
<b>2</b>	Organizational Leadership , SECOND EDITION , <u>John Bratton</u> ,2023 ,Sage Publications
<b>3</b>	Leadership In Organizations ,Gary Yukl,,2016,Pearson
<b>4</b>	Organisation Development and Organisational Change ,Donald L. Anderson and Tupper F. Cawsey ,2014
<b>5</b>	Organizational Leadership , SECOND EDITION , <u>John Bratton</u> ,2023 ,Sage Publications
<b>6</b>	Leadership In Organizations ,Gary Yukl,,2016,Pearson
<b>7</b>	Organisational Leadership and Generation Z,Bachelorarbeit,2020,GRIN
<b>8</b>	Leadership in Organizations, 9/e Pearson Education; Ninth edition , <a href="#">Gary A. Yukl</a> 2019

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember the concepts of Leadership and change management	R	L1
CO2	Understand the models of leadership for effective management of organisations	U	L2
CO3	Apply models of change for organizational development	A	L3
CO4	Analyze the role of leadership skills to enhance organisation effectiveness	An	L4
CO5	Evaluate the challenges in executing change management practices in organisations	E	L5
CO6	Demonstrate dynamic leadership styles to pace the business dynamics	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	-	-	2	-	-
CO2	-	2	3	2	-
CO3	3	-	-	2	-
CO4	3	3	3	-	2
CO5	-	3	-	2	2
CO6	3	2	3	-	3

**Weblinks:**

1	<a href="https://www.coursera.org/learn/removing-barriers-to-change">https://www.coursera.org/learn/removing-barriers-to-change</a> offered by University of Pennsylvania
2	<a href="https://www.coursera.org/projects/change-gap-analysis">https://www.coursera.org/projects/change-gap-analysis</a> - Guided Project
3	EBSCO: <a href="https://www.ebsco.com/academic-libraries">https://www.ebsco.com/academic-libraries</a> ,
4	JGATE : <a href="https://jgateplus.com">https://jgateplus.com</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>4th</b>			
<b>Course Title</b>	:	<b>People Analytics</b>			
<b>Course Code</b>	:	<b>MBAHR406</b>			
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>			
<b>Category</b>	:	<b>PEC</b>			
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	:	<b>50</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4</b>	<b>SEE</b>	:	<b>100</b>
<b>Total Hours</b>	:	<b>40</b>	<b>SEE</b>	:	<b>3 Hours</b>
<b>Credits</b>	:	<b>3</b>	<b>Duration</b>		

**Course Learning Objectives:** Students will be able to:

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Understand the framework for HR measurements in the organization
<b>2</b>	Identify the HR metrics for maximizing the impact of HR decisions
<b>3</b>	Evaluate the business process and forecast for HR
<b>4</b>	Interpret HR data into HR information
<b>5</b>	Determine the practical process of using predictive analytics for HR decisions in the organization

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.

- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2024-25**

**Outcome Based Education and Choice Based Credit System (CBCS)**

**(Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

<b>Module No.</b>	<b>Topics</b>	<b>Hours</b>
1	Introduction to HR Analytics: History of Different HRM Perspectives, Transition from HRM to HCM and Gaining Sustainable Advantage through HCM. HR Analytics and Changing Role of HR Professionals. Importance and Scope of HR Analytics. Significance of HR Analytics, Benefits of HR Analytics. Levels of Analysis and Conducting analytics. Key Influencers of HR Analytics Process. Big Data Era in HR Analytics, HR Analytics – Linkage to Business Outcomes.	5
<b>Pedagogy</b>	PPTs ,Case Analysis, Podcasts	
2	Understanding HR Analytics: Conducting HR/Workforce Analytics: Models of HR Analytics, How to Conduct HR Analytics. Understanding HR Data: Importance of Data, Types and Scales of Data; Methods of Capturing Data, Data Examination & Purification. Understanding various HR Metrics from the perspective of HR Analytics.	7
<b>Pedagogy</b>	PPTs ,Case Analysis, Videos	
3	Analytics for Key HR Processes Using MS Excel: HR Analytics for Recruitment & Selection, Training & Development, Performance Appraisal, Talent Management, Employee Engagement, Compensation Management and Expatriate Management. Application of AI tools and Technology in Recruitment.	8
<b>Pedagogy</b>	PPTs , Case Analysis	
4	Descriptive Analytics: Overview of Select Tools for Conduction HR Analytics: MS Excel, R, Tableau, Power BI, Python, SPSS & PSPP. Descriptive Analytics in HR: HR Dashboards using MS Excel, Slicing and Dicing of HR Data using MS Excel Pivot Table Applications, Data Visualization for Key HR processes.	7
<b>Pedagogy</b>	PPTs ,Case Analysis	
5	Predictive & Prescriptive HR Analytics: Predictive HR Analytics: Correlation, Linear and Multiple Regression, Factor Analysis and Cluster Analysis, Comparison of Means and Analysis of Variance for Manpower Demographics, Employee Satisfaction, And Training Effectiveness etc. Prescriptive HR Analytics, Predictive vs Prescriptive HR Analytics, Future of HR Analytics.	8

<b>Pedagogy</b>	PPTs ,Videos	
<b>6</b>	Modeling in HR, Descriptive and indicative models for Employee retention and turnover; workforce productivity and performance; scenario planning	<b>5</b>
<b>Pedagogy</b>	PPTs ,Case Analysis	
	<p><b>Pedagogical Initiatives (Not limited to):</b></p> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> </ul> <p><b>Demonstration:</b> exhibits the implementation process</p>	

<b>Text Books</b>	
<b>Sl. No.</b>	<b>Title of the Book/Name of the author/Name of the publisher/Edition and Year</b>
<b>1</b>	Edwards, M. R., & Edwards, K. (2019). Predictive HR Analytics: Mastering the HR metric. Kogan Page Publishers: London
<b>2</b>	HR Analytics Connecting Data And Theory, Rama Shankar Yadav Sunil Maheshwari,, Edition, 2020 Wiley India
<b>3</b>	Bhattacharyya, D. K. (2019). HR Analytics: Understanding Theories and Applications. SAGE Publications India Pvt Limited.
<b>Reference Books</b>	
<b>1</b>	Soundararajan, R., & Singh, K. (2017). Winning on HR Analytics: Leveraging Data for Competitive Advantage. SAGE Publications: India
<b>2</b>	The Practical Guide to HR Analytics: Using Data to Inform, Transform, and Empower HR" by Shonna Waters, Valerie Streets, Lindsay McFarlane, and Rachael Johnson-Murray, SHRM, 2020
<b>3</b>	Human Resource Management: People, Data, and Analytics" by Talya Bauer, Berrin Erdogan, and David Caughlin, SAGE Publication, 2019
<b>4</b>	Excellence in People Analytics: How to Use Workforce Data to Create Business Value" by Jonathan Ferrar and David Green, Kogan Page, 2021

**Course Outcomes: At the end of the course, the student will be able to:**

		<b>Indicator</b>
<b>C01</b>	Apply HR Analytics Concepts, Functions and Theories to gain practical experience in the field	L3
<b>C02</b>	Examine the different models and methods of capturing, examining & purifying data for conduction of HR Analytics	L4
<b>C03</b>	Calculate using MS Excel for conduction HR Analytics for key HR Processes	L3
<b>C04</b>	Determine the various tools and software technologies used for conduction of Descriptive HR Analytics and Visualization of HR Data	L3
<b>C05</b>	Compare the significance of Predictive and Prescriptive Analytics	L5

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	1	-	-	-	2
<b>C02</b>	-	-	2	-	-
<b>C03</b>	-	-	-	3	-
<b>C04</b>	-	2	-	2	-
<b>C05</b>	-	-	-	-	-

**Weblinks and Video Lectures (e-Resources)**

<b>1</b>	<a href="https://zalaris.com/insights/blog/whats-next-for-hr-analytics-5-key-trends-to-watch-out-for-in-2024/">https://zalaris.com/insights/blog/whats-next-for-hr-analytics-5-key-trends-to-watch-out-for-in-2024/</a>
<b>2</b>	<a href="https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/how-to-be-great-at-people-analytics">https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/how-to-be-great-at-people-analytics</a>
<b>3</b>	<a href="https://www.crunchr.com/resources/blogs/state-of-people-analytics/">https://www.crunchr.com/resources/blogs/state-of-people-analytics/</a>
<b>4</b>	<a href="https://www.performyard.com/articles/hr-data-analytics">https://www.performyard.com/articles/hr-data-analytics</a>
<b>5</b>	<a href="https://www.visier.com/blog/predictive-hr-analytics/">https://www.visier.com/blog/predictive-hr-analytics/</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>4th</b>				
<b>Course Title</b>	:	<b>Training &amp; Employee Skill Development</b>				
<b>Course Code</b>	:	<b>MBAHR407</b>				
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>				
<b>Category</b>	:	<b>PEC</b>				
<b>Stream</b>	:	<b>MBA</b>		<b>CIE</b>	:	<b>50</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4</b>		<b>SEE</b>	:	<b>100</b>
<b>Total Hours</b>	:	<b>40</b>		<b>SEE</b>	:	<b>3 Hours</b>
<b>Credits</b>	:	<b>3</b>		<b>Duration</b>	:	

**Course Learning Objectives:** Students will be able to:

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Recall key theories, models, and concepts related to learning and development strategies
<b>2</b>	Understanding Principles and Practices in Learning and Development in organizational context
<b>3</b>	Apply various learning and development strategies to address organizational challenges and enhance employee performance
<b>4</b>	Evaluate the impact and effectiveness of learning and development initiatives using relevant metrics and data analysis techniques
<b>5</b>	Understand the Concept and Importance of Employee Wellbeing

**Teaching-Learning Process Pedagogical Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
  - Include videos to demonstrate various concepts in C.
  - Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.

- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



## Scheme of Teaching and Examinations for MBA Programme -2024-25 Outcome

### Based Education and Choice Based Credit System (CBCS)

**DSATM**

(Effective from the Academic Year 2024-25)

#### COURSE CURRICULUM

Module No.	Topics	Hours
1	Job analysis – manpower planning – at the start of the business and as ongoing process – performance appraisal – standards, methods, errors Introduction –Objectives of Training - Benefits of Training to Organizations - Difference between Training and Development - Difference between Training, Learning and Development - Steps involved in training and development process - Importance of Training Administration-Training Administration Procedure.	7
<b>Pedagogy</b>	PPTs ,Case Analysis, Podcasts,	
2	Training Need Analysis – Importance of Training Need Analysis – Different Types of Training Needs – Components/Levels of Training Needs Analysis – Organizational Analysis, Task Analysis, Person Analysis – Techniques of Training Needs Assessment – Organization of Training Programme – Selection of Trainees, Trainee Readiness, Trainee Motivation to learn, Preparedness of Trainer, Duration of Training Programme, Training Environment.	9
<b>Pedagogy</b>	PPTs ,Case Analysis, Videos,	
3	Methods of Training – On-the-Job Training Methods - Off-the-Job Training– choosing optimum method – the lecture – field trips – panel discussion – behavior modeling – interactive demonstrations – brain storming – case studies – action mazes, incident process, in-baskets, team tasks, buzz-groups and syndicates, agenda setting, role-plays- reverse role plays, rotational role plays, finding metaphors, simulations, business games, clinics, critical incidents, fish bowls, T-groups, data gathering, grouping methods, transactional analysis, exception analysis. Outward Bound Learning – Process of OBL – Framing, Implementation, Debriefing. Risks, Safety and Ethical issues in OBL.	9
<b>Pedagogy</b>	PPTs ,Case Analysis, Videos,	
4	Training Evaluation – Steps of evaluation process, Identifying purposes of evaluation and discussing business cases, Kirkpatrick Model of Training evaluation, Other Integrated Models, Methods and Approaches of evaluation (Jack Phillip ROI, Robert Brinkerhoff, CIRO, Kaufman, Anderson, AEIOU, Success Case Study Method, Systematic Evaluation Method, Systems Thinking Approach, Action Research Approach, Appreciative Enquiry	8

	Approach), V (Value) Chain and Evaluation strategies, Case discussions Concept of return on Investment and cost benefit analysis –ROI IRR – CPA- CBA Linking training needs and objectives of various theories of learning and methods of training.	
<b>Pedagogy</b>	PPTs ,Case Analysis, Business lab	
<b>5</b>	Career Management: Concept of Career and Career Planning – Career Anchors – Process of Career planning – Stages of Career Development – Issues in Career Development – Benefits of Career planning to Organization and to an Individual Employee - Guidelines for Effective Career Management. Current practices in assessing training and development – latest scenario of assessing training. Learning cycles – factors for fixing duration selection of participants – choice of trainers	<b>9</b>
<b>Pedagogy</b>	PPTs ,Videos, HR Tools, Hands on Experiences and Real-life Case Study	
<b>6</b>	Employee Wellbeing: Introduction to Employee Wellbeing, Factors Influencing Employee Wellbeing, Promoting Physical Health in the Workplace, Supporting Mental Wellness, Work- Life Balance and Flexibility, Organizational Support Systems, Designing and Implementing Wellbeing Initiatives	<b>8</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, Business lab	
	<p><b>Pedagogical Initiatives (Not limited to):</b></p> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>	

### Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Employee Training & Development" by Raymond A. Noe, 8th Edition, McGraw-Hill Education, 2024
2	Training and Development: Theories and Applications, B. Janakiram, 2 <sup>nd</sup> Edition, Biztantra, 2019
3	Designing and Implementing Effective Learning Programs, Kumar R. Bhardwaj, : Latest Edition, Sage Publications, 2018

### Reference Books

1	Effective Training: Systems, Strategies, and Practices" (7th Edition) by P. Nick Blanchard and James W. Thacker, Pearson, 2024
2	Training and Development: Enhancing Human Performance" (5th Edition) by Steve W.J. Kozlowski and Eduardo Salas, Wiley, 2023
3	Wellbeing at Work: How to Build Resilient and Thriving Teams" by Jim Clifton and Jim Harter, 1st Edition, Gallup Press, 2021
4	The Wiley Blackwell Handbook of the Psychology of Positivity and Strengths-Based Approaches at Work, Lindsay G. Oades, Michael Steger, Antonella Delle Fave, and Jonathan Passmore, 1 <sup>st</sup> edition, Wiley-Blackwell, 2017

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	Level Indicator
CO1	Identify the strategic importance of employee training and development and employee wellbeing	L2
CO2	Analyze training and learning needs analysis	L4
CO3	Choose appropriate learning tools	L5
CO4	Develop the training and development strategies	L6
CO5	Indicate the factors affecting wellbeing at workplace	L2

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	1	-	-	-	2
CO2	-	-	2	-	-
CO3	-	-	-	3	-
CO4	-	2	-	2	-
CO5	-	-	-	-	-

**Weblinks and Video Lectures (e-Resources)**

- |   |   |
|---|---|
| 1 | <a href="https://hbswk.hbs.edu/item/learning-or-playing-the-effect-of-gamified-training-on-performance">hbswk.hbs.edu/item/learning-or-playing-the-effect-of-gamified-training-on-performance</a>   |
| 2 | <a href="https://www.shrm.org/in/topics-tools/news/organizational-employee-development/report-employers-reap-benefits-employee-training-done-right">https://www.shrm.org/in/topics-tools/news/organizational-employee-development/report-employers-reap-benefits-employee-training-done-right</a> |
| 3 | <a href="https://engageforsuccess.org/engaging-managers/hbr-if-youre-not-helping-people-develop-youre-not-management-material/">https://engageforsuccess.org/engaging-managers/hbr-if-youre-not-helping-people-develop-youre-not-management-material/</a>   |
| 4 | <a href="https://www.ibm.com/topics/training-development">https://www.ibm.com/topics/training-development</a>   |





**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>4th</b>		
<b>Course Title</b>	:	<b>Digital Marketing</b>		
<b>Course Code</b>	:	<b>MBAMM404</b>		
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>		
<b>Category</b>	:	<b>PEC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	: <b>50</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4 hours</b>	<b>SEE</b>	: <b>100</b>
<b>Total Hours</b>	:	<b>40 Hrs</b>	<b>SEE Duration</b>	: <b>3 Hours</b>
<b>Credits</b>	:	<b>3 Credits</b>		

**Course Learning Objectives:** Students will be able to:

<b>Sl.No</b>	<b>Course Objectives</b>
<b>1</b>	Gain Knowledge in major digital platforms such as social media, search engines, and email marketing.
<b>2</b>	Understand how to collect, analyze, and interpret data from digital marketing campaigns to optimize performance.
<b>3</b>	Formulate digital marketing strategies that align with organizational goals, leveraging strengths across different digital channels.
<b>4</b>	Analyze the fundamentals of SEM, including PPC (Pay-Per-Click) advertising, Google Ads, and campaign management.
<b>5</b>	Apply knowledge and skills acquired throughout the course to plan, execute, and evaluate digital marketing campaigns effectively.
<b>6</b>	Evaluate strategies and tactics for leveraging social media platforms (e.g., Facebook, Instagram, LinkedIn, Twitter) to build brand awareness

**Teaching-Learning Process Pedagogy (General Instructions):**

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
- Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
- Encourage collaborative (Group) Learning in the class.
- Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop

thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.

- Topics will be introduced in multiple representations.
- Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
- Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
- Individual teachers can devise innovative pedagogy to improve teaching-learning.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2023-24  
Outcome Based Education and Choice Based Credit System (CBCS)  
(Effective from the Academic Year 2023-24)**

**COURSE SYLLABUS**

Module No.	Contents of the Module	Hours
1	Introduction to Digital Marketing: Evolution, significance, and key concepts, Traditional marketing Vs Digital Marketing, Concept of Digital Marketing, Origin, traditional versus Digital Marketing. Digital Marketing Strategy- The P-O-E-M Framework, Segmenting and customising Messages, Digital Landscape. Digital advertising Market in India. Skills required in Digital Marketing, Digital Marketing Plan.	7 hours
<b>Pedagogy</b>	Creating Digital Marketing Plan	
2	Display Advertising : Consumer Decision journey, Concept of Display Advertising, types of display ads, buying models, display plan Targeting- contextual targeting placement targeting, remarketing, interest categories, geographic and language tagging, demographics, mobile, other targeting methods. Programmatic digital advertising, You Tube Advertising.	6 hours
<b>Pedagogy</b>	Digital Advertising	
3	Understanding Ad Placement: Display advertising, Buying Models, different type of ad tools, Display advertising terminology, types of display ads, Understanding Ad Ranks, Creating First Ad Campaign, and Performance Reports. Social Media Marketing: Building a successful Strategy.	7 hours
<b>Pedagogy</b>	You Tube Advertising	

4	Social Media Marketing: Fundamentals of Social Media Marketing & its significance, Necessity of Social media Marketing, Facebook Marketing: Facebook for business & facebook insights LinkedIn Marketing: LinkedIn Strategy, LinkedIn Analytics Twitter Marketing: Building Content Strategy, twitter usage , Twitter Analytics Instagram & Snapchat: Objectives of Instagram, Hashtags. What is Snapchat. Digital Public Relations.	7 hours
<b>Pedagogy</b>	Social Media Campaign Design	
5	Mobile Marketing Mobile Usage, Mobile Advertising- Mobile Advertising Models, advantages of Mobile advertising, Mobile Marketing Toolkit, Mobile Marketing features- Location based services, Social marketing on mobile, QR Codes, Augmented Reality, Gamification. Tracking mobile campaigns- Mobile Analytics	6 hours
<b>Pedagogy</b>	Email Marketing Campaign	
6	Search Engine Optimization Search Engine Optimization: How search engines work, concept of search engine optimisation (SEO), On Page Optimisation, Off Page Optimisation, , Google Search Engine, Web Analytics- Key Metrics- concepts only	7 Hours
<b>Pedagogy</b>	SEO and Content Marketing	

#### List of Applications

Sl.No	Applications	COs
1	Create an Ad Campaign using banner to launch ad in YOU TUBE/ Facebook/ Instagram	CO3
2	Create a Pay -Per-Click(PPC) campaign on Google Ads.	CO2
3	Students are suggested to create a digital marketing plan.	CO3
4	Students are suggested to create a mobile advertising for any Organization/Product	CO4

#### Reference Text Books

##### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1.	Digital Marketing, Seema Gupta, Tata McGraw Hill, 3 <sup>rd</sup> Edition, 2022
2	Digital Marketing, Strategy Implementation and Strategy Dave Chaffey and Fiona Ellis- Chadwick, 8th Edition, 2022.

#### Recommended Books

1	Social Media Marketing Tracy L Tuten, Michael R Solomon Sage Publications 3/e, 2020
2	Fundamentals of Digital Marketing Puneet Bhatia Pearson 2/e
3	Marketing 4.0: Moving from Traditional to Digital Philip Kotler, Hermawan Kartajaya, Iwan Setiawan Wiley
4	Digital Marketing Swaminathan T N, Karthik Kumar Cengage Learning India Pvt. Ltd
5	Digital Marketing Hanlon Sage Publications

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Recognize appropriate Digital-marketing objectives.	R	L1
CO2	Appreciate and Understand the e-commerce framework and technology.	U	L2
CO3	Develop and analyse the social media strategy's to solve business problems.	A	L3
CO4	Illustrate and apply the use of search engine marketing, online advertising and marketing strategies	An	L4
CO5	Describe online advertising including ad networks and behavioural targeting.	E	L5
CO6	Analyze how to create search engine optimization strategy for own business.	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-
CO2	-	-	-	2	-
CO3	3	3	1	2	-
CO4	3	3	-	-	1
CO5	-	-	-	2	-
CO6	3	3	1	-	1

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://onlinecourses.nptel.ac.in/noc22_mg104/preview">https://onlinecourses.nptel.ac.in/noc22_mg104/preview</a>
2	<a href="https://learninglink.oup.com/access/king-lawley3e-student-resources#tag_all-chapters">https://learninglink.oup.com/access/king-lawley3e-student-resources#tag_all-chapters</a>
3	<a href="https://openstax.org/details/books/organizational-behavior">https://openstax.org/details/books/organizational-behavior</a>
4	<a href="https://www.classcentral.com/course/introduction-organisational-behaviour-11892">https://www.classcentral.com/course/introduction-organisational-behaviour-11892</a>
5	<a href="https://onlinecourses.nptel.ac.in/noc22_mg78/preview">https://onlinecourses.nptel.ac.in/noc22_mg78/preview</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>4th</b>			
<b>Course Title</b>	:	<b>Marketing Communications Strategy</b>			
<b>Course Code</b>	:	<b>MBAMM405</b>			
<b>Course Type (Theory/Practical/Integrated)</b>	:	<b>Theory</b>			
<b>Category</b>	:	<b>PCC</b>			
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	:	<b>50 Marks</b>
<b>Teaching Hours / Week (L:T:P:S)</b>	:	<b>4 hours</b>	<b>SEE</b>	:	<b>100 Marks</b>
<b>Total Hours</b>	:	<b>40 Hrs</b>	<b>SEE Duration</b>	:	<b>3 Hours</b>
<b>Credits</b>		<b>3</b>			

**Course Learning Objectives:** Students will be taught

<b>Sl.No</b>	<b>Course Objectives</b>
<b>1</b>	Identify a comprehensive framework fo Marketing Communications Strategy.
<b>2</b>	Understand advertising, publicity, personal selling, direct marketing and sales promotion.
<b>3</b>	Enhance knowledge of emerging trends in integrated marketing communications.
<b>4</b>	Acquaint the students with the latest internet and e-marketing techniques, ethically way of handling business.
<b>5</b>	Explore techniques to ensure message consistency across various marketing channels (e.g., advertising, public relations, digital media).
<b>6</b>	Evaluating the effectiveness of IMC campaigns using appropriate metrics and analytics,

### **Teaching-Learning Process Pedagogy**

#### **(General Instructions):**

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

10. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
11. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
12. Encourage collaborative (Group) Learning in the class.
13. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
14. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
15. Topics will be introduced in multiple representations.
16. Show the different ways to solve the same problem and encourage the students to come upwith their

own creative ways to solve them.

17. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

18. Individual teachers can devise innovative pedagogy to improve teaching-learning.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2023-24  
Outcome Based Education and Choice Based Credit System (CBCS)  
(Effective from the Academic Year 2023-24)**

**COURSE SYLLABUS**

<b>Module No.</b>	<b>Contents of the Module</b>	<b>Hours</b>
1	Marketing Communication Strategy: Role of Marketing Communication in marketing process, Marketing Communication planning model, Marketing and promotion Process model. Steps involved in developing IMC programme, Effectiveness of marketing communications. Advertising: Purpose, Role, Functions, Types, Advertising appeal in various stages of PLC. One voice communication V/s IMC.	7 hours
<b>Pedagogy</b>	IMC Campaign simulation	
2	Advertising Agency: Type of agencies, Services offered by various agencies, Criteria For selecting the agencies and evaluation. Advertising objectives and Budgeting: Goal setting – DAGMAR approach, various budgeting methods used. The standard learning Hierarchy, Attribution Hierarchy, and low involvement hierarchy Consumer involvement.	7 hours
<b>Pedagogy</b>	Brand Integration Challenge	
3	Media planning: Factors considered in Media Planning, Developing Media plan, Importance, Problems encountered, Advertising Media, Media Evaluation-Print, Broadcast media, Support media in advertising. Media strategy: Creativity, Elements of creative strategies and its implementation, Importance of Headline and body copy. Method to determine marcom budget.	6 hours
<b>Pedagogy</b>	Communication Mix	
4	Direct Marketing: Features, Functions, Growth, Advantages/Disadvantages and Direct Marketing Strategies. Promotion: Meaning, Importance, tools used, Conventional/unconventional, drawbacks, push pull strategies, Co-operative advertising, Integration with advertising and publicity Public relation/ Publicity:- Meaning, Objectives, tools of public relations, Public Relation strategies, Goals of publicity Corporate Advertising – Role, Types, Limitations, PR Vs Publicity.	7 hours

<b>Pedagogy</b>	Media Planning	
<b>5</b>	Monitoring, Evaluation and control: Measurement in advertising, various methods used for evaluation, Pre-testing, Post testing. Types of appeals and execution styles. Media planning and selection decisions- steps involved and information needed for media planning, Convergence of Digital Media, E- Commerce and Digital Media.	6 hours
<b>Pedagogy</b>		
<b>6</b>	International Advertising: Global environment in advertising, Decision areas in international advertising. Industrial advertising: B 2 B Communication, Special issues in Industrial selling. Internet advertising: Meaning, Components, Advantages and Limitations, Types of Internet advertising Advertising Laws & Ethics: Advertising & Law, Advertising & Ethics, Pester Power, Intellectual Property Rights, ASCI	7 hours
<b>Pedagogy</b>	Integrated Messaging Challenge	

### List of Applications

Sl.No	Applications	COs
1	Students will be able to define and apply knowledge of various aspects of managerial decision making related to marketing communications strategy	CO3
2	Students will be getting an idea to explain the role of MCS in the overall marketing & Use effectiveness measures to evaluate MC strategies.	CO2
3	Ability to create an integrated marketing communications plan which includes promotional strategies.	CO3
4	Students will be trained in the art of drafting, prepare advertising copy and design other basic IMC tools.	CO4

### Reference Text Books

#### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	"Integrated Marketing Communications: Strategic Planning Perspectives", Keith J. Tuckwell, Routledge, 6th Edition 2020
2	"Advertising and Promotion: An Integrated Marketing Communications Perspective", George E. Belch, Michael A. Belch, McGraw-Hill Education, 12th Edition 2021
<b>Recommended Books</b>	
	Advertising and Promotions IMC Perspectives: Belch and Belch, 9/e, Tata McGraw Hill, Latest edition
	Advertising & Integrated Brand Promotion - O'Guinn, Allen, Semenik, Cenage Learning, 2020
3	Integrated Advertising, Promotion, and Marketing Communications, Global Edition, Kenneth E Clow, Donald E Baack, 9th edition Published by Pearson, Copyright © 2022
4	Integrated Marketing Communications – Niraj Kumar, HPH .

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember various aspects of managerial decision making related to marketing communications strategy and tactics.	R	L1
CO2	Understanding in getting an idea to explain the role of IMC in the overall marketing & Use effectiveness measures to evaluate IMC strategies.	U	L2
CO3	Apply the ability to create an integrated marketing communications plan which includes promotional strategies.	A	L3
CO4	Analyse and get trained in the art of drafting, prepare advertising copy and design other basic IMC tools ethically situations.	An	L4
CO5	Evaluate the strengths and weaknesses of integrated marketing communication strategies	E	L5
CO6	Design an innovative integrated marketing communication campaign that integrates multiple channels effectively.	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	2	-
CO2	-	-	-	2	1
CO3	3	2	1	-	-
CO4	-	3	2	2	-
CO5	2	3	1	-	1
CO6	3	3	2	-	2

Weblinks and Video Lectures (e-Resources)	
1	<a href="https://www.digimat.in/nptel/courses/video/110107158/L04.html">https://www.digimat.in/nptel/courses/video/110107158/L04.html</a> <a href="https://www.digimat.in/nptel/courses/video/110107158/L03.html">https://www.digimat.in/nptel/courses/video/110107158/L03.html</a>
2	<a href="https://www.academia.edu/13180608/E_Book_IMC_Integrated_Marketing_Communication">https://www.academia.edu/13180608/E_Book_IMC_Integrated_Marketing_Communication</a> <a href="http://www.gurukpo.com">http://www.gurukpo.com</a> 11. <a href="https://www.youtube.com/watch?v=uuFGD7eCrhc">https://www.youtube.com/watch?v=uuFGD7eCrhc</a>
3	<a href="https://www.pdfdrive.com/integrated-marketing-communications-d41011351.html">https://www.pdfdrive.com/integrated-marketing-communications-d41011351.html</a> 4.
4	<a href="https://www.youtube.com/watch?v=GyxdlocMSpY">https://www.youtube.com/watch?v=GyxdlocMSpY</a> <a href="https://www.youtube.com/watch?v=dQNRWF1BaTc">https://www.youtube.com/watch?v=dQNRWF1BaTc</a> 7.
5	<a href="https://www.youtube.com/watch?v=joyTZI5isp4">https://www.youtube.com/watch?v=joyTZI5isp4</a>
6	<a href="https://www.youtube.com/watch?v=iGZZqpytetE">https://www.youtube.com/watch?v=iGZZqpytetE</a> 9. <a href="https://www.youtube.com/watch?v=-WXxxR-Ry3E">https://www.youtube.com/watch?v=-WXxxR-Ry3E</a>

**CIE- Continuous Internal Evaluation (50 Marks)**

Bloom's Category	Theory Continuous Assessment Tests		
	Test-1	Test-2	IAT-3
	50 Marks	50 Marks	50 Marks
Remember	05	05	05
Understand	10	10	10
Apply	10	10	10
Analyse	10	10	10
Evaluate	10	10	10
Create	05	05	05

**CIE Course Assessment Plan**

CO's	Marks Distribution						Total Marks	Weightage
	Test-1			Test-2				
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	3	3	3	3			12	8.5
CO2	7	7	3	3	7	7	34	24.2
CO3	7	10	10	7	10	10	54	38.5
CO4	5	10	5	10	5	5	40	28.5
Total	22	30	21	23	22	22	140	100

**SEE- Semester End Examination (50 Marks)**

Bloom's Category	SEE Marks (90% Theory+10% Practical Questions)
Remember	05
Understand	10

<b>Apply</b>	<b>10</b>
<b>Analyse</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>05</b>

**SEE Course Plan**

CO's	Marks Distribution						Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module -6		
CO1	10						10	7%
CO2		10			5		15	11%
CO3			20		5	5	30	21%
CO4		5		10	10	10	35	25%
CO5	5	10	5	10			30	21%
CO6	5			5	5	5	20	14%
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>140</b>	<b>100</b>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

Semester	:	4th		
Course Title	:	Brand Management and Equity		
Course Code	:	23MBAMM45		
Course Type (Theory/Practical/Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Teaching Hours / Week (L:T:P:S)	:	4 hours	SEE	: 100 Marks
Total Hours	:	40 Hrs	SEE Duration	: 3 Hours
Credits	:	3		

**Course Learning Objectives:** Students will be taught

Sl.No	Course Objectives
1	Understanding the concept and components of brand equity.
2	Explore the various issues related to Brand Management, brand association, brand identity, brand architecture, leveraging brand assets, brand portfolio management
3	Develop familiarity and competence with the strategies and tactics involved in building, leveraging and defending strong brands in different sectors.
4	Analyse market positioning, segmentation, targeting, and differentiation strategies
5	Evaluate and appreciate the relationship between corporate strategy and Brand Management.
6	Create brand performance using metrics such as brand awareness, brand perceptions, customer satisfaction

### Teaching-Learning Process Pedagogy

#### (General Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.

## Teaching-Learning Process Pedagogy

### (General Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can devise innovative pedagogy to improve teaching-learning.



**DSATM**

### Scheme of Teaching and Examinations for MBA Programme -2023-24

#### Outcome Based Education and Choice Based Credit System (CBCS)

(Effective from the Academic Year 2023-24)

#### COURSE SYLLABUS

Module No.	Contents of the Module	Hours
1	Defining the purpose and long-term goals of the brand. Strategic perspectives to view brand strategy Different phases of strategic brand analysis. Functions of Brand to consumer, Role of Brand-Advantages of Brand, Product Vs Brand. Branding- Meaning, Creation of Brands through goods, services, people, Organization, challenges to Brand builders. Brand Management-Meaning & Definition. Strategic Brand Management Process-Meaning, Steps in Brand Management Process.	7 hours
<b>Pedagogy</b>	Brand Identity	

2	Consumer Perception of Brands: Factors influencing consumer perceptions and brand associations, Brand Equity: Meaning, Sources, Steps in Building Brands, Brand building blocks Resonance, Judgments, Feelings, performance, imagery, salience-Brand Building Implications, David Aaker's Brand Equity Model. Brand Identity & Positioning: Meaning of Brand identity, Need for Identity & positioning, Dimensions of brand identity, Brand identity prism. Brand positioning: Meaning, Point of parity & Point of difference, positioning guidelines, Brand Value.	7 hours
<b>Pedagogy</b>	Brand Portfolio	
3	Dimensions of Brand Knowledge, Meaning of Leveraging Secondary Brand Knowledge & Conceptualizing the leverage process. Criteria for choosing brand elements, options & tactics for brand elements-Brand name, Naming guidelines, Naming procedure, Awareness, Brand Associations, Logos & Symbols & their benefits, Characters & Benefits, Slogans & Benefits, Packaging. Leveraging Brand Knowledge.	5 hours
<b>Pedagogy</b>	Brand Crisis	
4	Branding strategy, Brand extension and brand transfer, Managing Brands overtime. Brand Architecture and brand consolidation. Brand Imitations: Meaning of Brand Imitation, Kinds of imitations, Factors affecting Brand Imitation, Imitation Vs Later market entry, First movers advantages, Free rider effects, Benefits for later entrants, Imitation Strategies.	7 hours
<b>Pedagogy</b>	Brand Extension	
5	Making Brands go Global: Geographic extension, sources of opportunities for global brand, single name to global brand, consumers & globalization, conditions favouring marketing, barriers to globalization, managerial blockages, Brand Equity Quantitative Techniques & Quantitative Techniques	6 hours
<b>Pedagogy</b>	Brand Equity	
6	Future Trends in Brand Management Emerging Technologies: Impact of AI, AR, VR, and IoT on brand management strategies. Personalization and Customization: Using data-driven insights for personalized brand experiences. Brand Innovation: Strategies for continuous innovation to stay ahead in a competitive market. Global branding: Organization for a global brand, pathways to globalization. Luxury Brand Management: Luxury definition and relativity, luxury goods and luxury brands, basic psychological phenomena associated with luxury.	7 Hours
<b>Pedagogy</b>		

## List of Applications

Sl.No	Applications	COs
1	Consider some groups like Tata's , Birla's, Infosys etc – what is their branding strategy.	CO3
2	Students will assess the product life cycle and appraise alternative approaches to luxury brand management.	CO2
3	Students can select any two popular brands and identify and examine the criteria for success in the luxury brand industry.	CO3
4	Select multiproduct company and analyze its brand portfolio and brand extensions	CO2

## Reference Text Books

### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	Strategic Brand Management, Building Measuring & Managing, Kevin Lane Keller, Pearson Education Latest Edition
2	"Building Strong Brands" by David A. Aaker, Simon & Schuster, latest edition
<b>Recommended Books</b>	
1	"Contemporary Brand Management" by Johny K. Johansson, Sage Publications,3rd edition 2020
2	Strategic Brand Management Jean, Noel, Kapferer Kogan Page India, Latest Edition
3	Brand Building and Advertising Concepts and Cases, M B Parameswaran Tata McGraw Hill Publication Latest Edition.
4	"Strategic Brand Management: Building, Measuring, and Managing Brand Equity", Authors: Kevin Lane Keller Publisher: Pearson; 5th edition.

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>Level Indicator</b>
<b>CO1</b>	Comprehend & correlate all the management functions to brand creation.	L1
<b>CO2</b>	Ability to develop the branding strategies	L2
<b>CO3</b>	Demonstrate their acumen in applying managerial and behavioural concepts in creating brand equity	L3
<b>CO4</b>	Ability to analyse the global brands and their SWOT	L4
<b>CO5</b>	Evaluate and conduct comprehensive brand audits to evaluate brand health, including brand image, brand associations, and brand positioning.	L5
<b>CO6</b>	Create brand identities that effectively communicate the brand's values, personality, and positioning in the market.	L6

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	1				2
<b>CO2</b>		2	2		
<b>CO3</b>					
<b>CO4</b>	1			2	2
<b>CO5</b>		1			
<b>CO6</b>			2		



**Dayananda Sagar Academy of Technology Management**  
(Autonomous Institute under VTU)

Semester	:	4 <sup>th</sup>		
Course Title	:	Rural and Green Marketing		
Course Code	:	MBAMM407		
Course Type (Theory/Practical/Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Teaching Hours / Week(L:T:P:S)	:	4 hours	SEE	: 100 Marks
			SEE Duration	: 3 Hours
Total Hours	:	40 Hrs		
Credits		3		

**Course Learning Objectives:** Students will be taught

Sl.No	Course Objectives
1-	Understand the Dynamics of Rural Markets
2	Examine the principles and practices of green marketing, focusing on sustainability
3	Develop Strategies for Rural Market Penetration and Learn to formulate and implement effective marketing strategies
4	Promote Eco-Friendly Products and Practices and Explore methods to promote and market eco-friendly products and services
5	Develop strategies to establish a sustainable presence in rural markets, including distribution network optimization
6	Evaluate rural consumers to develop targeted marketing strategies that resonate with their lifestyles and values

## Teaching-Learning Process Pedagogy

### (General Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can devise innovative pedagogy to improve teaching-learning.



DSATM

### Scheme of Teaching and Examinations for MBA Programme -2023-24

#### Outcome Based Education and Choice Based Credit System (CBCS)

(Effective from the Academic Year 2023-24)

### COURSE SYLLABUS

Module No.	Contents of the Module	Hours
1	Introduction to Rural Marketing Introduction to Rural Marketing: Definition and Scope of Rural Marketing, Components of Rural Markets, Classification of Rural Markets, Rural vs. Urban Markets, Frameworks of Rural Marketing, Rural Retail Outlets, The Rural Marketing Process, A Bop Portrait, Potential of Rural Market, Government Initiatives, The Rural Market Paradox, Composition of the Rural Market, Market Size, Influences in Rural Markets.	8 hours
Pedagogy	Relationship communication process	

2	Rural Marketing Environment The Rural Marketing Environment, Differences Between Rural and Urban Shoppers, Profiling the Rural Consumer, Rural Market Segmentation, Rural Marketing Strategies, Marketing Principles in Rural Areas, Rural Market Research, Distribution to Villages, Distribution of Rural Products, Existing Marketing Systems, Pricing Policy and Strategy, Rural Communications.	9 hours
<b>Pedagogy</b>	Customer value and strategy	
3	Rural Marketing Systems Rural Marketing Value Chain, Existing Marketing Systems, Improving Rural Marketing in India, E-Rural Marketing, ICT Essentials, ICT in Rural Markets and Problems in Implementation, Role of Government and NGOs in Rural Marketing, Problems of Sales Management in Rural Areas, Resolving Rural Sales Management Issues, The Rural Salesperson, Rural Sales Organisation, Identifying Rural Clusters.	9 hours
<b>Pedagogy</b>	Value selling and consequences	
4	<b>Sustainability</b> Sustainable Strategy, Sustainable Value Creation, Global Drivers of Sustainability, Ladder of Sustainability, Four System Conditions for Sustainability, Strategies for Action, Industrial Ecology, Environmental Management System, Total Quality Environmental Management, Sustainable Value Stream Mapping, Sustainability Balanced Scorecard, Green Procurement, Green, Sustainable Supply Chains, Align the Green Supply Chain With Business Goals, Green Suppliers and Material Refurbishment, Ten Steps to Create a Sustainable Supply Chain, Logistics and Transportation. Sustainability supply chain in green marketing.	9 hours
<b>Pedagogy</b>	Inter-firm Relationships and Networks.	
5	<b>Trends in Rural and Green Marketing</b> Trends in Rural and Green Marketing, Towards a New Economic System, The Future of Rural & Green Marketing, Triple Bottom Line, Key Corporate Social Responsibility Areas, Corporate Social Responsibility Policies, Benefits of Corporate Social Responsibility, Challenges of Corporate Social Responsibility	9 hours
<b>Pedagogy</b>	Buying situations and marketer actions	
6	<b>Green Marketing</b> Green Marketing, Paths to Develop Sustainable Products, The Rules of Green Marketing, Green Marketing Segments, Ecotourism, The General Principles, Business Implications, Role of Consumers, Barriers to Change, Ecological Footprint and Carbon Footprint, Role of Business, Innovation, Advertising in Green Marketing.	8 Hours

	Carbon Neutrality and Recycling process. Contemporary Case Study.
<b>Pedagogy</b>	Low-priority and high priority customers

### List of Applications

Sl.No	Applications	COs
1	Visit to rural areas to study about various distribution pattern	CO3
2	Conduct a survey to understand the rural consumer buying behaviour towards services	CO2
3	Students should come up with new product designing with rural marketing mix	CO3
4	Study the FMCG companies which have already catered in rural area.	CO2

### Reference Text Books

#### Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

1	Rural Marketing: Environment, Problems, and Strategies, C.S. G Krishnamacharyulu and Lalitha Ramakrishnan, Pearson India Education, 3 <sup>rd</sup> edition 2021
2	Green Marketing: An Introduction, Eric W. Orts and Maretno A. Harjoto, Routledge, 3 <sup>rd</sup> edition 2021

#### Recommended Books

1	Rural Marketing: Environment, Problems and Strategies" by C.S. Grewal, Publisher: Pearson Education India; 3rd edition
2	"Rural Marketing: Concepts and Practices" by Kiran Sharma, Publisher: Oxford University Press; 2nd edition (October 20, 2020)
3	"Green Marketing: Opportunity for Innovation" by Jacquelyn A. Ottman Publisher: McGraw-Hill Education; 2nd edition
4	"Green Marketing Management" by Robert Dahlstrom Publisher: Routledge; 2nd edition

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	Level Indicator
CO1	Understanding the unique characteristics, challenges, and opportunities of rural markets	L1
CO2	Apply principles of green marketing, integrating environmental sustainability considerations into marketing strategies	L2
CO3	Develop and evaluate effective marketing strategies tailored to rural markets, including product adaptation, pricing strategies	L3
CO4	Design and execute marketing campaigns that effectively promote eco-friendly products and services.	L4
CO5	Evaluate the effectiveness of different marketing strategies in penetrating and sustaining market share in rural areas.	L5
CO6	Develop a green marketing campaign for a sustainable product or service.	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	1				2
CO2		2	2		
CO3					
CO4	1			2	2
CO5		1			
CO6			2		

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://egyankosh.ac.in/bitstream/123456789/79507/1/Unit-15.pdf">https://egyankosh.ac.in/bitstream/123456789/79507/1/Unit-15.pdf</a>
2	<a href="https://ajmjournal.com/HTML_Papers/Asian%20Journal%20of%20Management__PID__2017-8-3-63.html">https://ajmjournal.com/HTML_Papers/Asian%20Journal%20of%20Management__PID__2017-8-3-63.html</a>
3	<a href="https://www.ddegjust.ac.in/studymaterial/mba/mm-310.pdf">https://www.ddegjust.ac.in/studymaterial/mba/mm-310.pdf</a>
4	<a href="https://www.mgncre.org/pdf/publication/207%20Rural%20Marketing%20Management.pdf">https://www.mgncre.org/pdf/publication/207%20Rural%20Marketing%20Management.pdf</a>
5	<a href="https://onlinecourses.nptel.ac.in/noc22_mg78/preview">https://onlinecourses.nptel.ac.in/noc22_mg78/preview</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>4th</b>		
<b>Course Title</b>	:	<b>Data Analytics and Cyber Security</b>		
<b>Course Code</b>	:	<b>MBABA404</b>		
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>		
<b>Category</b>	:	<b>PEC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	<b>50</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4:0:0:0</b>	<b>SEE</b>	<b>100</b>
<b>Total Hours</b>	:	<b>40</b>	<b>SEE</b>	<b>3 Hours</b>
<b>Credits</b>	:	<b>3</b>	<b>Duration</b>	

**Course Learning Objectives:** Students will be able to:

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Remember the foundations of Data Analytics.
<b>2</b>	Understanding the various techniques involved in analysing the data.
<b>3</b>	Application of tools required to manage big data like Hadoop, Pig, Map Reduce.
<b>4</b>	Analyze the techniques and principles in achieving big data analytics with scalability and streaming capability.

**Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



DSATM

**Scheme of Teaching and Examinations for MBA Programme -2023-25 Outcome Based**

**Education and Choice Based Credit System (CBCS)**

(Effective from the Academic Year 2023-25)

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>Big Data Analytics Introduction:</b> Meaning, Characteristic and Evolution of big data, The 4 V's , Applications and used cases of Big Data, Traditional Data vs Big Data, The Big Data Challenges, Structure of Big Data, Open Source v/s Freeware.	6
<b>Pedagogy</b>	Timeline Creation- the historical development and key milestones in Big Data evolution.	
2	<b>Big Data Analytics Applications:</b> Big Data Analytics Drivers, Applications in Marketing and Sales, Finance Analytics, Human Resource, Healthcare, Design of Product and Service, Customer Service and Support in Big Data, SCM, Government functions and operations, different industries and sectors.	7
<b>Pedagogy</b>	Industry Analysis Reports.	
3	<b>Map Reduce:</b> Introduction, Meaning, Map Reduce Types and Formats - Mapper, Reducer, Combiner, Partitioner, searching, sorting and compression.	6
<b>Pedagogy</b>	<b>Algorithm Design Challenge-</b> Apply Map Reduce to common data processing tasks like searching and sorting.	
4	<b>Orientation on Cyber security:</b> Cyber security increasing threat landscape, The terminologies in Cyber Security, Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker, Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyberwarfare.	8
<b>Pedagogy</b>	Cybersecurity News Analysis	
5	<b>Laws of Cyber:</b> Cyber crime and legal landscape in the world, Amendments and IT Act, 2000 . IT Act, 2000 Limitations. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies like AI/ML, IoT, Block chain, Dark net and Social media, other country laws.	7
<b>Pedagogy</b>	<b>Comparative Analysis Project-</b> Compare and contrast cyber laws in different countries.	
6	<b>Compliance and Governance and Management:</b> Plan and Policy of Cyber Security, management plan in cyber crises, Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.	6
<b>Pedagogy</b>	Prepare password policy for computer and mobile device.	
	<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another.</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> </ul>	

<b>Text Books</b>	
<b>Sl. No.</b>	<b>Title of the Book/Name of the author/Name of the publisher/Edition and Year</b>
1	Data Analytics: Models and Algorithms for Intelligent Data Analysis, Thomas A. Runkler, Springer, 2nd Edition, 2023.
2	Cybersecurity and Cyberwar: What Everyone Needs to Know, P.W. Singer, Allan Friedman, Oxford University Press, 2nd Edition, 2023.
<b>Reference Books</b>	
1	Data Analytics Made Accessible: 2023 Edition, Anil Maheshwari, Independently Published, 2023.
2	Cybersecurity: The Essential Body of Knowledge, Dan Shoemaker, Wm. Arthur Conklin, Cengage Learning, 2nd Edition, 2023.

**Course Outcomes: At the end of the course, the student will be able to:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level Indicator</b>
<b>CO1</b>	To remember the basics of Data Analytics.	L1
<b>CO2</b>	To understand the various techniques used in analytics.	L2
<b>CO3</b>	To apply the Cyber Laws.	L3
<b>CO4</b>	To analyze and formulate Cyber Policies and Security Management.	L4
<b>CO5</b>	To evaluate the cyber laws.	L5

**Mapping of Course Outcomes to Program Outcomes:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	-	-	-	-
<b>CO2</b>	-	2	-	-	-
<b>CO3</b>	2	2	1	3	-
<b>CO4</b>	2	3	2	3	1
<b>CO5</b>	-	2	1	3	-

<b>Weblinks and Video Lectures (e-Resources)</b>	
1	<a href="https://www.coursera.org/specializations/intro-cyber-security">https://www.coursera.org/specializations/intro-cyber-security</a>
2	<a href="https://www.knowledgehut.com/blog/security/cyber-security-fundamentals">https://www.knowledgehut.com/blog/security/cyber-security-fundamentals</a>
3	<a href="https://www.sans.org/cyberaces/">https://www.sans.org/cyberaces/</a>
4	<a href="https://www.codecademy.com/learn/introduction-to-cybersecurity">https://www.codecademy.com/learn/introduction-to-cybersecurity</a>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	4th		
Course Title	:	Data Visualization		
Course Code	:	MBABA405		
Course Type (Theory/ Practical/ Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Teaching hours/ week (L: T:P:S)	:	3 hours	SEE	: 100 Marks
Total Hours	:	40 Hours	SEE	: 3 Hours
Credits	:	3	Duration	

**Course Learning Objectives:** Students will be able to:

Sl. No	Course Objectives
1	To Understand and apply principles of visual perception to effective data representation.
2	To Design and implement data visualizations across various data types and abstraction levels
3	To Apply data visualization tools such as Power BI to develop interactive, actionable dashboards.

### Teaching-Learning Process Pedagogical Initiatives:

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**DSATM**

**Scheme of Teaching and Examinations for MBA Programme -2025-27 Outcome Based Education  
and Choice Based Credit System (CBCS)**

**(Effective from the Academic Year 2025-27)**

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>Introduction to Data Visualization and Power BI:</b> Importance of data visualization in decision-making, principles of effective visualization, overview of BI tools, evolution of Power BI, components of Power BI ecosystem (Power BI Desktop, Service, Mobile, Gateway), Power BI vs other tools (Tableau, Qlik, Excel)..	7 Hours
	Comparative analysis of BI tools, classroom discussion on business use cases.	
2	<b>Data Sourcing, Integration, and Preparation:</b> Types of data sources (structured, unstructured), connecting to Excel, databases, web sources, data extraction techniques, introduction to Power Query, ETL processes, data cleaning, shaping, and transformation using Power BI, merging and appending queries.	7 Hours
	Case-based learning with walkthroughs of real-world data problems	
3	<b>Data Modeling and DAX Fundamentals:</b> Concept of data models, data relationships, normalization and schema types (star vs snowflake), introduction to DAX (Data Analysis Expressions), calculated columns vs measures, basic functions (SUM, AVERAGE, COUNT), conditional logic (IF, SWITCH), Time intelligence functions.	8 Hours
4	<b>Visualizations and Analytical Storytelling:</b> Principles of good dashboard design, choosing the right visual for the right data, types of visuals (charts, maps, KPIs, slicers, cards), custom visuals, interactive filtering, drill-downs, tooltips, using bookmarks and buttons for storytelling.	8 Hours
	Visualization critique sessions, assignments to evaluate visual storytelling in marketing and finance reports.	
5	<b>Advanced Analytics and Business Applications:</b> Forecasting, clustering, segmentation, what-if parameters, scenario modeling, Q&A visuals (natural language), AI visuals in Power BI, real-world use cases in HR analytics, finance dashboards, and customer segmentation.	7 Hours
	<b>Seminar-based learning with industry examples, presentations on domain- specific dashboards.</b>	
6	<b>Power BI Deployment and Industry Trends:</b> Publishing to Power BI Service, workspace management, data refresh, sharing and	8 hours
	collaboration, data governance and security, Power BI apps, role of BI in data-driven culture, trends in BI (AI in BI, Embedded BI, Self-Service BI).	
	group discussion on ethical data usage, role-play on stakeholder presentation.	

**Recommended Text Books**

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Munzner, Tamara, <i>Visualization Analysis and Design</i> , CRC Press, 2014.
2	Murray, Scott, <i>Interactive Data Visualization for the Web</i> , O'Reilly Media, 2017.
3	Knaflic, Cole Nussbaumer, <i>Storytelling with Data: A Data Visualization Guide for Business Professionals</i> , Wiley, 2015.

**Reference Books**

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Tufte, Edward R., <i>The Visual Display of Quantitative Information</i> , Graphics Press, 2001.
2	Healy, Kieran, <i>Data Visualization: A Practical Introduction</i> , Princeton University Press, 2018.
3	Sleeper, Ryan, <i>Practical Tableau: 100 Tips, Tutorials, and Strategies from a Tableau Zen Master</i> , O'Reilly Media, 2018

Course Outcomes: At the end of the course, the student will be able to:

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	To Explain fundamental concepts of data visualization and perceptual psychology.	R	L1
CO2	To Apply Gestalt principles and visual mappings to represent different datasets	U	L2
CO3	To Analyze the suitability of various visualization types for different data structures and tasks.	A	L3
CO4	To Design and develop interactive dashboards and visual stories using Power BI.	An	L4
CO5	To Evaluate visualization tools and techniques for clarity, accuracy, and strategic insight.	E	L5

#### Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	2	-	-	-	-
CO2	2	-	-	-	-
CO3	2	3	-	1	-
CO4	3	3	1	-	1
CO5	-	3	1	1	-



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>4th</b>			
<b>Course Title</b>	:	<b>Machine Learning</b>			
<b>Course Code</b>	:	<b>MBABA406</b>			
<b>Course Type</b> (Theory/ Integrated)	:	<b>Theory</b>			
<b>Category</b>	:	<b>PEC</b>			
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	:	<b>50</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4:0:0:0</b>	<b>SEE</b>	:	<b>100</b>
<b>Total Hours</b>	:	<b>40</b>	<b>SEE</b>	:	<b>3 Hours</b>
<b>Credits</b>	:	<b>3</b>	<b>Duration</b>		

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Remember the theoretical knowledge on Machine Learning.
<b>2</b>	Understand the Supervised and Unsupervised Learning.
<b>3</b>	Applications of visualizations in Decision Making Process.
<b>4</b>	Analyse and Integrate the of patterns of data <del>goals</del>
<b>5</b>	Evaluate the Data structures for better understanding.
<b>6</b>	Create Networks and Applications.

**Course Learning Objectives:** Students will be able to:

**Under**

**Teaching-Learning Process Pedagogical Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analysing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**Scheme of Teaching and Examinations for MBA Programme -2024-25**

**Outcome Based Education and Choice Based Credit System (CBCS)**

**(Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

<b>ModuleNo.</b>	<b>Topics</b>	<b>Hours</b>
1	<b>Machine Learning Introduction:</b> Creativity and motivation, architecture of Computer hardware, programming meaning, word and sentence, Conversing with Python, Terminology, Debugging.	6

<b>Pedagogy</b>	Debugging Workshops.	
2	<b>Supervised and Unsupervised Learning:</b> Regression and classification models, Decision tree and Classification of regression trees, linear, multiple, logistic regression, neural networks, multi-layerperception ,support vector machines, linear and non-linear kernel functions, introduction to clustering and model.	6
<b>Pedagogy</b>	Model Comparison Activity.	
3	<b>Decision tree, generic algorithms and models:</b> Basic decision tree algorithm, hypothesis space, inductive bias, decision tree learning- issues, determining the correct and final tree size, purning. Genetic Algorithms: Motivation, Genetic Algorithms: Representing Hypotheses, Genetic Operator, Fitness Selection and Function, Hypothesis Space Search, Genetic Programming, Models of Evolution and Learning: Lamarkian Evolution, Baldwin Effect, Parallelizing Genetic Algorithms.	8
<b>Pedagogy</b>	Decision Tree Construction.	
4	<b>Ensemble and probabilistic:</b> Model Combination Schemes, Voting, Error-Correcting Output Codes, Bagging: Random Forest Trees, boosting: Adaboost, Stacking. Gaussian mixture models - The Expectation-Maximization Algorithm, Information Criteria, Nearest neighbor methods - Nearest Neighbor Smoothing, Efficient Distance Computation the KD- Tree, Distance Measures.	

<b>Pedagogy</b>	Voting Classifier Implementation.	
5	<b>Evaluating Hypotheses and Reinforcement Learning:</b> Learning Task, Q Learning, Non deterministic Rewards and actions, temporal- difference learning, Relationship to Dynamic Programming, Active reinforcement learning, Generalization in reinforcement learning.  Motivation, Sampling Theory: Error Estimation and Estimating Binomial Proportions, The Binomial Distribution, Estimators, Bias, and Variance.	8
<b>Pedagogy</b>	Binomial Experiment.	
6	<b>Deep Learning:</b> Neural Networks, Hidden Layers, Back propagation, Gradient Descent, Convolution Neural Networks, Recurrent Neural Networks, Application of Image Processing in the retail industry, Application of Neural Networks in Banking Sector, Neural Network- Management Technique, Illustrative example of Google ML platform and Tensor flow.	7
<b>Pedagogy</b>	Coding Challenges.	

	<p><b>Pedagogical Initiatives (Not limited to):</b></p> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another.</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> </ul> <p><b>Demonstration:</b> exhibits the implementation process</p>
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Text Books	
Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Machine Learning: A Probabilistic Perspective, Kevin P. Murphy, MIT Press, 2nd Edition, 2023.
2	Machine Learning for Absolute Beginners, 3rd Edition, Senage Publishing House, March 2024.

Reference Books	
1	Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow, Aurélien Géron, O'Reilly Media, 3rd Edition, 2023.
2	Machine Learning with PyTorch and Scikit-Learn: Develop machine learning and deep learning models with Python, Sebastian Raschka, Yuxi (Hayden) Liu, Vahid Mirjalili, Packt Publishing, 1st Edition, 2022.

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level Indicator
C01	Remembering the foundations and concepts of Machine Learning.	L1
C02	Understanding the learning of Supervised and Unsupervised classifications.	L2
C03	Apply the data in visuals for easier decision process.	L3
C04	Analyze the Data Algorithm Patterns.	L4
C05	Evaluation of Structures consisting of Data for easier understanding.	L5
C06	Creating new applications to solve business problems.	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	1	-	-	-	-
CO2	-	2	2	-	-
CO3	-	-	-	-	-
CO4	-	2	-	-	-
CO5	-	-	-	2	-
CO6	-	-	-	-	1

<b>Weblinks and Video Lectures (e-Resources)</b>	
1	<a href="https://towardsdatascience.com/machine-learning-basics-part-1-a36d38c7916">https://towardsdatascience.com/machine-learning-basics-part-1-a36d38c7916</a>
2	<a href="https://www.coursera.org/specializations/machine-learning-introduction">https://www.coursera.org/specializations/machine-learning-introduction</a>
3	<a href="chrome-extension://oemmndcbldboiebfnladdacbfdmadadm/https://www.interactions.com/wp-content/uploads/2017/06/machine_learning_wp-5.pdf">chrome-extension://oemmndcbldboiebfnladdacbfdmadadm/https://www.interactions.com/wp-content/uploads/2017/06/machine_learning_wp-5.pdf</a>
4	<a href="https://www.geeksforgeeks.org/machine-learning/">https://www.geeksforgeeks.org/machine-learning/</a>



**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>4th</b>			
<b>Course Title</b>	:	<b>Data Warehousing and Data Mining</b>			
<b>Course Code</b>	:	<b>MBABA407</b>			
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>			
<b>Category</b>	:	<b>PEC</b>			
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	:	<b>50</b>
<b>Teaching hours/ week (L:T:P:S)</b>	:	<b>4:0:0:0</b>	<b>SEE</b>	:	<b>100</b>
<b>Total Hours</b>	:	<b>40</b>	<b>SEE</b>	:	<b>3 Hours</b>
<b>Credits</b>	:	<b>3</b>	<b>Duration</b>		

<b>Sl. No</b>	<b>Course Objectives</b>
<b>1</b>	Remember the Data Mining System.
<b>2</b>	Understand the latest trends of Data Warehousing.
<b>3</b>	Application of data mining techniques for data analysis.
<b>4</b>	Analyzing the data warehouse system with loop tools.
<b>5</b>	Evaluate the types of different clusters and methods for Data analysis.
<b>6</b>	Create different Data Mining techniques.

**Course Learning Objectives:** Students will be able to:

**Under Teaching-Learning Process Pedagogical**

**Initiatives:**

Some sample strategies to accelerate the attainment of various course outcomes are listed below:

- Adopt different teaching methods to attain the course outcomes.
- Include videos to demonstrate various concepts in C.
- Encourage collaborative (Group) Learning to encourage team building.
- Ask at least three **HOTS (Higher-order Thinking Skills)** module-wise questions to promote critical thinking.
- Adopt **Problem-Based Learning (PBL)**, which fosters students' analytical skills, and develops thinking skills such as evaluating, generalizing, and analyzing information rather than simply recalling it.
- Show different ways to solve a problem and encourage the students to come up with creative and optimal solutions.
- Discuss various case studies to map with real-world scenarios and improve the understanding.
- Devise innovative pedagogy to improve **Teaching-Learning Process (TLP)**.



**Scheme of Teaching and Examinations for MBA Programme -2024-25**

**Outcome Based Education and Choice Based Credit System (CBCS)**

**(Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	<b>Data Warehousing and Business Analysis:</b> Components of Data Warehousing; Building a Data Warehouse, Parallel Processing of Database Architectures; Decision making with DBMS Schemas, Support Data Extraction; Cleanup and Transformation tools; Meta data; reporting Query applications and tools, Multidimensional Data Model, Data Warehouse Schemas for Decision Support.	6
<b>Pedagogy</b>	Interactive Diagram Creation.	
2	<b>WEKA and Applications:</b> WEKA data mining toolkit, Understand the features of WEKA toolkit such as Explorer, Knowledge Flow interface, Experimenter, command-line interface. Navigate the options in the WEKA, Explore the available data sets in WEKA.	6
<b>Pedagogy</b>	Command-Line Tasks.	

3	<b>Data Mining and Applications:</b> Introduction, Importance and Challenges in Data Mining, Classification of Data mining systems, Data Mining architecture, Knowledge, Discovery in Databases (KDD), CRISP- DM. Ethical issues in Data Mining and their Analysis; Global issues in Data Mining, Applications: Risk management and targeted marketing; Health Care Sector; Retail Sector; Financial Services.	7
<b>Pedagogy</b>	System Comparison.	
4	<b>Data Mining Techniques:</b> Classification and Prediction: Issues Regarding Classification and Prediction; Classification by Decision Tree Introduction; Bayesian Classification – Rule Based Classification; Classification by Back propagation; Support Vector Machines; Associative Classification; Lazy Learners; Other Classification Methods; Prediction; Accuracy and Error Measures; Evaluating the Accuracy of a Classifier or Predictor; Model Section.	8
<b>Pedagogy</b>	Association Rule Mining.	
5	<b>Cluster Analysis:</b> Types of Data in Cluster Analysis; A Categorization of Major, Clustering Methods; Partitioning Methods; Hierarchical methods; Density-Based, Methods; Grid-Based Methods; Model- Based Clustering Methods; Clustering High, Dimensional Data; Constraint-Based Cluster Analysis; Outlier Analysis.	7
<b>Pedagogy</b>	Software linked Practice based Teaching	
6	<b>Emerging Trends</b> Multimedia Data Mining, Text Mining , Web Mining, Data Warehouse Services (e.g. Amazon Red Shift, Azure SQL Data Warehouse.)	6
<b>Pedagogy</b>	Web Page Classification.	
<b>Pedagogical Initiatives (Not limited to):</b> <ul style="list-style-type: none"> <li>• <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another.</li> <li>• <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving</li> </ul>		

	<ul style="list-style-type: none"> <li>• <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily.</li> <li>• <b>Case studies:</b> maps different domains in real time applications</li> </ul> <p><b>Demonstration:</b> exhibits the implementation process</p>
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**Text Books**

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Data Mining: Concepts and Techniques, Jiawei Han, Micheline Kamber, Jian Pei, Morgan Kaufmann, 4th Edition, 2022.
2	Data Warehousing for Dummies, Thomas C. Hammergren, Alan R. Simon, Wiley, 2nd Edition, 2023.

**Reference Books**

1	Data Warehousing for Business Intelligence, Rajiv Sabherwal, Vikram P. Singh, Wiley, 2nd Edition, 2023.
2	Data Warehousing and Mining: Concepts and Techniques, S. R. S. Prasad, M. J. Manjula, Springer, 1st Edition, 2023.

**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	Remember Architecture of a Data Mining System.	R	L1
CO2	Understand the developments in Data warehousing and data mining.	U	L2
CO3	Apply appropriate classification, clustering techniques and association rule mining techniques for data analysis .	A	L3
CO4	Analyze Data warehouse system and perform business analysis with OLAP tools.	An	L4
CO5	Evaluate the data clusters methods for analysis.	E	L5
CO6	Create and utilize the emerging trends in different techniques for mining the Data.	C	L6

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4
CO1	1	-	-	-
CO2	-	2	2	-
CO3	-	-	-	-
CO4	-	2	-	-
CO5	-	-	-	2
CO6	-	-	-	-

**Weblinks and Video Lectures (e-Resources)**

1	<a href="https://www.geeksforgeeks.org/difference-between-big-data-and-data-warehouse/">https://www.geeksforgeeks.org/difference-between-big-data-and-data-warehouse/</a>
2	<a href="https://www.coursera.org/specializations/data-warehousing">https://www.coursera.org/specializations/data-warehousing</a>
3	<a href="https://www.sap.com/india/products/technology-platform/datasphere/what-is-a-data-warehouse.html">https://www.sap.com/india/products/technology-platform/datasphere/what-is-a-data-warehouse.html</a>
4	<a href="https://mitocw.ups.edu.ec/courses/sloan-school-of-management/15-062-data-mining-spring-2003/download-course-materials/">https://mitocw.ups.edu.ec/courses/sloan-school-of-management/15-062-data-mining-spring-2003/download-course-materials/</a>

**GUIDELINES FOR 6 WEEK PROJECT WORK  
MBAPR403 (BETWEEN 3<sup>RD</sup> AND 4<sup>TH</sup>  
SEMESTER MBA)**

<b>PROJECT REPORT</b>			
<b>Course Code</b>	<b>MBAPR403</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L:P:SDA)</b>	<b>0:12:0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>00</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits :</b>	<b>06</b>	<b>Exam Hours</b>	<b>00</b>
<b>OBJECTIVE</b>			
To expose the students to understand the working of the organization/company / industry and take up an in-depth study of an issue / problem in the area of specialization.			
<b>STRUCTURE</b>			
The Project Work shall consist of study of any organizational Problem based on specialization for 6 credits for 6 weeks.			
<b>GENERAL GUIDELINES</b>			
<ul style="list-style-type: none"> <li>• The project work shall be for a period of 6 weeks immediately after the completion of 3rd SEE but before the commencement of the 4th semester classes.</li> <li>• The Course code of the project report shall be <b>MBAPR403</b> and shall be compulsory for all the students opting for all specializations.</li> <li>• The University shall receive 2 copies of project reports prior to the commencement of the 4<sup>th</sup> semester examination.</li> <li>• By keeping the business trend in the present scenario, university has given an option to the students to select the research problem from business organization subject to the approval of Department Project Committee.</li> <li>• It is the total responsibility of the internal guide to monitor the project.</li> <li>• In case, business problem selected from a Company, no two students of an institute shall work on the same problem in the same organization.</li> <li>• The student shall seek the guidance of the internal guide on a continuous basis, and the guide shall give a certificate to the effect that the candidate has worked satisfactorily under his/her guidance.</li> <li>• On completion of the project work, student shall prepare a report with the following format.</li> <li>• The Project report shall be prepared using word processor viz. MS Word with New Times Roman, 12 font size.</li> <li>• All the reports shall be printed in the A4 size 1inch margin on all the sides.</li> <li>• The report shall be hard bound facing sheet of royal blue color indicating the title of college and month &amp; year of admission (spiral binding not permitted).</li> <li>• A certificate by the guide, HOD and Head of the institution indicating the bonafide performance of the project by the student to be enclosed.</li> <li>• An undertaking by the student to the effect that the work is independently carried out by him/her.</li> <li>• The Certificate from the Organization where the project is carried out is mandatory.</li> </ul>			

### **Project Report Evaluation:**

- Internal evaluation will be done by the internal guide.
- External valuation shall be done by a faculty member of other PG Centres of VTU and for the affiliated institutions projects evaluation done by the faculty member of other institute drawn from VTU affiliated institute or VTU PG Centres with minimum of 10 years experience.
- Viva-Voce / Presentation: A viva-voce examination shall be conducted at the respective Institution where a student is expected to give a presentation of his/ her work.
- The viva –voce examination will be conducted by the respective HOD / Senior faculty of the department and an expert drawn from the VTU affiliated institutes/ VTU PG Centres with minimum of 10 years of experience as appointed by the University.
- Project work carries 100 marks consisting of 50 marks for internal marks by the internal guide, average of 25 marks from both internal and external evaluation and 25 marks for viva-voce examination. Minimum passing marks of the Project work is 50% in each of the components such as Internal Marks, report evaluation and viva-voce examination.
- Format of the project report shall be prepared using the word processor viz., MS Word, Times New Roman font sized 12,Heading 16, sub-heading 14 on a page layout of A4 size with 1inch margin all sides (1.5inch on left side) and 1.5 line spacing. The Project report shall not exceed 100 pages.
- Submission of Report: Students should submit the Project Report in electronic data form only, in PDF file (Un-editable Format) to the Institute one week before the commencement of the theory examination as per the notification given for this purpose.
- Plagiarism: Plagiarism is considered as academically fraudulent, and an offence against University academic discipline. The University considers plagiarism to be a major offence, and subject to the corrective procedures. It is compulsory for the student to get the plagiarism check done before submission of the project report. Plagiarism of up to 20% is allowed in the project work and report should consist 80% of original content/work.
- Publication of Research Findings: Students are expected to present their research findings in Seminars/ Conferences/ Technical/ Management Fests or publish their research work in Journals in association with their Internal Guide. Appropriate Weightage should be given to this in the internal evaluation as well as in the viva voce examination of the project report.

### **CONTENTS OF THE DISSERTATION REPORT**

- Cover page
- Certificate from the Organization (scanned copy if applicable)

- Certificate from the guide, HOD and Head of the Institution (scanned copy) indicating bonafide performance of Project by the student
- Declaration by the student
- Acknowledgement
- Table of contents
- List of tables and graphs
- Executive summary

### **Chapter 1: Introduction**

Introduction, Industry profile and company profile: Promoters, vision, Mission & Quality Policy. Products / services profile areas of operation, infrastructure facilities, competitor's information, SWOT Analysis, Future growth and prospects and Financial Statement.

### **Chapter 2: Conceptual background and Literature review**

Theoretical background of the study, Literature review with research gap (with minimum 20 literature reviews).

### **Chapter 3: Research Design**

Statement of the problem, Need for the study, Objectives, Scope of the study, Research methodology, Hypotheses, Limitations, Chapter scheme.

### **Chapter 4: Analysis and Interpretation**

Analysis and interpretation of the data- collected with relevant tables and graphs. Results obtained by the using statistical tools must be included.

### **Chapter 5: Findings, Conclusion and Suggestions**

Summary of findings, Conclusion and Suggestions / Recommendations

**Bibliography:** Books, Articles names, etc. to be mentioned as per APA

style. **Annexure:** Relevant to the project such as figures, graphs, photographs etc.,

### Rubrics for Project Work (Common to core and Dual Specializations)- MBAPR403

Sl.No.	Evaluation Type	Particulars	Marks
1	CIE	Internal Assessment by the Guide- Based on three Presentations by Students	50
2	SEE	Report Evaluation by the Guide & External Examiner Average of the marks awarded by the two Examiners shall be the final evaluation marks for the Dissertation.	25
3	SEE	Viva-Voce Examination to be conducted by the Guide and	25

### Rubrics for Project Evaluation and Viva voce Examination

#### A. Internal Assessment by the Guide- Based on three Presentations by Students

Sl.No.	Aspects	Marks
1	First Presentation	5
2	Second Presentation	5
3	Third Presentation	5
4	Introduction and Methodology	5
5	Industry and Company Profile	5
6	Theoretical background of study	5
7	Data analysis and interpretation	10
8	Summary of findings, suggestions and conclusion	10
<b>Total</b>		<b>50</b>

#### B. Report Evaluation by the Guide & External Examiner. Average of the marks awarded by the two Examiners shall be the final evaluation marks for the Dissertation.

Sl.No.	Aspects	Marks
1	Introduction & Relevance of the project	5
2	Conceptual background and literature review	5
3	Research design	5
4	Analysis and interpretation	5
5	Summary of findings, suggestions and conclusion	5
<b>Total</b>		<b>25</b>

**C. Viva-Voce Examination to be conducted by the HOD/ Guide and an External examiner from the Industry/ Institute (Joint Evaluation)**

Sl.No.	Aspects	Marks
1	Presentation and Communication Skills	5
2	Subject knowledge	5
3	Objectives of the study and Methodology	5
4	Analysis using statistical tools and statistical packages	5
5	Findings and appropriate suggestions	5
<b>Total</b>		<b>25</b>

**MARKS SHEET FORMATS**

**1. Internal Assessment by the Guide- Based on three Presentations by Students  
Visvesvaraya Technological University  
Marks Sheet for MBA Project Work (MBAPR403)**

Name of the College:

College Code:

**Internal Marks Allocation for Project Work (MBAPR403)**

Sl. No.	Aspects	Marks
1	First Presentation	5
2	Second Presentation	5
3	Third Presentation	5
4	Introduction and Methodology	5
5	Industry and Company Profile	5
6	Theoretical background of study	5
7	Data analysis and interpretation	10
8	Summary of findings, suggestions and conclusion	10
<b>Total</b>		<b>50</b>

**Marks Sheet**

Sl.No.	USN	1	2	3	4	5	6	7	8	Total
1										
2										
3										
4										
5										

**Signature of the Internal Guide with Name, Address & Date**

**Note:**

1. Total Internal Evaluation Marks of the Project report should be sent along with the other subject internal marks and the above marks sheet should be maintained by the Department/Institution for verification on demand.
2. Total Internal Evaluation Marks of the Project report should be uploaded to VTU by the Internal guide after thorough evaluation of the project report and the copy of the mark sheet downloaded after the entry must be maintained in the department as well as sent to VTU along with the remuneration bill.

**2. Report Evaluation by the Guide & External Examiner.**

**Average of the marks awarded by the two Examiners shall be the final evaluation marks for the Dissertation.**

**Visvesvaraya Technological  
University**

**Marks Sheet for MBA Project Work MBAPR403)**

Name of the College:

College Code:

**External Evaluation Marks Allocation for Project Work (MBAPR403)**

<b>Sl.No.</b>	<b>Aspects</b>	<b>Marks</b>
<b>1</b>	Introduction & Relevance of the project	5
<b>2</b>	Conceptual background and literature review	5
<b>3</b>	Research design	5
<b>4</b>	Analysis and interpretation	5
<b>5</b>	Summary of findings, suggestions and conclusion	5
<b>Total</b>		<b>25</b>

**Marks Sheet**

<b>Sl.No.</b>	<b>USN</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>1</b>							
<b>2</b>							
<b>3</b>							
<b>4</b>							
<b>5</b>							

**Signature of External Examiner with affiliation**

**Note:**

1. Total External Evaluation Marks of the Project report should be uploaded to VTU by the External examiner appointed by VTU after thorough evaluation of the project report and the copy of the mark sheet downloaded after the entry must be sent to VTU along with the remuneration bill.
2. 3. Viva-Voce Examination to be conducted by the HOD/ Guide and an External examiner from the Industry/ Institute (Joint Evaluation)

**Visvesvaraya Technological University**  
**Marks Sheet for MBA Project Work (MBAPR403)**

**Name of the College:**

**College Code:**

**Viva voce Marks Allocation for Project Work (MBAPR403)**

**(Viva voce conducted by HOD/Internal Guide and an Expert  
from VTU.)**

<b>Sl.No.</b>	<b>Aspects</b>	<b>Marks</b>
<b>1</b>	Presentation and Communication Skills	<b>5</b>
<b>2</b>	Subject knowledge	<b>5</b>
<b>3</b>	Objectives of the study and Methodology	<b>5</b>
<b>4</b>	Analysis using statistical tools and statistical packages	<b>5</b>
<b>5</b>	Findings and appropriate suggestions	<b>5</b>
<b>Total</b>		<b>25</b>

**Marks Sheet**

<b>Sl.No.</b>	<b>USN</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>1</b>							
<b>2</b>							
<b>3</b>							
<b>4</b>							
<b>5</b>							

**Signature of Internal Examiner**

**Signature of External Examiner with affiliation**

**Note:** Marks may be finalized based on the joint evaluation by internal examiner and External examiner.

### **Formats for Project Report and Evaluation**

- Format of Cover Page
- Format of certificate by Company/Institution or from both
- Format of Declaration Page
- Format of Contents
- Format of List of Tables and Charts
- Format of Bibliography
- Format for Internal Evaluation, External Evaluation and Viva voce

**Dr. Seema Benakatti**  
**Prof. Suma R**  
**Project Coordinators**

**Dr. Amruta N**  
**In-Charge HOD**

### **List of Organizations where the project work cannot be undertaken**

1. No Freelance
2. Cooperative banks Regional but Head Office are allowed
3. Tobacco industry
4. Textile Industry
5. Retail Outlets- D-mart, Metro cash and carry, Vishal Mart, Reliance, IKEA outlets not allowed
6. Service Outlets
7. Banks only Regional and Head Office are allowed
8. Insurance Companies not allowed
9. NGOs
10. Educational Institutes and Trusts
11. Ashrams
12. Agro outlets

### **List of Topics which cannot be taken up for project**

1. Capital Budgeting
2. Ratio analysis
3. Cost Analysis
4. Traditional recruitment methods
5. Selection Methods
6. Performance appraisal methods
7. Basic customer satisfaction concepts
8. Working capital
9. Budget Analysis
10. Financial Statement Analysis