

# **DAYANANDA SAGAR ACADEMY OF TECHNOLOGY & MANAGEMENT**



## **CURRICULUM**

**Scheme and Syllabus III to IV Semester**

Outcome Based Education

(Academic Year 2024-2025)

**Department of Management Studies**

MBA Autonomous Batch of 3<sup>rd</sup> & 4<sup>th</sup> Semester

## **ABOUT THE INSTITUTE**

Dayananda Sagar Academy of Technology and Management- DSATM was established in 2011 with 5 UG Programs and 1 PG Program, the programs are approved by All India Council for Technical Education (AICTE) New Delhi, Affiliated to Visvesvaraya Technological University (VTU), Belagavi and DSATM is an autonomous institute from 2023-2024.

The Dayananda Sagar Institutions is one of pioneer institutions in India and abroad with six decades of excellence in Academic and Research. The newer campuses were necessary to accommodate the growing need of the technology and innovation.

DSATM nurtures the students in academic, research, sports, cultural and extracurricular activities.

- Creating an academic environment to nurture and develop competent entrepreneurs, leaders and professionals who are socially sensitive and environmentally conscious.
- Integration of Outcome Based Education and cognitive teaching and learning strategies to enhance learning effectiveness.
- Developing necessary infrastructure to cater to the changing needs of Business and Society.
- Optimum utilization of the infrastructure and resources to achieve excellence in all areas of relevance.
- Adopting learning beyond curriculum through outbound activities and creative assignments.
- Imparting contemporary and emerging techno-managerial skills to keep pace with the changing global trends.
- Facilitating greater Industry-Institute Interaction for skill development and employability enhancement.
- Establishing systems and processes to facilitate research, innovation and entrepreneurship for holistic development of students.
- Implementation of Quality Assurance System in all Institutional processes.

## **VISION OF THE INSTITUTE**

To strive at creating the institution a center of highest caliber of learning, so as to create an overall intellectual atmosphere with each deriving strength from the other to be the best of engineers, scientists with management & design skills.

## **MISSION OF THE INSTITUTE**

- To serve its region, state, the nation and globally by preparing students to make meaningful contributions in an increasing complex global society challenge.
- To encourage, reflection on and evaluation of emerging needs and priorities with state-of-the-art infrastructure at institution.
- To support research and services establishing enhancements in technical, economic, human and cultural development.
- To establish interdisciplinary center of excellence, supporting/ promoting student's implementation.
- To increase the number of Doctorate holders to promote research culture on campus.
- To establish IIPC, IPR, EDC, innovation cells with functional MOU's supporting student's quality growth.

## **QUALITY POLICY**

Dayananda Sagar Academy of Technology and Management aims at achieving academic excellence through continuous improvement in all spheres of Technical and Management education. In pursuit of excellence cutting – edge and contemporary skills are imparted to the utmost satisfaction of the students and the concerned stakeholders.

## **ABOUT THE DEPARTMENT**

DSATM in general and the Department of Management Studies in particular have carved a niche among the comity of institutions providing higher education in the state and country. Bestowed with dedicated and resourceful faculty with rich experience, the department has witnessed an exponential growth since its inception in 2011. Affiliated to VTU and offering a 2-year full time MBA programme with all the specializations and combinations, the department has emphasized on the overall development of the students by incorporating a range of programmes under the head of Professional Input Programmes. The department has entered avenues of wholesome development of students into effective, socially responsible nation builders of tomorrow.

## **VISION OF THE DEPARTMENT**

“To get recognized as one of the most sought-after management institutes by imparting quality education to develop a cadre of competent managers, entrepreneurs and professionals with a global mindset, social sensitivity and environmental consciousness.”

## **MISSION OF THE DEPARTMENT**

M1: To provide an environment that fosters creativity and innovation in pursuit of excellence.

M2: To nurture team work in order to develop responsible leaders and entrepreneurs.

M3: To enable students to adapt to the dynamic business environment and make them socially sensitive and environmentally conscious.

M4: To nurture research and development among the faculty members and the students of the department.

### **PROGRAM EDUCATION OBJECTIVES (PEO'S):**

Post Graduates of the program will acquire necessary managerial skills to think strategically and to lead, motivate and manage teams thereby enhancing managerial effectiveness.

The focus of Management graduates is to be either on self-employment, or demonstrate their entrepreneurial potential in their own organization.

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 (PSO's)**

PSO 1: Apply knowledge of management theories and practices to solve business problems.

PSO 2: Foster Analytical and critical thinking abilities for data-driven decision making.

PSO 3: Ability to develop Value based Leadership.

PSO 4: Ability to understand, analyse and communicate global, economic, legal, and ethical aspects of business.

PSO 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)

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

**PROPOSED PG CREDIT STRUCTURE IN ALIGNMENT WITH VTU**

<b>Sl. No</b>	<b>Semester</b>	<b>No. of Credits</b>
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>



**Percentage of Mapping– Theory & Practical - Scheme & Syllabus- 3rd & 4th Semester**

**3<sup>rd</sup> Semester & 4<sup>th</sup> Semester**

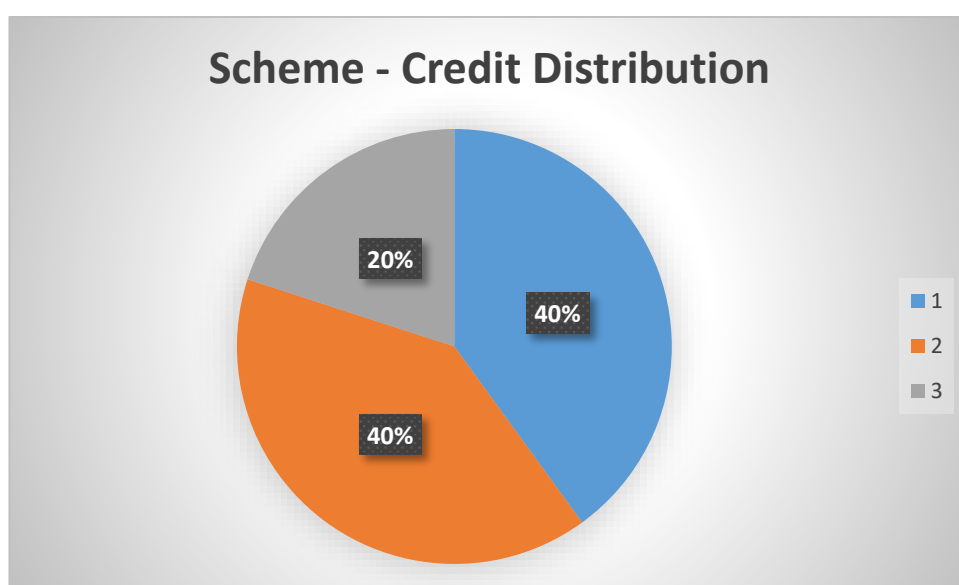
Sl. No	Course Category	Theory	Application
		1	PCC-1
2	PCC-2	70%	30%
3	PEC-FM	70%	30%
4	PEC-MM	70%	30%
5	PEC-HR	70%	30%
6	PEC-BA	70%	30%
7	PBL	--	100%
8	AEC	--	100%
<b>Total Percentage</b>		<b>42%</b>	<b>38%</b>



## Scheme Distribution

### Department of Management Studies

Course Component	Credits	% of Credits
Program Core (PC)	4	40
Program Elective (PE)	4	40
Ability Enhancement course (AEC)	2	20
<b>Total</b>	<b>10</b>	<b>100</b>



**SEMESTER WISE CREDIT BREAKDOWN FOR MBA DEGREE  
CURRICULUM**

**BATCH 2023-2025**

<b>Course Category</b>	<b>Semester</b>				<b>Total Credits</b>
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	
Ability Enhancement Course (AEC)	-	-	2	-	2
Professional Core Courses (PCC)	-	-	4	3	7
Professional Elective Course (PEC)	-	-	4	3	7
Mini Project / Project Work (PW)	-	-	-	6	6
<b>Total Credits</b>	-	-	10	10	20



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**Scheme of Teaching and Examinations – 2024**  
**Outcome Based Education (OBE) and Choice Based Credit System (CBCS)**  
**(Effective from 2024-25)**

**3<sup>rd</sup> SEMESTER: Masters of Business Administration (MBA)**

Sl. No	Course Code	Course Title	Course Category	BOS	TD	Teaching Hours/Week					Credits	Examination			
						Lecture	Tutorial	Practical	Project	Total		SEE Duration (Hrs)	CIE Marks	SEE Marks	Total Marks
						L	T	P	S						
1	23MBA 31	Logistics and Supply Chain Management	PCC	MBA	MBA	4	0	0	0	4	4	3	50	100	100
2	23MBA 32	Business and Information Technology	PCC	MBA	MBA	4	0	0	0	4	4	3	50	100	100
3	Elective 1	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	4	3	50	100	100
4	Elective 2	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	4	3	50	100	100
5	Elective 3	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	4	3	50	100	100
6	Elective 4	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	4	3	50	100	100
7	VAC -1	Basic Excel	AEC	MBA	MBA	0	0	2	0	2	1	3	-	100	100
8	VAC - 2	Employability Skills Enhancement	AEC	MBA	MBA	0	0	2	0	2	1	3	-	100	100
<b>Total</b>											<b>26</b>				<b>100</b>

**4<sup>th</sup> SEMESTER: Masters of Business Administration (MBA)**

Sl. No	Course Code	Course Title	Course Category	BOS	TD	Teaching Hours/Week					Credits	Examination			
						Lecture	Tutorial	Practical	Project	Total		SEE Duration (Hrs)	CIE Marks	SEE Marks	Total Marks
						L	T	P	S						
1	23MBA 41	Global Business Management	PCC	MBA	MBA	4	0	0	0	4	3	3	50	100	100
2	23MBA 42	Design Thinking for Business Excellence	PCC	MBA	MBA	4	0	0	0	4	3	3	50	100	100
3	Elective 1	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	3	3	50	100	100
4	Elective 2	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	3	3	50	100	100
5	Elective 3	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	3	3	50	100	100
6	Elective 4	FM / MM / HR / BA	PEC	MBA	MBA	4	0	0	0	4	3	3	50	100	100
7	23MBA47	Project Work	PBL	MBA	MBA	0	0	2	0	2	6	-	50	100	100

Total

24

100

IPCC: Integrated Professional Core Course,

PCC: Professional Core Course

PBL: Project Based Learning

AEC: Ability Enhancement Course,

NCMC: Non-Credit Mandatory Course

L: Lecture,

T: Tutorial,

P: Practical

S= SDA: Skill Development Activity,

CIE: Continuous Internal Evaluation,

SEE: Semester End Evaluation.

**Integrated Professional Core Course (IPCC):** Refers to Integrated Professional Core Course Theory Integrated with practicals of the same course. Credit for IPCC can be 04 and its Teaching Learning hours (L: T: P) can be considered as (3: 0: 2) or (2: 2: 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper.

**Non Credit Mandatory Course (NCMC) - National Service Scheme /Physical Education/Yoga:** All students have to register for any one of the courses namely National Service Scheme (NSS), Physical Education (PE) (Sports and Athletics), and Yoga(YOG) with the concerned coordinator of the course during the first week of III semesters. Activities shall be carried out between III semester to the VI semester (for 4 semesters). Successful completion of the registered course and requisite CIE score is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE, and Yoga activities. These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the course is mandatory for the award of degree.

**Newly introduced subjects in the syllabus**

		<b>3<sup>rd</sup> Semester</b>	<b>4<sup>th</sup> Semester</b>
<b>1.</b>	<b>List of Existing Elective Courses</b>	Logistics And Supply Chain Management Information Technology for Managers Consumer Behaviour Sales And Retail Management Service Marketing Rural Marketing Strategic Cost Management Security Analysis and Portfolio Management Advance Financial Management Banking And Service Operation Recruitment And Selection Industrial Relations and Legislation Organizational Change and Development Compensation And Reward Management Introduction To Python Data and Control System Exploratory Data Analysis for Business Business Analytics and Intelligence Marketing, Web and Social Media Analytics	International Business Innovation And Design Thinking Strategic Brand Management Integrated Marketing Management Digital And Social Media Marketing Business Marketing Global Financial Management Mergers Acquisitions and Corporate Restructuring Risk Management and Insurance Indirect Taxation Conflict & Negotiation Management Global HRM Personal Growth and Interpersonal Effectiveness Strategic Talent Management Machine Learning HR Analytics Big Data Financial Analytics

2.	<b>List of New Existing Elective Courses</b>	<p>Corporate Taxation</p> <p>Merchant Banking and Financial Services</p> <p>Consumer Behavior and Neuro Marketing</p> <p>Marketing Automation and Artificial Intelligence</p> <p>Enterprise Performance Management</p> <p>Employment Performance Management</p> <p>Predictive Analysis Using R</p> <p>Statistics For Business Analytics</p>	<p>Behavioural Financial Analysis</p> <p>Rural And Green Marketing</p> <p>Global And Cross Culture Management</p> <p>People Analytics</p> <p>Training And Employee Skill Development</p> <p>Data Analytics and Cyber Security</p> <p>Data Visualization Using Tableau</p>
3.	<b>List of New Industry Aligned Courses</b>		

### Percentage of Change in the Syllabus

3 <sup>rd</sup> Semester						
Sl.No	Course Code	Course Name	Topics Added	Topics removed	Revised in %	Justification
1	23MBA31	Logistics and Supply Chain Management	Green logistics and transportation,	Introduction IT in SCM	15%	Students will study IT in SCM in Business and Information Technology
2	23MBA32	Business and Information Technology	Exponential Technology in business operations,		15%	Module 3 is technical and studying ERP and emerging technologies will be of more useful.
3	23MBAFM33	Corporate Taxation	-	-	100%	Students need to study Residential Status; Income from Business and Profession, Filing of IT Returns and Income from Salary as a management graduate.
4	23MBAFM34	Merchant Banking and Financial Services	Introduction to Fintech, Alternate Finance, BASEL – III	-	100%	Commercial Banking is a general concept
5	23MBAFM35	Strategic Cost Management	CVP analysis		20%	Budgetary Control is vast if included in the same module



6	23MBAFM36	Investment Analysis and Portfolio Management	Mutual Fund		10%	Valuation of securities is relevant and need to be studied by the student.
7	23MBAHR33	Recruitment and Talent analytics	HR Analytics, Digital mode of sourcing, Psychometric Tests		20%	Students to gain a comprehensive understanding of recruitment and selection, talent management, and technology within the subjects, students will learn the best practices and innovative strategies for attracting, hiring, and retaining top talent. Additionally, they will explore the latest technological advancements that are transforming HR processes and enhancing overall efficiency.
8	23MBAHR34	Compensation and Benefits Management	Salary Components, Tax deduction on salary, benefits,		30%	Subject teaches them how to design and manage effective reward systems that attract, motivate, and retain employees. Understanding this area

						also helps future managers ensure competitive and equitable compensation structures, contributing to overall organizational success.
9	23MBAHR35	Enterprise Performance Management	Industry 4.0 and 5.0, Mapping the Individual performance to organizational performance			The course provides students the knowledge of performance management systems that includes ,design ,implementation and evaluation that are highly essential for firms to sustain the dynamic global competition as well to cut edge over the benchmarked firms. Competency Mapping framework and the related concepts of feedback and employee counseling are significant areas of HR professionals.
10	23MBAHR36	Employment Relations & Engagement	Employee engagement, Employee Exclusion		15%	Contemporary topics essentials for HR Professional are included. Concepts on

						Code of Discipline which is the core base of good industrial relations provide students insights on the significance of employee discipline. Students should know the role of ILO and Labour Laws on Social Security for holistic approach on HR aspects. Employee Engagement and its association with Retention are major concerns in the present day.
11	23MBAMM33	Consumer Behavior & Neuro Marketing	Consumer Behavior Applications in Marketing, Relationship with Marketing: Behaviour Dimension, Analytical CRM, Collaborative CRM. Consumer Behaviour Framework. Consumer Decision Making Process - Problem Recognition - Information Search - Alternative Evaluation –Purchase Selection – Post purchase Evaluation, Buying pattern in the new digital era,– Needs, Goals, Motive arousal,	Consumer Imagery, Perceived price, Perceived quality, price/quality relationship, Message structure and presentation	50%	Equips students with practical tools to navigate the complexities of modern marketing

			Psychoanalytic Theory, Marketing Applications of Behavioral Learning Theories			
12	23MBAMM34	Marketing Automation and Artificial Intelligence	New Course introduced in place of Services Marketing		100%	Prepares students to leverage cutting-edge technologies, ensuring they are equipped to innovate and meet industry demands in the evolving digital landscape of marketing.
13	23MBAMM35	Marketing Analytics	marketing intelligence, consumer data management, distribution research process, predictive analysis		50%	Students learn to interpret complex data sets, derive actionable insights, and optimize marketing campaigns
14	23MBAMM36	Global Retail Marketing	Key Players in in global retail markets, retail branding and segmentation, Methods and approaches for entering new international markets, such as direct investment, franchising, joint ventures, etc, Leveraging digital platforms and online marketing techniques to reach global consumers and drive sales.	Sales territory, meaning, size, designing, sales quota, procedure for sales quota. Types of sales quota, Methods of setting sales Quota. Recruitment and selection of sales force, Training of sales force.	50%	These approaches impact branding strategies and segmentation by influencing how products and services are localized or standardized across diverse markets. Mastering these methods is essential for retailers aiming to navigate complex global

						landscapes and achieve sustainable growth.
15	23MBABA33	Exploratory Data Analysis	introduction to data analysis	Introduction to data mining	20%	
16	23MBABA34	Introduction to Python and Control System	Introduction to SQL, Python functions, End-to-End Processes, PySpark	fruitful functions,	30%	
17	23MBABA35	Predictive Analytics using R			100%	
18	23MBABA36	Statistics for Business Analytics			100%	

4th Semester

Sl.No	Course Code	Course Name	Topics Added	Topics removed	Revised in %	Justification
1	23MBA41	Global Business Management	roots of globalization, foreign market entry strategy, environment and cultural dynamics		30%	The concepts added are related to contemporary issues.
2	23MBA42	Design Thinking for Business excellence	legal aspects and innovation, Prototyping, Legal Aspects and Innovation and Designing a new products and services.		20%	The concepts added are related to contemporary issues.
3	23MBAFM43	International Financial Management	international capital budgeting		20%	Students need to know the recent developments in the area of Mergers and Acquisitions.
4	23MBAFM44	Behavioral Finance			100%	

5	23MBAFM45	Merger Acquisition and Corporate Restructuring	stages of valuation- 2nd & 3 <sup>rd</sup> , Pre and Post – Merger Change Management		20%	Students need to know the International Capital Budgeting in Detail.
6	23MBAFM46	Financial Derivatives and Risk Management			100%	Beneficial for students in becoming trading professionals with some additional certification course.
7	23MBAHR43	Global and Cross Culture Management	Expats Training, cross-culture		30%	The course provides learners Global HR practices to manage MNC s efficiently .Students acquire knowledge on the various employments types and the critical challenges to leverage the strengths in terms of skills and competency essential to administer global assignment with utmost perfection . Cross cultural aspects and strategies to manage diversity are addressed in the subject
8	23MBAHR44	Organizational Leadership and Change Management	Behavioral leadership theories approaches,		10%	Organization change as a result of shift in technological advancement,

						Acquisition and Mergers are addressed with appropriate models of change, strategies and Interventions .Various dimension of effective and dynamic Leadership styles, theories, models are focused in the course to prepare students as global leaders to face the dynamic business environment.
9	23MBAHR45	People Analytics	Application of AI tools, Technology in Recruitment		100%	The subject provides insights into HR Analytics and the evolving role of HR professionals. It also identifies HR metrics essential for maximizing the impact of HR decisions.
10	23MBAHR46	Training and Employee Skill Development			100%	Understanding training and development strategies helps future managers create a more skilled and adaptable workforce, giving their organizations a competitive edge.

11	23MBAMM43	Digital Marketing			100%	Digital advertising market in India is experiencing rapid growth, presenting significant career opportunities in digital marketing. Understanding this sector prepares MBA students for roles in a thriving industry crucial to modern marketing strategies.
12	23MBAMM44	Marketing Communication Strategy	Developing IMC, program, attribution hierarchy system, analysis & sale response, e-commerce & digital media		40%	Enables students to respond effectively to diverse consumer segments, varying product categories, and dynamic market conditions,
13	23MBAMM45	Brand Management and Equity	organizational change in brand builds, building brand process, leveraging secondary brand knowledge, geographic extents		40%	Understanding how brands create value, differentiate themselves in the market, and sustain competitive advantage.
14	23MBAMM46	Rural and Green Marketing			100%	Rural markets represent a significant and growing segment in many economies, offering



						substantial business opportunities. Understanding rural marketing equips MBA students with strategies to tap into these underserved markets
15	23MBABA43	Data Analytics and Cyber Security			100%	To bridge the gap between the IT and Business domains and to ensure cyber security solutions are in line with the needs and expectations of the organizations.
16	23MBABA44	Machine Learning	Deep Learning Model	Introduction to VR, virtual environment	30%	All the models of evolution and Learning are included and Deep learning of networks and their applications in the industry.
17	23MBABA45	Data Visualization for Business Decisions			100%	Tableau helps in decision-making to present the data insights and visualizations to empower stakeholders for making decisions.
18	23MBABA46	Data Warehousing and Data Mining			100%	Students will be equipped to provide the organization with reliable

						source of data for analysis and provide the organization with hidden insights from large-scale data.
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**3<sup>rd</sup> SEMESTER**

**PROFESSIONAL CORE  
COURSE (PCC)**

### **PCC Course - Professional Core Course**

Teaching Hours/Week (L: T:P: S)	4:0:0:0
Total Hours of Pedagogy	50 hours
Credits:	04
Each Module	8 Hrs
CIE Marks	50
SEE Marks	100
Total Marks	100
Exam Hours	3
Examination nature (SEE)	Theory

### **3 Credit Course – Professional Core Course (PCC)**

#### **Assessment Details (both CIE and SEE)**

- The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%.
- The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks).
- A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

#### **Continuous Internal Evaluation:**

##### **Internal Assessment Test (IAT):**

- For the Internal Assessment Test component of CIE, there are 25 marks and for Assignment component of the CIE, there are 25 marks. Two Tests, each of 50 Marks with 01-hour 30 minutes' duration, are to be conducted and average of two tests to be reduced to 25 marks
  - The first test will be administered after 40-50% of the syllabus has been covered, and
  - The second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

- Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

**The IA test questions are to be framed to map the Course Outcomes (COs), Program Outcomes (POs) and the Blooms RBT Levels. Emphasis to be given for higher order RBT levels**

#### **Semester-End Examination:**

Theory SEE will be conducted as per the scheduled timetable (duration 03 hours).

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), should have a mix of topics under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks.

#### **Continuous and Comprehensive Assessment (CCA):**

Two of continuous and comprehensive assessment (CCA) to be conducted to attain COs and POs, evaluated each for **50 Marks**. Total Marks scored will be CCA1+CCA2 and scaled down to **10 Marks**.

- CCA1 after 4<sup>th</sup> week and CCA2 after 9<sup>th</sup> week. The evaluation includes either through quiz or rubrics
- CCA as project-based learning,
  - CCA is evaluated for **50 Marks** with review 1 of **20 Marks** after and review 2 of **30 Marks** includes project demonstration/competition and report submission.
  - The evaluation of review 1 after 6<sup>th</sup> weeks of semester and review 2 after 12<sup>th</sup> week of semester with project demonstration and submission of the report

Total score for CCA is **10 Marks**

Total Marks scored for theory component of CIE (IAT+ CCA) is **25 Marks**

#### **Possible Continuous and Comprehensive Assessment (CCA):**

- Project based, Problem Based, Building Models, Lab-to-Land, Mobile Studio, Design and Programming Contest, Certification, Concept Map (Collage presentation/poster presentation), Case studies, Think-Pair-Share, Flipped classroom,
- The assessment of these techniques shall be in rubrics.

- The faculty can adopt any other CCA method of implementation and its assessment with prior approval of Program Assessment Committee (PAC).

### Professional Core Course (PCC) – 4 Credit course – Theory

Assessment Method	Component	Type of Assessments	Syllabus Coverage	Maximum Marks	Average	Reduced Marks	Minimum Passing Marks	Evaluation Details
<b>Total CIE Theory + Practical</b>				<b>50</b>	----	----	<b>20</b>	
	<b>Theory</b>	Internal Assessment Test (IAT) - II	Module – 1 to 2.5	50	(50+50) / 2	<b>25</b>	10	Average of Two Internal test each of 50 Marks scale down the marks to
		Internal Assessment Test (IAT) - II	Module – 2.5 to 5	50				
	<b>Continuous Comprehensive Assessment (CCA)</b>	CCA-1- Assignment	Considering all the Modules	100	(50+50) / 2	<b>20</b>	10	Two CCA methods as per VTU Clause 22OB4.2 of regulations to be adopted. If CCA chosen is Project Based Learning, then one assessment method may be adopted
		CCA-2- Assignment		100				
	<b>Total CIE Theory</b>						<b>50</b>	20



<b>SEE</b>		Theory exam	Entire theory syllabus including questions from lab Component in respective Modules	100	----	50	20	SEE Exam is theory Exam conducted for 100 Marks, scored Marks are scaled down to 50 Marks
<b>CIE + SEE</b>				100	----	----	40	



## Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	3 <sup>rd</sup>			
<b>Course Title</b>	:	Logistics And Supply Chain Management			
<b>Course Code</b>	:	23MBA31			
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	Theory			
<b>Category</b>	:	PCC			
<b>Stream</b>	:	MBA	CIE	:	50 Marks
<b>Teaching hours/ week</b> (L:T:P:S)	:	4 hours	SEE	:	100 Marks
<b>Total Hours</b>	:	50 Hrs	SEE	:	3 Hours
<b>Credits</b>	:	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 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>	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, and Evolution of logistics toward Supply chain Management, and 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-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	
<b>6</b>	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
<b>Pedagogy</b>	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

Recommended Books	
Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Global Logistics and Supply Chain Management, Agustina Calatayud, Chandra Lalwani, John Mangan , Wiley, 4th Edition, 2020.
2	Supply Chain Management: Strategy, Planning, and Operation, Case studies of BAKRAW, Omni channel Strategy at Tanishq, Retail Location Selection at Lenskart, Forecasting at Relaxo Footwear's Limited, Pearson, 7th Revised Edition, 2024
3	Matching Supply with Demand: An Introduction to Operations Management, Gerard Cachon ,Christian Terwiesch, McGraw Hill, 4th Edition, 2023.

Reference Text Books	
1	Supply Chain Management: Strategy, Planning, and Operation, Case studies of BAKRAW, Omni channel Strategy at Tanishq, Retail Location Selection at Lenskart, Forecasting at Relaxo Footwear's Limited, Pearson, 7th Revised Edition, 2024.
2	Supply Chain Analytics, T. A. S. Vijayaraghavan, Wiley,2021
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	RBT Level Indicator
CO1	Remember the concepts of Logistics and Supply Chain Management.	R	L1
CO2	Understand mechanism involved in sustainable supply chains for enhanced efficiency	U	L2
CO3	Apply Information Technology in effective management of warehousing and logistics	A	L3
CO4	Analyze the impact of international logistics on environment.	An	L4
CO5	Evaluate the significance of Information Technology in transportation and Inventory management.	E	L5
CO6	Design supply chains integrating Green Logistics for business sustainability	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.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>

### 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		Test 3			
	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>

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

Bloom's Category	SEE Marks
Remember	05
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	05

**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)

<b>Semester</b>	:	3 <sup>rd</sup>		
<b>Course Title</b>	:	Business and Information Technology		
<b>Course Code</b>	:	23MBA32		
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	Theory		
<b>Category</b>	:	PCC		
<b>Stream</b>	:	MBA	CIE	: 50 Marks
<b>Teaching hours/ week</b> (L:T:P:S)	:	4 hours	SEE	: 100 Marks
<b>Total Hours</b>	:	50 Hrs	SEE	: 3 Hours
<b>Credits</b>	:	4	Duration	

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

Sl. No	Course Objectives
1	Impart concepts of information technology importance in today's corporate world.
2	Provide knowledge on various of MIS and its contributions to Corporate Efficiency
3	Equip learners the role of MIS software to enhance business operations
4	Data Base management and its advantages for organization functioning
5	Acquaint students with advanced technology for enhanced business performance
6	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)**.



## 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 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	
2	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	
3	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	
4	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 AR, VR and MR in Manufacturing and Service Sector.	9 Hours
<b>Pedagogy</b>	PPTs, Case Analysis, Video Clippings	
5	Information Technology Infrastructure: Introduction, data processing, transaction processing, Application Processing, information system processing, TQM of IS, introduction network, network topology, data communication, Data & Clint 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

### Recommended Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Management Information Systems: The Managers View by Schultheis, R/ Sumner, M.. Tata McGraw Hill (TMH), 4th Edition, 1999.
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
<b>Reference Text Books</b>	
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>Efrain Turban</u> , Wiley ,12th Edition ,2021
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:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>RBT Level Indicator</b>
<b>CO1</b>	Understand the concept of information technology in corporate world.	R	L1
<b>CO2</b>	Remember various of MIS for Corporate Efficiency and performance	U	L2
<b>CO3</b>	Apply MIS software tools to enhance business operations	A	L3
<b>CO4</b>	Analyze the role of Data Base management in organization functioning	An	L4
<b>CO5</b>	Evaluate the impact of advanced technology for enhanced business performance	E	L5
<b>CO6</b>	Create opportunities for of applications of emerging technologies in the service sector	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>PO6</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	1				2	1	3	
<b>CO2</b>		2	2					2
<b>CO3</b>							3	2
<b>CO4</b>	1			2	2			1
<b>CO5</b>		1					1	
<b>CO6</b>			2					2

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

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

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

Bloom's Category	SEE Marks
Remember	05
Understand	10
Apply	10
Analyse	10
Evaluate	10
Create	05

**SEE Course Plan**

	Marks Distribution			Weightage

CO's	Module-1	Module-2	Module-3	Module-4	Module-5	Module – 6	Total Marks	
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)

<b>Semester</b>	:	<b>3<sup>rd</sup></b>				
<b>Course Title</b>	:	<b>Corporate Taxation</b>				
<b>Course Code</b>	:	<b>23MBAFM34</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>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:

#### 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



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>Residential Status &amp; Income from Salary:</b> Basic terminologies and residential status of Individuals. Various heads of income. Meaning of Salary, Allowances, Valuation & Taxability of Perquisites, 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 - maintenance of books, Depreciation, Setoff and Carry Forward of losses. (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.	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. (Problems on Computation of 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. (Problems on computation of Import Duty only)	09
<b>Pedagogy</b>	Lecture and Demonstration on Assessment of Import Duty through online portals.	

<b>6</b>	<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.	<b>04</b>
<b>Pedagogy</b>	<b>Mock IT Returns Filing</b>	

### List of Applications:

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

<b>Recommended Text Books</b>	
<b>Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)</b>	
<b>1</b>	‘Direct Taxes – Law and Practice’, Vinod Singhania and Kapil Singhania, Taxmann Publications, 2024.
<b>2</b>	‘Direct tax law and practice including tax planning’, H. C. Meharotra, Sahitya Bhavan Publications, 2024.
<b>3</b>	‘Students Guide to GST & Customs Law’, Vinod K Singhania, Taxmann Publications, 2024
<b>4</b>	‘Goods and Services Tax (G.S.T)’, Dr. H.C. Mehrotra and Prof. V.P. Agarwal, Sahitya Bhavan Publications, 2024
<b>5</b>	‘Indirect tax laws’, V. S. Datey, Taxmann Publications, 2024
<b>6</b>	“Student ‘s Handbook on Goods and Services Tax”, Hiregange, Jain and Nayak, Puliani and Puliani, 2024

<b>Reference Books</b>	
<b>Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)</b>	
<b>1</b>	‘Students Handbook on Taxation (Includes Income Tax and GST) (Assessment Year 2024-25)’, T N Manoharan & G R Hari, Snow White Publication, 2024.
<b>2</b>	‘GST Acts with Rules & Forms’, Taxmann Publications, 2024.
<b>3</b>	‘ Master Guide to Income Tax Act’, Taxmann Publications, March 2023.

<b>E-Resources</b>	
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>RBT Level</b>	<b>Level Indicator</b>
<b>CO1</b>	Outline the concept of Residential Status and Income from Salary	U	L1
<b>CO2</b>	Apply the provisions of business/professional income while computation of individual tax liability.	A	L2
<b>CO3</b>	Demonstrate provisions of Goods and Services Tax	U	L3
<b>CO4</b>	Construct GST liability on the supply of goods and supply of services.	A	L4
<b>CO5</b>	Assess the Customs duty payable on the import of goods.	E	L5
<b>CO6</b>	Understand the procedures related to the filing Income tax and GST returns.	U	L2

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>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	1	2	1	1	2	2	3	-	1	1
<b>CO2</b>	-	1	2	2	1	1	2	-	-	2
<b>CO3</b>	1	1	-	1	1	1	3	-	1	1
<b>CO4</b>	2	2	1	2	1	1	2	-	-	3
<b>CO5</b>	-	1	2	1	-	1	1	1	2	2
<b>CO5</b>	-	1	1	2	-	1	1	1	1	2
<b>CO6</b>	1	1	-	-	-	1	2	-	-	-

CIE- Continuous Internal Evaluation (50 Marks)

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

CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25			25	25
CO5					25		25	25
CO6						25	25	25
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>150</b>	<b>150</b>

SEE- Semester End Examination (50 Marks)

Bloom's Category	SEE Marks
Remember	10
Understand	10
Apply	20
Analyse	20
Evaluate	20
Create	20

## SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25			25	25
CO5					25		25	25
CO6						10	10	10
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3<sup>rd</sup></b>		
<b>Course Title</b>	:	<b>Merchant Banking and Financial Services</b>		
<b>Course Code</b>	:	<b>23MBAFM34</b>		
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<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:

### 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)**.

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



**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>	<p><b>Module 1: 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>	<b>08</b>
<b>Pedagogy</b>	PPT and Analysis of Various Financial Instruments	
<b>2</b>	<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>	<b>07</b>
<b>Pedagogy</b>	PPT and Construction of Portfolio Management s	
<b>3</b>	<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 Problems)</p>	<b>08</b>
<b>Pedagogy</b>	PPT, Problems on Leasing and Hire Purchase, Simulations	
<b>4</b>	<p><b>Module 04: Credit Rating:</b> Meaning, Process, Methodology, Agencies And Symbol <b>Factoring &amp; Forfeiting</b> – Definition, Functions, Types and Services</p>	<b>08</b>
<b>Pedagogy</b>	PPT, Credit Rating Agency like CRISIL, CARE, Info merits, ICRA	

<b>5</b>	<b>Module 05: Depository System:</b> Objectives of Depository System, Activities, And NSDL& CDSL. Process of Clearing and Settlement. <b>Securitization of Debt:</b> Meaning, process, Types, Benefits. (Theory)	<b>08</b>
<b>Pedagogy</b>	PPT, Mock Demat Account, Demat 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.	
	<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>	

<b>Recommended Text Books</b>	
Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
<b>1</b>	Financial services by Khan M.Y, McGraw Hill Education, 6 <sup>th</sup> Edition, 2021.
<b>2</b>	Management of Banking and Financial services by Padmalatha Suresh & Justin Paul, Pearson. 3 <sup>rd</sup> Edition
<b>Reference Books</b>	
<b>1</b>	Merchant Banking and Financial Services by Madhu Vij, Swati Dhawan, McGraw Hill Education, 2 <sup>nd</sup> Edition
<b>2</b>	Financial Markets and Services by K. Natarajan, E. Gordan, Himalaya Publishing House, 2022
<b>3</b>	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</b>	<b>RBT Level Indicator</b>
<b>CO1</b>	Compare the basics of financial system, RBI, SEBI and Indian money market.	R	L1
<b>CO2</b>	Inspect the activities of merchant banking towards raising of long-term funds.	U	L2
<b>CO3</b>	Analyzing Institutional financing such as micro finance, leasing & hire purchase banking	A	L3
<b>CO4</b>	Assess the procedure involved in credit rating, factoring forfeiting & venture capital.	An	L4
<b>CO5</b>	Discuss the procedures involved in depository system, debt securitization & mutual funds in India.	E	L5

Mapping of Course Outcomes to Program Outcomes:

<b>CO / P O</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO 1</b>		2							1	
<b>CO 2</b>			1			2				2
<b>CO 3</b>	1				3					
<b>CO 4</b>							2			
<b>CO 5</b>				3				3		3

Weblinks and Video Lectures (e-Resources)	
1	<a href="http://www.investopedia.com/teims/m/meichantbank.asp">www.investopedia.com/teims/m/meichantbank.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>

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

Bloom's Category	Theory				
	Continuous Assessment Tests (IAT)			Continuous Comprehensive Assessment (CCA)	
	IAT-1	IAT-2	IAT-3	CCA-1	CCA-2
	50 Marks	50 Marks	50 Marks	50 Marks	50 Marks
Remember	10	10	10	-	-
Understand	10	10	10	-	-
Apply	20	20	20	-	-
Analyze	20	20	20	-	-
Evaluate	20	20	20	-	-
Create	20	20	20	-	-

### CIE Course Assessment Plan

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



## SEE- Semester End Examination (50 Marks)

Bloom's Category	SEE Marks
Remember	10
Understand	10
Apply	20
Analyze	20
Evaluate	20
Create	20

## SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2			Test 3		
	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)

<b>Semester</b>	:	<b>3<sup>rd</sup></b>		
<b>Course Title</b>	:	<b>Strategic Cost Management</b>		
<b>Course Code</b>	:	<b>23MBAFM35</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

Sl.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):

1. Lecture method (L).
2. Group Discussion.
3. Brain Storming.
4. Quiz.
5. Case Analysis.
6. Self-Learning
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
8. 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 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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	Prepare a comparative chart to understand and depict the budgetary control mechanisms in Private and Public Sector enterprises.	CO2
<b>4</b>	Visit a NGO and find out the various cost heads and how they do differ from profit making business organizations	CO2

### Recommended Text Books

Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)	
<b>1</b>	A Textbook of Cost and Management Accounting: Arora M. N, 11th Edition, Vikas.
<b>2</b>	Managerial Accounting: James Jiambalvo, 4 <sup>th</sup> Edition, Wiley India Pvt. Ltd.
<b>3</b>	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)	
<b>1</b>	Cost Accounting (2e) by M.Y. Khan and P.K. Jain (2017). McGraw Hill Education.
<b>2</b>	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:

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

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	-	1	1	2	3	-	1	1
CO2	1	2	-	-	2	1	2	-	-	2
CO3	1	3	-	1	1	1	3	-	1	1
CO4	1	2	-	-	3	1	2	-	-	3
CO5	-	-	-	2	2	1	-	1	-	2
CO6	1	2	-	-	-	-	-	2	1	-

## CIE- Continuous Internal Evaluation (50 Marks)

Bloom's Category	Theory				
	Continuous Assessment Tests (IAT)			Continuous Comprehensive Assessment (CCA)	
	IAT-1	IAT-2	IAT-3	CCA-1	CCA-2
	50 Marks	50 Marks	50 Marks	50 Marks	50 Marks
Remember	05	05	05	---	---
Understand	05	05	05	---	---
Apply	10	10	10	---	---
Analyze	10	10	10	---	---
Evaluate	10	10	10	---	---
Create	10	10	10	---	---

## CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25			25	25
CO5					25		25	25
CO6						10	10	10
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>

## SEE- Semester End Examination (100 Marks)

Bloom's Category	SEE Marks
Remember	10
Understand	10
Apply	20
Analyze	20
Evaluate	20
Create	20

## SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25			25	25
CO5					25		25	25
CO6						10	10	10
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



# 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>23MBAFM36</b>		
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<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:

Sl. No	Course Objectives
1	Inculcate the knowledge about investment process and financial markets.
2	Understand the concept of risk, return, its calculation, and valuation of securities
3	Develop knowledge about fundamental and technical analysis with usage of charts for Investment.
4	Acquaint with knowledge about portfolio construction & evaluation of mutual funds.
5	Critically assess the suitability of different asset classes for investment objective.
6	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 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	<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 analyzing 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 Behavioral 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:</b> <b>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 Fund Performance. 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>	

<b>Recommended Text Books</b>	
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.
<b>Reference Books</b>	
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	Analyze 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	PO12	PSO1	PSO2	PSO3
CO1		2								
CO2			1					2		
CO3	1				3		1			
CO4						1			2	
CO5				3						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>

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

Bloom's Category	Theory				
	Continuous Assessment Tests (IAT)			Continuous Comprehensive Assessment (CCA)	
	IAT-1	IAT-2	IAT-3	CCA-1	CCA-2
	50 Marks	50 Marks	50 Marks	50 Marks	50 Marks
Remember	10	10	10	-	-
Understand	10	10	10	-	-
Apply	20	20	20	-	-
Analyse	20	20	20	-	-
Evaluate	20	20	20	-	-
Create	20	20	20	-	-

### CIE Course Assessment Plan

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

## SEE- Semester End Examination (50 Marks)

Bloom's Category	SEE Marks
<b>Remember</b>	<b>20</b>
<b>Understand</b>	<b>17</b>
<b>Apply</b>	<b>13</b>
<b>Analyze</b>	<b>10</b>
<b>Evaluate</b>	<b>20</b>
<b>Create</b>	<b>20</b>

## SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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)

<b>Semester</b>	:	<b>3<sup>rd</sup></b>			
<b>Course Title</b>	:	<b>Consumer Behavior and Neuro Marketing</b>			
<b>Course Code</b>	:	<b>23MBAMM33</b>			
<b>Course Type (Theory/Practical/Integrated)</b>	:	<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>	Identify an understanding of consumer behavior theories and apply this understanding in a marketing decision making context.
<b>2</b>	Analyze the multitude of factors influencing consumers so that each of us will be able to apply this knowledge to improve market strategy.
<b>3</b>	Create better marketing programs and strategies basing on the knowledge of consumer behavior.
<b>4</b>	Apply neuro scientific principles to understand and predict consumer behavior.
<b>5</b>	Explore theories and models that explain consumer behavior, such as motivation, perception, learning, and attitudes.
<b>6</b>	Explore practical applications of neuro marketing 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.

- 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 analyse 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.



**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**

<b>Module No.</b>	<b>Contents of the Module</b>	<b>Hours</b>
<b>1</b>	Introduction to consumer behaviour: Definition, Nature, Scope, Consumer Behaviour's Applications in Marketing, Relationship with Marketing: Behaviour Dimension - The Interdisciplinary Nature of Consumer Behaviour, Difference between Consumer & Customer, Scope of Allocation of Consumer Behaviour Consumerism: meaning; Consumer Movement in India; Rights & Responsibilities of consumers in India; Benefits of consumerism. Analytical CRM, Collaborative CRM. Consumer Behaviour 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 behaviour. Models of Consumer Behaviour. - 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 Behavioural 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	7 hours

	Communication: Communications strategy, Target Audience, Media Strategy, Message strategies, Message structure and presentation.	
<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 Behaviour. Subculture: Meaning, Subculture division and consumption pattern in India, Types of subcultures. Basics of neuro marketing 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.	8 hours
<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 neuro marketing, 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

<b>Recommended Text Books</b>	
<b>Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)</b>	
1	Consumer Behaviour, Schiffman Kanuk and S. Ramesh Kumar- Pearson, Latest Edition
2	"Consumer Neuroscience: Applications in Marketing",Routledge,1st Edition (2021)
<b>Reference Books</b>	
1	Consumer Behaviour: A Managerial Perspective, Dr.Dheeraj Sharma, Jagdish N Sheth, Banwari Mittal, Cengage Learning, latest Edition
2	Consumer Behaviour, Sethna, Sage Publications, 4/e, 2018
3	Consumer Behaviour in Indian Perspective, Himalaya Publications-latest Edition.



<b>4</b>	Consumer Behavior, Blackwell and Engel, Cengage Publication, Indian Edition
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**Course Outcomes: At the end of the course, the student will be able to:**

CO	Course Outcomes	RBT Level	Level Indicator
<b>CO1</b>	Understand the background and concepts of consumer behavior with Neuro Marketing.	R	L1
<b>CO2</b>	Identify the dynamics of consumer behavior and the basic factors that influence the consumers decision process	U	L2
<b>CO3</b>	Demonstrate how concepts may be applied to Neuro marketing strategy	A	L3
<b>CO4</b>	Apply and demonstrate theories to real world based on consumerism.	An	L4
<b>CO5</b>	Critique different approaches to understanding consumer behavior and their implications for marketing strategies.	E	L5
<b>CO6</b>	Design innovative marketing campaigns that integrate insights from consumer behavior research and neuro marketing principles.	C	L6

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

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

Weblinks and Video Lectures (e-Resources)	
<b>1</b>	1. <a href="https://youtu.be/ctMpHpJouoU">https://youtu.be/ctMpHpJouoU</a>
<b>2</b>	<a href="https://youtu.be/jSrC-EWYIJQ">https://youtu.be/jSrC-EWYIJQ</a>
<b>3</b>	<a href="https://youtu.be/dptzjrKRAm8">https://youtu.be/dptzjrKRAm8</a>
<b>45</b>	<a href="https://youtu.be/60eRK7AwgwM">https://youtu.be/60eRK7AwgwM</a>
<b>5</b>	<a href="https://youtu.be/KILsxmXUm_M">https://youtu.be/KILsxmXUm_M</a>
<b>6</b>	<a href="https://youtu.be/0srjdRDh99Y">https://youtu.be/0srjdRDh99Y</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		Test 3			
	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>

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

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

**SEE Course Plan**

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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)

A

<b>Semester</b>	:	<b>3<sup>rd</sup></b>
<b>Course Title</b>	:	<b>Marketing Automation and Artificial Intelligence</b>
<b>Course Code</b>	:	<b>23MBAMM34</b>
<b>Course Type (Theory/Practical/Integrated)</b>	:	<b>Theory</b>
<b>Category</b>	:	<b>PEC</b>
<b>Stream</b>	:	<b>MBA</b>
<b>Teaching Hours / Week</b>	:	<b>4 hours</b>
<b>Credits</b>	:	<b>4</b>
<b>Total Hours</b>	:	<b>50Hrs</b>

**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.



**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>	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	
<b>2</b>	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	
<b>3</b>	Understanding AI in Marketing Automation: Predictive Analytics: Techniques for predicting customer behaviour 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	
<b>4</b>	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	
<b>5</b>	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	
<b>6</b>	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:	7 Hours

	AI-driven approaches to identify and engage with influencers effectively. Predictive analysis with AI tools	
<b>Pedagogy</b>	Analytics Dashboard	
<b>Sl.No</b>	<b>Applications</b>	<b>COs</b>
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

<b>Recommended Text Books</b>	
<b>Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)</b>	
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)
<b>Reference Books</b>	
	"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 EverString, 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	Understand the Foundations of Marketing Automation.	R	L1
CO2	Apply AI Techniques to Enhance Marketing Strategies	U	L2
CO3	Analyze and Interpret Marketing Data	A	L3
CO4	Evaluate and Select Marketing Automation Tools	An	L4
CO5	Critique the ethical considerations and implications of using AI in marketing automation, such as data privacy and algorithmic bias.	E	L5
CO6	Design comprehensive marketing automation strategies that leverage AI technologies to enhance efficiency and effectiveness.	C	L6

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2
CO1	1				2	1	3	
		2	2					2



<b>CO1</b>	<b>10</b>						<b>10</b>	<b>7%</b>
<b>CO2</b>		<b>10</b>			<b>5</b>		<b>15</b>	<b>11%</b>
<b>CO3</b>			<b>20</b>		<b>5</b>	<b>5</b>	<b>30</b>	<b>21%</b>
<b>CO4</b>		<b>5</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>35</b>	<b>25%</b>
<b>CO5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>10</b>			<b>30</b>	<b>21%</b>
<b>CO6</b>	<b>5</b>			<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>14%</b>
<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>

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

<b>Bloom's Category</b>	<b>SEE Marks (90% Theory+10% Practical Questions)</b>
<b>Remember</b>	<b>05</b>
<b>Understand</b>	<b>10</b>
<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**

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

<b>Semester</b>	:	<b>3<sup>rd</sup></b>			
<b>Course Title</b>	:	<b>Marketing Analytics</b>			
<b>Course Code</b>	:	<b>23MBAMM35</b>			
<b>Course Type (Theory/Practical/Integrated)</b>	:	<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

Sl.No	Course Objectives
1	Provide an understanding of the basics of marketing research process
2	Orient on the theoretical and practical aspects of marketing research
3	Encourage the students to take up analytical thinking through research
4	Highlight importance of marketing research for enhancing marketing strategies
5	Develop the ability to use data-driven insights to make informed strategic decisions in marketing.
6	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.

- 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 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>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 & Variety, 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**



<b>CO3</b>								
<b>CO4</b>	1			2	2			1
<b>CO5</b>		1					1	
<b>CO6</b>			2					2

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

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

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

#### **CIE Course Assessment Plan**

<b>CO's</b>	<b>Marks Distribution</b>						<b>Total Marks</b>	<b>Weightage</b>
	<b>Test 1</b>		<b>Test 2</b>		<b>Test 3</b>			
	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>		
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>		

<b>CO1</b>	<b>10</b>						<b>10</b>	<b>7%</b>
<b>CO2</b>		<b>10</b>			<b>5</b>		<b>15</b>	<b>11%</b>
<b>CO3</b>			<b>20</b>		<b>5</b>	<b>5</b>	<b>30</b>	<b>21%</b>
<b>CO4</b>		<b>5</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>35</b>	<b>25%</b>
<b>CO5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>10</b>			<b>30</b>	<b>21%</b>
<b>CO6</b>	<b>5</b>			<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>14%</b>
<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>

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

<b>Bloom's Category</b>	<b>SEE Marks (90% Theory+10% Practical Questions)</b>
<b>Remember</b>	<b>05</b>
<b>Understand</b>	<b>10</b>
<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**

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

<b>Semester</b>	:	<b>3<sup>rd</sup></b>		
<b>Course Title</b>	:	<b>Global Retail Marketing</b>		
<b>Course Code</b>	:	<b>23MBAMM36</b>		
<b>Course Type (Theory/Practical/Integrated)</b>	:	<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

Sl.No	Course Objectives
<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.

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.



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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**

<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.	7 hours
<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.	9 hours
<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).	9 hours
<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 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	9 hours
<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’)	8 hours
<b>Pedagogy</b>	<b>Retail Marketing Campaign Pitch</b>	
<b>6</b>	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 Hours
<b>Pedagogy</b>	Retail Business Simulation	

## 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 Omni channel strategies employed by retailers.	CO2
5	Analyze the impact of cultural differences on consumer behavior in global retail markets.	CO4

### Recommended 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

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 behavior in global retail contexts.	U	L2
CO3	Apply global retail management principles to solve practical challenges faced by international retail businesses.	A	L3
CO4	Analyze consumer behavior 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=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Ny/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=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Ny/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>

### 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

<b>Create</b>	<b>05</b>	<b>05</b>	<b>05</b>
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### CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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>

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

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

### 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%

<b>CO4</b>		<b>5</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>35</b>	<b>25%</b>
<b>CO5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>10</b>			<b>30</b>	<b>21%</b>
<b>CO6</b>	<b>5</b>			<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>14%</b>
<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)

<b>Semester</b>	:	<b>3<sup>rd</sup></b>		
<b>Course Title</b>	:	<b>Recruitment and Talent Analytics</b>		
<b>Course Code</b>	:	<b>23MBAHR33</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>	Assess the effectiveness and appropriateness of various recruitment and selection methods
<b>2</b>	Determine talent management principles and practices to optimize organizational performance and employee engagement
<b>3</b>	Integrate theories and practices of talent planning and development to formulate comprehensive strategies
<b>4</b>	Develop strategic plans to enhance talent development and retention within the organization, ensuring alignment with business objectives
<b>5</b>	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 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)**.



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## 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>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.	9
<b>Pedagogy</b>	PPTs, Case Analysis, Demo Session on Recruitment Process	
2	<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.	9
<b>Pedagogy</b>	PPTs ,Case Analysis, Business lab	
3	<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.	9
<b>Pedagogy</b>	PPTs ,Case Analysis,	
4	<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	9
<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>	

<b>Recommended 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>	Recruitment and Selection: Strategies for Workforce Planning & Management, Carrie A. Picardi, Kevin D. Masick, 1 <sup>st</sup> edition (2020), Sage Publications, Inc
<b>2</b>	Recruitment and Selection, M. S. Saiyadain, 5 <sup>th</sup> Edition (2019), Tata McGraw-Hill
<b>3</b>	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
<b>Reference Books</b>	
<b>1</b>	Staffing Organizations, Herbert Heneman III, Timothy Judge, John Kammeyer-Mueller, 9 <sup>th</sup> Edition (2020), McGraw-Hill Education
<b>2</b>	Recruitment and Selection: A Framework for Success, Margaret Dale, 1 <sup>st</sup> Edition (2018), CIPD - Kogan Page
<b>3</b>	Talent Management: A Contemporary Perspective, Dr. Ganesh Shermon, 1 <sup>st</sup> Edition (2016), Himalaya Publishing House
<b>4</b>	Talent Management in India: Challenges and Opportunities, V. K. Sharma, S. K. Bhatia, 1 <sup>st</sup> Edition ( 2018), Atlantic Publishers & Distributors Pvt Ltd
<b>5</b>	HR Analytics: Understanding Theories and Applications" by Dipak Kumar Bhattacharyya , SAGE Publications India , 2017



Weblinks and Video Lectures (e-Resources)	
1	<a href="https://www.peoplesmatters.in/amp-hr-technology-ai-driven-recruitment-transforming-talent-acquisition-for-the-future-41990">https://www.peoplesmatters.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-">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-</a>

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

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

### CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test-1		Test-2		Test-3			
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25		10	35	35
CO5					25		25	25
<b>Total</b>	25	25	25	25	25	10	135	135



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

<b>Bloom's Category</b>	<b>SEE Marks</b>
<b>Remember</b>	<b>05</b>
<b>Understand</b>	<b>05</b>
<b>Apply</b>	<b>10</b>
<b>Analyse</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>10</b>

**SEE Course Plan**

<b>CO's</b>	<b>Marks Distribution</b>						<b>Total Marks</b>	<b>Weightage</b>
	<b>Module-1</b>	<b>Module-2</b>	<b>Module-3</b>	<b>Module-4</b>	<b>Module-5</b>	<b>Module-6</b>		
<b>CO1</b>	<b>25</b>						<b>25</b>	<b>25</b>
<b>CO2</b>		<b>25</b>					<b>25</b>	<b>25</b>
<b>CO3</b>			<b>25</b>				<b>25</b>	<b>25</b>
<b>CO4</b>				<b>25</b>		<b>10</b>	<b>35</b>	<b>35</b>
<b>CO5</b>					<b>25</b>		<b>25</b>	<b>25</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



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

<b>Semester</b>	:	<b>3rd</b>			
<b>Course Title</b>	:	<b>Compensation and Benefits Management</b>			
<b>Course Code</b>	:	<b>23MBAHR34</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</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:

Sl. No	Course Objectives
<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 analyze 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 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 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	<b>6</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Demo Session on Recruitment Process	
<b>2</b>	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.	<b>9</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, Business lab to understand the components of salary	
<b>3</b>	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.	<b>10</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, Business lab to understand the various benefits, incentives given from different companies/sectors	
<b>4</b>	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	<b>12</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, business quiz	
<b>5</b>	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.	<b>7</b>
<b>Pedagogy</b>	PPTs , Hands on Experiences and Real-life Case Study	

<b>6</b>	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.	<b>7</b>
<b>Pedagogy</b>	PPTs ,Case Analysis,	
	<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>Recommended Text Books</b>	
Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
<b>1</b>	Compensation by George T. Milkovich and Jerry M. Newman, 12th Edition (2021), McGraw-Hill Education
<b>2</b>	"Strategic Compensation: A Human Resource Management Approach" by Joseph J. Martocchio, 10th Edition (2022), Pearson
<b>Reference Books</b>	
<b>1</b>	Compensation Management in a Knowledge-Based World by Richard I. Henderson, 12th Edition (2020), Routledge
<b>2</b>	Compensation Management: Text and Cases" by T.V. Rao and M. Ravi Babu, 3rd Edition (2023), Excel books
<b>3</b>	Compensation Management: A Modern Approach" by Dipak Kumar Bhattacharyya, 2nd Edition (2021), Oxford University Press
<b>4</b>	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	RBT Level	Level Indicator
<b>CO1</b>	Understanding the foundational principles and key components of compensation management	U	L2
<b>CO2</b>	Construct effective frameworks and utilize strategic planning techniques to design and organize compensation structures that align with organizational goals	A	L3

<b>CO3</b>	Choose Theories and Structures of Wages and Executive Compensation and their practical applications to make informed compensation decisions	E	L5
<b>CO4</b>	Design Reward Systems for Sales Personnel and Address Legal and Fairness Issues	C	L6
<b>CO5</b>	Apply Tax Implications and Strategic Compensation Challenges	U	L2

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	1	-	-	-	2	-	-	-	-	-	-	-	3	-	-
<b>CO2</b>	-	-	2	-	-	-	-	-	-	-	-	-	-	2	-
<b>CO3</b>	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-
<b>CO4</b>	-	2	-	2	-	-	-	-	-	-	-	-	-	-	-
<b>CO5</b>	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-

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

<b>1</b>	<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>
<b>2</b>	<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>
<b>3</b>	<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>
<b>4</b>	<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>
<b>5</b>	<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>

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

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

**CIE Course Assessment Plan**

CO's	Marks Distribution						Total Marks	Weightage
	Test-1		Test-2		Test-3			
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25		10	35	35
CO5					25		25	25
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>

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

Bloom's Category	SEE Marks
Remember	05
Understand	05
Apply	10

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

### SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25		10	35	35
CO5					25		25	25
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



## 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>23MBAHR35</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</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:

Sl. No	Course Objectives
<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 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 : 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	
<b>3</b>	Enterprise Performance Management Instruments: 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. Designing and implementing appraisal programs, Conducting appraisals, individuals and teams, Members in the Appraisal Process. Global Performance Management, Process, Evaluation Techniques for PCNs, HCNs, and TCNs, Challenges in managing Internal assignees. Performance Metrics, Software tools for Employee Assessment.	<b>10</b>

<b>Pedagogy</b>	PPTs, Case Analysis, Software tools for Performance Assessment	
<b>4</b>	<p>Feedback and Counselling  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>	<b>10</b>
<b>Pedagogy</b>	PPTs, Case Analysis, MIS tools	
<b>5</b>	<p>Competency Mapping:  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>	<b>7</b>
<b>Pedagogy</b>	PPTs, Case Analysis	
<b>6</b>	<p>Competency Management Framework:  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>	<b>7</b>
<b>Pedagogy</b>	Tools and techniques used in Competency management System.	
	<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>	

### Recommended Text Books

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

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember the Determinants of Job Performance	R	L1
CO2	Understand tradition , modern and future methods of performance appraisal	U	L2
CO3	Apply the concepts of strategic importance of Performance Management	A	L3
CO4	Analyze the impact of Global Performance management to the dynamic business ecosystem	An	L4
CO5	Evaluate the significance Competency framework to build cutting edge organization	E	L5
CO6	Design Competency Mapping models to deliver high performance	C	L6

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	1	-	-	-	2	3	-	-
CO2	-	-	2	-	-	-	2	-

CO3	-	-	-	3	-	-	-	-
CO4	-	2	-	2	-	-	-	-
CO5	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-

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

1	<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>
2	<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>
3	<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>
4	<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>
5	<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>

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

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

**CIE Course Assessment Plan**

<b>Marks Distribution</b>		
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CO's	Test-1		Test-2		Test-3		Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25		10	35	35
CO5					25		25	25
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>

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

Bloom's Category	SEE Marks
Remember	05
Understand	05
Apply	10
Analyse	10
Evaluate	10
Create	10

### SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25		10	35	35
CO5					25		25	25
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



**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>23MBAHR36</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:

Sl. No	Course Objectives
1	Enable students the concepts of Labor Laws regulating Industrial Relations
2	Facilitate learners the need of Labor Laws to maintain Industrial Peace
3	Familiarize Labor Laws to solve the employee problems
4	Classify the different labor Laws and Codes
5	Equip Students the knowledge of Employee Engagement
6	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 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>Module No.</b>	<b>Topics</b>	<b>Hours</b>
<b>1</b>	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	<b>8</b>
<b>Pedagogy</b>	PPTs, Case Analysis	
<b>2</b>	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 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>10</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Collaborative Learning	
<b>3</b>	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.	<b>8</b>
<b>Pedagogy</b>	PPTs, Case Analysis, ABL, Videos links, Students Seminar, GDs	
<b>4</b>	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	

	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., <i>POSH</i> Law (Prevention of Sexual Harassment of Women at Workplace Act 2013)	<b>10</b>
<b>Pedagogy</b>	PPTs, Case Analysis	
<b>5</b>	Employee Engagement: Meaning, Definition, Importance, Factors influencing Successful Employee Engagement for organization Effectiveness, Assessment of Engagement, Levels of Engagement, Employee Engagement Practices 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.	<b>7</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Flipped Classroom	
<b>6</b>	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. Employee Engagement and Retention: Creating Business Value through Employee Engagement and Retention, Emerging HR Practices for Employee Engagement and Retention, Challenges in Employee Retention	<b>7</b>
<b>Pedagogy</b>	Employee Engagement and Technological Interventions	
	<b>Pedagogical Initiatives (Not limited to):</b> <b>Think Pair and Share (Blended Learning):</b> provides an opportunity for students to learn from one another <b>Problem Solving:</b> encourages cognitive thinking and enables creative problem solving <b>Poster Presentation:</b> allows students to represent the concepts visually in order to understand the topics easily. <b>Case studies:</b> maps different domains in real time applications <b>Demonstration:</b> exhibits the implementation process	

<b>Recommended 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>	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.
<b>2</b>	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:**

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Remember the concepts of Labour Laws and Industrial Relations	R	L1
CO2	Understand the call for of Labour Laws to preserve Industrial Harmony	U	L2
CO3	Apply appropriate Labour Laws to resolve the workplace problems related to terms and conditions of employment	A	L3
CO4	Analyze the role of labour Laws to protect the interest of employees	An	L4
CO5	Evaluate the significance of Employee Engagement for organization performance	E	L5
CO6	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	PSO1	PSO2	PSO3
CO1	1	-	-	-	2	-	3	-	-
CO2	-	-	2	-	-	-	-	2	-
CO3	-	-	-	3	-	-	-	-	-
CO4	-	2	-	2	-	-	-	-	-



<b>CO1</b>	<b>25</b>						<b>25</b>	<b>25</b>
<b>CO2</b>		<b>25</b>					<b>25</b>	<b>25</b>
<b>CO3</b>			<b>25</b>				<b>25</b>	<b>25</b>
<b>CO4</b>				<b>25</b>		<b>10</b>	<b>35</b>	<b>35</b>
<b>CO5</b>					<b>25</b>		<b>25</b>	<b>25</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>

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

<b>Bloom's Category</b>	<b>SEE Marks</b>
<b>Remember</b>	<b>05</b>
<b>Understand</b>	<b>05</b>
<b>Apply</b>	<b>10</b>
<b>Analyse</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>10</b>

**SEE Course Plan**

<b>CO's</b>	<b>Marks Distribution</b>						<b>Total Marks</b>	<b>Weightage</b>
	<b>Module-1</b>	<b>Module-2</b>	<b>Module-3</b>	<b>Module-4</b>	<b>Module-5</b>	<b>Module-6</b>		
<b>CO1</b>	<b>25</b>						<b>25</b>	<b>25</b>
<b>CO2</b>		<b>25</b>					<b>25</b>	<b>25</b>
<b>CO3</b>			<b>25</b>				<b>25</b>	<b>25</b>
<b>CO4</b>				<b>25</b>		<b>10</b>	<b>35</b>	<b>35</b>
<b>CO5</b>					<b>25</b>		<b>25</b>	<b>25</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>3rd</b>		
<b>Course Title</b>	:	<b>Exploratory Data Analysis</b>		
<b>Course Code</b>	:	<b>23MBABA33</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:

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	Analysing 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 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>	<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.	
<b>2</b>	<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.	
<b>3</b>	<b>Selection of Variable and Linear Regression :</b> Meaning and Review Expectation, Variance, Frequent 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.	
<b>4</b>	<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.	
<b>5</b>	<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, and Comparison with Linear Regression on Indicators- Fitting based on Optimization Criterion, Binary	10

	Classification, Multiclass Case ( $K \geq 3$ ), Discriminant Analysis, Linear Discriminant Analysis, Class Density Estimation, Optimal Classification.	
<b>Pedagogy</b>	<b>Integrated Project on PCA and Classification-</b> Apply PCA and various classification methods to a dataset.	
<b>6</b>	<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.	
	<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>Recommended 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	<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.
<b>Reference Books</b>	
1	Hadley Wickham, Garrett Grolemund."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:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>RBT Level Indicator</b>
<b>CO1</b>	Remember the Exploratory Data Analysis components.	R	L1
<b>CO2</b>	Complete Understanding of selection of Models for Data Analysis.	U	L2
<b>CO3</b>	Applying the suitable methods of Regression Linear methods.	A	L3

<b>CO4</b>	Analyzing Regression and decision tree based methods to solve business problems.	An	L4
<b>CO5</b>	Evaluating the data sets through classifications.	E	L5
<b>CO6</b>	Creating Hypothesis for testing the given data.	C	L6

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	1	-	-	-	-	-	-	-	-	-	3	-	-	-	-
<b>CO2</b>	-	2	2	-	-	-	-	-	-	-	-	2	-	-	-
<b>CO3</b>	-	-	-	-	-	-	-	-	-	-	3	-	2	-	-
<b>CO4</b>	-	2	-	-	-	-	-	-	-	-	-	1	-	2	-
<b>CO5</b>	-	-	-	2	-	-	-	-	-	-	-	-	-	-	2
<b>CO6</b>	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-

### 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/imoore/intro-to-exploratory-data-analysis-eda-in-python">https://www.kaggle.com/code/imoore/intro-to-exploratory-data-analysis-eda-in-python</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
<b>Remember</b>	05	05	05
<b>Understand</b>	10	10	10
<b>Apply</b>	10	10	10

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

### CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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>

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

Bloom's Category	SEE Marks (90% Theory+10% Practical Questions)
<b>Remember</b>	05
<b>Understand</b>	10
<b>Apply</b>	10
<b>Analyse</b>	10
<b>Evaluate</b>	10
<b>Create</b>	05

### 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%



<b>CO4</b>	-	5	-	10	10	10	<b>35</b>	<b>25%</b>
<b>CO5</b>	5	10	5	10	-	-	<b>30</b>	<b>21%</b>
<b>CO6</b>	5	-	-	5	5	5	<b>20</b>	<b>14%</b>
<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)

<b>Semester</b>	:	3 <sup>rd</sup>				
<b>Course Title</b>	:	Introduction to Python and Control Systems				
<b>Course Code</b>	:	23MBABA34				
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	Theory				
<b>Category</b>	:	PEC				
<b>Stream</b>	:	MBA		<b>CIE</b>	:	50
<b>Teaching hours/ week</b> (L:T:P:S)	:	4:0:0:0		<b>SEE</b>	:	100
<b>Total Hours</b>	:	50		<b>SEE</b>	:	3 Hours
<b>Credits</b>	:	4		<b>Duration</b>	:	

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

Sl. No	Course Objectives
1	Remember the basic concepts of Python.
2	Understand the python programming variables and execution.
3	Applying the Python programs with conditionals and loops.
4	Analyzing the Python functions to perform specific tasks.
5	Evaluate Python data structures in lists, tuples, dictionaries and do with input / output files.
6	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, Introduction to SQL, 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-elf-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>Lists:</b> List operations, list slices, list methods, list loop, mutability, aliasing, cloning lists, list parameters, list comprehension;	11
<b>Pedagogy</b>	List Loops and Mutability- Demonstrate how to use for and while loops to iterate through a list.	

<b>6</b>	<b>Tuples:</b> Tuples: tuple assignment, tuple as return value, tuple comprehension.	<b>6</b>
<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> <b>Demonstration:</b> exhibits the implementation process	

<b>Recommended 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>	Python Crash Course, Eric Matthes, 3rd Edition, No Startc Pr, 2023.
<b>2</b>	Fluent Python, Luciano Ramalho, 2nd Edition, Shroff/ O'Reilly, 2022.
<b>Reference Books</b>	
<b>1</b>	``Think Python: How to Think like a Computer Scientist``, Allen B. Downey, 2nd edition, 2024.
<b>2</b>	Core Python Programming, W.Chun, Pearson, 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>RBT Level Indicator</b>
<b>CO1</b>	Well-versed in remembering the Python Concepts.	R	L1
<b>CO2</b>	Clear Understanding the variables of python programming.	U	L2
<b>CO3</b>	Applying Conditions and Loops for programming.	A	L3
<b>CO4</b>	Analyzing the knowledge to decompose a Python program into functions.	An	L4
<b>CO5</b>	Evaluate and Represent compound data using Python lists, tuples, and dictionaries.	E	L5
<b>CO6</b>	Creating Python Scripts.	C	L6

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	-	-	-	-	3	-	-	-	-
CO2	-	2	2	-	-	-	2	-	-	-
CO3	-	-	-	-	-	3		2	-	-
CO4	-	2	-	-	-	-	1	-	2	-
CO5	-	-	-	2	-	-	-	-	-	2
CO6	-	-	-	-	1	-	-	1	-	-

#### 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>

#### 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		Test 3			
	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>

### - Semester End Examination (50 Marks)

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

### 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%

<b>CO3</b>	-	-	20	-	5	5	<b>30</b>	<b>21%</b>
<b>CO4</b>	-	5	-	10	10	10	<b>35</b>	<b>25%</b>
<b>CO5</b>	5	10	5	10	-	-	<b>30</b>	<b>21%</b>
<b>CO6</b>	5	-	-	5	5	5	<b>20</b>	<b>14%</b>
<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)

<b>Semester</b>	:	<b>3rd</b>		
<b>Course Title</b>	:	<b>Predictive Analytics</b>		
<b>Course Code</b>	:	<b>23MBABA35</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 Duration</b>	: <b>3 Hours</b>
<b>Credits</b>	:	<b>4</b>		

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

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

**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>Predictive Analytics Introduction:</b> Meaning and definition, Evolution of Data Analytics and Applications. Predictive models: Propensity model, Clustering Model & Collaborative filtering; Introduction to PySpark, Predictive analytics cases.	8
<b>Pedagogy</b>	Building a propensity model to predict customer behaviour.	
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- Regression Analysis:</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> , Linear and Multiple 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.	

<b>6</b>	<b>Regression Analysis:</b> Introduction to other regression analysis Polynomial, Multiple linear, Poisson.	<b>8</b>
<b>Pedagogy</b>	Poisson Regression in R- fitting a Poisson regression model using the GLM function in R and interpreting the results.	
	<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>Recommended 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>	Predictive Analytics for Business using R, Russell R Barton ,The Pennsylvania State University, USA, 2023.
<b>2</b>	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>	
<b>1</b>	Applying Predictive Analytics: Finding Value in Data, Richard V. McCarthy, Wendy Ceccucci, and C. Keith Harrison, Springer, Second Edition, 2023.
<b>2</b>	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:**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>RBT Level Indicator</b>
<b>CO1</b>	Remember the complete foundational importance of Predictive Analytics.	R	L1
<b>CO2</b>	Understand the Data Analytics through the methods of Time Series Analysis.	U	L2
<b>CO3</b>	Applying the models of Regression for future predictions.	A	L3
<b>CO4</b>	Analyses of the Logistic and Decision Trees Regression methods.	An	L4
<b>CO5</b>	Evaluation of Regression analysis of data.	E	L5
<b>CO6</b>	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	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	-	-	-	-	-	-	-	-	-	3	-	-	-	-
CO2	-	2	2	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	3	-	2	-	-
CO4	-	2	-	-	-	-	-	-	-	-	-	1	-	2	-
CO5	-	-	-	2	-	-	-	-	-	-	-	-	-	-	2
CO6	-	-	-	-	1	-	-	-	-	-	-	-	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>

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- Continuous Internal Evaluation (50 Marks)**

## CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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>

## SEE- Semester End Examination (50 Marks)

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

**SEE Course Plan**

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

<b>Semester</b>	:	<b>3<sup>rd</sup></b>				
<b>Course Title</b>	:	<b>Statistics for Business Analytics</b>				
<b>Course Code</b>	:	<b>23MBABA36</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:

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



**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>	<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.	<b>8</b>
<b>Pedagogy</b>	Understanding Basic Concepts through Surveys.	
<b>2</b>	<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.	<b>9</b>
<b>Pedagogy</b>	Application of MLE to real-world problems.	
<b>3</b>	<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.	<b>8</b>
<b>Pedagogy</b>	Visualizing Duality- Understand the duality between the acceptance region of a test and a confidence interval.	
<b>4</b>	<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.	<b>8</b>
<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	

Recommended 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	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	-	-	-	-	3	-	-	-	-
CO2	-	2	2	-	-	-	2	-	-	-
CO3	-	-	-	-	-	3	-	2	-	-
CO4	-	2	-	-	-	-	1	-	2	-
CO5	-	-	-	2	-	-	-	-	-	2
CO6	-	-	-	-	1	-	-	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>

#### 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

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

### CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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>

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

Bloom's Category	SEE Marks (90% Theory+10% Practical Questions)
<b>Remember</b>	05
<b>Understand</b>	10
<b>Apply</b>	10
<b>Analyse</b>	10
<b>Evaluate</b>	10
<b>Create</b>	05

### 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%

<b>CO3</b>	-	-	20	-	5	5	<b>30</b>	<b>21%</b>
<b>CO4</b>	-	5	-	10	10	10	<b>35</b>	<b>25%</b>
<b>CO5</b>	5	10	5	10	-	-	<b>30</b>	<b>21%</b>
<b>CO6</b>	5	-	-	5	5	5	<b>20</b>	<b>14%</b>
<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>

**4<sup>th</sup> SEMESTER**

**PROFESSIONAL CORE  
COURSE (PCC)**

### **PCC Course - Professional Core Course**

Teaching Hours/Week (L: T:P: S)	3:0:0:0
Total Hours of Pedagogy	40 hours
Credits:	03
Each Module	8 Hrs
CIE Marks	50
SEE Marks	50
Total Marks	100
Exam Hours	3
Examination nature (SEE)	Theory

### **3 Credit Course – Professional Core Course (PCC)**

#### **Assessment Details (both CIE and SEE)**

- The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%.
- The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks).
- A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

#### **Continuous Internal Evaluation:**

#### **Internal Assessment Test (IAT):**

- For the Internal Assessment Test component of CIE, there are 25 marks and for Assignment component of the CIE, there are 25 marks. Two Tests, each of 50 Marks with 01-hour 30 minutes' duration, are to be conducted and average of two tests to be reduced to 25 marks
  - The first test will be administered after 40-50% of the syllabus has been covered, and
  - The second test will be administered after 85-90% of the syllabus has been covered

- Any two assignment methods, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.
- Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

**The IA test questions are to be framed to map the Course Outcomes (COs), Program Outcomes (POs) and the Blooms RBT Levels. Emphasis to be given for higher order RBT levels**

#### **Semester-End Examination:**

Theory SEE will be conducted as per the scheduled timetable (duration 03 hours).

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), should have a mix of topics under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks.

#### **Continuous and Comprehensive Assessment (CCA):**

Two of continuous and comprehensive assessment (CCA) to be conducted to attain COs and POs, evaluated each for **50 Marks**. Total Marks scored will be CCA1+CCA2 and scaled down to **10 Marks**.

- CCA1 after 4<sup>th</sup> week and CCA2 after 9<sup>th</sup> week. The evaluation includes either through quiz or rubrics
- CCA as project-based learning,
  - CCA is evaluated for **50 Marks** with review 1 of **20 Marks** after and review 2 of **30 Marks** includes project demonstration/competition and report submission.
  - The evaluation of review 1 after 6<sup>th</sup> weeks of semester and review 2 after 12<sup>th</sup> week of semester with project demonstration and submission of the report

Total score for CCA is **10 Marks**

Total Marks scored for theory component of CIE (IAT+ CCA) is **25 Marks**

#### **Possible Continuous and Comprehensive Assessment (CCA):**

- Project based, Problem Based, Building Models, Lab-to-Land, Mobile Studio, Design and Programming Contest, Certification, Concept Map (Collage presentation/poster presentation), Case studies, Think-Pair-Share, Flipped classroom,
- The assessment of these techniques shall be in rubrics.
- The faculty can adopt any other CCA method of implementation and its assessment with prior approval of Program Assessment Committee (PAC).

### Professional Core Course (PCC) – 3 Credit course – Theory

Assessment Method	Component	Type of Assessments	Syllabus Coverage	Maximum Marks	Average	Reduced Marks	Minimum Passing Marks	Evaluation Details
<b>Total CIE Theory + Practical</b>				<b>50</b>	----	----	<b>20</b>	
<b>Theory</b>		Internal Assessment Test (IAT) - II	Module – 1 to 2.5	50	$(50+50) / 2$	<b>25</b>	10	Average of Two Internal test each
		Internal Assessment Test (IAT) - II	Module – 2.5 to 5	50				
<b>Continuous Comprehensive Assessment (CCA)</b>		CCA-1- Assignment	Considering all the Modules	100	$(50+50) / 2$	<b>25</b>	10	Two CCA methods as per VTU Clause 22OB4. 2 of regulations to be adopted . If CCA chosen is Project Based Learning, then one assessment method may be adopted
		CCA-2- Assignment		100				



<b>Total CIE Theory</b>	<b>50</b>	20	Total Marks of IAT and CCA is 50
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**Dayananda Sagar Academy of Technology & Management**  
(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>4<sup>th</sup></b>		
<b>Course Title</b>	:	<b>Global Business Management</b>		
<b>Course Code</b>	:	<b>23MBA41</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</b> (L:T:P:S)	:	<b>4 hours</b>	<b>SEE</b>	: <b>100 Marks</b>
<b>Total Hours</b>	:	<b>40 Hours</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:

Sl. No	Course Objectives
1	Familiarize the concepts of Global Business Environment
2	Enable the students with the factors of Global Environment
3	Assist students develop Global Perspective mind-set
4	Provide the knowledge of contemporary issues in global business that illustrates the unique challenges faced by managers in the IBE
5	Impart awareness on International Institutions
6	Facilitate learners dynamics of cultural factors in Global Business

## 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 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	Routes of globalization, Modes of International Business-Organizing international business – international designs, factors influencing choice of a design, issues in organization design. Theories of International Business: Introduction, Mercantilism, Theory of absolute cost advantage, Comparative cost advantage theory, Comparative cost advantage with money, Relative factor	7 Hours

	endowment theory, Product life cycle theory, Global strategic rivalry theory, Porter's National Competitive Advantage Theory. Uruguay Round.	
<b>Pedagogy</b>	Cultural Negotiation Play	
<b>4</b>	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).	7 Hours
<b>Pedagogy</b>	Foreign Market Entry Strategy	
<b>5</b>	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. Customs Union (CU)-OPEC (Organization of Petroleum Exporting Countries and Common Markets (CM).	7 Hours
<b>Pedagogy</b>	International Business Trivia.	
<b>6</b>	Environment and cultural dynamics of global markets, functions Global Finance-Features of Global Capital Market, Growth of Global Capital Market, Global equity market. International Production Management-Coordinating Global Manufacturing System. International Marketing strategies, Major actors in International Marketing, Competitive Global Marketing Strategies. Global HRM- Characteristics, Nature and factors of IHRM,	6 hours
<b>Pedagogy</b>	Global Supply Chain simulation.	

### List of Applications

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

### Recommended Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
<b>1</b>	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
<b>2</b>	International Business, Czinkota, Michael R, Cambridge University Press, 2021

3	International Business, Shad Morris, James Oldroyd , Wiley, 3rd Edition 2022,
<b>Reference Books</b>	
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
4	International Business (text and cases): P Subba Rao, HPH, 4/e, 2017

**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 Global Business Environment	R	L1
CO2	Understand the factors of Global Environment	U	L2
CO3	Apply strategies of Global Perspective mind-set for sustainability	A	L3
CO4	Analyze the contemporary issues in global business to solve critical problems	An	L4
CO5	Evaluate the impact of International Institutions on business performance	E	L5
CO6	Design ecosystem that fosters global cultural outlook	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
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**Weblinks and Video Lectures (e-Resources)**

<b>1</b>	<a href="https://jgateplus.com/search/login/">https://jgateplus.com/search/login/</a>
<b>2</b>	<a href="https://www.ebsco.com/products/research-databases/hbr-ascend">https://www.ebsco.com/products/research-databases/hbr-ascend</a>
<b>3</b>	<a href="http://elibrary.in.pearson.com/">http://elibrary.in.pearson.com/</a>
<b>4</b>	<a href="https://onlinecourses.nptel.ac.in/">https://onlinecourses.nptel.ac.in/</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
<b>Remember</b>	<b>05</b>	<b>05</b>	<b>05</b>
<b>Understand</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Apply</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Analyse</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Create</b>	<b>05</b>	<b>05</b>	<b>05</b>

**CIE Course Assessment Plan**

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

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

<b>Bloom's Category</b>	<b>SEE Marks</b>
<b>Remember</b>	<b>05</b>
<b>Understand</b>	<b>10</b>
<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**

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

<b>Semester</b>	:	<b>4<sup>th</sup></b>		
<b>Course Title</b>	:	<b>Design Thinking For Business Excellence</b>		
<b>Course Code</b>	:	<b>23MBA42</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>40 Hours</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:

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**

<b>Module No.</b>	<b>Topics</b>	<b>Hours</b>
<b>1</b>	<p>Introduction, Design Thinking as a Solution, The Value of Design Thinking, History of Design Thinking, Four Core Principles of Successful Innovation, A Model of the Design Innovation Process, Seven Modes of the Design Innovation Process.</p> <p>Opportunity analysis –Source of opportunity, Opportunity-trends, Basic concepts of creative thinking modes-Divergent, Convergent, Emergent thinking, Nurture Creative Ideation through Lateral Thinking –De Bono theory of six thinking hats.</p>	6 Hours
<b>Pedagogy</b>	PPTs	
<b>2</b>	<p>Sense Intent: Mindsets, Sensing Changing Conditions, Seeing Overviews, Foreseeing Trends, Reframing Problems, Forming an Intent</p> <p>Sense Intent: Methods, Buzz Reports, Popular Media Scan, Innovation Sourcebook, Trends Expert Interview, Keyword Bibliometrics, Ten Types of Innovation Framework, Convergence Map, Offering-Activity-Culture Map, And Intent Statement.</p> <p>Know Context: Mindsets, Knowing Context History, Understanding Frontiers, Seeing System Overviews, Understanding Stakeholders, Using Mental Models Know Context: Methods , Contextual Research Plan, Eras Map, Financial Profile, Analogous Models, Competitors- Complementary Map, Subject Matter Experts Interview, Interest Groups Discussion</p>	7 Hours
<b>Pedagogy</b>	PPTs ,Case Analysis, Videos, ABL	
<b>3</b>	<p>Know People: Mindsets, Observing Everything, Building Empathy, Immersing in Daily Life, Listening Openly, Looking for Problems and Needs.</p> <p>Know People: Methods, Research Participant Map, Research Planning Survey, Five Human Factors, POEMS, Video Ethnography, User Pictures Interview, Cultural Artifacts, Image Sorting, Remote Research.</p> <p>Frame Insights: Mindsets, Exploring Systems, Looking for Patterns, Constructing Overviews, Identifying Opportunities, Developing Guiding Principles.</p> <p>Frame Insights: Methods, Observations to Insights, Insights Sorting, User Observation Database Queries, User Response Analysis, ERAF Systems Diagram, Descriptive Value Web, Entities Position Map, Venn Diagramming, Tree/Semi-Lattice Diagramming, Symmetric Clustering Matrix, Asymmetric Clustering Matrix, Activity Network, Insights Clustering Matrix, Semantic Profile, User Groups Definition, Compelling Experience Map, User Journey Map</p>	7 Hours
<b>Pedagogy</b>	PPTs ,Case Analysis, Videos links ,GDs	



<b>4</b>	<p>Explore Concepts: Challenging Assumptions, Standing in the Future, Exploring Concepts at the Fringes, Seeking Clearly Added Value, Narrating Stories about the Future.</p> <p>Explore Concepts: Methods, Principles to Opportunities, Opportunity Mind Map, Value Hypothesis, Persona Definition, Ideation Session, Concept Generating Matrix, Concept Metaphors and Analogies, Role-Play Ideation, Ideation Game, Puppet Scenario, Behavioral Prototype, Concept Prototype</p>	7 Hours
<b>Pedagogy</b>	PPTs , Simulation-Based Assessments, Case Analysis, Web links, Flash Cards	
<b>5</b>	<p>Frame solutions: Mindsets, Conceiving Holistic Solutions, Conceiving Options, Making Value Judgments, Envisioning Scenarios, Structuring Solutions</p> <p>Frame solutions: Methods, Morphological Synthesis, Concept Evaluation, Prescriptive Value Web, Concept-Linking Map, Foresight Scenario, Solution Diagramming, Solution Storyboard, Solution Enactment, Solution Prototype, Solution Evaluation, Solution Roadmap, Solution Database, and Synthesis Workshop.</p> <p>Realize Offerings: Mindsets, Reiterating Prototypes, Evaluating in Reality, Defining Strategies, Implementing in Reality, Communicating Vision Realize Offerings: Methods, Strategy Roadmap, Platform Plan, Strategy Plan Workshop, Pilot Development and Testing, Implementation Plan, Competencies Plan, Team Formation Plan, Vision Statement, Innovation Brief.</p>	7 Hours
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Flipped Classroom, Quiz, Reflective Techniques	
<b>6</b>	<p>Legal Aspects and Innovation : Patents, Trademarks, Intellectual Property ,Government policies regarding Innovation, renewing innovation, Enhancing Innovation Potential &amp; Formulating strategies for Innovation Risks and barriers for introducing products and services, Selecting a Strategy, setting up the Investment and establishing organization, The Indian Innovators &amp; Innovations, Global Innovators &amp; Innovations</p>	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

### Applications

<b>Reference Books</b>		
<b>1</b>	HBR's 10 Must Reads on Design Thinking, Clayton M. Christensen, Indra Nooyi ,Tim Brown ,HBR,2020	
<b>2</b>	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	
<b>3</b>	Intercultural Collaboration by Design: Drawing from Differences, Distances, and Disciplines Through Visual Thinking , Kelly M. Murdoch - Kitt , Denielle J. Emans , Research Gate,2020	
<b>4</b>	Design Thinking: A Framework for Applying Design Thinking in Problem Solving, Anuja Agarwal , Cengage Learning India Pvt. Ltd, 1st Edition 2023	
<b>Sl.No</b>	<b>Applications</b>	<b>COs</b>
<b>1</b>	Identify real time problems related to society to apply the concept of design thinking	CO3
<b>2</b>	Create ideas (Idea generation) to address the problem	CO4
<b>3</b>	To design feasible solutions to solve problems and value addition.	CO4
<b>4</b>	To validate the solutions with appropriate methods	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 Design Thinking	R	L1
<b>CO2</b>	Understand the evolution and models of Design Thinking	U	L2
<b>CO3</b>	Apply the methods of Design Thinking Modes to solve business problems	A	L3
<b>CO4</b>	Analyze the opportunities to ideate and find solutions to real time problems	An	L4
<b>CO5</b>	Evaluate the significance of various techniques in problem solving	E	L5
<b>CO6</b>	Create platform to bring value addition with IPR	C	L6

### Mapping of Course Outcomes to Program Outcomes:

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

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

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

### 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
<b>Remember</b>	<b>05</b>	<b>05</b>	<b>05</b>
<b>Understand</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Apply</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Analyse</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Create</b>	<b>05</b>	<b>05</b>	<b>05</b>

## CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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>

## SEE- Semester End Examination (50 Marks)

Bloom's Category	SEE Marks
Remember	05
Understand	10
Apply	10
Analyse	10
Evaluate	10
Create	05

## 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)

<b>Semester</b>	:	<b>4<sup>th</sup></b>		
<b>Course Title</b>	:	<b>International Financial Management</b>		
<b>Course Code</b>	:	<b>23MBAFM43</b>		
<b>Course Type</b> (Theory/ Integrated)	<b>Practical/</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> (L:T:P:S)	:	<b>4:0:0:0</b>	<b>SEE</b>	: <b>100 Marks</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:

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 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>International financial Environment-</b> the Importance, rewards & risk of international finance. Goals of MNC - International Monetary system. Balance of payments, – Equilibrium, disequilibrium & adjustment of Balance of payment & Trade deficits. (Simple problems on BOP)	7
<b>Pedagogy</b>	PPT, Problems on BOP, Tracking and analyzing the exchange rates between rupee and other Currency	
2	<b>International Financial Markets:</b> - Foreign exchange markets-foreign exchange trading- Spot exchange markets-foreign exchange rates & quotation- forward markets-Exchange rate Behavior-Cross Rates-Foreign exchange market participants- Cross Rate, Bid Rate and Ask Rate	8
<b>Pedagogy</b>	PPT, Problems on Exchange Rates, Identify the risk involvement in different country Currency during investment.	
3	<b>Forecasting exchange rates-</b> Measuring exchange rate movements-Exchangerate equilibrium – Factors affecting foreign exchange rate- international parity relationship: interest rate. <b>Foreign Exchange exposure:</b> - Management of Transaction exposure and translation exposure	8
<b>Pedagogy</b>	PPT, Problems on Exposure, Currency Converter Apps for buying and selling of currency , Mock Currency Market	
4	<b>Foreign exchange risk Management:</b> Hedging against foreign exchange exposure – Forward market- Futures Market- options Market, hedging through Currency of invoicing.	7
<b>Pedagogy</b>	PPT, Problems on Hedging, Hedging on real-life scenarios like airline hedging fuel price	

<b>5</b>	<b>Swaps:</b> Meaning, types, construction and valuation of currency and interest rate swaps.	<b>5</b>
<b>Pedagogy</b>	PPT, Problems on Swaps, Case Study Analysis of different country Swap options	
<b>6</b>	<b>International Capital Budgeting:</b> Introduction, adjusted present value model, capital budgeting from parent firm's perspective and expecting the future expected exchange rate analysis. (Theory & Problems).	<b>5</b>
<b>Pedagogy</b>	PPT, Problems on Capital Budgeting, Analyzing 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>	

<b>Recommended Text Books</b>	
Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
<b>1</b>	International Corporate Finance, Jeff Madura, Cengage Learning, 10/e, 2022.
<b>2</b>	International Financial Management, Cheol Eun & Bruce Resnick, McGraw Hill, 7/e, 2021.
<b>Reference Books</b>	
<b>1</b>	International Financial Management, Apte P.G & Sanjeevan Kapshe, McGraw Hill, 8/e, 2020.
<b>2</b>	International Financial Management, Jeff Madura, & Roland Fox. Edition 5. Cengage Learning.(2020).

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

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	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	-	1	1	2	3	-	1	1
CO2	1	2	-	-	2	1	2	-	-	2
CO3	1	3	-	1	1	1	3	-	1	1
CO4	1	2	-	-	3	1	2	-	-	3
CO5	1	1	1	2	2	1	1	1	2	2

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

1	<a href="https://emeritus.org/blog/finance-international-financial-management/">https://emeritus.org/blog/finance-international-financial-management/</a>
2	<a href="https://link.springer.com/article/10.1007/s11573-021-01039-8">https://link.springer.com/article/10.1007/s11573-021-01039-8</a>
3	<a href="https://www.qmul.ac.uk/postgraduate/taught/coursefinder/courses/international-financial-management-msc/">https://www.qmul.ac.uk/postgraduate/taught/coursefinder/courses/international-financial-management-msc/</a>
4	<a href="https://www.cambridge.org/highereducation/books/international-financial-management/B7138AAA17C384543182C3AA48892984#overview">https://www.cambridge.org/highereducation/books/international-financial-management/B7138AAA17C384543182C3AA48892984#overview</a>



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

Bloom's Category	Theory				
	Continuous Assessment Tests (IAT)			Continuous Comprehensive Assessment (CCA)	
	IAT-1	IAT-2	IAT-3	CCA-1	CCA-2
	50 Marks	50 Marks	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			Test 3		
	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>

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

Bloom's Category	SEE Marks
Remember	05
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	05

## SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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)

<b>Semester</b>	:	<b>4th</b>			
<b>Course Title</b>	:	<b>Behavioral Finance</b>			
<b>Course Code</b>	:	<b>23MBAFM44</b>			
<b>Course Type (Theory/ Practical/ Integrated)</b>	:	<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</b>	:	<b>4</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:

Sl. No	Course Objectives
1	Illustrate the basic concepts in Behavioral Finance.
2	Identify the various Behavioral 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):

Lecture method (L).

1. Group Discussion.
2. Brain Storming.
3. Quiz.
4. Case Analysis.
5. Self-Learning
6. Demonstration of human behaviour with respect to financial planning
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
8. 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)**

**DSATM**

**COURSE SYLLABUS**

<b>Module No.</b>	<b>Contents of the Module</b>	<b>Hours</b>
<b>1</b>	<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.	<b>8</b>
<b>Pedagogy</b>	Lecture, Flipchart for Brain Storming session.	
<b>2</b>	<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.	<b>7</b>
<b>Pedagogy</b>	Lecture, Class Group Discussion on investment management, and Case Study.	
<b>3</b>	<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.	<b>7</b>
<b>Pedagogy</b>	Lecture, Quiz and Class discussion on practical implications on behavioural corporate finance	
<b>4</b>	<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.	<b>7</b>
<b>Pedagogy</b>	Lecture, Simulation tool on Traditional Corporate Finance and Case Study.	
<b>5</b>	<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.	<b>7</b>
<b>Pedagogy</b>	Lecture, Decision-Making scenarios in the form of role play, Group Discussions and Case Study.	

<b>6</b>	<b>Personal Financial Planning:</b> Goal Setting, Income Sources, Active and Passive Income, Spend Behaviour, Saving Behaviour, Retirement Planning, Income deficiency syndrome.	<b>4</b>
<b>Pedagogy</b>	Lecture and Group Discussion on budgeting strategies and concepts on saving and investing.	

## List of Applications

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

### Recommended Text Books

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

<b>1</b>	'Behavioral Finance', Prasanna Chandra, McGraw Hill Education (India) Private Limited, 2/e, 2020
<b>2</b>	'Understanding Behavioral Finance', Lucy Ackert, Cengage Learning India, 1/e, India Reprint 2021.
<b>3</b>	'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)

<b>1</b>	'Behavioural Finance' Sujata Kapoor and Jaya Mamta Prosad, SAGE Publications India Pvt Ltd, 1/e, 1 May 2019
<b>2</b>	'Behavioral Finance: What Everyone Needs to Know', H. Kent Baker (Author), Oxford University Press, 2019

### E-Resources

<b>1</b>	<a href="https://onlinecourses.swayam2.ac.in/imb24_mg106/preview?">https://onlinecourses.swayam2.ac.in/imb24_mg106/preview?</a>
<b>2</b>	<a href="https://onlinecourses.nptel.ac.in/noc24_hs96/preview?">https://onlinecourses.nptel.ac.in/noc24_hs96/preview?</a>
<b>3</b>	<a href="https://onlinecourses.nptel.ac.in/noc24_hs107/preview?">https://onlinecourses.nptel.ac.in/noc24_hs107/preview?</a>
<b>4</b>	<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**

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>Level Indicator</b>
<b>CO1</b>	Relate the importance of Behavioral Finance in Investment	R	L1
<b>CO2</b>	Infer the various Behavioral Finance functions.	U	L2
<b>CO3</b>	Experiment the Behavioral Factors influencing Financial Markets trends.	A	L3
<b>CO4</b>	Interpret the Corporate Financial Behavior	E	L4
<b>CO5</b>	Simplify the role of emotions in decision making.	An	L4
<b>CO6</b>	Interpret the factors influencing personal financial planning.	E	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>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	3	-	1	1	2	3	-	1	1
<b>CO2</b>	1	2	-	-	2	1	2	-	-	2
<b>CO3</b>	1	3	-	1	1	1	3	-	1	1
<b>CO4</b>	1	2	-	-	3	1	2	-	-	3
<b>CO5</b>	1	-	-	-	2	1	-	1	-	2
<b>CO6</b>	-	1	-	2	-	1	-	1	2	-

CIE- Continuous Internal Evaluation (50 Marks)

Bloom's Category	Theory				
	Continuous Assessment Tests (IAT)			Continuous Comprehensive Assessment (CCA)	
	IAT-1	IAT-2	IAT-3	CCA-1	CCA-2
	50 Marks	50 Marks	50 Marks	50 Marks	50 Marks
Remember	05	05	05	---	---
Understand	10	10	10	---	---
Apply	10	10	10	---	---
Analyze	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		Test 3			
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25			25	25
CO5					25		25	25
CO6						15	15	15
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>140</b>	<b>140</b>

## SEE- Semester End Examination (100 Marks)

<b>Bloom's Category</b>	<b>SEE Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>20</b>
<b>Apply</b>	<b>20</b>
<b>Analyze</b>	<b>20</b>
<b>Evaluate</b>	<b>20</b>
<b>Create</b>	<b>10</b>

## SEE Course Plan

<b>CO's</b>	<b>Marks Distribution</b>						<b>Total Marks</b>	<b>Weightage</b>
	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>		
<b>CO1</b>	<b>25</b>						<b>25</b>	<b>25</b>
<b>CO2</b>		<b>25</b>					<b>25</b>	<b>25</b>
<b>CO3</b>			<b>25</b>				<b>25</b>	<b>25</b>
<b>CO4</b>				<b>25</b>			<b>25</b>	<b>25</b>
<b>CO5</b>					<b>25</b>		<b>25</b>	<b>25</b>
<b>CO6</b>						<b>15</b>	<b>15</b>	<b>15</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>15</b>	<b>135</b>	<b>135</b>





# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	4 <sup>th</sup>				
<b>Course Title</b>	:	<b>Merger Acquisition and Corporate Restructuring</b>				
<b>Course Code</b>	:	<b>23MBAFM45</b>				
<b>Course Type</b> (Theory/ Integrated)		<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>40</b>		<b>SEE</b>	:	<b>3 Hours</b>
<b>Credits</b>	:	<b>3</b>		<b>Duration</b>		

**Course Learning Objectives:**

Sl. No	Course Objectives
<b>1</b>	Relate the knowledge on theories and rationale of corporate restructuring.
<b>2</b>	Explain and critically evaluate M & A with its different classifications, strategies, theories, synergy etc
<b>3</b>	Evaluate the financial forms of M & A.
<b>4</b>	Judge HR & legal aspects of M & A.
<b>5</b>	Formulate the appropriate defensive strategies against hostile takeovers
<b>6</b>	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 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>	<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).	<b>9</b>
<b>Pedagogy</b>	PPT, Evaluating the Pre and Post Merger and Acquisition of Indian Companies.	
<b>2</b>	<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).	<b>07</b>
<b>Pedagogy</b>	PPT, Analysing and Evaluating the restructuring impact on the stakeholders on case study	
<b>3</b>	Merger Process: 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. Post – Merger Change Management (Theory).	<b>08</b>
<b>Pedagogy</b>	PPT, Assessing the companies value and feasibility of transactions by using techniques	

4	<p><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 &amp; transferee company-Ledger accounts in the books of transferor and transferee companies. (Theory and Problems).</p>	08
<b>Pedagogy</b>	PPT, Financial calculators by using the spread sheet software of merger and acquisition	
5	<p><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).</p>	
<b>Pedagogy</b>	PPT, Valuation of financial data by using historical financial statements and projected cash flows.	
6	<p><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).</p>	
<b>Pedagogy</b>	<b>PPT, Simulation on negotiation</b>	
	<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>Recommended 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>	Mergers Acquisitions & Corporate Restructuring - Strategies & Practices, Rabi Narayan Kar and Minakshi, Taxmann's, 3/e, 2017.
<b>2</b>	Mergers and Acquisitions, Sheeba Kapil and Kanwal N. Kapil, Wiley, 2/e, 2017.
<b>Reference Books</b>	
<b>1</b>	Mergers, Acquisitions and Corporate Restructuring: Text and Cases, Chandrashekar, Krishnamurti & Vishwanath S, Sage Publications, 2/e, 2018.
<b>2</b>	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:

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>RBT Level Indicator</b>
<b>CO1</b>	Understand M&A with its different types, strategies, theories and synergy.	R	L1
<b>CO2</b>	Understand and appreciate the corporate restructuring approaches and merger process in real time scenario	U	L2
<b>CO3</b>	Compute and evaluate the value of the business for M&A decision.	A	L3
<b>CO4</b>	Analyze and demonstrate the accounting aspects of amalgamation in mergers	An	L4
<b>CO5</b>	Understand the legal aspects of mergers and types of takeover/acquisitions.	E	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>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>1</b>	<b>1</b>
<b>CO2</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>

<b>CO3</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>3</b>
<b>CO5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>

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

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

CIE- Continuous Internal Evaluation (50 Marks)

Bloom's Category	Theory				
	Continuous Assessment Tests (IAT)			Continuous Comprehensive Assessment (CCA)	
	IAT-1	IAT-2	IAT-3	CCA-1	CCA-2
	50 Marks	50 Marks	50 Marks	50 Marks	50 Marks
Remember	05	05	05	---	---
Understand	10	10	10	---	---
Apply	10	10	10	---	---
Analyze	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		Test 3			
	Module-1	Module-2	Module 3	Module 4	Module-5	Module-6		
CO1	10						10	7%
CO2		10			5		15	11%
CO3	5		20		5	5	30	21%
CO4	5	5		10	10	10	35	25%
CO5		10	5	10			30	21%
CO6				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>

SEE- Semester End Examination (50 Marks)

<b>Bloom's Category</b>	<b>SEE Marks</b>
<b>Remember</b>	<b>05</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>10</b>
<b>Analyze</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>05</b>

SEE Course Plan

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

<b>Semester</b>	:	<b>4<sup>th</sup></b>		
<b>Course Title</b>	:	<b>Financial Derivatives and Risk Management</b>		
<b>Course Code</b>	:	<b>23MBAFM46</b>		
<b>Course Type</b> (Theory/ Integrated)	<b>Practical/</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> (L:T:P:S)	:	<b>4:0:0:0</b>	<b>SEE</b>	: <b>100 Marks</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 Objectives**

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

<b>1</b>	Classify the different types of derivatives.
<b>2</b>	Demonstrate option pricing models, option trading strategies and to work out problems in these areas.
<b>3</b>	Identify options on future contracts, using options to manage interest rate risk, short term and long-term interest rate futures and swaps.
<b>4</b>	Distinguish the credit risk and credit derivative instruments
<b>5</b>	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 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>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 V/s 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)-Collateralized 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>Recommended 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:

<b>CO</b>	<b>Course Outcomes</b>	<b>RBT Level</b>	<b>RBT Level Indicator</b>
<b>CO1</b>	Explain the concepts of derivative market	R	L1
<b>CO2</b>	Illustrate the application of forwards/futures of financial derivatives.	U	L2
<b>CO3</b>	Select the options trading strategies in derivatives market.	A	L3
<b>CO4</b>	Distinguish the understanding of swaps and commodity derivative market.	An	L4
<b>CO5</b>	Compare the credit derivative instruments and evaluate risks involved in derivative market	E	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>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	3	-	1	1	2	3	-	1	1
<b>CO2</b>	1	2	-	-	2	1	2	-	-	2
<b>CO3</b>	1	3	-	1	1	1	3	-	1	1
<b>CO4</b>	1	2	-	-	3	1	2	-	-	3
<b>CO5</b>	1	1	1	2	2	1	1	1	2	2

Weblinks and Video Lectures (e-Resources)	
1	<a href="https://onlinecourses.nptel.ac.in/noc21_mg84/preview">https://onlinecourses.nptel.ac.in/noc21_mg84/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>

CIE- Continuous Internal Evaluation (50 Marks)

Bloom's Category	Theory				
	Continuous Assessment Tests (IAT)			Continuous Comprehensive Assessment (CCA)	
	IAT-1	IAT-2	IAT-3	CCA-1	CCA-2
	50 Marks	50 Marks	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		Test 3			
	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>20</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>140</b>	<b>100</b>

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

Bloom's Category	SEE Marks
Remember	05
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	05

### SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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>
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**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>23MBAMM43</b>			
<b>Course Type (Theory/Practical/Integrated)</b>	:	<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>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 taught

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

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**

<b>Module No.</b>	<b>Contents of the Module</b>	<b>Hours</b>
<b>1</b>	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 customizing 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	
<b>2</b>	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	
<b>3</b>	Understanding Ad Placement: Display adverting, 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	
<b>4</b>	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	7 hours



	Twitter Marketing: Building Content Strategy, twitter usage , Twitter Analytics Instagram & Snapchat: Objectives of Instagram, Hashtags. What is Snapchat. Digital Public Relations.	
<b>Pedagogy</b>	Social Media Campaign Design	
<b>5</b>	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. Mobile Marketing	6 hours
<b>Pedagogy</b>	Email Marketing Campaign	
<b>6</b>	Search Engine Optimization Search Engine Optimization: How search engines work, concept of search engine optimisation (SEO), On Page Optimisation, Off Page Optimisation, Social media Reach, Maintenance- SEO tactics, 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

#### Recommended 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 Editon, 2022.

##### Reference 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	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://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>

**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		Test 3			
	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>

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

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

<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		
<b>CO1</b>	<b>10</b>						<b>10</b>	<b>7%</b>
<b>CO2</b>		<b>10</b>			<b>5</b>		<b>15</b>	<b>11%</b>
<b>CO3</b>			<b>20</b>		<b>5</b>	<b>5</b>	<b>30</b>	<b>21%</b>
<b>CO4</b>		<b>5</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>35</b>	<b>25%</b>
<b>CO5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>10</b>			<b>30</b>	<b>21%</b>
<b>CO6</b>	<b>5</b>			<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>14%</b>
<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)

<b>Semester</b>	:	<b>4<sup>th</sup></b>			
<b>Course Title</b>	:	<b>Marketing Communications Strategy</b>			
<b>Course Code</b>	:	<b>23MBAMM44</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>50 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 up with 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 BE 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>	Marketing Communication Strategy: Role of Marketing Communication in marketing process, Marketing Communication planning model, Marketing and promotion Process model. Communication Process, steps involved in developing IMC programme, Effectiveness of marketing communications Advertising: Purpose, Role, Functions, Types, Advertising Vs Marketing mix, Advertising appeal in various stages of PLC. One voice communication V/s IMC.	7 hours
<b>Pedagogy</b>	IMC Campaign simulation	
<b>2</b>	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	
<b>3</b>	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. Marginal analysis and Sales response curve, Method to determine marcom budget.	6 hours
<b>Pedagogy</b>	Communication Mix	
<b>4</b>	Direct Marketing: Features, Functions, Growth, Advantages/Disadvantages, And Direct Marketing Strategies. Promotion: Meaning, Importance, tools used, Conventional/unconventional, drawbacks, push pull strategies, Co-operative	7hours

	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.	
<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: Adverting & 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

### Recommended 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

#### Reference Books

	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	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.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=joyTZl5isp4">https://www.youtube.com/watch?v=joyTZl5isp4</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
<b>Total</b>	<b>22</b>	<b>30</b>	<b>21</b>	<b>23</b>	<b>22</b>	<b>22</b>	<b>140</b>	<b>100</b>

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

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

<b>Understand</b>	<b>10</b>
<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)

<b>Semester</b>	:	<b>4<sup>th</sup></b>		
<b>Course Title</b>	:	<b>Brand Management and Equity</b>		
<b>Course Code</b>	:	<b>23MBAMM45</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>	Understanding the concept and components of brand equity.
<b>2</b>	Explore the various issues related to Brand Management, brand association, brand identity, brand architecture, leveraging brand assets, brand portfolio management
<b>3</b>	Develop familiarity and competence with the strategies and tactics involved in building, leveraging and defending strong brands in different sectors.
<b>4</b>	Analyse market positioning, segmentation, targeting, and differentiation strategies
<b>5</b>	Evaluate and appreciate the relationship between corporate strategy and Brand Management.
<b>6</b>	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.
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 BE 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>	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	
<b>2</b>	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	
<b>3</b>	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	
<b>4</b>	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

#### Recommended 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

##### Reference Books

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:**

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Comprehend & correlate all the management functions to brand creation.	R	L1
CO2	Ability to develop the branding strategies	U	L2
CO3	Demonstrate their acumen in applying managerial and behavioural concepts in creating brand equity	A	L3
CO4	Ability to analyse the global brands and their SWOT	An	L4
CO5	Evaluate and conduct comprehensive brand audits to evaluate brand health, including brand image, brand associations, and brand positioning.	E	L5
CO6	Create brand identities that effectively communicate the brand's values, personality, and positioning in the market.	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://r.search.yahoo.com/_ylt=AwrKC.yumfNimPsGS9u7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1660160558/RO=10/RU=https%3a%2f%2finfolearners.com%2febooks%2fstrategic-brand-management-keller-4th-edition-pdf-free-download%2f/RK=2/RS=U5OgBIEUZ62VbrTFMU6vraNPfSU-">https://r.search.yahoo.com/_ylt=AwrKC.yumfNimPsGS9u7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1660160558/RO=10/RU=https%3a%2f%2finfolearners.com%2febooks%2fstrategic-brand-management-keller-4th-edition-pdf-free-download%2f/RK=2/RS=U5OgBIEUZ62VbrTFMU6vraNPfSU-</a>
2	<a href="https://r.search.yahoo.com/_ylt=AwrKC.yumfNimPsGTdu7HAX.;_ylu=Y29sbwNzZzMEcG9zAzIEdnRpZAMEc2VjA3Ny/RV=2/RE=1660160558/RO=10/RU=https%3a%2f%2finfolearners.com%2febooks%2fstrategic-brand-management-kevin-lane-keller-1st-edition-pdf-free-download%2f/RK=2/RS=U5OgBIEUZ62VbrTFMU6vraNPfSU-">https://r.search.yahoo.com/_ylt=AwrKC.yumfNimPsGTdu7HAX.;_ylu=Y29sbwNzZzMEcG9zAzIEdnRpZAMEc2VjA3Ny/RV=2/RE=1660160558/RO=10/RU=https%3a%2f%2finfolearners.com%2febooks%2fstrategic-brand-management-kevin-lane-keller-1st-edition-pdf-free-download%2f/RK=2/RS=U5OgBIEUZ62VbrTFMU6vraNPfSU-</a>
3	<a href="https://r.search.yahoo.com/_ylt=AwrKC.yumfNimPsGVdu7HAX.;_ylu=Y29sbwNzZzMEcG9zAzMEdnRpZAMEc2VjA3Ny/RV=2/RE=1660160558/RO=10/RU=https%3a%2f%2fsites.google.com%2fsite%2fonlineamazonbookdownload%2f-pdf-download-strategic-brand">https://r.search.yahoo.com/_ylt=AwrKC.yumfNimPsGVdu7HAX.;_ylu=Y29sbwNzZzMEcG9zAzMEdnRpZAMEc2VjA3Ny/RV=2/RE=1660160558/RO=10/RU=https%3a%2f%2fsites.google.com%2fsite%2fonlineamazonbookdownload%2f-pdf-download-strategic-brand</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	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>

**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)

<b>Semester</b>	:	<b>4<sup>th</sup></b>			
<b>Course Title</b>	:	<b>Rural and Green Marketing</b>			
<b>Course Code</b>	:	<b>23MBAMM46</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>SEE Duration</b>	:	<b>3 Hours</b>
<b>Total Hours</b>	:	<b>40 Hrs</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>	Understand the Dynamics of Rural Markets
<b>2</b>	Examine the principles and practices of green marketing, focusing on sustainability
<b>3</b>	Develop Strategies for Rural Market Penetration and Learn to formulate and implement effective marketing strategies
<b>4</b>	Promote Eco-Friendly Products and Practices and Explore methods to promote and market eco-friendly products and services
<b>5</b>	Develop strategies to establish a sustainable presence in rural markets, including distribution network optimization
<b>6</b>	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 BE 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
<b>Pedagogy</b>	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	
<b>4</b>	<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.	
<b>5</b>	<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	
<b>6</b>	<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. Carbon Neutrality and Recycling process. Contemporary Case Study.	8 Hours
<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

<b>Recommended Text Books</b>	
<b>Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)</b>	
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
<b>Reference Books</b>	
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	RBT Level	Level Indicator
CO1	Understanding the unique characteristics, challenges, and opportunities of rural markets	R	L1
CO2	Apply principles of green marketing, integrating environmental sustainability considerations into marketing strategies	U	L2
CO3	Develop and evaluate effective marketing strategies tailored to rural markets, including product adaptation, pricing strategies	A	L3
CO4	Design and execute marketing campaigns that effectively promote eco-friendly products and services.	An	L4
CO5	Evaluate the effectiveness of different marketing strategies in penetrating and sustaining market share in rural areas.	E	L5
CO6	Develop a green marketing campaign for a sustainable product or service.	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

<b>CO5</b>		1					1	
<b>CO6</b>			2					2

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

<b>1</b>	<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>
<b>2</b>	<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>
<b>3</b>	<a href="https://www.ddegjust.ac.in/studymaterial/mba/mm-310.pdf">https://www.ddegjust.ac.in/studymaterial/mba/mm-310.pdf</a>
<b>4</b>	<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>
<b>5</b>	<a href="https://onlinecourses.nptel.ac.in/noc22_mg78/preview">https://onlinecourses.nptel.ac.in/noc22_mg78/preview</a>

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

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

**CIE Course Assessment Plan**

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

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

<b>Bloom's Category</b>	<b>SEE Marks (90% Theory+10% Practical Questions)</b>
<b>Remember</b>	<b>05</b>
<b>Understand</b>	<b>10</b>
<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**

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

<b>Semester</b>	:	<b>4<sup>th</sup></b>			
<b>Course Title</b>	:	<b>Global &amp; Cross Culture Management</b>			
<b>Course Code</b>	:	<b>22MBAHR43</b>			
<b>Course Type</b> (Theory/ <b>Practical/</b> <b>Integrated</b> )	:	<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</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:

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**

<b>Module No.</b>	<b>Topics</b>	<b>Hours</b>
<b>1</b>	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, Emergence of Global HR Manager, Approaches to International Human Resource Management, Mergers and Acquisitions – Integration of acquired employees in newer cultures, Models of GHRM	<b>5</b>
<b>Pedagogy</b>	PPTs, Case Analysis	
<b>2</b>	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	<b>8</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Demonstration of Online Application Tracking System	
<b>3</b>	Training and development: Training and development for expatriates; Training and development for international staff. 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 total rewards objectives for MNC's, Key components of global total rewards programs, Complexities faced by IHR managers. Organizational Goals and Employee Expectations of International Compensation, Approaches to determine International Compensation Package	<b>8</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Videos links, Demonstration of LMS and learning tools, Payroll tools	



<b>4</b>	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.	<b>6</b>
<b>Pedagogy</b>	PPTs, Videos links, Case Analysis	
<b>5</b>	Concept of culture, 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, Schneider's Culture Model, Cameron and Quinn's Model of Culture Charles Handy's Model of Culture Denison's Model of Culture, Profile of Organisational Culture in International Organizations Managing International Culture. Corporate Social Responsibility and Sustainability through Ethical HRM practices.	<b>8</b>
<b>Pedagogy</b>	PPTs, Case Analysis, Videos, Flipped Classroom, Role Plays	
<b>6</b>	Ethics and Corporate Social Responsibility in Global Perspective, International labour standards. Diversity Management, Work-life balance: practices and discourses, Inclusivity, Equal Opportunities Multigenerational Workforce, Attraction and Retention of Talent across Generations ,Integration of Work and Wellness, Portable Benefits Systems Ethics in IHRM ,Recent trends in Global HRM	<b>5</b>
<b>Pedagogy</b>	Case Study, PPT	
	<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>	

#### Recommended Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
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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	L1
CO2	Understand the process of International staffing	U	L2
CO3	Apply appropriate methods of International Training process to enhance the global skill sets	A	L3
CO4	Analyze the role of compensation and performance management systems in an international perspective.	An	L4
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	PO6	PSO1	PSO2	PSO3
CO1	1	-	-	-	2	-	3	-	-
CO2	-	-	2	-	-	-	-	2	-
CO3	-	-	-	3	-	-	-	-	-



25	CO1						25	25
	CO2	25					25	25
	CO3		25				25	25
	CO4			25		10	35	35
	CO5				25		25	25
25	<b>Total</b>	25	25	25	25	10	135	135

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

Bloom's Category	SEE Marks
Remember	05
Understand	05
Apply	10
Analyse	10
Evaluate	10
Create	10

**SEE Course Plan**

CO's	Marks Distribution						Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25		10	35	35
CO5					25		25	25
<b>Total</b>	25	25	25	25	25	10	135	135



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

<b>Semester</b>	:	<b>4<sup>th</sup></b>	
<b>Course Title</b>	:	<b>Organizational Leadership &amp; Change Management</b>	
<b>Course Code</b>	:	<b>22MBAHR44</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 : 50</b>
<b>Teaching hours/ week</b> (L:T:P:S)	:	<b>4</b>	<b>SEE : 100</b>
<b>Total Hours</b>	:	<b>40</b>	<b>SEE : 3 Hours</b>
<b>Credits</b>	:	<b>3</b>	<b>Duration</b>

**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)**.



**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 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, Changing trends in leadership development	<b>5</b>
<b>Pedagogy</b>	PPTs, Case Examples	
<b>2</b>	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	<b>7</b>
<b>Pedagogy</b>	PPTs, Case Study	
<b>3</b>	Models of Leadership Trait Approach: Description, Intelligence, Self-Confidence, Determination, Integrity, Sociability, Five-Factor Personality Model and Leadership, Emotional Intelligence, Application, Strengths, Criticisms, Application, Case Studies, Leadership Instrument Skills Approach: Description, Three-Skill Approach, Technical Skill, Human Skill, Conceptual Skill, Summary of the Three-Skill Approach, Skills Model, Competencies, Individual Attributes, Leadership, Outcomes, Career Experiences,	<b>8</b>

	<p>Environmental Influences, Summary of the Skills Model, Application, Strengths, Criticisms, Application, Case Studies, Leadership Instrument</p> <p>Behavioral Approach: Description, The Ohio State Studies, The University of Michigan Studies, Blake and Mouton’s Managerial (Leadership) Grid, Authority–Compliance (9,1), Country-Club Management (1,9) Impoverished Management (1,1), Middle-of-the-Road Management (5,5), Team Management (9,9), Paternalism/Materialism, Opportunism, Application, Strengths, Criticisms, , Case Studies, Leadership Instrument</p> <p>Situational Approach: Description, Leadership Styles, Development Levels, Application, Strengths, Criticisms, Application, Case Studies, Leadership Instrument</p>	
<b>Pedagogy</b>	PPTs, Videos Clipping , Story Telling	
<b>4</b>	<p>Path–Goal Theory: Description, Leader Behaviors, Directive Leadership, Supportive Leadership, Participative Leadership, Achievement-Oriented Leadership, Follower Characteristics, Task Characteristics Application, Strengths, Criticisms, Application, Case Studies, Leadership Instrument</p> <p>Leader–Member Exchange Theory: Description, Early Studies, Later Studies, Leadership Making, Application, Strengths, Criticisms, Application, Case Studies, Leadership Instrument</p> <p>Transformational Leadership: Description, Transformational Leadership Defined, Transformational Leadership and Charisma, A Model of Transformational Leadership, Transformational Leadership Factors, Transactional Leadership Factors, Non-leadership Factor, Other Transformational Perspectives Bennis and Nanus, Kouzes and Posner, Application, Strengths, Criticisms, Application, Case Studies, Leadership Instrument</p> <p>Authentic Leadership</p> <p>Description, Authentic Leadership Defined, Approaches to Authentic Leadership, Practical Approach, Theoretical Approach, Application, Strengths, Criticisms, Application, Case Studies, Leadership Instrument</p>	<b>7</b>
<b>Pedagogy</b>	PPTs, Videos links, Case Analysis	
<b>5</b>	<p>Change Management</p> <p>Definitions, Concept and Significance; Managing Change, Concept of Analyzing the Environment, Perspectives on Change, and Implications of Change. Types of Change: Continuous or Incremental Change, Discontinuous or Radical Change, Participative Change and Directive Change</p> <p>Levels of Change: Knowledge changes, Attitudinal Changes; Individual Behaviour Changes and Organizational Performance Changes. Agile Management; Functional Transformation</p> <p>Models of change: Kurt Lewin’s 3 step model, Kotter’s 8 step model, Nadler’s Model &amp; Mc Kinsey’s model, Management in Establishing a new Direction for the Organization, setting up of Change Teams, Aligning Structure, Systems and Resources, Removing Barriers, Engrossing and Embracing Changes into Organization</p>	<b>8</b>

<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. OD practitioner role, competencies and professional ethics OD process: Initiating OD relationship, contracting and diagnosing the problem Diagnosing models, open systems, individual-level group level and organizational level diagnosis, collection and analysis for diagnostic information, feeding back the diagnosed information Human process interventions: Coaching, Training and Development, Process consultation, Third Party Intervention, and Team Building. 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><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>	

### Recommended Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Charismatic Leadership in Organization's, Jay A. Conger, Rabindra N. Kanungo, Sage Publications ,1998
2	Management: Leading People and Organisations in the 21st Century, Gary Dessler ,Prentice Hall,2001
3	Organisation Development, Donald L. Anderson ,SAGE South Asia ,2013

### Reference Books

1	Organisation Development and Organizational Change, Donald L. Anderson and Tupper F. Cawsey ,2014
2	Organizational Leadership , SECOND EDITION , <u>John Bratton</u> ,2023 ,Sage Publications



3	Leadership In Organizations ,Gary Yukl,,2016,Pearson
4	Organisation Development and Organisational Change ,Donald L. Anderson and Tupper F. Cawsey ,2014
5	Organizational Leadership , SECOND EDITION , <u>John Bratton</u> ,2023 ,Sage Publications
6	Leadership In Organizations ,Gary Yukl,,2016,Pearson
7	Organisational Leadership and Generation Z,Bachelorarbeit,2020,GRIN
8	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	PO6	PSO1	PSO2	PSO3
CO1	1	-	-	-	2	-	3	-	-
CO2	-	-	2	-	-	-	-	2	-
CO3	-	-	-	3	-	-	-	-	-



	<b>CO2</b>	<b>25</b>					<b>25</b>	<b>25</b>
	<b>CO3</b>		<b>25</b>				<b>25</b>	<b>25</b>
	<b>CO4</b>			<b>25</b>		<b>10</b>	<b>35</b>	<b>35</b>
	<b>CO5</b>				<b>25</b>		<b>25</b>	<b>25</b>
<b>25</b>	<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>

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

<b>Bloom's Category</b>	<b>SEE Marks</b>
<b>Remember</b>	<b>05</b>
<b>Understand</b>	<b>05</b>
<b>Apply</b>	<b>10</b>
<b>Analyse</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>10</b>

### SEE Course Plan

<b>CO's</b>	<b>Marks Distribution</b>						<b>Total Marks</b>	<b>Weightage</b>
	<b>Module-1</b>	<b>Module-2</b>	<b>Module-3</b>	<b>Module-4</b>	<b>Module-5</b>	<b>Module-6</b>		
<b>CO1</b>	<b>25</b>						<b>25</b>	<b>25</b>
<b>CO2</b>		<b>25</b>					<b>25</b>	<b>25</b>
<b>CO3</b>			<b>25</b>				<b>25</b>	<b>25</b>
<b>CO4</b>				<b>25</b>		<b>10</b>	<b>35</b>	<b>35</b>
<b>CO5</b>					<b>25</b>		<b>25</b>	<b>25</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



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

<b>Semester</b>	:	<b>4<sup>th</sup></b>				
<b>Course Title</b>	:	<b>People Analytics</b>				
<b>Course Code</b>	:	<b>22MBAHR45</b>				
<b>Course Type</b> (Theory/ <b>Integrated</b> )	:	<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</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

Module No.	Topics	Hours
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	
6	Modeling in HR, Descriptive and indicative models for Employee retention and turnover; workforce productivity and performance; scenario planning	5
<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> <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	Edwards, M. R., & Edwards, K. (2019). Predictive HR Analytics: Mastering the HR metric. Kogan Page Publishers: London
2	HR Analytics Connecting Data And Theory, Rama Shankar Yadav Sunil Maheshwari,, Edition, 2020 Wiley India
3	Bhattacharyya, D. K. (2019). HR Analytics: Understanding Theories and Applications. SAGE Publications India Pvt Limited.

#### Reference Books

1	Soundararajan, R., & Singh, K. (2017). Winning on HR Analytics: Leveraging Data for Competitive Advantage. SAGE Publications: India
2	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
3	Human Resource Management: People, Data, and Analytics" by Talya Bauer, Berrin Erdogan, and David Caughlin, SAGE Publication, 2019
4	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:**

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Apply HR Analytics Concepts, Functions and Theories to gain practical experience in the field	A	L3
CO2	Examine the different models and methods of capturing, examining & purifying data for conduction of HR Analytics	An	L4
CO3	Calculate using MS Excel for conduction HR Analytics for key HR Processes	A	L3
CO4	Determine the various tools and software technologies used for conduction of Descriptive HR Analytics and Visualization of HR Data	A	L3
CO5	Compare the significance of Predictive and Prescriptive Analytics	E	L5

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3
CO1	1	-	-	-	2	-	3	-	-
CO2	-	-	2	-	-	-	-	2	-
CO3	-	-	-	3	-	-	-	-	-
CO4	-	2	-	2	-	-	-	-	-
CO5	-	-	-	-	-	2	-	-	-

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

1	<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>
2	<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>
3	<a href="https://www.crunchr.com/resources/blogs/state-of-people-analytics/">https://www.crunchr.com/resources/blogs/state-of-people-analytics/</a>
4	<a href="https://www.performyard.com/articles/hr-data-analytics">https://www.performyard.com/articles/hr-data-analytics</a>
5	<a href="https://www.visier.com/blog/predictive-hr-analytics/">https://www.visier.com/blog/predictive-hr-analytics/</a>

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

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

### CIE Course Assessment Plan

Marks Distribution						CO's	Total Marks	Weightage
Test-1		Test-2		Test-3				
Module-1	Module-2	Module-3	Module-4	Module-5	Module-6			
25	CO1						25	25
	CO2	25					25	25
	CO3		25				25	25
	CO4			25		10	35	35
	CO5				25		25	25
25	Total	25	25	25	25	10	135	135

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

Bloom's Category	SEE Marks
Remember	05
Understand	05
Apply	10
Analyse	10
Evaluate	10
Create	10



**SEE Course Plan**

CO's	Marks Distribution						Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25		10	35	35
CO5					25		25	25
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



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

<b>Semester</b>	:	<b>4<sup>th</sup></b>
<b>Course Title</b>	:	<b>Training &amp; Employee Skill Development</b>
<b>Course Code</b>	:	<b>22MBAHR46</b>
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>
<b>Category</b>	:	<b>PEC</b>
<b>Stream</b>	:	<b>MBA</b>
<b>Teaching hours/ week</b> (L:T:P:S)	:	<b>4</b>
<b>Total Hours</b>	:	<b>40</b>
<b>Credits</b>	:	<b>3</b>
		<b>CIE : 50</b>
		<b>SEE : 100</b>
		<b>SEE : 3 Hours</b>
		<b>Duration</b>

**Course Learning Objectives:**

Sl. No	Course Objectives
<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)**.



**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>	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.	<b>7</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, Podcasts,	
<b>2</b>	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.	<b>9</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, Videos,	
<b>3</b>	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.	<b>9</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, Videos,	
<b>4</b>	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,	<b>8</b>

	Action Research Approach, Appreciative Enquiry 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	
	<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
<b>1</b>	Employee Training & Development" by Raymond A. Noe, 8th Edition, McGraw-Hill Education, 2024
<b>2</b>	Training and Development: Theories and Applications, B. Janakiram, 2 <sup>nd</sup> Edition, Biztantra, 2019
<b>3</b>	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	RBT Level	Level Indicator
CO1	Identify the strategic importance of employee training and development and employee wellbeing	U	L2
CO2	Analyze training and learning needs analysis	An	L4
CO3	Choose appropriate learning tools	E	L5
CO4	Develop the training and development strategies	C	L6
CO5	Indicate the factors affecting wellbeing at workplace	U	L2

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3
CO1	1	-	-	-	2	-	3	-	-
CO2	-	-	2	-	-	-	-	2	-
CO3	-	-	-	3	-	-	-	-	-
CO4	-	2	-	2	-	-	-	-	
CO5	-	-	-	-	-	2	-	-	-

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

<b>1</b>	<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>
<b>2</b>	<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>
<b>3</b>	<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>
<b>4</b>	<a href="https://www.ibm.com/topics/training-development">https://www.ibm.com/topics/training-development</a>
<b>5</b>	<a href="https://hbr.org/2023/06/build-a-strong-learning-culture-on-your-team?utm_source=medium&amp;utm_campaign=plusnewsletter&amp;utm_content=07%2F05%2F23+BT++Weekly&amp;trjnrld=51KaWQl">https://hbr.org/2023/06/build-a-strong-learning-culture-on-your-team?utm_source=medium&amp;utm_campaign=plusnewsletter&amp;utm_content=07%2F05%2F23+BT++Weekly&amp;trjnrld=51KaWQl</a>

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

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

### CIE Course Assessment Plan

Marks Distribution						CO's	Total Marks	Weightage
Test-1		Test-2		Test-3				
Module-1	Module-2	Module-3	Module-4	Module-5	Module-6			
25	CO1					25	25	
	CO2	25				25	25	

	<b>CO3</b>		<b>25</b>				<b>25</b>	<b>25</b>
	<b>CO4</b>			<b>25</b>		<b>10</b>	<b>35</b>	<b>35</b>
	<b>CO5</b>				<b>25</b>		<b>25</b>	<b>25</b>
<b>25</b>	<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>

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

<b>Bloom's Category</b>	<b>SEE Marks</b>
<b>Remember</b>	<b>05</b>
<b>Understand</b>	<b>05</b>
<b>Apply</b>	<b>10</b>
<b>Analyse</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>10</b>

**SEE Course Plan**

<b>CO's</b>	<b>Marks Distribution</b>						<b>Total Marks</b>	<b>Weightage</b>
	<b>Module-1</b>	<b>Module-2</b>	<b>Module-3</b>	<b>Module-4</b>	<b>Module-5</b>	<b>Module-6</b>		
<b>CO1</b>	<b>25</b>						<b>25</b>	<b>25</b>
<b>CO2</b>		<b>25</b>					<b>25</b>	<b>25</b>
<b>CO3</b>			<b>25</b>				<b>25</b>	<b>25</b>
<b>CO4</b>				<b>25</b>		<b>10</b>	<b>35</b>	<b>35</b>
<b>CO5</b>					<b>25</b>		<b>25</b>	<b>25</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



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

<b>Semester</b>	:	<b>4<sup>th</sup></b>			
<b>Course Title</b>	:	<b>Data Analytics and Cyber Security</b>			
<b>Course Code</b>	:	<b>23MBABA43</b>			
<b>Course Type</b> (Theory/ <b>Integrated</b> )	<b>Practical/</b> :	<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>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, and Map Reduce.
<b>4</b>	Analyze the techniques and principles in achieving big data analytics with scalability and streaming capability.
<b>5</b>	Evaluate the laws pertaining to Cyber and Cybercrimes.
<b>6</b>	Create and formulate the Cyber policies.

**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>	<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, analytics tools open source .	<b>6</b>
<b>Pedagogy</b>	Timeline Creation- the historical development and key milestones in Big Data evolution.	
<b>2</b>	<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.	<b>7</b>
<b>Pedagogy</b>	Industry Analysis Reports.	
<b>3</b>	<b>Map Reduce:</b> Introduction, Meaning, Map Reduce Types and Formats - Mapper, Reducer, Combiner, Partitioner, searching, sorting and compression.	<b>6</b>
<b>Pedagogy</b>	<b>Algorithm Design Challenge-</b> Apply Map Reduce to common data processing tasks like searching and sorting.	
<b>4</b>	<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, Cyber warfare.	<b>8</b>
<b>Pedagogy</b>	Cyber security News Analysis	
<b>5</b>	<b>Laws of Cyber:</b> Cybercrime and legal landscape in the world, Amendments and IT Act, 2000. IT Act, 2000 Limitations. Cybercrime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies like AI/ML, IoT, Block chain, Dark net and Social media, and other country laws.	<b>7</b>

<b>Pedagogy</b>	<b>Comparative Analysis Project-</b> Compare and contrast cyber laws in different countries.	
<b>6</b>	<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.	<b>6</b>
<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>Demonstration:</b> exhibits the implementation process	

#### Recommended Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
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.

#### Reference Books

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:**

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	To remember the basics of Data Analytics.	R	L1
CO2	To understand the various techniques used in analytics.	U	L2

CO3	To apply the Cyber Laws.	A	L3
CO4	To analyze and formulate Cyber Policies and Security Management.	An	L4
CO5	To evaluate the cyber laws.	E	L5
CO6	To create and manage the polices of Cyber.	C	L6

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	-	-	-	-	-	-	-	-	-	3	-	-	-	-
CO2	-	2	2	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	3	-	2	-	-
CO4	-	2	-	-	-	-	-	-	-	-	-	1	-	2	-
CO5	-	-	-	2	-	-	-	-	-	-	-	-	-	-	2
CO6	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-

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

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>

### 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

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

### CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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>

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

Bloom's Category	SEE Marks (90% Theory+10% Practical Questions)
<b>Remember</b>	05
<b>Understand</b>	10
<b>Apply</b>	10
<b>Analyse</b>	10
<b>Evaluate</b>	10
<b>Create</b>	05

**SEE Course Plan**

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

<b>Semester</b>	:	<b>4th</b>			
<b>Course Title</b>	:	<b>Machine Learning</b>			
<b>Course Code</b>	:	<b>23MBABA44</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>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:

Sl. No	Course Objectives
<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 patterns of data <del>alms</del>
<b>5</b>	Evaluate the Data structures for better understanding.
<b>6</b>	Create Networks and Applications.

**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>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-layer perceptron support vector machines, linear and non-linear kernel functions, introduction to clustering andk 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, pruning. 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 neighbour methods - Nearest Neighbour Smoothing, Efficient Distance Computations: the KD-Tree, Distance Measures.	8
<b>Pedagogy</b>	Voting Classifier Implementation.	

<b>5</b>	<p><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.</p>	<b>8</b>
<b>Pedagogy</b>	Binomial Experiment.	
<b>6</b>	<p><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.</p>	<b>7</b>
<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>	

### Recommended 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	RBT Level Indicator
CO1	Remembering the foundations and concepts of Machine Learning.	R	L1
CO2	Understanding the learning of Supervised and Unsupervised classifications.	U	L2
CO3	Apply the data in visuals for easier decision process.	A	L3
CO4	Analyze the Data Algorithm Patterns.	An	L4
CO5	Evaluation of Structures consisting of Data for easier understanding.	E	L5
CO6	Creating new applications to solve business problems.	C	L6

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	-	-	-	-	-	-	-	-	-	3	-	-	-	-
CO2	-	2	2	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	3	-	2	-	-
CO4	-	2	-	-	-	-	-	-	-	-	-	1	-	2	-
CO5	-	-	-	2	-	-	-	-	-	-	-	-	-	-	2
CO6	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-

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

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	chrome-extension://oemmndcblldboiebfnladdacbfmadadm/https://www.interactions.com/wp-content/uploads/2017/06/machine_learning_wp-5.pdf
4	<a href="https://www.geeksforgeeks.org/machine-learning/">https://www.geeksforgeeks.org/machine-learning/</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
<b>Remember</b>	05	05	05
<b>Understand</b>	10	10	10
<b>Apply</b>	10	10	10
<b>Analyse</b>	10	10	10
<b>Evaluate</b>	10	10	10
<b>Create</b>	05	05	05

**CIE Course Assessment Plan**

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

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

Bloom's Category	SEE Marks (90% Theory+10% Practical Questions)
<b>Remember</b>	05
<b>Understand</b>	10
<b>Apply</b>	10

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

**SEE Course Plan**

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

<b>Semester</b>	:	<b>4th</b>			
<b>Course Title</b>	:	<b>Data Visualization Using Tableau</b>			
<b>Course Code</b>	:	<b>23MBABA45</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>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:

Sl. No	Course Objectives
1	Remember the concepts of data visualization.
2	Understand the best ways of data visualization to solve analytical problems.
3	Application of business analytics with tableau to help in decision making.
4	Analyzing the data using tableau.
5	Evaluate the creation of dashboards.
6	Creating data visualizations and dashboards in Tableau.

**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>	<b>Data Connection:</b> Setting data connector, data tables selection, Data cleaning and formatting, Joins and Unions, data extracts and Live Connections, Editing the model ‘s Meta data, Data Types, adding hierarchies, Calculated Fields and table calculations, Checklist for increasing performance.	<b>6</b>
<b>Pedagogy</b>	Create calculated fields and table calculations in Tableau.	
<b>2</b>	<b>Tableau- Introduction:</b> The Advantages of a modern Analytics platform, Types of Tableau, The Tableau application suite, Installing Tableau Desktop, Data Preparation, the sample dataset, The Tableau workspace, working with measures and dimensions, Working with marks, Saving, Opening and sharing workbooks.	<b>7</b>
<b>Pedagogy</b>	Comparative Analysis Presentation of modern analytics platforms.	
<b>3</b>	<b>Building Visualization with various features of Tableau:</b> Chart types, Ready, Set, Show Me, Bar charts, Legends, Sorting, Totals, Sub Totals, Data Spotighting, Sets, Groups, Bins Filters and Hierarchies Line Charts, Highlight Tables, Heat Maps, Sankey charts, Bullet Charts, Cumulative sums with waterfall charts, Market Basket Analysis.	<b>7</b>
<b>Pedagogy</b>	Analyze cumulative sums and financial data using waterfall charts.	
<b>4</b>	<b>Analysis with Tableau:</b> Aggregate functions, calculated fields aggregate, Text operators, Date fields, Logical functions in calculated fields Parameters, Searching text fields. Symbol maps, Filled maps, Density maps, Map Layers, Maps with Pie charts Viz in Tooltip, Overview of the Tableau analytics Pane, Constant, Average, and reference lines, Trend lines, Forecasts, Cluster Analysis and R.	<b>8</b>
<b>Pedagogy</b>	Perform cluster analysis and explore R integration in Tableau.	
	<b>Dashboards Creation:</b>	<b>6</b>

5	Creating a new dashboard, the dashboard Pane, Placing charts on the Dashboard, Dashboard titles, Navigation buttons, Dashboard actions, Dashboard Best Practices and Inspiration.	
<b>Pedagogy</b>	Designing Dashboard Layout.	
6	<b>Contemporary Trends in Visualization and Business Reporting:</b> Introduction to other visualizations tools: Fusion charts, High-charts, Data wrapper, and Power BI, etc. Creating story point, reporting in video format, Marketing reporting, Finance reporting, HR reporting, Supply chain reporting, Production and Operations reporting.	6
<b>Pedagogy</b>	Building Interactive Storytelling Dashboards.	
	<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	

#### Recommended Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Learning Tableau 2022: Powerful Data Visualization for Business Intelligence, Joshua N. Milligan, Packt Publishing, 4th Edition, 2022.
2	Tableau Strategies: Tips and Tricks for Building Advanced Dashboards, Ann Jackson, Luke Stanke, O'Reilly Media, 1st Edition, 2023.

#### Reference Books

1	Tableau 2023: A Complete Reference Guide, Daniel G. Murray, Jaejin Lee, McGraw-Hill Education, 1st Edition, 2023.
2	Tableau Your Data!: Fast and Easy Visual Analysis with Tableau Software, Daniel G. Murray, Wiley, 2nd Edition, 2016.

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

CO	Course Outcomes	RBT Level	RBT Level Indicator
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<b>CO1</b>	To Remember and describe the main concepts of data visualization.	R	L1
<b>CO2</b>	To Understand the best practices of data visualization and how to apply them to solve analytics problems.	U	L2
<b>CO3</b>	To Apply business analytics using tableau that support the decision making in business operations	A	L3
<b>CO4</b>	To analyze the Tableau visual of the Data	An	L4
<b>CO5</b>	To Evaluate ad-hoc reports, data visualizations, and dashboards in Tableau.	E	L5
<b>CO6</b>	To create easier and user-friendly dashboards for business.	C	L6

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>1</b>	-	-	-	-	<b>3</b>	-	-	-	-
<b>CO2</b>	-	<b>2</b>	<b>2</b>	-	-	-	<b>2</b>	-	-	-
<b>CO3</b>	-	-	-	-	-	<b>3</b>		<b>2</b>	-	-
<b>CO4</b>	-	<b>2</b>	-	-	-	-	<b>1</b>	-	<b>2</b>	-
<b>CO5</b>	-	-	-	<b>2</b>	-	-	-	-	-	<b>2</b>
<b>CO6</b>	-	-	-	-	<b>1</b>	-	-	<b>1</b>	-	-

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

<b>1</b>	<a href="https://www.classcentral.com/subject/tableau">https://www.classcentral.com/subject/tableau</a>
<b>2</b>	<a href="https://www.geeksforgeeks.org/what-is-tableau-and-its-importance-in-data-visualization/">https://www.geeksforgeeks.org/what-is-tableau-and-its-importance-in-data-visualization/</a>
<b>3</b>	<a href="https://www.tableau.com/learn/training">https://www.tableau.com/learn/training</a>
<b>4</b>	<a href="https://www.udemy.com/course/tableau10/?couponCode=LETSLEARNNOWPP">https://www.udemy.com/course/tableau10/?couponCode=LETSLEARNNOWPP</a>

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

<b>Bloom's Category</b>	<b>Theory Continuous Assessment Tests</b>		
	<b>Test-1</b>	<b>Test-2</b>	<b>IAT-3</b>

	50 Marks	50 Marks	50 Marks
<b>Remember</b>	05	05	05
<b>Understand</b>	10	10	10
<b>Apply</b>	10	10	10
<b>Analyse</b>	10	10	10
<b>Evaluate</b>	10	10	10
<b>Create</b>	05	05	05

### CIE Course Assessment Plan

CO's	Marks Distribution						Total Marks	Weightage
	Test 1		Test 2		Test 3			
	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>

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

Bloom's Category	SEE Marks (90% Theory+10% Practical Questions)
<b>Remember</b>	05
<b>Understand</b>	10
<b>Apply</b>	10
<b>Analyse</b>	10
<b>Evaluate</b>	10
<b>Create</b>	05



### 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)

<b>Semester</b>	:	<b>4<sup>th</sup></b>		
<b>Course Title</b>	:	<b>Data Warehousing and Data Mining</b>		
<b>Course Code</b>	:	<b>23MBABA46</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>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:

Sl. No	Course Objectives
1	Remember the Data Mining System.
2	Understand the latest trends of Data Warehousing.
3	Application of data mining techniques for data analysis.
4	Analyzing the data warehouse system with loop tools.
5	Evaluate the types of different clusters and methods for Data analysis.
6	Create different Data Mining techniques.

**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>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;	8

	Associative Classification; Lazy Learners; Other Classification Methods; Prediction; Accuracy and Error Measures; Evaluating the Accuracy of a Classifier or Predictor; Model Section.	
<b>Pedagogy</b>	Association Rule Mining.	
<b>5</b>	<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.	<b>7</b>
<b>Pedagogy</b>	Software linked Practice based Teaching	
<b>6</b>	<b>Emerging Trends</b> Multimedia Data Mining, Text Mining, Web Mining, Data Warehouse Services (e.g. Amazon Red Shift, Azure SQL Data Warehouse.)	<b>6</b>
<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> <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	

#### Recommended 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	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	-	-	-	-	3	-	-	-	-
CO2	-	2	2	-	-	-	2	-	-	-
CO3	-	-	-	-	-	3		2	-	-
CO4	-	2	-	-	-	-	1	-	2	-
CO5	-	-	-	2	-	-	-	-	-	2
CO6	-	-	-	-	1	-	-	1	-	-

**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>

### 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		Test 3			
	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>

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

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

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

**SEE Course Plan**

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

**PROJECT BASED  
LEARNING (PBL)**



## PBL- Project Based Learning

Teaching Hours/Week (L: T:P: S)	0:0:2:2
Total Hours of Pedagogy	25 hours – Theory + Project
Credits:	02
Modules	5
CIE Marks	50
SEE Marks	50
Total Marks	100
Exam Hours	3
Examination nature (SEE)	Project Evaluation

	CIE		SEE	
	Project Weekly Assessment		Final Project Evaluation	
<b>Project</b>	<b>Project Understanding</b>	05 Marks	<b>Write up</b>	10 Marks
	<b>Technical Competence</b>	10 Marks	<b>Presentation &amp; Demonstration</b>	50 Marks
	<b>Innovation</b>	10 Marks	<b>Project report</b>	25 Marks
	<b>Problem Solving</b>	15 Marks	<b>Viva-Voce</b>	15 Marks
	<b>Project Demonstration</b>	10 Marks	<b>Total</b>	<b>100 Marks</b>
	<b>Total</b>	<b>50 Marks</b>	<b>100 Marks Reduced to 50 Marks</b>	

## **1. Introduction**

Project Based Learning is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, and student-centered.

A systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

Project learning, also known as project-based learning, is a dynamic approach to teaching, in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups.

### **1. Characteristics of Project-Based Learning:**

- Students making decisions within a framework
- A problem or challenge to be solved;
- Students designing the process for reaching a solution
- Students gathering and managing information
- Continuous Evaluation
- Students regularly reflecting on the process
- A final product to be evaluated for quality
- An atmosphere that tolerates error and change

### **2. Purpose**

- Introducing project-based learning on the curriculum.
- To help students to gain in-depth knowledge of the subject via project.
- During this process, students will be able to learn and understand the various stages of project development.

### **3. Objectives**

- Introducing mini project based on the curriculum.
- Develop in depth knowledge of the topic and technology.
- Use critical thinking skills and make real world connections
- Demonstrate and understand through products.
- Industry and concept-oriented learning.

### **4. Why Incorporate PBL?**

- Promotes collaboration and interaction
- Learners communicate meaningfully and for authentic purposes
- Allows students with a variety of learning styles to demonstrate their acquired knowledge
- Students learn language, content, and skills simultaneously
- Increases learner autonomy
- Provides opportunities for students to pursue their own interests and questions and make decisions about how they will find answers and solve problems.
- Improves education for all students Facilitates student integration of the content of different subjects
- Teaches children to use their own minds well and applies what they learn in school to life-long endeavors.
- Helps students to become technologically literate
- Establishes connections to life outside the classroom, addressing real-world concerns, and developing real-world skills
- Skills learned through PBL are those desired by today's employers.

## 5. Benefits of PBL

- Offers multiple ways for students to participate and to demonstrate their knowledge.
- Accommodates different kinds of intelligences.
- Shifts students away from doing only what they typically do in a classroom Environment.
- Encourages the mastery of technological tools, thus preparing them for the workforce.
- Serves as a medium for students who don't usually participate.
- Prompts students to collaborate while at the same time support self-directed learning.
- Offers a learning experience that draws on the thinking and shared efforts of several individuals.
- Helps students develop a variety of social skills relating to group work and negotiation.
- Promotes the internalization of concepts, values, and modes of thought, especially those related to cooperation and conflict resolution.
- Establishes a supportive and non-competitive climate for students.
- Provides a means for transferring the responsibility for learning from teachers to students.
- Calls upon students to explain or defend their position to others in their project groups, so that learning is more apt to be personalized and valued.

## 6. Process

- Project batches will be formed after the commencement of 3rd semester.
- The Students Batch Comprising of 4 members in a batch should be formed by the Project Based Learning co-ordinator.
- Each Semester consists of 16 Weeks of Project based Learning.
- The Level of the Projects to be identified.
  - Level 1-** 2<sup>nd</sup> Year – 3<sup>rd</sup> Semester & 4<sup>th</sup> Semester
  - Level 2-** 3<sup>rd</sup> year – 5<sup>th</sup> Semester & 6<sup>th</sup> Semester
  - Level 3** – Final Year Project
- The faculty handling the respective Theory Subject will be the PBL Coordinator and all the three Batches to be handled by the PBL Coordinator with additional faculty.
- The List of Project Batches to be identified by the faculty assigned in consultation with HOD.

- The batch can select any topic from the list circulated by the PBL Coordinator
- The details of students Interaction with the guide shall be maintained by the guide in the prescribed format.
- The Students Project should be continuously evaluated and PBL Coordinator should submit weekly report to the HOD.
- The Rubrics for the PBL should be followed.
- The students batches shall give the presentation on understanding of the topic and plan for implementation.
- The Evaluation of the Projects is done in Two Phases

### **7.1 Two phases for Assessment**

#### **Phase 1:**

1. Phase 1 is for 4 weeks
2. During this phase, the students shall discuss about the Objectives, Literature Survey and plan for project execution.

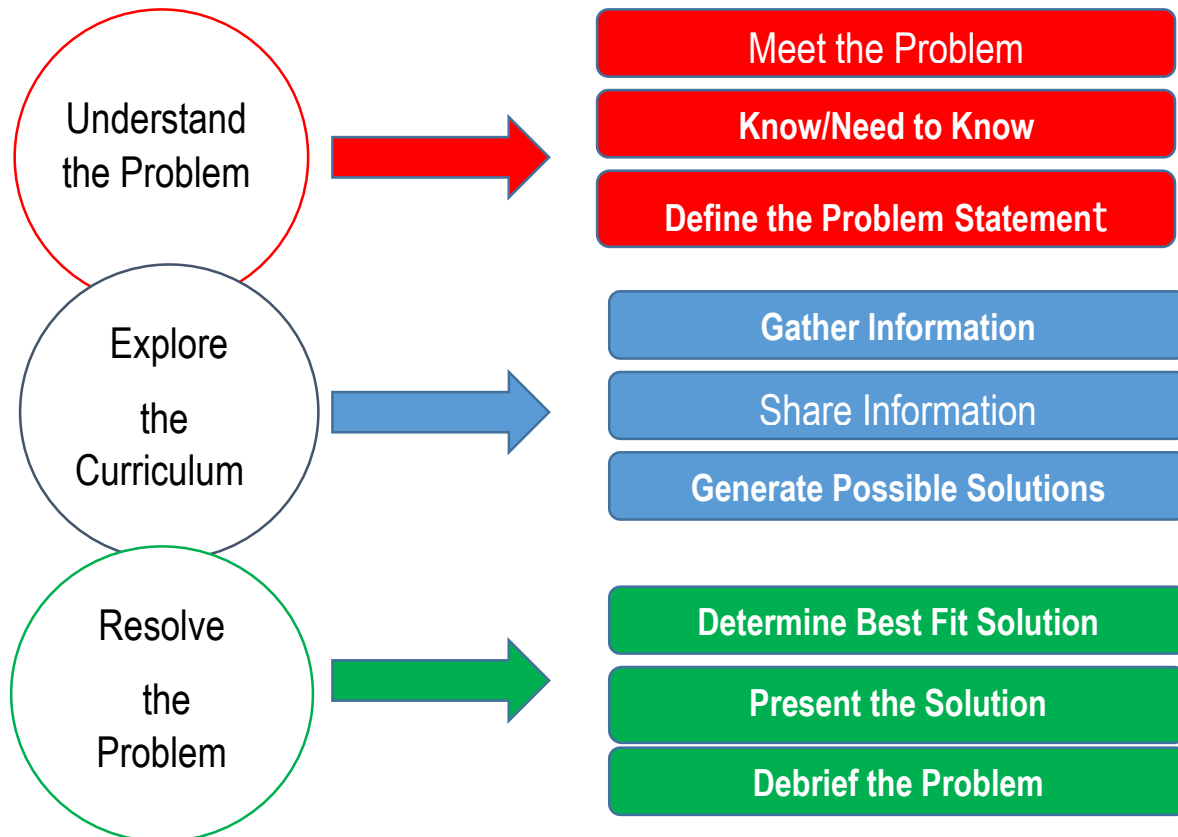
#### **Phase 2:**

1. Phase 2 is for 11 Weeks
2. During this phase, the students shall carry out the project under regular supervision of the guide/subject expert, Implementation and give final presentation/demonstration with project documents.

The marks distribution for PBL Work:

1. Phase 1 – 25 Marks
2. Phase 2 – 25 Marks

## 7. PBL Teaching and Learning Template



## 8. Practice

- Every week 3 hour is exclusively dedicated to Project Based Learning.
- Assess their progress until they resolve the problem and summarise their learning.
- Provide opportunities for in-depth investigations of worthy topics.
- Allow learners to become more autonomous as they construct personally-meaningful artefacts that are representations of their learning.

- Motivate students by engaging them in their own learning. PBL affords students opportunities for development.
- Building communication, technical and management skills.

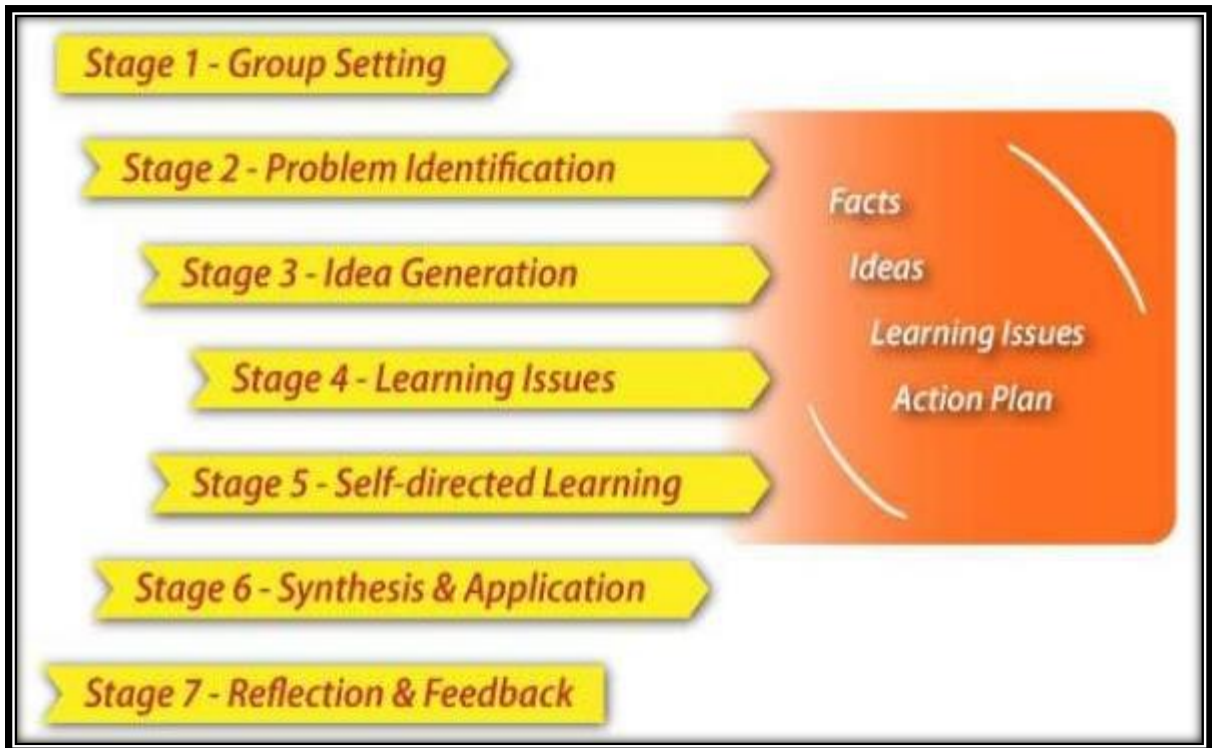
### **9. Obstacles/Gaps**

- Lack of student's interest
- Lack of assessment
- Lack of Basic knowledge
- Lack of consistence attendance and monitoring.
- Lack of abundant time allotment and time management

### **10. How to Overcome?**

- Periodic process – stage wise assessment has to be done.
- Basic Knowledge- A complete guidelines and videos will be provided by the faculty who is handling the respective subject and allotted guide.
- Regular evaluation and periodic monitoring is done by 2 stages.
- For Successful execution and demonstration of end-to-end system, exclusive 3hr/week project time is allotted.

## 11. Block diagram of PBL



## 12. Impact Analysis

- It encourages students to draw on their own creativity on problem solving and they learn the bridge gap between theory and practice.
- Final products resulting from project-based learning can be shared with the department at large, thus fostering ownership and technically strong with the subject scenario.

## 13. PBL – Guidelines

The guidelines are for successful completion of the project and to facilitate effective and uniform conduction of projects by the students. It is expected that these guidelines will help in overall improvement in the quality of the project.

### 14.1 Main phases of the project

Sl. No	Topics	Duration
--------	--------	----------



<b>Phase-1</b>		
<b>1.</b>	Understanding of the project and preparing a project plan	<b>3 Weeks</b>
<b>2.</b>	Literature review	<b>1 Week</b>
<b>3.</b>	Planning	<b>1 Week</b>
<b>Phase-2</b>		
<b>4.</b>	Analysis and Design	<b>3 Weeks</b>
<b>5.</b>	Implementation	<b>6 Weeks</b>
<b>6.</b>	Testing	<b>1 Week</b>
<b>7.</b>	Writing the project report	<b>1 Week</b>
<b>Total</b>		<b>16 Weeks</b>

## **14.2 Final Presentation Structure**

1. Title of the project & Batch Information
2. Agenda / Topics
3. Problem Statement / Project Definition
4. Background / Literature Review
5. Methodology
6. Analysis and Design
7. Implementation
8. Testing
9. Conclusion and Scope for Future Works

## **14.3 Project Based Learning Report Structure**

1. Cover Page
2. Certificate
3. Declaration
4. Acknowledgement
5. Table of Contents
6. List of Tables
7. List of Figures
8. Introduction
9. Background / Literature Review
10. Methodology / Solution
11. Analysis and Design
12. Implementation
13. Results
14. Conclusion and Future Works
15. Bibliography / References
16. Appendices

**14. Guidelines to prepare the Project report**

- Project reports should be typed neatly only on one side of the paper with 1.5 or double line spacing on a A4 size bond paper (210 x 297 mm).
- The margins should be: Left – 1.25", Right – 1", Top and Bottom – 0.75".
- The total number of reports to be prepared are
  - One copy to the department.
  - One copy to the concerned guide
  - One copy to the candidate.
- Before taking the final printout, the approval of the concerned guide is mandatory and suggested corrections, if any, must be incorporated in the Final Report.
- For making copies dry tone Xerox is suggested.
- An abstract (synopsis) not exceeding 100 words, indicating salient features of the work.

## **15. Outcome of the project**

- Students will gain the knowledge and understand
- To think creatively, work collaboratively.
- Solve complex problems using digital technology.
- Students learn and desire to engage continuous gain about knowledge such as design, analysis, development, implementation and testing.
- Strong written communication skills and the ability to write technical documents that include specification, design, and implementation of a mini project.

## Project - Based Learning Rubric

Score Level	Content	Conventions	Organization	Presentation
5	<ul style="list-style-type: none"> <li>▪ Is well thought out and supports the solution to the challenge or question</li> <li>▪ Reflects application of critical thinking</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is pulled from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ No spelling, grammatical, or punctuation errors</li> <li>▪ High-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information is clearly focused in an organized and thoughtful manner.</li> <li>▪ Information is constructed in a logical pattern to support the solution.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multimedia is used to clarify and illustrate the main points.</li> <li>▪ Format enhances the content.</li> <li>▪ Presentation captures audience attention.</li> <li>▪ Presentation is organized</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ Is well thought out and supports the solution</li> <li>▪ Has application of critical thinking that is apparent</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is pulled from several sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few (1 to 3) spelling, grammatical, or punctuation errors</li> <li>▪ Good use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information supports the solution to the challenge or question.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multimedia is used to illustrate the main points.</li> <li>▪ Format is appropriate for the content.</li> <li>▪ Presentation captures audience attention.</li> <li>▪ Presentation is well organized.</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Supports the solution</li> <li>▪ Has application of critical thinking that is apparent</li> <li>▪ Has no clear goal</li> <li>▪ Is pulled from a limited</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors</li> <li>▪ Low-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project has a focus but might stray from it at times.</li> <li>▪ Information appears to have a pattern, but the pattern is not</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multimedia loosely illustrates the main points.</li> <li>▪ Format does not suit the content.</li> <li>▪ Presentation does not</li> </ul>

2	<ul style="list-style-type: none"><li>▪ Provides inconsistent information for solution</li><li>▪ Has no apparent application of critical thinking</li><li>▪ Has no clear goal</li><li>▪ Is pulled from few sources</li><li>▪ Has significant factual errors, misconceptions, or misinterpretations</li></ul>	<ul style="list-style-type: none"><li>▪ More than 5 spelling, grammatical, or punctuation errors</li><li>▪ Poor use of vocabulary and word choice</li></ul>	<ul style="list-style-type: none"><li>▪ Content is unfocused and haphazard.</li><li>▪ Information does not support the solution to the challenge or question.</li><li>▪ Information has no apparent pattern.</li></ul>	<ul style="list-style-type: none"><li>▪ Presentation appears sloppy and/or unfinished.</li><li>▪ Multimedia is overused or underused.</li><li>▪ Format does not enhance content.</li><li>▪ Presentation has no clear organization.</li></ul>
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### Subject Identified for Project Based Learning

<b>Semester</b>	4 <sup>th</sup>
<b>Subject Identified for PBL</b>	Based on Elective paper
<b>Prerequisite</b>	Company Identification and Certificate
<b>Justification for the selected subject</b>	Placements
<b>List of possible projects</b>	<ol style="list-style-type: none"><li>1. Finance</li><li>2. Human resource</li><li>3. Marketing</li><li>4. Business Analytics</li></ol>

**Signature of the Guide**

**Signature of HOD**



## Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>4<sup>th</sup></b>		
<b>Course Title</b>	:	<b>Project Work</b>		
<b>Course Code</b>	:	<b>22MBA47</b>		
<b>Course Type</b> (Theory/ <b>Integrated</b> )		<b>Practical/</b>	:	<b>Practical</b>
<b>Category</b>	:	<b>PBL</b>		
<b>Stream</b>	:	<b>MBA</b>		<b>CIE</b> : <b>50</b>
<b>Teaching hours/ week</b> (L:T:P:S)	:	<b>6 hours/week</b>		<b>SEE</b> : <b>100</b>
<b>Total Hours</b>	:	<b>48</b>		<b>SEE</b> : <b>100</b>
<b>Credits</b>	:	<b>6</b>		<b>Duration</b>

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

Sl. No	Course Objectives
1	Introducing project work on the curriculum by enabling MBA students to apply theoretical knowledge in practical, industry-relevant projects.
2	Develop in depth knowledge of the topic and technology
3	Use critical thinking skills and make real world connections
4	Demonstrate and understand through products/process/people
5	Validating industry-oriented and concept-oriented learning can provide a balanced education, ensuring both practical skills and deep conceptual understanding

### 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 BE 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, 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. The research problem should be more relevant to the latest business area, it should be grounded in theory and literature review. It should have potential significance or importance and should be do-able within the time frame and	
<b>Pedagogy</b>		
2	Conceptual background and Literature review, Theoretical background of the study, Literature review with research gap (with minimum 20 literature reviews preferably last 5 years). The literature used should support the researcher's arguments relating to his/her research question and aim and objectives of the study. It should uphold methodology. The literature review should be comprehensive and up-to- date. All the papers referred for literature review have to be properly referred strictly following the APA guidelines.	
<b>Pedagogy</b>		



3	<p>Research Design: Statement of the problem, Need for the study, Objectives, Scope of the study, Research methodology, Hypotheses, Limitations, Chapter scheme. The research methodology has to be predominantly survey-based research and primary data. The use of secondary data will be encouraged only if valid justifications are provided. The methodology should include data collection methods, type of data, tools used, pilot study details, method of analysis. It includes Research design and Sample design.</p>	
<b>Pedagogy</b>		
4	<p>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. Analysis should be done using SPSS/ Excel or any other tool appropriate for the study (qualitative study along with a quantitative study) is acceptable. Usage of advanced tools apart from SPSS software</p>	
<b>Pedagogy</b>		
5	<p>Findings, Conclusion and Suggestions: Summary of findings, Conclusion and Suggestions / Recommendations. While discussing the results, they should be linked to the literature review. It should be discussed how similar/ different is the study result with reference to literature review and what could be the reasons for such similarity/difference. The implications of the study should be discussed at two levels- academic implications and industry implications.</p>	
<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>		

**Recommended Text Books**

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
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<b>Module-1</b>		<b>Module-2</b>	<b>Module-3</b>	<b>Module-4</b>	<b>Module-5</b>	<b>Module-6</b>		
<b>25</b>	<b>CO1</b>						<b>25</b>	<b>25</b>
	<b>CO2</b>	<b>25</b>					<b>25</b>	<b>25</b>
	<b>CO3</b>		<b>25</b>				<b>25</b>	<b>25</b>
	<b>CO4</b>			<b>25</b>		<b>10</b>	<b>35</b>	<b>35</b>
	<b>CO5</b>				<b>25</b>		<b>25</b>	<b>25</b>
<b>25</b>	<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>135</b>	<b>135</b>



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

**Project Based Learning - Batch**

**From,**

**Date:**

Name: & USN:

Name: & USN:

Name: & USN:

Name: & USN:

**Semester:**

Respected Sir/Madam,

**Sub: Regarding PBL Batch**

With respect to the above subject, we are the students mentioned above would like to form the batch for carrying out the mini project on.....

Thanking you,

Yours faithfully

Sl. No.	Name of the student	Signature
1.		
2.		
3.		
4.		

**Signature of the Guide**

Name of the Guide

Designation



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**Project Based Learning – Student(s) – Guide – Interaction**

<b>Date</b>	
<b>PBL Batch No.</b>	
<b>Title of the project</b>	
<b>Week No.</b>	
<b>Content of the Discussion</b>	
<b>Suggestion by the guide</b>	
<b>Name of Signature of students</b>	

**Signature of the Guide  
HOD**

**Signature of PBL Coordinator**

**Signature of**



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**Project Based Learning – Continuous Evaluation**

<b>Batch No.</b>	<b>Name</b>	<b>USN</b>	<b>Marks assigned</b>	<b>Remarks by the guide on the progress of the project</b>

**Signature of the Guide**  
**HOD**

**Signature of PBL Coordinator**

**Signature of**





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### Project Based Learning – Review

#### CONTINUOUS INTERNAL ASSESSMENT

Batch No.	Name of the Student	USN	Phase I (25 Marks)		Phase II (25 Marks)		Final CIE Marks (Phase I & Phase II) (50 Marks)
			Abstract / Understanding of the Project (5 Marks)	Analysis & Design (20 Marks)	Implementation (20 Marks)	Demonstration (5 Marks)	

Signature of the Guide

Signature of PBL Coordinator

Signature of HOD



### Professional Core Course (PCC) – 3 Credit course – Theory

Assessment Method	Component	Type of Assessments	Syllabus Coverage	Maximum Marks	Average	Reduced Marks	Minimum Passing Marks	Evaluation Details
<b>Total CIE Theory + Practical</b>				<b>50</b>	----	----	<b>20</b>	
	<b>Theory</b>	Internal Assessment Test (IAT) - II	Module – 1 to 2.5	50	(50+50) / 2	<b>25</b>	10	Average of Two Internal test each of 50 Marks scale down the marks to
		Internal Assessment Test (IAT) - II	Module – 2.5 to 5	50				
	<b>Continuous Comprehensive Assessment (CCA)</b>	CCA-1- Pedagogical Initiatives / Activity Based learning	Considering all the Modules	50	(50+50) / 2	<b>25</b>	10	Two CCA methods as per VTU Clause 22OB4.2 of regulations to be adopted. If CCA chosen is Project Based Learning, then one assessment method may be adopted
		CCA-2- Pedagogical Initiatives / Activity Based learning		50				
	<b>Total CIE Theory</b>						<b>50</b>	20

<b>SEE</b>		Theory exam	Entire theory syllabus including questions from lab Component in respective Modules	100	----	50	20	SEE Exam is theory Exam conducted for 100 Marks, scored Marks are scaled down to 50 Marks
<b>CIE + SEE</b>				100	----	----	40	

**ABILITY ENHANCEMENT  
COURSE (AEC)**

## **AEC Course – Ability Enhancement Course**

Teaching Hours/Week (L: T:P: S)	0:0:2:0
Total Hours of Pedagogy	24 hours Practical
Credits:	01
Programs / Experiments	12
CIE Marks	50
SEE Marks	50
Total Marks	100
Exam Hours	3
Examination nature (SEE)	Practical (Internal Examiners only)



**Dayananda Sagar Academy of Technology & Management**  
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<b>Semester</b>	:	<b>3<sup>rd</sup> SEM</b>		
<b>Course Title</b>	:	<b>Financial Analytics</b>		
<b>Course Code</b>	:	<b>23MBAVAC37</b>		
<b>Course Type</b> (Theory/ <b>Integrated</b> )		<b>Theory/Practical</b>		
<b>Category</b>	:	<b>Value Added</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	:
<b>Teaching hours/ week</b> (L:T:P:S)	:	<b>4</b>	<b>SEE</b>	:
<b>Total Hours</b>	:	<b>15</b>	<b>SEE</b>	:
<b>Credits</b>	:	<b>1</b>	<b>Duration</b>	:
				<b>100</b>
				<b>3 hours</b>

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

Sl. No	Course Objectives
1	Understand the basics of the Financial System.
2	Apply the role of banking products.
3	Evaluate the role of Investment avenues.
4	Analyse the concepts the insurance plans
5	Interpret various taxation filing procedures.

**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**

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

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**COURSE CURRICULUM**

<b>Module No.</b>	<b>Topics</b>	<b>Hours</b>
<b>1</b>	Basic Economical Terminologies, Relationship Between Interest rates, CPI, WPI, BOP, Currency, Demand and Supply on Capital Market and Influence of Economic Factors on Capital Market	<b>03</b>
<b>Pedagogy</b>	<b>Lecture</b>	
<b>2</b>	Overview of Banking and Finance, Banking Products & Services, CASA, Loans, Deposits, Credit Audit, MSME, Corporate Lending, Credit Rating Agency, Short Term Obligation.	<b>03</b>
<b>Pedagogy</b>	<b>Case Study on Credit Risk and NPA (HDFC Bank, ICICI Bank, PNB Bank)</b>	
<b>3</b>	Detailed Study on Equity, FNO, Mutual Funds, Bonds, IPO/FPO/Buybacks, Risk and Return Analysis, Financial Analysis using Excel, Forecasting and Regression For analysis, DCF Model, Peers Analysis, Financial analysis Ratios	<b>03</b>
<b>Pedagogy</b>	<b>Case Study on Kingfisher Airline, Interglobe Aviation, Yes Bank, PNB</b>	
<b>4</b>	Type of Insurance – Term, Endowment, ULIP, Insurance Analysis, Insurance Model by Banca, Risk Management in Insurance	<b>03</b>
<b>Pedagogy</b>	<b>Case Study on Life Insurance Crime Bangalore.</b>	
<b>5</b>	Capital Gain Tax, Securities Transaction Tax, GST Filings, Tax Deposited at Sources, Tax Havens, Tips to crack NISM and IRDA exams.	<b>03</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> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>
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### Recommended Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	‘Insurance And Risk Management’, S.K.Gupta, Laxmi Publications Pvt. Ltd., 2023 Edition.
2	‘Guide to Capital Market and Securities Law’, Thomson Reuters, 2021 Edition.
3	‘Banking and Negotiable Instruments’, Avtar Singh, EBC Explorers, 2020 Edition.

### Reference Books

1	‘The Fundamentals of Insurance : Theories, Principles and Practices’, Hargovind Dayal, Notion Press, 2017 Edition
2	‘Introduction to Taxation: A Textbook for Law Students’, Ramamurthy. S, Company Law Institute, 2022 Edition.

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

CO	Course Outcomes	RBT Level	RBT Level Indicator
CO1	To understand the basics of the Financial System.		
CO2	Analyze the role of banking products.		
CO3	Evaluate the role of Investment avenues.		
CO4	Analyze the insurance plans		
CO5	Interpret various taxation filing procedures.		

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

1	<a href="https://icmai.in/TaxationPortal/DirectTaxation/index.php">https://icmai.in/TaxationPortal/DirectTaxation/index.php</a>
2	<a href="https://cbic-gst.gov.in/gst-acts.html">https://cbic-gst.gov.in/gst-acts.html</a>
3	<a href="https://investor.sebi.gov.in/pdf/reference-material/beginners.pdf">https://investor.sebi.gov.in/pdf/reference-material/beginners.pdf</a>
4	<a href="https://irdai.gov.in/">https://irdai.gov.in/</a>
5	<a href="https://www.bseindia.com/">https://www.bseindia.com/</a>

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	-	-	-	1	1	1	-	-
CO2	-	-	1	-	-	-	-	1	-	1
CO3	1	-	2	1	-	-	-	-	1	1
CO4	1	1	-	-	-	1	1	-	-	-
CO5	-	-	-	-	1	-	-	-	-	1

**SEE- Semester  
End**

### Examination (100 Marks)

Bloom's Category	SEE Marks
Remember	10
Understand	10
Apply	20
Analyse	20
Evaluate	20
Create	20

### SEE Course Plan

CO's	Marks Distribution					Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5		
CO1	20					20	20





**Dayananda Sagar Academy of Technology & Management**  
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<b>Semester</b>	:	<b>3<sup>rd</sup></b>		
<b>Course Title</b>	:	<b>Health and Wellbeing</b>		
<b>Course Code</b>	:	<b>22MBAHR43</b>		
<b>Course Type</b> (Theory/ Practical/ Integrated)	:	<b>Theory</b>		
<b>Category</b>	:	<b>VAC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	: -
<b>Teaching hours/ week</b> (L:T:P:S)	:	<b>03</b>	<b>SEE</b>	: <b>100</b>
<b>Total Hours</b>	:	<b>15</b>	<b>SEE</b>	: <b>3 Hours</b>
<b>Credits</b>	:	<b>1</b>	<b>Duration</b>	

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

Sl. No	Course Objectives
<b>1</b>	Help to understand the importance of a healthy lifestyle
<b>2</b>	Familiarize students about physical and mental health
<b>3</b>	Create awareness of various life style related diseases
<b>4</b>	Provide understanding of stress management

**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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**Outcome Based Education and Choice Based Credit System (CBCS)**  
**(Effective from the Academic Year 2024-25)**

**COURSE CURRICULUM**

Module No.	Topics	Hours
1	Define and differentiate health and wellness, Importance of health and wellness Education, Local, demographic, societal issues and factors affecting health and wellness, Diet and nutrition for health & wellness, Essential components of balanced diet for healthy living with specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals, Malnutrition, under nutrition and over nutrition, Processed foods and unhealthy eating habits	3
<b>Pedagogy</b>	PPTs, Case Analysis	
2	Body systems and common diseases, Sedentary lifestyle and its risk of disease, Stress, anxiety, and depression, Factors affecting mental health, Identification of suicidal tendencies, Substance abuse (Drugs, Cigarette, Alcohol), de-addiction, counselling and rehabilitation	3
<b>Pedagogy</b>	PPTs, Case Analysis	
3	Healthy foods for prevention and progression of Cancer, Hypertension, Cardiovascular, and metabolic diseases (Obesity, Diabetes, Polycystic Ovarian Syndrome), Types of Physical Fitness and its Health benefits.	3
<b>Pedagogy</b>	PPTs, Seminar on Nutrition	
4	Modern lifestyle and hypo-kinetic diseases; prevention and management through exercise, Postural deformities and corrective measures, Spirituality and mental health, Role of Yoga, asanas and meditation in maintaining health and wellness, Role of sleep in maintenance of physical and mental health	3
<b>Pedagogy</b>	PPTs , Interaction with Wellness Counsellor	
5	Sports, Practice of Indoor and Outdoor sports, Making sports as part of our life style, First Aid in Practice	3
<b>Pedagogy</b>	Conducting Sports Day	
	<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> <li>• <b>Demonstration:</b> exhibits the implementation process</li> </ul>
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### Recommended Text Books

Sl. No.	Title of the Book/Name of the author/Name of the publisher/Edition and Year
1	Mental Health Workbook by Emily Attached & Marzia Fernandez, 2021.
2	Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve Wellbeing by Nashay Lorick, 2022
3	Lifestyle Diseases: Lifestyle Disease Management, by C. Nyambichu & Jeff Lumiri, 2018.

### Reference Books

1	Health and Wellness: Concepts, Practice, and Research" by Gordon Edlin and Eric Golanty, Jones & Bartlett Learning, 2019
2	Health: The Basics" by Rebecca J. Donatelle, Pearson Education, 2020

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

CO	Course Outcomes	RBT Level	Level Indicator
CO1	Analyze the components of a healthy lifestyle, including diet, physical activity, and sleep, and their impact on overall well-being.	An	L4
CO2	Identify strategies for promoting both physical and mental health through lifestyle choices and preventive measures.	R	L1
CO3	Evaluate the role of lifestyle modifications in reducing the incidence and progression of lifestyle-related diseases.	E	L5
CO4	Develop and apply effective stress management techniques, including relaxation exercises, time management, and resilience-building strategies	A	L3

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	-	2	-	-	-	-	-	-	-	3	-	-
CO2	-	-	2	-	-	-	-	-	-	-	-	-	-	2	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-
CO4	-	2	-	2	-	-	-	-	-	-	-	-	-	-	-

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

1	<a href="https://www.russellreynolds.com/en/insights/articles/the-new-wellness-at-work">https://www.russellreynolds.com/en/insights/articles/the-new-wellness-at-work</a>
2	<a href="https://www.corporatewellnessmagazine.com/article/bottom-line-wellness">https://www.corporatewellnessmagazine.com/article/bottom-line-wellness</a>
3	<a href="https://www.harvardbusiness.org/lets-do-better-supporting-employee-mental-health/">https://www.harvardbusiness.org/lets-do-better-supporting-employee-mental-health/</a>
4	<a href="https://onlinemba.ku.edu/mba-blog/promoting-work-life-balance">https://onlinemba.ku.edu/mba-blog/promoting-work-life-balance</a>

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

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

### CIE Course Assessment Plan

Marks Distribution						CO's	Total Marks	Weightage
Test-1			Test-1		Test-2			
Module-1		Module-1	Module-2	Module-3	Module-4			
25	CO1						25	25
	CO2	25					25	25
	CO3		25				25	25
	CO4			25			35	35
	CO5				25		25	25
25	Total	25	25	25	25		135	135

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

Bloom's Category	SEE Marks
Remember	05
Understand	05
Apply	10
Analyse	10
Evaluate	10
Create	10

### SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	25						25	25
CO2		25					25	25
CO3			25				25	25
CO4				25		10	35	35
CO5					25		25	25
Total	25	25	25	25	25	10	135	135



## 1 Credit Course – Practical

### **Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum Marks (20 Marks out of 50).

The minimum passing mark for the SEE is 35% of the maximum Marks (18 Marks out of 50).

A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the Semester-End Examination (SEE), and a minimum of 40% (40 Marks out of 100) in the total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

### **Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are 50 Marks. The split-up of CIE marks for record/ journal and test are in the ratio 60:40.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.

- The marks scored shall be scaled down to 20 marks (40% of the maximum marks). The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

SEE marks for the practical course are 50 Marks.

- SEE shall be conducted jointly by the two examiners of the same institute; examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University. All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered by the examiners or based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here,
  - Writeup-20%,
  - Conduction procedure and result in -60%,
  - Viva-voce 20% of maximum marks.

SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.
- The minimum duration of SEE is 02 hours.



**Dayananda Sagar Academy of Technology & Management**  
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<b>Semester</b>	:	<b>3<sup>rd</sup> SEM</b>		
<b>Course Title</b>	:	<b>Social Media Analytics</b>		
<b>Course Code</b>	:			
<b>Course Type</b> (Theory/ Practical/ Integrated)	:			
<b>Category</b>	:	<b>VAC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	: ---
<b>Teaching hours/ week</b> (L:T:P:S)	:	<b>15</b>	<b>SEE</b>	:
<b>Total Hours</b>	:		<b>SEE</b>	:
<b>Credits</b>	:	<b>1</b>	<b>Duration</b>	:

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

<b>Sl. No</b>	<b>Course Objectives</b>
1	Gain a foundational understanding of social media analytics
2	Importance of social media analytics, including metrics like engagement rates, reach, impressions, and sentiment analysis.
3	Analyze and interpret performance metrics to assess the effectiveness of social media campaigns and activities
4	Apply advanced analytical techniques such as sentiment analysis, trend analysis, and competitive benchmarking to extract actionable insights from social media data

5	Create comprehensive reports that summarize social media performance, present insights, and recommend strategies for improvement.
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### 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 to Social Media Analytics Understand the role and importance of social media analytics in business.	<b>03</b>
<b>Pedagogy</b>	Data-Driven Decisions	
2	Understand methods for identifying trends and forecasting future social media performance, key metrics and KPIs such as engagement, reach, and impressions.	<b>03</b>
<b>Pedagogy</b>	Engagement Explorer	
3	Get introduced to analytics tools like Google Analytics, Facebook Insights, and Twitter Analytics.	<b>03</b>
<b>Pedagogy</b>	Campaign Analyzer	

<b>4</b>	Methods for collecting and organizing data from various social media platforms. create comprehensive reports summarizing social media performance, insights, and recommendations.	<b>03</b>
<b>Pedagogy</b>	Social Media Metrics Mania	
<b>5</b>	Explore advanced techniques such as sentiment analysis, trend analysis, and predictive modeling.	<b>03</b>
	Data Action on social media	
	<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>	

<b>Recommended 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>	Social Media Analytics: Effective Tools for Building, Interpreting, and Using Metrics, Claudia A. N. and Sandro, Pearson 2020
<b>2</b>	Social Media Metrics: How to Measure and Optimize Your Marketing Investment  Jim Sterne, 2020
<b>Reference Books</b>	
<b>1</b>	Social Media Analytics: A Practical Guide for Achieving Results, Marshall Sponder, CRC Press, 2019
<b>2</b>	Measuring the Digital World: Using Analytics to Drive Better Digital Experiences, Gary Angel, Wiley, 2014

**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>
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<b>CO1</b>	Understand Key social media metrics (e.g., engagement, reach, impressions) and Key Performance Indicators (KPIs)	<b>R</b>	<b>L1</b>
<b>CO2</b>	Analyze Social Media Data Using Analytical Tools	<b>U</b>	<b>L2</b>
<b>CO3</b>	Create detailed social media reports that include data interpretation, trend analysis	<b>A</b>	<b>L3</b>
<b>CO4</b>	Apply Data Visualization Techniques to Social Media Analytics	<b>An</b>	<b>L4</b>
<b>CO5</b>	Evaluate the Effectiveness of Social Media Campaigns and Strategies	<b>E</b>	<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>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>
<b>CO2</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>1</b>
<b>CO3</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>CO5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>

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

<b>1</b>	<a href="https://www.ibm.com/topics/social-media-analytics">https://www.ibm.com/topics/social-media-analytics</a>
<b>2</b>	<a href="https://www.techtarget.com/searchbusinessanalytics/definition/social-media-analytics">https://www.techtarget.com/searchbusinessanalytics/definition/social-media-analytics</a>
<b>3</b>	<a href="https://sproutsocial.com/insights/social-media-analytics/">https://sproutsocial.com/insights/social-media-analytics/</a>
<b>4</b>	<a href="https://sproutsocial.com/insights/social-media-analytics-tools/">https://sproutsocial.com/insights/social-media-analytics-tools/</a>
<b>5</b>	<a href="https://blog.hubspot.com/marketing/social-media-analytics">https://blog.hubspot.com/marketing/social-media-analytics</a>

**SEE- Semester End Examination (100 Marks)**

<b>Bloom's Category</b>	<b>SEE Marks</b>
<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>20</b>
<b>Analyse</b>	<b>20</b>
<b>Evaluate</b>	<b>20</b>
<b>Create</b>	<b>20</b>

**SEE Course Plan**

<b>CO's</b>	<b>Marks Distribution</b>					<b>Total Marks</b>	<b>Weightage</b>
	<b>Module-1</b>	<b>Module-2</b>	<b>Module-3</b>	<b>Module-4</b>	<b>Module-5</b>		
<b>CO1</b>	<b>20</b>					<b>20</b>	<b>20</b>
<b>CO2</b>		<b>20</b>				<b>20</b>	<b>20</b>
<b>CO3</b>			<b>20</b>			<b>20</b>	<b>20</b>
<b>CO4</b>				<b>20</b>		<b>20</b>	<b>20</b>
<b>CO5</b>					<b>20</b>	<b>20</b>	<b>20</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>	<b>100</b>



**Dayananda Sagar Academy of Technology & Management**  
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<b>Semester</b>	:	<b>3<sup>rd</sup> SEM</b>		
<b>Course Title</b>	:	<b>Advance Excel</b>		
<b>Course Code</b>	:			
<b>Course Type</b> (Theory/ <b>Practical/</b> <b>Integrated</b> )	:			
<b>Category</b>	:	<b>VAC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	: ---
<b>Teaching hours/ week</b> (L:T:P:S)	:	<b>15</b>	<b>SEE</b>	:
<b>Total Hours</b>	:		<b>SEE</b>	:
<b>Credits</b>	:	<b>1</b>	<b>Duration</b>	:

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

Sl. No	Course Objectives
1	Gain a foundational understanding of Advance Excel
2	Utilize advanced functions and formulas
3	Analyze nested functions and logical operators



4	Apply advanced analytical techniques using pivot tables and charts
5	Create critical thinking and problem solving skills using excel

### 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	Manage workbook options and setting	03
<b>Pedagogy</b>	Creation of workbook	
2	Apply custom data formats and layouts	03
<b>Pedagogy</b>	Custom condition format rules	
3	Creation of Tables and apply styles to tables	03
<b>Pedagogy</b>	Configure table styles	
4	Perform operations with formulas and functions, logical operations	03

<b>Pedagogy</b>	Perform calculations	
<b>5</b>	Create charts and objects, switch between rows and columns in source data	<b>03</b>
	Analyze data by using quick analysis	
	<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>Recommended 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>	Microsoft excel 2019 pivot table data crunching by Bill Jelen, Microsoft press, first edition
<b>2</b>	Mastering Excel Array Formulas by Mike Girvin, Holy Macro Books, First edition
<b>Reference Books</b>	
<b>1</b>	Excel 2019 All-in-One by Grey Harvey, for Dummies, Latest edition
<b>2</b>	Excel Dashboards and reports by Michael Alexander and John Walken Bach, Wiley, latest edition

**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>	Understand functions of array formula	R	<b>L1</b>
<b>CO2</b>	Analyze pivot tables and charts	U	<b>L2</b>

<b>CO3</b>	Create dashboards and interactive visualizations to present data	A	<b>L3</b>
<b>CO4</b>	Apply data validation, conditional formatting, and error checking methods	An	<b>L4</b>
<b>CO5</b>	Evaluate the applications of statistical functions	E	<b>L5</b>

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>1</b>	<b>1</b>	-	-	-	<b>1</b>	<b>1</b>	<b>1</b>	-	-
<b>CO2</b>	-	-	<b>1</b>	-	-	-	-	<b>1</b>	-	<b>1</b>
<b>CO3</b>	<b>1</b>	-	<b>2</b>	<b>1</b>	-	-	-	-	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>1</b>	<b>1</b>	-	-	-	<b>1</b>	<b>1</b>	-	-	-
<b>CO5</b>	-	-	-	-	<b>1</b>	-	-	-	-	<b>1</b>

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

<b>1</b>	<a href="https://alison.com/tag/advanced-excel">https://alison.com/tag/advanced-excel</a>
<b>2</b>	<a href="https://klic.mkcl.org/accounting/advanced-excel">https://klic.mkcl.org/accounting/advanced-excel</a>
<b>3</b>	<a href="https://www.advancedexcel.net/">https://www.advancedexcel.net/</a>
<b>4</b>	<a href="https://www.advancedexcel.net/">https://www.advancedexcel.net/</a>
<b>5</b>	<a href="https://support.microsoft.com/en-us/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb">https://support.microsoft.com/en-us/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb</a>

**SEE- Semester End Examination (100 Marks)**

<b>Bloom's Category</b>	<b>SEE Marks</b>
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<b>Remember</b>	<b>10</b>
<b>Understand</b>	<b>10</b>
<b>Apply</b>	<b>20</b>
<b>Analyse</b>	<b>20</b>
<b>Evaluate</b>	<b>20</b>
<b>Create</b>	<b>20</b>

**SEE Course Plan**

CO's	Marks Distribution					Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5		
<b>CO1</b>	<b>20</b>					<b>20</b>	<b>20</b>
<b>CO2</b>		<b>20</b>				<b>20</b>	<b>20</b>
<b>CO3</b>			<b>20</b>			<b>20</b>	<b>20</b>
<b>CO4</b>				<b>20</b>		<b>20</b>	<b>20</b>
<b>CO5</b>					<b>20</b>	<b>20</b>	<b>20</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>	<b>100</b>