

# **SYLLABUS PERTAINING TO MBA DEGREE**

## **MBA Autonomous Syllabus for the Batch of 2023-25**



**DAYANANDA SAGAR ACADEMY OF TECHNOLOGY & MANAGEMENT**

**BE Courses Accredited by NBA, New Delhi & Accredited A<sup>+</sup> by NAAC**

**DEPARTMENT OF MANAGEMENT STUDIES**

**UDAYAPURA, KANAKAPURA ROAD, BANGALORE-560082**



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	1 <sup>st</sup>		
Course Title	:	Principles of Management and Organisational Behaviour		
Course Code	:	23MBA11		
Course Type (Theory/ Practical/ Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Teaching Hours/Week	:	4	SEE	: 50 Marks
Total Hours	:	50 Hrs	SEE Duration	: 3 Hours

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

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

## Teaching-Learning Process

### Pedagogy (General Instructions):

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

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



**Scheme of Teaching and Examinations 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: Meaning, Objectives, Differences between Administration and Management, Levels of Management, Skills of Managers, Kinds of Managers, Managerial roles, Henri Fayol 14 principles of management History of Management, Recent trends in Management	<b>07</b>
<b>Pedagogy</b>	PPTs ,Case Analysis	
<b>2</b>	Planning: Importance, Process, Benefits of Planning, Types of Plans, Planning tools and techniques. Organizing: Meaning, Types of Organization structures, Traditional structures and Modern Structures. Leading: Meaning, Nature, Importance, Traits and Behaviour, Elements of Leading Controlling: Meaning, Importance, Steps in the control process, Types of Control.	<b>09</b>
<b>Pedagogy</b>	PPTs ,Case Analysis	
<b>3</b>	Organisational Behaviour: Introduction, Meaning, History of Organisational Behaviour, Organisational effectiveness, Contributing Disciplines, Challenges in OB.	<b>07</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, ABL, Videos, Collaborative Learning	
<b>4</b>	Behavioral Dynamics: MARS Model of individual Behaviour and performance, Types of Individual behavior Personality: Definition, MBTI, Big Five Personality Model, Determinants of Personality Perception, Meaning, Model of Perceptual process, Perceptual errors, Perception and Decision making. Emotions :Types of emotions, Importance of Emotional Stability , Work-related stress and its management Attitudes : Meaning ,Definition ,Formation of Attitudes Motivation, Meaning, Maslow’s Hierarchy of Needs, Theory X & Theory Y. Leadership : Meaning ,Definition ,Types of leadership, Managerial Grid	<b>09</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, ABL, Videos, Collaborative Learning	
<b>5</b>	Teams: Meaning, definition, Types of Teams, Advantages of Teams, Model of Team Effectiveness, and Stages of Team Development Power: Meaning, Sources, and Political Voices. Culture: Meaning, Elements of Organizational Culture, Importance of Organizational Culture	<b>09</b>
<b>Pedagogy</b>	PPTs ,Case Analysis, ABL, Videos, Flipped Classroom, Collaborative Learning	
<b>6</b>	Emerging Trends & Practices in Management, Industry 4.0 , Industry 5.0 , Application of Advanced Technology for Enhanced Performance in Business.	<b>09</b>
<b>Pedagogy</b>	Students Seminar GDs, Collaborative Learning.	

### List of Experiments or Programs

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

### Reference Books

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

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

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

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

### Mapping of Course Outcomes to Program Outcomes:

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

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

### Assessment Pattern (both CIE and SEE)

<b>4 Credit Course – IPCC</b>									
Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total	
<b>CIE</b>	Theory	AAT	Pedagogical Initiatives	10	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	10	4	10	
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks, scale down the Marks to 15 Marks	15	6	15	
		Test-2	Theory	25					
	<b>Total CIE Theory</b>							<b>10</b>	<b>25</b>
	Lab	Conduction of Experiments	Performance with Record & Observation Book	15	Conduction of Experiments and Preparation of Laboratory Records	15	6	25	
CIE Practical test		Evaluation & Viva-Voce	10	One test after conduction of all Experiments	10	4			
<b>Total CIE Practical</b>							<b>10</b>	<b>25</b>	
<b>SEE</b>				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>18</b>	<b>50</b>	
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>	
<p><b>The Minimum Marks to be secured in CIE to appear for SEE shall be 10 (40% of Maximum marks – 25) in the Theory Component and 10 (40% of Maximum Marks -25) in the Practical Component. The Laboratory Component of the IPCC shall be for CIE only. However, in SEE the questions from the Laboratory Component shall be included in the respective Modules only.</b></p>									

### 3 & 2 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	50	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
		Test-2	Theory	50				
		<b>Total CIE Theory</b>						
SEE				100	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	50	18	50
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>
<p><b>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</b></p>								

### 1 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	50	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
		Test-2	Theory	50				

			<b>Total CIE Theory</b>	<b>20</b>	<b>50</b>
<b>SEE</b>		<b>50</b>	Semester End exam to be conducted for 100 marks prorated to 50	<b>50</b>	<b>50</b>
<b>CIE+SEE</b>				<b>40</b>	<b>100</b>
<b>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</b>					

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

Bloom's Category	Theory	
	Continuous Assessment Tests	
	Test-1	Test-2
	25 Marks	25 Marks
<b>Remember</b>	16	23
<b>Understand</b>	34	10
<b>Apply</b>	20	27
<b>Analyse</b>	00	10
<b>Evaluate</b>	-	-
<b>Create</b>	-	-

### 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		
<b>CO1</b>		10	7	3	10	30	0.21
<b>CO2</b>	10	20		7	10	37	0.26
<b>CO3</b>	10			10	20	40	0.28
<b>CO4</b>			3	10	10	23	0.16
<b>CO5</b>					10	10	0.07
<b>Total</b>						140	

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

Bloom's Category	SEE Marks (90% Theory+10% Practical Questions)
<b>Remember</b>	10
<b>Understand</b>	20
<b>Apply</b>	20
<b>Analyse</b>	30
<b>Evaluate</b>	20
<b>Create</b>	---

### SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1		3	3		3		9	0.09
CO2	7	7		7			21	0.21
CO3				10	10		20	0.20
CO4		10	10		10		30	0.30
CO5				10		10	20	0.20
<b>Total</b>							100	

### Course Contents and Lecture Schedule

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



**Total**

**50**

**Hrs**



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	1 <sup>st</sup>		
Course Title	:	ENTREPRENEURSHIP DEVELOPMENT		
Course Code	:	23MBA12		
Course Type (Theory/ Practical/ Integrated)	:	Theory		
Category	:	PCC		
Stream	:	MBA	CIE	: 50 Marks
Teaching Hours/Week	:	4	SEE	: 50 Marks
Total Hours	:	50 Hrs	SEE Duration	: 3 Hours

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

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

### Teaching-Learning Process

#### Pedagogy (General Instructions):

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

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

7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Individual teachers can device 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	<b>Introduction to Entrepreneur &amp; Entrepreneurship:</b> Meaning of entrepreneur - Evolution of the concept - Functions of an Entrepreneur - Types of Entrepreneurs - Intrapreneur- an emerging class - Concept of Entrepreneurship -Entrepreneurial Culture - Stages in entrepreneurial process. Creativity and Innovation: The role of creativity, the innovation Process, Sources of New Ideas, Methods of Generating Ideas, Creative Problem Solving, Entrepreneurial Process.	7
<b>Pedagogy</b>	Collaborative Learning- Provides an opportunity for the students to go in depth of the given topic.	
2	<b>Developing Business Model:</b> Importance of Business Model, Starting a small-scale industry - Components of an Effective Business Model, Osterwalder Business Model Canvas. Business Planning Process: Meaning of business plan - Business plan process - Advantages of business planning - Final Project Report with Feasibility Study - preparing a model project report for starting a new venture. Lab Component and assignment: Designing a Business Model Canvas	9
<b>Pedagogy</b>	Constructivist pedagogy- Active participation in making business model, develop a sense of ownership, and experience discovery.	
3	<b>Managing and Growing New Venture:</b> Preparing for the new venture launch - early management decisions, Managing early growth of the new venture- new venture expansion strategies and issues. Getting Financing or Funding for the New Venture: Estimating the financial needs of a new venture and preparation of a financial plan, Sources of Personal Financing, Preparing to Raise Debt or Equity Financing, Business Angels, Venture Capital, Initial Public Offering, Commercial Banks, Other Sources of Debt Financing, Leasing. Startup: Definition, Difference between Startup Founder and Entrepreneur, Startup Ideas, Different types of Startups, Business Incubator, how does a Business Incubator work, Role of Business Incubator.	9
<b>Pedagogy</b>	S.O.L.E (Self Organized Learning Environment)- Ability to learn about the opportunities in market within preferred learning style in a group.	

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

### List of Experiments or Programs

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

### Reference Books

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

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

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

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

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

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

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

### Assessment Pattern (both CIE and SEE)

#### 4 Credit Course – IPCC

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total	
CIE	Theory	AAT	Pedagogical Initiatives	10	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	10	4	10	
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks, scale down the Marks to 15 Marks	15	6	15	
		Test-2	Theory	25					
	<b>Total CIE Theory</b>							<b>10</b>	<b>25</b>
	Practical	Conduction of Experiments	Performance with Record & Observation Book	15	Conduction of Experiments and Preparation of Laboratory Records	15	6	25	
		CIE Practical test	Evaluation & Viva-Voce	10	One test after conduction of all Experiments	10	4		
<b>Total CIE Practical</b>							<b>10</b>	<b>25</b>	
SEE				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>18</b>	<b>50</b>	
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>	
<p>The Minimum Marks to be secured in CIE to appear for SEE shall be 10 (40% of Maximum marks – 25) in the Theory Component and 10 (40% of Maximum Marks -25) in the Practical Component. The Laboratory Component of the IPCC shall be for CIE only. However, in SEE the questions from the Laboratory Component shall be included in the respective Modules only.</p>									

#### 3 & 2 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25				

		Test-2	Theory	25	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
<b>Total CIE Theory</b>							<b>20</b>	<b>50</b>
<b>SEE</b>				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>18</b>	<b>50</b>
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>
<b>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</b>								

### 1 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
<b>CIE</b>	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25				
		Test-2	Theory	25	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
		<b>Total CIE Theory</b>						
<b>SEE</b>				<b>50</b>	MCQ type question papers of 50 Questions with each question of 1 mark, Examination duration is 1 Hour	<b>50</b>	<b>18</b>	<b>50</b>
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>
<b>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</b>								

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

	Continuous Assessment Tests	
	Test-1	Test-2
	25 Marks	25 Marks
Remember	7	3
Understand	37	34
Apply	10	10
Analyse	16	23
Evaluate	0	0
Create	0	0

### 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	50	
CO1	23	20	-	3	3	46	33
CO2	-	17	14	20	10	51	36
CO3	-	-	10	-	-	10	7.14
CO4	5	5	5	18	5	33	24
<b>Total</b>	<b>28</b>	<b>42</b>	<b>29</b>	<b>41</b>	<b>25</b>	<b>140</b>	<b>100</b>

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

Bloom's Category	SEE Marks (90% Theory+10% Practical Questions)
Remember	10
Understand	20
Apply	20
Analyse	30
Evaluate	20
Create	---



## SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1	-	3	3	-	3	-	9	0.09
CO2	7	7	-	7	-	-	21	0.21
CO3	-	-	-	10	10	-	20	0.20
CO4	-	10	10	10	10	10	50	0.50
<b>Total</b>	7	20	13	27	23	10	100	100

## Course Contents and Lecture Schedule

Module No.	Topics	No. of Lectures
1	Meaning of Entrepreneur, Evolution and Functions	1
	Types of Entrepreneurs - Intrapreneur- an emerging class	2
	Concept of Entrepreneurship -Entrepreneurial Culture	3
	Stages in entrepreneurial process.	4
	Creativity and Innovation: The role of creativity	5
	The innovation Process, Sources of New Ideas	6
	Methods of Generating Ideas, Creative Problem Solving, Entrepreneurial Process.	7
2	Importance of Business Model, Starting a small-scale industry	8
	Components of an Effective Business Model, Osterwalder Business Model Canvas.	9
	Business Planning Process: Meaning of business plan	10
	Business plan process	11
	Advantages of business planning - Final Project Report with Feasibility Study	12
	Preparing a model project report for starting a new venture.	13
	Preparing a model project report for starting a new venture.	14
	Designing a Business Model Canvas	15
Designing a Business Model Canvas	16	
3	Preparing for the new venture launch - early management decisions	17
	Managing early growth of the new venture- new venture expansion strategies and issues	18
	Getting Financing or Funding for the New Venture: Estimating the financial needs of a new venture and preparation of a financial plan	19
	Sources of Personal Financing, Preparing to Raise Debt or Equity Financing	20
	Business Angels, Venture Capital, Initial Public Offering	21
	Commercial Banks, Other Sources of Debt Financing, Leasing	22

	Start-up: Definition, Difference between Startup & Entrepreneur	23
	Startup ideas, types of startup	24
	Business Incubator, How it works and Role.	25
<b>4</b>	Role of Central Government and State Government in promoting Entrepreneurship	26
	Introduction to various incentives, subsidies and grants	27
	Subsidies and grants	28
	Export Oriented Units - Fiscal and Tax concessions available	29
	Start Up India scheme	30
	Women Entrepreneurs	31
	Reasons for low women Entrepreneurs	32
	Strategies to motivate entrepreneurship amongst women	33
	Developing Women Entrepreneurship in India	34
<b>5</b>	Process of Company Incorporation; process of registration of a private limited company, a public limited company, a partnership	35
	IPR: Patents, Copyrights, Trademark	36
	GI, Ethical and social responsibility and challenges.	37
	Family Business, Importance	38
	Types, History	39
	Responsibility & rights of Shareholders of family business	40
	Succession and Pitfalls of Family business	41
<b>6</b>	Emerging Trends: Digital Entrepreneurship, meaning, scope and opportunities	42
	Social Entrepreneur: Meaning of Social Entrepreneur, Motivation	43
	Supporting and Evaluating Social Entrepreneurship in India	44
	Rural Entrepreneur: Meaning, Potential opportunities	45
	International Entrepreneurship Opportunities: Nature	46
	Stages of Economic development	47
	Entrepreneurship entry into international business	48
	Exporting, Direct Foreign Investment	49
	Barriers to international trade.	50
	<b>Total</b>	<b>50 Hrs</b>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

Semester	:	1 <sup>st</sup>			
Course Title	:	Accounting For Managers			
Course Code	:	22MBA13			
Course Type (Theory/ Practical/ Integrated)	:	Theory & Practical			
Category	:	MBA			
Stream	:		CIE	:	50 Marks
Credits (L: T:P:PJ)	:	3:0:1:0	SEE	:	50 Marks
Total Hours	:	50 Hrs	SEE Duration	:	3 Hours

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

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

## Teaching-Learning Process

### Pedagogy (General Instructions):

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

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

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	<b>Introduction to Accounting:</b> Meaning and objectives, Need and Types of Accounting, Single Entry System, Double Entry System, Basics of Generally Accepted accounting Principles (GAAP) , IFRS, Indian Accounting Standards. Concepts and Conventions of Accounting. (Theory only)	9
Pedagogy	Interaction, PPT , Web resources, theoretical content from specified in referred books.	
2	<b>Accounting Cycle:</b> Journal, Ledgers, Trial balance, Accounting equation, Users of Accounting information, subsidiary books including cash book with two and three column cashbook only. (Theory and Problems).	9
Pedagogy	Case Study Practical Problems specified in referred books, Interaction	
3	<b>Final Accounts of companies:</b> Preparation of final accounts of companies in vertical form as per Companies Act of 2013 (Problems of Final Accounts with adjustments), Window dressing. Case Study problem on Final Accounts of Company-Appropriation accounts. (Theory and Problems).	9
Pedagogy	PPT , Web resources, Practical Problems specified in referred books, Case Study, Chalk and talk	
4	<b>Financial Statement Analysis:</b> Common Size, Trend Analysis, Comparative Analysis, Financial Ratio Analysis, Preparation of Financial Statements using Financial Ratios.	9
Pedagogy	PPT , Web resources, Practical Problems specified in referred books, Case Study	
5	<b>Bank Reconciliation Statement:</b> Meaning and reasons for differences in the balances of cash book and bank pass book. Rules for recording Receipts and Payments in cash book and bank pass book. (Theory Only) <b>Depreciation:</b> Meaning, Characteristics and causes of depreciation, Methods of Depreciation – SLM and WDV (Theory and Problems). <b>Inventory:</b> Meaning and Methods of Inventory (FIFO and LIFO) only Theory and Problems.	7
Pedagogy	PPT , Web resources, Practical Problems specified in referred books, Case Study	

6	<b>Emerging Issues in Accounting:</b> Human Resource Accounting, Forensic Accounting, Green Accounting, Sustainability Reporting, importance of Accounting Computerization- Difference Between manual Accounting and Computerization Accounting- Computerized Accounting packages. Lab compulsory for Financial Statement Analysis using Excel	7
<b>Pedagogy</b>	PPT , Web resources, Practical Lab	

### List of Experiments or Programs

Sl.No	Experiments/Programs	COs
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

### Reference Books

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

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

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

CO	Course Outcomes	RBT Level	Level Indicator
CO1	To provide an understanding of conceptual framework of accounting, reporting and financial statements.	U	L1
CO2	To prepare books of accounts and accounting records leading to final accounts and interpretation there-off.	A	L3
CO3	To analyse the accounting information and analyses of financial statements for decision making	An	L3,L4

<b>CO4</b>	To apply the concept in preparation of bank Reconciliation statements.	<b>A</b>	<b>L3</b>
<b>CO5</b>	To enable the students to evaluate emerging issues in accounting.	<b>A</b>	<b>L3,L4</b>

#### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	1				3					1	2	4	
<b>CO2</b>		2	2										
<b>CO3</b>				3							2		
<b>CO4</b>		2								3			
<b>CO5</b>		3		3									

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

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

#### Assessment Pattern (both CIE and SEE)

##### 4 Credit Course – IPCC

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
<b>CIE</b>	Theory	AAT	Pedagogical Initiatives	10	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	10	4	10
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks, scale down the Marks to 15 Marks	15	6	15
		Test-2	Theory	25				
	<b>Total CIE Theory</b>							<b>10</b>

	Practical	Conduction of Experiments	Performance with Record & Observation Book	15	Conduction of Experiments and Preparation of Laboratory Records	15	6	25
		CIE Practical test	Evaluation & Viva-Voce	10	One test after conduction of all Experiments	10	4	
<b>Total CIE Practical</b>							<b>10</b>	<b>25</b>
<b>SEE</b>				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>18</b>	<b>50</b>
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>
<p>The Minimum Marks to be secured in CIE to appear for SEE shall be 10 (40% of Maximum marks – 25) in the Theory Component and 10 (40% of Maximum Marks -25) in the Practical Component. The Laboratory Component of the IPCC shall be for CIE only. However, in SEE the questions from the Laboratory Component shall be included in the respective Modules only.</p>								

### 3 & 2 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
		Test-2	Theory	25				
<b>Total CIE Theory</b>							<b>20</b>	<b>50</b>
<b>SEE</b>				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>18</b>	<b>50</b>
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>
<p><b>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</b></p>								

### 1 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
		Test-2	Theory	25				
<b>Total CIE Theory</b>							<b>20</b>	<b>50</b>
SEE				50	MCQ type question papers of 50 Questions with each question of 1 mark, Examination duration is 1 Hour	50	18	50
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>
<p>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</p>								

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

Bloom's Category	Theory			Practical
	Continuous Assessment Tests		Alternative Assessment Tool (AAT)	Test
	Test-1	Test-2		
	25 Marks	25 Marks	10 Marks	25 Marks
Remember	13	06		
Understand	17	14		
Apply	10	20		
Analyse	30	30		
Evaluate	0	0		
Create	0	0		



### 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	10					13	9
CO2	10	7	3				17	12
CO3			17	3	13		33	24
CO4			10		17	17	44	31
CO5						20	20	14
<b>Total</b>	13	17	40	3	30	37	140	100

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

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

### SEE Course Plan

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

### Course Contents and Lecture Schedule

Module No.	Topics	No. of Lectures
1	Introduction to Accounting	1

	Meaning and objectives	2
	Book keeping and accounting	3
	Need and Types of Accounting	4
	Single Entry System, Double Entry System	5
	Basics of Generally Accepted accounting Principles (GAAP)	6
	Indian Accounting Standards and IFRS	7
	Accounting concepts.	8
	Accounting conventions (Theory)	9
<b>2</b>	<b>Accounting Cycle</b> Introduction to Accounting Equation and Problems on Accounting Equation.	10
	Problems on Accounting Equation.	11
	Introduction to Journal entries and Problems on Journals	12
	Problems on Journals	13
	Ledger accounts and posting the entries.	14
	Trail Balance Problems	15
	Users of Accounting Information.	16
	Introduction to subsidiary books including cash book with two and three column cashbook.	17
	Problems on three column cashbook.	18
<b>3</b>	<b>Final Accounts of companies:</b> Preparation of final accounts of companies in vertical form as per Companies Act of 2013	19
	(Problems of Final Accounts with adjustments), Window dressing.	20
	Case Study problem on Final Accounts of Company-Appropriation accounts.	21
	Case Study problem on Final Accounts of Company-Appropriation accounts.	22
	Case Study problem on Final Accounts of Company-Appropriation accounts.	23
	Case Study problem on Final Accounts of Company-Appropriation accounts.	24
	Case Study problem on Final Accounts of Company-Appropriation accounts.	25
	Case Study problem on Final Accounts of Company-Appropriation accounts.	26
	Case Study problem on Final Accounts of Company-Appropriation accounts.	27
<b>4</b>	<b>Analysis of Financial Statements:</b> Meaning and Purpose of Financial Statement Analysis	28
	Problems on Comparative Balance Sheet	29
	Problems on Common Size Balance Sheet	30
	Problems on Trend Analysis	31
	Problems on Ratio Analysis (Fundamental Ratios- Liquidity, Solvency, Profitability)	32
	Problems on Ratio Analysis in Preparation of Balance Sheet	33
	Problems on Ratio Analysis	34
	Problems on Ratio Analysis	35
	Problems on Ratio Analysis	36
<b>5</b>	<b>Bank Reconciliation statement</b>	37
	Rules for recording Receipts and Payments in cash book and bank pass book	38
	Reasons for differences in the balances of cash book and bank pass book.	39
	Meaning and Preparation of Bank reconciliation statement (theory Only)	40
	<b>Depreciation:</b> Meaning	41
	characteristics and causes of depreciation	42
	Types of Depreciation	43

<b>6</b>	<b>Emerging Issues in Accounting:</b> Human Resource Accounting,	<b>44</b>
	Forensic Accounting	<b>45</b>
	Green Accounting	<b>46</b>
	Sustainability Reporting	<b>47</b>
	importance of Accounting Computerization-	<b>48</b>
	Difference Between manual Accounting and Computerization Accounting	<b>49</b>
	Computerized Accounting packages	<b>50</b>
<b>Total</b>		<b>Hrs</b>



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>1<sup>st</sup></b>		
<b>Course Title</b>	:	<b>STATISTICS FOR MANAGERS</b>		
<b>Course Code</b>	:	<b>23MBA14</b>		
<b>Course Type (Theory/ Practical/ Integrated)</b>	:	<b>Theory/Practical</b>		
<b>Category</b>	:	<b>PCC</b>		
<b>Stream</b>	:	<b>MBA</b>	<b>CIE</b>	<b>50 Marks</b>
<b>Credits (L: T:P:PJ)</b>	:	<b>04</b>	<b>SEE</b>	<b>50 Marks</b>
<b>Total Hours</b>	:	<b>50 Hrs</b>	<b>SEE Duration</b>	<b>3 Hours</b>

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

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

## Teaching-Learning Process

### Pedagogy (General Instructions):

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

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



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	<b>Introduction to Statistics:</b> Meaning and Definition, Importance, Types, Measures of Central Tendency -Arithmetic mean, Geometric mean, Harmonic mean, Median, Quartiles, Deciles, Percentiles, Mode. Measures of Dispersion -Range, Quartile deviation, Mean deviation, Standard deviation, Variance, Coefficient of Variation. (Theory and Problem).	8
<b>Pedagogy</b>	Problem Analysis of Central Tendency, Web resources, Practical Problems from recommended books, Case Study	
2	<b>Correlation and Regression:</b> Correlation - Significance, Types, and Methods, Scatter diagram, Karl Pearson correlation, Spearman's Rank correlation, Regression, Significance, Linear Regression Analysis, Types of regression models, Lines of Regression. (Theory and Problem).	7
<b>Pedagogy</b>	Practical Problems from recommended books, Case Study	
3	<b>Probability Distribution:</b> Concept of probability, Counting rules for determining number of outcomes - Permutation and Combination, Rules of probability- Addition and Multiplication, Baye's Theorem. Concept of Probability Distribution, Theoretical Probability Distributions - Binomial, Poisson, Normal (Problems only on Binomial, Poisson and Normal). (Theory and Problem).	9
<b>Pedagogy</b>	Demonstration on the usage of Probability Distribution, Web resources, Practical Problems from recommended books, Case Study	
4	<b>Time Series Analysis:</b> Objectives, Variations in Time Series. Measurement of Trend, Graphic Method, Moving Average Method, Semi-Average Method, Least Square Method. Measurement of Seasonal Variations- Method of Simple Averages, Ratio to Trend Method- Ratio to Moving Average Method, Link Relative Method. (Theory and Problem). <i>INSEAD B School</i>	8
<b>Pedagogy</b>	Web resources, Practical Problems from recommended books, Case Study	
5	<b>Hypotheses Testing:</b> Definition, Types, Procedure for testing, Errors in hypotheses testing. Parametric and Non-Parametric Tests -t-test, z-test, f-test, Chi-square test, u-test, K-W Test (problems on all tests). Analysis of Variance (theory only).	8
<b>Pedagogy</b>	Hypothesis Testing using Excel, Web resources, Practical Problems from recommended books, Case Study	
6	<b>Computer and Computing:</b> SPSS- Overview of SPSS, Creating, saving and editing files, Importing files from other formats. Transforming Variables - Compute, Multiple responses. Organization and Presentation of Information. <b>Introduction to Business Analytics:</b> Data Science and Decision making, application of BA & Data Science, Basics of Python	9
<b>Pedagogy</b>	Hypothesis Testing using SPSS, Web resources, Practical Problems from recommended books, Case Study	

### List of Experiments or Programs

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

### Reference Books

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

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

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

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

### Mapping of Course Outcomes to Program Outcomes:

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

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

#### Assessment Pattern (both CIE and SEE)

4 Credit Course – IPCC									
Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total	
CIE	Theory	AAT	Pedagogical Initiatives	10	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	10	4	10	
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks, scale down the Marks to 15 Marks	15	6	15	
		Test-2	Theory	25					
	<b>Total CIE Theory</b>							<b>10</b>	<b>25</b>
	Lab	Conduction of Experiments	Performance with Record & Observation Book	15	Conduction of Experiments and Preparation of Laboratory Records	15	6	25	
		CIE Practical test	Evaluation & Viva-Voce	10	One test after conduction of all Experiments	10	4		
<b>Total CIE Practical</b>							<b>10</b>	<b>25</b>	
SEE				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>20</b>	<b>50</b>	
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>	
<p><b>The Minimum Marks to be secured in CIE to appear for SEE shall be 10 (40% of Maximum marks – 25) in the Theory Component and 10 (40% of Maximum Marks -25) in the Practical Component. The Laboratory Component of the IPCC shall be for CIE only. However, in SEE the questions from the Laboratory Component shall be included in the respective Modules only.</b></p>									

### 3 & 2 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
		Test-2	Theory	25				
		<b>Total CIE Theory</b>						
SEE				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>20</b>	<b>50</b>
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>

**Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.**

### 1 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
		Test-2	Theory	25				
		<b>Total CIE Theory</b>						
SEE				<b>50</b>	MCQ type question papers of 50 Questions with each question of 1 mark, Examination duration is 1 Hour	<b>50</b>	<b>18</b>	<b>50</b>



<b>CIE+SEE</b>	<b>40</b>	<b>100</b>
<b>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</b>		

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

<b>Bloom's Category</b>	<b>Theory</b>	
	<b>Continuous Assessment Tests</b>	
	<b>Test-1</b>	<b>Test-2</b>
	<b>25 Marks</b>	<b>25 Marks</b>
<b>Remember</b>	16	23
<b>Understand</b>	34	10
<b>Apply</b>	20	27
<b>Analyse</b>	00	10
<b>Evaluate</b>	-	-
<b>Create</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>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>	3	7		3	10	3	26	0.185
<b>CO2</b>	10	10		10	10		40	0.285
<b>CO3</b>	10			10		7	27	0.192
<b>CO4</b>			3	10	17		30	0.214
<b>CO5</b>		10			7		17	0.121
<b>Total</b>							140	

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

<b>Bloom's Category</b>	<b>SEE Marks (90% Theory+10% Practical Questions)</b>
<b>Remember</b>	10
<b>Understand</b>	20
<b>Apply</b>	20
<b>Analyse</b>	30
<b>Evaluate</b>	20
<b>Create</b>	---

## SEE Course Plan

CO's	Marks Distribution						Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5	Module-6		
CO1		3	7				10	0.10
CO2	7	7		7	3		24	0.24
CO3				10	10		20	0.20
CO4		10	10		7		27	0.27
CO5	3	3		10			16	0.16
<b>Total</b>							100	

## Course Contents and Lecture Schedule

Module No.	Topics	No. of Lectures
1	<b>Introduction to Statistics:</b> Meaning and Definition	1
	Importance, Types, Measures of Central Tendency	2
	Arithmetic mean, Geometric mean, Harmonic mean	3
	Median, Quartiles, Deciles, Percentiles, Mode	4
	Measures of Dispersion -Range	5
	Quartile deviation, Mean deviation, Standard deviation	6
	Standard deviation, Variance	7
	Coefficient of Variation. (Theory and Problem).	8
2	<b>Correlation and Regression</b>	9
	Significance, Types, and Methods	10
	Scatter diagram, Karl Pearson correlation	11
	Spearman's Rank correlation, Regression	12
	Significance, Linear Regression Analysis	13
	Types of regression models	14
	Lines of Regression. (Theory and Problem).	15
3	Probability Distribution	16
	Concept of probability, Counting rules for determining number of outcomes	17
	Permutation and Combination	18
	Rules of probability- Addition and Multiplication	19
	Baye's Theorem. Concept of Probability Distribution	20
	Theoretical Probability Distributions	21
	Binomial, Poisson	22
	Normal (Problems only on Binomial, Poisson and Normal).	23
Normal (Problems only on Binomial, Poisson and Normal).	24	
4	<b>Time Series Analysis</b>	25
	Variations in Time Series	26
	Measurement of Trend, Graphic Method	27
	Moving Average Method, Semi-Average Method	28
	Least Square Method. Measurement of Seasonal Variations	29
	Method of Simple Averages	30
	Method, Least Square Method. Measurement of Seasonal Variations- Method of Simple Averages, Ratio to Trend Method-Ratio to Moving Average Method	31
Link Relative Method.	32	
5	<b>Hypotheses Testing</b>	33

	Definition, Types, Procedure for testing	34
	Errors in hypotheses testing	35
	Parametric and Non-Parametric Tests	36
	t-test, z-test, f-test, Chi-square test	37
	u-test, K-W Test	38
	Problems on all tests	39
	Analysis of Variance	40
	<b>Computer lab for Statistics</b>	41
	SPSS: Overview of SPSS, Creating, saving and editing files	42
	Importing files from other formats	43
	Transforming Variables - Compute, Multiple responses. Organization and Presentation of Information	44
6	Measures of Central Tendency and Variability, Frequency Distributions.	45
	Charts and Graphs, Hypotheses testing using means and cross-tabulation	46
	Paired t, Independent sample t, Chi- square	47
	Correlation, Regression Analysis, Linear, Logistic	48
	Analysis of Variance	49
	One Way ANOVA, ANOVA in regression	50
	<b>Total</b>	<b>Hrs</b>



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

<b>Semester</b>	:	<b>1<sup>st</sup></b>			
<b>Course Title</b>	:	<b>MARKETING MANAGEMENT</b>			
<b>Course Code</b>	:	<b>23MBA15</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>Credits(L: T:P:PJ)</b>	:	<b>3:0:1:0</b>	<b>SEE</b>	:	<b>50 Marks</b>
<b>Total Hours</b>	:	<b>Hrs</b>	<b>SEE Duration</b>	:	<b>3 Hours</b>

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

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

**Teaching-Learning Process**

**Pedagogy (General Instructions):**

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

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



DSATM

**Scheme of Teaching and Examinations 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>	<b>Introduction to Marketing</b> Importance of marketing, Definitions of market and marketing, Types of Needs, Elements of Marketing Concept, Functions of Marketing, evolution of marketing, Marketing V/s Selling, Customer Value and Satisfaction, 4P's of Marketing, Marketing Environment, Techniques used in environment analysis, Characteristics (Micro and Macro), Marketing to the 21 <sup>st</sup> century customer.	7 hours
<b>Pedagogy</b>	Group challenges – Collaborative Learning strategy where one or more team members are charged with developing a challenging question that the team must answer.	
<b>2</b>	<b>Analysing Consumer Behaviour</b> Meaning and Characteristics, Importance of consumer behaviour, Factors influencing Consumer Behaviour, Consumer characteristics influencing buying behaviour personal factors and cultural factors. Consumer Buying Decision Process. The black box model of consumer behaviour, Psychological factors consumer.	9 hours
<b>Pedagogy</b>	How to Position a New Product – Constructive method, student recommend the best way to position the new product in the marketplace (given the five choices).	
<b>3</b>	<b>Product management and Pricing</b> Importance and primary objective of product management, product levels, product hierarchy, Classification of products, product mix, and product mix strategies, Managing Product Life Cycle. New Product Development, Role of labelling in packing. Concept of Branding, Brand Equity, branding strategies, selecting logo, brand extension- effects. Introducing to pricing, Significance of pricing, factor influencing pricing (Internal factor and External factor), objectives, Pricing Strategies-Value based, Cost based, Pricing Procedure.	9 hours
<b>Pedagogy</b>	Pizza Store Design Game – Integrated learning marketing game that requires students working in teams to design their own pizza store and compete with other student groups.	
<b>4</b>	<b>Distribution and Promotion</b> Roles and purpose of Marketing Channels, Factors Affecting Channel Choice, Channel Design, Channel Management Decision, Designing a physical Distribution System. Promotions- Marketing communications- Integrated Marketing Communications (IMC)-communication objectives, steps in developing effective communication.	9 hours

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

### List of Experiments or Programs

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

### Reference Books

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

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

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

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

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

Weblinks and Video Lectures (e-Resources)	
1	<a href="https://youtu.be/5fdx5Laavkc">https://youtu.be/5fdx5Laavkc</a>
2	<a href="https://youtu.be/Ule8n6GgE1g">https://youtu.be/Ule8n6GgE1g</a>
3	<a href="https://youtu.be/ob5KWs3I3aY?t=131">https://youtu.be/ob5KWs3I3aY?t=131</a>
4	<a href="https://youtu.be/U1VWUHLhmdk">https://youtu.be/U1VWUHLhmdk</a>
5	<a href="https://youtu.be/iWuYUhSHXHg">https://youtu.be/iWuYUhSHXHg</a>

### Assessment Pattern (both CIE and SEE)

#### 4 Credit Course – IPCC

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total	
CIE	Theory	AAT	Pedagogical Initiatives	10	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	10	4	10	
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks, scale down the Marks to 15 Marks	15	6	15	
		Test-2	Theory	25					
	<b>Total CIE Theory</b>							<b>10</b>	<b>25</b>
	Practical	Conduction of Experiments	Performance with Record & Observation Book	15	Conduction of Experiments and Preparation of Laboratory Records	15	6	25	
		CIE Practical test	Evaluation & Viva-Voce	10	One test after conduction of all Experiments	10	4		
<b>Total CIE Practical</b>							<b>10</b>	<b>25</b>	
SEE				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>18</b>	<b>50</b>	
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>	
<p>The Minimum Marks to be secured in CIE to appear for SEE shall be 10 (40% of Maximum marks – 25) in the Theory Component and 10 (40% of Maximum Marks -25) in the Practical Component. The Laboratory Component of the IPCC shall be for CIE only. However, in SEE the questions from the Laboratory Component shall be included in the respective Modules only.</p>									

#### 3 & 2 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25				



		Test-2	Theory	25	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
<b>Total CIE Theory</b>							<b>20</b>	<b>50</b>
<b>SEE</b>				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>18</b>	<b>50</b>
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>
<b>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</b>								

### 1 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
<b>CIE</b>	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25		Average of two Internal Assessment Tests each of 25 Marks	25	10
		Test-2	Theory	25				
		<b>Total CIE Theory</b>						
<b>SEE</b>				<b>50</b>	MCQ type question papers of 50 Questions with each question of 1 mark, Examination duration is 1 Hour	<b>50</b>	<b>18</b>	<b>50</b>
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>
<b>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</b>								

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

Bloom's Category	Theory	
	Continuous Assessment Tests	
	Test-1	Test-2
	25 Marks	25 Marks
Remember	9	9
Understand	14	21
Apply	32	15
Analyse	15	25
Evaluate	-	-
Create	-	-

### 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	5	7	10	5	44	31.4
CO4	5	10				10	25	17.8
CO5			10	10	5		25	17.8
<b>Total</b>	<b>22</b>	<b>30</b>	<b>18</b>	<b>23</b>	<b>25</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	12
Understand	18
Apply	30
Analyse	40
Evaluate	-
Create	-

## SEE Course Plan

CO's	Marks Distribution					Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5		
CO1	3	3		3	3	12	12%
CO2	7	3	7			17	17%
CO3		7	7	7	10	31	31%
CO4	10		10	10	10	40	40%
<b>Total</b>	<b>20</b>	<b>13</b>	<b>24</b>	<b>20</b>	<b>23</b>	<b>100</b>	<b>100%</b>

## Course Contents and Lecture Schedule

Module No.	Topics	No. of Lectures
1	Introduction to Marketing Management , Definitions	1
	Marketing Management concepts	2
	Marketing Concept, Service, Production, Selling, Product, Marketing.	3
	Modern Marketing, Internal communication	4
	Factors influencing marketing concept	5
	Nature of marketing, legal process of ownership transfer	6
	Scope of Marketing, marketers are involved in ten entities	7
	Marketers and prospects	8
	Latent demand, Declining demand, Nonexistent demand, Negative demand	9
2	Nature of Marketing, Human activity consumer oriented, exchange process	10
	Evolution of marketing- production era, sales orientation, marketing orientation	11
	Functions of marketing, market planning, exchange function	12
	Product design and development, product distribution, standardization and trading	13
	Difference between marketing and selling	14
	Marketing environment analysis	15
	Meaning and characteristics of consumer behaviour	16
	Factors / Difference between consumer and customer	17
3	Importance and primary objective of product management, product levels, product hierarchy	18
	Classification of products, product mix, product mix strategies	19
	Managing Product Life Cycle. New Product Development	20
	Packing as a marketing tool, Role of Labelling in packing.	21
	Concept of Branding, Brand Equity, branding strategies. Selecting logo, brand Extension- effects.	22
	Introducing to pricing, Significance of pricing	23
	Pricing Strategies-Value based ,Cost based, Market based	24
	Competitor based, Pricing Procedure	25
4	Roles and purpose of Marketing Channels, Factors Affecting Channel Choice, Channel Design.	26
	Channel Management Decision, Channel Conflict.	27
	Designing a physical ,Distribution System	28
	Promotions- Marketing communications- Integrated Marketing Communications (IMC)-communication objectives, steps in developing effective communication	29
	Advertising: Advertising Objectives	30
		31

	Advertising Budget, Advertising Copy AIDA model, Traditional Vs Modern Media	32
	Push-pull strategies of promotion	33
5	Concept of Market Segmentation, Benefits	34
	Requisites of Effective Segmentation, Bases for Segmenting Consumer Markets.	35
	Market Segmentation Strategies.	36
	Types of Segmentation. Targeting - Bases for identifying	37
	Target Customer, target Marketing strategies,	38
	Positioning - Meaning, Tasks involved in Positioning.	39
	Monitoring brands, Performance and positioning.	40
	Product Differentiation Strategies.	41
	Market segmentation, Targeting and Brand Positioning	42
	6	Digital and social media Marketing
Marketing Planning, Concepts of B2B marketing		44
Green Marketing, Event Marketing		45
Marketing Audit, Sponsorship, Cause Related Marketing		46
Marketing for Non-Profit Organizations		47
Relationship marketing, personalization		48
social media, artificial intelligence (AI) and virtual reality (VR)		49
Video Marketing, Influencer Marketing		50
	Total	50 Hrs



# Dayananda Sagar Academy of Technology & Management

(Autonomous Institute under VTU)

<b>Semester</b>	:	<b>1<sup>st</sup></b>		
<b>Course Title</b>	:	<b>BUSINESS COMMUNICATION</b>		
<b>Course Code</b>	:	<b>22MBA16</b>		
<b>Course Type (Theory/Practical/Integrated)</b>	:	<b>Theory &amp; Practical</b>		
<b>Stream</b>	:	<b>MBA</b>		
<b>Teaching Hours/Week</b>		<b>4</b>	<b>SEE</b>	<b>50 Marks</b>
<b>Total Hours</b>		<b>50 Hrs</b>	<b>SEE Duration</b>	<b>3 Hours</b>
<b>Stream</b>		<b>MBA</b>	<b>CIE</b>	<b>50 Marks</b>

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

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

### Teaching-Learning Process

#### Pedagogy (General Instructions):

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

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



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>	<b>Introduction:</b> Meaning & Definition, Role, Classification, Purpose of communication, Communication Process, Dimensions of Communication, Characteristics of successful communication, Importance of communication in management, Communication structure in organization, Communication in conflict resolution, Communication in crisis. Communication and negotiation, Communication in across-cultural setting, Barriers to communication	<b>7</b>
<b>Pedagogy</b>	Case studies PPTs Role Plays Communication Scenarios, Business Etiquettes, Table top Speaking Topics, Negotiation scenarios.	
<b>2</b>	<b>Oral Communication:</b> Meaning, Principles of successful oral communication, Barriers to oral communication, Conversation control, Reflection and Empathy: two sides of effective oral communication. Modes of Oral Communication, Effectiveness of oral communication. The Fine Art of Small Talk: How To Start a Conversation, Keep It Going, Build Networking Skills — and Leave a Positive Impression!  Listening as a Communication Skill: Approaches to listening, how to be a better listener, Process of listening, Non-verbal communication: Meaning, classification.. Gestures & Postures, Non Verbal Clues	<b>9</b>
<b>Pedagogy</b>	Case studies PPTs Role Plays Communication Scenarios, Business Etiquettes, Tabletop Speaking Topics, Negotiation scenarios.	
<b>3</b>	<b>Effective Business Writing:</b> Purpose of writing, Clarity in writing, Principles of effective writing, Approach in the writing process systematically. The 3X3 writing process for business communication Prewriting, Writing, Revising. Audience analysis, Writing Positive, Neutral, Persuasive and Bad-news Messages.  Types of Written Communication In Business: Business Letters: Introduction To Business Letters, Types of Business Letters, Writing Routine And Persuasive Letters, Positive And Negative Messages Writing, Employee Reviews, Recommendation Letters, Thank You Letters.	<b>9</b>
<b>Pedagogy</b>	Case studies PPTs Role Plays Communication Scenarios, Business Etiquettes, Tabletop Speaking Topics ,Negotiation scenarios.. Impromptu Presentations, Mock Interviews, TEDX videos, Webcasts and Podcasts	
<b>4</b>	<b>Business Report Writing:</b> Purpose, Kinds and Objectives of reports, Organization & Preparing reports, short and long reports Writing Proposals: Structure & preparation, Writing memos, Media Management: The press release, Press conference, Media interviews.	<b>9</b>

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

#### List of Experiments or Programs

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

#### Reference Books

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

1	Business Communication: Concepts, Cases and Applications-ChaturvediP.D,&MukeshChaturvedi,4/e, Pearson Education, 2020.
2	Communicating in Business: Ober and Newman,Cengagelearning,8thEdition,2018

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

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

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

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

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

Weblinks and Video Lectures (e-Resources)	
1	<a href="https://www.youtube.com/watch?v=yml9dx9nUco">https://www.youtube.com/watch?v=yml9dx9nUco</a>
2	<a href="https://www.edx.org/learn/business-communications">https://www.edx.org/learn/business-communications</a>
3	<a href="https://onlinecourses.swayam2.ac.in/imb19_mg14/preview">https://onlinecourses.swayam2.ac.in/imb19_mg14/preview</a>
4	<a href="https://www.careers360.com/courses-certifications/swayam-communication-courses-brp-org">https://www.careers360.com/courses-certifications/swayam-communication-courses-brp-org</a>
5	<a href="https://dcomm.org/wp-content/uploads/2019/05/Business-Communication-PDFDrive.com-.pdf">https://dcomm.org/wp-content/uploads/2019/05/Business-Communication-PDFDrive.com-.pdf</a>
6	<a href="http://www.mim.ac.mw/books/Business%20Communication.pdf">http://www.mim.ac.mw/books/Business%20Communication.pdf</a>
7	<a href="https://www.researchgate.net/publication/347508593_A_Practical_Book_of_Business_Communication_A_Practical_Book_of_Business_Communication_Published_by">https://www.researchgate.net/publication/347508593_A_Practical_Book_of_Business_Communication_A_Practical_Book_of_Business_Communication_Published_by</a>
8	<a href="https://2012books.lardbucket.org/pdfs/communication-for-business-success-canadian-edition.pdf">https://2012books.lardbucket.org/pdfs/communication-for-business-success-canadian-edition.pdf</a>



9	<a href="https://sagepub.libguides.com/c.php?g=964634&amp;p=6968892">https://sagepub.libguides.com/c.php?g=964634&amp;p=6968892</a>
10	<a href="https://nptel.ac.in/courses/110105052">https://nptel.ac.in/courses/110105052</a>
11	<a href="https://www.caclubindia.com/coaching/cseet-business-communication-ca-agrika-khatri-online-classes-3476.asp">https://www.caclubindia.com/coaching/cseet-business-communication-ca-agrika-khatri-online-classes-3476.asp</a>

#### Assessment Pattern (both CIE and SEE)

4 Credit Course – IPCC									
Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total	
CIE	Theory	AAT	Pedagogical Initiatives	10	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	10	4	10	
		Test-1	Theory	25	Average of two Internal Assessment Tests each of 25 Marks, scale down the Marks to 15 Marks	15	6	15	
		Test-2	Theory	25					
	<b>Total CIE Theory</b>							<b>10</b>	<b>25</b>
	Lab	Conduction of Experiments	Performance with Record & Observation Book	15	Conduction of Experiments and Preparation of Laboratory Records	15	6	25	
		CIE Practical test	Evaluation & Viva-Voce	10	One test after conduction of all Experiments	10	4		
<b>Total CIE Practical</b>							<b>10</b>	<b>25</b>	
SEE				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>18</b>	<b>50</b>	
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>	
<p><b>The Minimum Marks to be secured in CIE to appear for SEE shall be 10 (40% of Maximum marks – 25) in the Theory Component and 10 (40% of Maximum Marks -25) in the Practical Component. The Laboratory Component of the IPCC shall be for CIE only. However, in SEE the questions from the Laboratory Component shall be included in the respective Modules only.</b></p>									

#### 3 & 2 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25				
		Test-2	Theory	25	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
		<b>Total CIE Theory</b>						
SEE				<b>100</b>	SEE Exam is Theory Exam, conducted for 100 Marks, scored marks are scaled down to 50 marks	<b>50</b>	<b>20</b>	<b>50</b>
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>
<p><b>Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.</b></p>								

### 1 Credit Course

Assessment Method	Component	Type of Assessment	Assessment Type used	Max. Marks	Evaluation Details	Reduced Marks	Min. Marks	Total
CIE	Theory	AAT	Pedagogical Initiatives	25	Any two assessment Methods as per VTU Clause 22OB4.2 of regulations (If assessment is Project Based Learning, then one assessment method may be adopted).	25	10	25
		Test-1	Theory	25				
		Test-2	Theory	25	Average of two Internal Assessment Tests each of 25 Marks	25	10	25
		<b>Total CIE Theory</b>						
SEE				<b>50</b>	MCQ type question papers of 50 Questions with each question of 1 mark, Examination duration is 1 Hour	<b>50</b>	<b>18</b>	<b>50</b>
<b>CIE+SEE</b>							<b>40</b>	<b>100</b>

**Note: A few of the Courses of 3 Credit are Integrated Course Type, for such courses the method suggested for 4 Credit IPCC shall be followed.**

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

Bloom's Category	Theory	
	Continuous Assessment Tests	
	Test-1	Test-2
	25 Marks	25 Marks
Remember	16	23
Understand	34	10
Apply	20	27
Analyse	00	10
Evaluate	-	-
Create	-	-

**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	7	3		10	30	0.21
CO2	10	20		7	10		37	0.26
CO3	10			10		20	40	0.28
CO4			3	10	10		23	0.16
<b>Total</b>						10	10	0.07

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

Bloom's Category	SEE Marks (90% Theory+10% Practical Questions)
Remember	10
Understand	20
Apply	20
Analyse	30
Evaluate	20
Create	---

## SEE Course Plan

CO's	Marks Distribution					Total Marks	Weightage
	Module-1	Module-2	Module-3	Module-4	Module-5		
CO1		3	3		3	9	0.428
CO2	7	7		7		21	0.21
CO3				10	10	20	0.20
CO4		10	10		10	30	0.30
CO5				10		20	0.2
<b>Total</b>						100	

## Course Contents and Lecture Schedule

Module No.	Topics	No. of Lectures
1	<b>Introduction:</b> Meaning & Definition, Role,	1
	Classification, Purpose of communication, Communication Process,	2
	Dimensions of Communication, Characteristics of successful communication,	3
	Importance of communication in management, Communication structure in organization	4
	Communication in conflict resolution, Communication in crisis	5
	Communication and negotiation,	6
	Communication in across-cultural setting, Barriers to communication	7
2	<b>Oral Communication:</b> Meaning,	8
	Principles of successful oral communication, Barriers to oral communication,	9
	Conversation control, Reflection and Empathy: two sides of effective oral communication. Modes of Oral Communication,	10
	Effectiveness of oral communication. The Fine Art of Small Talk: How To Start a Conversation	11
	Keep It Going, Build Networking Skills — and Leave a Positive Impression!	12
	Listening as a Communication Skill: Approaches to listening, how to be a better listener, Process of listening,	13
	Nonverbal communication: Meaning, classification	14
	Gestures & Postures	15
	Non Verbal Clues	16
3	<b>Effective Business Writing:</b> Purpose of writing,	17
	Clarity in writing, Principles of effective writing,	18
	Approaching the writing process systematically: The 3X3 writing process for business communication	19
	Prewriting, Writing, Revising. Audience analysis,	20
	Writing Positive, Neutral, Persuasive and Bad-news Messages.	21
	Types of Written Communication In Business: Business Letters: Introduction To Business Letters,	22

	Types of Business Letters, Writing Routine And Persuasive Letters,	23
	Positive And Negative Messages Writing, Employee Reviews,	24
	Recommendation Letters, Thank You Letters.	25
4	<b>Business Report Writing:</b> Purpose, Kinds and Objectives of reports,	26
	Organization & Preparing reports, short and long reports	27
	Writing Proposals: Structure & preparation,	28
	Writing memos,	29
	Media Management: The press release, Press conference, Media interviews.	30
	Group Communication: Meetings, Planning meetings, objectives , participants , timing , venue of meetings,	31
	<b>Meeting Documentation:</b> Notice, Agenda and Resolution & Minutes.	32
	Business Meetings Sample Agenda and Minutes	33
	Business Proposals	34
5	<b>Case method of learning:</b> Understanding the case method of learning , different types of cases ,overcoming the difficulties of the case method ,	35
	reading a case properly , case analysis approaches ,analyzingthe case , dos and don'ts for case preparation.	36
	<b>Employment Communication:</b> Introduction, Writing CVs,Group discussion, Interview skills	37
	<b>Technological Advancement a n d Business Communication</b> ,Digital Body Language: How to Build Trust and Connection,	38
	Technology-enabled Communication-Communication networks, Intranet, Internet,	39
	E-Mails, N e t i q u e t t e s , SMS, Tele conferencing, Video conferencing	40
	Mock Group Discussions	41
	Mock Interviews	42
6	<b>Developing Business Presentation and Public Speaking Skills</b>	43
	What is a presentation,	44
	Elements of presentation, Designing & Delivering Business Presentations,	45
	Advanced Visual Support for managers.	46
	Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking	47
	<b>Negotiation skills:</b> Definition of negotiation, Nature and need for negotiation,	48
	Factors affecting negotiation, Stages of negotiation process, Negotiation strategies.	49
<b>Corporate Etiquette:</b> Meaning, types and advantages of Etiquette	50	
	<b>Total</b>	<b>50 Hrs</b>