

# MBA

**1<sup>st</sup>/ 2<sup>nd</sup> Semester Scheme & Syllabus  
(Effective from the academic year 2024-25)**

# BALLARI INSTITUTE OF TECHNOLOGY & MANAGEMENT

Autonomous Institute under VTU, Belagavi (Recognized by Govt. of Karnataka & AICTE, New Delhi)

## Scheme of Teaching and Examinations: 2024-25 MASTER OF BUSINESS ADMINISTRATION (MBA) Choice Based Credit System (CBCS) and Outcome Based Education(OBE)

I Semester										
SL	Course	Course Code	Course Title	Teaching Hours /Week		Examination				Credits
				Theory	Practical Component	Duration in hours	CIE Marks	SEE Marks	Total Marks	
1	PCC	MBA101	Management of Organizational Behaviour	4	0	3	50	50	100	4
2	PCC	MBA102	Accounting for Managers	4	0	3	50	50	100	4
3	PCC	MBA103	Economics for Decision Making	4	0	3	50	50	100	4
4	PCC	MBA104	Business Statistics	4	0	3	50	50	100	4
5	PCC	MBA105	Marketing Management	4	0	3	50	50	100	4
6	PCC	MBA106	Business English	4	0	3	50	50	100	4
<b>TOTAL</b>				<b>24</b>	<b>00</b>	<b>18</b>	<b>300</b>	<b>300</b>	<b>600</b>	<b>24</b>

**Note:** PCC: Professional Core Course, Practical /Field Work / Assignment are part of contact hours for the faculty and must be considered in the workload. Four credit courses are designed for 50 hours Teaching – Learning process.

Societal project shall be Mandatory course, the students should identify and study problems faced by the society. The students must submit a report to the respective guides. This shall be an audit course on lines of ability enhancement courses and shall be undertaken after the first semester and before commencement of the second semester.

**Note:**

1. Each Course has a theory component of 04 hrs (04 credits). Practical and real life corporate results/events, cases and occurrences must be used to demonstrate the concepts in the classroom. The Time-Table allotment for each course should be 04 hrs. Practical component must be embedded in the theory classes and it is mandatory to maintain a record of all tools and cases used in teaching –learning process.

2. 20% of marks should be allocated for application oriented questions in the SEE Question Paper, based on practical component.

3. Each course content has indicative case studies which can be dealt in the class by the course instructor. In addition to this the course instructor may use an extra case from Harvard, Sage business cases/Case Centre.

4. One Industrial Visit per Semester is Mandatory. The Department shall insist on report submission by each student and shall maintain this as a documentary proof preferably with Geo-tagged photos. The format of the report shall be prescribed by the department.

5. The Students and course instructor/s should involve either individually or in groups to interact together to enhance the learning and application skills.

**6. Practical component**

Students should interact with industry after regular contact hours (small, medium and large) to understand their problems and study in the form of research/testing/projects and for creative and innovative methods for guidance and to solve the identified problem.

**7. The students shall**

(a) Gain confidence in modeling of management systems.

(b) Work on different software/s (tools) to Simulate, analyze and authenticate the output to interpret and conclude.

(c) Involve in case studies and field visits/ field work.

(d) Accustom with the use of standards/codes etc., to narrow the gap between academia and industry.

All activities should lead to enhancement of students' abilities/skills for employment and/or self-employment opportunity, management skills, statistical analysis, fiscal expertise, etc.

8. Societal Project (one week) is mandatory for all the students and this has to be carried out after the first semester during vacation and the report should be submitted by the students should be assessed internally during the second semester and it is a non credit but mandatory course.

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## Semester: I

### Course Title: MANAGEMENT & ORGANISATIONAL BEHAVIOUR

Course Code	MBA101	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

#### Course Learning Objectives:

The student will be able to

1. Understand and analyze Management and Organizational Behavior theories and models.
2. Classify and differentiate between the best methods to solve the problems.
3. Compare the appropriate framework for solving the problems at the workplace.
4. Apply Management and OB concepts to real-world business scenarios.
5. Assess the cultural impact and manage employee wellbeing and stress.

#### Module-1 (9 Hours)

**Introduction:** Meaning, Objectives, Differences between Administration and Management, Levels of Management, Kinds of Managers, Difference between Manager & Leader, Managerial roles, Historical evolution of Management thought, Contemporary issues in Management – sustainability, diversity, equity & inclusion in the workplace.

#### Module-2 (9 Hours)

**Planning:** Planning Importance, Process, Benefits of Planning, Types of Plans, Planning tools and techniques. Organising–Meaning, Types of Organisation structures, Traditional structures, Directions in organisation structures. Leading – Meaning, Nature, Traits and Behaviour, Contingency approaches to Leadership, Transformational leadership. Controlling – Meaning, Importance, Steps in the Control Process, Types of Control.

#### Module-3 (9 Hours)

**Organisational Behaviour:** Introduction, Meaning, History of Organisational Behaviour, Organisational effectiveness, Organisational learning process, Stakeholders, OB in a global context.

#### Module-4 (9 Hours)

**Introduction to Behaviour Models:** MARS Model of individual behaviour and performance, Types of Individual behaviour, Personality in Organisation, Values in the workplace, Types of values, Perception–Meaning, Model of Perceptual process. Emotions in the workplace, Types of emotions, Circumplex Model of Emotion, Attitudes and Behaviour, Work-related stress and its management. Motivation– Meaning, Maslow’s Hierarchy of Needs, Four Drive Theory of Motivation.

#### Module-5 (8 Hours)

**Teams:** Meaning of Teams, Effectiveness of Teams, Advantages of Teams, Model & Stages of Team Development & Its Effectiveness. Power & Politics: Meaning, Sources, Contingencies of Power, Consequences of Power, Politics in organisation. Conflict and Negotiation in the workplace: Constructive & Relationship conflict, Conflict Process Model, Structural Sources of Conflict Management & Crisis Management & Self Management, Resolving conflict through negotiation and Third-Party Conflict Resolution.

#### Module-6 (8 Hours)

**Organisational Culture:** Meaning, Elements of Organisational Culture, Importance of Organisational Culture. Organisational Change – Meaning, Resistance to change, Approaches to Organisational Culture, Action Research Approach, Appreciative Inquiry Approach, Large Group Intervention Approach, Parallel Learning Structure Approach, and Ethical issues of Organisational Behaviour.

#### Assessment Details

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

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

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**Continuous Internal Evaluation:****CIE for the Theory component: 30 Marks**

	Components	Number	Weightage	Max. Marks
1	Tests (A)	3	60%	30
2	Alternate Assessment Tools(AAT) (B)	3	40%	20
	Total Marks for theory component A+B			50

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem-based learning.

**Semester End Examination:**

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 percent theory in the SEE.

**Suggested Learning Resources:****Books**

1. Management– John R. Schermerhorn, Jr., 8/e, Wiley India, 2010.
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. MGMT –Chuck Williams & Manas Ranjan Tripathy, 5/e, Cengage Learning, 2013.
6. Organizational Behaviour – Fred Luthans, 12/e, McGraw Hill International, 2011.
7. Fast tracking to Managerial & CEO Roles- Ajit Singhvi & Sapt Sheel, Primedia E-Launch, 2022 1/e.

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

- [https://onlinecourses.nptel.ac.in/noc22\\_mg104/preview](https://onlinecourses.nptel.ac.in/noc22_mg104/preview)
- [https://onlinecourses.nptel.ac.in/noc22\\_mg78/preview](https://onlinecourses.nptel.ac.in/noc22_mg78/preview)
- [https://learninglink.oup.com/access/king-lawley3e-student-resources#tag\\_all-chapters](https://learninglink.oup.com/access/king-lawley3e-student-resources#tag_all-chapters)
- <https://openstax.org/details/books/organizational-behavior>
- <https://www.classcentral.com/course/introduction-organisational-behaviour-11892>

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

**Skill Development Activities Suggested :**

- Visit an Organisation and note the various functions played in a day.
- Conduct a professional event in the department and try to understand the various roles played by students in relation to Team and Organisational environment.
- Develop questions, interact with people in the Organisation and try to observe personality.
- Meet any Leader / HoD / Dean and observe the Management of various department and record

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the changes along with reasons for change.

**COURSE OUTCOMES:**

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Apply the basic concepts of Management and Organizational Behavior.
CO2	Analyze the conceptual knowledge of management functions in various business scenarios.
CO3	Evaluate the management and behavioral models related to personality traits.
CO4	Design the various models of group dynamics influencing business environment.
CO5	Develop various dimensions in creating organizational culture and climate and overcome shortcomings.

**Mapping of COs and POs**

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3			2		
CO4				2	
CO5					2

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## Semester: I

### Course Title: ACCOUNTING FOR MANAGERS

Course Code	MBA102	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

#### Course Learning Objectives:

The student will be able to

1. Understand the fundamental of accounting principles including IFRS.
2. Explain the accounting cycle using identifying, recording & posting.
3. Prepare basic financial statements using the modern formats of Companies Act.
4. Analyze financial statements using techniques such as trend analysis, comparative analysis, and financial ratio analysis.
5. Understanding the emerging accounting trends.

#### Module-1 (5 Hours)

**Introduction to Accounting:** Meaning and objectives, Need and Types of Accounting, Single Entry System, Double Entry System. Users of Accounting information, Basics of Generally Accepted accounting Principles (GAAP), Indian Accounting Standards, IFRS, (Theory only)

#### Module-2 (09 Hours)

**Accounting Cycle:** Journal, Ledgers, Trial balance, Accounting equation, subsidiary books including cash book with two and three column cashbook only. (Theory and Problems).

#### Module-3: (09 Hours)

**Final Accounts of companies:** 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)

#### Module-4: (09 Hours)

**Analysis of Financial Statements:** Meaning and Purpose of Financial Statement Analysis, Trend Analysis, Comparative Analysis, Financial Ratio Analysis, Preparation of Financial Statements using Financial Ratios including CAGR, Case Study on Financial Ratio Analysis. Lab compulsory for Financial Statement Analysis using Excel. (Theory and Problems).

#### Module-5: (09 Hours)

**Management Accounting:** Scope, Purpose of Management Accounting;  
**Marginal costing**—concept and areas of application of marginal costing (theory only)  
**Standard costing**-Theory & application in Managerial Decision-Making.

#### Module-6: (9 Hours)

**Depreciation and Emerging Issues in Accounting:** Depreciation: Meaning, characteristics and causes of depreciation, Types of Depreciation. Tax implication of depreciation. (Problems only on straight line and WDV method).

**Emerging Areas in Accounting:** Human Resource Accounting, Forensic Accounting, Green Accounting, Sustainability Reporting, Automated Accounting Processes, Cloud-based Accounting, Data Analytics & Forecasting Tools, Block chain, AI in Accounting, Big Data in Accounting (Theory only).

#### Assessment Details

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

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##### Continuous Internal Evaluation:

## CIE for the Theory component: 30 Marks

	Components	Number	Weightage	Max. Marks
1	Tests (A)	3	60%	30
2	Alternate Assessment Tools(AAT) (B)	3	40%	20
	Total Marks for theory component A+B			50

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem-based learning.

### Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 40 percent theory and 60 percent problems in the SEE.

### Suggested Learning Resources:

#### Books

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.

### Web links and Video Lectures (e-Resources):

- <https://icmai.in/upload/Students/Syllabus2016/Inter/Paper-5New.pdf>
- <https://journals.sagepub.com/home/jaf>
- [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)
- <https://books.mec.biz/tmp/books/Y3BMTIHRR2UE7LMTZG3T.pdf>
- <https://drnishikantjha.com/booksCollection/Financial%20Accounting%20-%20BMS%20.pdf>
- <https://www.pdfdrive.com/accountancy-books.html>
- [https://onlinecourses.swayam2.ac.in/nou22\\_cm18/preview](https://onlinecourses.swayam2.ac.in/nou22_cm18/preview)
- <https://www.coursera.org/lecture/uva-darden-financial-accounting/what-is-accounting-eXQEc>
- <https://www.youtube.com/watch?v=mq6KNVeTE3A>

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### Skill Development Activities Suggested

- i. To collect Annual reports of the companies and analyze the financial statements using different techniques and presenting the same in the class.
- ii. To get exposed to use of accounting software (preferably Tally or ERP).
- iii. To identify the sustainability report of a company and study the contents.

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## COURSE OUTCOMES:

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Understand the foundational principles involved in organizing and preparing financial accounts.
CO2	Apply knowledge of the accounting cycle by preparing journals, ledgers, trial balances, and using the accounting equation.
CO3	Evaluate the financial statement analysis to take appropriate decisions.
CO4	Design the financial statements using techniques such as trend analysis, comparative analysis, and financial ratio analysis.
CO5	Communicate the emerging accounting areas in various business situations.

## Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3			2		
CO4				2	
CO5					2



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## Semester: I

### Course Title: ECONOMICS FOR DECISION MAKING

Course Code	MBA103	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

### Course Learning Objectives:

The student will be able to

1. Understand and remember the core concepts, tools, and theories of managerial economics and how they apply to business decisions.
2. Apply economic principles and theories in analyzing business decisions and optimizing resource allocation in a firm.
3. Analyze and explain key micro and macro-economic concepts, including their influence on managerial decision-making.
4. Analyze the demand-supply framework, production costs, and competitive market structures, and evaluate their impact on firm and industry performance.
5. Evaluate the Indian business environment, with special emphasis on economic factors, and apply this understanding in strategic decision-making for firms operating in India.

### Module-1

(07 Hours)

**Introduction:** Managerial Economics: Meaning, Nature, Scope & Significance, Uses of Managerial Economics, Role and Responsibilities of Managerial Economist.

Theory of the Firm: Firm and Industry, Objectives of the firm, alternate objectives of firm.

Managerial theories: Baumol's Model, Marris's model of growth maximization, Williamson's model of managerial discretion.

### Module-2

(09 Hours)

#### Demand Analysis:

Law of Demand, Exceptions to the Law of Demand, Elasticity of Demand, Classification of Price, Income & Cross elasticity, Promotional elasticity of demand. Uses of elasticity of demand for Managerial decision making, Measurement of elasticity of demand. Law of supply, Elasticity of supply.

**Demand forecasting:** Meaning & Significance, Methods of demand forecasting. (Problems on Price elasticity of demand, and demand forecasting using Time-series method).

### Module-3

(09 Hours)

#### Cost Analysis & Production Analysis:

Concepts of Production, production function with one variable input - Law of Variable Proportion, Laws of returns to scale, Indifference Curves, ISO-Quants & ISO-Cost line, Economies of scale, Diseconomies of scale. Types of cost, Cost curves, Cost – Output Relationship in the short run and in the long run, Long- Run Average Cost (LAC) curve

**Break Even Analysis:** Meaning, Assumptions, Determination of BEA, Limitations, Margin of safety, Uses of BEA In Managerial decisions (Theory and simple problems).

### Module-4

(09 Hours)

#### Market Structure Analysis and Pricing Practices:

##### Market Structure Analysis:

**Perfect Competition:** Features, Determination of price under perfect competition,

**Monopolistic Competition:** Features, Pricing Under monopolistic competition, Product differentiation.

**Oligopoly:** Features, Kinked demand Curve, Cartels, Price leadership.

**Monopoly:** Features, Pricing under monopoly, Price Discrimination.

##### Pricing Practices:

**Descriptive Pricing Approaches:** Loss leader pricing, Peak Load pricing, Transfer pricing.

### Module-5

(09 Hours)

#### Indian Business Environment:

Nature, Scope, Structure of Indian Business Environment, Internal and External Environment. Political and Legal Environment, Economic Environment, Socio- Cultural Environment, Global Environment. Private

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Sector, Growth, Problems and Prospects, SMEs, Significance in Indian economy, challenges and prospects.

**Fiscal policy and Monetary Policy:** Meaning of Fiscal policy, three main types of fiscal policy – Neutral, Expansionary, and Contractionary.

**Monetary policy:** Meaning, Objectives of monetary policies - Controlling inflation, Managing employment levels, and Maintaining long-term interest rates. (Theory only).

## Module-6

(06 Hours)

**Indian Industrial Policy:** New industrial policy 1991, **Production Linked Incentive (PLI)** scheme for Promoting manufacturing of Telecom & Networking Products in India, New economic initiatives proposed by Indian government for economic growth Private Sector-Growth- like Atma Nirbhar Bharath Abhiyan.

### Assessment Details

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

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#### Continuous Internal Evaluation:

#### CIE for the Theory component: 30 Marks

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#### Semester End Examination:

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- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 percent theory in the SEE.

#### Suggested Learning Resources:

##### Books

1. Managerial Economics by Dr. A.B. Kalkundrikar and Dr.Rajendra M. Inamdar, 2022
2. Managerial Economics by Geethika,Ghosh & Choudhury, McGrawHill 2/e,2011
3. Managerial Economics by Dominick Salvatore, Oxford Publishers, 2e, 2016
4. Managerial Economics by D.M Mithani, HPH publications, 2016
5. Managerial Economics by Samuelson & Marks, Wiley, 5/e,2015

#### Web links and Video Lectures (e-Resources):

- <https://www.edx.org/learn/managerial-economics>
- <https://www.indiabudget.gov.in/>
- [https://onlinecourses.swayam2.ac.in/imb19\\_mg16/preview](https://onlinecourses.swayam2.ac.in/imb19_mg16/preview)
- <https://www.youtube.com/watch?v=ZXDKdJO3V6Y>

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## Skill Development Activities Suggested

- Assessment of Demand Elasticity–Price, Income and Cross
- Demand Forecasting: Application of qualitative and quantitative methods of demand forecasting to various sectors (Automobile, Service, Pharmaceutical, Information Technology, FMCG, Hospitality etc.) in India. Students are expected to assess the impact of advertisement or sales promotion on the demand of a product
- An in-depth study of economic indicators on the growth rate and presentation on the same
- Analyze the impact of the Union Budget on different sectors of the Indian economy, fiscal discipline and disinvestment proposals of the GOI and presentation on the same
- A study on the effect of monetary policy on banking and NBFCs. A debate can be held on the pros and cons of the monetary policy.
- Use of MS Excel in the above mentioned activities should be encouraged.

## COURSE OUTCOMES:

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Understand and apply economic principles in managerial decision-making to optimize business outcomes.
CO2	Analyze microeconomic concepts and apply them for effective decision-making and resource allocation in the functioning of a firm and industry.
CO3	Evaluate demand patterns and accurately forecast future demand for better business planning.
CO4	Apply production and cost concepts to optimize production efficiency and achieve cost-effective outcomes
CO5	Understand and evaluate the impact of macroeconomic factors and design competitive strategies such as pricing, product differentiation, and market positioning based on market structure analysis.

## Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3	2				
CO4			2		
CO5				2	2

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## Semester: I

### Course Title: BUSINESS STATISTICS

Course Code	MBA104	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

### Course Learning Objectives:

The student will be able to

1. Facilitate the students to Understand the basic statistical concepts, including central tendency and dispersion.
2. Enhance the skills to Understand the fundamental concepts of correlation and regression analysis.
3. Apply probability concepts and rules to solve problems involving probability distributions.
4. Apply time series analysis techniques to identify and measure trends and seasonal variations in data.
5. Analyze and interpret statistical data using hypothesis testing and advanced statistical techniques with SPSS.

### Module-1

(08 Hours)

**Introduction to Statistics:** 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, Skewness, Moments and Kurtosis (Theory and Problems).

### Module-2

(07 Hours)

**Correlation and Regression:** 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, Standard error of Estimate (Theory and Problems).

### Module-3

(09 Hours)

**Probability Distribution:** 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 Problems).

### Module-4

(08 Hours)

**Time Series Analysis:** 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 Problems).

### Module-5

(08 Hours)

**Hypotheses Testing:** 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)

### Module-6

(10 Hours)

**Computer lab for Statistics:** SPSS: Overview of SPSS, Creating, saving and editing files, Importing files from other formats. Transforming Variables - Compute, Multiple responses. Organization and Presentation of Information - Measures of Central Tendency and Variability, Frequency Distributions. Charts and Graphs, Hypotheses testing using means and cross-tabulation, Paired t, Independent Sample t, Chi-square. Correlation, Regression Analysis, Linear, Logistic, Analysis of Variance- One Way ANOVA, ANOVA in regression.

*(Mandatory all the students should be taught in the lab and give them the practical knowledge which will be beneficial for their research work and Industrial applications.)*

### Assessment Details

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

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements

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(passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

## Continuous Internal Evaluation:

### CIE for the Theory component: 30 Marks

	Components	Number	Weightage	Max. Marks
1	Tests (A)	3	60%	30
2	Alternate Assessment Tools(AAT) (B)	3	40%	20
	Total Marks for theory component A+B			50

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem-based learning.

## Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 40 percent theory and 60 percent problems in the SEE.

## Suggested Learning Resources:

### Books

1. S C Gupta (2018), Fundamentals of Statistics, 7th edition Himalaya Publications.
2. J K Sharma (2020), Business Statistics 5th edition Vikas Publishing House.
3. S P Gupta (2021), Statistical Methods 46th 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 5th edition Sage Publications.

### Web links and Video Lectures (e-Resources):

- Students should opt Swayam NPTEL Course on Business Statistics offered by Prof. M.K.Barua Dept. of Management studies IIT Roorkee.
- <https://www.youtube.com/watch?v=VDLyk6z8uCg> Swayam NPTEL Course on Business Statistics by Dr.P.M. Shiva Prasad, Department of Commerce, Teresian College, Mysuru.

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

## Skill Development Activities Suggested

- Role Play Techniques
- Quizzes
- Field Surveys

## COURSE OUTCOMES:

Upon completing this course, students will be able to

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Sl. No.	Description
CO1	Apply key statistical measures of descriptive statistics in business scenario.
CO2	Analyze the methods of correlation and perform basic linear regression analysis in business situation.
CO3	Evaluate different probability distributions for business solutions.
CO4	Design various trends using time series data to forecast the business solutions.
CO5	communicate appropriate solutions with the use of inferential statistics by application of statistical software.

## Mapping of COs and POs

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

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## Semester: I

### Course Title: MARKETING MANAGEMENT

Course Code	MBA105	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

### Course Learning Objectives:

The student will be able to

1. Make students understand the fundamental concepts of marketing and environment in which marketing system operates.
2. Gain knowledge on consumer buying behaviour and influencing factors
3. Describe major bases for segment marketing, target marketing, and market positioning.
4. Develop a Conceptual framework, covering basic elements of the marketing mix.
5. Understand fundamental premise underlying market driven strategies and hands on practical approach.

### Module-1

(07 Hours)

**Introduction to Marketing:** 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 21st century customer

### Module-2

(09 Hours)

**Analysing Consumer Behaviour:** 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, Buying Roles, Buying Motives. The black box model of consumer behaviour. Psychological factors consumer.

### Module-3

(09 Hours)

**Product management and Pricing:** Importance and primary objective of product management, product levels, product hierarchy, Classification of products, product mix, product mix strategies, Managing Product Life Cycle. New Product Development, Packing as a marketing tool, Role of labeling 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, Market based, Competitor based, Pricing Procedure.

### Module-4

(09 Hours)

**Distribution and Promotion:** Roles and purpose of Marketing Channels, Factors Affecting Channel Choice, Channel Design, Channel Management Decision, Channel Conflict, Designing a physical Distribution System. Promotions-Marketing communications- Integrated Marketing Communications (IMC)-communication objectives, steps in developing effective communication. 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

### Module-5

(09 Hours)

**Market segmentation, Targeting and Brand Positioning:** Concept of Market Segmentation, Benefits, 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. Monitoring brands performance and positioning. Product Differentiation Strategies.

### Module-6

(07 Hours)

**Emerging Trends in Marketing:** Marketing Planning. Concepts of B2B marketing, Service Marketing, Digital and social media Marketing, Green Marketing, Event Marketing, Marketing Audit, Sponsorship, Cause Related Marketing, Marketing for Non-Profit Organizations, Relationship marketing, Marketing Strategies for Leaders, Challengers, Followers and Startups. Social Responsibility of marketing, Neuro Marketing, Sensory Marketing, societal marketing concept, premiumization.

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

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**Continuous Internal Evaluation:****CIE for the Theory component: 30 Marks**

	Components	Number	Weightage	Max. Marks
1	Tests (A)	3	60%	30
2	Alternate Assessment Tools(AAT) (B)	3	40%	20
	Total Marks for theory component A+B			50

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem-based learning.

**Semester End Examination:**

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 percent theory in the SEE.

**Suggested Learning Resources:****Books**

1. Marketing Management- Indian Context, Global Perspective by Ramaswamy & Namakumari by SAGE publication, 6th Edition.
2. Marketing Management: A South Asian Perspective by Kotler, Keller, Koshy & Jha by Pearson publication, Latest Edition.
3. New Product Management by Merle Crawford and Anthony Di Benedetto by McGraw-Hill, Latest Edition.
4. Advertisement Brands & Consumer Behaviour by Ramesh Kumar by Sage Publications, 2020.
5. Marketing in India: Text and Cases by Neelamegham S by Vikas publication, Latest edition.
6. Marketing by Lamb, Hair, Mc Danniel by Cengage Learning, Latest edition.
7. Fundamentals of Marketing Management, Etzel M J B J Walker & William J Stanton by Tata Macgraw Hill, Latest edition.

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

- <https://youtu.be/5fdx5Laavkc>
- <https://youtu.be/Ule8n6GgE1g>
- <https://youtu.be/ob5KW53I3aY?t=131>
- <https://youtu.be/U1VWUHLhmdk>
- <https://youtu.be/iWuYUhSHXHg>
- [https://youtu.be/IErR\\_YYfP3Y](https://youtu.be/IErR_YYfP3Y)
- <https://youtu.be/mL7MASrDIQ>



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Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

### Skill Development Activities Suggested :

- Sensitize the students to the market dynamics by visiting super markets and regulatory markets like APMC, etc
- Students to study the buying pattern based on demographics of consumers.
- Students to draft advertising copy.
- Students to take any FMCG product and study the PCL of that product.

### COURSE OUTCOMES:

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Comprehend the concepts of Marketing Management.
CO2	Apply knowledge on consumer behaviour and buying process.
CO3	Evaluate concept of Product and Brand Management, Branding and Pricing strategies.
CO4	Design a frame work of marketing channels its product distribution and techniques of sales promotion.
CO5	Communicate ideas into a viable marketing plan and campaign for various modes of marketing.

### Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3			3		
CO4				2	
CO5					2

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## Semester: I

### Course Title: BUSINESS ENGLISH

Course Code	MBA106	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

### Course Learning Objectives:

The student will be able to

1. Develop an awareness of their communication skills and recognize their potential to become effective managers.
2. Master the mechanics of writing, allowing them to draft precise and effective business letters in English.
3. Introduce students to contemporary practices in managerial communication.
4. Help students develop expertise in business communication, focusing on the analysis of business situations.
5. Train students in drafting well-structured and professional business proposals.

### Module-1

(07 Hours)

**Introduction:** Meaning & Definition, Role, Classification, Purpose of communication, Communication Process, 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 a cross-cultural setting, Barriers to communication.

### Module-2

(09 Hours)

**Oral Communication:** 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. Listening as a Communication Skill: Approaches to listening, how to be a better listener, Process of listening, Nonverbal communication: Meaning, classification

### Module-3

(09 Hours)

**Written Communication:** Purpose of writing, Clarity in writing, Principles of effective writing, Approaching the writing process systematically: The 3X3 writing process for business communication Pre writing, 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.

### Module-4

(09 Hours)

**Business Reports:** 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.

**Group Communication:** Meetings, Planning meetings, objectives, participants, timing, venue of meetings.

**Meeting Documentation:** Notice, Agenda and Resolution & Minutes

### Module-5

(06 Hours)

**Case method of learning:** Understanding the case method of learning, different types of cases , overcoming the difficulties of the case method , reading a case properly , case analysis approaches , analyzing the case , dos and don'ts for case preparation.

**Employment Communication:** Introduction, Writing CVs, Group discussion, Interview skills. **Impact of Technological Advancement on Business Communication,** Technology-enabled Communication-Communication networks, Intranet, Internet, E-Mails, SMS, teleconferencing, videoconferencing.

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## Module-6

(10 Hours)

**Presentation and Negotiation skills: Presentation:** What is a presentation, Elements of presentation, Designing & Delivering Business Presentations, Advanced Visual Support for managers.

**Negotiation skills:** Definition of negotiation, Nature and need for negotiation, Factors affecting negotiation, Stages of negotiation process, Negotiation strategies.

**Etiquette Advantage in Managerial Communication:** Meaning, types and advantages of Etiquette

### Assessment Details

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

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#### Continuous Internal Evaluation:

#### CIE for the Theory component: 30 Marks

	Components	Number	Weightage	Max. Marks
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	Total Marks for theory component A+B			50

#### Final CIE Marks = (A) + (B)

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#### Semester End Examination:

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- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 percent theory in the SEE.

#### Suggested Learning Resources:

##### Books

1. Business and Professional Communication: Kelly M, Quintanilla, Shawn T and Wahl, SAGE South Asia Edition, 2017.
2. Business Communication: Lesikar, Flatley, Rentz & Pande, 12/e, TMH, 2014.
3. Communicating in Business: Williams, Krizan, Logan and Merrier, Cengage Learning, 8/e, 2017.
4. Contemporary Business Communication - Scot Ober-Biztantra, 5/e, 2015.  
Advanced Business Communication, Penrose, Rasberry, Myers, 5/e, Cengage Learning, 2004.

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## Web links and Video Lectures (e-Resources):

- <https://www.youtube.com/watch?v=yml9dx9nUco>
- <https://www.edx.org/learn/business-communications>
- [https://onlinecourses.swayam2.ac.in/imb19\\_mg14/preview](https://onlinecourses.swayam2.ac.in/imb19_mg14/preview)
- <https://www.careers360.com/courses-certifications/swayam-communication-courses-brp-org>
- <https://dcomm.org/wp-content/uploads/2019/05/Business-Communication-PDFDrive.com-a.pdf>
- <http://www.mim.ac.mw/books/Business%20Communication.pdf>
- [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)
- <https://2012books.lardbucket.org/pdfs/communication-for-business-success-canadian-edition.pdf>
- <https://sagepub.libguides.com/c.php?g=964634&p=6968892>
- <https://nptel.ac.in/courses/110105052>
- <https://www.caclubindia.com/coaching/cseet-business-communication-ca-agrika-khatri-online-classes-3476.asp>

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

## Skill Development Activities Suggested :

- Students enact and analyze the non-verbal cues.
- Demonstrating using Communication Equipments like Fax, Telex, Intercoms, etc.
- Demonstrating Video conferencing & teleconferencing in the class.
- Conduct a mock meeting of students in the class identifying an issue of their concern. The students should prepare notice, agenda and minutes of the meeting.
- Each student to give presentation of 5 minutes (this can be spread throughout the semester) and to be evaluated by the faculty.
- Organize a mock press conference addressing to the launch of new product by an organization. Students should be given an assignment to draft a proposal to undertake research project

## COURSE OUTCOMES:

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Apply the communication skills for the business correspondence
CO2	Analyze various types business presentation and adopt appropriate oral communication
CO3	Evaluate various business letters for Communication and structure Appropriate writing skills
CO4	Draft business reports to meet the challenges of competitive environment
CO5	Develop interpersonal communication skills in varies business situation for creating business values

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## Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3			3		
CO4				2	
CO5					2

# BALLARI INSTITUTE OF TECHNOLOGY & MANAGEMENT

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## Scheme of Teaching and Examinations: 2024-25 MASTER OF BUSINESS ADMINISTRATION (MBA) Choice Based Credit System (CBCS) and Outcome Based Education(OBE)

II Semester										
SL	Course	Course Code	Course Title	Teaching Hours /Week		Examination				Credits
				Theory	Practical Component	Duration in hours	CIE Marks	SEE Marks	Total Marks	
1	PCC	MBA201	Human Resource Management	4	0	3	50	50	100	4
2	PCC	MBA202	Financial Management	4	0	3	50	50	100	4
3	PCC	MBA203	Research Methodology and IPR	4	0	3	50	50	100	4
4	PCC	MBA204	Operations Research	4	0	3	50	50	100	4
5	PCC	MBA205	Corporate Strategy	4	0	3	50	50	100	4
6	PCC	MBA206	Entrepreneurship Development	4	0	3	50	50	100	4
7	SEC	MBA287	Societal Project	-	-	-	-	-	-	-
TOTAL				24	00	18	300	300	600	24

**Note:**

PCC: Professional Core Course, SEC: Skill Enhancement Course. Practical /Field Work / Assignment are part of contact hours for the faculty and must be considered in the workload. Four credit courses are designed for 50 hours Teaching – Learning process.

**Note:**

1. Each Course has a theory component of 04 hrs (04credits). Practical and real life corporate results/events, cases and occurrences must be used to demonstrate the concepts in the classroom. The Time-Table allotment for each course should be 04 hrs. Practical component must be embedded in the theory classes and it is mandatory to maintain a record of all tools and cases used in teaching –learning process.
2. 20% of marks should be allocated for application oriented questions in the SEE Question Paper, based on practical component.
3. Each course content has indicative case studies which can be dealt in the class by the course instructor. In addition to this the course instructor may use an extra case from Harvard, Sage business cases /Case Centre.
4. One Industrial Visit per Semester is Mandatory. The Department shall insist on report submission by each student and shall maintain this as a documentary proof preferably with Geo-tagged photos. The format of the report shall be prescribed by the department.
5. Practical component: Students should interact with industry after regular contact hours or during holidays and vacations (small, medium and large) to understand their problems and study in the form of research/ testing / projects and for creative and innovative methods for guidance and to solve the identified problem.
6. Internship-MBAIN387\* (four weeks) to be carried out by students after second semester during vacation and the report should be submitted by the students and is to be assessed internally during the third semester.

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## Semester: II

### Course Title: HUMAN RESOURCE MANAGEMENT

Course Code	MBA201	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

#### Course Learning Objectives:

The student will be able to

1. Recite the theories and various functions of Human Resources Management.
2. Describe and explain the relevance and importance of Human Resources Management at workplace.
3. Evaluate the workplace problems through Human Resources Management intervention.
4. Compare and contrast different approaches of HRM for solving the complex issues and problems at the workplace.
5. Design and develop an original framework and model in dealing with the problems in the organization.

#### Module-1

(06 Hours)

**Introduction to HRM:** Introduction, meaning, nature, scope of HRM, Importance and Evolution of the concept of HRM, Major functions of HRM, Principles of HRM. Human Resource Management and Personnel Management, Models of Human Resource Management, HRM in India, The Factors Influencing Human Resource Management, The HR Competencies, Human Resource Management and Firm Performance. Difference between HRM & HRD.

#### Module-2

(12 Hours)

**HR Planning:** Importance of HR Planning, Manpower Planning to HR Planning, Factors Affecting HR Planning, Benefits of HR Planning, HRP Process, Tools for Demand Forecasting, Barriers to HR Planning, The Challenges for HR, Process of Job Analysis: Job Description and Job Evaluation.

**Recruitment and Selection:** Importance of Recruitment, Recruitment Policies, Factors Influencing Recruitment, Recruitment Process, Sources, Evaluation of Recruitment Process, Recruitment Strategy, Future Trends in Recruitment; Selection Process; Types of Selection Tests; Factors Influencing Selections.

**Training and Development:** Need and Importance of Training and Development, Training Need Analysis and techniques, Design Training Programme, Methods of training, Training evaluation, Executive Development, Concept of Career Development.

#### Module-3

(09 Hours)

**Compensation and Benefits:** Introduction, Definitions, Total Compensation, Total Rewards System, Forms of Pay, External and Internal Factors, Establishing Pay Rates, Employee Benefits.

**Performance Management and Appraisal:** Objectives of Performance Management, Performance Management and Performance Appraisal, Common Problems with Performance Appraisals, Performance Management Process, Types of Performance Rating Systems, Future of Performance Management.

**Industrial Relations:** Decent Workplace, International Labour Organization, Industrial Relations, The Objectives of Industrial Relations, Approaches of Industrial Relations Systems, The Actors in Industrial Relations, Indian Context, Industrial Relations and Human Resource Management.

#### Module-4

(07 Hours)

**Human Resource Management in Small and Medium Enterprises:** Introduction to SMEs, The Difference in Adoption of Human Resource Management, SMEs and Large Firms, Indian Experience, Impact of Weak Adoption of Human Resource Management in SMEs,

**Human Resource Management in the Service Sector:** Introduction, The Emergence of the Services Sector, Implications for Human Resource, Management Function, Differences Between Services Sector and the Manufacturing Sector, Difference in Human Resource Management in Services and Manufacturing Sectors, Human Resource Management and Service Quality Correlation, Trade Unions in Services Sector, Models of Union Strategies.

#### Module-5

(09 Hours)

**Human Resource Management and Innovations:** Factors Affecting the Innovation Process in organisations, Current Trends in Human Resource Management, Innovative Human Resource Management Practices in India, Sustainable and innovative Human Resource Management. HR Information Systems: Introduction to HRIS. HRIS in the digital age.

## Module-6

(07 Hours)

**Future Trends in Human Resource Management:** Hybrid work model, Employee Skill Development, Internal mobility, Diversity and inclusion in workforce, People analytics, Employee well-being, Multi-generational workforces and All-in-One HR tools.

**Introduction to Human Resource Information System (HRIS):** The Concept of HRIS, The role of IT, Database concepts and applications in HRIS, Steps in implementing an HRIS, Benefits and limitations of HRIS

### Assessment Details

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

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#### Continuous Internal Evaluation:

#### CIE for the Theory component: 30 Marks

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#### Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 percent theory in the SEE.

#### Suggested Learning Resources:

##### Books

1. Human Resource Management: Concepts authored by Amitabha Sengupta by Sage Publication India Pvt. Ltd. 2019 edition.
2. Human Resource Management: Theory and Practices authored by R. C. Sharma, Nipun Sharma by Sage Publication India Pvt. Ltd., 2019 edition.
3. Leadership: Theory and Practices authored by Peter G. Northouse by Sage Publication, 2016 edition.
4. Human Resources Management authored by T.P Renuka Murthy by HPH, 2015 edition.
5. The HR Scorecard: Linking People, Strategy, and Performance by Brian Becker, Dave Ulrich, and Mark A. Huselid by Harvard Business School Press, 2001 edition.
6. The HR Answer Book: An Indispensable Guide for Managers and Human Resources Professionals by Shawn Smith and Rebecca Mazin by AMACOM publishers, 2011 edition.
7. Performance Management and Appraisal Systems HR Tools for Global Competitiveness by T. V. Rao, First edition 2004.
8. Human Resource Management by Appasaba L.V and Kadakol A M by College Book House,



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2016 edition.

9. Human Resource Management by V.S.P Rao, 2014 edition.

10. Robert S. Kaplan, David P. Norton, Alignment: Using the Balanced Scorecard to Create Corporate Synergies, Boston (2006)

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

- <https://youtu.be/hHE4ilceiXs>
- <https://youtu.be/d5QMwLC19Y>
- <https://youtu.be/uMQMDQI7Hpk>
- [https://youtu.be/vXgt9yASs\\_k](https://youtu.be/vXgt9yASs_k)
- <https://youtu.be/pqtYQb9nbRk>
- <https://youtu.be/e1F3xnF5LKg>
- <https://youtu.be/4Kr0VpM14LI>

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

**Skill Development Activities Suggested**

1. Make students visit an organization and know the various HR roles in the organization
2. Conduct mock interviews.
3. Role play for acquainting and addressing HR challenges

**COURSE OUTCOMES:**

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Apply the concepts, principles, and functions of Human Resource Management in a Business Organization
CO2	Analyze the strategic aspects of HR Planning, Recruitment, and Training and Development.
CO3	Evaluate the compensation strategies, performance appraisal systems, and industrial relations practices.
CO4	Design the HRM approaches of SMEs from those of large firms and analyze the role of HRM in enhancing service quality.
CO5	Communicate the HR practices and models, trends and people analytics on organizational effectiveness and workforce engagement.

**Mapping of COs and POs**

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3			3		
CO4				2	
CO5					2

# BALLARI INSTITUTE OF TECHNOLOGY & MANAGEMENT

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## Semester: II

### Course Title: FINANCIAL MANAGEMENT

Course Code	MBA202	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

### Course Learning Objectives:

The student will be able to

1. Familiarize the students with basic concepts of financial management and financial system.
2. Understand the concept of time value of money and its implication.
3. Review and evaluate sources of finance, cost of capital and investment proposals.
4. Analyze the capital structure and dividend decision of an organization.
5. Understand the management of working capital in an organization.

### Module-1

(06 Hours)

**Introduction to Financial Management:** Meaning and scope – Objectives of Financial Management – Role and functions of finance managers – Interface of Financial Management with other functional areas.

**Indian Financial System:** Structure – types – Financial markets – Financial instruments – Financial institutions and financial services – Non-Banking Financial Companies (NBFCs) – Regional Rural Banks (RRBs) – mutual funds.

**Emerging areas in Financial Management:** Risk Management – Behavioural Finance – Financial Engineering – Derivatives (Theory).

### Module-2

( 07 Hours)

**Time value of money:** Concept – Future value of single cash flow and annuity – Present value and discounting – present value of single cash flow, annuity and perpetuity. Simple interest and Compound interest – Capital recovery factor and loan amortization schedule (Theory & Problem).

### Module-3:

(07 Hours)

**Long-term Sources of Finance and Cost of Capital:** Shares – Debentures – Term loans and deferred credit Lease financing – Hybrid financing – Venture Capital – Angel investing – private equity – Crowd funding (Theory Only).

**Cost of Capital: Basic concepts** – Components and computation of cost of capital – Cost of debentures – cost of term loans – cost of preferential capital – cost of equity (Dividend discounting and CAPM model) – Cost of retained earnings – Determination of Weighted Average Cost of Capital (WACC) (Theory & Problem).

### Module-4:

(10 Hours)

**Investment Decisions:** Long term Investment Decisions (Capital Budgeting): Need and importance of capital budgeting and its process-Techniques of capital budgeting – Payback period, Discounted Payback Period, Accounting Rate of Return, Net Present Value, Internal Rate of Return, Modified internal Rate of Return, Profitability Index Method. Capital Rationing. Estimation of cash flows for new projects and replacement projects. (Theory & Problem).

### Module-5:

(10 Hours)

**Capital Structure and Dividend Decisions:** Capital structure – Planning the capital structure, optimum capital structure – Difference between Finance, Structure and Capital Structure Planning. **Leverages:** Concept of Leverage – Types of Leverages – EBIT and EPS analysis – Return of Investment (ROI) and Return on Earnings (ROE) analysis (Theory & Problem).

**Dividend Decisions and Policies:** Factors affecting the dividend policy – types of Dividend Policy forms of dividend – bonus issue – stock split (Theory only).

### Module-6:

(10 Hours)

**Working Capital Management:** Sources of working capital – Factors influencing working capital requirements – Current asset policy and current asset finance policy – Determination of operating cycle and cash cycle – Estimation of working capital requirements of a firm (Theory & Problem).

### Assessment Details

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## Assessment Details (both CIE and SEE):

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

## Continuous Internal Evaluation:

### CIE for the Theory component: 30 Marks

	Components	Number	Weightage	Max. Marks
1	Tests (A)	3	60%	30
2	Alternate Assessment Tools(AAT) (B)	3	40%	20
	Total Marks for theory component A+B			50

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem-based learning.

## Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 40 percent theory and 60 percent problems in the SEE.

## Suggested Learning Resources:

### Books

1. Financial Management, M.Y. Khan & P.K. Jain, TMH 7/e, 2017.
2. Financial Management, Prasanna Chandra, TMH 10/e, 2019.
3. Financial Management, I.M. Pandey, Vikas Publishing, 11/e 2015.
4. Financial Management, Ravi M Kishor Taxmann's, 6/e.
5. Financial Management, Rajiv Srivastava & Anil Misra, Oxford University press, 2/e.
6. Financial Management-Principles and Practice, Sudhindra Bhat, Excel Books, 2/e.

## Web links and Video Lectures (e-Resources):

- <https://www.pdfdrive.com/financial-management-and-analysis-workbook-step-by-step-exercises-and-tests-tohelp-you-master-financial-management-and-analysis-e158595305.html>
- <https://www.pdfdrive.com/fundamentals-of-financial-management-concise-sixth-edition-e20229517.html>
- [https://www.youtube.com/watch?v=CCQwz\\_Gwo6o](https://www.youtube.com/watch?v=CCQwz_Gwo6o)
- <https://www.digimat.in/nptel/courses/video/110107144/L01.html>
- <http://egyankosh.ac.in/handle/123456789/10310>
- <https://nptel.ac.in/courses/110/107/110107144>

**Note:** The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

## Skill Development Activities Suggested

- Identifying the small or medium sized companies and understanding the Investment evaluation techniques used by them.

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- Using the annual reports of selected companies, students can study the working capital management employed by them. Students can also compare the working capital management of companies in the same sector.
- Students can choose the companies that have gone for stock split and Bonus issue in the last few years and study the impact of the same on the stock price.
- Students can study any five companies' capital structure.
- Students can do Company analysis for select companies using profitability and liquidity ratios.

## COURSE OUTCOMES:

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Understand the basic financial concepts.
CO2	Apply time value of money.
CO3	Evaluate the investment decisions.
CO4	Estimate working capital requirements.
CO5	Analyze the capital structure and dividend decisions.

## Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3			2		
CO4				2	
CO5					2

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## Semester: II

### Course Title: RESEARCH METHODOLOGY & IPR

Course Code	MBA203	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

#### Course Learning Objectives:

The student will be able to

1. Understand the fundamental concepts, types, and significance of business research, including the research process and design.
2. Develop skills to identify management problems, define research problems, and formulate appropriate research hypotheses.
3. Create robust research proposals and select suitable research designs, including exploratory, descriptive, and experimental methods.
4. Apply various data collection methods and sampling techniques, ensuring effective planning, execution, and analysis of data.
5. Recognize ethical issues in business research and the importance of intellectual property rights, including the different types of IP and their significance in business contexts.

#### Module-1

(10 Hours)

**Introduction to Business Research:** Meaning, types, significance of research, process of research-management problem, defining the research problem, formulating the research Hypothesis, developing the research proposals, research design formulation, sampling design, planning and collecting the data for research, data analysis and interpretation. Motives in doing research, Research Application in business decisions, Ethical issues in business research. Features of a good research study.

#### Module-2

(9 Hours)

**Business Research Design:** Meaning, types and significance of research design, Process of research design, errors affecting research design.

Exploratory Research: Meaning, purpose, methods, Literature search, experience survey, focus groups and comprehensive case methods.

Conclusive Research Design: Descriptive Research, Meaning, Types, Cross sectional studies and longitudinal studies.

Experimental Research Design: Meaning and classification of experimental designs, formal and informal, Pre experimental design, True experimental design, Quasi-experimental design, Statistical experimental design.

#### Module-3

(5 Hours)

**Sampling:** Concepts, Types of Sampling, Process of sampling, Probability Sampling: simple random sampling, systematic sampling, stratified random sampling, cluster sampling. Non Probability Sampling: convenience sampling- judgmental sampling, snowball sampling, quota sampling, Errors in sampling.

#### Module-4

(10 Hours)

**Data Collection:** Meaning, types, Data collection methods: Observations, survey and interview techniques, Questionnaire design: Meaning, process of designing questionnaire. Qualitative Techniques of data collection, Secondary data Sources: Meaning, advantages and disadvantages. Measurement and Scaling Techniques: Basic measurement Scales-Nominal scale, Ordinal scale, Interval scale, Ratio scale. Attitude measurement scale - Likert Scale, Semantic Differential Scale, Thurston scale, Multi-Dimensional Scaling: Non comparative scaling techniques.

#### Module-5

(7 Hours)

**Data Analysis and Report Writing:** Editing, Coding, Classification, Tabulation, Validation. Analysis and Interpretation, Report writing and presentation of results, Importance of report writing, types of research reports, Report structure, Guidelines for effective documentation.

#### Module-6

(9 Hours)

**Intellectual Property Rights:** Meaning and Concepts of Intellectual Property, Nature and Characteristics of Intellectual Property, Origin and Development of Intellectual Property, Kinds of Intellectual Property, Intellectual Property System in India, IPRs- Invention and Creativity- Intellectual Property-Importance and Protection of

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Intellectual Property Rights (IPRs)- A brief summary of: Patents, Copyrights, Trademarks, TRIPS and TRIMS , Industrial Designs- Integrated Circuits Geographical Indications-Establishment of WIPO-Application and Procedures

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

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**Continuous Internal Evaluation:****CIE for the Theory component: 30 Marks**

	Components	Number	Weightage	Max. Marks
1	Tests (A)	3	60%	30
2	Alternate Assessment Tools(AAT) (B)	3	40%	20
	Total Marks for theory component A+B			50

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem-based learning.

**Semester End Examination:**

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 percent theory in the SEE.

**Suggested Learning Resources:****Books**

1. Research Methodology: C R Kothari, Viswa Prakasam Publication, 2014.
2. Business Research Methods: Donald R. Cooper & Pamela s Schindler, TMH/9e/2007.
3. Business Research Methods: S. N. Murthy & U. Bhojanna, Excel Books, 3e, 2016. 4.
4. Research Methods: M M Munshi & K Gayathri Reddy, HPH, 2015. 5.
5. Intellectual Property Rights. India, IN: Neeraj, P., & Khusdeep, D. (2014). PHI learning Private Limited.
6. David I. Bainbridge, Intellectual Property, Longman, 9th Edition, 2012. 7.
7. Intellectual Property Rights: Protection and Management. India, IN: Nithyananda, K V Cengage Learning India Private Limited, 2019.
8. Principles of Intellectual Property N.S. Gopalakrishnan & T.G. Ajitha, Eastern Book Company, 2nd Edition, 2014.

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

- <https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf>
- [https://onlinecourses.nptel.ac.in/noc22\\_ge08/preview](https://onlinecourses.nptel.ac.in/noc22_ge08/preview)
- <https://www.digimat.in/nptel/courses/video/121106007/L01.html>
- <https://www.coursera.org/learn/research-methods>
- (PDF) HANDBOOK OF RESEARCH METHODOLOGY (researchgate.net)
- <https://www.pdfdrive.com/research-methodology-books.html>

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- <https://dst.gov.in/sites/default/files/E-BOOK%20IPR.pdf>
- [https://www.icsi.edu/media/webmodules/IPRLP\\_NOV29.pdf](https://www.icsi.edu/media/webmodules/IPRLP_NOV29.pdf)
- <https://sagepub.libguides.com/c.php?g=964634&p=6968892>
- <https://www.youtube.com/watch?v=GSeeyJVD0JU>

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

### Skill Development Activities Suggested

- Identify research problem and collect relevant literatures for data analysis.
- Write the research design by using Exploratory and Descriptive Research methods.
- Prepare the questionnaire on brand awareness, effectiveness of training in public sector organization, Investors attitude towards Mutual funds in any financial institutions.
- Conduct Market survey and to investigate consumer perception towards any FMCG.
- Demonstrate Report writing and Presentation methods.
- Study Intellectual Property challenges in the field of business

### COURSE OUTCOMES:

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Apply the concepts and processes of business research, including its types and significance in decision-making.
CO2	Effectively identify management issues, define research problems, and formulate clear and testable hypotheses.
CO3	Evaluate various methods and techniques of data collection in survey.
CO4	Design various techniques of report writing and presentation for different business situations.
CO5	Demonstrate the ethical considerations in research and the implications of intellectual property rights, ensuring responsible research practices.

### Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3			2		
CO4				2	
CO5					2

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## Semester: II

### Course Title: OPERATIONS RESEARCH

Course Code	MBA204	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

### Course Learning Objectives:

The student will be able to

1. Understand the fundamental concepts and application of Operational research.
2. Understand the mathematical tools that are needed to solve optimization problems.
3. Elucidate optimization techniques for various problems.
4. Understand and practice allocation problems, Assignment problems.
5. Understand and practice Transportation problems and Network Analysis (PERT & CPM).

### Module-1

(07 Hours)

**Introduction:** Evolution of OR, Definitions of OR, Scope of OR, Applications of OR, Phases in OR, Characteristics and limitations of OR, models used in OR, Quantitative approach to decision making models (Theory Only)

### Module-2

(09 Hours)

**Linear programming:** Linear Programming Problem (LPP), Generalized LPP- Formulation of LPP, Guidelines for formulation of linear programming model, Assumption, Advantages, Limitations, Linear Programming problem (LPP), optimal and feasible Solutions by graphical method (minimization and maximization), Simplex method. (Theory and Problems)

### Module-3

(08 Hours)

**Decision Theory:** Introduction, Decision under uncertainty- Max min & Min max, Decision under Risk- Expected Value, Simple decision tree problems. (Only theory). Simulation Techniques – Monte Carlo Technique - Markov Chain model. (only Theory).

### Module-4

(08 Hours)

**Transportation Problems:** Formulation of transportation problem, types, initial basic feasible solution using North-West Corner Rule (NWCR), Least Cost Method (LCM) and Vogel's Approximation method (VAM). Optimality in Transportation problem by Modified Distribution (MODI) method. Unbalanced Transportation problem. Maximization Transportation problem application of transportation problem. (Theory and Problems).

### Module-5

(09 Hours)

**Theory of Games:** Definition, Pure Strategy problems, Saddle point, Max-Min and Min-Max criteria, Principle of Dominance, Solution of games with Saddle point. Mixed Strategy problems (Graphical and algebraic methods).

Assignment Problem: Formulation, Solutions to assignment problems by Hungarian method, Special cases in assignment problems, unbalanced, Maximization assignment problems. (Theory and Problems)

### Module-6

(09 Hours)

**Project Management:** Introduction, Construction of networks, Structure of projects, phases of project management-planning, scheduling, controlling phase, work breakdown structure, project control charts, network planning (Theory only)  
Critical path method to find the expected completion time of a project, determination of floats in networks, PERT networks, determining the probability of completing a project, predicting the completion time of project; ( Theory and Problems)

### Assessment Details

Assessment Details (both CIE and SEE):



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## Continuous Internal Evaluation:

### CIE for the Theory component: 30 Marks

	Components	Number	Weightage	Max. Marks
1	Tests (A)	3	60%	30
2	Alternate Assessment Tools(AAT) (B)	3	40%	20
	Total Marks for theory component A+B			50

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem-based learning.

## Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 40 percent theory and 60 percent problems in the SEE.

## Suggested Learning Resources:

### Books

1. Operation research .H.A. Taha, Person Publication 2012
2. Operation research , J.K.Sharma, McMillan Publication 2014
3. Quantitative Techniques in management, N D Vohra McGraw Hill 2015.
4. Quantitative Techniques: Theory and Problems, P.C. Tulsian and Vishal Pandey, Pearson India 2006
5. Operations Research, P K Gupta and D S Hira, S. Chand and Company LTD. Publications, New Delhi – 2007
6. Operations Research, An Introduction, Seventh Edition, Hamdy A. Taha, PHI Private Limited, 2006.
7. Quantitative Techniques in management N D Vohra McGraw Hill 2015
8. Operations Research, Theory and Applications, Sixth Edition, J K Sharma, Trinity Press, Laxmi Publications Pvt. Ltd. 2016.
9. Operations Research, A M Natarajan, P Balasubramani, Pearson Education, 2005
10. Introduction to Operations Research, Hillier and Lieberman, 8th Ed., McGraw Hill

## Web links and Video Lectures (e-Resources):

- <https://youtu.be/vuKK3HAOB74>
- [https://lipas.uwasa.fi/-tsottine/lecture\\_notes/or.pdf](https://lipas.uwasa.fi/-tsottine/lecture_notes/or.pdf)
- [https://onlinecourses.nptel.ac.in/noc20\\_ma23/preview](https://onlinecourses.nptel.ac.in/noc20_ma23/preview)
- [https://www.amirajcollege.in/wp-content/uploads/2020/10/3151910-operations-researchtheory-and-application-by-j.-k.-sharma-zlib.org\\_.pdf](https://www.amirajcollege.in/wp-content/uploads/2020/10/3151910-operations-researchtheory-and-application-by-j.-k.-sharma-zlib.org_.pdf)
- <https://youtu.be/vUMGvpsb8dc>

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- <https://youtu.be/fSuqTgnCVRg>
- [https://www.youtube.com/results?search\\_query=operation+research+transportation+problem](https://www.youtube.com/results?search_query=operation+research+transportation+problem)
- <https://www.youtube.com/watch?v=fSuqTgnCVRg>

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

### Skill Development Activities Suggested

- To comprehend the operation research models
- Analyze various organizational problems using LPP, Assignments and Game theory principles.
- Applying techniques of OR for project management
- Evaluate the constraints and challenges faced by the manufacturing and service organizations using methods of operation research.

### COURSE OUTCOMES:

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Apply the basic concepts of operations research to form the operational research models from the verbal description of the real system
CO2	Analyze the business situations with appropriate models to solve optimization problems
CO3	Evaluate the business scenarios to predict solution by using assignment models.
CO4	Design the process of decision making with theory of games.
CO5	Construct network diagrams using network analysis tools

### Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5
CO1	2				
CO2		2			
CO3			2		
CO4				1	
CO5					1

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## Semester: II

### Course Title: CORPORATE STRATEGY

Course Code	MBA205	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

#### Course Learning Objectives:

The student will be able to

1. Provide insights into the core concepts of strategic management.
2. Evaluate various business strategies in dynamic market environments.
3. Gain insights into various strategic management models and tools.
4. Apply the models and tools of strategic management in real-time scenarios.
5. Formulate strategies that best fits for organisational requirements

#### Module-1

(07 Hours)

**Overview Of Strategic Management:** Meaning of strategy and strategic management, Stages of strategic management, the strategic management model, benefits of strategic management, key terms in strategic management, Competitive advantage, strategists, vision, mission, long-term objectives, strategies, annual objectives and policies. Relationship Between a Company's Strategy and its Business Model

#### Module-2

(09 Hours)

**Assessing External Environment:** The process of performing an external audit, Nature of an external audit, key external forces, industry analysis, competitive forces, competitive analysis, Mckinsey7's model, Porter's Five Forces Model, and Key Success Factors

#### Module-3

(09 Hours)

**Assessing Internal Environment:** Nature of internal audit, key internal forces, the internal audit process, Resource-Based View(RBV), Integrating strategy and culture, SWOT and SWOC analysis, Value chain analysis, Benchmarking, and Internal Factor Evaluation matrix.

#### Module-4

(09 Hours)

**Strategy Formulation:** The business vision and mission, the process of developing vision and mission, the importance of vision and mission statement, characteristics of mission statement, long-term objectives, types of strategies, levels of strategies, integration strategies, intensive strategies, diversification strategies, defensive strategies, Porter's generic strategies, Blue Ocean Strategy, and Strategic Decision Making.

#### Module-5

(09 Hours)

**Strategy Implementation:** Nature of strategy implementation, issues in strategy implementation, model of strategic implementation, resource allocation, managing conflicts, restructuring, reengineering and engineering, linking performance and pay to strategies, managing resistance to change, creating a strategy-supportive culture, and production/operations concerns in implementing strategies.

#### Module-6

(07 Hours)

**Strategy Evaluation:** The process of evaluating strategies, strategy evaluation framework, balanced scorecard, characteristics of an effective evaluation system, contingency planning, Role of organisational systems in evaluation, Emerging trends and issues in strategic management – ESG initiatives and the role of technology.

#### Assessment Details

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

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**Continuous Internal Evaluation:****CIE for the Theory component: 30 Marks**

	Components	Number	Weightage	Max. Marks
1	Tests (A)	3	60%	30
2	Alternate Assessment Tools(AAT) (B)	3	40%	20
	Total Marks for theory component A+B			50

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem-based learning.

**Semester End Examination:**

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 percent theory in the SEE.

**Suggested Learning Resources:****Books**

1. Strategic Management, Fred R. David, Prentice Hall India Publication.
2. Crafting and Executing Strategy: The Quest for Competitive Advantage – Concepts and Cases Arthur A. Thompson Jr. Margaret A. Petera f John E. Gamble, A. J. Strickland III, Arun K. Jain, McGraw Hill Education, 16/e 2016
3. Contemporary Strategy Analysis, Robert M. Grant, Wiley India, 10e
4. Strategic Management-Concepts and Cases, Upendra Kachru, Excel Books, New Delhi, 2005.
5. Azhar Kazmi – ‘Business Policy & Strategic Management’ Tata McGraw Hill Publishing Company Ltd., New Delhi – Second Edition, 2001.
6. Harvard Business Review – ‘Business Policy’ – part I & II Harvard Business School.
7. Gupta, Gollakota & Srinivasan – ‘Business Policy and Strategic Management – Concepts and Application’ Prentice Hall of India, 2005.
8. Strategic Management- The Indian Context, R Srinivasan, Fifth edition, Prentice Hall India, Learning Pvt Ltd.

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

- [https://www.youtube.com/watch?v=uY\\_ywciZUnM](https://www.youtube.com/watch?v=uY_ywciZUnM)
- <https://www.youtube.com/watch?v=qGU-etCqbtQ>
- <https://www.youtube.com/watch?v=TzcuoTOkPKg>
- <https://www.youtube.com/watch?v=mgY864U-OH0>
- <https://www.youtube.com/watch?v=MIOLtFPYfsE>
- <https://www.youtube.com/watch?v=d2GoZDOXzzw>
- <https://www.youtube.com/watch?v=ZmRK9wc3hjI>
- <https://www.youtube.com/watch?v=tyUw0h5i9yI>
- <https://www.youtube.com/watch?v=FQLIrmmsHeo>
- <https://www.youtube.com/watch?v=Evvn0NAUPS0>
- <https://study.com/academy/topic/strategic-management-overview.html>

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- <https://www.cascade.app/blog/strategic-management-process>

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

### Skill Development Activities Suggested

1. Select a Local company of student choice and formulate vision, mission, strategic planning for business.
2. Visit a local company and apply SWOT, PESTLE, PORTERS FIVE FORCE MODEL to that particular company.
3. List out some recent merger and acquisition deals and identify the synergy of such deals.
4. Collect the ESG scores of companies from annual reports and rating agencies.
5. Submit a mini project report on strategic evaluation frame work for select companies of their choice.
6. Watch the videos related to successful entrepreneurs like PC Musthafa PC ID foods and identify the strategies of their business.
7. Analyze the Guerrilla warfare case and identify key strategies involved.

### COURSE OUTCOMES:

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Apply the concepts of Strategic Management, its relevance, Characteristics, process, nature, and purpose.
CO2	Analyze how firms successfully institutionalize a strategy, create an organizational structure for domestic and overseas operations and gain competitive advantage.
CO3	Evaluate strategies at various organizational levels to achieve a competitive advantage
CO4	Design the strategies for multinational firms and their decisions in various markets
CO5	Construct the business model and strategies of organization.

### Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3			2		
CO4				2	
CO5					2

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## Semester: II

### Course Title: ENTREPRENEURSHIP DEVELOPMENT

Course Code	MBA206	CIE Marks	50
Teaching Hours/Week (L:P: SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

#### Course Learning Objectives:

The student will be able to

1. Develop and strengthen entrepreneurial qualities and motivation among students.
2. Impart basic entrepreneurial skills and understandings to run a business efficiently and effectively.
3. Provide insights to students on entrepreneurship opportunities, sources of funding and institutions supporting entrepreneurs.
4. Make students understand the ways of starting a company of their own.
5. Discuss the steps in venture development and new trends in entrepreneurship.

#### Module-1

(07 Hours)

**Introduction to Entrepreneur & Entrepreneurship:** 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.

#### Module-2

(09 Hours)

**Developing Business Model:** 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.

#### Module-3

(09 Hours)

**Managing and Growing New Venture:** 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. Forms of business organization: Sole Proprietorship, Partnership, Limited liability partnership - Joint Stock Companies and Cooperatives.

#### Module-4

(09 Hours)

**Entrepreneurship Development and Government:** 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, Prospects for Women Entrepreneurs, Strategies to motivate entrepreneurship amongst women. Institutions supporting Entrepreneurs: A brief overview of financial institutions in India - SIDBI - NABARD - IDBI - SIDCO - Indian Institute of Entrepreneurship - DIC - Single Window - Latest Industrial Policy of Government of India. Latest e – government portals supporting entrepreneurship.

#### Module-5

(07 Hours)

**Process of Company Incorporation;** process of registration of a private limited company, a public limited company, a partnership; Characteristics of a limited liability partnership; Four stages of Start Up, Intellectual property protection and Ethics: Patents , Copyright - Trademark- Geographical indications , Ethical and social responsibility and challenges.

#### Module-6

(09 Hours)

**Emerging Trends in Entrepreneurship Development;** Digital Entrepreneurship, meaning, scope and opportunities. Social Entrepreneur, Meaning of Social Entrepreneur, Motivation for a Social Entrepreneur;

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Supporting and Evaluating Social Entrepreneurship in India. Rural Entrepreneur, Meaning of Rural Entrepreneur, Potential opportunities for Rural entrepreneurship in India. Benefits of Social Media platforms in promoting entrepreneurship.

## Assessment Details

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

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

### Continuous Internal Evaluation:

#### CIE for the Theory component: 30 Marks

	Components	Number	Weightage	Max. Marks
1	Tests (A)	3	60%	30
2	Alternate Assessment Tools(AAT) (B)	3	40%	20
	Total Marks for theory component A+B			50

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem-based learning.

### Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50. The question paper will have 8 full questions carrying equal marks.

- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

#### Books

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

### Web links and Video Lectures (e-Resources):

- <https://youtu.be/rbmz5VEW90A>
- <https://www.youtube.com/watch?v=CnStAWc7iOw>
- <https://www.youtube.com/watch?v=RLQivEQUgUc>

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## Skill Development Activities Suggested

- Make a business plan for your intended business, talk to bankers to find out what they look for in a business plan, modify accordingly and present it in the class.
- Practical Component: Discuss the characteristics and strategies adopted by new age modern entrepreneurs/ Unicorns/start-ups who changed the market scenario with their innovations (minimum 5 entrepreneurs)
- Analyze the performance of listed family firms. How is their performance compared to the performance of other firms? Does a family firm successfully manage to create wealth for nonfamily investors?
- Interview a local entrepreneur to find out his/her major motivations to start a business, which of the skills and characteristics do you find in the entrepreneur?
- Study a local for-profit business and try to list out the positive social impact of the business.
- Visit a trade show and try to compare the marketing activities of various stalls in that show, make a list of good practices you come across in the show

## COURSE OUTCOMES:

Upon completing this course, students will be able to

Sl. No.	Description
CO1	Apply the concept of entrepreneurship in order to set up a business.
CO2	Analyze the Business planning process, business models and B-Plans across Business sectors.
CO3	Evaluate the various sources of funding to support
CO4	Design different forms of business organization and the Process of Company Incorporation
CO5	Contemplate the different areas of Emerging Trends in Entrepreneurship Development

## Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3			3		
CO4				2	
CO5					2



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## Scheme of Teaching and Evaluation for MBA III & IV Semester Master of Business Administration (MBA) (2022 Scheme)



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## III Semester

3<sup>rd</sup> Semester Scheme (Course with Dual Specialization)  
(Effective from the academic year 2022-23)

### Data Analytics Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBADA301	Data Analytics For Managers	2	2	4	50	50	100	3
2	22MBADA302	Database Management System	2	2	4	50	50	100	3
3	22MBADA303	Python Programming For Managers	2	2	4	50	50	100	3
4	22MBADA304	Data Warehousing	2	2	4	50	50	100	3
5	22MBADA305	Decision Support System	2	2	4	50	50	100	3
6	22MBADA306	Digital Transformation	2	2	4	50	50	100	3
7	22MBAIN307	Internship	0	8	8	50	50	100	4
8	22MBAAT308	Business Aptitude (Mandatory Non – Credit Course )	2	2	4	100	-	100	-
<b>Total</b>			<b>14</b>	<b>22</b>	<b>36</b>	<b>450</b>	<b>350</b>	<b>800</b>	<b>22</b>

### Logistics & Supply Chain Management Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBALS301	Basics of Logistics and Supply Chain Management	2	2	4	50	50	100	3
2	22MBALS302	Warehouse Management	2	2	4	50	50	100	3
3	22MBALS303	Purchasing and Strategic Sourcing	2	2	4	50	50	100	3
4	22MBALS304	Inventory Management	2	2	4	50	50	100	3
5	22MBALS305	Supply Chain Management and Risk Modeling	2	2	4	50	50	100	3
6	22MBALS306	E-Logistics	2	2	4	50	50	100	3
7	22MBAIN307	Internship	0	8	8	50	50	100	4
8	22MBAAT308	Business Aptitude (Mandatory Non – Credit Course )	2	2	4	100	-	100	-
<b>Total</b>			<b>14</b>	<b>22</b>	<b>36</b>	<b>450</b>	<b>350</b>	<b>800</b>	<b>22</b>

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## Finance Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBAFM301	Financial Markets and Services	2	2	4	50	50	100	3
2	22MBAFM302	Investment Management	2	2	4	50	50	100	3
3	22MBAFM303	Direct Taxation	2	2	4	50	50	100	3
4	22MBAFM304	Advanced Financial Management	2	2	4	50	50	100	3
5	22MBAFM305	Mergers & Acquisition and Business Valuation	2	2	4	50	50	100	3
6	22MBAFM306	Financial Modeling	2	2	4	50	50	100	3
7	22MBAIN307	Internship	0	8	8	50	50	100	4
8	22MBAAT308	Business Aptitude (Mandatory Non – Credit Course )	2	2	4	100	-	100	-
<b>Total</b>			<b>14</b>	<b>22</b>	<b>36</b>	<b>450</b>	<b>350</b>	<b>800</b>	<b>22</b>

## Marketing Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBAMM301	Behavioural Marketing	2	2	4	50	50	100	3
2	22MBAMM302	Advanced Retail Management	2	2	4	50	50	100	3
3	22MBAMM303	Services Marketing	2	2	4	50	50	100	3
4	22MBAMM304	Marketing Research and Analytics	2	2	4	50	50	100	3
5	22MBAMM305	Business Marketing	2	2	4	50	50	100	3
6	22MBAMM306	Tourism Marketing	2	2	4	50	50	100	3
7	22MBAIN307	Internship	0	8	8	50	50	100	4
8	22MBAAT308	Business Aptitude (Mandatory Non – Credit Course )	2	2	4	100	-	100	-
<b>Total</b>			<b>14</b>	<b>22</b>	<b>36</b>	<b>450</b>	<b>350</b>	<b>800</b>	<b>22</b>

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## Human Resource Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBAHR301	Talent Acquisition	2	2	4	50	50	100	3
2	22MBAHR302	Human Resource Analytics	2	2	4	50	50	100	3
3	22MBAHR303	Organizational Change Management	2	2	4	50	50	100	3
4	22MBAHR304	Learning And Development	2	2	4	50	50	100	3
5	22MBAHR305	Employee Relations & Labour Laws	2	2	4	50	50	100	3
6	22MBAHR306	Human Resource Audit	2	2	4	50	50	100	3
7	22MBAIN307	Internship	0	8	8	50	50	100	4
8	22MBAAT308	Business Aptitude (Mandatory Non – Credit Course )	2	2	4	100	-	100	-
<b>Total</b>			<b>14</b>	<b>22</b>	<b>36</b>	<b>450</b>	<b>350</b>	<b>800</b>	<b>22</b>



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## IV Semester

4<sup>th</sup> Semester Scheme (Course with Dual Specialization)  
(Effective from the academic year 2022-23)

### Data Analytics Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBADA401	R Programming For Managers	2	2	4	50	50	100	3
2	22MBADA402	Project Management	3	0	3	50	50	100	3
3	22MBADA403	Enterprise Resource Planning	3	0	3	50	50	100	3
4	22MBADA404	Peoples Analytics	2	2	4	50	50	100	3
5	22MBADA405	Business Intelligence	2	2	4	50	50	100	3
6	22MBADA406	Corporate Social and Web Analytics	2	2	4	50	50	100	3
7	22MBAPR407	Project Work	0	16	16	50	50	100	08
		<b>Total</b>	<b>14</b>	<b>08</b>	<b>22</b>	<b>350</b>	<b>350</b>	<b>700</b>	<b>26</b>

### Logistics & Supply Chain Management Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBALS401	Port and Airport Management for Logistics	2	2	4	50	50	100	3
2	22MBALS402	Global Supply Chain Management	2	2	4	50	50	100	3
3	22MBALS403	Export Import Management	2	2	4	50	50	100	3
4	22MBALS404	International Logistics Management	2	2	4	50	50	100	3
5	22MBALS405	Containerization and Multimodal Transportation Management	2	2	4	50	50	100	3
6	22MBALS406	Supply Chain Information System	2	2	4	50	50	100	3
7	22MBAPR407	Project Work	0	16	16	50	50	100	08
		<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>350</b>	<b>350</b>	<b>700</b>	<b>26</b>

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## Finance Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBAFM401	Risk Management & Insurance	2	2	4	50	50	100	3
2	22MBAFM402	Financial Derivatives	2	2	4	50	50	100	3
3	22MBAFM403	Indirect Taxation	2	2	4	50	50	100	3
4	22MBAFM404	Wealth Management	2	2	4	50	50	100	3
5	22MBAFM405	Behavioral Finance	2	2	4	50	50	100	3
6	22MBAFM406	International Financial Management	2	2	4	50	50	100	3
7	22MBAPR407	Project Work	0	16	16	50	50	100	08
		<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>350</b>	<b>350</b>	<b>700</b>	<b>26</b>

## Marketing Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBAMM401	Sales Management	2	2	4	50	50	100	3
2	22MBAMM402	Integrated Marketing Communication & Advertising	2	2	4	50	50	100	3
3	22MBAMM403	Digital & Social Media Marketing	2	2	4	50	50	100	3
4	22MBAMM404	Strategic Brand Management	2	2	4	50	50	100	3
5	22MBAMM405	Rural Marketing	2	2	4	50	50	100	3
6	22MBAMM406	International Marketing Management	2	2	4	50	50	100	3
7	22MBAPR407	Project Work	0	16	16	50	50	100	08
		<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>350</b>	<b>350</b>	<b>700</b>	<b>26</b>

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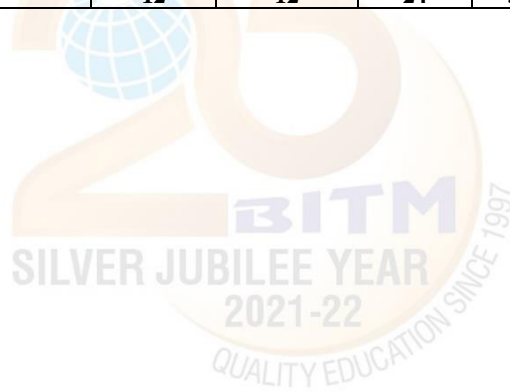
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## Human Resource Specialization

SN	Course Code	Course Name	Teaching hours per week			Marks for		Total Marks	Credits
			Lecture	Practical component	Total	CIE	SEE		
1	22MBAHR401	Leadership & Building Organization	2	2	4	50	50	100	3
2	22MBAHR402	Personal Growth and Interpersonal Effectiveness	2	2	4	50	50	100	3
3	22MBAHR403	International Human Resource Management	2	2	4	50	50	100	3
4	22MBAHR404	Public Relations	2	2	4	50	50	100	3
5	22MBAHR405	Compensation Management & Reward system	2	2	4	50	50	100	3
6	22MBAHR406	Talent Management	2	2	4	50	50	100	3
7	22MBAPR407	Project Work	0	16	16	50	50	100	08
		<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>350</b>	<b>350</b>	<b>700</b>	<b>26</b>



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**Semester: III**
**Course Name: Data Analytics for Managers**

Course Code	22MBADA301	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Total Marks	100

**Module – 1 Wholeness of Data Analytics**
**08 Hours**

Introduction, Business Intelligence, Pattern Recognition, Data Processing Chain.

Business Intelligence Concepts and Applications: Introduction, BI for better decisions, decision types, BI tools, BI skills, BI applications.

**Teaching-Learning Process:**
**Pedagogy:** Lab and Lecture method.

**Module –2 Online Transaction Processing and Data Warehouse**
**08 Hours**

Structure, objectives, introduction, online transaction processing, OLTP system characteristics, OLTP merits and demerits, need of data warehouse, characteristics of DW, main components of data warehouse, approaches for constructing a data warehouse, dimensional modeling used in DW design-facts, dimensions and attributes, types of schemas, ETI and other tools sets available in market.

**Teaching-Learning Process:**
**Pedagogy:** Lab and Lecture method.

**Module – 3 Business Intelligence And Its Deeper Dynamics**
**08 Hours**

Structure, objectives, business intelligence, BI characteristics, data quality: a real challenge, data quality best practices, structured versus unstructured, differences between structured and unstructured data, data lake, data lake versus data warehouse, main components of a data lake, modern business intelligence system, benefits and use cases of modern BI.

**Teaching-Learning Process:**
**Pedagogy:** Lab and Lecture method.

**Module – 4 Introduction to Data Visualization**
**08 Hours**

Structure, objectives, presenting data visualization, aims of data visualization, history at a glance, importance of data visualization, types of data visualization-hierarchical, tree diagram, tree map, ring chart, dendrogram, temporal, bar chart, line graph, stacked graph, Gantt chart, scatter plot, stacked area chart, Sparkline, network, word cloud, matrix chart, node link diagram, multi-dimensional, pie chart, histogram.

**Teaching-Learning Process:**
**Pedagogy:** Lab and Lecture method.

**Module – 5 Decision Tree**
**08 Hours**

Introduction, decision tree problem, decision tree construction, decision tree algorithms.

**Advanced data visualization-** structure, objective, types of advanced data visualization-bubble chart, word cloud, geospatial heat map/ hot spot mapping, data visualization trends, introducing data visualization tools, data visualization best practices.

**Teaching-Learning Process:**
**Pedagogy:** Lab and Lecture method.



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**Course Outcomes:**

At the end of the course the student will be able to:

- CO1:** Apply the BI concepts to solve business problems.
- CO2:** Apply the OLTP techniques to provide business solutions
- CO3:** Apply BI techniques to create Data Lake.
- CO4:** Analyse data using various data visualization techniques.
- CO5:** Analyse trends using advanced data visualization techniques.

**Assessment Details****Continuous Internal Evaluation (CIE):**

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	Total Marks			50

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

**SEE:**

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Data Analytics	Anil Maheshwari	McGraw Hill Education	2018
2	Data Analytics: Principles, Tools and Practices	Dr. Gaurav Arora Chitra Lee Dr. Munish Jindal	BPB Publications	1 <sup>st</sup> Edition, 2022

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**Semester: III**

**Course Name: Data Base Management System (DBMS)**

Course Code	22MBADA302	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Total Marks	100

## Module – 1 Introduction to Databases

**08 Hours**

Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications. Overview of Database Languages and Architectures: Data Models, Schemas, and Instances. Three schema architecture and data independence, database languages, and interfaces, The Database System environment. Conceptual Data Modelling using Entities and Relationships: Entity types, Entity sets, attributes, roles, and structural constraints, Weak entity types, ER diagrams, examples.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

## Module –2 Relational Model

**08 Hours**

Relational Model Concepts, Relational Model Constraints and relational database schemas, Update operations, transactions, and dealing with constraint violations

Design: Relational Database Design using ER-to-Relational mapping.

SQL: SQL data definition and data types, specifying constraints in SQL, retrieval/queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

## Module – 3 SQL: Advances Queries

**08 Hours**

More complex SQL retrieval queries, Specifying constraints as assertions and action triggers, Views in SQL, Schema change statements in SQL.

Database Application Development: Accessing databases from applications, An introduction to JDBC, JDBC classes and interfaces, SQLJ, Stored procedures.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

## Module – 4 Normalization: Database Design Theory

**08 Hours**

Introduction to Normalization using Functional and Multivalued Dependencies: Informal design guidelines for relation schema, Functional Dependencies, Normal Forms based on Primary Keys, Second and Third Normal Forms, Boyce-Codd Normal Form, Multivalued Dependency and Fourth Normal Form, Join Dependencies and Fifth Normal Form.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

## Module – 5 Transaction Processing

**08 Hours**

Introduction to Transaction Processing, Transaction and System concepts, Desirable properties of Transactions, Characterizing schedules based on recoverability, Characterizing schedules based on Serializability, Transaction support in SQL.

Concurrency Control in Databases: Two-phase locking techniques for Concurrency control,

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Concurrency control based on Timestamp ordering, Multiversion Concurrency control techniques, Validation Concurrency control techniques, Granularity of Data items and Multiple Granularity Locking.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Identify and define database objects using RDBMS tools.

CO2: Design database to solve business problems

CO3: Apply normalization techniques to normalize the database.

CO4: Apply normalization techniques to design the database to solve business problems

CO5: Demonstrate the use of concurrency and transaction in database.

## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Fundamentals of Database Systems	RamezElmasri and Shamkant B. Navathe	Pearson...	7 <sup>th</sup> Edition, 2017,
2	Database management systems	Ramakrishnan and Gehrke	McGraw Hill	3rd Edition, 2014
3				
<b>Reference Books</b>				
1	Database System Concepts	SilberschatzKorth and Sudharshan	McGraw Hill	6 <sup>th</sup> Edition, McGraw-Hill, 2013.
2	Database Principles Fundamentals of Design, Implementation and Management	Coronel, Morris, and Rob	Cengage Learning	2012

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**Semester: III**

**Course Name: Python Programming for Managers**

Course Code	22MBADA303	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total hours of Pedagogy	40	Total Marks	100

**Module – 1 Introduction to Python**

**08 Hours**

Variables, expressions and statements, Conditional execution & Iteration.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

**Module – 2 Programming constructs/data structures**

**08 Hours**

Data structures: Lists, Dictionaries, Tuples, Functions, Strings & Files, Pandas Data Structure.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

**Module – 3 Pattern matching & regular expression**

**08 Hours**

Pattern matching & regular expression: Character matching, extracting data, Combining searching and extracting, Escape character.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation.

**Module – 4 Numpy & Pandas**

**08 Hours**

Numpy: -Understanding data types in python, basics of NumPy arrays, computation on NumPy arrays: universal functions. Pandas: -Introducing to pandas data structures, essential functionality, summarizing and computing descriptive statistics, handling missing data, Pandas Data Frame Basics & Data structure.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

**Module – 5 Classification & Prediction**

**08 Hours**

Decision tree learning, Naïve Bayes Classifier, Text classification & Artificial Neural Network. Evaluation of models.

Clustering: K-means & K-medoids clustering, DBSCAN, Agglomerative Hierarchical Clustering, BIRCH, cluster evaluation.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

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## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Interpret classification and clustering techniques for handling large data in business objectives.
- CO2: Illustrate looping, control statements in python.
- CO3: Apply python data structures - lists, tuples, dictionaries and pandas for representing compound data in business applications.
- CO4: Demonstrate the concept of pattern matching using regular expression in business objectives.
- CO5: Apply the concept of numpy and pandas data structures in business objectives.

## Assessment Details

Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

## Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

## Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
Textbooks				
1	Data Mining -Concepts and Techniques	Jiawei Han, Micheline Kamber, Jian Pei	Morgan Kaufmann Publisher	3 <sup>rd</sup> Edition 2012
2	"Python for Everybody: Exploring Data Using Python 3	Charles R. Severance	Create Space Independent Publishing Platform,	1 <sup>st</sup> Edition 2016
3	"Think Python: How to Think Like a Computer Scientist"	Allen B. Downey	Green Tea Press	2 <sup>nd</sup> Edition 2015

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**Semester: III**

**Course Name: Data Warehousing**

Course Code	22MBADA304	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Total Marks	100

## Module – 1 System Processes

**08 Hours**

Introduction, Typical process flow within a data warehouse, Extract & load process, Clean and Transform data, Backup & archive process, Query management process.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

## Module –2 Process Architecture

**08 Hours**

Introduction, Load manager, Warehouse manager, Query Manager, Detailed information, Summary information, Meta data, Data marting.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

## Module – 3 Design

**08 Hours**

Introduction, Star flake schemas, Identifying facts & dimensions, Designing fact tables, Designing the star flake schema, Query redirection, Multidimensional schemas, Horizontal partitioning, and Vertical partitioning. Why aggregate, What is an aggregation?, Designing summary tables.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

## Module – 4 Data Marting

**08 Hours**

Introduction, When is a data mart appropriate, Designing data marts, Costs of data marting. Meta Data-Data transformation & load, Data management, Query generation, Metadata & tools. Hardware architecture –Process, Server hardware, Network hardware, Client hardware, Backup & Recovery – Definitions, Hardware, Software, Backup strategies, Testing the strategy, Disaster recovery.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

## Module – 5 Capacity Planning

**08 Hours**

Introduction, Process, Estimating the load Tuning the data warehouse – Introduction, Assessing the performance, Tuning the data load, Tuning queries, Testing the data warehouse – Introduction, Developing the test plan, Testing backup recovery, Testing the operational environment, Testing the database, Testing the application, Logistics of the test.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

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## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Describe the functionality of various data warehousing component.
- CO2: Discuss warehousing architecture and tools for systematically organizing large database and use their data to make strategic decisions.
- CO3: Demonstrate the data marts repositories for large amount of transactional data for business applications.
- CO4: Discover interesting patterns from large amounts of data for predictions and classification.
- CO5: Develop a test plan for testing the various business applications.

## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

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- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Data Warehousing in the real world	Sam Anahory	Pearson education	Seventh edition 2003.
2	Data Warehousing, Data Mining & OLAP	Alex Berson, Stephen J Smith	TMH	
3				
<b>Reference Books</b>				
1	Data mining & Ware housing	I Singh	Khanna Publishing house.	

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**Semester: III**
**Course Name: Decision Support System**

Course Code	22MBADA305	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of pedagogy	40	Total Marks	100

**Module – 1 Decision Making and Computerized Support**
**08 Hours**

Managerial decision making and information systems, the need for computerized decision support and the supporting technologies, the concept of decision support systems, executive information support systems, expert systems and intelligent agents, the evolution and attributes of computerized decision aids, decision making: introduction and definitions, systems, models, a preview of modeling process, the intelligence phase, the design phase.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

**Module –2 Decision Making, Systems and Modeling**
**08 Hours**

Decision making: the implementation phase, how decisions are supported, alternative decision-making models, personality types, gender, human cognition and decision styles. What is a DSS?, characteristics and capabilities of DSS, components of DSS, the data management subsystem, the model management subsystem, the user interface (dialog) subsystem, distinguishing DSS from management science and MIS, DSS classifications.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

**Module – 3 Decision Support System Development**
**08 Hours**

Introduction to DSS development, the traditional system development life cycle, alternate development methodologies, prototyping: the DSS development methodology, DSS technology levels and tools, DSS development tool selection, end user-developed DSS.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

**Module – 4 Collaborative Computing Technologies: Group Support Systems**
**08 Hours**

Group decision making, communication and collaboration, communication support, collaboration support: computer-supported cooperative work, Group Support Systems, Group Support Systems technologies, Group systems, the GSS meeting process, distance learning, creativity and idea generation, GSS and collaborative computing issues and research, enterprise systems: concepts and definitions, the evolution of executive and enterprise information systems, executives' roles and their information needs, characteristics and capabilities of executive support systems, comparing and integrating EIS and DSS.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.



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## Module – 5 Knowledge Management

**08 Hours**

Introduction to knowledge management, knowledge, organizational learning and organizational memory, knowledge management, the Chief knowledge Officer, knowledge management development, knowledge management methods, technologies and tools, knowledge success, knowledge management and artificial intelligence, electronic document management, knowledge engineering, difficulties in knowledge acquisition, methods of knowledge acquisition; an overview, interviews, tracking methods, observations and other manual methods.

Teaching-Learning Process:

Pedagogy: Lab and Lecture method.

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Describe the fundamental concepts of Decision Support Systems.

CO2: Discuss the components of Decision Support Systems.

CO3: Demonstrate Decision Support Systems life cycle and tools used for development of Applications

CO4: Illustrate group support system technologies for developing collaborative applications to make appropriate decisions

CO5: Design integrated decision support systems for business applications.

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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#### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Decision Support System and Intelligent systems	Efraim Turban, Jay E. Aronson	Pearson Education	6 <sup>th</sup> edition 2001.
2	Decision Support Systems,	Sprague R.H. Jr and H.J. Watson:	Prentice Hall	4th Edition, 1996.
<b>Reference Books</b>				
1	Decision Support Systems	R. Jayashankar	Tata McGraw Hill.	--
2	Decision Support Systems	Janakiraman and Sarukesi	Prentice Hall of India, New Delhi	--

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**Semester: III**

**Course Name: Digital Transformation**

Course Code	22MBADA306	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Total Marks	100

## Module – 1 The Key Forces for Change

**08 Hours**

Relentless, accelerating change, Transformed competitive contexts, Transformed consumer contexts, Transformed company contexts, The agile context model, The key challenge: rates of change, How digital disrupts-The lifecycle of a technology, Why businesses get disrupted: the ambiguity zone, Defining digital.

Teaching-Learning Process:

Pedagogy: Lab and Lecture Method.

## Module –2 Defining Digital Transformation

**08 Hours**

What digital transformation is NOT, What good looks like: a maturity model for change, The agile formula, Digital-native processes - Design thinking, Agile, Lean, The principles of agile business, Developing a learning culture, Learning to unlearn, Fixed and growth mindsets, Embedding reflection time.

Teaching-Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 3 Agile Strategy and Planning

**08 Hours**

The key to good strategy, Emergent and deliberate strategy, The balance between vision and iteration, The customer-centric organization, 'P' is for Prioritization, Strategy as an ever, changing algorithm, Discovery-driven planning.

Teaching-Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 4 Linking Strategy to Execution

**08 Hours**

The five questions, strategy and tactic trees, OKRs: bringing the team with you, Sprint working as a driver of change, Data-driven decision-making, technology as a barrier to change, technology as an enabler of change, Agile budgeting.

Teaching-Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 5 The Transformation Journey

**08 Hours**

The five dimensions of change, Dimension one: personal, Dimension two: principles, Dimension three: process, Dimension four: practice, Dimension five: pace, Staying agile.

Teaching-Learning Process:

Pedagogy: Lab and Lecture Method.

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## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Discuss the key forces for change in technology.
- CO2: Illustrate the digital transformation process.
- CO3: Develop the agile strategy for any business objectives
- CO4: Analyse the linking strategy for decision making in business applications
- CO5: Demonstrate the transformation dimensions for technological change

## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
Textbooks				
1	Building the Agile Business Through Digital Transformation	NEIL PERKIN, PETER ABRAHAM	Kogan Page Limited	2017

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**Semester: III**
**Course Name: Basics of Logistics and Supply Chain Management**

Course Code:	<b>22MBALS301</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Fundamental of Marketing Management.
- Basic knowledge of Transportation.
- Basics of Retail Management.

**Course objectives:**

1. To provide insights on the concept Supply Chain Management.
2. To familiarize the fundamentals of the Logistics.
3. To emphasis the concepts of Supply Chain Performance.
4. To educate the concepts of Warehousing.
5. To teach the concept of Export Logistics.

**Module – 1 Supply Chain Management**
**08 Hours (RBT Levels: L1, L2, L3)**

Supply Chain Concepts: Objectives of Supply Chain; Decision Phases in Supply Chain; Process views of Supply Chain: Cycle View of Supply Chain Process, Push-Pull view of Supply Chain Process; Key Issues in SCM; Supply Chain Drivers, metrics and Obstacles, Supply Chain Strategies, Best Practices in SCM.

Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Drat & Present Best Practices of Supply Chain Management from top 5 corporates

**Module – 2 Logistics**
**08 Hours (RBT Levels: L1, L2, L3, L4)**

Logistics: Evolution & Objectives of Logistics; Components and Functions of Logistics Management; Types of Logistics Management; Network Design, Network Design in the Supply Chain, Factors affecting Network Design Decisions; Order Processing and Fulfillment; Inventory Management; Material Handling, Pack and Labelling; Freight Transportation; Transportation –Functions, Costs and Mode; Containerization, Cross Docking, Hub & Spoke, Distributed Warehouses.

Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Prepare Proforma of Commercial Invoice, Dock Receipt, Bill of Lading with Imaginary details.

**Module – 3 Supply Chain Performance**
**08 Hours (RBT Levels: L2, L3, L4, L5)**

Supply Chain Performance: Bullwhip Effect and Reduction, Reasons for measuring supply chain performance, Dimensions for measuring performance of supply chain management; Supply Chain Performance Measurement: & Techniques of Measuring Supply Chain Performance: SCOR Model, Balanced Scorecard, Activity Based Costing (ABC), Benchmarking, Logistics Scoreboard, Economic Value Analysis; Global Supply Chain: Driving forces of Global Supply Chain management, Important; Factors influencing, sourcing decision in Global SCM: benefit and key issues, and Trends.

08 Hours (RBT Levels:L2, L3, L4, L5)

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Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Drat & Present Tools of Performance Measurement

## Module – 4 Warehousing & Supply Chain CRM 08 Hours (RBT Levels: L2, L3, L4, L5)

Warehousing: Concept and Types, importance/role, Strategic issues affecting warehousing, Warehouse operations, Pack and unit loads, Warehouse Design, Facility Location & Network Design, Outsourcing- Nature and Concept, Strategic Decision to Outsourcing, Third Party Logistics (3PL), Fourth Party Logistics (4PL), and Fifth Party Logistics (5PL); Supply Chain Processes –CRM, ISCM & SRM; IT Infrastructure Used for Supply Chain and CRM, Functional components of CRM; Green Supply Chain Management, Supply Chain Sustainability.

Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Present Overview of Major Warehousing Companies in India

## Module – 5 International Logistics 08 Hours (RBT Levels: L3, L4, L5, L6)

Global Logistics and Environment, Methods and tools facilitating International Logistics, Challenges of Global Logistics, Integrated Supply Chain and Logistics, Logistics Industry in India. Sourcing Decisions in Global SCM -Logistics, Trends, Key Issues in Global Sourcing, Factors influencing Global sourcing.

Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Present Various Documents Required for International Logistics

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply the concepts of Supply Chain Management.

CO2: Analyze various functions of Logistics Management.

CO3: Evaluate tools of performance measurement.

CO4: Design appropriate warehousing strategies for an organization.

CO5: Construct the process of integrated supply chain management with international logistics prospective

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

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- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

## Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Supply Chain Management: Strategy, Planning and Operation	Chopra, Sunil, Meindl, Peter and Kalra, D. V	Pearson Education	Recent Edition
2	Supply Chain Management	Altekar, Rahul V.	PHI Learning Private Limited	Recent Edition
3	Supply Chain Management	Ballou, Ronald H.	Pearson Education	Recent Edition
4.	Integrated Supply Chain and Logistics Management	Rajat K. Baisya	Sage	2020
5	Supply Chain Management- Text and Cases	Janat Shah	Pearson	Latest edition
6	Logistics & Distribution Management	Alan Rushton, Phil Croucher, Peter Bake	Kogan Page Limited	5th EDITION ISBN 978 0 7494 6627 5 E-ISBN 978 0 7494 6628 2
<b>Reference Books</b>				
1	Supply Chain Management	Sahay, B.S.	Macmillan	Recent Edition
2	Business Logistics Management.	Ballou, R.H.	Prentice-Hall Inc.	Recent Edition
3	Logistical Management	Bowersox D.J., Closs D.J.	McGraw-Hill, 1996	

## E-Resources:

[https://www.tutorialspoint.com/supply\\_chain\\_management/supply\\_chain\\_management\\_tutorial.pdf](https://www.tutorialspoint.com/supply_chain_management/supply_chain_management_tutorial.pdf)

[https://www.academia.edu/6547358/Logistics\\_Concept\\_Evolution\\_Objectives\\_and\\_Elements](https://www.academia.edu/6547358/Logistics_Concept_Evolution_Objectives_and_Elements)

<https://egyankosh.ac.in/bitstream/123456789/11527/1/Unit-13.pdf>

<https://newizze.com/how-to-build-a-crm-for-warehouse-management/>

<https://www.dripcapital.com/en-in/resources/blog/export-logistics-process>

<https://industri.fatek.unpatti.ac.id/wp-content/uploads/2019/03/149-The-Handbook-of-Logistics-and-Distribution-Management-Understanding-the-Supply-Chain-Alan-Rushton-Phil-Croucher-Peter-Baker-Edisi-1-2014.pdf>

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**Semester: III**

**Course Name: Warehouse Management**

Course Code	<b>22MBALS302</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Students should have basic concepts of logistics & supply chain.
- Fundamentals of Marketing
- Basics of Distribution Channel Management.

**Course objectives:**

1. To provide basic knowledge about Warehouse Management.
2. To provide an insight on Warehouse process and E-commerce application used in warehousing.
3. To impart know-how required to operate an efficient and cost effective Storage Management system.
4. To teach the usage of Warehouse Functions and Design.
5. Develop an understanding towards – strategic, tactical and operations related to Material Handling and Warehouse safety.

**Module – 1 Introduction to Warehousing Concepts 06Hours (RBT Levels: L1, L2, L3)**

Role of warehouse; Need for warehousing; Types of warehouse; Warehouse location Supply chain trends affecting warehouse; Warehouse functions, Role of warehouse manager.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Identify different types of Warehouse functions and roles.

**Module – 2 Warehouse Process 06Hours (RBT Levels: L1, L2, L3, L4)**

Warehouse processes: Pre-receipt; Receiving; Put-away: Preparation, Offloading, Checking; Storage: Stock management; Stock or Inventory counting-Perpetual inventory counts; Security; Picking: Pick preparation, Pick area layout, Picking strategies and equipment, Order picking methods; & Packing, De-kitting/kitting & Casing; Dispatching: Cross-docking; Replenishment to dispatch; Value adding services; Indirect activities; Returns processing.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Pick a company of choice and prepare a detailed report on warehouse process.

**Module – 3 Inventory Management 06 Hours (RBT Levels: L2, L3, L4, L5)**

Inventory Management Concept, Various costs associated with inventory, Functions of Inventory; Types of Inventory Management: Just-in-time management (JIT), Economic Order Quantity (EOQ), Days sales of inventory (DSI), Material requirements planning (MRP); Classification of Inventory; Types of Inventory, Alternative approach for classification of inventories; Methods of Controlling Stock Levels; Buffer stock, lead time reduction, reorder point/re-order level fixation; Always Better Control (ABC) Inventory system; Components of inventory decisions, inventory cost management, business response to stock out, replenishment of inventory.

Teaching-Learning Process:

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Pedagogy: Chalk and talk method, Power point presentation, YouTube videos, Case Study  
Skill Enrichment Exercises: Students are Studying the role of technology that helps warehouse managers in Inventory Management decisions.

## Module – 4 Warehouse Functions and Design 10 Hours (RBT Levels: L2, L3, L4, L5)

Functions of Warehouse: Introduction, Receiving, prepacking, transporting to the appropriate storing place, storage, order picking, Pack or pricing, sorting, consolidation and shipping. Roles and responsibilities of manager, Benefits of Warehousing: Economics benefits, Operational benefits of warehousing; & Consolidation and break bulk, cross docking, processing and stock piling stock spotting, assortment, mixing; Warehouse Location and Design: Introduction, Site analysis, Product mix consideration, design criteria, Storage plan, Aisle width decisions.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, Power point presentation, YouTube videos, Case Study  
Skill Enrichment Exercises: Create and design a warehousing information system that encompasses the competencies in storage and warehouse management.

## Module – 5 Material Handling and Warehouse safety 10 Hours (RBT Levels: L3, L4, L5, L6)

Material handling; Product movement concept Costs: product load activity, dispatch activity, unloads activity; Warehouse equipment; Forklift trucks, vehicles, warehouse equipment legislation. Automation of warehousing, Warehouse Control Devices: Impact of the computer technology automatic identification; Pack-Pallet-Stretch wraps, Cartons Issues and trends in product transport; Product Labeling; Health and Safety Risk assessment: layout and design, fire safety, slips and trips, manual handling, working at height, Warehouse safety check list Warehouse Environment Energy production, product waste & waste disposal, hazardous waste; Sustainable warehouse Management.

Teaching-Learning Process:

Pedagogy: Chalk and Talk method, YouTube videos, Power point presentations  
Skill Enrichment Exercises: Students are asked to identify the warehouse security issues and strategies to solve the issues.

### Course Outcomes:

At the end of the course the student will be able to:

1. Apply and understand the role of the warehouse and warehouse manager in today's supply chain
2. Analyze the various warehouse processes, strategies, and methods for appropriate decisions.
3. Evaluate the various storage inventory management methods.
4. Design the specific warehouse with determining the functions.
5. Develop and enhance effective inventory control, material handling, and warehouse safety techniques.

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

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- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

## Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Warehouse Management: A Complete Guide to Improve Efficiency and Minimizing Cost in the Modern Warehouse.	Gwynne Richards	Kegan page limited	Latest 2016
2	A Supply Chain Logistics Program for Warehouse Management	David E. Mulchy & Joachim Sidon (2008)	Auerbachian Publications	2008
<b>Reference Books</b>				
1	Supply Chain Logistics Management	Bowersox, D.J., Closs, D.J., Cooper, M.B., & Bowersox, J.C.	McGraw Hill/Irwin.	4e, 2013
2	The Introduction to Materials Management.	Arnold, J.R., Chapman, S.N	Prentice-Hall	7e 2012
3	Managing Supply Chains: A Logistics Approach.	Coyle, J.J., Jr. Langley, C.J., Novack, R.A., & Gibson, B.J	McGraw-Hill.	9e, 2013

## E-Resources:

1. [https://www.researchgate.net/publication/339313759\\_Design\\_and\\_Implement\\_E-Warehouses\\_Management\\_System\\_for\\_Universities\\_in\\_Developing\\_Countries](https://www.researchgate.net/publication/339313759_Design_and_Implement_E-Warehouses_Management_System_for_Universities_in_Developing_Countries)
2. <https://golocad.com/warehousing/warehouse-management/>
3. <https://www.oracle.com/in/scm/logistics/warehouse-management/>
4. <https://6river.com/warehouse-management-best-practices/>
5. <https://www.softwareadvice.com/scm/warehouse-management-system-comparison/>

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**Semester: III**
**Course Name: Purchasing and Strategic Sourcing**

Course Code	<b>22MBALS303</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

Logistics and supply chain management theory, models and methods of logistics.

**Course objectives:**

1. To explore the fundamental concepts of Purchase Management.
2. To impart the importance of Purchasing and Sourcing management in modern day business, and understand the key role the supply function plays.
3. To educate the importance of selection of vendors
4. To understand the key activities/process in negotiation techniques.
5. To teach contract framework in supply management.

**Module – 1 Purchasing Operations and Structure 06 Hours (RBT Levels: L1, L2, L3)**

Importance and Objectives of Purchasing; The purchasing and sourcing process: Types of purchases  
 Purchasing policy and procedures: Centralized and decentralized purchasing; Strategic sourcing: make-or-buy decisions; Principles and steps; Procurement Strategies; Types and importance, E-Procurement; Management structure, roles and responsibilities in purchasing / sourcing.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study  
 Skill Enrichment Exercises: Students are asked to prepare a detailed report on purchasing system and process of any two companies.

**Module – 2 Supply Management Integration and Strategic Sourcing 10 Hours (RBT Levels: L1, L2, L3, L4)**

Supply Integration: Its importance, Internal integration, External integration; Purchasing position within the organizational structure; Essential Elements of an Effective Supplier Integration; Barriers of supply integration and Things to Avoid in Supplier Integration; The critical role of cross functional sourcing teams in integrating supplies and suppliers and to develop new products and services; Supply management and commodity strategy development; Aligning supply management and enterprise objectives; Category strategy management; Types of supplier management strategies; Evolving sourcing strategies.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study  
 Skill Enrichment Exercises: To conduct an interview with Purchasing manager and collect the data on Supply chain integration and Strategic sourcing.

**Module – 3 Supplier Evaluation and Selection 10 Hours (RBT Levels: L2, L3, L4, L5)**

Supplier Evaluation and Selection Process; Need for Supplier Selection; Identifying Key Sourcing Requirements; Determining Sourcing Strategy, Identifying Potential Supply Sources and Sourcing Alternatives; Limiting Suppliers in Selection Pool; Determining the Method of Supplier Evaluation and Selection; Invitations, Auctions and Tenders; Comparing suppliers based on cost, quality, performance;

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Selecting Suppliers Negotiating and Reaching Agreement.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, Power point presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Comparison of selection of Industrial products any two suppliers.

## Module – 4 Negotiations

06 Hours (RBT Levels: L2, L3, L4, L5)

Definition, Negotiation Framework, Stages of negotiations; Identify or Anticipate a Purchase Requirement, Determine If Negotiation Is Required, Setting objectives for negotiations; Plan for the Negotiation: Develop Specific Objectives, Analyze Each Party's Strengths and Weaknesses, Gather Relevant Information, Recognize Your Counterpart's Needs, Identify Facts and Issues, Establish a Position on Each Issue; Develop the Negotiation Strategy and Accompanying, Tactics, Brief key Personnel, Practice the Negotiation Concessions; Conduct the Negotiation, and Execute the Agreement; Types of negotiations; data-driven negotiation approach; Win-Win Negotiation.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, Power point presentation, YouTube videos, Case Study

Skill Enrichment Exercises: To conduct student role play on Negotiation Skills.

## Module – 5 Contract Management

08 Hours (RBT Levels: L3, L4, L5, L6)

Introduction, Elements of a Contract; Types of Contracts: Fixed-Price Contracts, Cost-Based Contracts, Considerations when Selecting Contract; Types Long-Term Contracts in Alliances and Partnerships. Benefits of Long-Term Contracts Risks of Long-Term Contracts; Contingency Elements of Long-Term Contracts; Consulting Contracts, Construction Contracts, Other Types of Contracts Settling Contractual Disputes, Arbitration Other Forms of Conflict Resolution; How to Write a Contract.

Teaching-Learning Process:

Pedagogy: Chalk and Talk method, YouTube videos, Power point presentations

Skill Enrichment Exercises: Students are assignment for drafting the important contract formats

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Applying the basics of purchasing operations and purchasing policies in business

CO2: Analyze the Methods Supply Integration with Sourcing.

CO3: Evaluate various Supplier and Selection process for appropriate business situation

CO4: Design the negotiation Process and Procedure for appropriate business situation.

CO5: Comprehend the most appropriate contract techniques to be used when dealing the potential suppliers

## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	In Coterm Exports Coartind and Pricing with Practical Guide to in Co-Terms	Parasram	Jain Book	1st Edition, 6th Edition, 2010.
2	Purchasing and Supply Management. Additional cases and articles will be assigned	Johnson, Leenders, and Flynn	McGraw Hill. 6	14th Edition
<b>Reference Books</b>				
1	Global Operations &Logistics: Text & Cases-Dornier	John Wiley	Pearson Education	2nd Edition, 2013
2	Designing & Managing Supply Chain-Concepts, Strategies	David Simchi-Levi	Tata McGraw Hill	8th Edition, 2000

**E-Resources:**

1. <https://www.techtarget.com/searcherp/definition/strategic-sourcing>
2. [https://www.researchgate.net/publication/273286559\\_A\\_contextual\\_analysis\\_of\\_the\\_impact\\_of\\_strategic\\_sourcing\\_and\\_E-Procurement\\_on\\_performance](https://www.researchgate.net/publication/273286559_A_contextual_analysis_of_the_impact_of_strategic_sourcing_and_E-Procurement_on_performance)
3. <https://aavenir.com/what-is-strategic-sourcing/>
4. <https://merlinsourcing.com/>
5. <https://www.emerald.com/insight/publication/issn/2398-5364>
6. <http://www.mim.ac.mw/books/Purchasing%20And%20Supply%20Chain%20Management%204th%20edition.pdf>

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**Semester: III**

**Course Name: Inventory Management**

Course Code	<b>22MBALS304</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Fundamentals of Inventory Management
- Understanding towards Inventory Management Process.
- Different types of Inventory Management.

**Course objectives:**

1. To introduce students to the key terms associated with Inventory Management.
2. To learn about various types of inventory, and inventory costs.
3. To understand about Economic Order Quantity and stock levels under various conditions.
4. To familiarize with various methods of inventory control.
5. To acquaint about factors influencing Make or Buy decisions and solve problems based on ABC classification of inventory.

**Module – 1: Basics of Inventory Management**

**08 Hours (RBT Levels: L1, L2, L3)**

Inventory concepts, Pressures for Low Inventory, Pressures for High Inventory, Role of inventory in Operations, Types of inventory – seasonal, decoupling, cyclic, pipeline, Safety stock. Inventory costs – carrying costs, ordering costs, shortage costs.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students are asked to discuss on importance of inventory management.

**Module – 2: Inventory Control systems**

**08 Hours (RBT Levels: L1, L2, L3, L4)**

Need for inventory Control system, Meaning of inventory control system, Importance and methods of inventory control, Continuous Review (Q) systems, Periodic Review (P) systems, Issues in the P and Q systems of inventory control. ABC Classification system, FNS, Safety stock, JIT, Implementation Process and Benefits.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students must under a mini project and submit a report on company's inventory control

**Module – 3: Economic Order Quantity Models**

**08 Hours (RBT Levels: L2, L3, L4, L5)**

The Basic EOQ Model, Production Quantity Model, Computer Solution of EOQ model, Quantity Discounts, Reorder Point, Safety Stocks and Replenishment Policy on Safety Stock, Service Level, Reorder point with variable demand, Order quantity for periodic inventory system, Order quantity with variable demand.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students asked to list various models of EOQ

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## Module – 4: Just-In-Time

08 Hours (RBT Levels: L2, L3, L4, L5)

Principles of just-in-time, Core logic of JIT, Main features for stocks, Achieving just-in-time operations, and Other effects of JIT, Benefits and disadvantages of JIT, Comparison with other methods of inventory management. KANBAN as a control tool. Vendor managed inventory. Optimum Level of Product Availability and Methods in Determining Product Availability.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Case study on Just in time of Toyota

## Module – 5: Make or Buy Decisions

08 Hours (RBT Levels: L3, L4, L5, L6)

Introduction, Make Versus Buy: The Strategic Approach Identifying Core Processes, Factors influencing Make Or Buy Decisions-cost, The Business Process Route, The Product Architecture Route, Versus Hierarchy, Economies of Scale Agency Cost, Transaction Cost, Incomplete Contracts, Integrative Framework of Market Versus Hierarchy The Make-Versus-Buy Continuum,

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students are asked to discuss on Logistics Management and Procurement.

## Course Outcomes:

The student should be able to:

CO1: Assess the key terms associated with Inventory Management.

CO2: Analyze various types of inventory, and inventory costs.

CO3: Evaluate the Economic Order Quantity and stock levels under various conditions.

CO4: Design the various methods of inventory control.

CO5: Comprehend factors influencing Make or Buy decisions and solve problems based on ABC classification of inventory.

## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
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	<b>Total Marks</b>			<b>50</b>

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## Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks Recommended</b>				
1	Operations Management: Theory and Practice	B Mahadevan	Pearson	Latest edition
2	Operations Management-Process and Value Chains	Krajewski, Ritzman, Malhotra,	Pearson.	
3	Operations Management: Quality and Competitiveness in a Global Environment	Russell and Taylor	Wiley India.	
4	Supply Chain Management- Text and Cases	Janat Shah	Pearson	Latest edition
<b>Reference books</b>				
1	Essentials of Inventory Management	Max Muller	JAICO Publishing	
2	Just-in-Time Manufacturing,	Korgaonker	Macmillan	
3	Inventory Control and Management	Donald Waters	Wiley Student Edition.	

## E-Resources:

<https://www.tradegecko.com> › eBooks › inventory-man.

[https://www.researchgate.net/publication/311004553\\_Inventory\\_Control\\_Systems\\_Model\\_for\\_Strategic\\_Capacity\\_Acquisition](https://www.researchgate.net/publication/311004553_Inventory_Control_Systems_Model_for_Strategic_Capacity_Acquisition)

<https://www.strategyand.pwc.com/gx/en/insights/2002-2013/make-or-buy/strategyand-make-or-buy-sound-decision-making.pdf>

<https://www.amazon.in> › Inventory-Management-Retail

[https://www.researchgate.net/publication/341965168\\_Just\\_In\\_Time\\_JIT\\_Production\\_and\\_Supply\\_Chain\\_Management](https://www.researchgate.net/publication/341965168_Just_In_Time_JIT_Production_and_Supply_Chain_Management)

[https://pub.abuad.edu.ng/Open\\_Access\\_Research\\_Projects\\_of\\_Universities\\_-\\_Batch\\_2/COMPUTER%20ENGINEERING/DESIGN\\_AND\\_IMPLEMENTATION\\_OF\\_AN\\_AUTOMATED\\_INVENTORY\\_CONTROL\\_SYSTEM\\_FOR\\_A\\_MANUFACTURING\\_ORGANIZATION.pdf](https://pub.abuad.edu.ng/Open_Access_Research_Projects_of_Universities_-_Batch_2/COMPUTER%20ENGINEERING/DESIGN_AND_IMPLEMENTATION_OF_AN_AUTOMATED_INVENTORY_CONTROL_SYSTEM_FOR_A_MANUFACTURING_ORGANIZATION.pdf)

<https://www.clear.in/s/inventory-control>

# BALLARI INSTITUTE OF TECHNOLOGY & MANAGEMENT

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**Semester: III**
**Course Name: Supply Chain Management and Risk Modeling**

Course Code	<b>22MBALS305</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Fundamentals of Supply Chain Management.
- Understanding towards role Risk modeling.
- Different Supply chain models.

**Course objectives:**

1. To introduce students to the supply chain and its nature
2. To learn various optimization models
3. To understand optimization of various strategies
4. To familiarize about the risks in supply chain
5. To acquaint about types of operational risks

**Module – 1 Introduction of Supply Chain Management 08 Hours (RBT Levels: L1, L2, L3)**

Definition of Supply Chain Management - Integrated Planning and Models – Supply Chain Models & modeling Systems – Supply Chain Decision Databases – Data Aggressions, Facility Data, Transportation Network data, Supplier Data – Integrating Supply Chain & Demand Management, Price & location Sensitive Revenue Curves. Supply Chain Performance and Control-Throughput Dollar Days (TDD) and Inventory Dollar Days (IDD).

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students are asked to list out the core components of supply chain management.

**Module – 2 Fundamentals of Optimization Models 08 Hours (RBT Levels: L1, L2, L3, L4)**

Linear programming Modeling –Resource Allocation Model, Infeasible & Unbounded Models, Multi period Resource Allocation Model, Network Models., Properties of Linear Programming Models, Dual Linear Programming Model, Parametric Sensitivity Analysis., Spread sheet and Multiple Objective, unified Optimization, Stochastic Programming. Mixed Integer Programming Modeling, Distribution Centre Location Models, Supply Chain Network Optimization Models, Optimization Software.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students are asked to submit a report on application areas of Optimization Models.



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## Module – 3 Supply Chain Models and its Strategies 08 Hours (RBT Levels: L2, L3, L4, L5)

Optimization Models for Competitive Analysis, Scenario Planning, Decision trees & Stochastic Programming, Supply Chain Strategies for managing Product Variety. Simulation Models & Systems – Deterministic Simulation, Monte Carlo Simulation, Simulation Software, Simulation Vs Optimization, Inventory Theory Models –Deterministic Models, Probabilistic Models, ABC Classification. External Integration Strategies in Supply Chain. Supply Chain Maturity Reference Model.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Case Study of John Deere on supply chain cost reduction.

## Module – 4 Risk and Management 08 Hours (RBT Levels: L2, L3, L4, L5)

Risk in the Supply Chain, Features of Risk, Decisions & Risk, Structure of Decisions, Decisions with uncertainty, Risk, ignorance, Managing Risk Structure of a Supply Chain, Increasing Risk, Trends in Supply Chain Management. Integration of supply Chains, Cost Reduction, Agile logistics, E – Business, Globalization, Outsourcing, Changing practices in Logistics. Approaches to Risk Management.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Case study on changing practices in logistics at Noatum Logistics

## Module – 5: Identifying Risks 08 Hours (RBT Levels: L3, L4, L5, L6)

Types of Risks, Tools for analyzing past events, Operations, Problems with Risk Identification, Measuring Risk, Consequences of Risk, responding to Risk – Alternative responses, Defining Options, Choosing the best response, Implementation & Activation, A Network view of Risk – Shared Risks, achieving an Integrated approach, Analyzing & responding to risks. Pricing and Revenue Management in Supply Chain.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students are asked to discuss various types of risks.

### Course Outcomes:

The student should be able to:

- CO1: Assess supply chain and its nature and apply the appropriate integration process.
- CO2: Analyze various optimization models for the Logistics & Supply Chain Management.
- CO3: Evaluate the optimization of various strategies.
- CO4: Comprehend the various risks associated in Supply Chain Management.
- CO5: Communicate the types of operational risks in Supply Chain Management.

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## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have subquestion covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks Recommended</b>				
1	Trent Supply Chain Risk Management: An Emerging Discipline	Gregory L. Schlegel, Robert J	(Resource Management) Hardcover – Import	3 Nov 2014.
2	Supply Chain Risk: A Handbook of Assessment, Management	George A. Zsidisin and Bob Ritchie	International Series in Operations Research & Management Science	Hardcover – Import, 20 <sup>th</sup> October 2008
<b>Reference books</b>				
1	Supply Chain Risk Management,	Donald Waters	Published by the Chartered Institute of Logistics & Transport, U.K	2007 ISBN-13: 978-0-7494-4854-7 ISBN-10: 0-7494-4854-7
2	Modeling the Supply Chain,	Jeremy F. Shapiro,	Duxbury.	

### E-Resources:

[https://www.researchgate.net/publication/282845695\\_Risk\\_in\\_Supply\\_Chain\\_Management\\_and\\_its\\_solution](https://www.researchgate.net/publication/282845695_Risk_in_Supply_Chain_Management_and_its_solution)

[https://www.researchgate.net/publication/281119238\\_Supply\\_chain\\_strategies\\_for\\_the\\_fast\\_moving\\_industries](https://www.researchgate.net/publication/281119238_Supply_chain_strategies_for_the_fast_moving_industries)

3. [http://ebooks.lpude.in/management/risks\\_in\\_models\\_of\\_supply\\_chain\\_](http://ebooks.lpude.in/management/risks_in_models_of_supply_chain_)

<https://www.seas.upenn.edu/~cis515/linalg-II.pdf>

<https://core.ac.uk/download/pdf/221517118.pdf>

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**Semester: III**
**Course Name: E-Logistics**

Course Code	<b>22MBALS306</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Fundamentals of logistics
- Understanding towards Supply chain of various industry.
- Differences among types of logistics

**Course objectives:**

1. To introduce students to e-logistics and its importance
2. To learn about the method of e-logistics documentation
3. To understand e-logistics tracking.
4. To familiarize about e-procurement and CRM
5. To acquaint about types e-logistics

**Module – 1: Introduction to E-logistics**
**08 Hours (RBT Levels: L1, L2, L3)**

Definition of logistics management, Supply Chain Management for E-Commerce and its Challenges and Solutions, forward logistics – Reverse logistics – Logistics renovation toward E-logistics – importance of E-logistics – New trends and technology in logistics.

**Teaching-Learning Process:**

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students are asked to choose a Manufacturing unit and mention the logistics process of that unit.

**Module – 2: E-logistics method of documentation**
**08 Hours (RBT Levels: L1, L2, L3, L4)**

Electronic data interchange – Personal computer – Enterprise resource planning systems – The internet, intranets and extranets – The world wide web – Web-enabled relational databases, data warehouses and data marts – Decision support systems.

**Teaching-Learning Process:**

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students are asked discuss about ERP and its applications.

**Module – 3: ASNs – Tracking systems**
**08 Hours (RBT Levels: L2, L3, L4, L5)**

Satellite global positioning systems (GPS) and geographic information systems (GIS) – Bar-coding and scanning – Electronic signature technology – Wireless technology – Radio frequency identification (RFID).IT and Its Role in SCM.

**Teaching-Learning Process:**

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students are asked to prepare a report on the Pros-Cons of GPS/wireless technology.

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## Module – 4: Electronic procurement (e-procurement) 08 Hours (RBT Levels: L2, L3, L4, L5)

Transport and delivery management – Pack and order management – Inventory and warehousing – Application architecture of Customer relationship management (CRM) – E-business logistics and its benefits. IT enabled Supply Chain Transformation.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Case study of Starbucks on Supply chain

## Module – 5: Forward E-logistics 08 Hours (RBT Levels: L3, L4, L5, L6)

Reverse E-logistics – Challenges of E-logistics – environmental issues – e-business strategy – Application for E-logistics – Business to business – Business to consumers – Exception based status alert – Transportation documentation.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars.

Skill Enrichment Exercise: Students are asked to discuss about the challenges in e-logistics.

### Course Outcomes:

The student should be able to:

- CO1: Assess the Importance concepts of E-logistics and its applications
- CO2: Analyze the different method of e-logistics documentation
- CO3: Evaluate the importance of e-logistics tracking.
- CO4: Comprehend the different models of e-procurement and CRM.
- CO5: Communicate the appropriate uses of reverse E-logistics.

### Assessment Details

#### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

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## Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Realizing e-business with application service providers	Louis Columbus	LWC publication.	
2	Selling in Manufacturing and Logistics	Mike Jones, Ken Guest	Udible Publishers	
<b>Reference Books</b>				
1	E-business: Key Issues, Applications and Technologies	B Stanford	Ohmsha publication.	
2	E-Logistics	Wang Yingli	Kogan Page Ltd	

## E-Resources

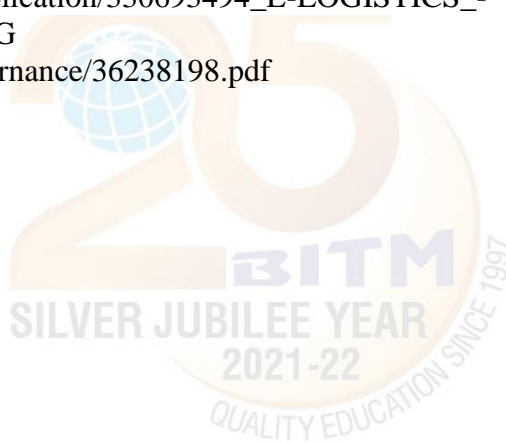
<https://www.pdfdrive.com › international-marketing-e3><https://youtu.be/9x6yOwR7lSk>

[http://ebooks.lpude.in › management › mba › term\\_](http://ebooks.lpude.in › management › mba › term_)

<https://www.pearson.com › 9781488611162>

[https://www.researchgate.net/publication/330693494\\_E-LOGISTICS\\_-  
\\_ASPECTS\\_OF\\_FUNCTIONING](https://www.researchgate.net/publication/330693494_E-LOGISTICS_-_ASPECTS_OF_FUNCTIONING)

<https://www.oecd.org/mena/governance/36238198.pdf>



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**Semester: III**

**Course Name: Financial Markets & Services**

Course Code	<b>22MBAFM301</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Knowledge of the basic concepts of Financial Markets
- Knowledge of capital markets & money markets.
- Good Communication skills
- Decision-making skills

**Module-1 Overview of Indian Financial System**

**08 Hours**

Financial system – An overview, Indian financial system, Global financial system, Financial services – An overview, Financial Institutions, Clearing Corporation of India Limited (CCIL), Credit Information Bureau of India Limited (CIBIL), Discount and Finance House of India Limited (DFHI), Over-the-Counter Exchange of India Limited (OTCEI), National Securities Depository Limited (NSDL), National Housing Bank (NHB), Demat account.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the structure of Indian Financial System

**Module – 2 Capital Markets**

**08 Hours**

Primary Capital markets – An overview, Capital market instruments, Capital market reforms, New issues market – A Conceptual framework and new issues market evaluation, Prospectus, Global depository receipts

Secondary Capital Markets: Stock exchange – An overview, Stock exchange trading.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the working of Stock Exchange

**Module – 3 Money Markets**

**08 Hours**

Money market, Call money market, Commercial paper market, Commercial bill market, Certificate of deposit (CD), Treasury bills, Govt. Securities market. Role and responsibilities of RBI with respect to money market, RBI monetary policy and its relevance to money market.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercises: Study the components of Indian Money Market

**Module – 4 Asset/Fund Based Financial Services**

**08 Hours**

Lease Finance- Conceptual and Regulatory Framework, Classification and Financial leasing, Hire Purchase and Consumer Credit, Factoring and Forfeiting, Housing finance, Venture capital financing.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the various types of fund based financial services

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## Module – 5 Fee-based / Advisory services

**08 Hours**

Investment Banking – Introduction, Functions and activities of Merchant bankers, Lead Managers, underwriting, bankers to an issue, debenture trustees, portfolio managers. Challenges faced by investment bankers. Stock broking, Custodial Services, Depository system, Credit rating – Role of agencies, Process, regulations.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the various types of fee based financial services

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply the concept of Indian Financial System and its significance.

CO2: Analyze the capital markets and their instruments.

CO3: Evaluate the role of money markets and the ethical dimensions in the financial markets.

CO4: Design the various types of fund based financial services.

CO5: Communicate the various types of advisory services in Indian Financial Markets.

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

#### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Financial Markets, Institutions and Financial Services	Clifford Gomez	Prentice Hall India Pvt. Ltd	1st Edition, 2008
2	Management of Banking and Financial Services	Justin Paul and Padmalatha Suresh	Pearson	2012
3	Indian Financial System	Bharati V Pathak	Pearson Publications	5 <sup>th</sup> edition, 2018
<b>Reference Books</b>				
1	Financial Services	M.Y. Khan	McGraw Hill	10 <sup>th</sup> Edition
2	Financial Services and System	Gurusamy	Cengage	2012

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**Semester: III**

**Course Name: Investment Management**

Course Code	<b>22MBAFM302</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamental of economics and mathematics
- Basics of finance
- Understanding of Saving and Investment

**Module – 1 Introduction to Investment**

**08 Hours**

Concept of Investment, Objective, characteristics .Investment Versus Speculation. Various Investment avenues .Sources of Investment information. Financial Versus Non-Financial Investments. Security versus Non-Security form of Investment. Investment Management Process.

Various Types of Security Markets and their Function. Role of SEBI with regard to Secondary Markets. The Role and Functions of Various Players and Agencies in the Secondary Market & Primary Market. Mechanics of Security Trading. Strategies of the Great Masters: The Timeless Wisdom. (Only Theory)

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Visit SBI and BSE/NSE website and identify various asset class

**Module – 2 Return and Risk Concepts**

**08 Hours**

Concept, Types of Risk- Systematic risk & Unsystematic Risk, Risk-Return Relationship, Concept of diversifiable risk and non-diversifiable risk. Types of return-Growth & Income. Calculation of Return and Risk of Individual Security & Portfolio of stocks (group of 2 & 3 assets).

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Use data analysis tool pack in excel to measure risk and return

**Module – 3 Security Analysis**

**08 Hours**

Security Analysis

Fundamental analysis (EIC analysis), Technical Analysis (Charts, Indicators, Patterns). Market Efficiency theory , Concept of Behavioral Finance

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Use capitaline database for financial statement analysis

**Module – 4 Valuation of Securities**

**08 Hours**

Bond Valuation, Bond Duration, Bond Management Strategies. Preference Shares-Valuation.

Equity Shares- Concept, Valuation, Dividend Valuation Models .P/E Ratio valuation model.

CAPM (Assumptions, equation, CML Vs SML, Application of CML, SML and Beta estimations).Arbitrage Pricing Model: Equation, Assumption.

Teaching-Learning Process:

Pedagogy: Excel based calculation, websites of NSE/BSE

Skill Enrichment Exercise: Estimate regression analysis and correlation using Excel



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## Module – 5 Portfolio Theory

08 Hours

Markowitz Model: Diversification, Portfolio Return, Portfolio Risk, Efficient Frontier. Sharpe's Single Index Model. Sharpe's Optimum Portfolio Construction.

Portfolio Revision Strategies – Objectives, Performance plans. Portfolio performance Evaluation: Measures of portfolio performance (Theory & Problems). Portfolio Management Strategies: Active and Passive Portfolio Management strategy. Portfolio Revision:

Teaching-Learning Process:

Pedagogy: Case study discussion, articles from Magazine and research related.

Skill Enrichment Exercise: Use [www.amfiindia.com](http://www.amfiindia.com) website for mutual fund evaluation

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Assess the capital market and various instruments for investment.

CO2: Evaluate risk & return associated with Investments.

CO3: Analyze Company, Industry and Economy framework for Investment management.

CO4: Evaluate equity and dividend valuation.

CO5: Apply the theories, tools and techniques of portfolio management.

## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 40 % Theory and 60 % Numerical in the SEE.

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**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Investment Analysis and Portfolio Management	Prasanna Chandra	McGraw Hill	6/e and 2014
2	Security Analysis & Portfolio Management	J Kevin	Tata McGraw Hill Education	2014
3	Analysis of Investments & Management	Reilly & Brown	Cengage Publications,	10/e, 2017
<b>Reference Books</b>				
1	Investments	ZviBodie, Kane, Marcus & Mohanty	Tata McGraw Hill Education	8/e, 2010
2	Security Analysis & Portfolio Management	Punithavathy Pandian	Vikas Publications	2/e, 2018
3	The Intelligent Investor	Benjamin Graham	Harper Business	2013



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**Semester: III**

**Course Name: Direct Taxation**

Course Code	<b>22MBAFM303</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Basic Knowledge of Annual Budget.
- Fundamentals of Macro Economics.
- Awareness of Government policies

**Module – 1 Tax Fundamentals**

**08 Hours**

Basic Concepts and definitions, Assesse, person, previous year, assessment year, Basis of charge and scope of total income, Residential Status and Incidence of Tax (Problems on Residential Status of Individual Assesse)

Teaching-Learning Process:

Pedagogy: Lectures, Case Study, etc.,

Skill Enrichment Exercise: Analyze the recent annual budget and tax rates

**Module – 2 Incomes from Salaries & HP**

**08 Hours**

Meaning of Salary, Allowances, Valuation & Taxability of Perquisites, Death cum Retirement benefits, Deductions against Salary.

Income from House Property : Annual Value, Deductions U/S 24: Interest on loan; Standard Deduction; SOP; Let out Property (Problems on salary & HP Income).

Teaching-Learning Process:

Pedagogy: Lectures, Case Study, etc.,

Skill Enrichment Exercise: Apply the various deductions of salary and HP to determine the taxable income

**Module – 3 Income from Business /Profession**

**08 Hours**

Income under the head Profit and Gains of Business or Professions and its computation- Basic method of Accounting- scheme of business deductions/ allowance- deemed profits- maintenance of books, Depreciation. (Problems on computation of Income from business / Profession of Individual Assesse and Depreciation).

Teaching-Learning Process:

Pedagogy: Lectures, Case Study, etc.,

Skill Enrichment Exercise: Asses the Company's Financial statements to understand the Depreciation allowance

**Module - 4 Income from Capital Gain & Other sources**

**08 Hours**

Income under Capital Gain, basis of charge, transfer of capital asset, inclusion & exclusion from Capital Asset, Capital Gain, Computation of Capital Gain, Deductions from capital gains. (Problems on computation of Income from capital gain).

Income from Other Sources: Only theory

Teaching-Learning Process:

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Pedagogy: Lectures, Case Study etc.,

Skill Enrichment Exercise: Explore the calculations of income from lottery and other residual incomes and TDS thereby

## Module – 5 Computation of Total Income

08 Hours

Permissible deductions under section 80C to 80U; Setoff and carry forward of losses.

Computation of tax liability of Individuals.

(Problems on Computation of taxable Income and tax liability of Individuals).

Teaching-Learning Process:

Pedagogy: Lectures, Case Study etc.,

Skill Enrichment Exercise: Determine the Taxable income and tax liability using individual details of incomes.

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply theoretical knowledge of Income Tax for determination of Residential Status.

CO2: Analyze the Income from salary and HP of individual Assesse.

CO3: Evaluation of Income from PGBP

CO4: Communicate the Capital Gain and Other Sources Income Statement

CO5: Prepare the statement of Total Income of Individual Assesse

### Assessment Details

#### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions, selecting four full question from question number one to seven and question number eight is compulsory.
- 40 percent theory and 60 percent problems in the SEE.

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## Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Direct Taxes Law and practice	Vinod Singhanian and Kapil Singhanian	Taxman Publications	Latest Edition
2	Income Tax including Tax planning & Management	Dr. H.C. Mehrotra and Dr. S.P Goyal	Sahithya Bhawan Publication	Latest Edition
3	Income Tax	Dr. G B Baligar Prof. S L Patil	Ashok Prakashan	2023-24
<b>Reference Books</b>				
1	Students Handbook on Taxation	T N Manoharan	Snow White Publications Pvt. Ltd	Latest Edition
2	Income Tax Law & Practice	B.B.Lal & N. Vashisht	Pearson	Latest Edition
3	Problems & Solutions in income tax	H.C.Mehrotra & S.P.Goyal	Sahithya Bhavan Publications	Latest Edition



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**Semester: III**

**Course Name: Advanced Financial Management**

Course Code	<b>22MBAFM304</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Knowledge of financial environment so as to allow a proper assessment the circumstances encountered by the firm.
- Knowledge of tools which accurately determine the financial condition of the firm
- Knowledge of funding avenues available to the firm

**Module – 1: Capital Structure Decisions**

**08 Hours**

Capital structure & market value of a firm. Theories of capital structure – NI approach, NOI approach, Modigliani Miller approach, Traditional approach. Planning the capital structure: EBIT and EPS analysis. ROI & ROE analysis. (Theory and Problems).

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study capital structure of companies and its impact on EPS

**Module – 2 Dividend Policy**

**08 Hours**

Dividend policy – Theories of dividend policy: relevance and irrelevance dividend decision. Walter's & Gordon's model, Modigliani & Miller approach. Dividend policies – stable dividend, stable payout and growth. Bonus shares and stock split corporate dividend behavior. (Theory and Problems).

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study dividend policy of companies and its impact on shareholders' wealth

**Module – 3 Working Capital Management Policy**

**08 Hours**

Working capital management – Determination of level of current assets. Sources for financing working capital. Bank finance for working capital. (No problems on estimation of working capital). Working capital financing: Short term financing of working capital, long term financing of working capital. Working capital leverage. (Theory)

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the working capital financing provided by a Bank and submit the report on the same

**Module – 4 Inventory Management**

**08 Hours**

Inventory Management: Determinations of inventory control levels: ordering, reordering, danger level. EOQ model. Pricing of raw material. Monitoring and control of inventories, ABC Analysis. (Theory and problems)

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the Inventory management of Manufacturing Companies

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## Module – 5 Cash Management

**08 Hours**

Cash Management – Forecasting cash flows – Cash budgets, long-term cash forecasting, monitoring collections and receivables, optimal cash balances – Baumol model, Miller-Orr model, Strategies for managing surplus fund. (Theory and Problems)

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: • Study the annual report of any two companies and prepare a cash budget for next year

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply the capital structure theories for decision making

CO2: Analyze dividend policy of the firm

CO3: Evaluate the working capital in an organization

CO4: Design the techniques of Inventory Management

CO5: Develop the optimal cash management model

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 40 percent theory and 60 percent problems in the SEE.

#### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Financial Management	M.Y. Khan & P.K. Jain	TMH	6/e, 2011
2	Financial Management	Prasanna Chandra	TMH	8/e, 2011
3	Corporate Finance-Text and Cases	Vishwanath S.R.	Sage Publishing	3/e, 2019
<b>Reference Books</b>				
1	Financial Management & Policy	Vanhorne	Pearson	12/e,
2	Financial Planning: Theory and Practice	Sid Mitra, Shailendra Kumar Rai, Anandi P Sahu & Harry Starn, Jr.	Sage Publishing	1/e, 2015
3	Financial Management-A	Rajesh Kothari	Sage Publishing	2/e, 2017

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**Semester: III**

**Course Name: Mergers & Acquisitions and Business Valuation**

Course Code	22MBAFM305	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Max Marks	100

**Pre-requisites:**

- Fundamental of Business Environment
- Basics of Strategic management.
- Understanding of financing activities

**Module – 1 M & A**

**08 Hours**

Introduction -Types of mergers–Merger Motives, - Buy side M & A, - Financing Options for buyer, - Sell-side M & A, -Factoring affecting Sell-Side M & A, -Sell Side Process. Meaning and types of acquisition/takeovers (Friendly and Hostile takeovers), -Anti-takeover strategies.

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Case Study on Reliance Industries Ltd: Growth Through M & A Tool

**Module – 2 Financing Options**

**08 Hours**

Financing Aspects of M & A: Introduction, Normal equity, Differential Voting Equity, Preference Shares, Debt Financing, Retained Earnings, Euro Bonds, Foreign Bonds, Depository Receipts, External Commercial Borrowings (ECBs), Equipment Financing, Leasing and Hire Purchase, Types of Leasing, Advantage. (Theory only)

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Case study on Tata Steel Corus Refinances of Loan

**Module – 3 Financial Evaluation of M & A**

**08 Hours**

Merger as a capital budgeting-Business valuation approaches-asset based, market based and income based approaches-Exchange Ratio (Swap Ratio)-Methods of determining exchange rate. (Theory and Problems).

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise Case study on Changing value of Ranbaxy: Daiichi's to Sun Pharma.

**Module – 4 Corporate Restructuring and M & A**

**08 Hours**

Introduction, Organizational Restructuring, Financing Restructuring, Portfolio Restructuring, Mergers and Acquisitions as an Inorganic Growth Tool. (Theory only)

Teaching-Learning Process:

Pedagogy: case study

Skill Enrichment Exercise Case study on Corporate Restructuring at Aditya Birla Group.



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## Module – 5 M & A Trends and Empirical Studies

**08 Hours**

Introduction, Global Trends in M& A, Regional Trends and Insights , Cross –Border M & As, M & A activities in Emerging Markets( Comparative study of India and China), Sectors Analysis of M & A Trends.

Teaching-Learning Process:

Pedagogy: Case study discussion, articles from Magazine and research related.

Skill Enrichment Exercise Case Study on Vodafone and Hutch Deal

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Analyze M&A with its different classifications, strategies, theories and

CO2: Evaluate financial implication of M&A

CO3: Analyze the results after financial evaluation of M &A

CO4: Critically evaluate different types of M&A, takeover and antitakeover strategies

CO5: Evaluate the Merger Process and identify the stages involved in it.

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 80 percent theory and 20 % of Numerical Problems in the SEE.

#### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Mergers and Acquisitions: Valuations, Leveraged Buyouts, and Financing	Sheeba Kapil Kanwal N Kapil	Wiley	1/e , 2016
2	Mergers Acquisitions & Corporate Restructuring - Strategies & Practices	Rabi Narayan Kar and Minakshi	Taxmann's	3/e, 2017
3	Mergers, Acquisitions and Takeovers	H.R.Machiraju	New Age International Publishers	1/e, 2010
<b>Reference Books</b>				
1	Mergers et.al.-Issues, Implications, and Case Law in Corporate Restructuring	Ramanujam S.	Tata McGraw Hill Publishing House	2000
2	Takeovers, Restructuring and Corporate Governance	Weston, Mitchell and Mulherin	Pearson Education	4/e, 2003.
3	Mergers, Acquisitions and Corporate Restructuring: Text and Cases	Chandrashekar, Krishnamurti & Vishwanath S	Sage Publications	2/e, 2018

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**Semester: III**
**Course Name: Financial Modeling**

Course Code	<b>22MBAFM306</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamental of economics and finance
- Basics of MS Excel
- Understanding of Capital market activities

**Module – 1 Overview of Financial Model**
**08 Hours**

Concept of Financial model, types of financial models, Application of financial models, role of financial modeler, Best practices in financial modeling. Financial Modeling Life Cycle. Testing the financial model.

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Study the application of financial models in forecasting

**Module – 2 Modeling Excel Functions**
**08 Hours**

Formatting of Excel Sheets, Filter and Sort. Use of Excel Formula Function (IF, AND, SUMIF, COUNTIF, AVERAGEIF, SUMIFS, VLOOKUP, MATCH, INDEX, OFFSET, and CHOOSE, Date and Time Functions).

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Apply the Excel shortcut keys

**Module – 3 Advanced Modeling Tools and Techniques**
**08 Hours**

Extrapolation, Histogram Data. Charts and Graphs. Table formula and Pivot tables. Advance financial models: Introduction to valuation, types of valuation methods, financial statement modeling using Excel. Time value of Money & Loan amortization: PV, FV, and PMT.

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Prepare loan amortization model

**Module – 4 Portfolio Analysis**
**08 Hours**

Calculation of risk & return for individual stock and Portfolio. Meaning and assumption of Simple regression analysis, Application of Simple regression analysis, multiple regression analysis, Covariance and co-efficient of correlation. Descriptive statistics.

Teaching-Learning Process:

Pedagogy: Case Study, Excel based calculation, websites of NSE/BSE

Skill Enrichment Exercise: Prepare a portfolio using small and medium cap stocks

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## Module – 5 Econometrics

**08 Hours**

Meaning, Why a separate discipline, Types of Econometrics, Methodology of Econometrics, The Nature and Sources of Data for Economic Analysis. Measurement Scales of Variables.

Teaching-Learning Process:

Pedagogy: Case study discussion, articles from Magazine and research related.

Skill Enrichment Exercise: Apply the unit root tests to time series data

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Gain the knowledge of financial function and its importance in investment decisions

CO2: Identify the various techniques for financial decision making using excel

CO3: Comprehend the application of financial models in decision making.

CO4: Analyze the regression equation and its usage in policy decisions

CO5: Evaluate the risk return estimation and its implication in decision making

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

#### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Hands-On Financial Modeling with Microsoft Excel 2019	Shmuel Oluwa	Packt	2019
2	The Handbook of Financial Modeling	Jack Avon	Apress	2003
	Basic Econometrics	Damodar Gujarati	McGraw-Hill	2018
<b>Reference Books</b>				
1	Oxford Guide to Financial Modeling	Thomas S. Y Ho, Sang Bin Lee	Oxford University Press	2003
2	Introductory Econometrics :A Modern approach	Jeffrey M .Wooldridge	Cengage Publication	7/e
3	Mastering Financial Modelling in Microsoft Excel	Alastair L Day	Pearson Publication	2/e and 2008

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**Semester: III**

**Course Name: Behavioural Marketing**

Course Code	<b>22MBAMM301</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamentals of Consumer Behaviour.
- Understanding towards Culture and Subculture.
- Understanding of internal and external influences

**Module – 1: Introduction to the study of Consumer Behaviour**

**08 Hours**

Meaning & Definition of Consumer Behaviour, Difference between Consumer & Customer, Nature & characteristics of Indian Consumers, Consumerism: meaning, Consumer Movement in India, Rights & Responsibilities of consumers in India, Benefits of consumerism.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to list out the Rights & Responsibilities of consumers in India.

**Module – 2: Models of Consumer Behaviour**

**08 Hours**

Input-Process-Output Model, Nicosia Model, Howard Sheth Model, Engel-Kollat-Blackwell Models of Consumer Behaviour, Internal Influences, External Influences.

Consumer Decision Making: Consumer Buying Decision Process, Levels of Consumer Decision Making – Four views of consumer decision making. On-line Decision Making: Meaning & Process/Stages. Situational Influences- Nature of Situational Influence, Situational Characteristics and consumption behaviour.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to study the Process of consumer buying decision making.

**Module – 3: Individual Influences on Consumer Behaviour**

**08 Hours**

Motivation: Basics of Motivation, Needs, Goals, Positive & Negative Motivation, Rational Vs Emotional motives, Motivation Process, Arousal of motives, Selection of goals. Motivation Theories and Marketing Strategy - Maslow's Hierarchy of Needs, McGuire's Psychological Motives.

Personality: Basics of Personality,

Perception: Basics of Perception & Marketing implications, Elements of Perception, Dynamics of Perception, Influence of perception on CB.

Attitude: Basics of attitude, the nature of attitude, Models of Attitude and Marketing Implication, (Tri-component Model of attitude, Multi attribute attitude models. Elaboration Likelihood Model).

Persuasive Communication: Communications strategy, Target Audience, Media Strategy, Message strategies, Message structure and presentation.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Case Study on buying behavior

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## Module – 4: External Influences on Consumer Behaviour

08 Hours

**Social Class:** Social Class Basics, What is Social Class? (Social class & Social status, the dynamics of status consumption, Features of Social Class, Five Social-Class Categories in India.

**Culture:** Basics, Meaning, Characteristics, Factors affecting culture, Role of customs, values and beliefs in Consumer Behaviour. **Subculture:** Meaning, Types of subcultures. **Cross Culture - Cross-cultural consumer analysis – Cross cultural marketing strategy:** Cross-cultural marketing problems in India, Strategies to overcome cross-cultural problems.

**Groups:** Meaning and Nature of Groups, Types Family: The changing structure of family, Family decision making and consumption related roles, Dynamics of husband-wife decision making,

**Reference Groups:** Understanding the power & benefits of reference groups, Factors that affect reference group influence, Types of reference group, Reference Group Appeals.

**Teaching-Learning Process:**

**Pedagogy:** Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

**Skill Enrichment Exercise:** Case study on cross culture aspects

## Module – 5: Diffusion of Innovation

08 Hours

**Opinion Leadership:** Dynamics of opinion leadership process, Measurement of opinion leadership, Market Mavens, Opinion Leadership & Marketing Strategy, Creation of Opinion Leaders.

**Diffusion Process:** Adoption Process, Stages, categories of adopters, Post Purchase Processes. **Customer Relationship Management- Meaning & Significance of CRM, Types of CRM Strategies for building relationship marketing, e-CRM, Meaning, Importance of e-CRM, Difference Between CRM & e-CRM**

**Teaching-Learning Process:**

**Pedagogy:** Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

**Skill Enrichment Exercise:** Students are asked to discuss the process of E-CRM

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Comprehend the background and vital concepts for understanding Consumer Behaviour

CO2: Identify the role of variables of Consumer models and decision making process

CO3: Identifying the psychological and Behavioural practices adopted by Organizations to enhance Consumer Behaviour.

CO4: Comprehend the role of External Influences on Consumer Behaviour

CO5: Analyze the diffusion of innovation process.

## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Mini Projects, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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**SEE:**

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
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- 100 percent theory in the SEE.

**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Consumer Behavior	Leon Schiff man, Lesslie Kanuk,	10/e, Pearson,	Latest Edition
2	Consumer Behaviour: A Managerial	Perspective Dr. Dheeraj Sharma, Jagdish N Sheth, Banwari Mittal.	1/e, Cengage Learning	Latest Edition
<b>Reference Books</b>				
1	Consumer Behavior in Indian Perspective	Suja Nair	Himalaya Publications	2015
2	Consumer Behavior: Building Marketing Strategy – Del I.	Hawkins, & Others	11/e, TMH	Latest Edition
3	Consumer Behavior	Satish K. Batra & S H H Kazmi,	Excel Books.	Latest Edition



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**Semester: III**

**Course Name: Advanced Retail Management**

Course Code	<b>22MBAMM302</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamentals of Marketing Management
- Basics of Marketing Channel Management
- Basics of E-Commerce

**Module – 1 Basics of Retailing**

**06 Hours**

Introduction and Perspectives on Retailing, World of Retailing, Retail management, introduction, meaning, characteristics, emergence of organizations of retailing - Types of Retailers (Retail Formats) - Multichannel Retailing -Customer Buying Behaviour, Historical Perspective, Role of retailing, Trends in retailing, FDI in Retail - Problems of Indian Retailing - Current Scenario.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.  
Skill Enrichment Exercise: Interview a retail shop floor employee in a retail store and write brief report on trends, importance and problems of retailing.

**Module – 2 Theories of Retailing**

**08 Hours**

Wheel of retailing, The Retail Accordion, Melting Pot Theory, Polarization theory  
Retailing strategy for Setting up Retail organization and planning:  
Retail Market Strategy - Financial Strategy - Site & Locations (Size and space allocation, location strategy, factors Affecting the location of Retail, Retail location Research and Techniques, Objectives of Good store Design.)

Human Resource Management, Information Systems and Supply chain management & Logistics

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.  
Skill Enrichment Exercise: Visit kirana store and a supermarket and compare the following: a) Store arrangement b) No of brands carried c) Pricing policies – are discounts given? d) Service – personal or impersonal?

**Module – 3 Store Management and Visual Merchandising**

**08 Hours**

Store Management: Responsibilities of Store Manager, Store Security, Parking Space Problem at Retail Centers, Store Record and Accounting System, Coding System, Material Handling in Stores, Management of Modern retails –Store Layout, design: Types of Layouts, Role of Visual Merchandiser, Visual Merchandising Techniques, Controlling Costs and Reducing Inventories Loss, Exteriors, Interiors Customer Service, Planning Merchandise Assortments -Buying systems -Buying merchandise and Retail Communication Mix.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.  
Skill Enrichment Exercise: Visit at least three kirana stores in your neighborhood (around 2 kms) meet 15-20 retail customers and discuss the importance of location, pricing, credit policy, etc.

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## Module – 4 Retail Pricing and Retail Research

08 Hours

Retail Pricing: Factors influencing retail pricing, Retail pricing strategies, Retail promotion strategies  
 Relationship Marketing in Retailing: Management & Evaluation of Relationships in Retailing, Research in Retailing: Importance of Research in Retailing, Trends in Retail Research, Areas of Retail Research. Customer Audits, Brand Management in retailing Internationalization of Retailing: Evolution of International Retailing, Motives of International Retailing, International Retail Environment, Issues in International Retailing

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Draft a detailed report on comparing Physical store retailer and online about the price and pricing strategies.

## Module – 5 Foundation of e-Retailing

10 Hours

Meaning, Definition, Transition from Traditional Marketing to e-Marketing, Demographics and Targeting, Adaptability and Closed – Loop Marketing, Advantages of e-Retailing, Shortcomings of e-Retailing.

E-Retailing: The Application Domain: e-Retailing Practices, e-Retailing Application Perspective, e-Retailing Online Merchandising Techniques, Online Store Front, Creating Look & Feel, Online Brand Management, Online Purchasing. The Current Trends: Current Trend Analysis and Measures, Current Status of Online Retailing, e-Retailing Statistics

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Presentation on any retailing company specific to E-CRM

### Course Outcomes:

At the end of the course the student will be able to:

- CO1: Visualize and apply the contemporary retail management, issues, and strategies to scenario for retail application.
- CO2: Comprehend and analyzing the strategic significance components in functionalizing of retail organization.
- CO3: Evaluating the various methods and techniques of Retail operations and Store management.
- CO4: Develop comprehensive research plans by accessing the retail scenario for business decisions.
- CO5: Effectively communicate the Marketing mix in the age of E-retailing.

### Assessment Details

#### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Mini Projects, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.



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- 100 percent theory in the SEE.

**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Retail Management	Levy & Weitz	McGraw Hill	Latest Edition
2	Retail Management-A Global Perspective: Text and Cases	Dr. Harjit Singh	S.Chand	Reprint 2018
3	Retail Management	Chetan Bajaj	Oxford University press	Latest Edition
4	e-Retailing	Eleonora Pantano Bang Nguyen Charles Dennis Sabine Gerlach	Routledge Ebusiness	Latest Edition
<b>Reference Books</b>				
1	Integrated Retail Management	James R. Ogden & Denise Trodden, Biztantr	Latest Edition	Integrated Retail Management
2	Retail Marketing Management	Dravid Gilbert,	Pearson Education	Latest Edition
3	Retailing and E-Tailing	Ramesh Mittal, Ruchi Nayyar, S. L. Gupta	International Book House	1st Edition

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**Semester: III**
**Course Name: Services Marketing**

Course Code	<b>22MBAMM303</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamentals of Marketing Management.
- Understanding towards Services Industry.
- Differences among Product and Services.

**Module – 1 Introduction to Services**
**08 Hours**

What are services, Why service marketing, Difference in goods and service in marketing, Myths about services, Concept of service marketing triangle, Service marketing mix, GAP models of service. Consumer Behaviour in Services: Search, Experience and Credence, property, Customer expectation of services, Two levels of expectation, Zone of tolerance, Factors influencing customer expectation of services Customer perception of Services- Factors that influence customer perception of service, Service encounters, Customer satisfaction, Service quality, Strategies for influencing customer perception.

**Teaching-Learning Process:**

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise:

Students are asked to choose a service industry of their and list out the different service organizations in the particular industry.

**Module – 2 Understanding Customer Expectations through Market Research**
**08 Hours**

Using marketing research to understand customer expectation, Types of service research, Building customer relationship through retention strategies, Market segmentation- Process & targeting in services, Retention strategies Monitoring relationship, 3 levels of retention strategies.

**Teaching-Learning Process:**

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise:

Students are asked to conduct an in-depth study towards understanding the customer expectation of any service customer has availed recently.

**Module – 3 Customer Defined Service Standards**
**08 Hours**

“Hard” & “Soft” standards, challenges of matching supply & demand in capacity, four common types of constraints facing services, optimum v/s maximum use of capacity, strategies for matching capacity & demand. Yield management-balancing capacity utilization, pricing. Waiting line strategies- four basic Waiting line strategies. Leadership & Measurement system for market driven service performance-key reasons for GAP-2 service leadership- Creation of service vision and implementation, Service quality as profit strategy, Role of service quality In offensive and defensive marketing.

**Teaching-Learning Process:**

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise:

Students are asked to prepare service blueprints for any service of their choice.

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## Module – 4 Employee Role in Service Designing and Delivery

08 Hours

Boundary spanning roles, Emotional labour, Source of conflict, Quality- productivity trade off, Strategies for closing GAP 3.

Customer's role in service delivery-Importance of customer & customer's role in service delivery, Strategies for enhancing-Customer participation, Delivery through intermediaries-Key intermediaries for service delivery, Intermediary control strategies.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise:

Students are asked to identify any existing services, locate loopholes in the service design and suggest modifications.

## Module – 5 Services Marketing Communication

08 Hours

Role of services marketing communication- Key reasons for GAP 4 involving communication, four categories of strategies to match service promises with delivery.

Pricing of services- Role of price and value in provider GAP 4, Role of non-monitory cost, Price as an indicator of service quality –Approaches to pricing services, pricing strategies, SERVQUAL Model.

Physical evidence in services: Importance of Physical Evidence, Elements of Physical Evidence, Physical Evidence Strategies, Guidelines for Physical Evidence.

Service scapes: Types of service scapes-Objective and Goals of services capes Role of services capes, Approaches for understanding service scapes effects,

Frame work for understanding services capes & its effect on behaviour-Guidance for physical evidence strategies.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Mini Project – On measuring SERVQUAL

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Utilize the concepts of the services marketing with the overview of customer behavior towards service industry.

CO 2: Analyze the customer expectation by appropriate tools and frame works.

CO 3: Evaluate and develop the service outcomes with appropriate leadership strategies.

CO 4: Design the service process with focus on employees and customer relationships.

CO 5: Communicate service contents by appropriate element of service infrastructure over viewing the service scape and physical evidence.

## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

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- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

## Suggested Learning Resources:

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<b>Textbooks</b>				
1	Services Marketing	Valarie A Zeithmal & Mary Jo Bitner	McGraw Hill	6th Edition
2	Services Marketing	Christopher Lovelock	Pearson Education	Latest Edition
<b>Reference Books</b>				
1	Services Marketing	Rajendra Nargundkar	McGraw Hill	Latest Edition
2	Services Marketing	Hoffman & Bateson	Cengage Learning	Latest Edition
3	Services Marketing: Operation, Management and Strategy	Strategy-Kenneth E Clow & David L. Kurtz	Biztantra	Latest Edition

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**Semester: III**
**Course Name: Marketing Research & Analytics**

Course Code	<b>22MBAMM304</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamentals of Marketing Analytics
- Understanding towards uses of analytics
- Basis of Marketing Research

**Module – 1: Introduction of Marketing Analytics**
**08 Hours**

Introduction of Marketing Analytics, Market Segmentation Variables, Market Segmentation Types, Marketing Data Landscape, Data for Segmentation, Analytics for Need Based Segmentation - Voice of the Customer, managing “Voice of the Customer” Data, Customer Co-Creation, RFM Analysis, Life Cycle Segmentation, Cross Tabulation Segmentation, Clustering, Conjoint Analysis Segmentation, The Cluster Analysis + Discriminant Analysis Approach.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to list the 5 uses of marketing analytics.

**Module – 2: Marketing Information System**
**08 Hours**

Importance, Relevance of MkIS, Marketing Research (MR) and MkIS, The Marketing information systems and its subsystems, four components: user interfaces, application software, databases, and system support. Advantages & disadvantages of marketing information systems. Internal reporting. Approaches to Choosing Target Segment/s: Rationale for Segment Targeting, Analytics for Perceptual Mapping and Product Positioning.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to discuss about application of MkIS

**Module – 3: Marketing Research Database**
**08 Hours**

Definition of Marketing Research Database, Use of Decision Support Systems in Marketing Research, Data base & Data warehousing. The three Vs: Volume, Velocity & Variety, The Fourth V: Value. Elements of data base, types of data base, using marketing data base for marketing intelligence, ways to gather consumer data, Data Mining, benefits of data mining, Big Data Analysis, Descriptive Analysis, Prescriptive Analysis, Key challenges of Big Data Integration.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to differentiate between Descriptive and Prescriptive analytics and their applications.

**Module – 4: Types of Marketing Research**
**08 Hours**

Introduction, Consumer Market Research, Business-to-Business Market Research, Product Research, Pricing Research, Motivational Research, Distribution Research, Advertising Research, Media research,

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Sales Analysis and Forecasting.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to undergo a Mini project on Product Research.

## Module – 5: Modeling New Marketing Initiatives

08 Hours

Introduction to modeling, evaluating new ad channels, Modeling tips and best practices, Projecting ad revenue, projecting organic follower revenue, Projecting expenses, calculating net profit and breakeven, Understanding ROI, calculating returns, creating a single-variable sensitivity table.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked discuss about the ROI of a Project

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Describe the use of Voice of the Customer data in making data driven marketing decisions.

CO2: Demonstrate an understanding of utility theory to measure customer preferences and choices.

CO3: Identify what customers' value in a product, and assess what they are willing to pay for it.

CO4: Illustrate the use of various tools and frameworks to solve strategic marketing problems using marketing data.

CO5: Analyze the most effective target markets and incorporates the key tools of Marketing Analytics.

### Assessment Details

#### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

**Final CIE Marks = (A) + (B)**

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**Suggested Learning Resources:**

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<b>Textbooks</b>				
1	Marketing Research an Application Orientation-	Naresk K	Pearson,	Malhotra, 6/e, 2013.
2	Marketing Analytics: Data-Driven Techniques with Microsoft Excel	Wayne L. Winston	John Wiley & Sons	2014
<b>Reference Books</b>				
1	Predictive Analytics, Data Mining and Big Data- S.	Finlay, Palgrave	Macmillan Publishing.	2014
2	Marketing Analytics: A Practical Guide to Improving Consumer Insights Using Data Techniques	Mike Grigsby	McGraw Hill	2018



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**Semester: III**
**Course Name: Business Marketing**

Course Code	<b>22MBAMM305</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

Students should have basic knowledge of

- Basic concepts of marketing.
- Understanding of various business units.
- Analyzing of typical business situations.
- Understanding of business plans and its actions.

**Module 1 - Dimensions of Industrial Marketing & Buying**
**08 Hours**

Nature of Industrial Marketing, Industrial Marketing vs. Consumer Marketing, Economics of Industrial demand – The Resellers Market – The Industrial Marketing Concept, Understanding Industrial Markets, Types of Industrial Markets. Organizational buying Activity, Buying models and buying centre concept, Inter Personal Dynamics of Industrial Buying Behavior, Roles of Buying centre, Ethics in Purchasing.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Ethical issues in Business marketing will be discussed with examples.

**Module 2 - Market Segmentation & Product Planning**
**08 Hours**

Choosing Target Segments, Positioning, Differentiated and Un-Differentiated Markets, Concentrated and Niche Markets, Positioning Strategies, Difference between Industrial Market Research and Consumer Market Research.

Product Planning: Developing Product Strategy, Analyzing Industrial Product Life Cycle, Developing Strategies for new and existing products Business Service Marketing: Special Challenges.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Case study on positioning strategies.

**Module 3 - Formulating Channel Strategy & Pricing Strategies**
**08 Hours**

Industrial Distributor, Definition, Geographical Distribution, Size Characteristics, operating characteristics, Role of Sales Agent and their drawbacks, choice of the right Distributors.

Pricing strategies: Price Determinants, Factors that Influence the Pricing Strategies, concept of learning curves, Pricing Strategies, Competitive Bidding, and Leasing.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Visit a retail store and observe the roles of sales agent and the strategies they use to market products/services and write a report.



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## Module 4 - The Promotional Strategies

08 Hours

Advertising in Industrial Markets, uses, Message Formulation, policies, media, budgetary support, evaluation of advertising- sales Promotion- Use of Sales Promotion in Industrial Markets, trade shows and exhibitions B 2 B Forms of E-Commerce.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Students can visit industrial/ B2B trade shows or exhibition and prepare a report.

## Module 5 - Management of Sales Force & B2B in E-Commerce

08 Hours

Managing the Industrial Sales Force, Organizing and controlling the industrial sales force activity, planning for the sales force Deployment. Personal Selling: Selecting and Recruitment of Industrial sales person, sales training, Directing, Motivating, Task Assignment, Compensation, Measuring the Effectiveness of Sales Force.

B2B Through E-commerce: B2B form of E-commerce, models for B2B e-commerce, marketing strategy for electronic market place.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Case study on importance of e-commerce in industrial marketing.

## Course Outcomes:

At the end of the course the student will be able to:

CO1: To apply the fundamental related concepts of business & industrial marketing.

CO2: To analyze the different business buying behaviour of industrial customers.

CO3: To evaluate the business situations in the context of buyer- seller relationship.

CO4: To Design an integrated marketing communications plan for pricing & promoting B2B products or services.

CO5: To build Salesforce approaches and models with the significance of e-commerce in business marketing.

## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

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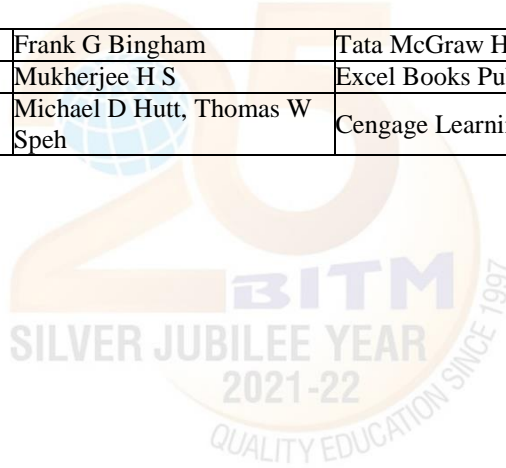
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**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Business Marketing	Krishna K Havaldar	Tata McGraw Hill Publication	Latest Edition
2	Industrial Marketing	Robert R Reeder & Reeder	Prentice -Hall, International Publication	2 <sup>nd</sup> Edition
<b>Reference Books</b>				
1	Business Marketing	Frank G Bingham	Tata McGraw Hill Publication	Latest Edition
2	Industrial Marketing	Mukherjee H S	Excel Books Publication	Latest Edition
3	Business Marketing Management	Michael D Hutt, Thomas W Speh	Cengage Learning Publication	Latest Edition



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**Semester: III**

**Course Name: TOURISM MARKETING**

Course Code	<b>22MBAMM306</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamentals of Marketing Management.
- Understanding towards Services Marketing.
- Basis of Tourism and Travel Industry.

**Module – 1 Basics of Tourism Marketing**

**06 Hours**

Evolution of Marketing – The Tourism Product – Features of Tourism Marketing – Marketing Functions – Market Research – Tourism Marketing Mix.

Teaching-Learning Process:

Pedagogy Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to list the 05 companies in Tourism Industry with detailed profile and SWOT analysis of the company.

**Module – 2 Tourism Consumer**

**008 Hours**

Understanding the Market and the Consumer – Marketing Environment – Consumer Behaviour – Buyer Decision Process – Demand Forecasting - Market Segmentation – Targeting – Market Positioning.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to discuss the factors affecting consumer motivation and demand in the travel and tourism sector.

**Module – 3 Tourism Product Mix**

**10 Hours**

Product Designing – Branding and Packaging – New Product Development – Product Life Cycle. Tourism Pricing: Factors Influencing Pricing – Pricing Objectives – Procedure – Policies – Methods. Tourism Place: Logistics of tourism products – Place of ambience of site in tourism marketing – Accommodation of tourists – Online services in tourism.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to assess the importance of the service sector mix elements to the travel and tourism sector.

**Module – 4 Tourism Promotion**

**08 Hours**

Advertising: Meaning – Objectives – Deciding Advertising Budget – Advertising Copy/Layout – Media Planning, Selection and Scheduling – Measuring Advertising Effectiveness – Personal Selling: Meaning – Personal Selling Process – Sales Promotion: Methods and Strategies – Direct Marketing – Tele Marketing – Event Marketing – Public Relations – Promotion through Internet.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Analyze the importance of Strategic Marketing planning for a selected travel and tourism business or tourist destination.

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## Module – 5 Physical Evidence and Process in Tourism

**08 Hours**

Tourism planner – Tourism arrangement process – Procedure involved in tourism. People in Tourism: Employee behavior in tourism organizations – Tourists orientation – Trends in Tourism Marketing – Marketing of Destinations, Airlines, Hotels, Resorts, and Travel Agencies, Events and other Tourism sub-sectors and products.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Mini Project – on Travel Digital Channels.

### Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply the concepts of the marketing with the overview of customer behavior towards tourism industry.
- CO2: Analyze the tourism customer expectation by appropriate tools and frame works for devising tourism marketing strategies.
- CO3: Evaluate and develop the product mix strategies for tourism business and organizations.
- CO4: Design the promotional strategies through advertising, sales promotion and manage the sales force for efficient marketing.
- CO5: Communicate the appropriate element of tourism infrastructure over viewing the physical evidence and process.

### Assessment Details

#### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Mini Projects, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

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**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Marketing for Hospitality and Tourism	Philip Kotler, Jon Bower, James Maken	Pearson Education	7th Edition
2	Tourism Marketing & Management Handbook	Stephen F. Wilt and Luiz Mountinho	Abhijeet publications	1st Edition
<b>Reference Books</b>				
1	Tourism Marketing (English, Hardcover)	Badan B.S, Harish Bhat	Commonwealth Publishers	Latest Edition
2	Tourism Marketing	Dasgupta Devashish)	Pearson Education	Latest Edition



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**Semester: III**

**Course Name: Talent Acquisition**

Course Code	<b>22MBAHR301</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Good communication and Presentation Skills.
- Knowledge of Selection process and Tools in the Corporate Sector.
- Basics of Hiring System.

**Module – 1 Recruitment Analytics**

**08 Hours**

Concept of Work, Organization's Work and Jobs; Remote Work, Hybrid work and Work from Office, Millennials at the work place; Key Characteristics of Millennials; Types of Millennial; The Evolution of Work Structure; Organizing the Work; Strategic Job Redesign and Its Benefits; Strategic Issues in Recruitment; What makes Bad Recruitment; Overview of the Hiring Process; Recruitment Metrics; Factors Affecting Recruitment; Recruitment Strategy: An Internal Approach; An External Approach; Legal and Ethical Considerations; Organizational Best Practices.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Draft a Man Power Planning for a Manufacturing Unit.

**Module – 2 Job Analysis & Job Evaluation**

**08 Hours**

Identify the Job to Examine; Determine Appropriate Sources of Information, Collection of Job-Related Data; Job Description; Competency and Competency Ice Berg Model; Why Competency Based Recruitment; Sources of Recruitment; Employer Branding – Meaning and Significance; Social Media-Use of Social Media in Recruitment & Selection; Job Design.

The Job Evaluation Process; Obtain Job KSAOs, Qualifications, Working Conditions, and Essential Duties; Examine Compensable Factors Using the Rating/Weighting Evaluation Method; Determine Overall Job Value; Hay Group—Pioneer in Job Evaluation; Determining Compensation using Job Evaluation Data; Legal and Ethical Considerations for Job Evaluation.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Prepare a Job Description for various levels of jobs

**Module – 3 Selection and Interview Strategy**

**08 Hours**

Interview Strategy and Process; Millennials Shaping the Recruitment Landscape in the Organizations; Strategies for Recruiting and Selecting Generation Y into the Workforce. Interviewers; Interviewing Techniques; Legal and Ethical Considerations in the Interview Process; The Overall BEI Process; Assessment Centers; Simulations.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Design job Advertisements for various levels of jobs

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## Module – 4 Testing and Assessment

08 Hours

Test related to Assessment of Knowledge, Skills, and Abilities; Personality Assessment; The Birkman Method and MBTI® comparison; Honesty and Integrity Assessment; Various Non-Interviewing Methods- Meaning and Significance; Graphology; Skills Assessment; Games and Group Activity for Leadership Assessment; Administration of Tests and Assessments; Key Interviewer Skills. Recent Trends in Recruitment and Talent Acquisition, Use of Technology in Recruitment & Selection.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Prepare Selection Test Questions to identify Skills and Abilities of candidates

## Module – 5 Final Assessment & Placement

08 Hours

Unique Recruitment Strategies; Resume, CV and Application Forms; Implications of Using Social Media Content in Hiring Decisions; Background Checks; Reference Checks; Pre-employment Testing; Job Offer; Transitioning from Job Candidate to Employee; Induction; Placement.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Draft your Resume

## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply the knowledge of recruitment metrics and recruitment analytics in manpower planning of an organization.
- CO2: Apply the knowledge of job analysis and various techniques of job analysis in recruitment and selection process.
- CO3: Evaluate various selection and interview strategies.
- CO4: Construct various selection tests to evaluate ability of candidates in selection process.
- CO5: Design various documentations to execute selection process.

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## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Mini Projects, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	How to Recruit, Incentives and Retain Millennials.	Rohtak	Sage Publications	2019
2	Recruitment and Selection- Strategies for Workforce Planning & Assessment	Carrie A. Picardi	Sage Publication	2019
3	Human Resource Management	R. C. Sharma	Sage Publication	2019
<b>Reference Books</b>				
1	Human Resource Management:	Amitabha Sengupta	Sage Publication	2018
2	Leadership: Theory and Practices	Peter G. Northouse	Sage Publication India Pvt. Ltd	7/e, 2016
3	Performance Management and Appraisal System	T. V Rao	Response Books	2004



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**Semester: III**
**Course Name: Human Resource Analytics**

Course Code	<b>22MBAHR302</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Analytical skills
- Statistical Proficiency
- Good Decision Making skills
- Logical Reasoning

**Module-1 Introduction to HR Analytics**
**08 Hours**

Concept and Definition of Analytics; HRM and Strategy; Reinforcement of HR Strategy factors with HR Analytics; HRM as a Process & System; Transition of HRM to HCM; Sustainable Competitive Advantage through Human Capital; Importance & Benefits of HR Analytics, HR Decision making and HR Analytics; Aligning HR to Business through HR Analytics; Steps for Alignment of HR Analytics with Business Goals and Strategies; Challenges to HR Analysts

**Teaching-Learning Process:**

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Learning insights on importance of Analytics and its strategic alignment with the Business performance

**Module – 2 HR Analytics and Data**
**08 Hours**

HR Data and Data Quality, Employee Data sources; HRIS for HR Decision Making; Levels of HR Analysis, Conducting HR Analytics; HR Data collection; Transforming HR Data in to HR Information; Process of Data collection for HR Analytics & Effective HR Measurement; Analytics Frameworks : LAMP, HCM:21 Model

**Teaching-Learning Process:**

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussion on Importance of HR data sources for effective decision making in the organizations

**Module – 3 HR Metrics and its Application**
**08 Hours**

HR Metrics: Meaning, Types: Recruitment Metrics; Training & Development Metrics; Staffing Metrics; HR Dashboards; HR Scorecard;  
Dashboards: Few Key Excel Add-ins/Functions to Help Create Dashboards, Name Range, The Developer Tab, Form Controls, Important Excel Formulas Useful for Creating Dashboards, VLOOKUP, INDEX, SUMIF, AVERAGEIF and COUNTIF.

**Teaching-Learning Process:**

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussion on importance of HR metrics and its practical applicability

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## Module – 4 HR Analytics Applications

08 Hours

Correlation & Regression: Correlation Analysis, Simple Linear & Multiple Regression Analysis, Interaction Effects. Comparison of Means and ANOVA, One-Sample T-test, Null and Alternate Hypotheses, Paired Sample T-Test, Independent-Sample T-Test, Analysis of Variance, Factor Analysis; Cluster Analysis

Software for Statistical Analysis: MS-Excel, IBM- SPSS, IBM-AMOS, SAS, and R programming and data visualization tools such as Tableau, Plotly, Click view and Fusion Charts

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: practical application of statistical tools

## Module – 5 HR Predictive (RBT Modeling

08 Hours

Case study: HR Predictive Modeling; Predictive Analytics Tools & Techniques, Conducting Hypotheses testing using Statistical Software

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Practical application of Predictive analysis

## Course Outcomes:

CO1: Apply the concepts of Analytics in HR process

CO2: Interpret conceptual knowledge of HRA frameworks, models, and approaches

CO3: Elaborate the use of employees' data set, considering the various concepts and functions of HR facilitating decision making in business context.

CO4: Discuss the application of datafication of HR, by using analytics tools and techniques

CO5: Analyze HR analytics and predictive modeling used in HR functions

## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

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- 100 percent theory in the SEE.

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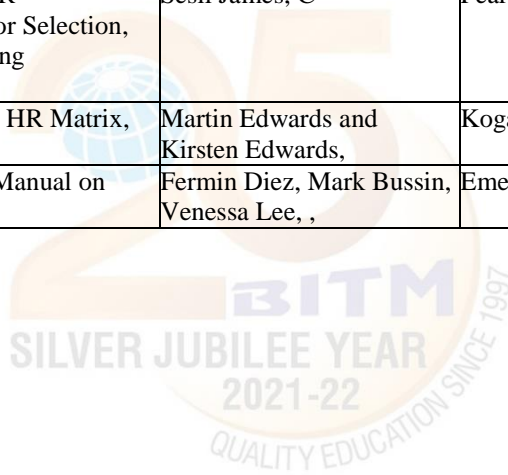
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## Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Practical Applications of HR Analytics 2019	Pratyush, Banerjee; Jatin Pandey; Manish Gupta	SAGE Texts, India	2019
2	HR Analytics- Understanding Theories and Applications	Bhattacharya, Dipak Kumar	SAGE Texts, India	2017
3	Winning on HR Analytics- Leveraging Data for Competitive Advantage	Ramesh, Soundarajan and Kuldeep Singh	Sage Publication India Pvt. Ltd.	2016
4	Applying Advanced Analytics to HR Management Decisions: Methods for Selection, Developing Incentives and Improving Collaboration	Sesil James, C ,	Pearson, New Jersey	2017
5	Predictive Analytics- Mastering the HR Matrix	Martin Edwards and Kirsten Edwards	Kogan Page	2019
<b>Reference Books</b>				
1	Applying Advanced Analytics to HR Management Decisions: Methods for Selection, Developing Incentives and Improving Collaboration	Sesil James, C	Pearson, New Jersey	2017
2	Predictive Analytics- Mastering the HR Matrix,	Martin Edwards and Kirsten Edwards,	Kogan Page,	2019
3	Fundamentals of HR Analytics: A Manual on Becoming HR Analytical	Fermin Diez, Mark Bussin, Venessa Lee, ,	Emerald Publishing Limited	2019



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**Semester: III**

**Course Name: Organizational Change Management**

Course Code	<b>22MBAHR303</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Basics of Organizational Behavior.
- Basics of Organization change & Development.
- Knowledge of internal and external environment of business.
- Knowledge of Strategic Management Concepts.

**Module – 1 Changing Organizations – Introduction**

**08 Hours**

Nature of 21st Century Organization, Defining Organizational Change, The Roots of Organization Change, Environmental Forces, Driving Change Today, The Implications of Worldwide Trends for Change Management, Four Types of Organizational Change, Planned Changes and Intended Results, Organization Change Roles, Change Initiators, Change Implementers, Change Facilitators, Change Recipients,

Concept of OD, OD in India, OD Activities, Values, Beliefs and Assumptions of OD, Laboratory Training and T-Groups Action Research and Survey Feedback, Employee Involvement, Organizational Culture, Reengineering Organizational Learning, Organizational Effectiveness and Employee Engagement, Defining Values, Values Important to the OD Practitioner, Core Values of OD, Changes to OD Values, Values Statement of OD, Ethical Issues of OD.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Discuss Successful OD Interventions of various companies

**Module – 2 The Need for Change**

**07 Hours**

Building and Energizing the Need for Change: Organizations as Systems, Levels and Characteristics of Organizational Change, Models of Organizational Change, Systems Theory and Social Construction Approaches, Developing a Knowledge for the Need for Change, Seek Out and Make Sense of Internal - External Data, The Organizations' Readiness for Change, Creating Awareness of the Need for Change, Factors That Block People From Recognizing the Need for Change, Creating a Powerful Vision for Change, The Difference Between an Organizational Vision and a Change Vision.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Analyze Business Environment of an Organization

**Module – 3 Measuring the Change**

**07 Hours**

Designing Effective Control Systems for Measuring the Change: Using Control Processes to Facilitate Change, Selecting and Deploying Measures, Use Measures that Lead to Challenging but Achievable Goals, Use Measures and Controls that are Perceived as Fair and Appropriate, Ensure Accurate Data, Control Systems and Change Management, Controls During Design and Early Stages of the Change Project, Measurement Tools to use in Change Process, Strategy Maps, The Balanced Scorecard, Risk

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Exposure Calculator, Organizational Change Agent, Orienting Yourself to Organization Change, Data Gathering, Diagnosis and Feedback.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Meet and Interact with OD and Change Manager and ask- 10 questions related to Change Management

## Module – 4 Models of Change

10 Hours

Models of Change, Comparison and Critical Analysis of Change Models Plan the Work, Selecting the Correct Path, Engage Others in Action Planning, Working the Plan Ethically and Adaptively, Developing a Communication Plan, Key Principles in Communicating for Change, Transition Management. Ensure Alignment in Your Action Planning, Action Planning Tools: 1) To-Do Lists; 2) Responsibility Charting; 3) Contingency Planning; 4) Surveys and Survey Feedback; 5) Project Planning and Critical Path Methods; 6) Force Field and Stakeholder Analysis; 7) Leverage Analysis and 8) Other Change-Management Tools.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Visit an Organization and Interact with Employees in the Organization and discuss Culture Impact on Change process and how it can be managed.

## Module – 5 Master Change Agent

08 Hours

Factors That Influence Change Agent Success, The Interplay of Personal Attributes, Situation, and Vision, Change Leaders and Their Essential Characteristics, Developing into a Change Leader-Intention. Education, Self-Discipline, and Experience, Developmental Stages of Change Leaders, Four Types of Change Leaders, Internal Consultants: Specialists in Change, External Consultants: Specialized, Paid Change Agents, Provide Subject-Matter Expertise, Bring Fresh Perspectives from ideas that have worked elsewhere, provide independent, trustworthy Support, Limitations of External Consultants, Change Teams, Change from the Middle: Everyone Needs to Be a Change Agent, Rules of Thumb for Change Agents,

Types of Consulting, Consulting Model, OD Practitioners, The Organization Development Consulting Profession, The OD Consulting Process and Action Research

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Prepare a Change Management Model for Manufacturing Company

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply the understanding of OD aspects in private and public sectors in India.

CO2: Analyze the need for change in an organization.

CO3: Analyze the tools and techniques available to implement changes in an organization.

CO4: Evaluate various models of change to manage an organization in changing environment.

CO5: Design a plan for Organization Change Management.

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- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Change Management and Organisational Development	Ratan Raina	SAGE Texts	2018
2	Organisational Change- An Action-Oriented Toolkit	Gene Deszca, Cynthia Ingols, Tupper F. Cawsey	SAGE Publications, Inc	2019
3	Organisation Development: The process of Leading Organisational Change	Donald L. Anderson	Sage Publication India Pvt. Ltd.	2/e, 2012
<b>Reference Books</b>				
1	Organisation Development	Donald L. Anderson	SAGE South Asia	2013
2	Toolkit for Organisational Change	T. F. Cawsey, Gene Deszca	SAGE Text	2007
3	Organisation Development and Organisational Change	Donald L. Anderson and Tupper F. Cawsey	SAGE Publications	1/e, 2014

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**Semester: III**

**Course Name: Learning and Development**

Course Code	<b>22MBAHR304</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Basic knowledge on learning practices
- Basic knowledge about training needs
- Familiarize with various training programs

**Module – 1 Introduction to Learning**

**08 Hours**

Learning: Meaning and significance, The Forces Influencing Working and Learning, classification of learning capabilities, learning theories- Reinforcement Theory, Social Learning Theory, Goal Theories, Expectancy Theory, Adult Learning Theory, pedagogy and andragogy; The basic principles of learning, The Learning Process, Mental and Physical Processes, The Learning Cycle.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Study the importance of learning from employees of various organizations

**Module – 2 Training Strategies and Designing Training**

**08 Hours**

Strategic Training and development Process, Training needs in different strategies, Models of Training Department. Training needs Assessment, Reasons for planned training. Designing the training program, developing the group and the climate, Trainers and training styles, evaluating training and Follow-on support.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Identify the training strategies conducted in organizations

**Module – 3 Training methods**

**08 Hours**

Traditional methods- Presentation methods, Hands-on methods, Group Building Methods, e-learning and use of technology in training- Technology influence on training and learning, Technology and multimedia, computer- based training, 360 degree training, Immersive Training, developing effective online learning, blended learning, mobile technology and training methods, technologies for training Administration, Learning Management Systems (LMSs), Choosing New Technology Training Methods.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Study on the recent training methods adopted by organizations

**Module – 4 Training Evaluations**

**08 Hours**

Meaning, Reasons for Evaluating Training and significance of training evaluation, Donald Kirkpatrick's

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Evaluation Model, Return on investment in Training, Types of Evaluation Designs, Considerations in Choosing an Evaluation Design, data collection for training evaluation, Threats to Validity, Determining Costs, Evaluation Practices in different organizations.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Analysis on evaluation practices in different organizations

## Module – 5 Contemporary Issues in Training and Development

08 Hours

Career Management: Need, Increased Use of New Technologies for Learning, Increased Demand for Learning for Virtual Work Arrangements, Increased Use of Training Partnerships & Outsourcing Training. Orientation training, diversity training, sexual harassment training, team-training, cross functional teams, cross cultural training, training for talent management and competency mapping. Career Management: A Model of Career Development (Career Stages)

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Study on the latest technologies used for training employees

### Course Outcomes:

- CO1: Apply the fundamentals of learning theories in training programs in organization.
- CO2: Analyze the training strategies and need assessment in organization.
- CO3: Design and implement various contemporary methods of training and development.
- CO4: Evaluate training evaluation practices in different organizations.
- CO5: Create various career management systems using new technologies in achieving organizational goals.



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## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Effective Training	P Nick and Blanchard	Pearson Education/PHI	2nd Edition, 2005
2	Training & Development	Dr. B. Janakiraman	Biztantra/Wiley Dreamtech	2005
3	Employee Training & Development	Noe A Raymond	McGraw Hill Publication	2e, 2011
4	Management Training and Development	Gupta B.L	Vrinda Publications	1st Edition, 2011
5	Training and Development Methods	Dr. Rishipal	S. Chand	1st Edition, 2011
<b>Reference Books</b>				
1	Effective HR Training Development Strategy	Ratan Reddy	Pearson	4e, 2012
2	Training for Development	Rolf Lynton, Uday Pareek	Sage Publication	2012
3	Training and Development	G. Pandu Naik	Excel Books	2011

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**Semester: III**

**Course Name: Employee Relations & Labour Laws**

Course Code	<b>22MBAHR305</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Knowledge on Basic concepts of HR,
- Importance of Labour Laws in the workplace,
- Knowledge on different types of issues at workplace environments,

**Module – 1 Fundamental Aspect of Industrial Relations**

**08 Hours**

Introduction, Nature of Industrial Relations, Approaches to Industrial Relations, Trade Unions: The Participants of Industrial Relation Activities, State and Employer/Management. The Participants of Industrial Relation Activities; Evolution of Labour Legislation in India - History of Labour Legislation in India, Objectives of Labour Legislation, Types of Labour Legislations in India, Constitutional Provisions for the Protection of Labour Workforce in India, Rights of Woman Workers; The Present Labour Laws and Codes

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: influence of Trade unions on Management decision making

**Module - 2 Factories Act, 1948**

**08 Hours**

Introduction, Objectives, Scope and Important Definitions, Approval, Licensing and Registration of Factories, Health and Safety of Workers, Provisions Related to Working Conditions, Hazardous Processes, Employee Welfare and Working Hours, Employment of Young Persons and Women, Annual Leaves with Wages, Penalties and Contingence of Offences

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Application of Factories Act 1948 on different Industries

**Module – 3 Social Security Act**

**08 Hours**

The Employees' Compensation Act, 1923  
Introduction, Objectives, Scope and Important Definitions of the Act, Eligibility, Rules for Workmen's Compensation, Amount and Distribution of Compensation, Notice, Claims and Other Important Provisions, Enforcement of Act and Provisions for Penalty

The Employees' State Insurance Act, 1948

Introduction, Objectives, Scope and Important Definitions, Administration of the Act, Finance and Audit, Contribution, Benefits, Obligations of Employers under the Act, Adjudication of Disputes, Claims and Penalties, Exemptions

The Maternity Benefit Act, 1961

Introduction, Objectives, Scope and Important Definitions, Provisions Related to Maternity, Benefits, Enforcement of the Act, Penalties and Offences, Miscellaneous Provisions of the Act

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The Employees' Provident Funds and Miscellaneous Provisions Act, 1952  
Introduction, Objectives, Scope and Important Definitions, Administration of the Schemes under the Act,  
Administration of the Act,  
The Payment of Gratuity Act, 1972  
Introduction, Objectives, Scope and Important Definitions, Payment and Forfeiture of Gratuity and  
Exemption, Compulsory Insurance and Protection of Gratuity, Determination and Recovery of Gratuity,  
Enforcement of the Act, Penalties and Offences.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussion on Implementation of Social security Act in Indian companies

## Module – 4 Wages Act

08 Hours

The Payment of Wages Act, 1936  
Introduction, Objectives, Scope and Important Definitions, Provisions for Payment of Wages,  
Deductions from Wages, Enforcement of the Act, Penalties and Offences, Miscellaneous, Provisions of  
the Act

The Minimum Wages Act, 1948

Introduction, Objectives, Scope and Important Definitions, Fixation and Revision of Wages, Payment of  
Minimum Wages, Enforcement of the Act, Penalties and Offences, Miscellaneous, Provisions of the Act  
The Payment of Bonus Act, 1965

Introduction, Objectives, Scope and Important Definitions of the Act, Eligibility, Disqualification and  
Amount of Bonus, Calculation of Bonus, Special and Miscellaneous Provisions, Dispute, Penalties and  
Offences

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminar

Skill Enrichment Exercise: Analyzing compensation plans of different Industries

## Module – 5 Regulating Employer-Employee Relations Act

08 Hours

The Industrial Disputes Act, 1947  
Introduction, Objectives, Scope and Important Definitions, Procedure for Settlement of Industrial  
Disputes and Authorities under the Act,

The Industrial Employment (Standing Orders) Act, 1946

Introduction, Objectives, Scope and Important Definitions of the Act, Procedure for Certification of  
Standing Orders, Other Provisions Relating to Standing Orders, Miscellaneous Provisions of the Act,  
Penalties and Offences

The Trade Unions Act, 1926: Introduction, Objectives, Scope and Important Definitions

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussions on affects of Employees-Employer Relations on Organization's performance

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## Course Outcomes:

- CO1: Acquire conceptual knowledge of Industrial relations and labour laws followed within industries.  
 CO2: Develop the greater understanding of IR concepts and its application in solving various issues in IR.  
 CO3: Analyze IR and labour laws concepts in various industries in India.  
 CO4: Interpret the application of Labour Legislations  
 CO5: Develop practical experience related to labour legislations in India across various sectors

## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Industrial Relations and Labour Laws for Managers	Parul Gupta	Sage Publication India Pvt. Ltd	2019
2	The SAGE Handbook of Industrial Relations	Paul Blyton, Edmund Heery, Nicolas Bacon, Jack Fiorito	SAGE Publications	2008
3	Labour and Industrial Laws	P. K. PADHI	Prentice Hall India Pvt., Limited	2017
<b>Reference Books</b>				
1	Bare Acts, Ministry of Labour	GOI	GOI	2019
2	The Idea of Labour Law	Guy Davidov, Brian Langille	The Oxford University Press	2011
3	Labour and Industrial Laws	PADHI, P. K	PHI Learning Pvt. Ltd	2019

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## SEMESTER: III

### Course Name: Human Resource Audit

Course Code	22MBAHR306	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Max Marks	100

#### Pre-requisites:

- Basic Knowledge of HR concepts
- Importance of Audit function in the organizations
- Importance of Organization Development

#### Module – 1 Introduction

08 Hours

HRD-Strategies and Systems; HR as Strategic Partner; HR Policies and Practices, Understanding HR system, Role of HR Manager in HRD, Elements of good HRD, Identifying HR competencies Meaning and Importance of HR Auditing, Benefits, Scope of Human Resource Audit , Components of HRD Audit

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Analyzing the components of HR Audit in different Industries

#### Module - 2 Conceptual understanding of HR Audit

08 Hours

Conceptualizing of Human Resource Audit, , The Audit system, Advantages and challenges, Identifying the Human Resource Audit Goal, Defining the Audit Team, Approaches to measuring HR Audit, Benefits, Competencies required for HR conducting HR Audit, HR Audit strategies, Strategic Alignment of HR audit

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussion on Goals of HR audits and its strategic alignment of various companies

#### Module – 3 HR Audit Process

08 Hours

Methodology of HR Audit: Introduction, Conducting a Human Resource Audit, Preliminary Steps, Planning questions; Interview; Observation; Questionnaire; Collecting Audit data; Analyzing and interpreting data; Assessing organization ability to change; Credibility building of HR Dept.; Internal - External Audit, Issues in HR Audit, Post Audit steps-Action Plan; HR Audit Report: Purpose, Report Design – Preparation of report, Use of HR Audit report for business improvement ,

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Reviewing articles on HR audit to identify the components for developing questionnaire for audit process

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## Module – 4 Areas of HR Audit & HR Score Card

08 Hours

Audit of HR Planning; Training and Development; Industrial & Employee Relations;  
HR Audit as Intervention: Introduction, Effectiveness of Human Resource Development Audit as an Intervention, Human Resource Audit and Business Linkages;  
HR Scorecard: Introduction, Components of HR Scorecard, Framework of HR Scorecard, Usage of HR Score card in HR auditing, Human Resource Scorecard Design, Measuring Human Resource Effectiveness through HR Score card, Balanced Scorecard

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Application of HR scorecard in organizations

## Module – 5 HR Audit for legal compliance and safe Business practices

08 Hours

Using scorecard approach in formulating workplace policies; Recruitment and Selection: Formulating HR Audit for Start-up companies; HR Audit in practice: Cases in manufacturing industry, Service industry.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Analyzing case studies on HR audit in different Industries

## Course Outcomes:

- CO1: To Gain conceptual knowledge and practical experience in understanding the HR Audit.
- CO2: Analyze the strategic approaches to HR Audit aspects
- CO3: Develop knowledge and apply the concepts of HR Audit in the organization
- CO4: Elaborate better understanding of HR Audit concepts, policies and practices applied in the organization
- CO5: Critically analyze the impact of HR Audit on the contemporary issues in the organization

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- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	HRD Audit: Evaluating the Human Resource Function for Business Improvement	TV Rao	Sage Response	2/e, 2014
2	HR Audit, Durdana Ovais	Rajni Gyanchandani	Everest Publishing House	2017
3	The HR Scorecard: Linking People, Strategy and Performance		Harvard Business Review Press	1/e, 2001
	Human Resource Function: Audit	Peter Reiley	ABE Books	1999
<b>Reference Books</b>				
1	Auditing your Human Resource Department	John McConnell	AMACOM	2/e, 2011
2	HRD Score Card 2500: Based on HRD Audit,	TV Rao	Sage Response	1/e, 2005
3	7 Easy Steps to Conduct a Human Resources Audit and Protect Your Company!	Vanessa Nelson	Lulu Publication	2016

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**GUIDELINES FOR INTERNSHIP 22MBAIN307  
(BETWEEN 2ND AND 3RD SEMESTER MBA)**

INTERNSHIP			
Course Code	22MBAIN307	CIE Marks	50
Teaching Hours/Week (L:T:P)	0:0:8	SEE Marks	50
Credits	04	Exam Hours	00

**COURSE OBJECTIVE:**

1. To expose the students to understand the working culture of the organization and apply theoretical concepts in real life situation at the work place for various functions of the organization.
2. To build the ability in the student to identify the challenges faced by various organizations.
3. To make them understand the workflow models and the structure of the organization.
4. To help them implement various strategic marketing models on the organizational operations.
5. To gain the knowledge of overall organizational strategic & financial performance in tandem with societal benefits.

**STRUCTURE:**

The Internship shall consist of study of an organization for 4 credits for 4 weeks.

**GENERAL GUIDELINES:**

- The Internship shall be for a period of 4 weeks immediately after the completion of 2<sup>nd</sup> Semester Examinations but before the commencement of the 3rd semester classes. Copies of the Internship report should be sent to the concerned COE Office, Ballari Institute of Technology & Management, Ballari with intimation to the COE.
- The Course code of the Internship shall be 22MBAIN307 and shall be compulsory for all the students.
- No two students of an institute shall work on the same organization.
- The student shall seek the guidance of the internal guide on a continuous basis, and the guide shall give a certificate to the effect that the candidate has worked satisfactorily under his/her guidance. Student need to identify an external guide (Working in the organization) and seek guidance from him/her.

**Submission of Report:**

Students shall submit one hardcopy of the report to the college with hard bound color of royal blue and a softcopy in PDF file (Un-editable Format).

**Evaluation:**

Internal evaluation will be done by the internal guide.

**Viva-Voce/Presentation:**

A viva-voce examination shall be conducted at the respective institution where a student is expected to give a presentation of his/ her work. The viva –voce examination will be conducted by the respective HOD or Senior Professor or Internal Guide of the department and an external evaluator drawn from industry. In case of non-availability of industry professional, a senior professor or a faculty with more than 10years of experience may be invited to conduct the viva-voce examination. Internship carries 100 marks consisting of 50 marks for Internship report (evaluated by internal guide) and 50 marks for viva-voce examination (evaluated by guide & external examiner).



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## Contents of the Internship Report:

- Cover page
- Certificate from the Organization (scanned copy)
- Certificate from the guide, HOD and Head of the Institution (scanned copy) indicating bonafide performance of Internship by the student.
- Declaration by the student (scanned copy)
- Acknowledgement
- Table of contents
- List of tables and graphs

## Executive summary

**Chapter1:** Introduction about the Organization & Industry.

**Chapter2:** Organization Profile

- I. Background,
- II. Nature of business,
- III. Vision mission, quality policy
- IV. Workflow model
- V. Product/service profile
- VI. Ownership pattern
- VII. Achievements/awards if any
- VIII. Future growth and prospects

**Chapter3:** Mckensy's7S framework and Porter's Five Force Model with special reference to Organization under study.

**Chapter4:** SWOT Analysis

**Chapter5:** Analysis of financial statements

**Chapter 6:** Learning Experience

## Bibliography:

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

## Format of the Internship:

1. Report shall be prepared using the word processor viz., MS Word.
2. Times New Roman font sized 12
3. Page layout of A4 size with 1" margin all sides (1.5" on left side due to binding) and 1.5line spacing
4. The Internship report shall not exceed 60 pages

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## Rubrics for Internship 22MBAIN307 Marks

SN		Particulars	Marks
1	CIE	Assessment by the Guide-Interaction with the student by seminar, etc.	25
2	CIE	Report Evaluation by the Guide	25
3	SEE	Viva-Voce Examination to be conducted by the Guide and an External examiner from the Industry/Institute	50
<b>Total</b>			<b>100</b>

**Ballari Institute of Technology & Management, Ballari**  
(Autonomous Under VTU)

### Mark sheet for Viva-Voce Examination (SEE)

Name of the Institution

Name of the Department

Course Code: 22MBAIN307

Course Title: Internship

SN	Aspects	Marks
1	Introduction and understanding the industry	05
2	Understanding the Corporate Functions/Company profile	10
3	McKenzie's 7S framework and Porter's Five Force Model	10
4	SWOT/SWOC analysis justification	10
5	Financial statement analysis	05
6	Learning experience	10
<b>Total</b>		<b>50</b>

### Marks Sheet for Viva Voce examination

SN	USN	1	2	3	4	5	6	7	Total
1									
2									
3									
4									
5									
<b>Total</b>									<b>50</b>

Signature of Internal Examiner  
Name and Designation with affiliation

Signature of External Examiner  
Name and Designation with affiliation

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**Semester: III**
**Course Name: Aptitude Skill (Mandatory Non-Credit Course)**

Course Code	<b>22MBAAT308</b>	CIE Marks	<b>100</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>-</b>
Credits	<b>---</b>	Exam Hours	<b>01</b>
Total Hours of Pedagogy	<b>30</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Knowledge of Basics in Numerical
- Basics of Verbal and non-verbal Reasoning
- Basics of English Grammar

**Module – 1: Numerical Ability**
**06 Hours**

Squares and square roots, Cubes and cube roots, Ratio and proportion, Percentages, Averages, Profit and Loss, SI, CI10
Teaching-Learning Process:
Pedagogy: Lecture Method

**Module – 2 Time Based and Permutation Based Problem Solving**
**06 Hours**

Time and distance, Trains, Boats and streams, Time and work, Pipes and cisterns, Permutations, Combinations, Probability
Teaching-Learning Process:
Pedagogy: Lecture Method

**Module – 3 Analytical & Verbal Reasoning**
**06 Hours**

Clocks & Calendars, Number series, Letter series, Directions, Coding and decoding, Blood relations, Venn diagrams, Classification, Syllogism, Analogy
Teaching-Learning Process
Pedagogy: Lecture Method

**Module – 4 Data Analysis**
**06 Hours**

Data interpretation, Data sufficiency, Mensuration, Grammar for spotting errors and sentence correction, Concepts for Sentence completion and passage completion
Teaching-Learning Process:
Pedagogy: Lecture Method

**Module – 5 Communicative English**
**06 Hours**

Vocabulary for Synonyms, Antonyms and one-word substitutions, Effective structures (for e-mail writing and essay writing), Reading comprehension and sentence rearrangement / Para jumbles.
Teaching-Learning Process:
Pedagogy: Lecture Method

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**Course Outcomes:**

At the end of the course the student will be able to:

- CO1: Apply the skills related with Numerical Ability  
CO2: Able to analysis for emulate with Time based, Permutation  
CO3: Apply acquainted with Analytical and verbal reasoning  
CO4: Analyse with the data  
CO5: Ability to profound with communication English

**Assessment Details****Continuous Internal Evaluation (CIE):**

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3	60%	60
(ii)	Alternate Assessment Tools(AAT) (B)	3	40%	40
	<b>Total Marks</b>			<b>100</b>

\*There is No **SEE** exam

# BALLARI INSTITUTE OF TECHNOLOGY & MANAGEMENT

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**Semester: IV**

**Course Name: R Programming For Managers**

Course Code	<b>22MBADA401</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Total Marks	<b>100</b>

## Module – 1 Hadoop

**05 Hours**

Hadoop Distributed File System Basics, Running example programs and benchmarks, Hadoop MapReduce Framework, MapReduce programming.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

## Module –2 Introduction to R

**08 Hours**

Numeric, Arithmetic, Assignment, and Vectors: R for Basic Math, Arithmetic, Variables, Functions, Vectors, Expressions and assignments, Logical expressions.

Matrices: Defining a Matrix, Sub, setting, Matrix Operations, Applying Functions to Matrix Rows and Columns,

Conditions and Looping: if statements, looping with for, looping with while, vector based programming

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 3

**08 Hours**

Higher Dimensional arrays: lists – Creating lists, General list operations – Accessing list components and values, applying functions to lists, recursive lists.

Creating Data Frames, Matrix, like operations in frames, Merging Data Frames, Applying functions to Data frames, Factors and Tables, factors and levels, Common functions used with factors.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 4

**08 Hours**

Control statements : Arithmetic and Boolean operators and values, Default values for arguments, Returning Boolean values, functions are objects, Environment and Scope issues

Recursion: Replacement functions, Tools for composing function code, Math and Simulations in R  
Creating Graphs, Customizing Graphs.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 5

**08 Hours**

Interfacing R to other languages, Parallel R, Basic Statistics, Linear Model, Generalized Linear models – Non, linear models, Time Series and Auto, correlation, Clustering

Teaching, Learning Process:

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## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Illustrate the basics of hadoop file system.
- CO2: Demonstrate the importance of data mining techniques in business objectives.
- CO3: Analyse the importance of business analytics and its applications using R programming.
- CO4: Interpret data manipulation techniques using R programming.
- CO5: Apply data visualization techniques in business objectives.

## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3, 4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	"Hadoop 2 Quick, Start Guide: Learn the Essentials of Big Data Computing in the Apache Hadoop 2 Ecosystem"	Douglas Eadline	Pearson...	1 <sup>st</sup> Edition,
2	"The Art of R Programming: A Tour of Statistical Software Design"	Norman Matoff	No Starch Press,	2011.
<b>Reference Books</b>				
1	"R for Everyone: Advanced Analytics and Graphics",	Jared P. Lander	Addison, Wesley	Addison, Wesley Data & Analytics Series, 2013
2	"Beginning R – The Statistical Programming Language"	Mark Gardener	Wiley,	2013
3	"Introductory R: A Beginner's Guide to Data Visualization, Statistical Analysis and Programming in R"	Robert Knell	Amazon Digital South Asia Services Inc.,	2013

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Semester: IV

Course Name: Project Management

Course Code	22MBADA402	CIE Marks	50
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Total Marks	100

## Module – 1 Introduction to Project Management

08 Hours

What is Project Management? Relationship Between Project Management, Operations Management, and Organizational Strategy. Operations and Project Management. Organizations and Project Management.  
**Role of the Project Manager:** Responsibilities and Competencies of the Project Manager. Interpersonal Skills of a Project Manager.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 2 Organization Influence & project Life cycle

08 Hours

Organizational Cultures and Styles. Organizational Structures. Composition of Project Teams. Project Life Cycle: Characteristics of the Project Life Cycle. Project Phases.

**Project Management Process Groups:** Planning Process Group. Executing Process Group. Monitoring and Controlling Process Group Closing Process Group.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 3 Project Time Management

08 Hours

**Schedule Management:** Inputs, Tools and Techniques & output.

**Define activities:** Inputs, Tools and Techniques & output.

**Sequence Activities:** Inputs, Tools and Techniques & output.

**Estimate Activity resources:** Inputs, Tools and Techniques & output.

**Estimate Activity Duration:** Inputs, Tools and Techniques & output.

**Develop Schedule:** Inputs, Tools and Techniques & output.

**Control Schedule:** Inputs, Tools and Techniques & output.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 4 Project Cost & Quality Management

08 Hours

**Plan Cost Management:** Inputs, Tools and Techniques & output.

**Estimate Cost:** Inputs, Tools and Techniques & output.

**Determine Budget:** Inputs, Tools and Techniques & output.

**Control Costs:** Inputs, Tools and Techniques & output.

**Project Quality Management:** Inputs, Tools and Techniques & output. Performance Quality Assurance: Inputs, Tools and Techniques & output.

**Control Quality:** Inputs, Tools and Techniques & output.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

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## Module – 5 Project Stakeholder Management

08 Hours

<b>Identify Stakeholders:</b> Inputs, Tools and Techniques & output.
<b>Plan Stakeholders Management:</b> Inputs, Tools and Techniques & output.
<b>Manage Stakeholders Engagement:</b> Inputs, Tools and Techniques & output.
<b>Control Stakeholders Engagement:</b> Inputs, Tools and Techniques & output.
Teaching, Learning Process:
Pedagogy: Lab and Lecture Method.

### Course Outcomes:

At the end of the course the student will be able to:

- CO1: Define the high professional standards of practice for project manager
- CO2: Identify the key activities in the project life cycle.
- CO3: Explore appropriate methods to initiate, plan and execute projects
- CO4: Examine the scope, time, cost and quality of projects.
- CO5: Analyze the stake holder expectations and engagement using suitable techniques.

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3, 4	40%	20
	Total Marks			50

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

#### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	A Guide to the Project Management Body of Knowledge		Project Management Institute	Global Edition 5, 7



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**Semester: IV**
**Course Name: Enterprise Resource Planning**

Course Code	22MBADA403	CIE Marks	50
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Total Marks	100

**Module – 1 ERP – A Curtain Raiser**
**08 Hours**

An Overview, Accommodating variety, Integrated Management Information, Seamless Integration, Supply Chain Management, Resource Management, Integrated Data Model, Scope, Technology, Benefits of ERP. Evolution, ERP Revisited, ERP & the Modern Enterprise, Problems.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module –2 Business Engineering & ERP**
**08 Hours**

An Overview, What is Business Engineering, Significance of Business Engineering, Principles of Business Engineering, BPR, ERP and IT, Business Engineering with Information Technology, ERP & Management Concerns, Business Modelling for ERP, Building the Business Model, Problems.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 3 ERP Implementation**
**08 Hours**

Role of Consultants, Vendors & Users, Customization, Precautions, ERP Post Implementation Options, ERP Implementation Methodology, Guidelines for ERP Implementation, Problems.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 4 ERP Domain**
**08 Hours**

The ERP Domain, MFG/PRO, IFS/ Avalon, Industrial & Financial Systems, Baan IV, SAP 82, SAP R/3 Applications, Example of an Indian ERP Package, The Arrival of ERP III, Problems.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 5 ERP and Competitive Advantage**
**08 Hours**

ERP and the Competitive Strategy, Problems.

Marketing of ERP, Market Dynamics and Competitive Strategy, Problems.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Course Outcomes:**

At the end of the course the student will be able to:

CO1: Ability to understand and analyse various components of ERP

CO2: Develop ERP model to solve business problems.

CO3: Apply ERP implementation techniques to create solutions for business.

CO4: Demonstrate various packages related to different areas of business.

CO5: Analyse the strategic options for ERP identification and adoption.

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**Assessment Details****Continuous Internal Evaluation (CIE):**

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3, 4	40%	20
	<b>Total Marks</b>			<b>50</b>

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Enterprise Resource Planning	Vinod Kumar Garg, N.K Venkitakrishnan	Prentice hall of India.	2 <sup>nd</sup> edition 2004.

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**Semester: IV**

**Course Name: Peoples Analytics**

Course Code	<b>22MBADA404</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Total Marks	<b>100</b>

**Pre-requisites:**

- Analytical skills
- Statistical Proficiency
- Good Decision Making skills
- Logical Reasoning
- Knowledge on HR concepts

**Module, 1 Introduction to Peoples Analytics**

**08 Hours**

Introduction to People Management, Application of Analytics in Managing HR, Important definitions, Genesis of People analytics, importance, benefits and, skills needed for people analytics, future of people analytics, alignment of HR Analytics with business goals and strategy application of People Analytics to critical HRM functions for decision making, People Analytics framework and models.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 2 Peoples Analytics and Data**

**08 Hours**

HR Data and Data Quality, HR Data Collection, Big Data for HR, Transforming HR Data in to HR Information, Process of Data Collection for HR Analytics, Data collection for effective HR Measurement, Levels of HR Analysis, Meaning of HR value Proposition, Measuring HR value proposition with People Analytics: Value proposition and HR decisions, Performing Root cause analysis, Datafication of Human Resources.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 3 HR Metrics and its Application**

**08 Hours**

HR Metrics: Meaning, Types: Recruitment & Selection Metrics; Training & Development Metrics; Staffing Metrics; usage of Analytics in Performance appraisal, Talent Management & Compensation Management, Expatriate Management, Performance Metrics at Organizational level, HR Dashboards; HR Scorecard.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 4 Application of Analytics in Data Visualization**

**08 Hours**

Dashboards: Few Key Excel Add, ins/Functions to Help Create Dashboards, Name Range, The Developer Tab, Form Controls, Important Excel Formulas Useful for Creating Dashboards, VLOOKUP, INDEX, SUMIF, AVERAGEIF and COUNTIF.

Introduction of Data visualization tools such as Tableau, Plotly, Click view and Fusion Charts.

Application of Tableau in HR Data Visualization: Tableau Desktop, Tableau for Academicians, Menu options, Toolbar Description, Dimensions & Measures, Creating Dashboards in Tableau.

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Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

## Module – 5 HR Predictive Modeling

08 Hours

Correlation & Regression: Correlation Analysis, Simple Linear & Multiple Regression Analysis, Interaction Effects. Comparison of Means and ANOVA, One, Sample T, test, Null and Alternate Hypotheses, Paired Sample T, Test, Independent, Sample T, Test, Analysis of Variance, Factor Analysis; Cluster Analysis.

Software for Statistical Analysis: MS, Excel, IBM, SPSS, IBM, AMOS, SAS, and R programming

Case study: HR Predictive Modeling; Predictive Analytics Tools & Techniques, Conducting Hypotheses testing using Statistical Software.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Demonstrate the data driven decisions using statistical techniques

CO2: Interpret the basic analytical frameworks to aid strategic business decisions.

CO3: Analyze the people data to facilitate soft skill decision about hiring & talent development.

CO4: Make use of data analysis & visualization tools to deliver informed decision.

CO5: Identify potential business opportunities and risks using data patterns.

## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3, 4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

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**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	HR Analytics, Connecting Data and Theory	Rama Shankar Yadav Sunil Maheshwari	WILEY, India	2021
2	Practical Applications of HR Analytics 2019	Pratyush, Banerjee; Jatin Pandey; Manish Gupta	SAGE Texts, India	2019
3	HR Analytics, Understanding Theories and Applications	Bhattacharya, Dipak Kumar	SAGE Texts, India	2017
<b>Reference Books</b>				
1	Applying Advanced Analytics to HR Management Decisions: Methods for Selection, Developing Incentives and Improving Collaboration	Sesil James, C	Pearson, New Jersey	2017
2	Predictive Analytics, Mastering the HR Matrix,	Martin Edwards and Kirsten Edwards,	Kogan Page,	2019
3	Fundamentals of HR Analytics: A Manual on Becoming HR Analytical	Fermin Diez, Mark Bussin, Venessa Lee,	Emerald Publishing Limited	2019



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**Semester: IV**
**Course Name: Business Intelligence**

Course Code	22MBADA405	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Total Marks	100

**Module – 1 Business Intelligence from Business Side**
**08 Hours**

Business Intelligence by other names. How Business Intelligence provides business value. The Business Intelligence market. Operational and source systems. Data transfer from operational to data warehouse. The data warehouse, data warehouse tables. The data warehouse technology platforms. Best practices for successful business intelligence

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 2 The Business Intelligence front, end**
**08 Hours**

Business query and reporting. Production reporting. Online Analytical Processing (OLAP) Microsoft office Dashboards, Scoreboards, Performance Management, Analytic applications, Emerging BI modules. Success and business impact. How to measure Success? Return on Investment.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 3 The LOFT effect**
**08 Hours**

The LOFT effect. Role of Luck. Opportunity. Frustration. Threat. The role of time. If there is no LOFT effect, Is successful BI still possible? Best practices for successful business intelligence. D is for data. Data quality. Successful data architectures. Master data management (MDM). Right time data. Data quality's chicken and egg.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 4 The Right BI tool for the right user**
**08 Hours**

The importance of BI tools. The role of BI standardization. The Right BI tool for the right user. The most successful BI module. Best practices for successful Business intelligence.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 5 Secrets to Success & the future of Business Intelligence**
**08 Hours**

The role of Culture. Promoting your BI capabilities. Training. A picture is worth a thousand numbers. Emerging technologies. Predicting future. BI search & Text Analytics. Advanced visualization. Rich Report lets. The Future beyond technology. Words of wisdom.

Teaching, Learning Process:

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## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply various concepts of BI to provide solutions to the business.
- CO2: Demonstrate various analytical tools on the data to solve business problems.
- CO3: Demonstrate the best practices for successful implementation of BI.
- CO4: Choose appropriate BI tool to solve the business problems.
- CO5: Elucidate the BI capabilities to perform analysis and reporting of data.

## Assessment Details

Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3, 4	40%	20
	<b>Total Marks</b>			<b>50</b>

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

## SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

## Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Successful business Intelligence: secrets to making BI a killer app	Cindi Howson	Mc Grew hill	2007
<b>Reference Books</b>				
1	Business Intelligence Road Map	Larissa T.Moss Shaku Atre	Addison Wesley	2003

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**Semester: IV**
**Course Name: Corporate Social and Web Analytics**

Course Code	<b>22MBADA406</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Total Marks	<b>100</b>

**Module – 1 Social Media Data**
**08 Hours**

Foundation for Analytics, A Look into the Evolution of Data and the Digital Gap, Social Media Data Sources: Offline and Online, Defining Social Media Data, Data Sources in Social Media Channels, Estimated vs. Factual Data Sources, Social Media Network Support of Data Collection, API: Application Programming Interface.

From data to insights: Shaping Data to Work for Us, Creating a Plan to Shape Data into Insights A Glimpse into the Analysis: The Process of Comparison.

Analytics in Social Media: Defining a Very Broad Term, Types of Analytics in Social Media: Analytics, Listening, Advertising Analytics, Analytics from CMS and CRM

Dedicated Vs. Hybrid tools: What Are They? Which Are Best? The Advantages of Dedicated Tools, The disadvantages of Dedicated Tools. Data Integration Tools.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module –2 The Analytics Process**
**08 Hours**

Elements to Shape Data Insights, The Analysis Cycle: Time Periods as the First Key to Comparison. Armando Terribili.

Metrics, dashboards and reports: Metrics, The Basis for Analysis, Metrics and Strategy: Selecting the Best Metrics for the Job. Dashboards, More Than a Collection of Metrics, Dashboard Purpose, Default vs. Custom Dashboards, The Essence of a Good Dashboard, Reports, The Key to Analytics Success, Reporting Approaches, Animation and Effects in Reporting, Reporting with Teams, The Report as a Key to Success.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 3 Web Analytics: Present and Future**
**08 Hours**

History of Web Analytics, current landscape and challenges, What web analytics should do?

Data Collection: Understanding data landscape, clickstream data, outcomes data, research data, competitive data.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

**Module – 4 Overview of Qualitative Analysis**
**08 Hours**

Lab usability testing, Heuristic evaluations, site visits, surveys, focus on customer centricity, solve for business questions, follow the 10/90 rule.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.



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## Module – 5 Web Analytics Fundamentals

**08 Hours**

Capturing data, selecting your optimal web analytics tool, understanding clickstream data quality, implementing best practices.

Teaching, Learning Process:

Pedagogy: Lab and Lecture Method.

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Utilize API services to collect data from different social media data sources

CO2: Derive insights from processed data using suitable metrics and reporting methods.

CO3: Explain the role of web analytics within the digital marketing landscape

CO4: Make use of Heuristic evaluation &amp; web intelligence to solve business problems.

CO5: Demonstrate the best practices in web analytics for potential business growth

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3, 4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.

#### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Social Media Analytics Strategy, Using Data to Optimize Business Performance	Alex Goncalves	Springer Science, New York	2017
2	Web Analytics, An Hour A Day	Avinash Kaushik	Wiley Publications	May 2007

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**Semester: IV**

**Course Name: Port and Airport Management for Logistics**

Course Code	<b>22MBALS401</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Basic knowledge of port and airport management.
- Basics of logistics and supply chain.
- Awareness of port and airport services

**Course objectives:**

1. To familiarize with port structure, airports shipment and operations.
2. To learn Port operations and air cargo.
3. To understand the Airport management for logistics.
4. To administer the port ownership structure from Indian and global context.
5. To know the airport transportation modes for better handling of airport cargo.

**Module 1 – Port Structure & Airports Shipment**

**08 Hours (RBT Levels: L1, L2, L3)**

1. History of Ports in International Trade;
2. Role of Ports;
3. Port Infrastructure and connectivity;
4. Port Structure and Functions: Definition-Types and Layout of the Ports,
5. Organizational structure-Fundamental observations;
6. & 7. Main functions and features of ports: Administrative functions-Operational functions.
8. Air Ports and Shipment: Ground Handling Agencies;
9. Advantage of Air shipment- Economics of Air Shipment;
10. Sensitive Cargo by Air shipment- Do's and Don'ts in Air Cargo Business. Air Craft (moved to Module 3).

**Teaching-Learning Process:**

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Study the different ports and airports and mention the different functions and features.

**Module 2 – Port Operations & Air Cargo**

**08 Hours (RBT Levels: L1, L2, L3, L4)**

1. Port Operations: Berths and Terminals;
2. Berth Facilities and Equipment-Ship Operation;
3. Pre-shipment planning, the stowage plan and on-board stowage; Cargo positioning and stowage on the terminal;
4. Developments in cargo / container handling and terminal operation;
5. Safety of cargo Operations, Cargo security;
6. Measuring and evaluating performance and productivity;
7. Air Cargo: Air Cargo Console; Freight of Air Cargo;
8. Volume based Calculation of Freight-Weight based Calculation of Freight; Importance of Import and Export Documentation; Handling of documents in Ports.

Teaching-Learning Process: Students should study the various operations of port and air cargo and prepare a report.

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Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study  
Skill Enrichment Exercises: Student should consider few ports and draft the flow chart of the shipment process.

## Module 3 – Port Development & Airway Bills

08 Hours (RBT Levels: L2, L3, L4, L5)

1. Port Development: Phases of port development;
2. Growth and changes in world trade and resultant changes in growth and development in terminal operation;
3. Shipping technology and port: Ship knowledge – Ship development and port development-Port time and ship speed;
4. Aircraft knowledge; Types of Aircrafts; Differences between Passenger and Cargo Aircrafts;
5. Airports growth and development with particular reference to cargo logistics;
6. Role of various organizations in Air freight management;
7. IATA - History of IATA - Mission of IATA - Price setting by IATA -Licensing of Agencies; FIATA and other organizations;
8. Airway Bills: their importance and handling processes.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentations, YouTube videos, Case Study  
Skill Enrichment Exercises: Students should prepare a report on port development strategies with few examples.

## Module 4 – Port Administration Owner

08 Hours (RBT Levels: L2, L3, L4, L5)

1. Governance of Ports;
2. Port Administration Ownership and Management;
3. Port ownership structure –Types of port ownership and administration; Port ownership structure in India;
4. Organizations concerning ports; Boards governing the ports;
5. Port management development;
6. Rise and fall of Ports;
7. Information technology in ports;
8. Port ownership in Indian context: Acts governing the Ports in India.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentations, YouTube videos, Case Study  
Skill Enrichment Exercises: Live case study on air cargo.

## Module 5 – Air Transportation & DG Air Cargo

08 Hours (RBT Levels: L3, L4, L5, L6)

1. Air Transport: Introduction to Air Transport;
2. Air Freight and Cargo Handling at Air Port;
3. Information Management of Air Cargo – System and Modules;
4. Airside and Land side handling of goods;
5. Air cargo handling equipment; Distribution of Goods
6. DG Air Cargo and its role in Air Freight transportation and control;
7. Classification and labeling of Cargo; Types of Labels according Cargo-Samples of Labels;
8. Packing and Transportation of Goods by Air.

Teaching-Learning Process:

Pedagogy: Chalk and Talk method, YouTube videos, PowerPoint Presentations  
Skill Enrichment Exercises: Case study on air transportation and freights.

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## Course Outcomes:

At the end of the course the student will be able to:

CO1: Application of process of Port and Air Management for Logistics operations.

CO2: Analyze the various activities involved in port operations and air cargo for the appropriate shipping of goods.

CO3: Evaluate the port management system for integrating the various logistics operations.

CO4: Comprehend the various port facilities and structures for better shipment of goods &amp; services.

CO5: Communicate the different processes and documentations by air and cargo transportation for optimized handling of goods and services.

## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	Total Marks			50

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Port Management and Operations.	Patrick M.Alderton	Information Law Category, U.K.	2008
2	Air Cargo Management	Yoon Seok Chang	CRC Press	2015
<b>Reference Books</b>				
1	Port Reform Tool Kit	WORLD BANK	World Bank, Washington	2007
2	Air cargo distributions: a management analysis of its economic and marketing benefits	Paul	Jackson and William Brackenridge	(Gower Press), 1988.
3	Port Management and Operations	MARIA G.BURNS	CRS Press, U.K.	2014

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## E-Resources:

<http://www.wiam.in/courses.html>

<https://alison.com/course/transport-management-in-the-uk-road-rail-waterways-ports-and-airports>

<https://www.iata.org/en/training/subject-areas/cargo/>

<https://www.udemy.com/course/aviation-logistics-in-import-export-supply-chain-of-cargo/>

<https://collegedunia.com/courses/airport-management>

<https://www.altexsoft.com/blog/travel/airport-technology-management-operations-software-solutions-and-vendors/>

[https://www.civilaviation.gov.in/sites/default/files/moca\\_001669.pdf](https://www.civilaviation.gov.in/sites/default/files/moca_001669.pdf)



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**Semester: IV**

**Course Name: Global Supply Chain Management**

Course Code	<b>22MBALS402</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Basics of logistics and supply chain
- Awareness of distribution channel and material handling.
- Knowledge of supply chain in global prospective

**Course objectives:**

1. Understand the strategic role of distribution & logistics management globally.
2. Gain knowledge in global logistics and risk management globally.
3. Study the important modes of distribution control and evaluation.
4. Teach the supply chain techniques in an international perspective.
5. Identify the performance evaluation techniques and its implementation.

**Module 1 – Distribution Management & Global Logistics 08 Hours (RBT Levels: L1, L2, L3)**

1. Need for physical distribution–functions of distribution– marketing forces affecting distribution.
2. Global purchasing trends;
3. Purchas in global supply chain–critical success factors;
4. Global Logistics: Introduction–Global Logistics Meaning and Definition and Importance;
5. Global market forces – Factors Influencing Global Market Forces – Factors Influencing;
6. Technological Forces –Global Cost Forces; 8. Political and Economic Forces.

**Teaching-Learning Process:**

**Pedagogy:** Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study  
**Skill Enrichment Exercises:** Students should choose logistics firms and identify the critical success factors and external influencing factors for the same.

**Module 2 – Distribution Channel & Risk Management in Global Scenario 08 Hours (RBT Levels: L1, L2, L3, L4)**

1. Channels of distribution: role of marketing channels – channel functions;
2. Channel structure: Domestic and Global;
3. Designing distribution channel – choice of distribution channels – factors affecting;
4. Stakeholders and Intermediaries: functions of intermediaries – types of intermediaries
5. Variables in selecting channel members – motivating – training;
6. Evaluating channel members – modifying channel arrangements;
7. Risk Management in distribution – Meaning and Definition, Introduction to Global Risks;
8. Managing Global Risks.

**Teaching-Learning Process:**

**Pedagogy:** Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study  
**Skill Enrichment Exercises:** Student should overview and draft the comparative analysis of 2 company's channels of distribution.

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## Module 3 - Distribution control & Evaluation

08 Hours (RBT Levels: L2, L3, L4, L5)

1. Distribution control–stages of control process–standards & goals;
2. Performance report – measurement;
3. Monitoring and taking corrective actions; Metrics used;
4. Organization for Distribution: Distribution Organization structure;
5. Role of Private & Public organizations in distribution;
6. Conflict resolution in distribution –rising costs & need for control;
7. Complexities of physical distribution;
8. Performance Measurement and Evaluating Distribution Effectiveness and Efficiency.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentations, YouTube videos, Case Study

Skill Enrichment Exercises: Students should evaluate the different conflicts in the distribution channel and suggest appropriate resolutions.

## Module 4 – International SCM & Material Handling in Logistics

08 Hours (RBT Levels: L2, L3, L4, L5)

1. International Supply Chain Management: Introduction to International Supply chain;
2. Issues in International Supply Chain Management;
3. International versus Regional supply chain management;
4. Role of Material Handling in Logistics;
5. Material Handling Guidelines;
6. Material Handling Equipment and Systems – Automated Material Handling, Benefits of Logistics;
7. & 8. Outsourcing – Reasons for and advantages of Outsourcing – Third Party Logistics – Fourth Party Logistics – Fifth Party Logistics – Value Added Services.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentations, YouTube videos, Case Study

Skill Enrichment Exercises: Case study on outsourcing.

## Module 5 – Performance Evaluation & Global Strategy Implementation

08 Hours (RBT Levels: L3, L4, L5, L6)

1. Performance Expectation & Evaluation;
2. Regional differences in Logistics; Cultural differences in different places;
3. Information system Availability, use of Geographic information Systems – Infrastructure and Processes;
4. Human Resources – role & significance;
5. Global Logistics and Supply Chain Strategy: Designing Global Strategy;
6. Requirements for Global Strategy;
7. Global Strategy implementation;
8. Miscellaneous Dangers in global strategy implementation.

Teaching-Learning Process:

Pedagogy: Chalk and Talk method, YouTube videos, PowerPoint Presentations

Skill Enrichment Exercises: Case study on global strategy implementation for distribution and SCM

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## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply the strategic role of Logistics and Supply chain Management in global operations.
- CO2: Analyze the different distribution networks of the firms with global perspective.
- CO3: Evaluate the varied distribution process to predict the control operations in SCM.
- CO4: Comprehend the global SCM and suggest material handling systems for appropriate industries.
- CO5: Communicate the cultural and global strategy of SCM in implementation and performance review.

## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	Total Marks			50

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Basics of Distribution Management: A Logistical Approach	Kapoor Satish K., and Kansal Purva	Prentice Hall of India	Latest Edition
2	Global Logistics & Supply Chain Management	John Mangan, Chandra Lalwani	Tim Butcher John Wiley & Sons	2nd Edition, 2011
<b>Reference Books</b>				
1	Designing & Managing the Supply Chain	David Simchi, Levi, Philip Kaminsky, Ravi Shankar	Tata McGraw Hill	14th Edition, 2010.
2	Distribution and Logistics Management: A Strategic Marketing Approach	D K Agrawal	Macmillan publishers India	Latest Edition
3	International Logistics: The Management of International Trade Operations	Pierre David	Paperback – Import	1 Dec 2013

### E-Resources:

<https://www.london.ac.uk/courses/supply-chain-management>
<https://www.naukri.com/learning/articles/supply-chain-management-best-resources/>
[https://onlinecourses.swayam2.ac.in/cec22\\_mg15/preview](https://onlinecourses.swayam2.ac.in/cec22_mg15/preview)
<https://www.classcentral.com/course/swayam-supply-chain-management-14314>
<https://www.careers360.com/courses-certifications/swayam-logistics-and-supply-chain-management-courses-brp-org>
<https://nptel.ac.in/courses/110108056>



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**Semester: IV****Course Name: Export Import Management**

Course Code:	<b>22MBALS403</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Basic knowledge on International Trade
- Fundamental knowledge Cargo and Shipment process.
- Basic awareness of the national and international trade law

**Course objectives:**

1. To provide fundamental concepts of on the trade policy
2. To familiarize the fundamentals principles document of shipments
3. To teach the concepts of international Export- Import contract laws
4. To educate the importance of Terms of Payment
5. To emphasis on the concepts of Instruments of payment.

**Module – 1 Export-Import Trade: Introduction to Regulatory Framework****08 Hours (RBT Levels: L1, L2, L3)**

1. Introduction, trade policy, foreign trade;
2. History and Governance of Foreign Trade in India;
3. Role of DGFT;
4. Latest Foreign Trade Policy of India (2023); simplification in documentation (developments in august, 2005), DGFT related documentation at a single place, reduction of documents to five for customs purposes. (moved to Module 2)
4. Important Regulatory Bodies for International Trade;
5. Types of Import Export Businesses.
6. Preparing an export business plan;
7. ESTABLISHING A BUSINESS FIRM for export business: Basic Registrations;
8. DGFT related permissions and Registrations: And Registration with other Authorities.

**Teaching-Learning Process:**

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Students are assigned to select a firm and reports of its registration.

**Module – 2 Documentation Framework-Aligned Documentation System (ADS)****08 Hours (RBT Levels: L1, L2, L3, L4)**

1. Simplification in documentation (developments in august, 2005), DGFT related documentation at a single place, reduction of documents to five for customs purposes(moved from Module 1);
2. Objective, advantages of aligned documentation system;
3. Documentation requirement situation today;
4. Categorization of Export Documentation;
5. Commercial documents: principal export documents, Auxiliary export documents;
6. Regulatory documents.
7. Classification of commercial and regulatory documents:
  - a. documents related to goods,
  - b. documents related to shipment;

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8. Documents related to payment, document related to Inspection, documents related to Excisable Goods, and documents relating to Foreign Exchange.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study  
Skill Enrichment Exercises: Students are assigned to collect and present as assignment of Documents related to shipment documents related to payment for a selected firm.

## Module – 3 International Business Contracts

08 Hours (RBT Levels: L2, L3, L4, L5)

1. Introduction to Agreements and Contracts;
2. Distinction between domestic sales contract and export sales contract;
3. Conflict of laws in International Contracts;
4. Types of Export Contracts; Constructed contract;
5. Elements of Export Contracts;
6. Duties and responsibilities of Exporters and Importers in International Contracts;
7. Incoterms 2020,
8. Major laws having bearing on export contracts elements in export contracts.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentations, YouTube videos, Case Study  
Skill Enrichment Exercises: Students are made to present different Incoterms of any choice of one company.

## Module – 4 Legal dimensions and Terms of Payment

08 Hours (RBT Levels: L2, L3, L4, L5)

1. Legal dimensions: a. relating to export-import contracts,
2. b. relating to relationships between exporter and agents/distributors, c. relating to products,
3. d. relating to letters of credit.
4. Introduction to Terms of Payment: factors that determine terms of payment,
5. Methods of receiving payment, Payment in advance documentary bills,
6. Documentary credit under letters of credit;
7. Different types of Letters of Credit;
8. Role of Banks and Financial Institutions in Export/Import Payments.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentations, YouTube videos, Case Study  
Skill Enrichment Exercises: Students are made to present different Terms of Payment for any particular company

## Module – 5 Instruments of Payment & Methods of Financing Exports

08 Hours (RBT Levels: L3, L4, L5, L6)

1. Introduction to Instruments of payment:
2. Pre-shipment finance: Packing credit;
3. Advances against incentives receivable from government;
4. Pre-shipment credit in foreign currency;
5. Post shipment: finance;
6. Negotiation of export documents under letters of credit, purchase/discount of foreign bills, advance against export bills sent on collection;
7. Legal bindings and factors that determine payment terms in International Business;
8. Various methods financing export / import business; Concessions and incentives available for export / import business in India

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**Teaching-Learning Process:**

Pedagogy: Chalk and Talk method, YouTube videos, PowerPoint Presentations

Skill Enrichment Exercises: Students are assigned to draft and present Instruments of payment by selecting any one firm.

**Course Outcomes:**

At the end of the course the student will be able to:

CO1: Apply the concepts domestic and foreign trade process for appropriate firms.

CO2: Analyze the different documentation for Export and imports trade process.

CO3: Evaluate the different kind of contractual agreement for the appropriate trade.

CO4: Design appropriate legal aspects and Terms of Payment in Exim trade.

CO5: Communicate the appropriate instruments and financing for export process.

**Assessment Details****Continuous Internal Evaluation (CIE):**

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

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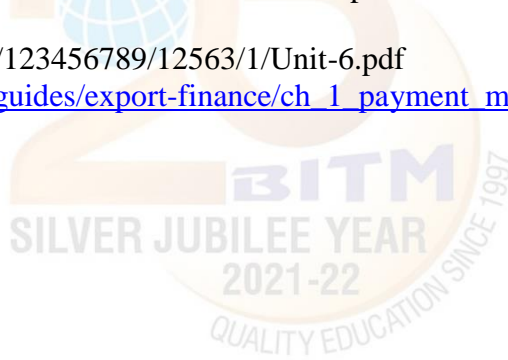
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**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Export and Import Procedures Documentation and Logistics	C Ram Gopal	New age International Ltd Publishers	2008 latest edition ISBN (10) : 81-224-2326-4 ISBN (13) : 978-81-224-2326-6
2	Export Import: Procedure and Documentation	Sultan Ahmad	Sultan Chand & Sons	1st Edition 2022 ISBN 13: 978-81-951043-6-9
<b>Reference Books</b>				
1	Export/Import Procedures and Documentation	Thomas E. Johnson	Amacom	Amacom; 4th edition April 2010 ISBN-10 : 0814415504 ISBN-13 : 978-0814415504
2	Export Procedures and Documentation	Sudhir Kochhar	Gullybaba Publishing House	2015 ISBN: 9789381970812, 9381970815

**E-Resources.**<https://egyankosh.ac.in/bitstream/123456789/12065/1/Unit-1.pdf><https://dokumen.tips/documents/aligned-documentation-system-ads.html?page=3><https://www.lumsa.it/sites/default/files/UTENTI/u601/Principles%20of%20International%20Commercial%20Contracts.pdf><https://egyankosh.ac.in/bitstream/123456789/12563/1/Unit-6.pdf>[http://www.eximguru.com/exim/guides/export-finance/ch\\_1\\_payment\\_methods\\_in\\_export\\_import.aspx](http://www.eximguru.com/exim/guides/export-finance/ch_1_payment_methods_in_export_import.aspx)

# BALLARI INSTITUTE OF TECHNOLOGY & MANAGEMENT

Autonomous Institute under Visvesvaraya Technological University, Belagavi

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"Jnana Gangotri" Campus, #873/2, Ballari-Hosapete Road, Near Allipura, Ballari-583 104 (Karnataka)

**Semester: IV**
**Course Name: International Logistics Management**

Course Code:	<b>22MBALS404</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Basic knowledge on Logistic
- Fundamental knowledge Global Markets,
- Awareness of the basic economic trade process

**Course objectives:**

1. To provide students understand the issues in International Logistics
2. To familiarize the concepts of Sales Contract in International Logistics
3. To educate the Concepts integration of various Supply chain and Logistic Networks
4. To teach the concept international multimodal Transport Systems
5. To emphasis the concepts of cost & economic of International logistics.

**Module – 1 Foundation Concepts in International Logistics 08 Hours (RBT Levels: L1, L2, L3)**

Overview of International Logistics- Components, Importance, Objectives; Barrier to Internal Integration. Managing the Supply Pipeline for Global Trade Flows, The Global Logistics Operators, Comparison between National (Domestic) and International Logistics, International Transport, Globalization and International Trade Environment. Factors Driving Global Supply Chain Management, Customs and Global Supply Chain Management.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study  
Skill Enrichment Exercises: Students are requested present the concepts of environment. Factors driving international logistics.

**Module – 2 Export Sales Contract in International Logistics**
**08 Hours (RBT Levels: L1, L2, L3, L4)**

Constituents of the Export Sales Contract, Contract of Affreightment: Terms of Delivery & Incoterms standards. International Purchasing Systems, Constituents / Strategy and its Interface with the Management of the Global Supply Chain, Negotiating the Contract, Selecting the International Logistics Operator, Criteria of Selecting the Third-Party Logistics Operator.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study  
Skill Enrichment Exercises: Students are assigned to submitted the different Export Sales Contract

**Module – 3 Integrating International Logistics with Supply Chain**
**08 Hours (RBT Levels: L2, L3, L4, L5)**

Trade-Offs in International Logistics, Multi-Modalism, Key Factors in a Transport Mode(s) & Trade-Off. Considerations of Speed, Frequency, Packing and Insurance in International Transportation. Warehousing & Benchmarking in Global Supply Chain Management, Supply Chain Cycle Time Reduction, Demand-Driven Supply Network in International Logistics.

Teaching-Learning Process:

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Pedagogy: Chalk and talk method, Power point presentation, YouTube videos, Case Study  
Skill Enrichment Exercises: Students are assigned to draft different internal warehousing management activities in different industry

## Module – 4 International Transport Systems

08 Hours (RBT Levels: L2, L3, L4, L5)

Introduction to International Transport System- Basic Terms, Characteristics and Relations, Significance of Transportation Services, Characteristics of Modes of Transports –Road Transportation, Rail Transportation, Maritime Transport, Air Transport. Intermodal Transportation, Technical performance & Transport Economic Indicators, Maritime Routing Patterns, The Containerization of Commodities, Transcontinental Bridges.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, Power point presentation, YouTube videos, Case Study  
Skill Enrichment Exercises: Students are assigned to submitted the draft of different International Transport modes used by company

## Module – 5 Cost and Economy of International Logistics

08 Hours (RBT Levels: L3, L4, L5, L6)

International Transport and Economic Development, Transportation and Commercial Geography International Transport Costs, International Transport Supply and Demand, Location Analysis, Market Area Analysis, The Nature of International Transport Policy, International Transport Planning, International Transport Safety and Security, Traffic Counts and Traffic Surveys, Cost /Benefit Analysis.

Teaching-Learning Process:

Pedagogy: Chalk and Talk method, YouTube videos, Power point presentations  
Skill Enrichment Exercises: Students are assigned to present factors effecting the Cost and Economy of International Logistics of a two companies

## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply the concepts of principles of international logistics Operation in appropriate sectors.
- CO2: Analyze in different Export Sales Contract in Logistics operations
- CO3: Evaluate the parameters for integrating the international Logistics and supply chain management
- CO4: Design suitable modes of International logistic Transport system in the appropriate industry
- CO5: Communicate the appropriate components of cost factors and Economic Development steps for the International Logistics

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## Assessment Details

### Continuous Internal Evaluation (CIE):

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(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	International Logistics	Pierre David	Wiley;	1st edition ISBN-10 : 8177224301 ISBN-13 : 978-8177224306
2	International Logistics Management	Robert Chira	Authorhouse	25 July 2016 ISBN-10 : 1524632082 ISBN-13 : 978-1524632083
<b>Reference Books</b>				
1	"The Geography of Transport Systems"	Jean-Paul Rodrigue, Claude Comtois and Brian Slack	Routledge,	(2009), New York:
2	"Intermodal Freight Requirements, "	LaLonde, Bernard J.	Macmillan	8th Edition,
3	International Logistics: The Management of International Trade Operations	Pierre David	Cicero	1 December 2013 4th edition ISBN-10 : 0989490602 ISBN-13 : 978-0989490603

### E-Resources:

[https://bujhansi.ac.in/econtent/pages/shortcodes/ims/UNIT-3\\_I.LOGISTICS.pdf](https://bujhansi.ac.in/econtent/pages/shortcodes/ims/UNIT-3_I.LOGISTICS.pdf)

<https://egyankosh.ac.in/bitstream/123456789/14971/1/Unit-3.pdf>

<https://jqualityinnovation.springeropen.com/track/pdf/10.1186/s40887-020-00039-w.pdf>

<https://ftp.idu.ac.id/wp-content/uploads/ebook/ip/LOGISTIK%20TRANSPOTASI/>

[Logistics%20Transportation%20Systems%20by%20MD%20Sarder%20\(z-lib.org\).pdf](https://www.z-lib.org/pdf/101186/s40887-020-00039-w.pdf)

[https://repositorio.cepal.org/bitstream/handle/11362/44899/1/S1900718\\_en.pdf](https://repositorio.cepal.org/bitstream/handle/11362/44899/1/S1900718_en.pdf)

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## Semester: IV

### Course Name: Containerization and Multimodal Transport

Course Code:	<b>22MBALS405</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

#### Pre-requisites:

- Basic knowledge on Supply Chain
- Fundamental knowledge marketing, production.
- Awareness of the manufacturing and trading process

#### Course objectives:

1. To provide insights on the concept and meaning of containerization
2. To familiarize the fundamentals of the Cargos in international trade
3. To emphasis the concepts of the Multi-modal Trade Routes
4. To educate the Concepts of the Physical multi modal operations
5. To teach the concept of contacts and documentation during shipping

#### Module – 1 Basic Concepts of Containerization

**08 Hours (RBT Levels: L1, L2, L3)**

Meaning - Major Container Trades - Container Operators - Container Ships - Terminal- Consideration of Container Terminal Planning - Container Distribution – Container types - ISO Container Dimension by types - Non- Containerisable cargo - Features of Containerization - Equipment for non-containerisable cargo.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment

Exercises: Students are assigned to draft assignment on different containers and the shipping process of containers

#### Module – 2 Cargo

**08 Hours (RBT Levels: L1, L2, L3, L4)**

International Trade Distribution - Stowage: Meaning - Stowage of cargo – Factor Consideration - Types of cargo - Characteristics - Cargo and Container handling equipment - Types of Packing- Marking of cargo - Dangerous Cargo - IMDG Code –Classes.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment

Exercises: Students are assigned different logistics company and asked to analyze with the shipping parameters.



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## Module – 3 Multi Modalism

08 Hours (RBT Levels: L2, L3, L4, L5)

Multi-modal Trade Routes - Evolution – Basic Intermodal System - Modal Interface Factors outline why shipper favour Multi-modalism - Factors in Development Features -Multi-Modalism Strategy – Components.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Students are made to present different Multi-modal Trade Routes on air, water, road and rail.

## Module – 4 Physical Multi Modal Operations

08 Hours (RBT Levels: L2, L3, L4, L5)

Liners - Tramps - Specialized Vessels - Terms - Road transport vehicle – Road Transport Weight and Measurement - Rail Transport Vehicle and Equipment – Air Transport - Ports - LCL - FCL - NVOCC - Freight forwarders - Consolidator – ICD CFS- Free Trade Area - SEZ - Factors affecting mode and route choice.

Teaching-Learning Process:

Pedagogy: Chalk and talk method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Students are made to present different mode of transportations of goods and highlight the advantages and the disadvantages of each Physical Multi Modal Operations of transportation

## Module – 5 Contract

08 Hours (RBT Levels: L3, L4, L5, L6)

International contract of sale-Bill of Lading-Clauses-Way bills-Identity of Carrier-Liability and Insurance-Paperless Trading, Indian Multimodal Act- 1993, Conventions related Multi modal transport-Cargo liability conventions, Conventions relating Dangerous Goods-Cusms conventions-Statutory Regulations and Restrictions-National and International restrictions on the movement of goods.

Teaching-Learning Process:

Pedagogy: Chalk and Talk method, YouTube videos, PowerPoint Presentations

Skill Enrichment

Exercises: Students are assigned to draft and present different types of contract in Logistics and supply chain management.

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply the concepts of the containerization in logistics process.

CO2: Analyze the different International Trade Distribution in Logistics management.

CO3: Evaluate the various Multi-modal Trade Routes in the logistic system.

CO4: Design appropriate design for the multi-modal operations.

CO5: Communicate the appropriate contractual agreement in the Shipping Process

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(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

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- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Containerization, Multimodal Transport & Infrastructure Development In India,	K. V. Hariharan,	Shroff Publishers & Distributers Private Limited - Mumbai	1st edition 8173665516
2	Supply Chain Management- Strategy, Planning and Operation	Sunil Chopra, Peter Meindl, D.V.Kalra	Pearson	Latest edition
<b>Reference Books</b>				
1	Transportation Engineering: An Introduction,	JotinKhisty C and Kent Lall B,	Prentice Hall International	3rd edition 2002.
2	Principles of Urban Transport Systems Planning,	Hutchinson B.G,	McGraw-Hill Book Company	(Latest edition), 2013.
3	Branch's Elements of Shipping.	Alan E Branch & Michael Robarts (2014)	Routledge Publication.	9th Edition,
4	Logistics and Multi-modal Transport.	Claus, Hyldager (2013)	Institute of Chartered Shipbrokers.	2013 Edition,

### E-Resources:

<https://medium.com/geekculture/introduction-to-containers-basics-of-containerization-bb60503df931>  
<https://porteconomicsmanagement.org/pemp/contents/part1/maritime-shipping-and-international-trade/>  
[https://www.cevalogistics.com/en/for-patients/?utm\\_source=Google&utm\\_medium=CPC&utm\\_campaign=Search-Healthcare India&gclid.](https://www.cevalogistics.com/en/for-patients/?utm_source=Google&utm_medium=CPC&utm_campaign=Search-Healthcare India&gclid.)  
<https://www.unescap.org/sites/default/d8files/event-documents/03MultimodalTransportationConceptAndFramework.pdf>  
[https://unctad.org/system/files/official-document/dtl1binf2022d1\\_en.pdf](https://unctad.org/system/files/official-document/dtl1binf2022d1_en.pdf)

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**Semester: IV**

**Course Name: Supply Chain Information System**

Course Code:	<b>22MBALS406</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>

**Pre-requisites:**

- Basics of Supply Chain.
- Fundamental knowledge of Communication Networks.
- Basics of Logistics.

**Course objectives:**

1. To provide insights on the concept and meaning of Electronic SCM, Communication Networks.
2. To familiarize the fundamentals of Enterprise Information Systems.
3. To emphasis the concepts of SCM Systems Development.
4. To educate the Concepts Deployment and Management.
5. To teach the concept of Information Integration.

**Module – 1 Electronic SCM, Communication Networks 08 Hours (RBT Levels: L1, L2, L3)**

Introduction eSCM- eSCM Framework - Key Success Factors for eSCM - Benefits of eSCM- Positioning Information in Logistics - Strategic Information Linkage - Supply Chain Communication Networks - Role of Communication Networks in Supply Chains - Overview of Telecommunication Networks –EDI - Data Security in Supply Chain Networks

Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study  
Skill Enrichment

Exercises: Draft & Present the Communication Networks used in Supply Chain Management

**Module – 2 Enterprise Information Systems 08 Hours (RBT Levels: L1, L2, L3, L4)**

Overview of Enterprise Information Systems - Information Functionality and Principles - Introduction Enterprise Information Systems -Classification of Enterprise Information Systems - Information Architecture -Framework for Managing Supply Chain Information - Describe ion on Popular Enterprise Application Packages -Benefits of Enterprise Information Systems

Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: List out the best enterprise software & tools for sustainable business growth

**Module – 3 SCM Systems Development 08 Hours (RBT Levels: L2, L3, L4, L5)**

Stakeholders in Supply Chain Information Systems - Stakeholders in SCM - Stakeholders in Supply Chain Information Systems - Information Systems Development- Logistics Information Systems Design-Defining Enterprise Architecture - Choosing Appropriate System Development Methodologies - Adopting Relevant Systems Development Model

Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Draft & Present the 5 top companies that use enterprise architecture

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## Module – 4 Deployment and Management 08 Hours (RBT Levels: L2, L3, L4, L5)

Information Systems Deployment - IT Operations and Infrastructure Management - Portfolio, Programme and Project Management - Management of Risk - Management of Value

Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Draft & Present the best practices for managing a *Project*

## Module – 5 Information Integration 08 Hours (RBT Levels: L3, L4, L5, L6)

Enterprise Application Integration and Supply Chain Visibility - Enterprise Application Integration - Supply Chain Visibility - Supply Chain Event Management -Supply Chain Performance -Planning and Design Methodology - Problem Definition and Planning - Data Collection and Analysis - Recommendations and Implementation -Decision Support Systems

Teaching-Learning Process:

Pedagogy: Chalk and Talk Method, PowerPoint Presentation, YouTube videos, Case Study

Skill Enrichment Exercises: Plan and Design a methodology for Supply Chain Performance

### Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply the concepts of Supply Chain Management Communication Networks to solve the business problems.
- CO2: Analyze Enterprise Information Systems.
- CO3: Evaluate various information systems development methodologies.
- CO4: Design various information system deployment methods.
- CO5: Create new set of information for business decision making.

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

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**Suggested Learning Resources:**

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<b>Textbooks</b>				
2	Business Logistics Management	R.H. Ballou, and Samir	Pearson Education	5th Edition 2014
<b>Reference Books</b>				
1	E-Marketing	Strauss, Alexa & Frost	Routledge Tylor & rancis Group	8th New edition 2018
2	Statistics for Managers Using MS Excel	Levine & David	Pearson Education	8th Edition, 2017
3	Sustainable Logistics and Supply Chain Management: Principles and Practices for Sustainable Operations and Management	David B. Grant & Chee Yew Wong	Kogan Page	Edition 2, 2017

**E-Resources:**<https://bbs.binus.ac.id/management/2017/04/electronic-supply-chain-management-e-scm/><https://www.youtube.com/watch?v=JZTKRwHBkoM><https://industrytoday.com/20-manufacturers-top-secret-for-digital-transformation/><https://governance.business/2019/01/16/portfolio-program-and-project-management-what-are-the-difference/><https://www.sumologic.com/glossary/enterprise-application-integration/>

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**Semester: IV**

**Course Name: Risk Management & Insurance**

Course Code	<b>22MBAFM401</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Knowledge of risk management
- Good communication and presentation skill
- Knowledge of insurance Industry

**Module – 1 Introduction to Risk Management and Risk Identification 08 Hours**

Risk – Risk and Uncertainty – Types of Risk – Burden of Risk – Sources of Risk- Methods of handling Risk – Degree of Risk- Management of Risk.

Risk Identification- Business Risk Exposures – Individual Exposures – Exposures of Physical Assets – Exposure of Financial Assets – Exposures of Human Assets – Exposures to Legal Liability- Exposure to Work-Related Injury.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the types of risks in different industries.

**Module – 2 Risk Management Techniques 08 Hours**

Risk Management – Evaluating the Frequency and Severity of Losses – Risk Control – Risk Financing Techniques – Risk Management Decision Methods – The changing scope of Risk Management – Insurance Market Dynamics – Loss Forecasting – Financial Analysis in Risk Management-Decision Making – Other Risk Management Tools.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the modern risk management tools and techniques

**Module – 3 Basics of Insurance 08 Hours**

Introduction to Insurance Risk and Insurance – Definition and Basic Characteristics of Insurance – Requirements of an Insurable Risk – Adverse Selection and Insurance – Insurance Vs Gambling, Insurance Vs Hedging – Types of Insurance – Essentials of Insurance Contracts. Indian Insurance Industry – Historical Framework of Insurance, Insurance sector Reforms in India. IRDA – Duties and powers of IRDA – IRDA Act 1999.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the structure of insurance organizations

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## Module – 4 Life Insurance

08 Hours

Life Insurance – Basics of Life Insurance – Growth of Actuarial Science – Features of Life Insurance – Life Insurance Contract – Life Insurance Documents – Life Insurance Classification – Classification on the Basis – Duration – Premium Payment – Participation in Profit – Number of Persons Assured – Payment of Policy Amount – Money Back Policies – Unit Linked Planned Plans – Annuity Vs Life Insurance – Classification of Annuities.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the various types of life insurance policies.

## Module-5 General Insurance

08 Hours

General Insurance Contract – General Insurance Corporation (GIC) – Health Insurance – Individual Medical Expense Insurance – Long Term Care Coverage – Disability Income Insurance – Medi-claim Policy – Group Medi-claim Policy – Personal Accident Policy – Employee Group Insurance – Features of Group Health Insurance – Fire Insurance – Essentials of Fire Insurance Contracts – Types of Fire Insurance Policies – Marine Insurance – Types of Marine Insurance – Marine Insurance principles- Motor Vehicles Insurance – Need for Motor Insurance – Types of Motor Insurance – Factors to be considered for Premium Fixing

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the various types of general insurance policies.

## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Analyze the various types of risks and their exposures.
- CO2: Apply the tools and techniques of risk management.
- CO3: Apply the rules and regulations of IRDA to insurance business.
- CO4: Evaluate the different life insurance policies.
- CO5: Evaluate the types of general insurance policies.

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- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1.	Principles of Risk Management and Insurance	George E Rejda	Pearson	12 <sup>th</sup> Edition, 2009
2.	Insurance and Risk Management	P.K.Gupta	Himalaya Publishing House	1 <sup>st</sup> Edition, 2010
3.	Introduction to Risk Management and Insurance	Dorfman, Mark S	Prentice Hall India	10 <sup>th</sup> Edition, 2008
<b>Reference Books</b>				
1.	Risk Management and Insurance	Scott. E. Harrington Gregory R Niehaus	Tata McGraw Hill Publishing Company Limited	2 <sup>nd</sup> Edition 2007
2.	Principles and Practice of Insurance	P. Periasamy	Himalaya Publishing House	2 <sup>nd</sup> Edition 2009
3.	Risk Management and Insurance	C. Arthur Williams Jr. Peter Young Michael Smith	Tata McGraw Hill Publishing Company Limited	8 <sup>th</sup> Edition 2007



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**Semester: IV**
**Course Name: Financial Derivatives**

Course Code	<b>22MBAFM402</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Basic knowledge of finance
- Understanding of international business environment
- Through knowledge in capital markets

**Module – 1 Foundation of Financial Derivatives**
**08 Hours**

Meaning, benefits, types (both exchange traded and OTC traded) and features of financial derivatives-Factors causing growth of derivatives-functions of derivatives market-Derivative market players (Hedgers, speculators and arbitragers)-Derivatives market in India. Commodity Derivative Market: Meaning of commodity derivatives-Commodity derivative exchanges (with commodities traded) in India-Trading and settlement system of commodity derivatives-SEBI Guidelines for commodity market-commodities traded.

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Visit the website of FEDAI and understand the regulations for Commodity Exchanges

**Module – 2 Futures and Forwards**
**08 Hours**

Meaning, features and types of futures/forwards-Futures vs Forwards-Mechanics of buying and selling futures/forwards-Hedging through futures/forwards-Marking-to-market process-contract specifications of stock, index and commodity futures-valuation of futures/forwards using cost of carry model-Arbitrage process-Interest Rate Futures & options. (Numerical problems on MTM and valuation of futures/forwards).

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Study the different types of Future contracts traded on NSE

**Module – 3 Option Contracts**
**08 Hours**

Meaning, features and types of option contracts-Options vs futures/forwards-Mechanics of buying and selling option contracts-contract specifications of stock, index and commodity options-Option pricing-factors affecting option pricing-Valuation of option contracts using Black Scholes model and Binomial model-Put-call parity theory-Option Greeks-Option Trading strategies

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Study the different types of Options contracts traded on NSE

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## Module – 4 Financial Swaps

08 Hours

Meaning, features and advantages of financial swaps-Types of financial swaps (Interest rate swap, currency swap, equity swap and commodity swap)-Mechanics of interest rate swaps– Triangular swap (Numerical problems only on interest rate swap including triangular swap)-valuation of interest rate swaps- Only theory.

Teaching-Learning Process:

Pedagogy: Excel based calculation, research articles

Skill Enrichment Exercise: Understand how different types of quotations helpful to the participants in Forex

## Module – 5 Emerging trends in risk Management

08 Hours

Exotic Options, Interest rate derivatives, Weather derivatives , Energy derivatives, Insurance derivatives .Credit Derivatives-Total Return Swap (TRS)-Credit Default Swap (CDS)-Types of CDS-Asset Backed Securities (ABS)-Collateralized Debt Obligation (CDO)-Sub-Prime Crisis-2007-Credit Spread Options. Value-at-Risk-Meaning, VaR Models-Historical simulation-Stress testing and back testing –Model building approach , Linear Model Monte Carlo simulation – ( Numerical problems on model building approach only)

Teaching-Learning Process:

Pedagogy: Case study discussion, articles from Magazine and research related.

Skill Enrichment Exercise: Case study on failure of credit derivatives and its implication of Sub Prime Financial Crisis-2007

## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply the principles and concepts of financial derivatives in derivative markets.
- CO2: Apply the mechanism of forwards, futures, options and financial swaps.
- CO3: Evaluate the financial derivatives using valuation models
- CO4: Assess the commodity derivatives market in India
- CO5: Evaluate various credit derivatives and VaR

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## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

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- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 70 % Numerical and 30 % percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Options, Futures & Other Derivatives	John C. Hull	Pearson Education	8/e and 2013
2	Options & Futures	Vohra & Bagri	TMH	2/e
3	Financial Derivatives-Text & Cases	Prakash B Yaragol	Vikas Publishing	1/e and 2019
<b>Reference Books</b>				
1	Derivatives-Principles and Practice	Sundaram & Das	McGraw Hill	4th Edition
2	Derivatives and Risk Management	Rajiv Srivastava	Oxford University	2010
3	Financial Derivatives Modeling	Christian Ekstrand	Springer	

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Semester: IV

Course Name: Indirect Taxation

Course Code	22MBAFM403	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Max Marks	100

**Pre-requisites:**

- Basic Knowledge of Annual Budget.
- Fundamentals of Macro Economics.
- Awareness of Taxation policies

**Module – 1 Introduction to GST**

**08 Hours**

<p>Goods and Services Tax Act: Definitions, Need for GST in India, Dual GST Model.                  Scope of Supply; Types/ Classification of Supplies Composite and Mixed Supplies                  Levy Of GST: Chargeability of GST on Supplies , aggregate turnover, Numerical Problems on GST Payable</p>
<p>Teaching-Learning Process:</p>
<p>Pedagogy: Lectures, Case Study etc.,                  Skill Enrichment Exercise: Apply the GST principles by a survey among local business community about compliance with GST regime.</p>

**Module – 2 Time and Value of Supply**

**08 Hours**

<p>Time of Supply, Change in Rate of Tax in respect of Supply of Goods or Services, Place of Supply and Value of Supply.                  Simple problems on Time of supply and value of supply</p>
<p>Teaching-Learning Process:</p>
<p>Pedagogy: Lectures, Case Study etc.,                  Skill Enrichment Exercise: Assess the GSTR 1 &amp; GSTR 3B, E way Bill and How to calculate and avail Input Tax Credit(ITC) using time and place of Supply</p>

**Module – 3 Registrations & Assessment in GST**

**08 Hours**

<p>Registration under GST: Persons not liable for Registration, Compulsory Registration in Certain Cases, Procedure for Registration, Deemed Registration.                  Returns under GST: Furnishing of Returns, First Return, Revision of Returns and Penalty/Late Fee, Numerical Problems on ITC.</p>
<p>Teaching-Learning Process:</p>
<p>Pedagogy: Lectures, Case Study etc.,                  Skill Enrichment Exercise: Analyze documents pertaining to Registration under GST and Returns under GST</p>

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## Module – 4 Customs Duty

08 Hours

Introduction to Custom duty, Definitions of Assessable value, types of duties, rates of custom duty and other duties including cess, Valuation of Imported Goods.  
Assessment of Customs; determination of value of goods and tax liability of imported goods. Simple numerical problems on customs. (Theory and Problems).

Teaching-Learning Process:

Pedagogy: Lectures, Case Study etc.,

Skill Enrichment Exercise: Explore various forms and rules used in Custom duty

## Module – 5 Baggage & Introduction to FTP

08 Hours

General Free Allowance. Penalties under Customs, Seizure of Goods, Confiscation of Goods. Baggage principles, limit on clothing, laptops, electronics, liquor and alcohol.  
Limit applicable to people travel from Bhutan, Myanmar, China and Nepal. Limit applicable to people travel from other countries other than who travel from Bhutan, Myanmar, China and Nepal.  
Determination of baggage value; simple problems. (Theory & Problems).

Teaching-Learning Process:

Pedagogy: Lectures, Case Study etc.,

Skill Enrichment Exercise: Apply relevant case studies and the provisions of FTP in the recent times.

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply theoretical knowledge of GST for determination of GST levy.

CO2: Analyze the Time, Place & Value of supply

CO3: Evaluation of assessment and returns in GST

CO4: Determine the custom duty liability

CO5: Prepare the statement showing the value of baggage

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## Assessment Details

CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

**Final CIE Marks = (A) + (B)**

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions, selecting four full question from question number one to seven and question number eight is compulsory.
- 40 percent theory and 60 percent problems in the SEE

## Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Indirect Taxes Law and practices	V S Datey	Taxman's	Latest Edition
2	GST & Customs Law (University Edition)	K.M Bansal	Taxman's	Latest Edition
3	Goods and Services Tax	Dr. B Mariyappa	HPH	Latest
<b>Reference Books</b>				
1	Principles of GST & Customs Law	V.S. Datey and Dr. Krishnan Sachdeva	Taxman's	Latest Edition
2	Goods & Services Tax (GST) in India	B. Viswanathan	UBS Publishers	Latest Edition
3	Indirect Taxation	Raj K Agrawal & Shivangi Agrawal	Bharat Law House Pvt. Ltd	Latest Edition

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Semester: IV

Course Name: Wealth Management

Course Code	22MBAFM404	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Max Marks	100

### Pre-requisites:

- Knowledge of Financial Planning.
- Good communication and presentation skill
- Knowledge of investment

### Module – 1 Introduction: Financial Planning

08 Hours

Background- Role of Financial Planner- Financial Planning Process - Contract and Documentation- Client Data Collection- Client Data Analysis - Life Cycle - Wealth Cycle- Risk Profiling and Asset Allocation- Systematic Approach to Investing: Systematic Investment Plan (SIP), Systematic Withdrawal Plan (SWP), Systematic Transfer Plan (STP)- Financial Plan-Goal-based Financial Plan, Comprehensive Financial Plan- Financial Blood-Test Report (FBR) - Financial Planning in India

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the financial planning process

### Module – 2 Wealth Management & the Economy

08 Hours

Wealth management philosophy, process, Financial Planning to Wealth Management, Financial Planning Vs Wealth Management, Economic Cycles and Indicators- Lag Indicators, Co-incident Indicators, Lead Indicators- Interest Rate Views- Currency Exchange Rate- The Deficits: Revenue Deficit and Fiscal Deficit, Current Account Deficit

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the Economic Cycles and Indicators

### Module-3 Investment & Risk Management: Equity & Debt

08 Hours

Role of Equity- Active and Passive Exposures – Returns from Passive Exposure to S&P CNX Nifty - Sector Exposure and Diversification- Fundamental and Technical Analysis-Fundamental Valuation Approaches- Investment and Speculation-Leveraging

Role of Debt - Deposits and Debt Securities- Valuation of Debt Securities-Yields and Interest Rate Risk- Interest Rate and Debt Investments-Credit Exposure and Debt Investments-Concentration Risk-Passive Investments in Debt

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the role of Equity and Debt

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## Module-4 Investment & Risk Management: Alternate Assets

08 Hours

Gold: Role of Gold - Gold Investment Routes- Rupee returns from Gold

Real Estate- Role of Real Estate- Real Estate Investment Routes - Real Estate Indices

Financial derivatives – meaning- need- benefits and types of derivatives

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the relevance of Gold and Real Estate as a strategic asset

## Module-5 Risk Profiling & Asset Allocation

08 Hours

Risk Profiling - Why Asset Allocation - Strategic Asset Allocation- Tactical Asset Allocation- Fixed Asset Allocation - Flexible Asset Allocation - Asset Allocation Returns in Equity and Debt: Fixed Asset Allocation with Annual Re-balancing, Flexible Asset Allocation - Asset Allocation Returns in Equity, Debt and Gold: Fixed Asset Allocation with Annual Re-balancing, Flexible Asset Allocation- Allocation to Speculation- Diversification in Perspective

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the risk profiling aspects of investors

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply the concepts of financial planning.

CO2: Analyze the process, phases and growth of Indian wealth management market

CO3: Analyze the ability to invest and understand the time of investment in equity & debt.

CO4: Evaluate the types of alternate asset classes.

CO5: Communicate the role of Asset Allocation and wealth management strategies



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## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1.	Wealth Management	Dun & Bradstreet	Tata McGraw Hills Publications	2009
2.	Wealth Management & Financial Planning Concepts & Practices	Balaji Rao D.G.	Partridge Publishing India	2015
3.	Wealth Engine: Indian Financial Planning & Wealth Management Handbook	Sundar Sankaran	Vision Books	2012
<b>Reference Books</b>				
1.	Wealth Management in the New Economy: Investor Strategies for Growing, Protecting and Transferring Wealth.	Norbert M. Mindel & Sarah E. Sleight &	Wiley	1 <sup>st</sup> edition, February, 2010

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Semester: IV

Course Name: Behavioral Finance

Course Code	22MBAFM405	CIE Marks	50
Teaching Hours/Week (L:T:P)	2:0:2	SEE Marks	50
Credits	03	Exam Hours	03
Total Hours of Pedagogy	40	Max Marks	100

### Pre-requisites:

- Fundamental of economics and finance
- Basics of saving and Investment
- Understanding of Capital market activities

### Module – 1 Foundation of Rational Finance

08 Hours

Expected utility theory, Modern portfolio theory, Capital asset pricing model (CAPM); efficient markets hypothesis; Agency theory; the influence of psychology. Efficient Markets versus Irrational Markets.

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Discuss application of Event study methodology

### Module – 2 Foundations of Behavioral Finance

08 Hours

Introduction to Behavioral finance – Nature, scope, objectives and application; Investment Decision Cycle: Judgment under Uncertainty, debates of Standard Finance Versus Behavioral Finance, the three themes of Behavioral Finance.

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Discuss articles contributed by Prof Daniel Kahneman Behavioral Theory

### Module – 3 Behavioral Finance from Micro Level

08 Hours

Define individual investor's biases, The Irrational Influence: heuristics Driven Biases (Representativeness, Overconfidence, Anchoring, Confirmation, Illusion of Control, Affect heuristic, Regret aversion, Aversion to ambiguity and Innumeracy), Frame Dependence (Prospect Theory, Mental Accounting, Narrow Framing, Behavioral Portfolio). Strategies for Overcoming Psychological Biases.

Teaching-Learning Process:

Pedagogy: Case Study

Skill Enrichment Exercise: Application of Behavioral bias to real life cases.

### Module – 4 Behavioral Finance from Macro Level

08 Hours

Define anomalies, types of Market anomalies: Fundamental Anomalies, Technical Anomalies, and Calendar Anomalies.

Teaching-Learning Process:

Pedagogy: Excel based calculation, research articles

Skill Enrichment Exercise: Discuss Calendar anomaly using Econometrics

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## Module – 5 Advance Behavioral Finance

08 Hours

Market Bubbles: Identification and causes, investor behavior during bubbles, case study of prominent market bubbles/scams. Introduction to Behavioral Corporate Finance, Introduction to Neuro Finance.

Teaching-Learning Process:

Pedagogy: Case study discussion, articles from Magazine and research related.

Skill Enrichment Exercise: Case study of Financial Crisis-2007 & Global Pandemic- COVID-19 on Stock Markets.

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Gain the knowledge of behavioral finance and its importance in investment decisions

CO2: Analyze the investor behavior during the market bubbles

CO3: Comprehend the apply the behavioral models for investment decision making.

CO4: Evaluate the investor behavioral bias and its implication

CO5: Identify the various development of in market behavior.

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
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**Suggested Learning Resources:**

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<b>Textbooks</b>				
1	Behavioral Finance and Wealth Management	Michael M.Pompian	Wiley Publisher	2/e and 2012
2	Investment Analysis and Portfolio Management	Prasanna Chandra	McGraw Hill	4/e and 2014
	Beyond Greed and Fear	Hersh Shefrin	Publisher Oxford University Press	2007
<b>Reference Books</b>				
1	The Psychology of Investing	John R. Nofsinger	Pearson Prentice Hall	4th Edition
2	The psychology of judgment and decision-making	Plous, S	McGraw-Hill.	
3	Inefficient Markets: An Introduction to Behavioral Finance	Shleifer, Andrei	Oxford University Press, Oxford.	2000
4	The Scam	Debashis Basu, Sucheta Dalal	Kensource	4 <sup>th</sup> Edition



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**Semester: IV**
**Course Name: International Financial Management**

Course Code	<b>22MBAFM406</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Key personal skills including presentation, argumentation, evaluation, problem solving, self-appraisal, and autonomy
- Theoretical knowledge to personal investments and financial careers
- Knowledge of Business, Accounting, International Studies, Economics

**Module – 1 International Financial Environment**
**08 Hours**

Importance, rewards & Risk of international finance- Goals of MNC- International Business methods. Balance of Payments (BoP), Fundamentals of BoP, Accounting components of BOP, Equilibrium & Disequilibrium, International Monetary System: Evolution, Gold Standard, Bretton Woods system, the flexible exchange rate regime, the current exchange rate arrangements, the Economic and Monetary Union (EMU). (Only Theory).

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the BOP of India for the last 5 years

**Module – 2 Foreign Exchange Market**
**08 Hours**

Function and Structure of the Forex markets, Foreign exchange market participants, Types of transactions and Settlements Dates, Exchange rate quotations, Determination of Exchange rates in Spot markets. Exchange rates determinations in Forward markets. Exchange rate behaviour-Cross Rates- Bid – Ask – Spread (Theory & Problems).

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Track and analyze the rupee exchange value against Dollar and Euro in spot and forward markets for one week and record the observations

**Module – 3 International Financial Markets and Instruments**
**08 Hours**

Foreign Portfolio Investment. International Bond & Equity market. GDR, ADR, International Financial Instruments: Foreign Bonds & Eurobonds, Global Bonds. Floating rate Notes, Zero coupon Bonds, International Money Markets, International Banking services –Correspondent Bank, Representative offices, Foreign Branches. Forward Rate Agreements. (Only Theory).

Teaching-Learning Process:

Pedagogy :Lecture, Case Study

Skill Enrichment Exercise: Visit the foreign exchange department of a bank, study the operations and submit a report

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## Module – 4 Forecasting Foreign Exchange rate

08 Hours

International Parity Relationships, measuring exchange rate Movements-Exchange rate equilibrium – Factors effecting foreign exchange rate- Forecasting foreign exchange rates. Interest Rate Parity, Purchasing Power Parity & International Fisher effects, Arbitrage, Types of Arbitrage – Locational, Triangular and Covered Interest Arbitrage. (Theory & Problems).

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Examine the relationship between inflation level and Purchasing power parity

## Module – 5 Foreign Exchange exposure

08 Hours

Foreign Exchange exposure: Management of Transaction Exposure-Management of Translation Exposure Management of Economic Exposure-Management of political Exposure- Management of Interest rate exposure. (Theory & Problems).

Teaching-Learning Process:

Pedagogy: Lecture, Case Study

Skill Enrichment Exercise: Study the different types of swaps used in Foreign Exchange Market

### Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply the fundamentals of balance of payment in International Financial Environment

CO2: Analyze the foreign exchange market, participants and transactions.

CO3: Evaluate the International Financial Markets and Instruments

CO4: Forecast the Foreign Exchange rate

CO5: Evaluate the manage the foreign Exchange exposure

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

#### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 50 percent theory and 50 percent problems in the SEE.

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**Suggested Learning Resources:**

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	International Corporate Finance	Jeff Madura	Cengage Learning	10/e 2012
2	International Finance Management	Eun & Resnick	Tata McGraw Hill	4/e, 2014
3	Financing International Trade: Banking Theories and Applications	Gargi Sanati	Sage Publication	1/e, 2017
<b>Reference Books</b>				
1	International Financial Management	Apte P. G	Tata McGraw Hill	6/e, 2011
2	International Financial Management	MadhuVij	Excel Books	2010
3	International Financial Management	Thummuluri Siddaiah	Pearson India	1/e, 2009



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**Semester: IV**
**Course Name: SALES MANAGEMENT**

Course Code	<b>22MBAMM401</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamentals of Marketing Management.
- Basics of Distribution Chanel Network
- Basics of Trade and Commerce

**Module – 1 Introduction to sales management**
**08 Hours**

Meaning, Evaluation, Importance, Personal Selling, Emerging Trends in Sales Management, elementary study of sales organizations, qualities and responsibilities of sales manager. Types of sales organizations. Sales as a career, Changing role of sales force, Revolution in Technology, Customer Relationship Management (CRM), Sales force Diversity, Team Selling Approach, Managing Multi-channels.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Interview a salesperson and write a brief report about what they like and dislike about their jobs, their salary, travelling allowances, sales quotas, why chose sales career, and what does it take to succeed in this profession.

**Module – 2 Selling Skills & Selling Strategies&Management of Sales Territory & Sales Quota**
**06 Hours**

Selling and buying Styles, selling skills, situations, selling process, sales presentation, Handling customer objections, Follow-u action.

Sales territory, meaning, size, designing, sales quota, procedure for sales quota. Types of sales quota, Methods of setting quota

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise:

Ask your friends if they would buy certain goods like groceries, vegetables, socks, mobile, pens etc. from the roadside vendor as against a regular shop. Group the products into low risk and high risk ones.

**Module – 3 Sales Force Recruitment, Selection and Motivation**
**10 Hours**

Recruitment and selection of sales force, Training of sales force. Sales force motivation and compensation, Nature of motivation, Importance, Process and factors in the motivation.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise:

Students are asked to prepare presentation on any product or the services of student choice, covering selling strategies and sales process.



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## Module – 4 Sales force Compensation

08 Hours

Compensation-Meaning, Types of compensation plans and evaluation of sales force by performance and appraisal process. Sales management job: Standard sales management process-international sales management -international market selection market survey approach or strategy.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise:

As a sales manager of a company. You make an analysis of what you feel should be roles of a sales manager and a salesperson for maximizing sales of the organization.

## Module – 5 Sales Managers and Sales Person & Selling on the internet

08 Hours

Role of sales manager and sales people; functions of sales manager, functions of sales person, types and characteristics of sales manager and sales people-Time management for sales manager and sales person Selling agents for internet trading-net selling, advertising in net trading, payment system in internet trading-smart card, credit card, debit card- payment by card: advantages and disadvantages; How to make internet selling safe-Digital signature, biometric method and legal or regulatory environment; Growth of internet trading in India.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise:

Students are to identify current issues in internet trading is: how to make internet selling safe. Different methods have been suggested for safety or security of internet trading. You have to analyze different methods and recommend a method for your company.

## Course Outcomes:

At the end of the course the student will be able to:

- CO-1: To apply the fundamental principles of sales management, used in appropriate selling situations in selling process
- CO-2: To analyze the various selling skills and techniques to develop effective sales administration through sales territories.
- CO-3: To evaluate the use of various plan of compensation and control techniques.
- CO-4: To communicate various motivation concepts for effective implementation of sales management plans.
- CO-5: To design and monitor the effective sales Process with use of human and IT trails.

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## Assessment Details

### CIE:

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(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Sales Management	Charles, Futrell	Thomson South Western	6/e, 2003.
2	Sales & Distribution Management	Tapan K. Panda & Sunil Sahadev	Oxford University Press.	6/e
3	Managing of Sales Force	Spiro Stanton Rich	TMH	11/e, 2003
<b>Reference Books</b>				
1	Sales & Retail Management, an Indian perspective	Dr. S.L Gupta	Excel Books	1/e, 2007.
2	Salesmanship and Sales Management	P.K Sahu & K C Raut	Vikas Publishing House	3/e,
3	Sales Management-	Douglas J Dalrymple, William L Crowe	John Wiley & Co	Latest edition

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**Semester: IV**

**Course Name: Integrated Marketing Communication & Advertising**

Course Code	<b>22MBAMM402</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Basic fundamentals of Marketing.
- Knowledge about the fundamentals of promotions.
- Thoughtful knowledge about marketing strategies & plans.
- Creative thinking & Configuration of skills.

**Module 1 – Role of IMC in Marketing Process**

**08 Hours**

Role of IMC in marketing process, IMC planning model, Marketing and promotion process model. Communication process, steps involved in developing IMC programme, Effectiveness of marketing communications Purpose, Role, Functions, Types, Advertising V/s Marketing mix, Advertising appeal in various stages of PLC.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Choose a product of your choice and design the marketing mix.

**Module 2 – Advertising Agency and Communication Process**

**08 Hours**

Type of agencies, Services offered by various agencies, Criteria for selecting the agencies and evaluation. Advertising copy, Advertising objectives and Budgeting: Goal setting – DAGMAR approach, various budgeting methods used, AIDA model.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Student should study the ad agencies and services provided by them in detail.

**Module 3 – Media Planning**

**08 Hours**

Developing Media plan, Problems encountered, Media Evaluation Print, Broadcast media, Support media in advertising. Media strategy: Creativity, Elements of creative strategies and its implementation, Importance of Headline and body copy.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Design a media planning for any product/service.

**Module 4 – Advertisement Monitoring, Evaluation and Control**

**08 Hours**

Measurement in advertising, various methods used for evaluation, Pre-testing, Post testing. International Advertising: Global environment in advertising, Decision areas in international advertising. Internet advertising: Meaning, Components, Advantages and Limitations, Types of Internet advertising.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Visit an industry and analyze the overall operations.

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## Module 5 - Traditional & Digital Media in Advertising

**08 Hours**

Features, Functions, Growth, Advantages/ Disadvantages, And Direct Marketing Strategies. Promotion: Meaning, Importance, tools used, Conventional/unconventional, drawbacks, push pull strategies, Co-operative advertising, Integration with advertising and publicity Public relation/ Publicity:- Meaning, Objectives, tools of public relations, Public relation strategies, Goals of publicity, Corporate Advertising – Role, Types, Limitations, PR V/s Publicity. E- Commerce and Digital Media, Advertising on Digital Media, Social Media, Mobile Advertising, E-PR. Retailer Promotions-Consumer Promotions (Coupons, Rebates, and Loyalty Programs, Online, and Special Event Promotions)

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Case study on advertising and promotional strategies in business marketing.

### Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply comprehensive IMC framework models and principles of advertising programme.
- CO2: Evaluate the components of IMC for strategic advantage and effective advertising.
- CO3: Analyze various components of IMC and make appropriate media planning.
- CO4: Create and measure effective advertisement with strategic intent.
- CO5: Design the advertising program by considering the global scenario using technology.

### Assessment Details

#### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

#### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Mini Projects, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

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- 100 percent theory in the SEE.

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**Suggested Learning Resources:**

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<b>Textbooks</b>				
1	Advertising and Promotions IMC Perspectives	Belch and Belch	Tata McGraw Hill	9/e, 2012.
2	Advertising & Integrated Brand Promotion	O'Guinn, Allen, Semenik	Cenage Learning	New edition
<b>Reference Books</b>				
1	Integrated Advertising, Promotion, and Marketing Communications	Clow, Baack	Pearson Education, 2007.	3/e
2	Advertising an IMC perspective	S.N.Murthy & U Bhojanna	Excel Books	Latest edition
3	Sales Promotion: Concepts, Methods, and Strategies	Robert C. Blattberg & Scott A. Neslin	Prentice- Hall	Latest edition



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**Semester: IV**

**Course Name: Digital and Social Media Marketing**

Course Code	<b>22MBAMM403</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamentals of Digital and Social Media Marketing
- Basics of Marketing e-retailing
- Basics of E-Commerce

**Module – 1: Introduction to digital marketing**

**08 Hours**

The Digital Marketing Framework, Need for Digital Marketing, Difference between Traditional Marketing and digital Marketing, what is digital marketing strategy, Digital Marketing Manager-Role and functions, ROI between Digital and traditional marketing, understanding the current business, Basics of Internet, Types of Digital Marketing: E-mail Marketing, Social Media Marketing, Mobile Marketing, Influencer Marketing, Viral Marketing, Search Engine Marketing.

E-Marketing Plan: Overview of the E-Marketing Planning Process – Creating an E Marketing Plan– A Seven-Step E-Marketing Plan. The E-Marketing Environment: Overview of Global E-Marketing Issues – Country and Market Opportunity Analysis – Technological Readiness Influences Marketing – The Digital Divide Ethical and Legal Issues – Privacy – Digital Property–Cyber Crime-- Cyber Security.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to discuss of Privacy issue of digital marketing.

**Module – 2: E-Marketing Research**

**08 Hours**

Definition and meaning of research. Data Drive Strategy – Marketing Knowledge Management – Monitoring Social Media – Technology-Enabled Approaches – Real-Space Approaches –Marketing Databases and Data Warehouses – Data Analysis and Distribution – Knowledge Management Metrics - Consumer Behaviour Online – Segmentation – Targeting –Differentiation – Positioning Strategies. Data Analytics: Introduction, Key terms and concepts. Working with data. Setting objectives, goals and KPIs. Tracking and collecting data. Analyzing data. Advantages and challenges.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to discuss on Process of e-Marketing Research

**Module – 3: Marketing Management**

**08 Hours**

Product – Products on Internet – Creating Customer Value Online– Product Benefits – E-Marketing Enhanced Product Development – Price – Change in Pricing Strategies – Buyer and Seller Perspectives – Payment Options – Pricing Strategies – Distribution– Online Channel Intermediaries – Distribution Channel Length and Functions – Channel Management and Power – Distribution Channel Metrics.

Search Engine Optimization and Content Development: Realistic Goal Setting, Keyword Search, Google Web master guidelines, Crawling and indexing, Page ranking, Google search console

Social Media: Facebook Pages, Facebook Business Suite, Instagram Page, LinkedIn Page, Twitter profile for your business, kooapp, WhatsApp Business

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Content Development: Choosing appropriate Images for the website, Important aspects to keep in mind for Content writing.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to study on influence of social media

## Module – 4: Customer Acquisition and Retention

08 Hours

Profile of Consumers – Browsing Behaviour Model – Elements of Social Media – Social Media Strategies – Social Media Performance Metrics – Building Customer Relationships – Relationship Marketing – Stakeholders – Three Pillars of Relationship Marketing – Customer Relationship Management (CRM) – CRM Building Blocks – Ten rules for CRM Success.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Case study on e-CRM

## Module – 5: Social Media Channels

08 Hours

Introduction, Key terms and concepts, Traditional media Vs Social media. Social media channels: Social networking. Content creation, Bookmarking & aggregating and Location & social media. Tracking social media campaigns. Social media marketing: Rules of engagement. Advantages and challenges. Dealing with opportunities and threats. Step-by-step guide for recovering from an online brand attack. Social media risks and challenges.

Display Advertising: meaning, Process, Goals, Search Advertising V/s display advertising, types of display advertising, Organising display advertising and Google Ads.

Video advertising and marketing: strategic fit of video marketing, video content and budgeting, promoting videos, sharing videos, advertising on video sharing sites, Video marketing metrics.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to discuss on different Social media channels.

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Recognize appropriate digital marketing objectives.

CO2: Identify the role and implications of different Marketing Research.

CO3: Identifying about the SEO and online advertising.

CO4: Comprehend the role of E-CRM.

CO5: Analyze the role of Social media and its channels.

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- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Digital Marketing: Strategy, Implementation and Practice	Chaffey D & Ellis-Chadwick	Pearson publishers	5 <sup>th</sup> Edition, 2012
2	E-Marketing	Judy Strauss and Raymond Frost	Prentice Hall	6 <sup>th</sup> Edition, 2013
3	Internet Marketing: Integrating Online and Offline Strategies	M. L. Roberts and Debra Zahay	Cengage Publishing	3 <sup>rd</sup> edition, 2013
<b>Reference Books</b>				
1	E-Commerce: An Indian Perspective	P. T. Joseph	Prentice Hall,	4 <sup>th</sup> edition
2	Up and out of poverty: the social marketing solution	Kotler, P. and Lee, N.	Pearson Education.	
3	How Social marketing works in Healthcare?	Evans	BMJ, BMJ Publishing Group Ltd.	2006, Edition



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**Semester: IV**

**Course Name: Strategic Brand Management**

Course Code	<b>22MBAMM404</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Basic concepts of marketing.
- Understanding of branding concepts.
- Understanding of national & global brands of different marketers.
- Knowledge of how branding can play a competitive advantage.

**Module 1 - Introduction to the Concept of Brand Management**

**08 Hours**

Brand –Meaning, Definition, Evolution of Brands, Functions of Brand to consumer, Role of Brand-Advantages of Brand, Product V/s Brand, Branding- Meaning, Creation of Brands through goods, services, people, Organization, Retail stores, places, online, entertainment, ideas, challenges to Brand builders Brand Management-Meaning & Definition. Strategic Brand Management Process-Meaning, Steps in Brand Management Process Strong Indian Brands.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Choose various national and multinational brands and analyze its strategies.

**Module 2 - Customer Based Brand Equity**

**08 Hours**

Customer Based Brand Equity-Meaning, Model of CBBE Brand Equity: Meaning, Sources, Steps in Building Brands, Brand building blocks Resonance, Judgments, Feelings, performance, imagery, salience-Brand Building Implications, Brand Identity & Positioning: Meaning of Brand identity, Need for Identity & Positioning, Dimensions of brand identity, Brand identity prism, Brand positioning – Meaning, Point of parity & Point of difference, positioning guidelines Brand Value: Definition, Core Brand values, Brand mantras, Internal branding.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Choose a failure brand analyze it and frame repositioning strategies.

**Module 3 - Choosing Brand Elements to Build Brand Equity**

**08 Hours**

Criteria for choosing brand elements, options & tactics for brand elements-Brand name, Naming guidelines, Naming procedure, Awareness, Brand Associations, Logos & Symbols & their benefits, Characters & Benefits, Slogans & Benefits, Packaging. Leveraging Brand Knowledge: Meaning of Brand Knowledge, Dimensions of Brand Knowledge, Meaning of Leveraging Secondary Brand Knowledge & Conceptualizing the leverage process.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Case study on branding elements to create brand equity.

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## Module 4 - Designing and Sustaining Branding Strategies

08 Hours

Brand hierarchy, Branding strategy, Brand extension and brand transfer, Managing Brands overtime. Brand Architecture and brand consolidation. Brand Imitations: Meaning of Brand Imitation, Kinds of imitations, Factors affecting Brand Imitation, Imitation V/s Later market entry, First movers advantages, Free rider effects, Benefits for later entrants, Imitation Strategies, Brand extension.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Choose a multinational company product and analyze the brand portfolio and brand extension for the same.

## Module 5 – Luxury Brand Management & Making Global Branding

08 Hours

Geographic extension, sources of opportunities for global brand, single name to global brand, consumers & globalization, conditions favoring marketing, barriers to globalization, managerial blockages, organization for a global brand, pathways to globalization.

Luxury Brand Management: basic psychological phenomena associated with luxury purchase, luxury marketing mix.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Students can choose 2 popular brands, identify & examine the criteria for success in luxury brand industry.

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply the fundamental concepts of strategic brand management in the global scenario.

CO2: Analyze the role of brands, the concept of brand equity, and the advantages of creating strong brands.

CO3: Evaluate the elements of products, services and brand management and equity.

CO4: To develop familiarity and competence with strategies involved in building, leveraging and defending strong brands.

CO5: Design the strategies to enter into the global market with global brand and sustain.

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(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Mini Projects, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

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- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Strategic Brand Management, Building Measuring & Managing Brand Equity	Kevin Lane Keller	Pearson Education	2nd Ed Phi
2	Brand Management -The Indian Context	Y L R Moorthi	Vikas Publication	New edition
<b>Reference Books</b>				
1	Strategic Brand Management	Jean, Noel, Kapferer	Kogan Page India	Latest edition
2	Strategic Brand Management	Richard Elliott & Larry Perclu	Oxford Press	1/e
3	Strategic Brand Management	Jean, Noel, Kapferer	Kogan Page India	Latest edition

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**Semester: IV**
**Course Name: Rural Marketing**

Course Code	<b>22MBAMM405</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Awareness of rural markets.
- Understanding of rural and urban market consumer's psychology.
- Exposure to the rural markets products/services.
- Logical and reasoning ability to deal with rural consumers.

**Module 1 - Introduction to Indian Rural Marketing**
**08 Hours**

Definition, scope of rural marketing, concepts, classification of rural markets, rural vs. urban markets. Rural marketing environment: Population, occupation pattern, income generation, location of rural population, expenditure pattern, literacy level, land distribution, land use pattern, irrigation, development programs, infrastructure facilities, rural credit institutions, rural retail outlets, print media in rural areas, rural areas requirement, rural demand and rural market index, problems in rural marketing.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: List down all various government schemes and programs initiated for rural consumers.

**Module 2 - Rural Consumer Behaviour**
**08 Hours**

Consumer buying behaviour models, Factors affecting Consumer Behaviour, Social factors, Technological Factors, Economic Factors, Political Factors, Characteristics of Rural consumer- Age and Stages of the Life cycle, Occupation and Income, Economic circumstances, Lifestyle, Personality and Brand Belief, Information Search and pre-purchase Evaluation, Rise of Consumerism, Consumer Buying Process, Opinion Leadership Process, Diffusion of Innovation, Brand Loyalty, Rural Vs Urban Marketing.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Visit to a nearby village and understand the market structure and functioning of rural markets.

**Module 3 - Rural Marketing Strategies & Marketing of Agricultural Inputs**
**08 Hours**

Selection of Markets - Product Strategy - Product mix Decisions – Competitive product strategies for rural markets.

Marketing of agricultural inputs: Indian tractor industry: Challenges for Indian tractor industry, factors suggesting better future prospects for tractor industry, marketing strategies for tractor industry. Fertilizer industry in India: Classification of fertilizer industry, Challenges for marketing of fertilizer industry, marketing strategies for fertilizer industry.

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Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Rural India: A Promising Market Place-A Case Study

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## Module 4 - The Rural Pricing Strategies & Agricultural Product Marketing 08 Hours

Pricing strategy - pricing policies - innovative pricing methods for rural markets - promotion strategy - appropriate media - Designing right promotion mix – promotional campaigns.

Marketing Agricultural Products: Marketing of rural artisan products, Characteristics of Indian handicrafts industry, marketing strategies for the development of rural artisan sector.

Rural marketing of financial services: Challenges in marketing for banking services in rural, opportunities for banking in rural areas, marketing strategies for banking services.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Student should launch a new product designing the rural marketing mix.

## Module 5 - Rural Distribution & Communication Strategy & Recent Trends 08 Hours

Distribution - Logistics Management - Problems encountered - selection of appropriate channels. Rural media- Mass media, Non-Conventional Media, Personalized media.

Recent Trends in rural marketing:

E-Commerce: Importance of E-Commerce and Impact of E-Marketing on rural consumers, Concept of Digital Village, Role of Social Media in rural marketing.

Information Technology: Impact of IT in Agricultural Marketing, E-Chaupal applications, Project Shakti, Web-casting-online training and guidance to farmers.

Online Marketers: Role of Online Marketers, Growth and Challenges

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercises: Developing a Rural Market e-hub-The case study of e-Choupal

## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply the fundamental rural marketing concepts in the real world scenario.
- CO2: Analyze the various characteristics of Indian rural markets consumers in comparison with urban economy.
- CO3: Evaluate the roadblocks of Indian rural market and advocate solutions for the problems of rural markets.
- CO4: Design the marketing agricultural inputs to be adopted by Indian companies for rural development.
- CO5: Communicate the various distribution and communication strategies to be implemented for the success of any rural products/services brand.

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- 100 percent theory in the SEE.

### Suggested Learning Resources:

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<b>Textbooks</b>				
1	Rural Marketing	Pradeep Kashyap & Siddhartha Raut	Biztantra	Latest Edition
2	Rural Marketing	GopalSwamy T.P	Vikas Publishing House	3/e
<b>Reference Books</b>				
1	Rural Marketing	Mathur U. C	Excel Books	1/e
2	Rural Marketing	Krishnamacharyulu C. G & Lalitha Ramakrishnan	Pearson Education	Latest Edition
3	Agricultural Marketing In India	Acharya	Oxford I B H	Latest Edition

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**Semester: IV**

**Course Name: International Marketing Management**

Course Code	<b>22MBAMM406</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Fundamentals of International Marketing Management
- Basics of Marketing
- Basics of E-Commerce

**Module – 1: Introduction to Global Marketing**

**08 Hours**

The different meanings of ‘global marketing’ (globalization and glocalization) The meaning of the value chain in international marketing. The Importance of Global Marketing, Forces Affecting Global Integration and Global Marketing the Scope and Challenge of International Marketing. Motives for firms going international; Three theories explaining firms’ internationalization process.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to discuss on International Marketing Management and its challenges.

**Module – 2: Product Decisions in Global Marketing**

**08 Hours**

Global Market segmentation, Assessing Market potential and choosing Target Markets, Targeting and Target Market strategy options, Positioning. Product decisions Standardization or adaptation of products, International service strategies, PLC and IPLC Product communication alternatives, Branding decisions (sensory branding) Environmental strategies ‘Long tail’ strategies

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to study on IPLC

**Module – 3: Pricing Decisions in Global Market**

**08 Hours**

Global Pricing Objectives and Strategies; Factors influencing international pricing, Price escalation, Currency markets and pricing, dumping and antidumping, countertrade, Crude oil price determination, International logistics price determination, Tariffs, crypto currencies, International insurance management.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to visit a Manufacturing organization where products are exported.

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## Module – 4: Global Distribution Decision

08 Hours

Structure of the channel (intensive, selective and exclusive) Managing and controlling distribution channels Managing Logistics Most common export documents Transportation Internationalization of retailing Grey market.

Global Marketing Communications Decisions: Global Advertising, Advertising Agencies: Organizations and Brands, Creating Global Advertising, Global Media Decisions, Public Relations and Publicity. Sales Promotion, Personal Selling, and Special Forms of Marketing.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Visit organization and meet marketing head and discuss about required sales skills.

## Module – 5: Export Documentations

08 Hours

ProForma Invoice, Customs Packing List. Country of Origin or COO Certificate. Commercial Invoice. Bill of exchange, Export License, Warehouse Receipt, Health Certificates, Bill of Entry, Import License, Insurance certificate, RCMC Registration cum Membership Certificate, GATT/DGFT declaration, Technical write up, literature, Industrial License, Dangerous Goods certifications.

Teaching-Learning Process:

Pedagogy: Lecture, Case Study, Video clippings, Group Discussion, Experiential Learning.

Skill Enrichment Exercise: Students are asked to discuss on Logistics Management and Procurement.

## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Recognize the environment of international marketing management its process, theories and challenges.
- CO2: Identify the role of product decisions in international marketing.
- CO3: Identification of pricing decisions in global marketing.
- CO4: Comprehend the role of global distribution and global marketing communication decisions
- CO5: Analyze about logistics and procurement Management.



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- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	International marketing	Rakesh Mohan Joshi	Oxford	2004
2	International marketing	Michael Czinkota, Illka A. Ronkainen,	cenage Learning	2004
3	International Marketing	Caterora. P, Gilly .M & Graham. J	Tata McGraw-Hill Publications	2011, 15thEdition
4	International marketing: analysis and strategy	Sak Onkvisit, John shaw	Biztantra	4/e
<b>Reference Books</b>				
1	Global Marketing	Hollensen, Svend	Pearson Education	7thEdition, 2017
2	Global Marketing Management	Warren J. Keegan & Mark C. Green	Pearson Education	9thEdition, 2018
3	International Marketing	Catero, Graham.	15/e, TMH	2012

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**Semester: IV**

**Course Name: Leadership & Building Organization**

Course Code	<b>22MBAHR401</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Good communication & Presentation skills.
- Basic Knowledge of Leadership, Teams.
- Awareness of Self-Awareness, Self-Discipline, Leadership Development Program.
- Basic Concepts of Culture.

**Module – 1 Introduction**

**04 Hours**

Concept of Leadership, Ways of Conceptualizing Leadership, Definition and Components, Leadership Described, Trait Versus Process Leadership, Assigned Versus Emergent Leadership. Leadership and Power, Leadership and Coercion, Leadership and Management. Indian Business Leaders.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: List out the traits of a successful leader from the top corporates

**Module – 2 Leadership Approaches**

**08 Hours**

Trait Approach: Intelligence, Self-Confidence, Determination, Integrity, Sociability, Five-Factor Personality Model and Leadership, Emotional Intelligence.

Skills Approach: Three-Skill Approach, Technical Skill, Human Skill, Conceptual Skill, Skills Model, Competencies, Individual Attributes, Leadership, Outcomes, Career Experiences, Environmental Influences.

Behavioral Approach: The Ohio State Studies, The University of Michigan Studies, Blake and Mouton's Managerial (Leadership) Grid, Authority-Compliance (9, 1), Country-Club Management (1, 9) Impoverished Management (1, 1), Middle-of-the-Road Management (5, 5), Team Management (9, 9), Paternalism/Maternalism, Opportunism.

Situational Approach: Description, Leadership Styles, Development Levels.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Meet any Leader- Organization or Academic and ask 10 questions related to Leadership. Then analyze the type of leadership style adopted.

**Module – 3 Leadership Theories**

**10 Hours**

Path-Goal Theory: Leader Behaviors, Directive Leadership, Supportive Leadership, Participative Leadership, Achievement-Oriented Leadership, Follower Characteristics, Merits and Demerits

LMX Theory: Early Studies, Later Studies, Leadership Making, Merits and Demerits.

Transformational Leadership: Definition, Transformational Leadership and Charisma, A Model of Transformational Leadership, Transformational Leadership Factors, Transactional Leadership Factors, Non-leadership Factor, Other Transformational Perspectives Bennis and Nanus, Kouzes and Posner. Merits and Demerits.

Authentic Leadership: Definition, Approaches to Authentic Leadership, Practical Approach, Theoretical

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Approach, Merits and Demerits.

Psychodynamic Approach: The Clinical Paradigm, History of the Psychodynamic Approach, Key Concepts and Dynamics Within the Psychodynamic Approach, Focus on the Inner Theatre, Focus on the Leader-Follower Relationships- Social Defense Mechanisms, Mirroring and Idealizing, Identification with the Aggressor. Focus on the Shadow Side of Leadership Narcissism. Merits and Demerits of Psychodynamic Approach.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Meet 4-5 Leaders from different roles and compare - contrast the different styles on leadership.

## Module – 4 Leadership Instrument

09 Hours

Culture Definition, Related Concepts, Ethnocentrism, Prejudice, Dimensions of Culture, Uncertainty Avoidance, Power Distance, Institutional Collectivism, In-Group, Collectivism, Gender Egalitarianism, Assertiveness, Future Orientation, Performance Orientation, Humane Orientation, Leadership Behavior and Culture, Clusters, Eastern Europe Leadership Profile, Latin America Leadership Profile, Latin Europe Leadership Profile, Confucian Asia Leadership Profile, Nordic Europe Leadership Profile, Anglo Leadership Profile, Sub-Saharan Africa Leadership Profile, Southern Asia Leadership Profile, Germanic Europe Leadership Profile, Middle East Leadership Profile, Universally Desirable and Undesirable Leadership Attributes.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Analyze a leadership profile of an international leader

## Module – 5 Ethical Leadership

09 Hours

Ethics Definition. 3 Levels- Pre-conventional Morality; Conventional Morality; Post conventional Morality; Ethical Theories, Centrality of Ethics to Leadership, Heifetz's Perspective on Ethical Leadership; Burns's Perspective on Ethical Leadership, The Dark Side of Leadership, Principles of Ethical Leadership, Ethical Leaders Respect Others, Ethical Leaders Serve Others, Ethical Leaders Are Just, Ethical Leaders Are Honest, Ethical Leaders Build Community. Case Studies on Ethical Leadership. Leadership Code: Five Rules to lead - Shape the Future, Make Things Happen, Engage Today's Talent, Build the Next Generation and Invest in Yourself.

Leadership and Crisis Management.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Draft a list of expected ethical practices of an organization.

## Course Outcomes:

At the end of the course the student will be able to:

CO1: Apply the fundamental concepts of leadership in an organization.

CO2: Apply the knowledge of leadership theories and traits in real world situations.

CO3: Analyze the impact of organizational leadership styles, theories and traits on the followers.

CO4: Evaluate the relationship between culture and leadership profile.

CO5: Design ethical leadership practices in an organization.

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### Suggested Learning Resources:

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<b>Textbooks</b>				
1	Leadership: Theory and Practices Leadership for Organisations	Peter G. Northouse	Sage Publication	7/e, 2016
2	Management: Leading People and Organisations in the 21st Century	Gary Dessler	Prentice Hall	2001
3	Charismatic Leadership in Organisations	Jay A. Conger, Rabindra N. Kanungo	Sage Publications	1998
<b>Reference Books</b>				
1	Leadership: Theory and Practice	Peter G. Northouse	Sage	2010
2	Management: Leading People and Organisations in the 21st Century	Gary Dessler	Prentice Hall	2001
3	The Leadership Code: Five Rules to Lead	Dave Ulrich, Norm Smallwood, Kate Sweetman	Harvard Business Pres	2008
4	Leadership for Organisations	David A. Waldman, Charles O'Reilly	Sage Publications	2019

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**Semester: IV**

**Course Name: Personal Growth and Interpersonal Effectiveness**

Course Code	<b>22MBAHR402</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Basic knowledge about personality traits
- Familiarize with personality testing tools
- Knowledge about individual behaviors

**Module – 1 Introduction to Personal Growth**

**08 Hours**

Meaning, nature and scope of personal growth. Self-awareness and self-esteem, life roles, social roles and organizational roles, role clarity and role boundaries. Ego states- Id, ego and super ego and defense mechanism. Developing a self-improvement plan. Interpersonal Trust: Openness, confidentiality, blind spot and unknown part of personality. Self-disclosure, seeking feedback, self-reflection and practicing new behaviors. Discovering facets of interpersonal trust through Johari Window.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Take the test of Johari window and self assess on the behaviors

**Module – 2 Understanding Human Personality and Neuro Functioning**

**08 Hours**

Personality theories, Carl Jung's theory of personality types and Myers Briggs Type Indicator test (MBTI), Trait theories- Guilford Peogut, PF 16 and Type A and B, Emotional intelligence. Basic functions of mind: Creativity and innovation. Blocks to creativity. Creativity processes and tools- convergent and divergent thinking. Six thinking Hats, Neuro Linguistic Programming.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Self-assessment on the individual Personality through MBTI test and make necessary changes

**Module – 3 Self-Management and its Effectiveness**

**08 Hours**

Personal change meaning, nature and requisites. Understanding Self-Management, Social adjustments and habit formation. Locus of control. Habits of personal effectiveness. Seven habits of highly effective people. Recent trends of self-management.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Study on the different attitudes of individual and the consequences of it.

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## Module – 4 Interpersonal Relations and Personal Growth

08 Hours

Interpersonal relations and personal growth: Interpersonal needs for openness, inclusion and control. Discovering the interpersonal orientation through FIRO-B. Conflict resolution and negotiation, time management and honoring the commitments

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Understand the importance of interpersonal relations in workplace from employees

## Module – 5 Transactional Analysis

08 Hours

Ego states, types of transactions and time structuring. Life position, scripts and games; T-group sensitivity training, encounter groups, appreciative enquiry and group relations conference (students may go through three days personal growth lab for experiential learning)

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Experimental learning of individual through T-group sensitivity test

### Course Outcomes:

- CO1: Apply the various personality traits which promote personal growth of individual.
- CO2: Analyze the concepts of human personality, behaviour and functioning of mind
- CO3: Learn and apply the psychometrics tests in understanding the personality traits.
- CO4: Develop the greater insight of self, and others through various theories and prepare the developmental plan for interpersonal effectiveness.
- CO5: Demonstrate individual's ego state through T-group sensitivity training analysis.

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### Suggested Learning Resources:

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<b>Textbooks</b>				
1	Organizational Behaviour: Human Behaviour at work	John W. Newstrom and Keith Davis	Tata McGraw Hill	11/e, 2003
2	Human Relations in organizations	Robert N. Lussier	McGraw Hill Education	6/e
3	Development of Management Skills	Whetten & Cameron	PHI	7/e
4	Competency Mapping Assessment and Growth	Naik G. P	IIHRM	2010
<b>Reference Books</b>				
1	Understanding OB	Udai Pareek	Oxford University Press	
2	Theories of Personality	Calvin S Hall	Wiley India Pvt. Ltd	4/e
3	Seven habits of highly effective people	Stephen R Covey	Pocket Books.	
4	Training in interpersonal Skills	Stephen Robbins	Pearson Education	

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**Semester: IV**

**Course Name: International Human Resource Management**

Course Code	<b>22MBAHR403</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Knowledge on basic HR concepts
- Familiarize with International HR issues
- Knowledge on importance of Global HRM

**Module – 1 Introduction to IHRM**

**08 Hours**

Meaning and Definition IHRM: Evolution, Challenges, Objectives, IHRM Versus Single Nation-centric HRM

IHRM: Approaches, Emergence of Global HR Manager, IHRM; Culture and Cross-Cultural Management, Positivist views: ‘Culture and values’ Interpretive views: ‘Culture and meanings’ Critical views: ‘Culture and power’; Globalization and HRM, Approaches to International Human Resource Management, differentiating between PCNs, TCNs and HCNs

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussion on affects of Globalization on Work environments

**Module – 2 Managing Knowledge in Multinational Firms**

**08 Hours**

Introduction, Different types of knowledge, Factors influencing knowledge sharing How to stimulate knowledge sharing Gaining access to external knowledge, Knowledge retention From the management of knowledge to innovation

Training and Development: Domestic Versus International Organizations International Training Management: Basic Concepts and Models Leadership Training and Development in International Organizations, Technology in International Training Management.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussion on importance of Tacit Knowledge and its generation

**Module – 3 Global Performance Management & Rewards**

**08 Hours**

Introduction, Key components of PMSs, Factors affecting PMSs, Culture and PMSs, Total Rewards in the International Context

The current state of total rewards, Complexities faced by IHR managers, International total rewards objectives for the MNC, and Key components of global total rewards programs. Approaches to international compensation, Repatriation issues, and International trends in global total rewards.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Analyzing different components of PMS in MNCs



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## Module – 4 International Assignments and Employment Practices

08 Hours

Introduction, staffing policies, Motives for international transfers, Newer forms of international assignments, Alternative forms of international assignments. The international assignment process, Dimensions of international assignment success, Human Resource Management in Cross-Border Mergers and Acquisitions. Cultural differences and cross-border M&A performance, Managing cross-border integration: the HRM implications.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussion on affects of M&A on Human Resource

## Module – 5 Diversity Management

08 Hours

Equal opportunities, Diversity Management, International Culture Management: Model Organizational Culture and Innovation, Models of Culture, Hofstede's Four Cultural Dimensions, Trompenaar's Seven Cultural Dimensions, Globe's Nine Cultural Dimensions, Edgar Schein's Model of Culture, Deal and Kennedy's Culture Model, Schneider's Culture Model; Profile of Organizational Culture in International Organizations Managing International Culture.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Analyzing affects of culture on the performance of Human capital

### Course Outcomes:

- CO1: Apply conceptual knowledge and practical experience in understanding the HR concepts globally.
- CO2: Analyze and comprehend the strategic approaches of HR aspects amongst PCN's, TCN's and HCN's.
- CO3: Evaluate the knowledge of IHRM and apply the concepts in global perspective
- CO4: To have a better insight of HR policies and practices by critically analyzing the impact of contemporary issues globally.
- CO5: Elaborate the understanding on influence of culture on Global Work environments.

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## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	International Human Resource Management	Srinivas R. Kandula	Sage Publication India Pvt. Ltd.	2018
2	International Human Resource Management	Anne-Wil Harzing, Ashly H. Pinnington	Sage Publication India Pvt. Ltd.	4/e, 2015
3	Diversity at Work	Arthur P Brief	Cambridge University Press	2008
<b>Reference Books</b>				
1	Strategic Human Resource Management: An International Perspective	Gary Rees, Paul E. Smith	Sage Publication India Pvt. Ltd.	2014
2	Global Talent Management: An Integrated Approach	Sonal Minocha and Dean Hristov	Sage Publication India Pvt. Ltd.	2019
3	International Human Resource Management	Anne-Wil Harzing, Ashly Pinnington	Sage Publication India Pvt. Ltd.	2011

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**Semester: IV**

**Course Name: Public Relations**

Course Code	<b>22MBAHR404</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Basic knowledge of public relations
- Basic Insights into relationship building and convincing skills
- Good communication & presentation skills
- Logical and observation skills
- Understanding internal and external environments of organization

**Module – 1 Introduction to Public Relations**

**08 Hours**

Meaning, Definition, Importance of Public Relations, Conceptual and Operational perspectives of PR, Specific functions of PR, Proactive & Reactive approaches; Public Relation Officer roles – Models of Public Relations; Public Relations process.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Analyze the role of PR department in different industries

**Module – 2 Theoretical Understanding of Public Relations**

**08 Hours**

UNDERSTANDING THEORITICAL UNDERPINNINGS IN PR : Behavioral Public Relations Model – Persuasion Model – Two way symmetrical Communications Model; Theories of persuasion and social Influence; Theories of Mass communications and its applicability in PR

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Practical orientation of theoretical aspects of different models in handling PR issues

**Module – 3 Employee Relations**

**08 Hours**

Introduction, Types of Publics, Importance of Employee communication, Communication Policy, Organization Culture & Change, media of Employee communications, Rules for effective Employee Relations

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Case studies on Effective means of communication adopted by organizations to motivate employees

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## Module – 4 Community and Media Relations

08 Hours

Community Relations- Need, Community Relations Process, Corporate Social Responsibility & Philanthropy; Media Relations – Media Relations –Role of Media in Public Relations – Social Media – working with the media –Media Relations Program Elements –Role of Technology in Public Relations.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussion on Influence of community and Media on PR decision making

## Module – 5 Crisis Management and PR

08 Hours

Public relations challenges, Types of Issues, Types of crisis, Crisis Management, People's reaction at the time of crisis, Role of Communication, Fundamental Guidelines

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Discussion on the real time case on Crisis Management

## Course Outcomes:

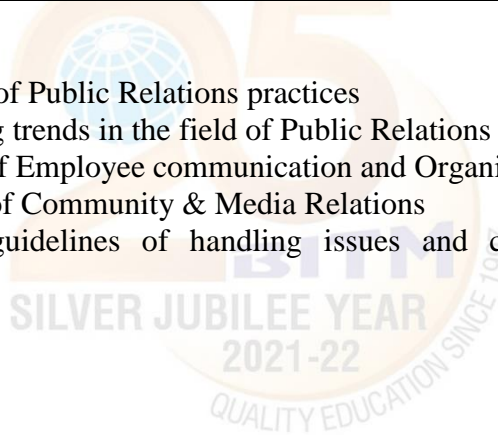
CO1: Apply fundamental tools of Public Relations practices

CO2: Analyze various emerging trends in the field of Public Relations

CO3: Analyze the importance of Employee communication and Organization change

CO4: Evaluate the importance of Community & Media Relations

CO5: Create a fundamental guidelines of handling issues and crisis Management plan in the Organizations



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## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Public Relations The Profession and Practice"	Lattimore, Laskin, Heiman & Toth	Tata McGraw Hill	Third edition, , 2012 (LLHT)
2	"Public Relations Practices – Managerial Case Studies and Problems" Center, ,	Jackson, Smith and Stansbury	Prentice Hall of India	Seventh Edition, , 2008
3	Public Relations - Paul Baines,	John Egan, Frank Jefkins, Routledge	ISBN - 1136370773, 9781136370779	3rd edition, 2007,
<b>Reference Books</b>				
1	Strategic Planning for Public Relations,	Ronald D. Smith Taylor & Francis,	ISBN - 1135606080, 9781135606084	revised edition 2004
2	Public Relations: A Practical Guide to the Basics	Philip Henslowe	Kogan Page Publishers, 2003, ISBN - 0749440724, 9780749440725	1st edition
3	Public Relations Practices, Managerial Case Studies and Problems, Allen H Center	Allen H Center, Patrick Jackson, Stacey Smith	Frank R Stansberry	7th Edition.

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**Semester: IV**

**Course Name: Compensation Management & Reward System**

Course Code	<b>22MBAHR405</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Basic knowledge on Compensation and rewards
- Basic Knowledge on MS-Excel
- Familiarize with salary concepts

**Module – 1 Conceptual Frame work of Compensation**

**08 Hours**

Compensation, Meaning of compensation, Total Compensation/Reward and Its Components and Types, Importance of the Total Compensation Approach, Wages/Salaries, Some Other Terms, Theories of Wages, Compensation Strategy, Compensation Policy, The Psychological Contract, Compensation and Legal Issues in Compensation Management, Factors Affecting Employee Compensation/Wage Rates/Wage Structure/Levels of Pay.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Study on the various terms of compensation used in organizations

**Module – 2 Compensation Management**

**08 Hours**

Meaning of Compensation Management, Essentials of a Satisfactory Wage System, Types of Compensation Management - The Pay Model, Strategic Pay Policies, Strategic Perspectives of Pay, Strategic Pay Decisions, Best Practices vs. Best Fit Options, National Wage Policy in India, Wage Problems in India Divergent Systems and Institutions for Wage Fixation in India.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Find out the revised wage policies of India for various sectors.

**Module – 3 Wage Determination Practices in India**

**08 Hours**

Introduction, Management's Strategy, Reward Policy, Reward Management Processes, Reward Management Procedures, Pay Reviews, Planning and Implementing Pay Reviews, Procedures for Grading Jobs and Pay, Rates Fixation, Controlling Payroll Costs, Evaluation of Reward Processes, Some Other Trends, Boardroom Pay, Management Strategy; Fringe Benefits, Fringe Benefits and Current Practices, Internal Audit of Compensation and Benefits; Different types of Direct and Indirect compensation include: Base Pay / Base pay; Commissions; Overtime Pay; Bonuses, Profit Sharing, Merit Pay; Stock Options; Travel/Meal/Housing Allowance; Benefits including: dental, insurance, medical, vacation, leaves, retirement, taxes; Merit pay; Incentive Pay; Deferred Pay ; Pay for time; Recreational facilities.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Overview on the types of pay in different organizations

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## Module – 4 Contingent Pay, Pay for Performance, Competence

08 Hours

Competency-Based Pay, Skill-Based Pay, Team-Based Rewards, Gainsharing, Profit-Sharing Profit-Related Pay and Beyond Other Cash Payments and Allowances Overtime Payments Attendance Bonuses, Shift Pay, Clothing Allowances, Honoraria, Payments for Qualifications, Pay for Person, Pay for Excellence, Managerial Compensation and Rewards, Sales Force Incentive Programmes, Competency based Pay- Framework, Model and Challenges; Pay for Performance : Steps involved in the design for pay for performance - Intent ; Eligibility; Participation

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Gather information on competence based pay from various organizations

## Module – 5 Administration & Controlling Salary Costs and Salary Review

08 Hours

Salary Survey data, Salary Costs, Salary Planning, Salary Budget, Salary Control, Salary Reviews, Guidelines for Salary Review Process, Responding to Negative Salary Review, Five Key Steps: Manager's Guide to Annual Salary Review, Fixing of Salary, Method of Paying Salary, Flexibility, Process of Wage and Salary Fixation.

Teaching-Learning Process:

Pedagogy: Chalk & Talk method. Power point presentations, videos, group discussion, case study, seminars

Skill Enrichment Exercise: Study on the administration of salary concepts from any managers in the organizations

### Course Outcomes:

- CO1: Apply various conceptual aspects of Compensation and Benefits to achieve organizational goals.
- CO2: Analyze the strategic perspectives of pay for business excellence.
- CO3: Evaluate wage determination practices in organizations in framing wage structure.
- CO4: Designing the compensation strategies for attraction, motivation and retaining high quality workforce.
- CO5: Communicate Legal & Administrative Issues in global compensation to prepare compensation plan, CTC, wage survey and calculate various bonus.

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## Assessment Details

### CIE:

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools(AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Assignments, Presentations, Paper Publications, MOOCs, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Compensation Management	R. C. Sharma, Sulabh	Sage Publication India Pvt. Ltd	2019
2	Compensation and Benefit Design	Biswas, Bashker, D	Pearson	2013
3	Understanding wage systems in India	Sharma, A.M	Himalaya Publishing House	2009
<b>Reference Books</b>				
1	Human Resource Information Systems: Basics, Applications, and Future Directions	Michael J. Kavanagh, Mohan Thite, Richard D. Johnson	Sage Publication India Pvt. Ltd	3/e, 2015
2	Competency-Based Human Resource Management	Anindya Basu Roy, Sumati Raym	Sage Publication India Pvt. Ltd	2019
3	Compensation and Reward Management	Singh, B D	Excel Books	2007



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**Semester: IV**
**Course Name: Talent Management**

Course Code	<b>22MBAHR406</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>2:0:2</b>	SEE Marks	<b>50</b>
Credits	<b>03</b>	Exam Hours	<b>03</b>
Total Hours of Pedagogy	<b>40</b>	Max Marks	<b>100</b>

**Pre-requisites:**

- Good communication & Presentation skills.
- Awareness of Performance Analysis Tools.
- Basics of HR functions.
- Awareness of Career Management and Succession Planning.

**Module – 1 Talent Management – Introduction**
**08 Hours**

Talent- Engine of New Economy, Difference between Talents and Knowledge Workers, Leveraging Talent, The Talent Value Chain, Elements of Talent Friendly Organizations, Talent Management Process, Talent Management System – Components and Benefits of Talent Management System; Creating TMS, Challenges of TMS, Building Blocks of Talent Management. Competencies – Performance Management, Conducting Performance Reviews, Appraising Executive Talent, Selecting The Right Appraisal.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Discuss Top 5 Talent Friendly Organizations

**Module – 2 Talent Planning**
**08 Hours**

Concept, Succession Management Process, Integrating Succession Planning and Career Planning, Designing Succession Planning Program, Strategic Accountability Approach in Developing the Workforce, Balanced Scorecard, Talent Development Budget, Contingency Plan for Talent, Building a Reservoir of Talent, Compensation Management within the Context of Talent Management, CEO Succession Planning.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Draft a Succession Planning for CEO

**Module – 3 Talent Development and Retention**
**08 Hours**

Potential Identification and Development. Coaching for Sustained & Desired Change, Integrating Coaching, Training and Development with Talent Management, Employee Retention- Motivation and Engagement. Return on Talent, Age of Analytics, Making Outplacement as a part of Talent Strategy, Developing Talent Management Information System.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: List out the Employee Retention Strategies implemented by top Corporates

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## Module – 4 Competency Mapping

08 Hours

Concepts and Definition of Competency; Types of Competencies, Competency based HR Systems, Competency and Performance, 5 Level Competency Model, Developing Various Competency Models, How Competencies Relate to Career Development and Organizational Goals.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Prepare an Employee Career Development Program for an automobile company.

## Module – 5 Performance Assessment

08 Hours

Competency Mapping & Performance Assessment: Meaning, Definition, Background and Approaches to Performance Assessment, Competency based Performance Assessment, Diagnosing Reasons for Performance Problems, Designing an Effective Performance Management System, Sources of Errors in Performance Measurement. Assessments Centre: Concepts, Importance and Uses of Assessments Centre in Selecting Employees, Assessment Centre Approach to Competence Building.

Teaching-Learning Process:

Pedagogy: Lecture, YouTube videos, Group Discussions, Case Study.

Skill Enhancement Exercises: Prepare a Competency Dictionary for various positions

## Course Outcomes:

At the end of the course the student will be able to:

- CO1: Apply the basics of TMS to formulate HR policies and practices in corporate sector.
- CO2: Analyze various strategies for developing and retaining best talents for competitive advantage of the organization.
- CO3: Evaluate various competency models to relate career development and organizational goals.
- CO4: Analyze various methods of competency mapping to evaluate a person's ability.
- CO5: Develop competency based performance management system.

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## Assessment Details

### Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks
(i)	Tests (A)	3*	60%	30
(ii)	Alternate Assessment Tools (AAT) (B)	3-4	40%	20
	<b>Total Marks</b>			<b>50</b>

### Final CIE Marks = (A) + (B)

The following are the Alternate Assessment Tools and not limited to: Quiz, Mini Projects, Presentations, Paper Publications, MOOCs, Group Discussion, debate, Industrial Visits and Report Writing, Open Book, Self E-Learning with Certifications and other cooperative and problem based learning.

### SEE:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

### Suggested Learning Resources:

SN	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
<b>Textbooks</b>				
1	Organizational Behaviour: Human Behavior at work	John W. Newstrom and Keith Davis,	Tata McGraw Hill	11/e, 2003.
2	Human Relations in organizations	Robert N. Lussier,	McGraw Hill Education	6/e
3	Development of Management Skills	Whetten & Cameron,	PHI.	7/e
<b>Reference Books</b>				
1	Understanding OB	Udai Pareek,	Oxford University Press.	
2	Theories of Personality	Calvin S Hall	Wiley India Pvt. Ltd.	4/e
3	Seven habits of highly effective people	Stephen R Covey	Pocket Books	

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**GUIDELINES FOR 6 WEEK PROJECT WORK 22MBAPR407  
(BETWEEN 3RD AND 4TH SEMESTER MBA)**

Course Code	<b>22MBAPR407</b>	CIE Marks	<b>50</b>
Teaching Hours/Week (L:T:P)	<b>0:0:16</b>	SEE Marks	<b>50</b>
Credits	<b>08</b>	Exam Hours	<b>00</b>

**Objective**

To expose the students to understand the working of the organization/company / industry and take up an in- depth study of an issue / problem in the area of specialization.

**General Guidelines**

- The project work shall be for a period of 6 weeks immediately after the completion of 3<sup>rd</sup> SEE but before the commencement of the 4<sup>th</sup> semester classes.
- The Course code of the project report shall be 22MBAPR407 and shall be compulsory for all the students opting for all specializations.
- The University shall receive 2 copies of project reports prior to the commencement of the 4th semester examination. Copies of the project report should be sent to the concerned COE Office, Ballari Institute of Technology and Management, Ballari with intimation to the COE.
- By keeping the business trend in the present scenario, university has given an option to the students to select the research problem either from business organization or they can carry out the project on freelance basis subject to the approval of department committee.
- It is the total responsibility of the internal guide to monitor the freelance project.
- In case, business problem selected from a Company, no two students of an institute shall work on the same problem in the same organization.
- The student shall seek the guidance of the internal guide on a continuous basis, and the guide shall give a certificate to the effect that the candidate has worked satisfactorily under his/her guidance.
- On completion of the project work, student shall prepare a report with the following format.
- The Project report shall be prepared using word processor viz. MS Word with New Times Roman, 12 font size.
- All the reports shall be printed in the A4 size 1" margin on all the sides.
- The report shall be hard bound facing sheet of royal blue color indicating the title of college and month & year of admission (spiral binding not permitted).
- A certificate by the guide, HOD and Head of the institution indicating the bonafide performance of the project by the student to be enclosed.
- An undertaking by the student to the effect that the work is independently carried out by him/her.
- The certificate from the organization if applicable (if its Freelance project, certificate is not required and internal guide can issue a certificate for successful completion).
- Acknowledgement
- Executive Summary

# BALLARI INSTITUTE OF TECHNOLOGY & MANAGEMENT

Autonomous Institute under Visvesvaraya Technological University, Belagavi

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"Jnana Gangotri" Campus, #873/2, Ballari-Hosapete Road, Near Allipura, Ballari-583 104 (Karnataka)

## Schedule to be followed before commencement of Project

Activity	Timeline	Remarks
Identifying the organization Problem identification	First week	Student individually identifies an organization OR identifies Problem for his/her study, according to his/her interest.
Problem statement Research Design	Second week	His/ Her interests are discussed with project guides. Discussion with Internal Guide to decide on suitable design for the research
Synopsis Preparation	Third week	Preparation of Synopsis* & formulating the objectives
Presentation of Synopsis	Fourth Week	The student will present the synopsis with the detailed execution plan to the Internal Guide and HOD who will review and may: a. Approve b. Approve with modification or c. Reject for fresh synopsis
Approval Status	Fifth & Sixth week	The approval status is submitted to HOD who will officially give concurrence for the execution of the Project

\*Synopsis: Three page hard copy to be submitted to the HOD with the signatures of the Guide and the student

Page 1	Title, Contact Address of student- with details of Internal and External Guide (if applicable).
Page 2	Short introduction with objectives and summary (300 words). Review of Articles / Literature about the topic with source of information.
Page 3	Time Activity Chart.

## Schedule to be followed during Project work

Activity	Time Line	Remarks
Understanding Structure, Culture and functions of the organization /identifying of business problem from the Industry from the literature study	First week of Project	Student should understand products/services and the problems of the organization.
Preparation of Research design and Research instrument for data collection	2nd week of Project	Discussion with the guide for finalization of research design and instrument in his/her domain and present the same to the guide. (First Presentation).
Data collection	3rd week of Project	Date collected to be edited, coded, tabulated and presented to the guide for suggestions for analysis. (Second Presentation).
Analysis and finalization of report	4th & 5th week of project	Students must use appropriate and latest statistical tools and techniques for analyzing the data. (It is must to use of Statistical Package whose result should be shown in the report) (Third Presentation).
Submission of Report	6th week of Project	Final Report should be submitted to the University before one week of the commencement of theory examination.

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## Project Report Evaluation:

- Internal evaluation will be done by the internal guide.
- External valuation shall be done by a faculty member of other institute drawn from other institutes with minimum of 10 years' experience
- Viva-Voce / Presentation: A viva-voce examination shall be conducted at the respective Institution where a student is expected to give a presentation of his/ her work.
- The viva –voce examination will be conducted by the respective HOD / Senior Professor of the department and an expert drawn from the other institutes with minimum of 10 years of experience as appointed by the University.
- Project work carries 100 marks consisting of 40 marks for internal marks by the internal guide, average of 30 marks from both internal and external evaluation and 30 marks for viva-voce examination. Minimum passing marks of the Project work is 50% in each of the components such as Internal Marks, report evaluation and viva-voce examination.
- Format of the project report shall be prepared using the word processor viz., MS Word, Times New Roman font sized 12, on a page layout of A4 size with 1inch margin all sides (1.5inch on left side) and 1.5 line spacing. The Project report shall not exceed 100 pages.
- Submission of Report: Students should submit the Project Report in electronic data form only, in PDF file (Un-editable Format) to the Institute. The Institute in turn shall submit all the CD's of their students along with a consolidated master list as per specialization containing USN, Name of the student, and Title of the Report to COE) one week before the commencement of the Theory Examinations or as per notification given for this purpose.
- Plagiarism: Plagiarism is considered as academically fraudulent, and an offence against University academic discipline. The University considers plagiarism to be a major offence, and subject to the corrective procedures. It is compulsory for the student to get the plagiarism check done before submission of the project report. Plagiarism of up to 25% is allowed in the project work and report should consist 75% of original content/work.
- Publication of Research Findings: Students are expected to present their research findings in Seminars/ Conferences/ Technical/ Management Fests or publish their research work in Journals in association with their Internal Guide. Appropriate Weightage should be given to this in the internal evaluation as well as in the viva voce examination of the project report.

## Contents of the Project Report

- Cover page
- Certificate from the Organization (scanned copy if applicable)
- Certificate from the guide, HOD and Head of the Institution (scanned copy) indicating bonafide performance of Project by the student
- Declaration by the student (scanned copy)
- Acknowledgement
- Table of contents
- List of tables and graphs
- Executive summary

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## Chapter 1: Introduction

- Introduction, Industry profile and company profile: Promoters, vision, Mission & Quality Policy. Products / services profile areas of operation, infrastructure facilities, competitor's information, SWOT Analysis, Future growth and prospects and Financial Statement

## Chapter 2: Conceptual background and Literature review

- Theoretical background of the study, Literature review with research gap (with minimum 20 literature reviews).

## Chapter 3: Research Design

- Statement of the problem, Need for the study, Objectives, Scope of the study, Research methodology, Hypotheses, Limitations, Chapter scheme.

## Chapter 4: Analysis and Interpretation

- Analysis and interpretation of the data- collected with relevant tables and graphs. Results obtained by the using statistical tools must be included.

## Chapter 5: Findings, Conclusion and Suggestions

- Summary of findings, Conclusion and Suggestions / Recommendations
- **Bibliography:** Books, Articles names, etc. to be mentioned as per APA style. Annexure: Relevant to the project such as figures, graphs, photographs etc.

### Rubrics for Project Work (Common to core and Dual Specializations)

SN	Particulars	Marks Allotted
1	Internal Assessment by the Guide- Based on three Presentations by Students	25
2	Report Evaluation by the Guide & External Examiner Average Of the marks awarded by the two Examiners shall be the Final evaluation marks for the Dissertation.	25
3	Viva-Voce Examination to be conducted by the Guide and an External examiner from the Industry/ Institute (Joint Evaluation)	50
<b>Total</b>		<b>100</b>

### Rubrics for Project Evaluation and Viva voce Examination

A. Internal Assessment by the Guide- Based on three Presentations by Students

SN	Aspects	Marks Allotted
1	Introduction and Methodology	5
2	Industry and Company Profile	5
3	Theoretical background of study	5
4	Data analysis and interpretation	5
5	Summary of findings, suggestions and conclusion	5
<b>Total</b>		<b>25</b>

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**A. Report Evaluation by the Guide & External Examiner. Average of the marks awarded by the two Examiners shall be the final evaluation marks for the Dissertation.**

SN	Aspects	Marks Allotted
1	Introduction & Relevance of the project	5
2	Conceptual background and literature review	5
3	Research design	5
4	Analysis and interpretation	5
5	Summary of findings, suggestions and conclusion	5
<b>Total</b>		<b>25</b>

**B. Viva-Voce Examination to be conducted by the HOD/ Guide and an External examiner from the Industry/ Institute (Joint Evaluation)**

SN	Aspects	Marks Allotted
1	Presentation skills	5
2	Communication skills	5
3	Subject knowledge	10
4	Objectives of the study and Methodology	10
5	Analysis using statistical tools and statistical packages	10
6	Findings and appropriate suggestions	10
<b>Total</b>		<b>50</b>

**Formats for Project Report and Evaluation**

- Format of Cover Page
- Format of certificate by Company/Institution or from both
- Format of Declaration Page
- Format of Contents
- Format of List of Tables and Charts
- Format of Bibliography
- Format for Internal Evaluation, External Evaluation and Viva voce



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"Jnana Gangotri" Campus, #873/2, Ballari-Hosapete Road, Near Allipura, Ballari-583 104 (Karnataka)

(Title of the Report)

Submitted by

(Student Name)

(USN)

Submitted to

Ballari Institute of Technology and Management, Ballari  
In partial fulfillment of the requirements for the award of the degree  
of

**MASTER OF BUSINESS ADMINISTRATION**

Under the guidance of

INTERNAL GUIDE  
(Name & Designation)

EXTERNAL GUIDE  
(Name & Designation) (Institute Logo)

Department of MBA  
(Institute Name with Address)  
(Month & Year of submission)

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## CERTIFICATE

This is to certify that (Name of the Student) bearing USN (xxxx), is a bonafide student of Master of Business Administration Programme of Ballari Institute of Technology and Management, (Autonomous Under Visvesvaraya Technological University). Project report on "(Title of Report)" is prepared by Him/her under the guidance of (Name of the Guide), in partial fulfillment of the requirements for the award of the degree of Master of Business Administration

Signature of Internal Guide

Signature of HOD

Signature of Principal

## DECLARATION

I, (Student Name), hereby declare that the Project report entitled "(Title)" with reference to – (Organization with place) prepared by me under the guidance of (Guide Name), faculty of M.B.A Department, (Institute name) and external assistance by (External Guide Name, Designation and Organization). I also declare that this Project work is towards the partial fulfillment of the university Regulations for the award of degree of Master of Business Administration by Ballari Institute of Technology and Management, Ballari (Autonomous under VTU). I have undergone a summer project for a period of Twelve weeks. I further declare that this Project is based on the original study undertaken by me and has not been submitted for the award of any degree/diploma from any other University / Institution.

Place:

Date:

Signature of the Student

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Chapter-2	Industry and Company profile	XXXXXXXXXX
Chapter-3	Theoretical Background of the Study	XXXXXXXXXX
Chapter-4	Data Analysis and interpretation	XXXXXXXXXX
Chapter-5	Summary of Findings, suggestions and Conclusion	XXXXXXXXXX
Bibliography		
Annexures		

## List of Tables

SN	Particulars	Page No's.
1	Table showing ABC Analysis	XXXXXX
2	Table showing FSN Analysis	XXXXXX
3	Table showing EOQ	XXXXXX
4	Table showing stock of Raw materials	XXXXXX

## List of Figures/ Charts/ Graphs

SN	Particular s	Page No's.
1	Graph showing ABC Analysis	XXXXXX
2	Graph showing FSN Analysis	XXXXXX
3	Graph showing EOQ	XXXXXX
4	Graph showing stock of Raw materials	XXXXXX

## BIBLIOGRAPHY

### BOOKS:

Name of the Author, Title of the Book, Name of the Publisher, Edition, year of Publication.

### ARTICLES:

Name of the Author, Title of the article, Name of the Journal, Volume/Issue Number, Year, Page Number (pp).

### WEBLIOGRAPHY

Name of the Author, Title of the article. Retrieved on dd/mm/yyyy from URL

**BALLARI INSTITUTE OF TECHNOLOGY & MANAGEMENT**

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**MARKS SHEET FORMATS****1. Internal Assessment by the Guide- Based on three Presentations by Students****Ballari Institute of Technology and Management, Ballari  
(Autonomous under VTU)****Marks Sheet for MBA Project Work  
(22MBAPR407)**

Name of the College:

College Code:

**Internal Marks Allocation for Project Work (22MBAPR407)**

SN	Aspects	Marks Allotted
1	Introduction and Methodology	5
2	Industry and Company Profile	5
3	Theoretical background of study	5
4	Data analysis and interpretation	5
5	Summary of findings, suggestions and conclusion	5
<b>Total</b>		<b>25</b>

**Marks Sheet**

SN	USN	1	2	3	4	5	Total
1							
2							
3							
4							
5							

**Signature of the Internal Guide  
with Name, Address & Date****Note:**

- Total Internal Evaluation Marks of the Project report should be sent along with the other subject internal marks and the above marks sheet should be maintained by the Department/Institution for verification on demand.
  - Total Internal Evaluation Marks of the Project report should be uploaded to COE Office by the Internal guide after thorough evaluation of the project report and the copy of the mark sheet downloaded after the entry must be maintained in the department as well as sent to COE Office along with the remuneration bill.
- 
- Report Evaluation by the Guide & External Examiner. Average of the marks awarded by the two Examiners shall be the final evaluation marks for the Dissertation**

**BALLARI INSTITUTE OF TECHNOLOGY & MANAGEMENT**

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**Ballari Institute of Technology and Management, Ballari  
(Autonomous under VTU)****Marks Sheet for MBA Project Work  
(22MBAPR407)****Name of the College:****College Code:****External Evaluation Marks Allocation for Project Work (22MBAPR407)**

SN	Aspects	Marks Allotted
1	Introduction & Relevance of the project	5
2	Conceptual background and literature review	5
3	Research design	5
4	Analysis and interpretation	5
5	Summary of findings, suggestions and conclusion	5
<b>Total</b>		<b>25</b>

**Marks Sheet**

SN	USN	1	2	3	4	5	Total
1							
2							
3							
4							
5							

**Signature of External Examiner with affiliation****Note:**

1. Total External Evaluation Marks of the Project report should be uploaded to COE Office by the External examiner appointed by COE Office after thorough evaluation of the project report and the copy of the mark sheet downloaded after the entry must be sent to COE Office along with the remuneration bill.
3. **Viva-Voce Examination to be conducted by the HOD/ Guide and an External examiner from the Industry/Institute (Joint Evaluation)**

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**Ballari Institute of Technology and Management, Ballari****(Autonomous Under VTU)****Marks Sheet for MBA Project Work (22MBAPR407)****Name of the College:****College Code:****Viva voce Marks Allocation for Project Work (22MBAPR407)****(Viva voce conducted by HOD/Internal Guide and an Expert from other institutes.)**

SN	Aspects	Marks Allotted
1	Presentation skills	5
2	Communication skills	5
3	Subject knowledge	10
4	Objectives of the study and Methodology	10
5	Analysis using statistical tools and statistical packages	10
6	Findings and appropriate suggestions	10
	<b>Total</b>	<b>50</b>

**Marks Sheet**

SN	USN	1	2	3	4	5	6	Total
1								
2								
3								
4								
5								

**Signature of Internal Exam****Signature of External Examiner with affiliation****Note:** Marks may be finalized based on the joint evaluation by internal examiner and External examine