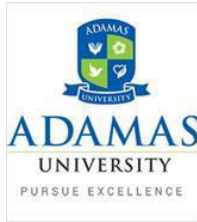


**ADAMAS UNIVERSITY**  
**SCHOOL OF BUSINESS & ECONOMICS**  
**DEPARTMENT OF MANAGEMENT**

**MBA (Business Analytics)**

**2020-21**



**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF BUSINESS & ECONOMICS  
DEPARTMENT OF MANAGEMENT**

**VISION OF THE UNIVERSITY**

**To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible well-grounded individuals contributing to nation building.**

**MISSION STATEMENTS OF THE UNIVERSITY**

**M.S 01: Improve employability through futuristic curriculum and progressive pedagogy with cutting-edge technology**

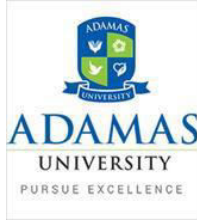
**M.S 02: Foster outcomes based education system for continuous improvement in education, research and all allied activities**

**M.S 03: Instill the notion of lifelong learning through culture of research and innovation**

**M.S 04: Collaborate with industries, research centers and professional bodies to stay relevant and up-to-date**

**M.S 05: Inculcate ethical principles and develop understanding of environmental and social realities**

**CHANCELLOR / VICE CHANCELLOR**



**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF BUSINESS & ECONOMICS  
DEPARTMENT OF MANAGEMENT**

**VISION OF THE SCHOOL**

To be a new-age school maintaining international standards of industry-relevant interdisciplinary education and research in the field of business, commerce and economics, developing professionals adept at leveraging technology, and conscious of society and environment.

**MISSION STATEMENTS OF THE SCHOOL**

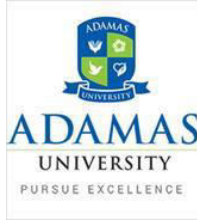
**M.S 01:** Focus on outcome based curriculum enabling intellectual, personal and professional growth through life-long learning.

**M.S 02:** Integrate theory with practice to create solutions, embracing sustainability and diversity

**M.S 03:** Inculcate trans-disciplinary culture through teaching and research in emerging areas.

**M.S 04:** Encourage students to inculcate entrepreneurial spirit, ethical and societal values, and contribute to nation-building.

**DEAN / SCHOOL CONCERNED**



**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF BUSINESS & ECONOMICS  
DEPARTMENT OF MANAGEMENT**

**VISION OF THE DEPARTMENT**

To be an internationally recognized center for management education through excellence in pedagogy, research and innovation, preparing socially responsible and industry-ready management professionals who will emerge as the preferred choice for organisations.

**MISSION STATEMENTS OF THE DEPARTMENT**

**M.S 01:** Improve employability through progressive, outcome based pedagogy and regular interaction with industry for lifelong learning.

**M.S 02:** Integrate theoretical knowledge with real-life practices through industry interface.

**M.S 03:** Holistic development through transdisciplinary teaching and research in emerging areas leveraging technology.

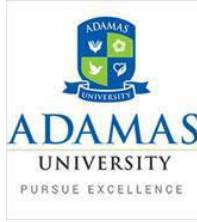
**M.S 04:** Encourage students to inculcate entrepreneurial spirit, ethical, societal and professional values, and contribute to nation-building.

A handwritten signature in purple ink, appearing to read 'PK Bose'.

**HOD**

A handwritten signature in black ink, appearing to read 'N. Datta'.

**DEAN / SCHOOL CONCERNED**



**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF BUSINESS & ECONOMICS  
DEPARTMENT OF MANAGEMENT**

**Name of the Programme: Master of Business Administration in Business Analytics**

**PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

**PEO 01:** Imparting knowledge and problem solving capabilities using management theory and analytical tools and techniques.

**PEO 02:** Developing expertise in the various fields of analytics including finance, marketing and human resource management.

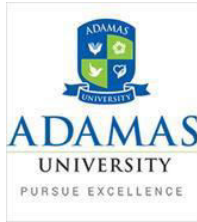
**PEO 03:** Enhancing professional competency in meeting the challenges of a globalized world of business.

**PEO 04:** Developing ethical, social and environmental consciousness.

**PEO 05:** Inculcating fundamental concepts and skills of research in various fields of business analytics.

**HOD**

**DEAN / SCHOOL CONCERNED**



**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF BUSINESS & ECONOMICS  
DEPARTMENT OF MANAGEMENT**

**Name of the Programme: Master of Business Administration in Business Analytics**

**POST GRADUATE ATTRIBUTE / PROGRAMME OUTCOME (PO)**

**PGA 01 / PO 01: Domain Knowledge-** Demonstrate the knowledge of analytical tools, techniques and management principles to solve complex organizational problems.

**PGA 02 / PO 02: Problem Solution:** Integrate tools and concepts from multiple functional areas including computer programming, statistics and data analytics to solve business problems.

**PGA 03 / PO 03: Leadership and Organization Skills-** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

**PGA 04 / PO 04: Ethics and Governance:** Apply principles of ethics and corporate governance in day to day business practices.

**PGA 05 / PO 05: Environment and Sustainability-** Understand the impact of the professionals in societal contexts, and demonstrate the knowledge of, and need for sustainable development

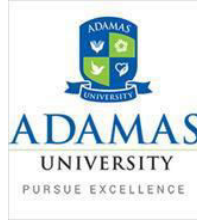
**PGA 06 / PO 06: Life-long Learning-** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of business world.

**PGA 07 / PO 07: Creativity and Innovation-** Create ability to solve the problems of business and industry with help of data analytics.

**PGA 08 / PO 08: Employability:** Developing skills and capabilities to become the employee of choice for organizations in diverse fields.

**HOD**

**DEAN / SCHOOL CONCERNED**



**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF BUSINESS & ECONOMICS  
DEPARTMENT OF MANAGEMENT**

**Name of the Programme: Master of Business Administration in Business Analytics**

**PROGRAMME SPECIFIC OUTCOME (PSO)**

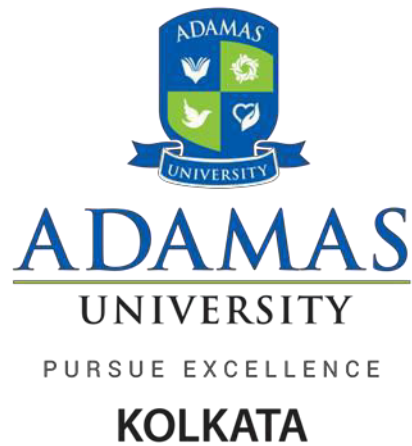
**PSO 01: Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical tools and techniques.**

**PSO 02: Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world.**

**PSO 03: Develop competencies to be socially responsible business professionals.**

**HOD**

**DEAN / SCHOOL CONCERNED**



# **ADAMAS UNIVERSITY**

**School of Business & Economics**

**Department of Management**

**Course Structure & Syllabus**

**MBA (Business Analytics)**

**(2020-21)**



## Course Structure for Master of Business Administration in Business Analytics

### **PART I: FIRST YEAR**

SEMESTER - I						
Type of Course	Course Code	Title of the Course	L	T	P	Credit
Foundation	MGT21201	Business Communication	3	0	0	3
Core	OBH21202	Human Resource Management	3	0	0	3
Core	OBH21201	Organizational Behaviour	3	0	0	3
Core	MTH21517	Quantitative Techniques for Management	3	0	0	3
Foundation	ECO21206	Managerial Economics	3	0	0	3
Core	FAC21205	Financial Accounting for Managers	3	0	0	3
Core	MGT21202	Research Methodology	3	0	0	3
SEC	BAN21201	Programming for Analytics 1	2	1	0	3

SEMESTER-II						
Type of Course	Course Code	Title of the Course	L	T	P	Credit
Core	OBH21203	Organization Effectiveness and Change	3	0	0	3
Core	MGT21204	Management Science	3	0	0	3
Foundation	ECO21602	Economic Environment of Business	3	0	0	3
Core	FAC21210	Financial Management	3	0	0	3
Core	FAC21211	Cost & Management Accounting	3	0	0	3
SEC	BAN22202	Overview of R for Business Use	3	0	0	3
Core	MKT21201	Marketing Management	3	0	0	3
SEC	BAN22203	Programming for Analytics 2	2	1	0	3

### **PART II: SECOND YEAR**

Admission to Part II Second Year of the programme shall be open to only those students who have cleared successfully at least twelve papers out of the sixteen papers offered during First Year of the programme comprising of 1<sup>st</sup> and 2<sup>nd</sup> Semesters taken together. However, each student would have to clear the remaining papers while studying in Second Year (Part II).

The schedule of Second Year (Part II) Examination shall comprise of two semesters: Semester 3 and Semester 4. The schedule of papers during Second Year of the programme shall be as follows:

SEMESTER-III						
Type of Course	Course Code	Title of the Course	L	T	P	Credit
Core	MGT21206	Business Ethics & Corporate Social Responsibility	3	0	0	3
Core	BAN21202	Data Analytics	3	0	0	3
Core	LWJ21037	Legal Environment of Business	3	0	0	3
SEC	OLS21201	Logistics & Supply chain management	3	0	0	3
Core	OLS21205	Production and Operation Management	3	0	0	3
SEC	BAN21204	Data Management with SQL	2	1	0	3
Core	MGT24207	Summer Internship	3	0	0	3
SEC	BAN21205	Visual Business Intelligence*	2	1	0	3
SEC	BAN22206	Text Analytics	2	1	0	3
SEC	BAN22207	Overview of Python for Business Use	2	1	0	3

SEMESTER-IV						
Type of Course	Course Code	Title of the Course	L	T	P	Credit
Core	BAN24208	Live project/ Dissertation	0	0	0	8
Core	MGT21205	Strategic Management	3	0	0	3

Core	EIC21201	Entrepreneurship Development	3	0	0	3
Core	IST21201	Management Information system	2	0	2	3
SEC	BAN21209	Machine Learning for Managers (With HR/Finance/Marketing Case Studies)	3	0	0	3
SEC	BAN21210	Introduction to Neural Network and Deep Learning	3	0	0	3
SEC	BAN22211	Hadoop Data Management with Hive, Pig	3	0	0	3

**TOTAL CREDITS = 104**

**Total Credits Distribution Semester wise:**

Semester	I	II	III	IV	Total Credits
Credits	24	24	30	26	104



OBH21202	<b>Human Resource Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Graduation level Knowledge				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-2021				

### Course Objectives:

The objective of the course is to educate the student such that he/she understands:

1. To help the students to understand the role of HRM in effective business administration and how HRM can be used as a tool to execute strategies.
2. To enable the students in order to analyze the elements such as the environment surrounding each company and their vision, values and strategies; how these elements relate to the various parts of HRM, such as HR policy, organizational structure, HR systems (recruitment, placement, evaluation, compensation and development) and organizational culture.
3. To help the learners to look at numerous problems of HRM and their causes, and what action plans should be implemented in order to solve these problems.
4. To help the students to gather the in depth knowledge of human resource management in modern organizations.
5. To make the students familiar with the new HRM practices and processes.

### Course Outcome

On completion of this course the students will be able to:

- CO1: Discuss the concept of human resource management and its key areas in the organizations.
- CO2: Develop the importance of key approaches to Human Resource Planning, Job Analysis, Recruitment, Selection, and Placement, the operation of Performance Management System, Training and Development programmes in organization.
- CO3: Analyse the requirement of maintaining healthy industrial relation in workplace.
- CO4: Examine what motivates employees in the workplace and how to retain and develop them in the organizations.

### Course Description:

As Human Resource Management links people-related activities to business strategy, this course develops a critical understanding of the role and functions of the various human resource activities in an organisation by providing students with a comprehensive review of key HRM concepts, techniques and issues such as job analysis and design, recruitment and selection, evaluation, performance management, occupational health and safety, as well as the strategic contribution of HRM to organisational performance and evaluating HRM effectiveness. Working with contemporary case studies, students not only engage in collaborative and individual work processes but use communication and discourse characteristic of the HRM context and environment. At the end of the course, each student should be able to know, comprehend, apply, analyze and evaluate the HR issues in the organizations to facilitate the development of better understanding of human resources issues as they relate to other managerial functions, HRM practices, and the ability of managers and the organization to achieve prescribed goals.

## Course Contents

### Unit-I: [6 L]

**Fundamentals of HR Management:** Concepts and Perspectives, Corporate Objectives and Challenges of HR in a Dynamic Environment, Scope and Coverage, Structure and functions of HR Department, Role of HR Manager. HRD objectives, process, Assessment of HRD Needs, HRD Methods, Developing Managerial Skills for: Team Management, Collaboration, Interaction across Business Functions.

### Unit II [7 L]

**Human Resource Planning:** Definition, Objective, Process of HRP. Supply and Demand Forecasting Techniques, Manpower Inventory, Career Planning & Development, Succession Planning, Personnel Policy, Rightsizing, Restructuring, Human Resource Information System (HRIS), Strategic Planning, Job Analysis, Case study.

### Unit III [8 L]

**Recruitment and Selection:** Process, Sources, Methods of selection, Interviewing Methods, Skills and Errors.

**Performance Management:** Potential Assessment and Competency Development. Purpose, Methods, Appraisal Instruments, 360 degree Appraisal, HR Score Card, Errors in Appraisal, Potential Appraisal, Case Study.

### Unit IV [6 L]

**Training and Development:** Training Process and Methods, Training and Non-Training, Training Process; Designing, Implementation and Evaluation of Training Programmes, Induction Training. Management Development Programme, Case Study.

### Unit V [7 L]

**Compensation and Reward Management:** Concepts, Components; Concepts of Wages, System of Wage Payment, job evaluation, wage/ salary fixation, incentives, bonus, ESOPs, Fringe Benefits, Retirement Benefits. Compensation Plans.

### Unit VI [7 L]

**Industrial Relations in India** Parties; Management and Trade Unions, Industrial Disputes: Trends, Collective Bargaining, Settlement Mechanisms, Role of Government, Labour Policy in India Unit of compensation. Grievance Redressal Process, Dispute Resolution and Conflict Management Techniques, International Dimensions of HRM.

Employee Empowerment, Parties; Management and Trade Unions, Industrial Disputes: Trends, Collective Bargaining, Settlement Mechanisms, Role of Government, Labour Policy in India. Case Study.

### Unit VII [4 L]

#### Strategic HRM

Meaning, Strategic HRM vs Traditional HRM, SHRM Process, Nature of e-HRM, e-Recruitment & Selection, e-Performance Management, e-Learning.

#### Suggested Reading

##### Text Books

T1: K Aswathappa, Human Resource and Personnel Management, Tata McGraw-Hill Education, 2017.

T2: Gary Dessler, "Human Resource Management", Seventh Edition, Prentice-Hall of India

T3: VSP Rao, Human Resource Management: Text and cases, First edition, Excel Books  
 T4: Bennis M & J Casson: The Manpower Planning Handbook, McGraw Hill

**Reference Books**

- R1: Walker J W: Human Resource Planning, MGH  
 R2: William B. Werther Jr. and Keith Davis “Human Resource Management”. New Jersey: McGraw Hill.  
 R3: Martin, J. (2010). Key concepts in human resource management: New Delhi: Sage Key Concepts Series.  
 R4: Mello, J. A. (2010). Strategic Human Resource Management (3<sup>rd</sup> ed.). India: Cengage learning.  
 R5: Sangvi Seema - Human Resource Management: Excel Books  
 R6: Dessler, G. (2008). Human resource management (11<sup>th</sup> ed.). New Delhi: Pearson Prentice Hall

**Modes of Evaluation: Assignment/Quiz/Project/Presentation/Written Exam**


**Examination Scheme:**

Components	Internal	Mid Term	End Term
Weightage (%)	30	20	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Discuss the concept of human resource management and its key areas in the organizations.	<b>PO1, PO2, PSO1</b>
<b>CO2</b>	Develop the importance of key approaches to Human Resource Planning, job analysis, recruitment, selection, and placement, the operation of performance management system, training and development programmes in organization.	<b>PO1,PO2, PO3, PO 6, PSO2, PSO3</b>
<b>CO3</b>	Analyse the requirement of maintaining healthy industrial relation in workplace.	<b>PO8, PO4, PO 6, PSO1, PSO3</b>
<b>CO4</b>	Examine what motivates employees in the workplace and how to retain and develop them in the organizations.	<b>PO5, PO6, PO7, PSO2</b>

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
OBH21202	Human Resource Management	3	3	2	2	2	2	2	2	3	2	3

<b>Name:</b>			
<b>Enrolment No:</b>			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b>			
<b>Course:</b> OBH21202--- Human Resource Management			
<b>Program: MBA (BA)</b>	<b>Semester: I</b>		
<b>Time: 03 Hrs.</b>	<b>Max. Marks: 50</b>		
<b>Instructions:</b>			
Attempt All Questions from <b>Section A</b> (Each Carrying 2 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5Marks). Any <b>Two Questions from Section C</b> (Each Carrying 10 Marks).			
<b>SECTION A (Answer All Questions)</b>			
1.	What is potential appraisal?	Remembering	<b>CO1</b>
2.	Explain why manpower planning is important for any organization?	Understanding	<b>CO2</b>
3.	What is sensitivity training?	Remembering	<b>CO1</b>
4.	Define job design.	Remembering	<b>CO1</b>
5.	What do you mean by BARS?	Remembering	<b>CO1</b>



<b>SECTION B (Attempt any Three Questions)</b>			
1.	Explain the role of HR manager in an organization. Elucidate your answer with suitable examples.	Understanding	<b>CO2</b>
2.	What are the various steps involved in Donald Kirpatrick's model of training evaluation? Explain your answer.	Remembering	<b>CO1</b>
3.	Suppose HR planners estimate that because of several technological innovations your company will need 25 percent fewer employees in three years. What actions would you take today?	Understanding	<b>CO2</b>
4.	Briefly explain the difference between on- the- job and off-the -job training programmes. Elucidate your answer with examples.	Understanding	<b>CO2</b>
<b>SECTION C (Attempt any Two Questions)</b>			
1.	<p>Read the case carefully and solve the questions.</p> <p>Vishal Components Limited manufactures a wide range of automotive components. It has a workforce of 1500 including 250 supervisors and executives. Performance appraisals of these employees are being carried out annually. The parameter used for performance appraisal is sense of responsibility, superiors' dependability on subordinates, initiative, regularity and punctuality, community activity and potential for development to take higher positions. All these factors are given equal weight age .the performance appraisal has three objectives: to grant annual increment, to determine promotability and to assess training needs. In the year 2010-11, some supervisors and executives were not given any increment because as per performance appraisal, their total scores were below standard. The overall low scores were due to community activity and potential for development which were given equal weight age along with other factors. On the stoppage of annual increment, the aggrieved supervisors and executives represented their case to the managing director of the company and contended that the entire performance appraisal system was faulty. They were very much against the inclusion of community activity and potential for development in the performance appraisal meant for giving pay raise. They argued that all aggrieved supervisors and executives should be given regular annual increments and time-bound promotions .The system would be more objective, air and free from undue biases.</p> <p><b>Questions</b></p> <p>(a) As human resource manager, how will you defend the existing performance appraisal system of the company?</p> <p>(b) Will you like to incorporate changes, if any? If yes,</p>	Applying	<b>CO4</b>

	<p>what would be these changes and why?</p> <p>(c) Should there be separate appraisal criteria for appraising supervisors and executives? If yes, where are such differences needs? What actions should be taken to the representation made by the aggrieved supervisors and executives?</p>		
2.	<p>(a) Critically examine the importance of Delphi Technique resolution technique?</p> <p>(b) Do you think training and development programmes are essential at all levels of management? Justify your answer with proper illustrations.</p>	Analysing	CO3
3.	<p>Read the case carefully and solve the questions.</p> <p>The personnel office of Prashant Chemicals limited informed the middle managers through a circular that a group of consultants would be calling on them later in the week to provide training on team building. The consultants would be emphasizing on how to develop team work and to build inter group relationships throughout the Company. The information also contained the approach to be adopted by the consultants and explained the five-step process of team building: problem sensing, examining differences, giving and receiving feedback, developing interactive skills, and follow up actions. The circular also included a note on the utility of team building in organizational effectiveness. On receiving the circular, middle managers, felt tensed as they though team building as an exercise involving a lot of hocus-pocus as they experienced in sensitivity training exercises in which participants used to attack each other and let out their aggression by heaping abuse on those disliked. Therefore, the managers felt that the consultants were not needed for team building. One of the managers commented, ‘now that as we understand what is involved in team building, we can go ahead and conduct session ourselves. All we have to do is to choose a manager who is liked by everyone and put him in the role of change agent/ consultant. After all, you really do not need high priced consultants to do team building stuff. You just have a good feel for human factor’. The other managers generally agreed. However, the corporate personal director turned down their suggestion and proceeded with his original programme of hiring consultants.</p> <p>Questions</p> <p>(a) Why did middle managers show resistance to team building approach of organization development?</p> <p>(b) Do you think the managers had accurate view of team building concept and role of external consultant in that?</p> <p>(c) Did corporate personnel office sell the concept of team building and its usefulness properly to middle managers? What actions should the department have taken?</p>	Applying	CO4

OBH21201	<b>Organizational Behaviour</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.1</b>	<b>Contact Hours – 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Understanding of significance of human skills in the organizational setting				
<b>Co-requisites</b>	Understanding of the challenges of people management				
<b>Academic Year</b>	2020-21				

### Course Objectives:

1. To develop a better understanding of individual behaviour dimensions that determine workplace interpretation and evaluation
2. To cultivate among the students an understanding of human behaviour in groups
3. To develop student's knowledge and skills in leadership, power, communication, negotiation and conflict management
4. To help in understanding impact of politics, conflict and stress on organizational functioning
5. To improve decision making abilities and resulting effectiveness of managers in a global work environment in the 21<sup>st</sup> Century

### Course Outcomes:

On completion of this course, the students will be able to:

CO 1: Understand the foundations, significance and framework of Organization Behaviour in the organization setting and its impact on organizational effectiveness.

CO 2: Understand the Individual Behaviour dimensions like Personality, Perception, Attitude and Employee Motivation.

CO 3: Understand and develop the various aspects of Inter-personal Behaviour.

CO 4: Understand the dynamics of Group Behaviour and concepts of Power, Politics, Leadership and Conflict etc. that influence group behaviour.

CO 5: Understand the complexities and implications of organizational factors like Organizational Climate, Organizational Culture, Organizational Change and Development.

### Course Description:

This course is intended to provide the student with cutting edge thinking on a variety of Organizational Behaviour and Management Issues. Conceptual frameworks, case discussions, and skill-oriented activities are applied to each topic. Topics include communications, motivation, group dynamics, leadership, power, organizational culture and development etc. Class sessions and assignments are intended to help participants acquire the skills that managers need to improve organizational relationships and performance.

### **Course Content:**

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**Unit I: Introduction:** Organizational Behaviour-Concept and its Emergence; Nature and Theoretical Frameworks; Disciplines contributing to the field of OB; Historical Background- Hawthorne Studies, Psychological Foundations; Models of Organizational Behaviour, Challenges and Opportunities for Organizational Behaviour; Ethics and Organizational Behaviour.

[7 Lecture Hours]

**Unit II: Individual Behaviour Dimensions in an Organization:** Determinants of Individual Behaviour; Personality – Meaning, Determinants and Theories, Influence on OB; Perception: Process and its influence on OB; Values, Attitudes and Job Satisfaction; Emotional Intelligence and OB; Employee Motivation – Concept, Content Theories vs. Process Theories, Designing Motivational Strategies.

[10 Lecture Hours]

**Unit III: Inter-personal Behaviour:** Interpersonal Communication and Feedback; Transactional Analysis (TA); Johari Window; Managing misbehaviour at work - Sexual Abuse, Substance Abuse, Cyber Slacking, Aggression and Violence; Communication and Negotiation in Organization; Learning Organization: Characteristics, Implementation Strategies, Learning Cycle and Curve.

[10 Lecture Hours]

**Unit IV: Group Dimensions in Behaviour:** Theories of Group Formation, Types of Groups, Stages of Group Development, Group Decision Making; Cohesiveness and Productivity; Management of Dysfunctional Groups; Power and Politics in Organization; Leadership: Concept and Styles, Leadership Theories; Conflict & Stress Management: Types of Conflicts, Conflict Management Process, Resolution of Conflict- Strategies.

[10 Lecture Hours]

**Unit V: Organizational Dimensions and Processes in Organization:** Organizational Climate- Concept, Determinants, and OCTAPACE Model; Organization Culture- Concept, Forming, Sustaining, and Changing a Culture; Organizational Effectiveness- Concept and Measurement;

Organizational Change- Resistance and Management; Organization Development – Concept & Issues.

[8 Lecture Hours]

**Text Books:**

1. Robins, S.P., and Sanghi, S.: Organizational Behavior, Ed. xi, Pearson-Education, New Delhi.
2. Luthans, F.: Organizational Behavior, Ed. vii, PHI, New Delhi.
3. Prasad, L.M.: Organization Theory and Behavior, HPH, New Delhi.
4. Aswathappa, K.: Organizational Behaviour, HPH, New Delhi.

**Reference Books:**

1. Sakaran, U.: Organizational Behavior, TMH, N. Delhi.
2. Newstrom J. W., and Davis, K.: Organizational Behavior: Human Behavior at Work, Ed. v., Tata McGraw Hill, New Delhi.
3. Mullins, L. J.: Management and Organizational Behavior, Pearson- Education, N. Delhi.
4. Bhattacharya D.K.: Organization Behavior, OUP, New Delhi.
5. Robbins, Stephen P., and Mathew, Mary: Organization Theory: Structure, Design and Applications, Ed. iii, Pearson Education.

**Project:**

The class will be divided into groups consisting of 5 members in each. Each group will select a company of their choice in order to understand the people related issues in that particular company through interactions with their HR Department and functional managers. The objective of the project is to acquaint the students with the relevance of the concepts of Organizational Behaviour in the organizational setting. Students are required to submit their project reports just after mid-semester examination. Each group will present their work in the class such that all students have a clear idea of the behavioural issues of several companies.

**Modes of Evaluation: Assignment/Quiz/Project/Presentation/Extempore/Written Exam**

**Examination Scheme:**

Components	Internal	Mid-Term	End-Term
Weightage (%)	30	20	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>
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	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understand the foundations, significance and framework of Organization Behaviour in the organization setting and its impact on organizational effectiveness.	<b>PO1, PO 2</b>
<b>CO2</b>	Understand the Individual Behaviour dimensions like Personality, Perception, Attitude and Employee Motivation.	<b>PO1,PO2,PO3, PO 6, PSO2</b>
<b>CO3</b>	Understand and develop the various aspects of Inter-personal Behaviour.	<b>PO2, PO4, PO 6, PSO1</b>
<b>CO4</b>	Understand the dynamics of Group Behaviour and concepts of Power, Politics, Leadership and Conflict etc. that influence group behaviour.	<b>PO5, PO6, PO7, , PO8,PSO2</b>
<b>CO5</b>	Understand the complexities and implications of organizational factors like Organizational Climate, Organizational Culture, Organizational Change and Development.	<b>PO5, PO6, PO7, PSO3</b>

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
OBH21201	Organizational Behavior	2	3	1	1	2	3	2	1	1	2	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Name:</b>  <b>Enrolment No:</b>			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b> <b>Course: OBH21201 – Organizational Behaviour</b> <b>Program: MBA(BA) Semester: I</b> <b>Time: 03 Hrs. Max. Marks: 50</b>  <b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 2 Mark); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions from Section C</b> (Each Carrying 10 Marks).			
<b>SECTION A (Answer All Questions)</b>			
1.	What is the significance of OB?	Remembering	<b>CO1</b>
2.	What is the relation between Personality & Perception?	Understanding	<b>CO1</b>
3.	How is Team different from Group?	Remembering	<b>CO2</b>
4.	Comment on the features of Theory X and Y.	Remembering	<b>CO1</b>
5.	What is Empathy?	Remembering	<b>CO1</b>
<b>SECTION B (Attempt any Three Questions)</b>			
1.	Narrate an experience of your life that has influenced your perception and how.	Understanding	<b>CO2</b>
2.	Describe Vroom’s Expectancy Theory of motivation in the context of Covid19 pandemic.	Remembering	<b>CO3, CO2</b>
3.	Discuss relevance of JOHARI Window in self-analysis and self-development.	Understanding	<b>CO 3</b>
4.	What are the problems faced in the various phases of Group Development?	Analysing	<b>CO3</b>
<b>SECTION C (Attempt any Two Questions)</b>			
1.	<b>Differing Perceptions</b>  Susan Harrington continued to drum her fingers on her desk. She had a real problem and wasn’t sure what to do next. She had a lot of confidence in Jack Reed, but she suspected she was the last person in the office who did. Perhaps if she ran through the entire story again in her mind she would see the solution. Susan had been distribution manager for Clarkston Industries for almost	Applying	<b>CO4, CO5</b>

twenty years. An early brush with the law and a short stay in prison had made her realize the importance of honesty and hard work. Henry Clarkston had given her a chance despite her record, and Susan had made the most of it. She now was one of the most respected managers in the company. Few people knew her background.

Susan had hired Jack Reed fresh out of prison six months ago. Susan understood how Jack felt when Jack tried to explain his past and asked for another chance. Susan decided to give him that chance just as Henry Clarkston had given her one. Jack eagerly accepted a job on the loading docks and could soon load a truck as fast as anyone in the crew. Things had gone well at first. Everyone seemed to like Jack, and he made several new friends. Susan had been vaguely disturbed about two months ago, however, when another dock worker reported his wallet missing. She confronted Jack about this and was reassured when Jack understood her concern and earnestly but calmly asserted his innocence. Susan was especially relieved when the wallet was found a few days later.

The events of last week, however, had caused serious trouble. First, a new personnel clerk had come across records about Jack's past while updating employee files. Assuming that the information was common knowledge, the clerk had mentioned to several employees what a good thing it was to give ex-convicts like Jack a chance. The next day, someone in bookkeeping discovered some money missing from petty cash. Another worker claimed to have seen Jack in the area around the office strongbox, which was open during working hours, earlier that same day.

Most people assumed Jack was the thief. Even the worker whose wallet had been misplaced suggested that perhaps Jack had indeed stolen it but had returned it when questioned. Several employees had approached Susan and requested that Jack be fired. Meanwhile, when Susan had discussed the problem with Jack, Jack had been defensive and sullen and said little about the petty-cash situation other than to deny stealing the money.

To her dismay, Susan found that rethinking the story did little to solve his problem. Should she fire Jack? The evidence, of course,



	<p>was purely circumstantial, yet everybody else seemed to see things quite clearly. Susan feared that if she did not fire Jack, she would lose everyone's trust and that some people might even begin to question her own motives.</p> <p><b>Case Questions:</b> [10 Marks]          Critically examine Susan's behavior towards Jack in the light of the theory of Perception. Support your answer with suitable illustrations.</p>		
2.	How does Transaction Analysis help to influence interpersonal relationships? Discuss with illustrations.	Applying	<b>CO4, CO5</b>
3.	What are the problems faced in the various phases of Group Development? Suggest strategies to overcome them.	Creating	<b>CO5</b>

MTH21517	<b>Quantitative Techniques of Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Business Mathematics & Business Statistics				
<b>Co-requisites</b>	--				
<b>Academic year</b>	2020-21				

**Course objectives:**

1. To develop knowledge about the principles of probability theory and different types of random variables
2. To help the students to learn various techniques of statistical inference
3. To provide the basic concepts of Linear programming and Integer programming

**Course Outcomes**

On completion of this course, the students will be able to:

- CO1. Recall descriptive statistics and principles of probability
- CO2. Make use of probability theory to a variety of problems
- CO3. Analyse a given data set using different statistical tools
- CO4. Apply Linear programming and Integer programming techniques for modelling and solving real-life decision making problems

**Course Description:**

The course is designed to make the students familiar with the basic probabilistic, statistical, and linear programming techniques. The focus of this course is to enable the students to apply relevant quantitative tools in business decision making. All the lectures will be devoted on discussions of basic and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation. The tutorials will familiarize the students with practical problem-solving techniques led by the course coordinator. Students will strongly grab the basic concepts of the subject via exercise and discussions with the coordinator.

**Course Structure:**

**Unit-1: Introduction to Probability Theory:**

Probability Theory, Discrete Probability Distributions: Binomial, Poisson and Hyper geometric distribution; Continuous Probability Distributions: Normal, Lognormal and Exponential distribution

**Unit-II: Statistics:**

Sampling and Sampling distribution; Statistical inference: Estimation for single population parameters, Hypothesis testing for single population, Hypothesis testing for two population; Analysis of variance and Design of experiments, Hypothesis testing for Categorical data; Correlation and Regression analysis, Non-parametric tests. Business forecasting

**Unit-III: Linear Programming:**

Basic concepts, Model formulation, Solution methods, Duality, Sensitivity analysis; Integer linear Programming: Different types of integer programming problems (Pure integer, Mixed integer and 0-1 integer problems), Formulating integer programming problems, Solution through Branch and Bound algorithm.

**Text Books:**

1. Black, K. (2008). Business statistics for contemporary decision making (5<sup>th</sup>ed.). New Delhi: Wiley India.
2. Taha, H. A. (2007). Operations Research: An Introduction (8<sup>th</sup>ed.). Delhi: Pearson Education.
3. Gupta, S. P., & Gupta, M. P. (2005). Business statistics. Delhi: Sultan Chand & Sons.

**Reference Books:**

1. Spiegel, M. R., Schiller, J., & Srinivasan, R. A. (2004) Probability and statistics (2<sup>nd</sup>ed.). New Delhi: Tata McGraw Hill.
2. Levin, R. I., & Rubin, D. S. (1999). Statistics for management (7<sup>th</sup>ed.). New Delhi: Prentice Hall of India.
3. Webster, A. (2006). Applied statistics for business and economics (3<sup>rd</sup>ed.). New Delhi: McGraw Hill.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

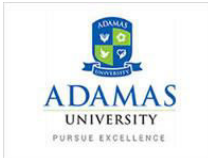
Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Recall descriptive statistics and principles of probability	PO2, PO6, PO7
CO2	Make use of probability theory to a variety of problems	PO1, PO2, PO6
CO3	Analyse a given data set using different statistical tools	PO1,PO2, PO7, PO6, PSO1
CO4	Apply Linear programming and Integer programming techniques for modelling and solving real-life decision making problems	PO1, PO3, PO6, PO7, PSO1

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
MTH21517	Quantitative Techniques of Management	2	3	1			3	3	-	3		

1= weakly mapped

2= moderately mapped

3=strongly mapped

<b>Name:</b>	
<b>Enrolment No:</b>	
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b>	
<b>Course: MTH21517 – Quantitative Techniques of Management</b>	
<b>Program: MBA(BA)</b>	<b>Semester: I</b>
<b>Time: 03 Hrs.</b>	<b>Max. Marks: 50</b>
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 2 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions</b> from <b>Section C</b> (Each Carrying 10 Marks).	
<b>SECTION A (Answer All Questions)</b>	

1	What is mean and standard deviation of a Poisson distribution with parameter $\lambda$ ?	Remembering	CO2
2	Explain basis feasible solution of a LPP.	Understanding	CO4
3	Define the Type-I and Type-II error in hypothesis testing.	Remembering	CO3
4	What is correlation coefficient?	Remembering	CO3
5	Define conditional probability.	Remembering	CO1
<b>SECTION B (Attempt any Three Questions)</b>			
6	<p>Tompkins Associates reports that the mean clear height for a Class A warehouse in the United States is 22 feet. Suppose clear heights are normally distributed and that the standard deviation is 4 feet. A Class A warehouse in the United States is randomly selected.</p> <p>(i) What is the probability that the clear height is greater than 17 feet?</p> <p>(ii) What is the probability that the clear height is less than 13 feet?</p> <p>(iii) What is the probability that the clear height is between 25 and 31 feet?</p>	Understanding	CO2
7	<p>In a certain city, 30% of the families have a MasterCard, 20% have a RuPay card, and 25% have a Visa card. Eight percent of the families have both a MasterCard and a RuPay card. Twelve percent have both a Visa card and a MasterCard. Six percent have both a RuPay card and a Visa card.</p> <p>(i) What is the probability of selecting a family that has either a Visa card or a RuPay card?</p> <p>(ii) If a family has a MasterCard, what is the probability that it has a Visa card?</p> <p>(iii) If a family has a Visa card, what is the probability that it has a MasterCard?</p>	Understanding	CO2
8	<p>(a) A data firm records a large amount of data. Historically, 0.9% of the pages of data recorded by the firm contain errors. If 200 pages of data are randomly selected, then</p> <p>(i) What is the probability that five or more pages contain errors?</p> <p>(ii) What is the probability that none of the pages contain errors? (2.5)</p> <p>(b) Find the dual problem of the following primal problem:</p> $\begin{aligned} \text{Max } z &= 5x + 6y \\ \text{Subject to, } x + 2y &= 5 \\ -x + 5y &\geq 3 \\ 4x + 7y &\leq 8 \\ x &\text{ is unrestricted in sign} \\ y &\geq 0 \end{aligned}$	Understanding & Remembering	CO2 & CO4

	(2.5)														
9	<p>Develop the equation of the regression line of Y on X and regression line of X on Y for the following data.</p> <table border="1" style="margin-left: 40px;"> <tr> <td>x</td> <td>12</td> <td>21</td> <td>28</td> <td>8</td> <td>20</td> </tr> <tr> <td>y</td> <td>17</td> <td>15</td> <td>22</td> <td>19</td> <td>24</td> </tr> </table>	x	12	21	28	8	20	y	17	15	22	19	24	Remembering & Applying	CO1 & CO3
x	12	21	28	8	20										
y	17	15	22	19	24										
<b>SECTION C (Attempt any Two Questions)</b>															
10	<p>An auto company manufactures cars and trucks. Each vehicle must be processed in the paint shop and body assembly shop. If the paint shop were only painting trucks, then 40 per day could be painted. If the paint shop were only painting cars, then 60 per day could be painted. If the body shop were only producing cars, then it could process 50 per day. If the body shop were only producing trucks, then it could process 50 per day. Each truck contributes \$300 to profit, and each car contributes \$200 to profit. Use linear programming to find a daily production schedule that will maximize the company's profits. (Use graphical method for solving the problem.)</p>	Applying	CO4												
11	<p>Use Branch &amp; Bound method for solving the following integer programming problem:</p> $\begin{aligned} \text{Max } z &= 5x + 4y \\ \text{Subject to, } x + y &\leq 3 \\ 4x + y &\leq 8 \\ x, y &= \{0,1,2,3, \dots\} \end{aligned}$	Applying	CO4												
12	<p>A small business has 37 employees. Because of the uncertain demand for its product, the company usually pays overtime on any given week. The company assumed that about 50 total hours of overtime per week is required and that the variance on this figure is about 25. Company officials want to know whether the variance of overtime hours has changed. Given here is a sample of 16 weeks of overtime data (in hours per week): 57, 56, 52, 44, 46, 53, 44, 44, 48, 51, 55, 48, 63, 53, 51, and 50. Assume hours of overtime are normally distributed. Use these data to <b>test</b> the null hypothesis that the variance of overtime data is 25. Take significance level <math>\alpha = 0.10</math>.</p>	Analysis	CO3												

MGT21201	<b>Business Communication</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.2</b>	<b>Contact Hours – 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Understanding of significance of language				
<b>Co-requisites</b>					
<b>Academic Year</b>	2020-21				

### Course Objectives

1. To enable students to understand the basic principle of communication including the flow of communication, verbal as well as non- verbal in context of the organization.
2. To enable describe the various ways of employment communication as well as develop the understanding and skill of presentation
3. To provide to the students the basic understanding of the verbal and non - verbal communication so that they understand the different aspects of spoken and written business communication.
4. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument

### Course Outcomes

On completion of this course, the students will be able to

**CO1:** Identify the applicability of the concept of business communication in the organization.

**CO2:** Develop the applicability of analyzing the complexities associated with organizational communication written as well as verbal.

**CO3:** Demonstrate the use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction. Write effective and concise letters and memos.

**CO4:** Demonstrate skills to solve work place conflict and analyze different situations for use of most appropriate conflict management technique.

### Course Description

Communication skill in a manager is one of the important skills, which a manager must possess to perform his/her role(s) effectively in an organization. Since he/she deals with employees, and with customers outside the organization, it is important that in an organization he should be well equipped in terms of different aspects of business communication. The course therefore covers all constituents, which will make a manager's job easy to handle.

Classroom activities involving lectures, discussions and case studies analysis (topped up with role-play) will be designed to encourage students to actually get involved, absorb and assimilate inputs. These activities will also be supplemented by group discussions, group presentations, cooperative group solving problems,

analysis of video cases and debates. Class participation is a fundamental aspect of this course. Students will be encouraged to actively take part in all group activities and to give an oral group presentation. Students will be expected to interact with media resources, such as, web sites, videos, DVDs, and newspapers etc.

## **Course Content**

### **UNIT 1- 5 Hrs**

Establishing a Framework for Business Communication, Conceptual Issues in Communication, Principles of Communication, Process of Communication, Myths and Realities of Communication, Communication Networks in an Organization, Verbal and Non Verbal Communication.

### **UNIT II 8 Hrs**

Barriers and Aids to Communication, The 7 C's and the 4 S's of Communication, Talk Tactics : Private and Public Speaking. Critical Reasoning : Theory and Caselets. The Framing of Arguments to Persuade , Convince and Negotiate. Principles of Deductive and Inductive Principles in understanding Assumptions. Drawing Conclusions. Case Study Analysis in terms of Business and Current Affairs.

### **UNIT III 8 Hrs**

Listening Process, Difference between Listening and Hearing. Deterrents to the Listening Process, The Positive Connotations of Good Listening, Case Study Analysis ...continued.

### **UNIT IV 8 Hrs**

Non Verbal Communication, Non Verbal Signifiers and Communication, Body Language and Global Business Etiquette, Cross Cultural Communication, Case Study and Dramatic Practical on the above.

### **UNIT V 8 Hrs**

Written Communication, The 7 Cs of Written Communication, The First Draft and the Craft of Editing a write up. Memos, Letters, Emails, Net Etiquette and other Business Correspondence. Presentations: Preparing it and making an effective delivery. Practical Exercises.

### **UNIT VI 8 Hrs**

Negotiating Skills for Business. Telephone Culture and Video Conferencing. Group Discussion: Basics and Practice, Personal Interview: C.V. Format. Frequently Asked Questions and Mock Interviews.



**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**


Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	30	10	20	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Identify the applicability of the concept of business communication in the organization.	PO1, PO2, PO3
<b>CO2</b>	Develop the applicability of analyzing the complexities associated with organizational communication written as well as verbal.	PO2, PO3, PO4
<b>CO3</b>	Demonstrate the use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction. Write effective and concise letters and memos	PO4, PO5, PO1, PSO1
<b>CO4</b>	Demonstrate skills to solve work place conflict and analyze different situations for use of most appropriate conflict management technique	PO6, PO7, PO8, PSO3

Course Code	Course Title	Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3
MGT2120 1	Business communication	3	3	3	3	1	1	1	1	2		2

- 1=weakly mapped  
 2= moderately mapped  
 3=strongly mapped

<b>Name:</b> <b>Enrolment No:</b>			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b> <b>Course: MGT21201- Business Communication</b> <b>Program: MBA(BA)</b> <span style="float: right;"><b>Semester: I</b></span> <b>Time: 03 Hrs.</b> <span style="float: right;"><b>Max. Marks: 50</b></span>			
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 2 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions from Section C</b> (Each Carrying 10 Marks).			
<b>SECTION A (Answer All Questions)</b>			
1.	Which of the following is NOT an external business written communication? a) Complaint letter b) Curriculum Vitae c) Memo d) Enquiries letter	U	CO 1
2	An informal communication network or grapevine tends to be most active when employees believe the formal communication network is not providing the information they need a) True b) False	R	CO 1
3	E-mail, intranets, newsletters, announcements, meetings, reports, suggestion systems and telephone messages are all examples of communication channels. a) Upward b) Formal c) Informal d) Diagonal	R	CO 2
4	<b>When developing application letters:</b> a) You can reuse one standard letter for different employers without spending effort customizing it for each position. b) Use active voice and action verbs. c) Avoid flattery. d). A and B. e) B and C.	R	CO 2
5	The memorandum begins directly – with the objective. The necessary information follows: a) True	R	CO 2

	b) False		
6	An effective close for a speech contains a) a restatement of the subject b) a Summary of key points c) a conclusion d) all of the above	U	CO 3
7	The direct style of writing bad news is when you write the _____ first followed by _____.	R	CO 2
8	A manager wants greater acceptance of managerial decisions made, what communication network you would recommend her: Give reason for your answer. a) Downward b) Upwards c) Horizontal d) None	U	CO 1
9	Which style of conflict management should you use a) When the issue is much more important to the other person than to yourself b) As a goodwill gesture to help maintain a cooperative relationship.	R	CO 4
10	Which of the following information should be included in minutes?  (1) Date and venue of the meeting (2) Decisions made at the meeting (3) Comments from the members (4) Action to be taken by the members  A All of the above B All, except (2) C All, except (3) D All, except (4)	R	CO 1
11	When is direct order appropriate in inquiries? When would you use indirect order?	Analysing	CO 3
12	What is Conflict? Name the different ways of handling the conflict?	Applying	CO 4
13	What are the elements of planning a presentation?	Remembering	CO 5
14	Use gender neutral expression- a) Best man for the job b) House wife c) Executives and their wives d) Manmade	Applying	CO 3
15	What is communication network? How is grapevine affect communication	Understanding	CO 4
16	Analyze the following information on the parameters of 7 c's of communication <b>Hi</b> Re kh	Applying	CO 5

	<p>a:</p> <p>I want to discuss with you a very exciting project in data Analytics for our client. Lets meet sometime. Let me know the review of your new software.</p> <p>Best, Teena</p>		
17	<p>Identify the type, direction of communication and channels used</p> <p>Aircraft manufacturer McDonald Douglas has started a new dissemination program where staff writes as per the instruction of the president of the company prepare daily monthly and quarterly newsletter. These include a wide range of operating topics like cost, scrap numbers, project reports, stock prices and the problem encountered in the current project. This is then disseminated to everyone associated with the program like employees suppliers and middle level managers so that everybody is kept informed</p> <p>Promptly.</p>	Applying	CO 4
18	<p>Identify one common barrier from each of the following three barrier zones.</p> <p>Also give an example and provide the solution for each of the common barriers.</p> <p>a) Barriers by surrounding environment b) Barriers between people</p>	Understandi ng	CO 5
19	<p>Write a letter of thanks to thank your summer inter mentor for guiding you during your summer intern project execution. Assume the additional information ( name of the mentor, company, project title and dates)</p>	Analysing	CO 3

ECO21206	<b>Managerial Economics</b>	L	T	P	C
<b>Version 1.0</b>		3	0	0	3
<b>Pre-requisites/Exposure</b>	Command over English Language and School Mathematics				
<b>Co-requisites</b>					

### Course Objectives

- To familiarize the students with concepts and techniques used in Micro-Economic theory
- To introduce to learners the concept of risk and attitude towards risk
- To develop their capability to apply these concepts and techniques in making decisions pertaining to different business situations.
- To familiarize learners with the complexity of decision-making process emanating from evolutionary changes that have occurred in the business firms over time.

### Course Outcomes

On completion of this course, the learners will be able to

- CO1. Understand the concepts related to firms/businesses
- CO2. Understand the concept of risk
- CO3. Identify and associate concepts with real life scenarios of managing a business.
- CO4. Comprehend, apply, and analyze the functioning of a business

### Course Description

This course will familiarize the students with concepts and techniques used in Micro-Economic theory to develop their capability to apply these concepts and techniques in making decisions pertaining to different business situations. While conducting this course importance is given to the complexity of decision-making process emanating from evolutionary changes that have occurred in the business firms over time and how economic decision making at firm levels has significant impact on business administration in terms of various economic parameters.

### Course Content

**15 lecture hours**

## **Unit 1**

Decisions of business firms under different objectives. Marginal analysis and its uses in the business decision making. Theories of demand: indifference and revealed preference approach; income and distribution effects; demand functions and demand forecasting.

**15 lecture hours**

## **Unit 2**

Production and Cost: The Production Function; Returns to Scale; Productivity Measurements; Constrained Optimization Approach to Developing Optimal Input Combination Relationships; Derivation of Cost Curves; Firm Size and Plant Size; Managerial Applications; Learning Curves; Economies of Scope.

**15 lecture hours**

## **Unit 3**

Decision Making under Risk and Uncertainty, Managerial and Behavioural Theories of Firm: Sales maximization, growth maximization and satisfying theory of a firm. Theory of Firm: profit maximization under different market structures; Pricing Strategies of firms; Cost plus Pricing; Pricing of Inputs.

## **Text Books**

Salvatore, D. (2007). Managerial economics (6<sup>th</sup> ed.). London: Oxford University press.

Sen, A. (2012). Microeconomics, Oxford University Press

## **Reference Books**

Allen, W. B., Doherty N. A., Weigelt, K., & Mansfield. E. (2009.). Managerial economics: theory, applications and cases (6<sup>th</sup>ed.). London:W. W. Norton & company.

Baumol, W.J. (2006). Economic theory and operations analysis. New Delhi: Prentice Hall.

Brickley, J. A, Smith, C. W. & Zimmerman, J. L. (2008). Managerialeconomics & organizational architecture (5<sup>th</sup>ed.). New Delhi: McGraw Hill.

Hirschey, M. (2009). Managerial economics: an integrative approach. New Delhi: Cengage Learning.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

<b>Components</b>	<b>Mid term</b>	<b>Internal Assessment</b>	<b>ETE</b>
<b>Weightage (%)</b>	<b>20</b>	<b>30</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understand the concepts related to firms/businesses	<b>PO1,8</b>
<b>CO2</b>	Understand the concept of risk	<b>PO1,6, PSO3</b>
<b>CO3</b>	Identify and associate concepts with real life scenarios of managing a business.	<b>PO2,8, PSO2</b>
<b>CO4</b>	Comprehend, apply, and analyze the functioning of a business	<b>PO6,7, PSO1</b>

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
ECO21206	Managerial Economics	3	3	-	-	-	-	1	3	1	1	1

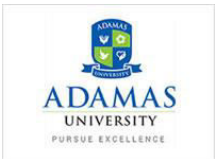
1=weakly mapped

2= moderately mapped

3=strongly mapped



## Model Question Paper

<b>Name:</b>	
<b>Enrolment No:</b>	

**ADAMAS UNIVERSITY**

**SCHOOL OF BUSINESS & ECONOMICS**

**END SEMESTER EXAMINATION**

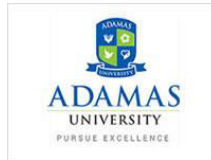
**Course: ECO21206- Managerial Economics**

**Program: MBA (BA)** **Semester: I**  
**Time: 03 hrs.** **Max. Marks: 50**

**Instructions:**  
 Attempt any four questions from **Section A** (each carrying 5 marks); any **Two Questions** from **Section B** (each carrying 6 marks), any **One Question** from **Section C** (carrying 8 marks).

<b>Section A (Attempt any Four Questions)</b>			
1.	Explain what do you mean by Opportunity cost?	<b>R</b>	<b>CO1</b>
2.	What do you mean by Income elasticity of demand? Explain with diagram	<b>U</b>	<b>CO2</b>
3.	State and explain the features of Perfect Competition.	<b>U</b>	<b>CO2</b>
4.	What are the properties of Indifference Curves (ICs)?	<b>R</b>	<b>CO1</b>
5.	What is Marginal Rate of Substitution?	<b>R</b>	<b>CO1</b>
6.	Explain Risk and Liquidity in Asset Market.	<b>U</b>	<b>CO3</b>
<b>SECTION B (Attempt any Two Questions)</b>			
7.	Define equilibrium. Suppose there has been good rains and as a result supply of tomatoes have increased in the market. How will your equilibrium change?	<b>A</b>	<b>CO1</b>
8.	How can you derive relationship between price and quantity demanded using Indifference Curve analysis?	<b>A</b>	<b>CO1</b>
9.	Explain the characteristics of infrastructure assets that differentiate them from other assets.	<b>C</b>	<b>CO4</b>
<b>SECTION C (Attempt any One Question)</b>			
10.	Graphically explain the equilibrium outcomes of a firm that pursues sales maximization strategy.	<b>A</b>	<b>CO1</b>
11.	Explain the connection between merger and efficiency with respect to manufacturing firms.	<b>C</b>	<b>CO3</b>





FAC21205	<b>Financial Accounting for Managers</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours – 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic Knowledge of Business Functions				
<b>Co-requisites</b>	--				

**Course Objectives:**

1. To make student understood the nature and role of the four principal financial statements (i.e., the Income Statement, the Statement of Financial Position, the Statement of Cash Flows, and the Statement of Changes in Equity) ;
2. To develop an awareness and understanding of the accounting process and fundamental accounting principles
3. To build the ability to read, interpret and analyse financial statements; combine financial analysis with other information to assess the financial performance and position of a company;

**Course Outcomes:**

On completion of this course, the students will be able to

CO1 Creating foundation of different form of business organisation, Business communication language and different financial terms

CO2 Understanding different financial statements and financial reporting mechanism

CO3 Understanding the Accounting cycle and practicing accounting process

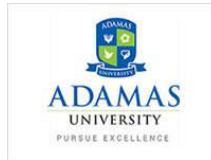
CO 4 Analyze financial information and learning financial comparisons

CO 5 Applying knowledge of reporting and valuation of Long Lived Assets

CO 6 Understanding the importance of cash flow analysis

**Course Description:**

Participants in this course will develop the essential ability of all managers, to use complex accounting information as a platform for decision-making. As the course unfolds, participants will build an increasingly sophisticated level of understanding of the language of accounting and its key concepts. In addition the course develops skills in interpreting earnings statements, balance sheets, and cash flow reports. This ability to analyse financial statements will enable participants to deal more effectively with strategic options for their businesses or business units. Strong foundations in financial analysis, and development of crucial basic accounting skills will also enable participants to develop a management accounting focus.



From this second phase of the course students will take away highly relevant skills in areas such as budgeting, product and service costing and short-run decision making. Such skills, ability and knowledge will enable participants to more effectively identify profitable opportunities and to contribute significantly to better management within their own organisations.

### **Course Content:**

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#### **Module -1**

**6 Lecture Hours**

Introduction to Financial Statements: Forms of Business Organization – Users of Financial Information – Business Activities – Financing, Investing, Operating – Communicating with Users – Income Statement, Retained Earnings Statement, Balance Sheet, Statement of Cash Flows, Interrelationships of Statements, Elements of annual Report – Assumptions and Principles in Financial Reporting.

#### **Module -2**

**9 Lecture Hours**

A Further Look at Financial Statements: Objectives of Financial Reporting – Characteristics of Useful Information - Relevance, Reliability, Comparability and Consistency – Constraints in Accounting – Materiality and Conservatism - Financial Statements Revisited – The Income Statement, The statement of Stockholder’s Equity, The Classified Balance Sheet – Currents Assets, Long Term Investment, Property, Plant, Intangible Assets, Current Liabilities, Long Term Liabilities, Stockholder’s Equity, Using a Classified Balance Sheet - The Statement of Cash Flows.

#### **Module -3**

**9 Lecture Hours**

The Accounting Information System - The Accrual Insight: Accounting Transactions – The Account – Steps in the Recording Process – The Recording Process Illustrated – Summary Illustration of Journalizing and Posting – The Trial Balance – Timing Issues – The Revenue Recognition concept, Matching Principle, Accrual Versus Cash basis of Accounting – The Basics of Adjusting Entries – The adjusted Trial Balance and Financial Statement – Closing the Books – Summary of Accounting Cycle.

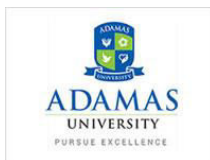
#### **Module -4**

**6 Lecture Hours**

Financial Analysis – The Big Picture: Earning Power and Irregular Items – Discontinued Operations, Extraordinary Items, Changes in Accounting Principles, Comprehensive Income – Comparative Analysis – Ratio Analysis – Liquidity Ratios, Solvency Ratios, Profitability Ratios – Limitations of Financial Analysis.

#### **Module -5**

**9 Lecture Hours**



Reporting and Analyzing Long Lived Assets: Determining the Cost of Plant Assets – Land, Land Improvements, Buildings, Equipment – Accounting for Plant Assets – Depreciation, Expenditure during Useful Life, Impairments, Plant Asset Disposals – Analyzing Plant Assets – Average Useful Life, Average age of Plant Assets, Asset turnover Ratio – Intangible Assets – types – Accounting for intangible Assets – Financial Statement presentation of Long Lived Assets.

**Module -6**

**6 Lecture Hours**

Statement of Cash Flows: Purpose – Format – Classification of Cash Flows – Usefulness – Preparing the Statement of Cash Flow – Indirect Method – Direct Method – Using Cash Flows to Evaluate a Company.

**Reference Books**

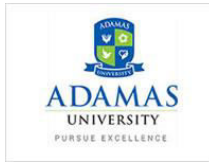
1. Accounting Principles by Weygandt, Kieso and Kimmel, Wiley
2. Accounting: Texts and Cases by Robert Anthony, David Hawkins Kenneth A. Merchant, Mc Graw Hills
3. Accounting for Management- Maheshwari & Maheswari, Vikas Publishing House
4. Financial Accounting of Management- Ambrish Gupta, Pearson

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understanding foundation of different form of business organisation, Business communication language and different financial terms	PO 1, PO3
CO2	Developing different financial statements and financial reporting mechanism	PO2, PO1, PSO1
CO3	Applying the Accounting cycle and practicing accounting process	PSO2, PSO3, PO7
CO4	Creating financial information and learning financial comparisons	PO 8, PO 7, PSO 1

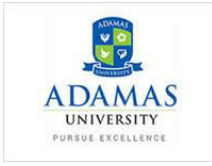


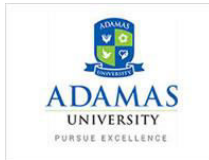
<b>CO5</b>	Applying knowledge of reporting and valuation of Long Lived Assets	<b>PO2, PO 7, PSO1, PSO3</b>
<b>CO6</b>	Understanding the importance of cash flow analysis	<b>PSO1, PO2, PO 5</b>

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
FAC21205	Financial Accounting for Managers	3	3	2	-	-	-	3	2	3	2	2

- 1=weakly mapped
- 2= moderately mapped
- 3=strongly mapped

### Model Question Paper

<b>Name:</b>  <b>Enrolment No:</b>	
<h1 style="margin: 0;">ADAMAS UNIVERSITY</h1> <h2 style="margin: 0;">SCHOOL OF BUSINESS &amp; ECONOMICS</h2>	



# END SEMESTER EXAMINATION

## Course: **FAC21205 Financial Accounting for Managers**

**Program: MBA(BA)**  
**Semester: I**

**Time: 03 Hrs.**  
**Max. Marks: 50**

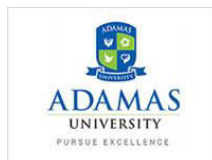
**Instructions:**

Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5Marks). Any **Two Questions** from **Section C** (Each Carrying 10 Marks).

<b>SECTION A (Answer All Questions)</b>			
1.	Define Financial Statements.	<b>Remembering</b>	<b>CO1</b>
2.	Differentiate between capital and revenue Expenditure	<b>Analyzing</b>	<b>CO2</b>
3.	Define Long Term Assets.	<b>Remembering</b>	<b>CO5</b>
4.	Discuss in brief different types of Business Activities.	<b>Understanding</b>	<b>CO4</b>
5.	Define the working capital.	<b>Remembering</b>	<b>CO2, CO3</b>
<b>SECTION B (Attempt any Three Questions)</b>			
1.	Discuss the utility of GAAP. Discuss in brief the Accounting Principle of Prudence and Consistency	<b>Understanding</b>	<b>CO1, CO2, CO3</b>
2.	Identify the different users of accounting information. What purpose does accounting information serves to them?	<b>Understanding</b>	<b>CO1, CO2, CO3</b>
3.	Develop an accounting system for capturing your day to day activities.	<b>Creating</b>	<b>CO3</b>
4.	Apprise how financial statements add value to the decision making process for an investor.	<b>Evaluating</b>	<b>CO1, CO2</b>
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Elaborate the concept of cash flow statement. How can a cash flow statement help the investor to evaluate the financial health of a company?	<b>Applying</b>	<b>CO1, CO4 CO6</b>
2.	Investigate how each financial statement interrelated? (a) Retained earnings statements and Income statement (b) Retained earnings	<b>Creating</b>	<b>CO2 CO4</b>

	statement and Balance sheet (c) Balance Sheet and cash Flow Statement.																																																																							
3.	<p>Prepare the Financial statements for the year ending 31<sup>st</sup> march, 2020 from the following information:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <thead> <tr> <th style="text-align: left;">Particulars</th> <th style="text-align: center;">Dr. ( Rs)</th> <th style="text-align: center;">Cr. (Rs)</th> </tr> </thead> <tbody> <tr><td>Sales</td><td></td><td style="text-align: right;">6,25,000</td></tr> <tr><td>Purchases</td><td style="text-align: right;">3,90,000</td><td></td></tr> <tr><td>Sales Return</td><td style="text-align: right;">13,500</td><td></td></tr> <tr><td>Purchases Return</td><td></td><td style="text-align: right;">18,000</td></tr> <tr><td>Discount</td><td style="text-align: right;">9,250</td><td style="text-align: right;">6,250</td></tr> <tr><td>Salaries</td><td style="text-align: right;">1,15,000</td><td></td></tr> <tr><td>Power</td><td style="text-align: right;">7,500</td><td></td></tr> <tr><td>Rent</td><td style="text-align: right;">5,000</td><td></td></tr> <tr><td>Misc. Expenses</td><td style="text-align: right;">11,750</td><td></td></tr> <tr><td>Stock as on 1<sup>st</sup> april</td><td style="text-align: right;">30,875</td><td></td></tr> <tr><td>Land &amp; Building</td><td style="text-align: right;">2,50,000</td><td></td></tr> <tr><td>Plant and Machinery</td><td style="text-align: right;">75,000</td><td></td></tr> <tr><td>Motor car</td><td style="text-align: right;">53,750</td><td></td></tr> <tr><td>Debtors</td><td style="text-align: right;">59,625</td><td></td></tr> <tr><td>Bank Overdraft</td><td></td><td style="text-align: right;">2,128</td></tr> <tr><td>Cash in hand</td><td style="text-align: right;">313</td><td></td></tr> <tr><td>Creditors</td><td></td><td style="text-align: right;">30102</td></tr> <tr><td>Provision for tax</td><td></td><td style="text-align: right;">8,688</td></tr> <tr><td>Capital</td><td></td><td style="text-align: right;">2,75,000</td></tr> <tr><td>Long Term Loan</td><td></td><td style="text-align: right;">82,500</td></tr> <tr><td>Drawings</td><td style="text-align: right;">26,105</td><td></td></tr> <tr><td><b>Total</b></td><td style="text-align: right;"><b>10,47,668</b></td><td style="text-align: right;"><b>10,47,668</b></td></tr> </tbody> </table> <p style="margin-top: 20px;">The value of the closing stock is Rs. 40,750.</p>	Particulars	Dr. ( Rs)	Cr. (Rs)	Sales		6,25,000	Purchases	3,90,000		Sales Return	13,500		Purchases Return		18,000	Discount	9,250	6,250	Salaries	1,15,000		Power	7,500		Rent	5,000		Misc. Expenses	11,750		Stock as on 1 <sup>st</sup> april	30,875		Land & Building	2,50,000		Plant and Machinery	75,000		Motor car	53,750		Debtors	59,625		Bank Overdraft		2,128	Cash in hand	313		Creditors		30102	Provision for tax		8,688	Capital		2,75,000	Long Term Loan		82,500	Drawings	26,105		<b>Total</b>	<b>10,47,668</b>	<b>10,47,668</b>	<b>Applying</b>	<b>CO1, CO2, CO3, CO4</b>
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MGT21202	<b>Research Methodology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.2</b>	<b>Contact Hours – 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Fundamental of statistics				
<b>Co-requisites</b>	--				
<b>Academic year</b>	2020-21				

### Course Objectives

1. To provide understanding and learning fundamental concepts in the field of Business Research.
2. To get detail idea how to design research in relation to various business Problem.
3. To equip the students with research tools to conduct research and analysis for effective decision making.
4. To explore in the area of proposal writing and report preparation.

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

CO 1- Discuss basic concept of research methodology, identification of problem etc.

CO 2- Recognize and develop on understanding of qualitative and quantitative research.

CO3- Identify different Concept of Measurement and Levels of measurement and hypothesis testing.

CO 4- Demonstrate different statistical tools with different business problems

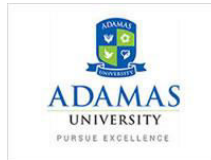
CO 5: Develop knowledge and skills on writing of research report

### Course Description:

In present market scenario business decision can be taken on concrete practical evidences. Research methodology is an important subject for every business professional to take a fact based decision for the organization. It is fundamental subjects for the business that are making their business in analytics based decision making. This course will help the students to get knowledge on identification of research problem in relation to various business problems, design of problem, collection of information, development of questionnaire, analysis of the data by using different statistical tools.

### Course Contents:

UNIT I: 10 Hrs



Introduction: Concept of Research and Its Application in Various Functions of Management, Types of Research, Types of Business Problems Encountered by the Researcher, Problems and Precautions to the Researchers.

Process of Research: Steps Involved in Research Process. Research Design : Various Methods of Research Design, Collection of Data.

UNIT II: 10 Hrs

Concept of Sample, Sample Size and Sampling Procedure, Various Types of Sampling Techniques, Determination and Selection of Sample Member, Types of Data: Secondary and Primary, Various Methods of Data collection,

UNIT-IV: 7 Hrs

Preparation of Questionnaire and Schedule, Types of Questions, Sequencing of Questions, Check Questions, Length of Questionnaire, Precautions in Preparation of Questionnaire and Collection of Data.

UNIT- IV: 14 Hrs

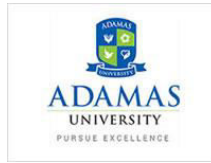
Analysis of Data: Coding, Editing and Tabulation of Data, Various Kinds of Charts and Diagrams Used in Data Analysis: Bar and Pie Diagrams and their Significance, Use of SPSS / Excel in Data Analysis, Testing of hypothesis- mean, proportion, variances; Application and Analysis of Variance (ANOVA). Measurement and Central Tendency, Measure of Dispersion and their Advantages.

UNIT V 4 Hrs

Report Preparation: Types and Layout of Research Report, Precautions in Preparing the Research Report. Bibliography and Annexure in the Report: Their Significance, Drawing Conclusions, Suggestions and Recommendations to the Concerned Persons.

Suggested Readings:

1. Kothari C R – Research Methodology Methods & Techniques (New Age International Publishers)
- 2 Saunders - Research Methods for Business students (Prentice hall, 2nd Edition, 2007)
2. Cooper and Schindler - Business Research Methods (Tata Mc Graw Hill, 9th Edition)



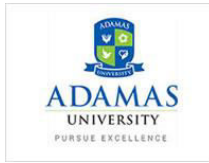
**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination  
Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss basic concept of research methodology, identification of problem etc.	PO1, PO 2
CO2	Recognize and develop on understanding of qualitative and quantitative research.	PO1,PO2, PO3, PO 6, PSO2
CO3	Identify different Concept of Measurement and Levels of measurement and hypothesis testing.	PO2, PO4, PO 6, PSO1
CO4	Demonstrate different statistical tools with different business problems.	PO5, PO6, PO7
CO5	Develop knowledge and skills on writing of research report.	PO4, PO5, PSO 2

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	: Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per organizational requirements	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world	Develop competencies to be socially responsible business professionals.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO 6	PO7	PO 8	PSO 1	PSO2	PSO 3



MGT21202	Research Methodology	3	2	3	2	1	2	2	3	1	2	2
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1= weakly mapped  
 2= moderately mapped  
 3=strongly mapped

<b>Name:</b>	
<b>Enrolment No:</b>	

**ADAMAS UNIVERSITY**  
**SCHOOL OF BUSINESS & ECONOMICS**  
**END SEMESTER EXAMINATION**

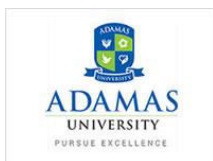
**Course: MGT21202– Research Methodology**

**Program: MBA (Business Analytics)** **Semester: I**  
**Time: 03 Hrs.** **Max. Marks: 50**

**Instructions:**  
 Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5 Marks). Any **Two Questions from Section C** (Each Carrying 10 Marks).

<b>SECTION A (Answer All Questions)</b>			
1	Define concept of research methodology	Remembering	CO1
2	Compare and contrast between research method and methodology	Understanding	CO1
3	Define independent and dependent variables	Remembering	CO2
4	What are important aspects of questionnaire	Remembering	CO1
5	What do you mean hypothesis testing?	Remembering	CO1
<b>SECTION B</b>			
1	Explain the criteria of goodness of measurement scale.	Understanding	CO2
2	How does the case study method differ from survey method?	Remembering	CO3 CO2
3	Illustrate and explain the procedure of selection of random sample.	Understanding	CO3

4	Analyse the merits and limitations of case study method in business research	Analysing	<b>CO3</b>																												
<b>SECTION C (Attempt any Two Questions)</b>																															
1	<p>1. Set up an analysis of variance table for the following per acre production data for three varieties of wheat, each grown on 4 plots and state if the verity differences are significant. (Critical value- 4.26).</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Per acre production data</th> </tr> <tr> <th style="text-align: center;">Plot of land</th> <th colspan="3" style="text-align: center;">Variety of wheat</th> </tr> <tr> <th></th> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> <th style="text-align: center;">C</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">6</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> <td style="text-align: center;">7</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>	Per acre production data				Plot of land	Variety of wheat				A	B	C	1	6	5	5	2	7	5	4	3	3	3	3	4	8	7	4	Applying	<b>CO4</b>
Per acre production data																															
Plot of land	Variety of wheat																														
	A	B	C																												
1	6	5	5																												
2	7	5	4																												
3	3	3	3																												
4	8	7	4																												
2	<p>Two researchers adopted different sampling techniques while investigating the same group of customers to find the number of customers falling in different buying-intelligence levels.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Researcher</th> <th colspan="4" style="text-align: center;">No of customers in each level</th> <th rowspan="2" style="text-align: center;">Total</th> </tr> <tr> <th style="text-align: center;">Below average</th> <th style="text-align: center;">Average</th> <th style="text-align: center;">Above average</th> <th style="text-align: center;">Genius</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">86</td> <td style="text-align: center;">60</td> <td style="text-align: center;">44</td> <td style="text-align: center;">10</td> <td style="text-align: center;">200</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">40</td> <td style="text-align: center;">33</td> <td style="text-align: center;">25</td> <td style="text-align: center;">2</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">126</td> <td style="text-align: center;">93</td> <td style="text-align: center;">69</td> <td style="text-align: center;">12</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>Are the two sampling techniques and buying intelligence significantly independence. Test at 5% level of significance (value- 7.815)</p>	Researcher	No of customers in each level				Total	Below average	Average	Above average	Genius	1	86	60	44	10	200	2	40	33	25	2	100	Total	126	93	69	12	300	Applying	<b>CO4</b>
Researcher	No of customers in each level				Total																										
	Below average	Average	Above average	Genius																											
1	86	60	44	10	200																										
2	40	33	25	2	100																										
Total	126	93	69	12	300																										
3	Develop a research questionnaire in relation to a market problem with the help of Likert and multiple scaling.	Creating	<b>CO4</b>																												



BAN21201	<b>Programming for Analytics 1</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	2	1	0	3
<b>Pre-requisites/Exposure</b>	Knowledge of any programming language is highly recommended but not mandatory.				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### Course Objectives

1. To enable students write SAS programs to access, explore, prepare, and analyze data.
2. To introduce and use SQL for data manipulation.
3. To understand and apply data manipulation techniques and procedures to access, transform, and summarize data.
4. To provide foundation programming skills for data science and machine learning.

### Course Outcomes:

On completion of this course, the students will be able to:

CO1. Discuss the fundamental concepts of SAS programming.

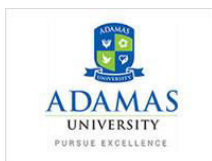
CO2. Demonstrate the use of SAS programs to access, explore, prepare, and analyze data.

CO3. Make use of SAS programs in data manipulation and data transformation.

CO4. Illustrate the use of complex SAS programming concepts to analyze real-time data.

### Course Description:

The course Programming for Analytics 1 discusses basic analytical concepts and illustrates the use of SAS programming environment to solve different small real life problems where analytical solution can be provided. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. Hands-on training on SAS tools will be provided. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, problem solving and discussions with the coordinator.



**Course structure:**

**Unit I: 6 L**

Introduction; SAS Essentials; The SAS programming process; Using SAS programming tools; Understanding SAS syntax.

**Unit II: 20 L**

Accessing Data; Understanding SAS data; Accessing data through libraries; Importing data into SAS; Exploring and Validating Data; Exploring data; Filtering rows; Formatting columns; Sorting data and removing duplicates; Preparing Data; Reading and filtering data; Computing new columns; Conditional processing.

**Unit III: 15 L**

Analyzing and Reporting on Data; Enhancing reports with titles, footnotes, and labels; Creating frequency reports; Creating summary statistics reports; Exporting Results; Exporting data; Exporting reports; Using SQL in SAS; Using Structured Query Language in SAS; Joining tables using SQL in SAS.

**Unit IV: 4 L**

Apply the concepts learnt in different business scenarios like Marketing, Finance, HR, healthcare, etc.

**Text Book(s):**

1. SAS® Programming 1: Essentials, SAS Official Course Notes, SAS Publishing. Cary, U.S.A. Latest Edition.
2. Delwiche, Lora D., and Susan J. Slaughter. 2019. The Little SAS® Book: A Primer, Sixth Edition. Cary, NC: SAS Institute Inc.
3. Learning SAS® by Example: A Programmer's Guide, Second Edition. Copyright © 2018, SAS Institute Inc., Cary, NC, USA

**Modes of Evaluation: Quiz/Assignment/presentation/Written Examination**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**



Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Discuss the fundamental concepts of SAS programming.	<b>PO1, PO6, PSO1</b>
<b>CO2</b>	Demonstrate the use of SAS programs to access, explore, prepare, and analyze data.	<b>PO1, PO2, PO6, PO8, PSO1, PSO2</b>
<b>CO3</b>	Make use of SAS programs in data manipulation and data transformation.	<b>PO1, PO2, PO6, PO7, PO8, PSO1, PSO2</b>
<b>CO4</b>	Illustrate the use of complex SAS programming concepts to analyze real-time data.	<b>PO1, PO2, PO6, PO7, PO8, PSO1, PSO2, PSO3</b>

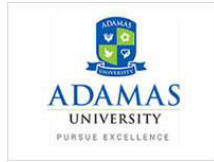
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03
BAN21201	Programming for Analytics 1	3	3	-	-	-	3	2	2	3	2	1


1= weakly mapped

2= moderately mapped

3=strongly mapped





<b>Name:</b>	
<b>Enrolment No:</b>	

**ADAMAS UNIVERSITY**  
**SCHOOL OF BUSINESS & ECONOMICS**  
**END SEMESTER EXAMINATION**

**Course: BAN21201 – Programming for Analytics 1**

**Program: MBA (Business Analytics)**  
**Time: 03 Hrs.**

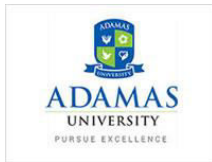
**Semester: I**  
**Max. Marks: 50**

**Instructions:**

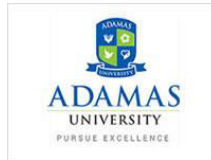
Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5 Marks). Any **Two Questions** from **Section C** (Each Carrying 10 Marks).

**SECTION A (Answer All Questions)**

1.	What do you understand by data validation?	Remembering	CO2
2	Explain conditional processing.	Evaluating	CO1
3	Demonstrate how the concepts you learnt in this course helpful in the manufacturing domain.	Understanding	CO4
4	List few libraries to access data in SAS.	Remembering	CO2
5	List one use of structured query language in SAS.	Analyzing	CO3
<b>SECTION B</b>			
1.	Elaborate different techniques by which you can enhance reporting in SAS.	Creating	CO3
2	Discuss the SAS programming process.	Creating	CO1



3.	Explain joining tables using SQL in SAS with few examples.	Understanding	CO3
4.	Identify some techniques by which you can remove duplicates.	Applying	CO2
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Discuss the different SAS syntaxes with examples.	Creating	CO1
2.	Explain in details as to how you can prepare and validate the data in SAS.	Evaluating	CO2
3.	Utilize the knowledge learnt in this course, to explain how Programming for analytics can help in domains like (a) healthcare, (b) education, (c) banking and finance, (d) Marketing	Applying	CO4



MKT21201		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic knowledge of business and marketing is useful				
<b>Co-requisites</b>	--				

**Course Objectives:**

1. To understand the basic concepts of marketing management
2. To understand the marketing environment
3. To learn about marketing process for different types of products and services
4. To understand the tools used by marketing managers in decision making

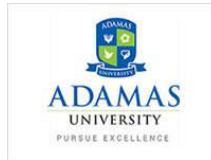
**Course Outcomes**

At the end of the course, students will be able to

- CO1. Understanding marketing concept and challenges in 21<sup>st</sup> century.
- CO2. Developing ideas of strategic planning and marketing Process.
- CO3. Understanding the concept of market segmentation, targeting and positioning.
- CO4. Recognise the importance of pricing, and pricing strategy of firms.
- CO5. Understanding the role of marketing channels and distribution strategy.
- CO6. Familiarity with the marketing promotion-mix, and effective communication strategy of firms.

**Course Description:**

Marketing management continues to reflect the changes in the marketing discipline over the past five decades. Companies now sell products and services through a variety of direct and indirect channels. Mass advertising is not nearly as effective as it was, so marketers are exploring new forms of communication, such as experiential, entertainment, and viral marketing. Customers are telling companies what types of product or services they want and when, where, and how they want to buy them. They are increasingly reporting to other customers what they think of specific companies and products- using email, blogs, podcasts, and other digital media to do so. As a result, marketers have shifted gears from managing product portfolios to managing customer portfolios, compiling databases on individual customers so they can understand them better and construct customised offerings and messages. Marketing management course enables a student to understand the fundamentals of marketing concept and the role marketing plays in business. This course enables a student to understand the ‘Marketing mix’ elements and the strategies and principles underlying the modern marketing practices. Students should be able to demonstrate their comprehension of marketing concepts and knowledge by applying those in their exams, case study discussions, presentations and projects. The assignments/projects would enable students to apply the marketing concepts and marketing mix elements practically and illustrate those through a written report and presentation. The course methodology encourages students to explore for



themselves the role of a marketing manager and the boundaries of marketing. Classroom activities include lecture sessions, case study discussion to encourage students to get involved, absorb and assimilate inputs. These activities will also be supplemented by group discussions, peer learning, live projects, and analysis of video cases.

### Course Content:

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#### **Unit-1 : 8 Lecture Hours**

**Introduction to Marketing:** Definition of Marketing, Marketplace and Customer Needs, Customer- Driven Marketing Strategy, Marketing Myopia, Marketing Plan, Building Customer Relationships Marketing, Challenges for 21<sup>st</sup> century. **Marketing Environment:** Understanding the impact of Macro and Micro environment on Marketing, and Global Marketing environment.

#### **Unit-II : 8 Lecture Hours**

**Strategic Planning and Marketing Process:** Company wise strategic planning, Marketing strategy and marketing mix, managing the marketing effort.

**Consumer Markets and Consumer Buyer Behavior:** Model of Consumer Behaviour, Factors Affecting Consumer Behaviour, Types of Buying Behaviour, Buyer Decision Process

#### **Unit-III: 6 Lecture Hours**

**Customer-Driven Marketing Strategy:** Market Segmentation and Targeting, Differentiation and Positioning — Frame of Reference, Points of Parity and Difference, Mass Customization

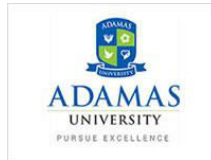
**Products, Services and Brands:** Product, Service and Brand decisions, Product Life Cycle Strategies Shortened PLC: New Product Development

#### **Unit IV: 8 Lecture Hours**

**Pricing Decisions:** Concept of Price, Factors to Consider When Setting Prices, New Product Pricing Strategies, Product Mix Pricing Strategies, Price Adjustment Strategies, Price Changes, Ease of Price and Product Comparisons because of Technology, Yield Pricing, Dynamic Nature of Pricing.

#### **Unit V: 7 Lecture Hours**

**Channel Decisions- Distribution, Retailing & Wholesaling:** Marketing Channels - Nature, Importance and Value Delivery, Channel Organization, Channel Design and Channel Conflict Decisions, Marketing Logistics and Supply Chain Management, Wholesaling, Retailing, Disintermediation, Role of Distribution in the Digital Era, E-tailing and its Advantages, and Integrated Marketing.



**Unit VI:**

**8 Lecture Hours**

**Communications:** The Promotion Mix, Communication Process, Steps in Developing Marketing Communication, Promotion Budget.

**Advertising, Sales Promotion and Public Relations:** Including Combining One-to-One and One-to-Many Mapping Due to Technology, Reducing Role of Traditional Media. Personal Selling and Sales Force Management

**Reference Books:**

- 1.Kotler, P., Keller, K., Koshy, L., & Jha, M. (2019). *Marketing management: a south Asian perspective* (15<sup>th</sup> ed.). New Delhi: Pearson.
2. Etzel, M. J., Bruce, J., W., Stanton, W. J., & Pandit, A. (2018). *Marketing* (14<sup>th</sup> ed.). New Delhi: Tata McGraw-Hill.
- 3.Perrault. W.D (Jr.), Cannon, J.P., & McCarthy, E.J. (2019). *Basic Marketing*. New Delhi: Tata McGraw-Hill
- 4.Ramaswamy, V. S., & Namakumari, S. (2018). *Marketing management: global perspective Indian context* (5<sup>th</sup> ed.). New Delhi: Macmillan.

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

Components	Internal	Mid Term	End Term
Weightage (%)	30	20	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understanding marketing concept and challenges in 21 <sup>st</sup> century.	PO1, PO2, PO3
CO2	Developing ideas of strategic planning and marketing Process.	PO1, PO2,PO3, PO4
CO3	Understanding the concept of market segmentation, targeting and positioning.	PO1, PO4, PO5,
CO4	Recognise the importance of pricing, and pricing strategy of firms.	PO6, PO7, PO8
CO5	Understanding the role of marketing channels and distribution strategy.	PO 7, PSO1
CO6	Familiarity with the marketing promotion-mix, and effective communication strategy of firms.	PSO2, PSO1, PSO3

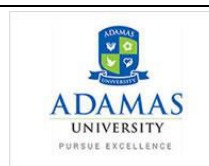
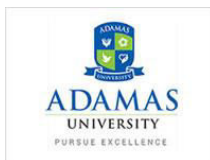
		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
MKT21201	Marketing Management	2	3	3	2	3	-	3	2	3	2	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

## **Model Question Paper**



Name:

Enrolment No:

**ADAMAS UNIVERSITY  
SCHOOL OF BUSINESS & ECONOMICS  
END SEMESTER EXAMINATION**

**Course: MKT21201 – Marketing Management**

**Program: MBA (BA)**

**Semester: II**

**Time: 03 Hrs.**

**Max. Marks: 50**

**Instructions:**

Attempt All Questions from **Section A** (Each Carrying 1 Marks); any **Three Questions** from **Section B** (Each Carrying 5 Marks). Any **Two Questions** from **Section C** (Each Carrying 10 Marks).

**SECTION A (Answer All Questions)**

1.	What is marketing myopia?	Remembering	CO1
2.	What are the marketing challenges in twenty first century?	Understanding	CO1
3.	What is market segmentation as per demographic factors?	Remembering	CO2
4.	What is strategic planning?	Remembering	CO1
5.	What strategies can be adopted when the product reaches to decline stage of PLC?	Remembering	CO1
<b>SECTION B (Attempt any Three Questions)</b>			
1.	Explain how Porter's generic strategies can be used for developing marketing strategy of a firm?	Understanding	CO2
2.	Discuss Maslow's hierarchy of need theory. How this can be used for consumer's buying behaviour?	Remembering	CO3, CO2
3.	Illustrate pricing method with suitable examples.	Understanding	CO 3
4.	What are the process of selecting marketing channels? Explain	Analysing	CO3
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Case Study.	Applying	CO4
2.	Discuss value philosophy of marketing and its application in Indian retail? Why do retailers develop their own private level brands?	Applying	CO4



OBH21203	<b>Organizational Effectiveness &amp; Change</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.1</b>	<b>Contact Hours – 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Understanding organization and management principles				
<b>Co-requisites</b>	Organizational Structure & Systems				
<b>Academic year</b>	2020-21				

**Course Objectives:**

1. To have a more comprehensive understanding of organizational design & systems in order to better leverage the connection between employees and business goals.
2. Helps budding managers to identify ways to explore the behavior of the organization as a whole and its elements such that can be used to contribute to an effective work environment.
3. Understanding of the organizational environment, its design, structure & systems through valuable summaries, case studies from some of today’s well-known organizations, critical tips for immediate use on the job and other important and helpful learning approaches aim to prepare the students to meet corporate challenges.

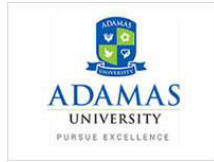
**Course Outcomes:**

- CO1: Assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problem at hand.
- CO2: Manage people, information, and processes to accomplish organizational goals, make things happen, and often under conditions or time frames that are not of own choosing
- CO3: Diagnose problems, make effective decisions, influence and motivate others, manage the diversity of their personal contacts
- CO4: Tap into and motivate the human and social capital of organizational members, optimize cross-functional teams, and drive organizational change.

**Course Description:**

Business is changing at break-neck speed, so managers must be increasingly active in reorganizing their firms to gain a competitive edge. This course provides students with the most up-to-date and contemporary treatment of the way managers attempt to increase organizational effectiveness. Organizations are required to continuously find better ways to compete in the rapidly changing global business environment. Survival and competition have become imperative for organizations in the current global scenario. By making organizational change the





centerpiece in a discussion of organizational theory and design, this course will help students understand the importance of organizational effectiveness and its impact on its survival.

### **Course Structure:**

**Unit I: Foundations of Teamwork and Leadership:** Leadership & Management, Formal & Informal Leadership, Leadership Styles & their implications, Theories of Leadership, Contemporary Issues in Leadership; Group structuring, Group Decision Making, Effective Teamwork, Team Issues. [8 Lectures]

**Unit II: Conflict & Negotiations:** Interpersonal and procedural tactics of influence, Nature of Conflict, Functional & Dysfunctional Conflict; Conflict Process & levels, Negotiation and Conflict Resolution. [7 Lectures]

**Unit III: Managing the Established Enterprise or Emerging Enterprise:** Planning, Organizing, Directing, Staffing, Coordinating and Controlling; Strategic Management of Human Assets: Leading Diversity in Organizations, Power & Politics in Organizations, People Analytics. [7 Lectures]

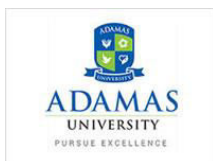
**Unit IV: Organizational Structure & Design:** Factors influencing Organizational Design, Types of Organizational Structures, Organizations for future, Learning Organizations, Structural Decisions & Implications. [8 Lectures]

**Unit V: Organizational Climate and Culture -** Cultural Dimensions, Creating & Sustaining Culture, Quality of Work Life, Cross-Cultural Management, Management of Gender Issues, Cultural Change, Creativity and Innovation. [8 Lectures]

**Unit VI: Organizational Change and Development:** Change Process, Forces influencing organizational change, Resistance to change; Developmental Interventions and their managerial implications. [7 Lectures]

### **Text Book(s):-**

1. Robins, S.P., and Sanghi, S.: Organizational Behavior, Ed. xi, Pearson-Education, New Delhi.
2. Luthans, F.: Organizational Behavior, Ed. vii, PHI, New Delhi.
3. Prasad, L.M.: Organization Theory and Behavior, HPH, New Delhi.
4. Aswathappa, K.: Organizational Behaviour, HPH, New Delhi.
5. Cummings, T. G., & Worley, C. G. (2002). Organization development and change (7<sup>th</sup> ed.). USA: Thomson South-Western.

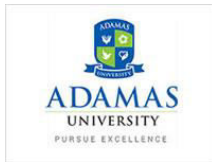


**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problem at hand.	<b>PO1, PO 2</b>
<b>CO2</b>	Manage people, information, and processes to accomplish organizational goals, make things happen, and often under conditions or time frames that are not of own choosing.	<b>PO1,PO5, PO3, PO 6, PSO2</b>
<b>CO3</b>	Diagnose problems, make effective decisions, influence and motivate others, manage the diversity of their personal contacts.	<b>PO2, PO4, PO 6, PSO1</b>
<b>CO4</b>	Tap into and motivate the human and social capital of organizational members, optimize cross-functional teams, and drive organizational change.	<b>PO5, PO6, PO7</b>




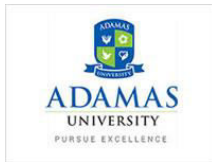
		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
OBH21203	Organizational Effectiveness & Change	3	3	2	1	3	3	2	-	2	2	-

1=weakly mapped

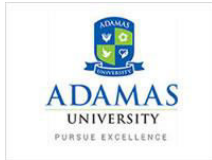
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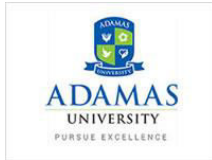
<b>Name:</b>	
<b>Enrolment No:</b>	
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b> <b>Course: OBH21203 - Organizational Effectiveness &amp; Change</b> <b>Program: MBA (BA)</b> <span style="float: right;"><b>Semester: II</b></span> <b>Time: 03 Hrs.</b> <span style="float: right;"><b>Max. Marks: 50</b></span>	
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 2 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions</b> from <b>Section C</b> (Each Carrying 10 Marks).	
<b>SECTION A (Answer All Questions)</b>	



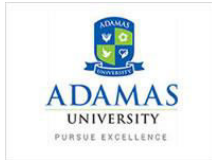
1.	Compare organizational efficiency and effectiveness. Give example.	Remembering	CO1
2	What kind of an organization structure do you think would be appropriate for a FMCG conglomerate?	Understanding	CO1
3	Give a brief account on the factors influencing organization structure and design.	Remembering	CO2
4	How are organizational change and its development related?	Remembering	CO1
5	How is organization structure and organization chart related?	Remembering	CO1
<b>SECTION B</b>			
1.	‘An effective organizational design is an agile network of differentiation and integration of its tasks and activities.’ Discuss.	Understanding	CO2
2	Under what circumstances a business organization may adopt: (a) Matrix structure (b) Virtual structure	Remembering	CO3, CO2
3.	Critically discuss Kurt Lewin’s ‘Force Field Analysis of Organizational Change.’	Understanding	CO 3
4.	With reference to concept of mechanistic and organic organizational designs, discuss how you may maintain the adaptability of an organization to its changing environment.	Analysing	CO3
<b>SECTION C (Attempt any Two Questions)</b>			
1.	<p>Founded in 1802, DuPont started out as a chemical-products manufacturing company and became one of the leading gunpowder-manufacturing companies for the US Army during the First World War. DuPont realized that unlike most other companies of that time, they were still operating on the family-business model. However, just like many of their competitors, they also understood that they had grown beyond the ability to be managed by a single family.</p> <p>At this time, they decided to diversify from a chemical-product manufacturing company and started acquiring new plants. The three DuPont cousins let go of their family-business model and started to do project management. They started to divert the entire company business from being in the explosives market to making a name for themselves as an emerging consumer and technology service provider. Instead of gunpowder, they wanted to get into production of other chemical products like paints, dyes and artificial fabrics.</p>	Applying	CO4



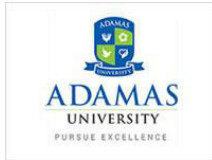
<p>As this was quite a drastic shift in business markets, DuPont had to make sure that their operations remain profitable. To address this need, they implemented a fundamental organizational restructuring. This restructuring involved getting the extremely centralized working model of DuPont to become increasingly decentralized and autonomic in its functioning and decision-making. They completely replaced the top-heavy hierarchical model, where only a few were authorized to take decisions and organized it on the model of line and staff, where there was a supervisor with enough authority to take decisions and carry the work ahead. Core functional departments were identified. There were several departments that were then given their own separate decision makers, managers, sales teams, research &amp; development wings and support teams.</p> <p>This managerial structure was quite new and untested during that time and it is no wonder that the organization had to go through some major shift in their thinking process about how business is done. However, with such a balanced and well-managed structure this organization managed to face decades of crisis like the Great Depression, the Second World War and others, till the economy swung around favorably, leading to the prosperous years of 1950s.</p> <p>DuPont managed to achieve all the success they could by having a clear vision, taking timely decisions and allocating resources effectively. Its hard work and persistence paid off, especially with the success of nylon. The other companies, who were all skeptical about this de-centralized approach, were now falling head over heels in adapting to this new organizational model. Adopting suitable organizational design structures has helped companies break the barriers of cultures and nationalities, which help them, do business with people all across the world and get global customers. In today's competitive world, where companies constantly strive to perform better with each passing quarter, understanding the ideal organizational design for a particular working strategy is the most fundamental requirement for any company.</p>		
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	<p>An organization may choose to run its business in a functional manner, or could have a product-oriented approach. However, as long as it has a clear mission statement, the managers must try to build a framework where clear flow of communication is made possible. Organization Design fulfills this function globally. Designing changes in any organization is a step-by-step process and involves focusing on different phases of planning.</p> <ul style="list-style-type: none"> <li>• In the first phase, people develop a vision for their company for the future. Once that’s done, they identify their goals and the areas that they need to bring changes in to reach these goals.</li> <li>• The next step involves drawing out a clear set of objectives and what changes to implement, so that these objectives are realized.</li> <li>• This is followed by a crucial phase called Organizational Grouping during which the management decentralizes their workforce and divides them into separate groups that take care of different departments with enough autonomy to take their own decisions, with clear and timely communication with interlinked departments.</li> </ul> <p><b>Case Study Question:</b></p> <p>Critically comment on each of the restructuring decisions implemented at DuPont that facilitated growth and diversification of the Company. Elaborate your points with substantial arguments and illustrative diagrams.</p>		
2.	<p><b>Coca Cola Fizzled Out on Globalization</b></p> <p>An infamous example of a big corporation facing disastrous consequences from making frequent shifts in its organizational designs is Coca Cola. Years ago, when globalization seemed like an indispensable business strategy, the-then CEO of Coca Cola, the late Roberto Goizueta had stated on record that there was no demarcation between global and local any longer, ushering in his tagline – <b>Think Global, Act Global.</b></p>	Applying	<b>CO4</b>

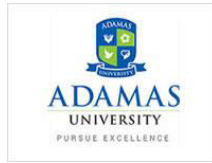


<p>This led to an unprecedented degree of globalization and standardization in the business functioning of the company. Within a couple of years, Coca Cola was generating a much larger share of its revenues in offshore locations. During these years, it was generally thought that Coca Cola has finally hit upon the most magical formula – that of success. However, this success was short-lived, and with the Asian crisis at the beginning of 1999, Coca Cola had lost more than 70 Billion Dollars.</p> <p>The next in line, CEO Douglas Daft took over and introduced an aggressive shift in the opposite direction. His mantra was – <b>Think Local, Drink Local</b>. However, that reshuffling and restructuring of the organizational working model also failed, as people had gotten into an established way of working. This change of strategy brought in an even poorer run and started a period during which Coca Cola saw some of its worst revenues since the time of its setting shop. One of the biggest reasons behind this global debacle was that with the frequent changes in working structure, the line of communication and the hierarchy of working got affected. Employees couldn't keep a track of the different responsibilities they were handed after every change and this hampered their overall performance. This lead to confusion, cynicism and job-insecurity in the minds of the employees.</p> <p>After studying the strategy maps of hundreds and thousands of organizations, experts now confirm that there is no single organization that can claim to implement a perfect structure to all of its operations. In short, an <b>Ideal Organizational Design Model</b> is a myth. Organizations, now much wiser after their disastrous past experiences, have now stopped aiming for a perfect design and have instead started <b>focusing on a work-plan</b> that helps them run a large organization harmoniously, while avoiding any large conflicts between its numerous departments.</p> <p>Managers now believe in sending out clear design objectives to their team members, which ensures a different approach to</p>		
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	<p>managing resources and implementing business strategies. This minimizes job ambiguity and enhances focus towards work. They have realized now that it's futile trying to work towards developing a framework that exploits the similarities between different countries. They now focus more on maximizing their output by modifying their business model and managerial style to accommodate the difference between various countries. Sometimes, the best way for a manager to determine the ideal organizational design model for his process is to determine the strategies that he employs to ensure that his team members achieve their goals.</p> <p><b>Case study questions:</b></p> <p>A) 'Ideal Organizational Design Model is a myth.' Elucidate the statement in reference to the Coca-Cola case.</p> <p>B) Give your suggestions on redesign strategies for your company that has plans to go global.</p>		
3.	How would you apply the popular Organizational Change Models to strategically redesign/restructure your organization? Illustrate.	Creating	<b>CO4</b>





MGT21204	<b>Management Science</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Quantitative Techniques of Management				
<b>Co-requisites</b>	--				
<b>Academic year</b>	2020-21				

**Course Objectives:**

1. To help the students to learn different methodology for solving Linear programming problems
2. To acquire the knowledge of duality theory
3. To enable students to gain the knowledge of decision-making problems related to transportation, assignment, and rectangular games
4. To give the students in-depth knowledge of different models related to the queue, replacement and inventory
5. To help the students to learn the advanced methodologies like PERT, CPM

**Course Outcomes**

On completion of this course, the students will be able to

- CO1. **Illustrate** different solution procedures for solving Linear programming problems
- CO2. **Explain** the concept of duality theory and related revised simplex, dual simplex methodologies
- CO3. **Choose** appropriate technique for solving Transportation and Assignment problems
- CO4. **Apply** different techniques for solving rectangular games and choose the right strategy
- CO5. **Explain** different models related to Queuing theory, Decision theory, and Replacement and Inventory theory
- CO6. **Apply** the PERT and CPM for project management

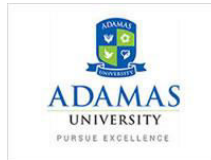
**Course Description:**

To become a very good decision-maker, one needs to have a strong foundation in management science. To provide that foundation, this course is designed. It covers the topics related to Linear programming, Game theory, Queuing theory, Network analysis, Replacement and Inventory theory. All the lectures will be devoted on discussions of basic and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation. The tutorials will familiarize the students with practical problem-solving techniques led by the course coordinator. Students will strongly grab the basic concepts of the subject via exercise and discussions with the coordinator.

**Course Structure**

**Unit-I      10 Hrs**

**Management Science:** basic concepts and its role in decision making, Slack and surplus variables, standard form of LPP, theory of simplex method, feasibility and optimality conditions, two phase method, degeneracy in LPP and its resolution, Charne's M-technique



**Duality theory:** Weak and strong duality, complementary slackness, duality and simplex method and their applications

**Unit-II 8 Hrs**

**Transportation problem:** Introduction, initial BFS, optimality test of the BFS, computational procedure (North-West corner, Matrix and VAM method)

**Assignment problems:** mathematical formulation of the problem, solution of the assignment problem, computational procedure (Hungarian method), travelling salesman problem

**Unit-III 10 Hrs**

**Game theory:** Concept of game theory, rectangular games, pure strategy and mixed strategy, saddle point and its existence, optimal strategy and value of the game, necessary and sufficient condition for a given strategy to be optimal in a game, concept of dominance, fundamental theorem of rectangular games, algebraic method, graphical method and dominance method of solving rectangular games, interrelation between the theory of games and LPP

**Unit-IV 12 Hrs**

**Inventory Management & Replacement Theory:** Types of Inventory, Inventory Management Systems, Safety Stock, Approaches to Inventory Control. Replacement policy for items & staff

**Queuing Models:** Population and Queue discipline, Channels and Phases, Single Phase-Single Channel Queue Models. PERT/CPM, Decision Theory

**READING LIST**

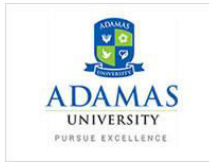
1. Albright, S. C., & Winston, W. L. (2009). Management science: modelling with spreadsheets. Delhi: Cengage Learning.
2. Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2009). An introduction to management science, New Delhi: Cengage Learning.
3. Gupta, M. P., & Khanna, R. B. (2006). Quantitative techniques for decision making, New Delhi: Prentice Hall of India

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Illustrate different solution procedures for solving Linear programming problems	PO1, PO2, PO6, PSO1



<b>CO2</b>	<b>Explain</b> the concept of duality theory and related revised simplex, dual simplex methodologies	<b>PO1, PO2, PO6, PSO1</b>
<b>CO3</b>	<b>Choose</b> appropriate technique for solving Transportation and Assignment problems	<b>PO1, PO2, PO3, PO6</b>
<b>CO4</b>	<b>Apply</b> different techniques for solving rectangular games and choose the right strategy	<b>PO1, PO2, PO3, PO4, PO6</b>
<b>CO5</b>	<b>Explain</b> different models related to Queuing theory, Decision theory, and Replacement and Inventory theory	<b>PO1, PO2, PO3, PO4, PO6</b>
<b>CO6</b>	<b>Apply</b> the PERT and CPM for project management	<b>PO1, PO3</b>

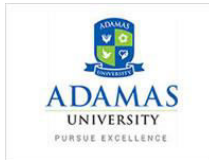
		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
MGT21204	Management Science	3	3	2	3	1	3	2	3	3	2	2

1= weakly mapped

2= moderately mapped

3=strongly mapped

<b>Name:</b>  <b>Enrolment No:</b>	
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**ADAMAS UNIVERSITY**  
**SCHOOL OF BUSINESS & ECONOMICS**  
**END SEMESTER EXAMINATION**  
**Course: MGT21204– Management Science**

**Program: MBA(BA)**  
**Time: 03 Hrs.**

**Semester: II**  
**Max. Marks: 50**

**Instructions:**

Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5 Marks). Any **Two Questions** from **Section C** (Each Carrying 10 Marks).

**SECTION A (Answer All Questions)**

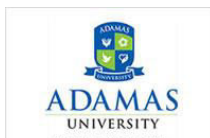
1.	Define consistency ratio in Analytical Hierarchical Process (AHP).	Understanding	CO5																				
2.	Balance the following Assignment problem: <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Job 1</th> <th>Job 2</th> <th>Job 3</th> </tr> </thead> <tbody> <tr> <td>Machine 1</td> <td style="text-align: center;">14</td> <td style="text-align: center;">5</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Machine 2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">12</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Machine 3</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Machine 4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td style="text-align: center;">6</td> </tr> </tbody> </table>		Job 1	Job 2	Job 3	Machine 1	14	5	8	Machine 2	2	12	6	Machine 3	7	8	3	Machine 4	2	4	6	Applying	CO3
	Job 1	Job 2	Job 3																				
Machine 1	14	5	8																				
Machine 2	2	12	6																				
Machine 3	7	8	3																				
Machine 4	2	4	6																				
3.	What should be the stock level in an inventory model with shortage permitted? (Write the formula with the description for each notation)	Understanding	CO5																				
4.	What is degenerate solution in LPP?	Understanding	CO1																				
5.	What is saddle point of a game?	Applying	CO4																				
<b>SECTION B</b>																							
1.	Use the Algebraic method for solving the following game and find the value of the game. (Apply the rule of Dominance) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Player A</th> <th colspan="2">Player B</th> </tr> <tr> <th><math>B_1</math></th> <th><math>B_2</math></th> </tr> </thead> <tbody> <tr> <td><math>A_1</math></td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> <tr> <td><math>A_2</math></td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td><math>A_3</math></td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> <tr> <td><math>A_4</math></td> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>	Player A	Player B		$B_1$	$B_2$	$A_1$	3	2	$A_2$	3	4	$A_3$	4	2	$A_4$	0	4	Applying	CO4			
Player A	Player B																						
	$B_1$	$B_2$																					
$A_1$	3	2																					
$A_2$	3	4																					
$A_3$	4	2																					
$A_4$	0	4																					
2.	Briefly describe different types of Decision-making environments and give name of at least two methods to tackle the Decision-making problems under those environments.	Understanding	CO5																				
3.	A firm is considering the replacement of a machine, whose cost price is Rs. 12,200, and its scrap value is Rs. 200. From experience the running (maintenance and operating) costs are found to be as follows: <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Year:</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr> <td>Running cost:</td> <td style="text-align: center;">200</td> <td style="text-align: center;">500</td> <td style="text-align: center;">800</td> <td style="text-align: center;">1200</td> <td style="text-align: center;">1800</td> <td style="text-align: center;">2500</td> <td style="text-align: center;">3200</td> </tr> </tbody> </table> When should the machine be replaced?	Year:	1	2	3	4	5	6	7	Running cost:	200	500	800	1200	1800	2500	3200	Understanding	CO5				
Year:	1	2	3	4	5	6	7																
Running cost:	200	500	800	1200	1800	2500	3200																

4.	<p>Solve the following LPP using Simplex method:</p> $\text{Max: } z = 30x_1 + 20x_2$ $\text{Subject to } 2x_1 + x_2 \leq 8$ $x_1 + 3x_2 \leq 8$ $x_1, x_2 \geq 0$	Understanding	CO1																																												
<b>SECTION C (Attempt any Two Questions)</b>																																															
1.	<p>Delhi Medical Association is considering to hold a conference. The following table gives the list of activities involved, their immediate predecessors, and their duration (in days):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Description</th> <th style="text-align: center;">Predecessor</th> <th style="text-align: center;">Duration (days)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td>Design conference meetings and theme</td> <td style="text-align: center;">-</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">B</td> <td>Design front cover of the conference proceedings</td> <td style="text-align: center;">A</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">C</td> <td>Prepare brochure and send request for papers</td> <td style="text-align: center;">A</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">D</td> <td>Compile list of distinguished speakers/guests</td> <td style="text-align: center;">A</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">E</td> <td>Finalize brochure and print it</td> <td style="text-align: center;">C, D</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">F</td> <td>Make travel arrangements for speakers/guests</td> <td style="text-align: center;">D</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">G</td> <td>Despatch brochures</td> <td style="text-align: center;">E</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">H</td> <td>Receive papers for conference</td> <td style="text-align: center;">G</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">I</td> <td>Edit papers and assemble proceedings</td> <td style="text-align: center;">F, H</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">J</td> <td>Print proceedings</td> <td style="text-align: center;">B, I</td> <td style="text-align: center;">20</td> </tr> </tbody> </table> <p>(i) Draw an arrow diagram for this project.  (ii) Indicate the critical path.  (iii) For each non-critical activity, find the total and free float.</p>	Activity	Description	Predecessor	Duration (days)	A	Design conference meetings and theme	-	3	B	Design front cover of the conference proceedings	A	2	C	Prepare brochure and send request for papers	A	6	D	Compile list of distinguished speakers/guests	A	3	E	Finalize brochure and print it	C, D	7	F	Make travel arrangements for speakers/guests	D	4	G	Despatch brochures	E	3	H	Receive papers for conference	G	25	I	Edit papers and assemble proceedings	F, H	10	J	Print proceedings	B, I	20	Applying	CO6
Activity	Description	Predecessor	Duration (days)																																												
A	Design conference meetings and theme	-	3																																												
B	Design front cover of the conference proceedings	A	2																																												
C	Prepare brochure and send request for papers	A	6																																												
D	Compile list of distinguished speakers/guests	A	3																																												
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G	Despatch brochures	E	3																																												
H	Receive papers for conference	G	25																																												
I	Edit papers and assemble proceedings	F, H	10																																												
J	Print proceedings	B, I	20																																												
2.	<p>Find the optimal solution of the following primal LPP by solving it's dual:</p> $\text{Max } z = 5x_1 - 2x_2 + 3x_3$ <p>subject to, <math>2x_1 + 2x_2 - x_3 \geq 2</math></p> $3x_1 - 4x_2 \leq 3$ $x_2 + 3x_3 \leq 5$ $x_1, x_2, x_3 \geq 0.$	Applying	CO1 & CO2																																												
3.	<p>The transportation costs (in rupees) per unit of transportation</p>	Applying	CO3																																												

are given by the following table with the demand at and supply from the corresponding market and warehouse:

	Market 1	Market 2	Market 3	Market 4	Supply
Ware house 1	3	5	8	4	14
Ware house 2	1	0	7	2	18
Ware house 3	5	6	3	7	7
Demand	6	10	15	8	

Find an initial basic feasible solution by using any method (North-west or Matrix minimum or VAM). Then apply MODI to find an optimal schedule of transportation.



ECO21602	<b>Economic Environment of Business</b>	L	T	P	C
<b>Version 1.0</b>	Contact Hours- 45	3	0	0	3
<b>Pre-requisites/Exposure</b>	Command over English Language and High School Mathematics				
<b>Co-requisites</b>					

### Course Objectives

To introduce the impact of macroeconomic variables on businesses.

To explain the connection among various socio-economic concepts affecting business.

To introduce the impact of economic policies on businesses.

To explain the connections between global and domestic economic systems.

### Course Outcomes

CO 1- Appreciate economic news and reports affecting business

CO 2- Appreciate fiscal and monetary policies affecting business

CO 3- Understanding international linkages of macroeconomics affecting business

CO 4- Know economic reforms and industrial policy

CO-5 Understanding of corporate governance and foreign direct investment.

### Course Description

This course will give an overview of various macroeconomic concepts that affect business and how they affect. It will relate the domestic environment to the international environment.

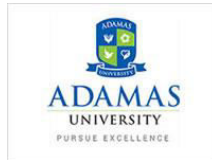
It will also relate the economic dimension of businesses to the society and the populace that form the customer base.

### Course Outline

Topics covered in this module include:

#### **Unit 1: Introduction to Business Environment      10 Hrs**

Business – Meaning, Definition, Nature & Scope, Types of Business Organizations. Business Environment- Meaning, Characteristics, Scope and Significance, Components of Business Environment.



Introduction to Micro-Environment – Internal Environment: Value system, Mission, Objectives, Organizational Structure, Organizational Resources, Company Image, and Brand Equity. External Environment: Firm, customers, suppliers, distributors, Competitors, Society.

Introduction to Macro Components – Demographic, Natural, Political, Social, Cultural, Economic, Technological, International and Legal.

**Unit II: Economic System and Variables            10 Hrs**

Economic system: Concept of Capitalism, Socialism and Mixed Economy. Examples from different world economies.

Economic Variables: Income; Savings and Investment; Trade and Balance of Payments; Inflation and Unemployment; Impact of economic variables on real life business.

**Unit III: Role of Government                    8 Hrs**

Monetary and fiscal policy; Industrial licensing, Privatization; Devaluation; Export-import policy; Regulation of foreign investment; Collaborations in the light of recent changes.

**Unit IV: Economic Policies and Problems    8 Hrs**

Problems of Growth: Unemployment; Poverty; Regional imbalances; Social injustice; Inflation, Parallel economy; Industrial sickness.

Industrial Policy: Industrial Policies since Independence, New Industrial Policy and its Effect.

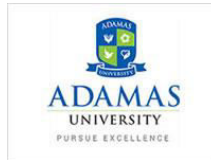
The Current Five Year Plan: Major policies; Resource allocation; Sun-rise sectors of Indian Economy; Challenges of Indian economy.

Contemporary Issues: Make in India, Digital India

**Unit V: International Environment            9 Hrs**

International trading environment; Trends in world trade and the problems of developing countries; foreign trade and economic growth; International economic institutions – GATT, WTO, World Bank, IMF, etc. Major Industry Associations: FICCI, CII, ASSOCHAM, PHDCCI, Role of Industry Associations.





**READING LIST**

**Text Book**

Business Environment, Francis Cherunillam, Himalaya Publishing, 2017

Principles of Macroeconomics, Soumyen Sikdar, Oxford University Press, 2011

**Reference Book**

Essentials of Business Environment, K. Ashwathappa, Himalaya Publishing, 2019

**Examination Scheme:**

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

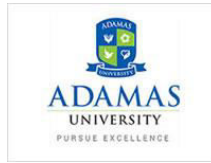
Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	30	10	20	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Appreciate economic news and reports affecting business	PO1,2
CO2	Appreciate fiscal and monetary policies affecting business	PO1,6
CO3	Understanding international linkages of macroeconomics affecting business	PO2,8
CO4	Know economic reforms and industrial policy	PO6,8

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
ECO21602	Managerial Economics	3	3				3		3	-	-	-

1=weakly mapped  
2= moderately mapped  
3=strongly mapped



## Model Question Paper

<b>Name:</b>	
<b>Enrolment No:</b>	

**ADAMAS UNIVERSITY  
SCHOOL OF BUSINESS & ECONOMICS  
END SEMESTER EXAMINATION**

**Course: ECO21602 Economic Environment of Business**

**Program: MBA(BA)**

**Semester: II**

**Time: 03 hrs.**

**Max. Marks: 50**

**Instructions:**

Attempt any four questions from **Section A** (each carrying 5 marks); any **Two Questions** from **Section B** (each carrying 6 marks), any **One Question** from **Section C** (carrying 8 marks).

**Section A**

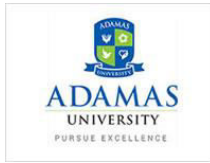
1.	What are problems of economic growth? Discuss with reference to economic theories.	[5]	CO1
2.	How is GDP determined in Keynesian system? Answer with diagram.	[5]	CO2
3.	What is LM curve? How is it created? Answer with diagram	[5]	CO2
4.	How is GDP determined in classical system? Answer with diagram.	[5]	CO1
5.	What is IS curve? How is it created? Answer with diagram.	[5]	CO1
6.	Explain saving investment equality with diagram in a small open economy with reference to trade balance.	[5]	CO3

**SECTION B (Attempt any Two Questions)**

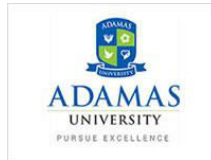
7.	What is income in macroeconomics? , What is the difference between GDP and GNP?, What is the difference between autonomous investment and investment function? 2+2+2	[6]	CO1
8.	What is saving function in macroeconomics? What is fiscal policy? What is the connection between foreign capital movement and trade balance? 2+2+2	[6]	CO1
9.	What do you mean by autonomous investment? What will be the GNP identity in presence of foreign sector but without government sector? What is autonomous consumption? 2+2+2	[6]	CO4

**SECTION C (Attempt any One Question)**

10.	Discuss different exchange rates with diagrams and examples.	[8]	CO1
11.	Write a short note on the connection between parallel economy and unaccounted or black	[8]	CO3



	money.		
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FAC21210	<b>Financial Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.1</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Understanding basic financial terms				
<b>Co-requisites</b>	--				
<b>Academic year</b>	2020-21				

**Course objectives:**

1. Provide an in-depth view of the process in financial management of the firm
2. Develop knowledge on the allocation, management and funding of financial resources.
3. Improving students’ understanding of the time value of money concept and the role of a financial manager in the current competitive business scenario.
4. Enhancing student’s ability in dealing short-term dealing with day-to-day working capital decision; and also longer-term dealing, which involves major capital investment decisions and raising long-term finance

**Course Outcomes**

On completion of this course, the students will be able to:

CO1: Explain the concept of fundamental financial concepts, especially time value of money

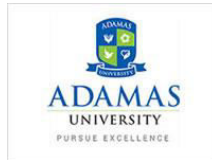
CO2: Apply capital budgeting projects using traditional methods.

CO3: Analyze the main ways of raising capital and their respective advantages and disadvantages in different circumstances

CO4: Integrate the concept and apply the financial concepts to calculate ratios and do the capital budgeting

**Course Description:**

Finance considers the requirements for financial information both external and internal to the organisation and the role of finance professionals as key players in a dynamic and ever-changing business environment, encompassing key decisions and the fundamental principles of Business. Classroom activities including lectures, discussions and case studies (topped up with role play) will be designed to encourage students to get involved, absorb and assimilate inputs. These activities will also be supplemented by group discussions, cooperative group solving problems, live projects, analysis of video cases and debates. Class participation is a fundamental aspect of this course. Students will be encouraged to actively take part in all



group activities and to give an oral group presentation. Students will be expected to interact with media resources, such as, web sites, videos, and newspapers etc.

## **Course Structure**

### **Unit 1: Nature of Financial Management 10L**

Finance and related disciplines; Scope of Financial Management; Profit Maximization, Wealth Maximization - Traditional and Modern Approach; Functions of finance – Finance Decision, Investment Decision, Dividend Decision; Objectives of Financial Management; Organization of finance function; Concept of Time Value of Money, present value, future value, and annuity.

### **Unit 2: Risk & Return 10L**

Historical return, expected return, absolute return, holding period return, annualized return, arithmetic & geometric return; Risk - Systematic & unsystematic risk – their sources and measures.

### **Unit 3: Long -term investment decisions 10L**

Capital Budgeting - Principles and Techniques; Nature and meaning of capital budgeting; Estimation of relevant cash flows and terminal value; Evaluation techniques - Accounting Rate of Return, Net Present Value, Internal Rate of Return & MIRR, Net Terminal Value, Profitably Index Method.

### **Unit 4: Concept and Measurement of Cost of Capital 10L**

Explicit and Implicit costs; Measurement of cost of capital; Cost of debt; Cost of perpetual debt; Cost of Equity Share; Cost of Preference Share; Cost of Retained Earning; Computation of over-all cost of capital based on Historical and Market weights. Capital Structures: Approaches to Capital Structure Theories - Net Income approach, Net Operating Income approach, Modigliani-Miller (MM) approach, Traditional approach, Capital Structure and Financial Distress, Trade-Off Theory.

### **Unit 5: Dividend Policy Decision 10L**

Dividend and Capital; The irrelevance of dividends: General, MM hypothesis; Relevance of dividends: Walter's model, Gordon's model; Leverage Analysis: Operating and Financial Leverage; EBIT -EPS analysis; Combined leverage.

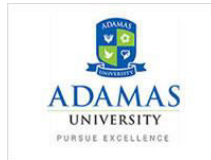
### **Unit 6: Working Capital Management 10L**

Management of Cash - Preparation of Cash Budgets (Receipts and Payment Method only); Cash management technique, Receivables Management – Objectives; Credit Policy, Cash Discount, Debtors Outstanding and Ageing Analysis; Costs - Collection Cost, Capital Cost, Default Cost, Delinquency Cost, Inventory Management (Very Briefly) - ABC Analysis; Minimum Level; Maximum Level; Reorder Level; Safety Stock; EOQ, Determination of Working Capital.

### **Text Book(s):-**

1. Financial Management by I M Pandey (Vikas Publication)

### **Reference Book(s):-**



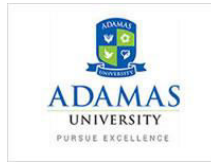
1. Bhalla, V.K. (2009). *Financial Management*. New Delhi: Anmol Publications
2. Brealey, R. R., Myers. S., Allen, F., & Mohanty, P. (2009). *Principles of corporate finance* (8<sup>th</sup> ed.). New Delhi: Tata Mc-Graw Hill.
3. Brigham, E F., & Davis, P. (2009). *Intermediate financial management* (10<sup>th</sup> ed.). USA: South Western.
4. Brigham, E. F., & Houston, J. F. (2007). *Fundamentals of financial Management* (11<sup>th</sup> ed.). USA: Thomson.
5. Chandra, P. (2008). *Financial management* (7<sup>th</sup> ed.). New Delhi: Mc-Graw Hill
6. Hickman, K. A., Hunter, H. O., & Byrd, J. W. (2008). *Foundations of corporate finance* (2<sup>nd</sup> ed.). USA: South Western.
7. Horne, V. (2008). *Fundamentals of financial Management* (12<sup>th</sup> ed.). New Delhi: Pearson Education.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the concept of fundamental financial concepts, especially time value of money	PO1, PO 2
CO2	Apply capital budgeting projects using traditional methods.	PO1,PO2, PO3, PO 6, PSO2
CO3	Analyze the main ways of raising capital and their respective advantages and disadvantages in different circumstances	PO2, PO4, PO 7, PSO1
CO4	Integrate the concept and apply the financial concepts to calculate ratios and do the capital budgeting	PO5, PO6, PO7



		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
FAC21210	Financial Management	3	3	2	2	2	3	3	-	2	2	-

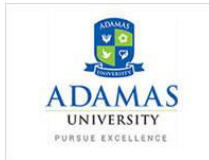
1= weakly mapped

2= moderately mapped

3=strongly mapped

<p><b>Name:</b></p> <p><b>Enrolment No:</b></p>	
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**ADAMAS UNIVERSITY**  
**SCHOOL OF BUSINESS & ECONOMICS**  
**END SEMESTER EXAMINATION**  
**Course: FAC21210 – Financial Management**

**Program: MBA(BA)**  
**Time: 03 Hrs.**

**Semester: II**  
**Max. Marks: 50**

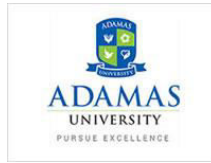
**Instructions:**

Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5 Marks). Any **Two Questions from Section C** (Each Carrying 10 Marks).

**SECTION A (Answer All Questions)**

1.	Write down the formula for PVIFA and FVIFA.	Remembering	CO1
2.	A project costs Rs.4000 and the cash inflows for next 2 years are 2000 and 2500. If the discount rate is 10%, find the Net Present Value (NPV) of the project.	Understanding	CO1
3.	Define profitability index. Give an example.	Remembering	CO2
4.	Define debt equity ratio, working capital ratio, interest coverage ratio and Quick ratio.	Remembering	CO1
5.	How do you calculate return of an equity share?	Remembering	CO1
<b>SECTION B</b>			
1.	Initial outlay of a project is Rs.1, 00,000 and it can generate cash inflow of Rs.40000, Rs.30000, Rs.50000 and Rs.20000 for the next 4 years. Assume a 10% rate of interest, calculate the profitability index.	Understanding	CO2
2.	Find the effective rate of interest when the nominal rate of interest is 12% compounded yearly, semi-annually, quarterly and monthly.	Understanding	CO1
3.	You buy a house of Rs. 5 lakhs and immediately make a cash payment of Rs. 1 lakh. You take a loan for the balance amount at 12% for 20 years. How much is the annual instalment?	Analyzing	CO3
4.	An investment will see a return of Rs.2000 at the end of each year for the next 3 years and Rs.1000 at the end of each year from year 4 to 7. What is the investment amount at the beginning if the required rate of return is 13%?	Analysing	CO3
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Suppose a firm is expecting a perpetual net operating income of Rs.150 crore on assets of Rs.1500 crore which are entirely financed by equity. The firm's equity capitalization rate is 10%.	Applying	CO4

	<p>The firm is considering to substitute the equity capital by issuing perpetual debentures of Rs.300 crore at 6% interest rate. The cost of equity is expected to increase to 10.56%.The firm is also considering raising perpetual debentures of Rs.600 crore and replacing equity. The debt-holders will charge interest of 7% and the cost of equity will rise to 12.50% to compensate shareholders for higher financial risk. Calculate the</p> <ol style="list-style-type: none"> <li>a) total value of the firm for all three scenarios</li> <li>b) WACC in all these three scenarios</li> <li>c) Draw the cost of capital graph explaining all three stages (increasing, optimum and declining value).</li> </ol>		
2.	<p>A project costs Rs40,000.Its stream of earnings before depreciation, interest and taxes (EBDIT) from 1 to 5 years is expected to be Rs.10000,Rs.12000,Rs.14000,Rs.16000 and Rs.20000. Assume a 50% tax rate and depreciation on straight line basis, calculate the project's Accounting rate of return. ?</p>	Applying	<b>CO4</b>
3.	<p>A project costs Rs.16000 and is expected to generate cash inflows of Rs.8000, Rs.7000 and Rs.6000 at the end of each year for next 3 years. Find the internal rate of return (IRR) of the project.</p>	Creating	<b>CO4</b>



FAC21212	<b>Management Accounting</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic knowledge of Fundamentals of Costing such as calculation of cost, revenue and profit				
<b>Co-requisites</b>	Knowledge of classification of data, data presentation				

**Course Objectives:**

1. To help the students to develop cognizance of the importance of management accounting in decision making process
2. To enable students to describe how people analyze the product mix under different conditions and understand how people describe the unique characteristics of Cost Volume Profit Analysis and Variance Analysis
3. To provide the students to analyze specific characteristics of Supply Chain Industry and their future action for cost and income
4. To enable students to synthesize related information and evaluate options for most logical and optimal solution such that they would be able to predict and control cost incurrence and improve results.

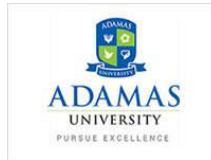
**Course Outcomes**

On completion of this course, the students will be able to

- CO1 Understand the concept of Cost and Management Accounting to understand the managerial Decisions and cost sheet
- CO2. Applying the concept of activity based costing in bringing efficiency in cost control and Acquiring necessary skill set to solve marginal costing problems
- CO3 Understanding and Applying the concept of Standard costing in cost control
- CO 4 Applying the different budgeting concepts as cost control measure
- CO 5 Demonstrate how the concepts of costing could integrate while identification and resolution of problems pertaining to product mix, sales mix and breakeven point
- CO6 Creating competency to make use of different contemporary techniques to solve managerial problems

**Course Description:**

The main objective of cost and management accounting is to help students to acquire and develop skills to take rational decisions in the process of product mix and assessment of



product cost, transport cost, BEP, Margin of Safety have always been regarded as important in cost analysis in organizations.

Costing aspects are critical in each aspects of management and equally so for the effective management of Resources. In view of this, Management Accounting has assumed great importance. This course is designed primarily for students who are being exposed to cost classification, cost sheet and other aspects of Material, Labour and overheads.

This course covers the explanations about the cost concepts in the organizational context; it details the impact of material, Labour, overheads on Product Cost Statement. The course also focuses on understanding of identification of Cost and framing of strategies and scenarios required to select and develop product line

### **Course Content:**

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#### **Module 1**

**9 Lecture Hours**

Introduction and Accountants Role in the organization, Uses of Managerial Accounting and how it adds value-Introduction to Cost Management, Introduction and Management Accountants Role in the Organisation, Overview of Costs type and decision making, Cost Allocations, Appropriation, Allocation and Absorption of Costs; Appropriation, Allocation and Absorption of Costs - Exercises and Problem Solving.

#### **Module 2**

**9 Lecture Hours**

Activity Based Costing-Process of ABC and its Utility; Activity Based Costing - Exercises and Problem Solving, Cost Volume Profit Analysis; Essentials of CVP Analysis and Operating Leverage; Essentials of CVP Analysis and Operating Leverage- Exercises and Problem Solving; Marginal Costing; Marginal Costing - Exercises and Problem Solving.

#### **Module 3**

**6 Lecture Hours**

Relevant Costing; Decision Making and Relevant Information; Relevant Costing -Exercises and Problem Solving; Standard Costing; Tools for Operational Control; Standard Costing - Exercises and Problem Solving

#### **Module 4**

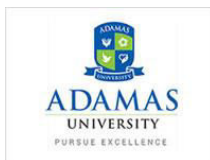
**9 Lecture Hours**

Planning: Master Budget; Budgets and Budgeting Cycles, Advantages, Steps in Developing Operating Budgets; Cash Budgets - Exercises and Problem Solving; Flexible Budgets - Exercises and Problem Solving; Cost Variances - Exercises and Problem Solving

#### **Module 5**

**6 Lecture Hours**

Pricing Decision; Pricing Decisions and Cost Management - Exercises and Problem Solving; Services Costing; Transport, Hospital and Hotel Costing - Exercises and Problem Solving.



**Module 6**

**6 Lecture Hours**

Strategy, Balance Score Card; Strategy Implementation and Strategic Analysis of Operating Income - Problem Solving, Case Analysis & Discussions; Management Control Systems; Transfer Pricing; Transfer Pricing - Exercises and Problem Solving

**Reference Books**

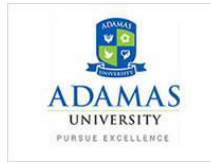
1. Managerial Accounting: Ronald W Hilton, G Ramesh, M Jayadev, Tata McGraw-Hill
2. Cost Accounting: A Managerial Emphasis by Charles T. Horngren, Srikant M. Datar and George Foster, PHI Private Limited
3. Cost Accounting: A Managerial Emphasis by Horngren, Datar, Foster, Rajan and Ittner, Pearson.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the the concept of Cost and Management Accounting to understand the managerial Decisions and cost sheet	PO1, PO2, PO7, PO8, PSO3
CO2	Applying the concept of activity based costing in bringing efficiency in cost control and Acquiring necessary skill set to solve marginal costing problems	PO1, PO2, PO3, PO6, PO & PSO2
CO3	Understanding and Applying the concept of Standard costing in cost control	PO1, PO4, PO7, PO8
CO4	Applying the different budgeting concepts as cost control measure	PO1, PO2, PO3, PO4, PO6, PO8, PSO3



<b>CO5</b>	Demonstrate how the concepts of costing could integrate while identification and resolution of problems pertaining to product mix, sales mix and breakeven point	<b>PO1, PO2, PO3, PO5, PSO2</b>
<b>CO6</b>	Creating competency to make use of different contemporary techniques to solve managerial problems	<b>PO4, PO5, PSO1</b>

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
FAC21212	Cost & Management Accounting	3	3	2	1	2	3	3	3	3	2	3

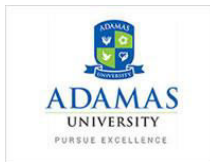
1=weakly mapped

2= moderately mapped

3=strongly mapped

### Model Question Paper

<b>Name:</b>  <b>Enrolment No:</b>	
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**ADAMAS UNIVERSITY**  
**SCHOOL OF BUSINESS & ECONOMICS**  
**END SEMESTER EXAMINATION**

**Course: FAC21212 Cost & Management Accounting**

**Program: MBA**  
**Semester: II**

**Time: 03 Hrs.**  
**Max. Marks: 50**

**Instructions:**

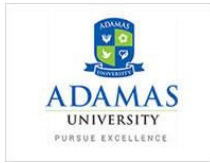
Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5Marks). Any **Two Questions** from **Section C** (Each Carrying 10 Marks).

**SECTION A (Answer All Questions)**

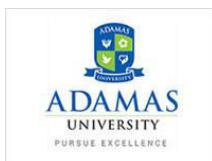
1	Define Fixed and Variable Cost	<b>Remembering</b>	<b>CO1</b>
2	Classify the different types of cost.	<b>Understanding</b>	<b>CO1, CO2</b>
3	Interpret the application of P/V ratio	<b>Applying</b>	<b>CO3</b>
4	Differentiate between Fixed and Flexible Budget	<b>Analyze</b>	<b>CO4</b>
5	Define Standard cost and its application	<b>Remembering and Applying</b>	<b>CO5</b>
<b>SECTION B</b>			
1	From the following information draw the BEP Chart: Selling Price= Rs 20 per Unit, Fixed Cost= Rs 10,000, Variable Cost= Rs 5 per Unit	<b>Applying</b>	<b>CO2</b>
2	What do you mean by Marginal Cost? Discuss in brief the features of Marginal Costing	<b>Understanding</b>	<b>CO3</b>
3	What do you mean by Service Costing? Discuss the basis for classification of Cost under service costing.	<b>Remembering and Understanding</b>	<b>CO5</b>
4	Investigate the root cause of variation between standard and actual costs.	<b>Creating</b>	<b>CO6</b>
<b>SECTION C (Attempt any Two Questions)</b>			
1	“Effective Budgetary Control System can improve the organisations Effectiveness”- Justify	<b>Evaluate</b>	<b>CO4</b>
2	From the following information prepare cash Budget for the month of September, October and November, 2020:	<b>Applying</b>	<b>CO1, CO4</b>

	<b>Month</b>	<b>Sales (Rs)</b>	<b>Purchases (Rs)</b>	<b>Wages (Rs)</b>	<b>Factory Expenses (Rs)</b>	<b>Office Expenses (Rs)</b>		
	July	5000 0	28000	3400	3200	4000		
	August	6500 0	32500	3700	3300	4200		
	September	7000 0	37200	3900	3450	4350		
	October	6000 0	29500	4200	3600	4420		
	November	8400 0	39700	4500	3700	4800		
	<b>Additional Information:</b>							
	<p>(i) A sales commission of 5 % on sales is payable. The commission becomes due in the month following the month in which the sales dues are collected.</p> <p>(ii) The period of credit allowed to customers is 2 months and the same received from suppliers is 1 month.</p> <p>(iii) Wages are paid by 5th of every month following the month in which it becomes due.</p> <p>(iv) Other expenses are paid in the month in which they become due.</p> <p>(v) For the purchases of assets under instalment payment system, instalment of Rs 1250 per month is paid.</p>							
3	<p>From the following calculate the (a) Cost of material used (b) Works Cost (c) Cost of Production:</p> <p>Stock of Materials as on 1-4-2019-</p> <p>Purchases of material during the year-</p> <p>Stock of finished goods as on 1-4-2019-</p>						<b>Applying</b>	<b>C01, C02,C 03, C06</b>





	Productive Wages- Finished Goods Sold- Works Overheads- Office and General Expneses- Stock of Materials as on 31-3-2020- Stock of Finished goods as on 31-3-2020-		
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BAN22202	<b>OVERVIEW OF R FOR BUSINESS USE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic Calculation Skills, Basic Programming Skills				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### Course Objectives

1. To understand the basic concepts of R programming.
2. To gain a deeper understanding of using R for accessing data from different files and performing complex operations.
3. To develop an understanding of visualizing data using R for better analysis.
4. To apply the knowledge learnt in different business scenarios.

### Course Outcomes:

On completion of this course, the students will be able to:

CO1. Discuss the fundamental concepts of R programming.

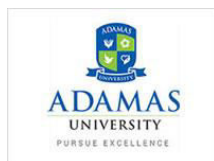
CO2. Recognize the use of different commands in R for processing data and analyzing it in business scenarios.

CO3. Apply the knowledge learnt in R for visualizing the results.

CO4. Assess the use of R commands for machine learning related cases in various business scenarios.

### Course Description:

With the increasing demand for data analytics, the need for utilizing open source programming software like R and Python is slowly increasing for data analysis. This course will prepare the students to understand how to program in R and utilize this knowledge to analyze data in different business oriented scenarios. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, case study discussions, problem solving and discussions with the coordinator.



**Course structure:**

**Unit I 12 L**

Introduction; Getting and Installing R; The R User Interface; Some basic operations in R; Overview of R packages; Introduction to R basics; Arithmetic in R; Variables in R; R basic data types; Vector Basics and Vector Operations; Comparison Operators; Vector Indexing and Slicing; R Objects; Control structures in R. (11 hours)

**Unit II 14 L**

Getting deeper into R programming; R Matrices; R Data Frames; R Lists; Functions; Data input and output; R Programming; Data Manipulation using R; Basic Statistics using R: Analyzing data; Probability distributions; Statistical Tests; Power Tests; Solving small business scenarios using R. (9 hours)

**Unit III 6 L**

Data Visualization using R; Getting an overview of graphics in R; Overview of ggplot2; Lattice Graphics; Visualizations with Plotly.

**Unit IV 13 L**

Machine Learning using R; Linear Regression; Logistic Regression; Natural Language Processing; Using R to analyze social-media content; Measuring R program performance; Discussion of related business scenarios.

**Text Book(s):-**

1. Adler, J.: R in a nutshell. A desktop guide reference. O'Reilly. 2nd Edition.
2. Grollemund, G., Wickham, H. : R for Data Science. O'Reilly.

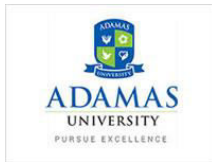
**Project:**

The class will be divided into Groups consisting of 5 members each. Each group will be given a topic which will analyze one real life scenario. The Group will have to collect data based on a survey/from social-media and then they will have to analyze the data based on the queries taught during the sessions. Each group will present before all student as a result all students should have an idea of different real life scenarios and how to analyze the data.

**Modes of Evaluation: Quiz/Assignment/presentation/Written Examination**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
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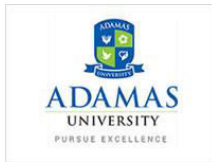


<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>
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**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Discuss the fundamental concepts of R programming.	<b>PO1, PO2, PO6, PO7, PO8, PSO1</b>
<b>CO2</b>	Recognize the use of different commands in R for processing data and analyzing it in business scenarios.	<b>PO1, PO2, PO6, PO8, PSO1, PSO2, PSO3</b>
<b>CO3</b>	Apply the knowledge learnt in R for visualizing the results.	<b>PO1, PO2, PO6, PO7, PO8, PSO1, PSO2, PSO3</b>
<b>CO4</b>	Assess the use of R commands for machine learning related cases in various business scenarios.	<b>PO1, PO2, PO3, PO6, PO7, PO8, PSO1, PSO2, PSO3</b>

		Domain Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical tools and techniques.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world.	Develop competencies to be socially responsible business professionals.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03
BAN22202	Overview of R for Business	3	3	1	-	-	3	2	2	3	2	2



Use												
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1= weakly mapped  
 2= moderately mapped  
 3=strongly mapped

<b>Name:</b>  <b>Enrolment No:</b>	
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**ADAMAS UNIVERSITY**  
**SCHOOL OF BUSINESS & ECONOMICS**  
**END SEMESTER EXAMINATION**  
**Course: BAN22202 – Overview of R for Business Use**

**Program: MBA (Business Analytics)** **Semester: II**  
**Time: 03 Hrs.** **Max. Marks: 50**

**Instructions:**  
 Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5 Marks). Any **Two Questions from Section C** (Each Carrying 10 Marks). **This is an open book open laptop examination. You must submit your codes and outputs.**

**SECTION A (Answer All Questions)**

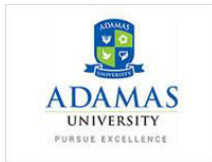
1.	What is the difference between data frame and vector?	Remembering	CO1
2.	What do you mean by control structures?	Remembering	CO2
3.	Identify two reasons for the need of data visualization.	Applying	CO3
4.	List two techniques for measuring R program performance.	Remembering	CO4
5.	Compare and contrast between Linear and Logistic regression.	Understanding	CO4

**SECTION B**

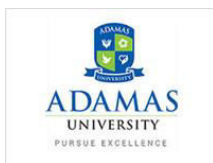
1.	Create a 3 by 3 matrix consisting of the numbers 1-9. Assign this matrix to the variable mat. Find the maximum value in the matrix.	Creating, Remembering	CO1, CO2
2.	Create a 5 by 5 matrix consisting of the numbers 1-25 and assign it to the variable mat2. Select a sub-section of mat2 from the previous exercise that looks like this: [7,8] [12,13]	Creating, Applying	CO1, CO2
3.	For the dataset given below, create a scatterplot of volume versus sales. Build a smooth fit line to the scatterplot.	Creating, Applying	CO1, CO3, CO4



		<b>Sales</b>	<b>Volume</b>				
		72	53800				
		98	65050				
		130	92850				
		98	97300				
		141	10590				
		156	13910				
		179	75892				
4.	Create a script that given a numeric vector x with a length 3, will print out the elements in order from high to low. You must use if, else if, and else statements for your logic.				Creating	CO2	
<b>SECTION C (Attempt any Two Questions)</b>							
1.	<p>(a) We want to ship bars of aluminum. Create a function that accepts an integer representing the requested kilograms of aluminum for the package to be shipped. To fulfill these order, we have small bars (1 kilogram each) and big bars (5 kilograms each). Show the least number of bars needed.</p> <p>For example, a load of 6 kg requires a minimum of two bars (1 5kg bars and 1 1kg bars). A load of 17 kg requires a minimum of 5 bars (3 5kg bars and 2 1kg bars).</p> <p>(b) Use the 'mtcars' dataset from 'ggplot2' package and build a boxplot using factor as 'mpg'. In the box-plot, choose proper colours to visualize it better.</p>				Creating, Understanding	CO2	
2.	Use the table given below, save it in excel.				Applying	CO4	
	Child Bks	Youth Bks	Cook Bks	Dolt YBks	RefB ks	ArtBks	GeogBks
	0	1	0	1	0	0	1
	1	0	0	0	0	0	0
	0	0	0	0	0	0	0
	1	1	1	0	1	0	1



	0	0	1	0	0	0	1																																																			
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	0	0	1	0	0	0	1																																																			
	1	0	0	0	0	1	0																																																			
	<p>Load it in R and then identify the association rules for the following criteria:</p> <ol style="list-style-type: none"> <li>1. Support 70%; Confidence 60%</li> <li>2. Support 50%; Confidence 40%</li> <li>3. Lift &gt; 1</li> </ol>																																																									
3.	<p>Based on the data given below, save this in an excel file. Load it in R. Which one will you choose as your target variable? What is the correlation between AdvExp and Sales. Build the regression model and interpret the results. Construct a graph to visualize the results.</p> <table border="1"> <thead> <tr> <th>Time</th> <th>AdvExp</th> <th>Sales</th> </tr> </thead> <tbody> <tr><td>1</td><td>25</td><td>92.8</td></tr> <tr><td>2</td><td>0</td><td>79.2</td></tr> <tr><td>3</td><td>15</td><td>84.5</td></tr> <tr><td>4</td><td>10</td><td>83</td></tr> <tr><td>5</td><td>20</td><td>88.1</td></tr> <tr><td>6</td><td>10</td><td>83.9</td></tr> <tr><td>7</td><td>5</td><td>79.9</td></tr> <tr><td>8</td><td>5</td><td>81.1</td></tr> <tr><td>9</td><td>15</td><td>86.4</td></tr> <tr><td>10</td><td>15</td><td>86.3</td></tr> <tr><td>11</td><td>5</td><td>79.9</td></tr> <tr><td>12</td><td>20</td><td>86.6</td></tr> <tr><td>13</td><td>15</td><td>85.4</td></tr> <tr><td>14</td><td>5</td><td>80.5</td></tr> <tr><td>15</td><td>10</td><td>83.5</td></tr> </tbody> </table>								Time	AdvExp	Sales	1	25	92.8	2	0	79.2	3	15	84.5	4	10	83	5	20	88.1	6	10	83.9	7	5	79.9	8	5	81.1	9	15	86.4	10	15	86.3	11	5	79.9	12	20	86.6	13	15	85.4	14	5	80.5	15	10	83.5	Understanding, Applying, Creating	CO1, CO3, CO4
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<b>BAN22203</b>	<b>Programming for Analytics 2</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	2	1	0	3
<b>Pre-requisites/Exposure</b>	Programming for Analytics-1 course				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### Course Objectives

1. To enable students to write SAS programs for data step processing.
2. To understand and apply formats to given data sets.
3. To acquire skills for restructuring and summarizing tables for analytics.
4. To provide foundation programming skills for data science and machine learning.

### Course Outcomes:

On completion of this course, the students will be able to:

CO1. Explain the basic concepts of Data Step processing in SAS programming.

CO2. Discuss the concepts of accumulating column and process data in groups, and manipulate data with functions.

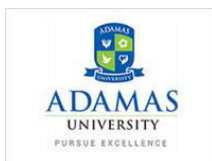
CO3. Examine the concepts related to concatenate and merge tables, process repetitive code and restructure tables.

CO4. Illustrate the use of complex SAS programming concepts to analyze real-time data.

### Course Description:

The course Programming for Analytics 2 discusses moves a step ahead of Programming for Analytics 1 and discussed some complex analytical cases through the use of SAS programming environment. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. Hands-on training on SAS tools will be provided. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, problem solving and discussions with the coordinator.





**Course structure:**

**Unit I: 6 L**

Introduction; Controlling DATA Step Processing; Building up basic concepts helpful for this course; Understanding DATA step processing; Directing DATA step output.

**Unit II: 15 L**

Summarizing Data; Creating an accumulating column; Processing data in groups; Manipulating Data with Functions; Understanding SAS functions and CALL routines; Using numeric and date functions; Using character functions; Using special functions to convert column type.

**Unit III: 10 L**

Creating Custom Formats; Creating and using custom formats; Creating custom formats from tables; Combining Tables; Concatenating tables; Merging tables; Identifying matching and nonmatching rows;

**Unit IV: 14 L**

Processing Repetitive Code; Using iterative DO loops; Using conditional DO loops; Restructuring Tables; Restructuring data with the DATA step; Restructuring data with the TRANSPOSE procedure; Apply the concepts learnt in different business scenarios like Marketing, Finance, HR, healthcare, etc.

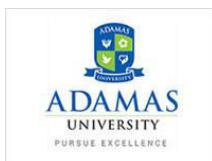
**Text Book(s):**

1. SAS® Programming 2: Data Manipulation Techniques, SAS Official Course Notes, SAS Publishing. Cary, U.S.A. Latest Edition.
2. Delwiche, Lora D., and Susan J. Slaughter. 2019. The Little SAS® Book: A Primer, Sixth Edition. Cary, NC: SAS Institute Inc.
3. Learning SAS® by Example: A Programmer's Guide, Second Edition. Copyright © 2018, SAS Institute Inc., Cary, NC, USA

**Modes of Evaluation: Quiz/Assignment/presentation/Written Examination**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40



### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Explain the basic concepts of Data Step processing in SAS programming.	<b>PO1, PO2, PO6, PSO1</b>
<b>CO2</b>	Discuss the concepts of accumulating column and process data in groups, and manipulate data with functions.	<b>PO1, PO2, PO6, PO8, PSO1, PSO2</b>
<b>CO3</b>	Examine the concepts related to concatenate and merge tables, process repetitive code and restructure tables.	<b>PO1, PO2, PO6, PO7, PO8, PSO1, PSO2</b>
<b>CO4</b>	Illustrate the use of complex SAS programming concepts to analyze real-time data.	<b>PO1, PO2, PO6, PO7, PO8, PSO1, PSO2, PSO3</b>

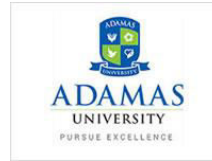
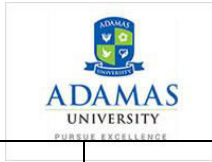
		Domain Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical tools and techniques.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world.	Develop competencies to be socially responsible business professionals.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03
BAN22203	Programming for Analytics 2	3	3	-	-	-	3	2	2	3	2	1

1= weakly mapped

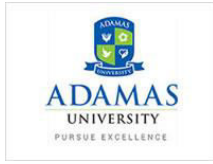
2= moderately mapped

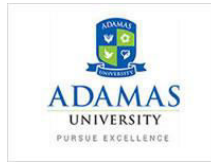


3=strongly mapped



<b>Name:</b>			
<b>Enrolment No:</b>			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b> <b>Course: BAN22203 – Programming for Analytics 2</b> <b>Program: MBA (Business Analytics) Semester: Even 2020-21</b> <b>Time: 03 Hrs. Max. Marks: 50</b>			
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 2 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions</b> from <b>Section C</b> (Each Carrying 10 Marks).			
<b>SECTION A (Answer All Questions)</b>			
1.	What do you understand by data step processing?	Remembering	CO1
2	Assess the need for concatenation and merging with respect to handling tables in SAS programming.	Evaluating	CO3
3	Inspect the need to restructure tables.	Analyzing	CO4
4	Discuss Call routines.	Creating	CO3
5	What do you understand by an accumulating column?	Remembering	CO1
<b>SECTION B (Attempt any Three Questions)</b>			
1.	Identify some special functions to convert column type. Give examples.	Applying	CO2
2	Elaborate Iterative DO Loops and conditional DO Loops.	Creating	CO4
3.	Compare matching and non-matching rows. Give an example and explain.	Evaluating, Understanding	CO3
4.	Explain restructuring data with the DATA step.	Evaluating	CO4
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Elaborate: (a) controlling data step controlling (b) data step output.	Creating	CO1
2.	Explain different SAS functions discussed in this course.	Evaluating	CO2
3.	Utilize the knowledge learnt in this course, to explain how this can help in domains like (a) healthcare, (b) education, (c) banking and finance, (d) Marketing	Applying	CO4





MGT21206	<b>Business Ethics &amp; Corporate Social Responsibility</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0, Scheme: 2020-21</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Legal Environment of Business				
<b>Co-requisites</b>					

**Course Objectives:**

1. At the end of the course, each student should be able to know, comprehend, apply, analyze, synthesize and evaluate the basic principles of ethical behaviour and governance.
2. To understand what is a corporation, types of ownership and the concept of corporate governance and to gain exposure to the various laws and norms applicable in rendering effective corporate governance.
3. To enable students to identify sustainability and CSR issues and to design, conduct and evaluate sustainability assessment for policy making.

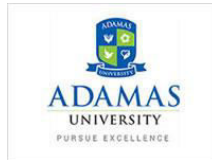
**Course Outcomes for MBA52101**

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

- CO1 **Recall** the foundations for the major ethical schools of thought and ethical implications for managers and businesses.
- CO2 **Summarize** the meaning, history, concept, and evolution of CSR. CSR-Legislation In India and the world as well as the scope for CSR Activities under Schedule VII
- CO3 **Assess** the status of CSR in India, successful corporate initiatives and challenges of CSR.
- CO4 **Explain** the concept of corporation, types of ownership and Corporate governance. Board of directors, types of directors, differences among them, their remuneration, their rights etc. as per the Companies Act , 2013
- CO5 **Identify** the tools of oversight including financial oversight and audit mechanism, Role of SEBI, Risk management, Misgovernance, Whistle-blowers’ protection etc.

**Course Description:**

The course seeks to bridge the gap between the ethical behaviour of the individual and the challenges posed by organized business activity in the global marketplace. It further seeks to



educate participants about legal, social and ethical matters in business, and make them sensitive to the consequences of their decisions.

It also seeks to develop a sound understanding of the concepts of corporate governance and sustainable organisations. The objective is to expose the students to various issues, norms and laws related to corporate governance.

It presents the main questions and answers related to sustainability, the theories describing them and the empirical work and the history, need and benefits of Corporate Social Responsibility.

### **Course Structure:**

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#### **Unit 1: Business Ethics**

**(10 Hours)**

Introduction. Business ethics. Ethics and the market. Social Responsibility & Ethics. History of business ethics. Reasons for Unethical Behavior. Opportunities and challenges. Globalization. Markets and the State. Managing ethics in organizations. Developing moral capital. Moral capital and leadership. Virtue as moral capital.

#### **Unit II: Introduction to Corporate Social Responsibility**

**(6 Hours)**

Corporate Social Responsibility (CSR). Corporate Citizenship, relation between CSR and Corporate governance; environmental aspect of CSR. CSR-Legislation In India & the world. Section 135 of Companies Act 2013. Scope for CSR Activities under Schedule VII, Computation of Net Profit's Implementing Process in India.

#### **Drivers of Corporate Social Responsibility**

**(4 Hours)**

The Drivers of CSR in India, Market based pressure and incentives civil society pressure, the regulatory environment in India Counter trends. Review current trends and opportunities in CSR. CSR as a Strategic Business tool for Sustainable development. Review of successful corporate initiatives & challenges of CSR. Case Studies of Major CSR Initiatives.

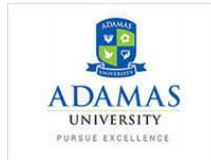
#### **Unit III Introduction to Corporate Governance**

**(6 Hours)**

Introduction to the concept of corporations, extended view of corporate citizenship. Owners and stakeholders: Types of owners, Rights and privileges of shareholders, Ownership structures and corporate governance, Perspectives on Corporate Governance: Theoretical background, Market and control model of governance chain

#### **Unit IV Board of Directors and Board Committees**

**(7 Hours)**



Board of Directors: Types of Directors, Importance of Independent Directors, Board Committees and Chairman: Separation OF CEO & Board Chairman post, Nomination Committee, Board Selection, Boards Performance Evaluation, Executive Compensation: Role of Remuneration Committee, Human Side of Governance

**Unit V: Oversight and Audit Mechanisms (12 Hours)**

Financial Oversight and Audit Mechanisms: Audit Committee, Disclosure mechanisms, Role of SEBI, Governance and Risk Management, Risk Management Committee, Corporate Misconduct & Mis governance: Reasons for Corporate Misconduct, Whistle Blower’s Protection, Factors Responsible for Obstructing Effective Corporate Governance Practices.

**Text Books**

- T1: AIMA. (2007). Corporate governance & business ethics. New Delhi: Excel
- T2: Fernando, A.C.: Corporate Governance- Principles, Policies and Practices, ed. Pearson Education.
- T3: Carrol, S. J., & Gannon, J. J. (1997). Ethical dimensions of international management. New Delhi: Sage.
- T4: Corporate Governance in India - Jayati Sarkar, Subrata Sarkar, Sage Publications
- T5: Xiaoxi Wang (2018), The Theory of Moral Capital, Springer
- T6: Corporate Social Responsibility in India - Sanjay K Agarwal
- T7: Corporate Social Responsibility: Concepts and Cases: The Indian - C. V. Baxi, Ajit Prasad

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

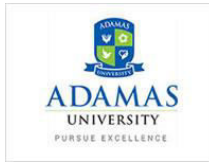
**Examination Scheme:**

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	30	10	20	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Recall</b> the foundations for the major ethical schools of thought and ethical implications for managers and businesses.	PO4, PO5, PSO3
CO2	<b>Summarize</b> the meaning, history, concept, evolution of CSR. CSR-Legislation In India and the world as well as the scope for CSR Activities under Schedule VII	PO5, PSO3

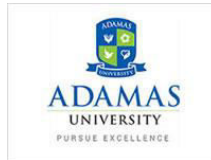




CO3	<b>Assess</b> the status of CSR in India, successful corporate initiatives & challenges of CSR.	<b>PO5, PO7, PSO3</b>
CO4	<b>Explain</b> the concept of corporation, types of ownership and Corporate governance. Board of directors, types of directors, differences among them, their remuneration, their rights etc. as per the Companies Act , 2013	<b>PO1, PO4, PSO3</b>
CO5	<b>Identify</b> the tools of oversight including financial oversight and audit mechanism, Role of SEBI, Risk management, Misgovernance, Whistle-blower's protection etc.	<b>PO1, PO2, PO3, PO4, PSO3</b>

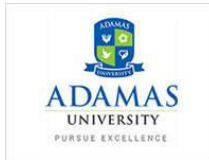
Course Code	Course Title	Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per organizational requirements.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO3
MGT21206	Business Ethics & Corporate Social Responsibility	2	1		3	3		1			1	3

1=weakly mapped  
 2= moderately mapped  
 3=strongly mapped



## Model Question Paper

<b>Name:</b> <b>Enrolment No:</b>			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b>			
<b>Course: MGT21206 Business Ethics &amp; Corporate Social Responsibility</b> <b>Program: MBA (Dual) Time: 03 Hrs.</b> <b>Semester: III Max. Marks: 50</b>			
<b>Instructions:</b> Attempt all questions from <b>Section A</b> (each carrying 2 marks); any <b>Four Questions</b> from <b>Section B</b> (each carrying 4 marks), and any <b>Two Question</b> from <b>Section C</b> (carrying 10 marks).			
<b>Section A ( Attempt ALL questions)</b>			
1.	What is the full form of LLC?	2	CO4
2.	What are employees who report illegal or unethical behaviour on the part of others called?	2	CO5
3.	Who is the enunciator of the concept of the "gale of creative destruction"?	2	CO1
4.	Name two Intergovernmental organisations which have a role driving SR activities.	2	CO3
5.	What are the sanctions imposed for not spending the amount on CSR as required under section 135 of Companies Act 2013?	2	CO2
<b>SECTION B (Attempt any Four Questions)</b>			
6.	Describe the Agency Theory of Corporate Governance.	5	CO4
7.	Describe the role of the Remuneration Committee in deciding Executive compensation under the Companies Act, 2013.	5	CO4
8.	Explain the role and importance of the 'Audit Committee'.	3 2	CO5 CO5
9.	What is the role of Litigation as a global driver of CSR? Explain the concept of 'Foreign Direct Liability' in this context.	1 4	CO3 CO3
10.	Describe the various responsibilities of a Business Firm.	5	CO1
11.	Explain the responsibilities of the CSR committee under Schedule VII.	5	CO2
<b>SECTION C (Attempt any Two Question)</b>			
12.	Explain the role of SEBI in financial regulation. Why do you think it has been able to meet all the objectives for which it had been set up? If not, what changes would you like to suggest?	5 2 3	CO5 CO5 CO5



13.	Please <b>describe</b> the major codes on CSR? <b>Explain</b> with reasons if you think that changes are required in some of them. <b>What</b> these changes according to you?	5 2 3	CO3 CO3 CO3
14.	<p><b>Case: Satyam scandal</b></p> <p><u>Initial confession and charges</u>  On 7 January 2009, the chairman of Satyam, Byrraju Ramalinga Raju, resigned, confessing that he had manipulated the accounts of Rs 14,162 crore in several forms. The global corporate community was said to be shocked and scandalised. In February 2009, CBI took over the case and filed three partial charge sheets (dated 7 April 2009, 24 November 2009, and 7 January 2010), over the course of the year.  All charges arising from the discovery phase were later merged into a single charge sheet.  On 10 April 2015, Byrraju Ramalinga Raju was convicted with 10 other members.</p> <p><u>Role of Auditors</u>  PricewaterhouseCoopers affiliates served as independent auditors of Satyam Computer Services when the report of scandal in the account books of Satyam Computer Services broke. The Indian arm of PwC was fined \$6 million by the SEC (US Securities and Exchange Commission) for not following the code of conduct and auditing standards in the performance of its duties related to the auditing of the accounts of Satyam Computer Services. In 2018, SEBI (Securities and Exchange Board of India) barred Price Waterhouse from auditing any listed company in India for 2 years, saying that the firm was complicit with the main perpetrators of the Satyam fraud and did not comply with auditing standards. SEBI also ordered disgorgement of over Rs 13 crore wrongful gains from the firm and two partners. PwC announced their intent to get a stay order.</p> <p><b>Questions:</b></p> <p>a) <b>Describe</b> the major issues in this case in terms of the principles of: i) Business Ethics, ii) Corporate Governance, iii) Corporate Social Responsibility</p> <p>b) <b>What</b> are your suggestions to ensure that such failures are not repeated in future?</p>	2 2 2 4	CO1 CO5 CO2 CO1/CO2/CO5

BAN21202	<b>DATA ANALYTICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic Calculation Skills				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### **Course Objectives**

1. To understand the basic concepts and theories of descriptive analytics.
2. To gain a deeper insight of predictive analytics and regression techniques.
3. To expand individual knowledge of supervised and unsupervised learning techniques.
4. To understand time series forecasting and its applications.

### **Course Outcomes:**

On completion of this course, the students will be able to:

- CO1. Discuss the fundamental concepts of descriptive analytics, probability and sampling.
- CO2. Explain predictive analytics with the help of different regression techniques.
- CO3. Evaluate the use of different Supervised and Unsupervised techniques.
- CO4. Illustrate the importance of time series forecasting and relevant applications.

### **Course Description:**

Data analysis is a process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, informing conclusions and supporting decision-making. Data analytics is important because it helps businesses optimize their performances. A company can also use data analytics to make better business decisions and help analyze customer trends and satisfaction, which can lead to new—and better—products and services. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. All the session should be covered with the help of Excel/SPSS/ 'R'. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, case study discussions, problem solving and discussions with the coordinator.

### **Course Structure:**

**Unit- I: 25 L**

Introduction to business analytics: Descriptive analytics: Data types and Scales, Population and sample, Measures of central tendency, Measures of variation, Measures of shape, Data visualization; Introduction to probability: Fundamental concepts in probability, Bayes' theorem, Random Variable, Probability density function, Binomial distribution, Poisson distribution, Uniform distribution, Normal distribution, Chi-Square distribution; Sampling and estimation: Probabilistic sampling, Non probabilistic sampling, Central limit theorem, Estimation of population parameters; Confidence Intervals; Hypothesis Testing: One tailed and two tailed test, Type I error and type 2 error, Hypothesis testing for population mean, Comparing two populations, Non-parametric tests. Analysis of Variance, Correlation Analysis.

**Unit- II: 13 L**

Introduction to predictive analytics, Simple linear regression: Simple linear regression model building, Estimation of parameters, Interpretation of simple linear coefficients, Validation of simple linear regression model, Outlier analysis. Simple Linear regression and multiple linear regressions for prediction. Logistic Regression (Supervised learning): Introduction and Model building, Model Diagnostics, Classification table, Sensitivity and Specificity, Optimal cut off probability.

**Unit III: 12 L**

Decision Tress (Supervised learning): Introduction and Model building, Chi-Square Automatic Interaction Detection, Classification and regression Tree, Ensemble method, Random Forest. Clustering (Unsupervised learning): Introduction to unsupervised learning, Distance and dissimilarity measures in clustering, Clustering algorithm K Mean and Hierarchical.

**Unit IV: 10 L**

Forecasting Techniques: Time series modeling, Forecasting Techniques and Forecasting Accuracy, Moving average method, Exponential smoothing: Single and double, ARMA and ARIMA.

**Text book:**

1. Business Analytics, U Dinesh Kumar, Wiley

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Examination**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Discuss the fundamental concepts of descriptive analytics, probability and sampling.	<b>PO1, PO2, PO6, PO8, PSO1, PSO2, PSO3</b>
<b>CO2</b>	Explain predictive analytics with the help of different regression techniques.	<b>PO1, PO2, PO3, PO6, PO8, PSO1, PSO2,</b>
<b>CO3</b>	Evaluate the use of different Supervised and Unsupervised techniques.	<b>PO1, PO2, PO3, PO6, PO7, PO8, PSO1, PSO2</b>
<b>CO4</b>	Illustrate the importance of time series forecasting and relevant applications.	<b>PO1, PO2, PO6, PO8, PSO1, PSO2</b>

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per organizational requirements.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world	Develop competencies to be socially responsible business professionals.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO3
BAN21202	DATA ANALYTICS	3	3	1	-	-	3	1	3	3	3	1

1= weakly mapped

2= moderately mapped

3=strongly mapped

Name:

Enrolment No:



**ADAMAS UNIVERSITY**  
**SCHOOL OF BUSINESS & ECONOMICS**  
**END SEMESTER EXAMINATION**  
**Course: BAN21202 – DATA ANALYTICS**

**Program: MBA**  
**Time: 03 Hrs.**

**Semester: III**  
**Max. Marks: 50**

**Instructions:**

Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5 Marks). Any **Two Questions** from **Section C** (Each Carrying 10 Marks).

**SECTION A (Answer All Questions)**

1.	What does the Central Limit Theorem state?	Remembering	CO1
2	Compare and contrast Supervised Learning and Unsupervised Learning.	Evaluating	CO3
3	Distinguish simple regression and multiple regression techniques.	Analysing	CO2
4	Assess the need for forecasting in healthcare sector.	Evaluating	CO4
5	Discuss the need for clustering in marketing	Creating	CO3

**SECTION B**

1	<p>The sales of a company (in million dollars) for each year are shown in the table below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td>x (year)</td><td>2005</td><td>2006</td><td>2007</td><td>2008</td><td>2009</td></tr><tr><td>y (sales)</td><td>12</td><td>19</td><td>29</td><td>37</td><td>45</td></tr></table> <p>a) Solve using the data provided and find the least square regression line <math>y = a x + b</math>. b) Make use the least squares regression line as a model to estimate the sales of the company in 2012.</p>	x (year)	2005	2006	2007	2008	2009	y (sales)	12	19	29	37	45	Applying	CO2
x (year)	2005	2006	2007	2008	2009										
y (sales)	12	19	29	37	45										
2	<p>Identify which is supervised learning and which is unsupervised learning:</p> <ul style="list-style-type: none"><li>a. Feature selection</li><li>b. Customer segmentation</li><li>c. Image classification</li><li>d. Predicting house prices</li><li>e. Arranging letters based on pin-code</li></ul>	Applying	CO3												
3	Several intelligence tests follow a normal distribution with a mean of 100 and a standard deviation of 15.	Evaluating	CO1												

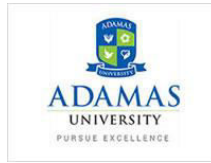
	<p>a. Determine the percentage of the population that would obtain a score between 95 and 110.</p> <p>b. Assess interval centered at a score of 100 contains 50% of the population?</p> <p>c. For a population of 2,500, determine many are expected to have a score above 125?</p>		
4	<p>The demand for a product in each of the last five months is shown below.</p> <p>Month            1 2 3 4 5 Demand ('00s) 13 17 19 23 24</p> <p>a. Make use of a two month moving average to generate a forecast for demand in month 6.</p> <p>b. Apply exponential smoothing with a smoothing constant of 0.9 to generate a forecast for demand for demand in month 6.</p> <p>c. Determine which of these two forecasts is more preferable and why?</p>	Applying, Evaluating	CO4
<b>SECTION C (Attempt any Two Questions)</b>			
1.	<p>A company is trying to decide whether to bid for a certain contract or not. They estimate that merely preparing the bid will cost £10,000. If their company bid then they estimate that there is a 50% chance that their bid will be put on the "short-list", otherwise their bid will be rejected.</p> <p>Once "short-listed" the company will have to supply further detailed information (entailing costs estimated at £5,000). After this stage their bid will either be accepted or rejected.</p> <p>The company estimate that the labour and material costs associated with the contract are £127,000. They are considering three possible bid prices, namely £155,000, £170,000 and £190,000. They estimate that the probability of these bids being accepted (once they have been short-listed) is 0.90, 0.75 and 0.35 respectively.</p> <p>Evaluate what needs to be done by the company and what is the expected monetary value of your suggested course of action?</p>	Evaluating	CO3
2	<p>The mean weight of 500 college students is 70 kg and the standard deviation is 3 kg. Assuming that the weight is normally distributed, determine how many students weigh:</p> <ol style="list-style-type: none"> <li>1. Between 60 kg and 75 kg.</li> <li>2. More than 90 kg.</li> <li>3. Less than 64 kg.</li> <li>4. Exactly 64 kg.</li> <li>5. 64 kg or less.</li> </ol>	Evaluating	CO1
3	<p>PM Computer Services assembles customized personal computers from generic parts. Formed and operated by part-time UMass Lowell students Paulette Tyler and Maureen Becker, the</p>	Applying, Evaluating	CO4



company has had steady growth since it started. The company assembles computers mostly at night, using part-time students. Paulette and Maureen purchase generic computer parts in volume at a discount from a variety of sources whenever they see a good deal. Thus, they need a good forecast of demand for their computers so that they will know how many parts to purchase and stock. They have compiled demand data for the last 12 months as reported below.

Period	Month	Demand
1	January	37
2	February	40
3	March	41
4	April	37
5	May	45
6	June	50
7	July	43
8	August	47
9	September	56
10	October	52
11	November	55
12	December	54

- a. Make use of exponential smoothing with smoothing parameter  $\alpha = 0.3$  to compute the demand forecast for January (Period 13).
- b. Make use of exponential smoothing with smoothing parameter  $\alpha = 0.5$  to compute the demand forecast for January (Period 13).
- c. Paulette believes that there is an upward trend in the demand. Make use of trend-adjusted exponential smoothing with smoothing parameter  $\alpha = 0.5$  and trend parameter  $\beta = 0.3$  to compute the demand forecast for January (Period 13).
- d. Determine the mean squared error for each of the methods used.



LWJ21037	Legal Environment of Business	L	T	P	C
Version 1.0	Contact Hours – 45	3	0	0	3
Pre-requisites/Exposure	Basic knowledge of Micro and Macroeconomics				
Co-requisites	--				

**Course Objectives:**

1. Knowledge: Basic and broad knowledge in business laws in management. Ability to
2. apply concepts, principles and theories to understand simple business laws.
2. Global Perspective: Awareness of the different business laws.

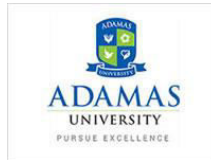
**Course Outcomes:**

On completion of this course, the students will be able to

- CO 1 Understanding working knowledge about the Legal system and Judiciary
- CO 2 Understanding and applying the fundamentals of Contract Act and to make them able to interpret legal terms
- CO 3 Applying working knowledge about property laws
- CO 4 Analysing Income tax laws and banking laws
- CO 5 Understanding Insurance industry and compliances
- CO 6 Creating working knowledge of Securities related laws
- CO 7 Understanding the rights of a consumer and Analysing how to make complain and get remedies under law

**Course Description:**

The main purpose of this course is “to remove the mystique from the business law and to empower budding managers to participate in legal matters.” This course will focus on developing the understanding of roles and responsibilities within legal business environment, identify issues, recognize potential problems and know when to consult with an expert. Each of these skills will result in efficiency and cost effectiveness for business. The students will develop improved reasoning and problem-solving skills in an effort to better evaluate the legal, regulatory and ethical environment in which they will work and be able to incorporate that knowledge into the business decision-making process.



## **Course Content:**

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### **Module -1 Introduction to Legal Environment**

**6 Lecture Hours**

Meaning of Law — Purpose of Law - Sources of Law — Classification of Law - Torts - National and International Law - Evolution of Mercantile / Business Law - International Business Law - Justice Delivery System in India

### **Module- 2 Indian Contract Act 1872**

**6 Lecture Hours**

Legal Elements of Contracts - Parties - Offer - Acceptance – Consideration, Contracts of Agency - Rights and Duties of Principal and Agent - Termination of Agency Special Contracts — Guarantee / Indemnity / Letter of Credit / Lien / Set Off . Important Clauses in Corporate & Commercial Agreements, Description of Parties - Recitals of Subject - Consideration - Covenants and Undertakings - Signatures and Attestation - Endorsement and Supplement Deeds - Stamp Duty and Registration - Applicable Law — Force Majeure - Notice – Arbitration

### **Module-3 Property Laws**

**6 Lecture Hours**

Property Law for Business- Classification of Property — Moveable and Immovable Property / Tangible and Intangible Assets, Sale and Agreement to Sell - Rights and Duties of Seller and Buyer - Rights of Unpaid Seller (Sale of Goods Act), Borrowing against Property as Security, Hypothecation / Pledge of Current Assets - Rights and Liabilities of Parties, Mortgage of Immovable Property, Registration of Charges by Companies

### **Module-4 Business and Tax Laws**

**7 Lecture Hours**

Classification of Taxes - Income Tax — Wealth Tax - Excise Customs Duty - Sales Tax — VAT - Service Tax, Financial Services - Legal and Regulatory Environment- Banking - Regulation of Banking in India - RBI & Banking Regulations Act, Negotiable Instruments Act, Kinds of Negotiable Instruments - Special Characteristics - Cheques - Crossing of Cheques – Endorsements, Banker’s Duties and "Liabilities for Collection and Payment of Cheques, Dishonour of Cheques - Liabilities of Parties and Penalties, SARFAESI Act - Salient Features - Execution.

### **Module- 5 Essential Elements of Insurance Contracts**

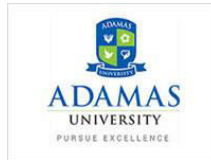
**6 Lecture Hours**

Principles of Insurance - Insurable Interest - Indemnity – Causa Proxima - Risk - Mitigation of Loss - Subrogation - Contribution - Reinsurance - Double Insurance. Standard Clauses in Insurance Policies - Fire Insurance - Marine Insurance — Liability Insurance. IRDA - Role and Functions

### **Module- 6 Laws related to Capital Market**

**6 Lecture Hours**

Market Regulation by Companies Act - Securities Contracts Regulation - SEBI - Stock Exchanges Depositories, Business Transactions and Cyber Law, Application of IT Act, 2000



to Contracts and Transactions, Digital Signature and Authentication of Electronic Records, Cyber Offences and Penalties.

**Module-7 Consumer Protection Act**

**8 Lecture Hours**

Competition and Consumer Protection- Consumer Protection Law in India -Redressal Procedure, Competition Law in India - Prohibition of Anti-competitive Agreements and Abuse of Dominant Position, Restrictive and Unfair Trade Practices, Product Liability, Public Interest Litigation in India.

**Reference Books**

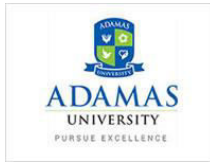
1. N. D. Kapoor, RajniAbbi and Bharat Bhushan, (2018), Element of Mercantile Law,
2. M.C. Kuchhal and VivekKuchal (2018), Business Law, 7<sup>th</sup> Edition, S Chand Publishing
3. P C Tulsian (2017), Business Law, 3<sup>rd</sup> Edition, Tata McGraw Hill, New Delhi.
4. Telpal Seth, (2017) Business Law, 3<sup>rd</sup> Edition, Pearson

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understanding working knowledge about the Legal system and Judiciary	PO1, PO3, PSO1, PSO2
CO2	Understanding and applying the fundamentals of Contract Act and to make them able to interpret legal terms	PO1, PO3,PO4, PSO2
CO3	Applying working knowledge about property laws	PO5, PO6, PSO3, PO8
CO4	Analyzing Income tax laws and banking laws	PO2, PO3, PO5, PO7, PSO3
CO5	Understanding Insurance industry and compliances	PO1, PO3, PO8, PSO1
CO6	Creating working knowledge of Securities related laws	PO1, PO3, PO5 PO8, PSO1



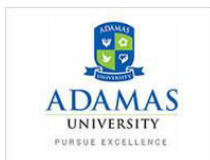
<b>CO7</b>	Understanding the rights of a consumer and Analyzing how to make complain and get remedies under law	<b>PO1, PO3,PO4, PO5, PO8, PSO1, PSO3</b>
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		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
<b>LWJ21037</b>	<b>Legal Environment of Business</b>	3	1	3	2	3	1	1	3	3	2	3

1=weakly mapped 2= moderately mapped 3=strongly mapped

### Model Question Paper

<b>Name:</b>  <b>Enrolment No:</b>	
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**ADAMAS UNIVERSITY  
SCHOOL OF BUSINESS & ECONOMICS  
END SEMESTER EXAMINATION**

**Course- LWJ52155 Legal Environment of Business**

**Program: MBA  
Semester: III**

**Time: 03 Hrs.  
Max. Marks: 50**

**Instructions:**

Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5Marks). Any **Two Questions** from **Section C** (Each Carrying 10 Marks).

**SECTION A (Answer All Questions)**

1.	Define Promissory Notes	<b>Remembering</b>	<b>CO1</b>
2.	Differentiate between Offer and Acceptance	<b>Analysing</b>	<b>CO2</b>
3.	Appraise the benefits of Reinsurance	<b>Evaluating</b>	<b>CO3</b>
4.	Discuss various types of Movable Properties	<b>Understanding</b>	<b>CO2, CO3</b>
5.	Define Goods and Services	<b>Remembering</b>	<b>CO4</b>
<b>SECTION B (Attempt any Three Questions)</b>			
1.	“Mental Acceptance is no acceptance”- Justify the statement.	<b>Evaluating</b>	<b>CO1</b>
2.	Differentiate ‘Agreement of Sell’ differs from a Contract of ‘Sale of Goods’.	<b>Analyzing</b>	<b>CO3, CO4</b>
3.	Demonstrate the importance of Consumer redressal forum in providing security and justice to the consumers	<b>Applying</b>	<b>CO7</b>
4.	Formulate how total Income of a person is calculated as per the provisions of the Income Tax Act.	<b>Creating</b>	<b>CO5</b>
<b>SECTION C (Attempt any Two Questions)</b>			
1.	‘All agreements are not Contracts’ – in the light of the statement Critically analyze various essential characteristics of a valid contract.	<b>Analyzing</b>	<b>CO1, CO5</b>
2.	Explain the concept of Performance of Sale of Goods. Also discuss the rules regarding the delivery of goods. How come Conditions differs from warranties?	<b>Understanding</b>	<b>CO2, CO3, CO4</b>
3.	Design a complaint to be filled at the consumer redressal forum and critically discuss the provisions related to the value of complaint at different forums.	<b>Creating and Understanding</b>	<b>CO6, CO7</b>

OLS21201	<b>Logistics &amp; Supply Chain Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.1</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Understanding Supply Chain and Logistics				
<b>Co-requisites</b>	--				
<b>Academic year</b>	2020-21				

### Course objectives:

1. To develop fundamentals idea of Supply Chain Management .
2. The course will help to learn different market moving techniques such as logistics, distribution strategy and positioning.
3. The course should develop idea on the application of various outsourcing policies .

### Course Outcomes

On completion of this course, the students will be able to:

CO1: Discuss the different components of SCM and its impact on business performance.

CO2: Identify the basics of different components of Logistics: Purchasing policy,outsourcing policy, 3<sup>rd</sup> party logistics etc.

CO3: Integrated Logistics Management- Evolution of the concept- model

CO4: Illustrate different design of digital SCM Models.

CO 5: Apply Framework-Role of Logistics management-Integrated Logistics Management

### Course Description:

This course covers the management of all supply chain activities while addressing real-world concerns related to domestic and global demand-driven supply chains. This comprehensive approach encompasses the processes associated with the production of goods and services and the movement of raw materials, inventory, and finished goods from the point of origin to the point of consumption. The course addresses supplier management, global operations and decision making, demand and inventory management, distribution and logistics, customer-relationship management, and performance measurement and analysis. The course also covers recent developments in supply chain improvement methodologies as well as brings together Lean tools and techniques required to eliminate supply chain and logistics issues.

## Course Structure

### Unit-I 10 Hrs

SCM – Definition – objectives – Evolution - need-Issues involved in developing SCM Framework-Types. SCM activities - constituents - Organisation.

### Unit-II 8 Hrs

Supply chain Integration-Stages-Barriers to internal integration-Achieving Excellence in SCM Dimensions of Supply Chain Excellence-Forces influencing SCE Emotions, Physical and Financial Supply Chains-Check list for Excellence.

### Unit-III 8 Hrs

Purchasing and Supply Management-Introduction-importance Objectives purchasing process-purchasing & other functions-Purchasing and integrated logistics interfaces-Types of purchases-Purchasing partnerships-Materials sourcing-Just-in-time purchasing.

### Unit- IV 8 Hrs

Logistics- Definition - History and Evolution- Objectives-Elements-activities importance-The work of logistics-Logistics interface with marketing-retails logistics-Emerging concept in logistics.

### Unit- V 11 Hrs

Logistics Management-Definition-Achievement of competitive advantage through logistics Framework-Role of Logistics management-Integrated Logistics Management- Evolution of the concept- model - process-activities (in brief). Outsourcing logistics-reasons-Third party logistics provider-Fourth party Logistics providers (4 pl)-Stages-Role of logistics providers

### Text Book(s):-

TH 1: David J. Bloomberg, Stephen LeMay & : Logistics, Prentice-Hall of India Pvt Ltd., Joe B. Hanna New Delhi, 2003.

TH:2 Donald J. Bowersox & David J. Closs : Logistical Management, Tata McGraw Hill Publishing Co.

TH:3 Supply Chain Management, Tata Mc- Ashok Sharma Graw Hill Publishing Co Ltd., New Delhi, 2004

### Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)



Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the different components of SCM and its impact on business performance.	PO1, PO2
CO2	Identify the basics of different components of Logistics: Purchasing policy, outsourcing policy, 3 <sup>rd</sup> party logistics etc.	PO1, PO2, PO3, PO 6, PSO2
CO3	Integrated Logistics Management- Evolution of the concept- model.	PO2, PO4, PO 8, PSO1
CO4	Illustrate different design of digital SCM Models	PO1, PO7, PO8
CO5	Apply Framework-Role of Logistics management- Integrated Logistics Management	PO8, PSO3

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
OLS21201	Logistics & supply chain management	3	3	2	-	-	-	2	3	2	2	2

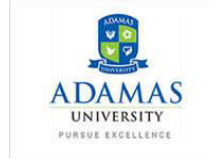
1= weakly mapped

2= moderately mapped

3=strongly mapped

Name:

Enrolment No:



**ADAMAS UNIVERSITY  
SCHOOL OF BUSINESS & ECONOMICS  
END SEMESTER EXAMINATION**

**Course: OLS21201 – Logistics & Supply Chain Management**

**Program: MBA**

**Time: 03 Hrs.**

**Semester: III**

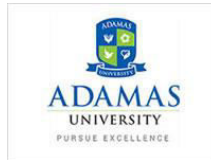
**Max. Marks: 50**

**Instructions:**

Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5 Marks). Any **Two Questions** from **Section C** (Each Carrying 10 Marks).

**SECTION A (Answer All Questions)**

1.	Define concept of Supply chain Management ?	Remembering	CO1
2.	Describe different components of SCM?	Understanding	CO1
3.	What are the steps involved in CRM?	Remembering	CO2
4.	What is customer value?	Remembering	CO1
5.	What is Logistics Management?	Remembering	CO1
<b>SECTION B (Attempt any Three Questions)</b>			
1.	Discuss the process of material handling process	Understanding	CO2
2.	Explain inbound and outbound logistics system.	Remembering	CO3, CO2
3.	Analyse how information technology is related with CRM? Briefly discuss.	Understanding	CO 3
4.	Analyse achievement of competitive advantage of CRM in modern business world.	Analysing	CO3
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Identify the factors affecting the optimal level of product availability and evaluate the optimal performance level?	Applying	CO4
2.	Define 3PL? What are the types of 3PL service providers?	Applying	CO4
3.	Elaborate present trends of Logistics and Supply Chain Management	Applying	CO4



OLS21205	<b>Production &amp; Operations Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0,</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Quantitative Techniques for Management				
<b>Co-requisites</b>	--				

**Course Objectives:**

1. To provide knowledge of Production Management to make students understand the application of production activity in corporates
2. Students should be able to gain knowledge of the basics and current trends and applications of Production management, Layout, work study etc.

**Course Outcomes for MBA52101**

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

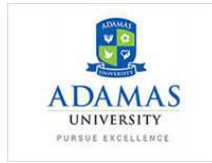
- CO1 Identify** the elements of operations management and various transformation processes to enhance productivity and competitiveness.
- CO2 Analyze and evaluate** various facility alternatives and their capacity decisions, develop a balanced line of production and scheduling and sequencing techniques in operation environments.
- CO3 Plan and develop** suitable quality control measures from Quality Circles to TQM.
- CO4 Plan and formulate** suitable materials handling principles and practices in the organisation’s operations.

**Course Description:**

The course introduces the student to the concepts of Productions and Operations management and includes productivity, production planning and control, work and motion study, plant layouts, capacity planning, among others. It also covers the areas of material management, material handling, inventory, planning, inventory management, forecasting, distribution planning, materials requirements planning etc. It also exposes the students to the concepts of quality assurance and quality control.

**Course Structure:**

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## **Module 1**

### **Introduction of Production Management**

**(5 hours)**

Production Management, Productivity, Capital Productivity, Labour Productivity, Personnel Productivity, Training. Operations Management: Introduction, Operations Management and Strategy, Tools for Implementation of Operations, Industry Best Practices.

## **Module II**

### **Product Planning and Control**

**(6 hours)**

Production Planning and Control – Models; Process Planning; Aggregate Planning, Scheduling. Data Encryption, Cryptography, public key private key, Computer network-concept, LAN, WAN, Intranet, Extranet, Strategic use of Internet, WWW in marketing,

## **Module III**

### **Work Study and Motion Study and Plant Layout**

**(8 hours)**

Work Study; Motion Study; Work Measurement; Work Sampling; Work Environment. Relationship between Time & Motion Study to work study , Facility or Layout Planning and Analysis: Introduction, Objectives of Layout, Classification of Facilities, Basis for Types of Layouts, Why Layout decisions are important, Nature of layout problems, Redesigning of a layout, Manufacturing facility layouts, Types of Layouts, Layout Planning, Evaluating Plant Layouts, Assembly Line Balancing

## **Module IV**

**(6 hours)**

### **Material Management**

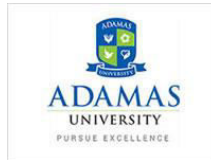
Material Management-An overview of Material Management; Material Planning; and Inventory Control Material Requirement Planning, Material handling-Symptom of material handling-objectives and principles of material handling-types of material handling equipment

## **Module V**

### **Quality Assurance**

**(5 hours)**

Quality Assurance-Acceptance Sampling; Statistical Process Control; Total Quality Management; Maintenance Management, Towards TQM – ISO 9000 as a Platform – Working with Intranet, Total Productive Maintenance (TPM), Kaizen, JIT



**Text Books**

1. P. Rama Murthy, Production and Operations Management, New Age International
2. L C Jhamb , Production & Operations Management, Everest Publication
3. Young, Scott T, Essentials of Operations Management. Thousand Oaks, CA: Sage Publications
4. William J. Stevenson, Operations Management, Eighth Edition, Irwin / McGraw-Hill,

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	30	10	20	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

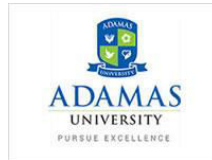
Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Identify</b> the elements of operations management and various transformation processes to enhance productivity and competitiveness.	<b>PO1</b>
CO2	<b>Analyze</b> and <b>evaluate</b> various facility alternatives and their capacity decisions, develop a balanced line of production and scheduling and sequencing techniques in operation environments.	<b>PO1, PO2, PSO1</b>
CO3	<b>Plan</b> and <b>develop</b> suitable quality control measures from Quality Circles to TQM.	<b>PO1, PO2, PO5, PSO1, PSO2</b>
CO4	<b>Plan</b> and <b>formulate</b> suitable materials handling principles and practices in the organisation’s operations.	<b>PO1, PO2, PSO1, PSO2</b>

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO3
		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per organizational requirements.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world	Develop competencies to be socially responsible business professionals
OLS21205	Production & operations management	3	3			1				3	2	

1=weakly mapped

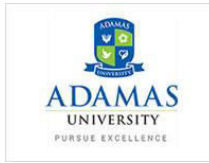
2= moderately mapped

3=strongly mapped



## Model Question Paper

<b>Name:</b> <b>Enrolment No:</b>			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b>			
<p style="text-align: center;"> <b>Course: OLS21205      Production and Operations Management</b>  <b>Program: MBA (Dual)                      Time: 03 Hrs.</b>  <b>Semester: Even 2019-20                      Max. Marks: 50</b> </p>			
<b>Instructions:</b> Attempt all questions from <b>Section A</b> (each carrying 2 marks); any <b>Four Questions</b> from <b>Section B</b> (each carrying 5 marks), and any <b>One Question</b> from <b>Section C</b> (carrying 10 marks).			
<b>Section A ( Attempt ALL questions)</b>			
1.	Name two types of plant layout.	2	CO2
2.	Name two benefits of 'inventory management'.	2	CO4
3.	What does 'PPC' stand for?	2	CO2
4.	Name any two inventory replenishment methods.	2	CO4
5.	What is the full form of 'LASP'	2	CO3
<b>SECTION B (Attempt any Four Questions)</b>			
6.	Explain with the help of a diagram, the 'Transformation Process' in Production management.	5	CO1
7.	Use a diagram to explain the scope of materials management.	5	CO4
8.	Elaborate on the concept of 'inventory management.'	5	CO4
9.	Explain the various components of 'Work Study' with the help of a diagram	5	CO2
10.	Explain the concept of 'quality assurance'. Discuss its differences with 'quality control'.	3 2	CO3
11.	Summarize the ISO 9000 series of Quality Management Principles.	5	CO3
<b>SECTION C (Attempt any two Question)</b>			
12.	How can plant layouts be classified? Explain the usage situations of different classes of layouts. Elaborate with the use of diagrams/schematics.	5 2 3	CO2



13.	<b>What</b> is material planning and <b>what</b> are its aims? <b>Discuss</b> its differences with materials requirement planning? <b>Explain</b> the scope of both the concepts with the help of flow diagrams.	3 3 4	CO4
14.	<b>What</b> is 'Maintenance Management'? <b>Classify</b> the various types of maintenance? <b>Explain</b> the "Maintenance management process" with the help of a diagram.	2 4 4	CO3



BAN21204	<b>DATA MANAGEMENT WITH SQL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	2	1	0	3
<b>Pre-requisites/Exposure</b>	Basic Calculation Skills				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### **Course Objectives**

1. To understand the basic concepts and architecture of Database Management Systems.
2. To gain a deeper insight of different SQL queries.
3. To expand individual knowledge on different principles and issues in Database Management Systems.
4. To apply database management concepts for analyzing primary data.

### **Course Outcomes:**

On completion of this course, the students will be able to:

CO1. Explain the fundamental concepts of Database Management Systems.

CO2. Demonstrate the use of different DDL commands for performing various operations.

CO3. Assess the importance of different DML commands in different business scenarios.

CO4. Illustrate the use of complex SQL queries for analyzing complex real-time data.

### **Course Description:**

The database management system (DBMS) is the software that interacts with end users, applications, and the database itself to capture and analyze the data. A DBMS is a powerful tool for creating and managing large amounts of data efficiently and allowing it to persist over long periods of time. This course will help students to understand the need for database management systems and the database management system architecture. This course also discusses the concepts and SQL queries useful for performing various operations to analyze different scenarios. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, case study discussions, problem solving and discussions with the coordinator.

## Course structure:

### Unit I 14 L

Introduction; Overview of database management systems; Understanding the DBMS architecture; Overview of DDL and DML; Overview of data independence; Overview of E-R modeling and Relational Modeling; Understand the concepts of strong and weak entity sets; Understanding data warehouse; Gain an overview of star and snowflake schema; Introduction to SQL; Basic queries using SQL; Understand why we need data management using SQL.

### Unit II 5 L

Creating and populating a database; MySQL Data Types; Table Creation; Populating and Modifying Tables; Gaining an idea of primary key and foreign keys; Practice Examples.

### Unit III 16 L

Gaining a deeper understanding of SQL DML commands; Looking into different SQL commands—Select, Select Distinct, Where, And, Or, Not, Order By, Insert Into, Update, Delete; Performing simple mathematical operations using SQL (Finding minimum and maximum values, finding count, average and sum); Looking into some other SQL commands (Like, In, Between, Joins, Inner Join, Left Join, Right Join, Full Join, Self-Join, Union, Group By, Select Into, Insert Into); Filtering; Solving few business cases using SQL.

### Unit IV 10 L

Understanding complex queries in SQL; Writing subqueries; Transactions; Indexes and Constraints; Views; Working with metadata.

### Text Book(s):

1. Beaulieu, A.: Learning SQL. O'Reilly (2nd Edition)
2. Garcia-Molina, H., Ullman, J.D., & Widom, J.: Database Systems The Complete Book. Pearson Prentice Hall. Second Edition.

### Project:

The class will be divided into Groups consisting of 5 members each. Each group will be given a topic which will analyze one real life scenario. The Group will have to collect data based on a survey and then they will have to analyze the data based on the queries taught during the sessions. Each group will present before all student as a result all students should have an idea of different real life scenarios and how to analyze the data.

### Modes of Evaluation: Quiz/Assignment/presentation/Written Examination

#### Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

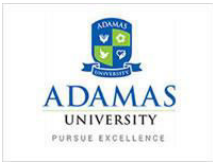
Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the fundamental concepts of Database Management Systems.	PO1, PO2, PO6, PO7, PO8, PSO1
CO2	Demonstrate the use of different DDL commands for performing various operations.	PO1, PO2, PO6, PO8, PSO1, PSO2
CO3	Assess the importance of different DML commands in different business scenarios.	PO1, PO2, PO6, PO7, PO8, PSO1, PSO2, PSO3
CO4	Illustrate the use of complex SQL queries for analyzing complex real-time data.	PO1, PO2, PO6, PO7, PO8, PSO1, PSO2

		Domain Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical tools and techniques.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world.	Develop competencies to be socially responsible business professionals.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03
BAN21204	Data Management with SQL	3	3	-	-	-	3	2	2	3	2	1

1= weakly mapped

2= moderately mapped

3=strongly mapped

Name:																																	
Enrolment No:																																	
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b> <b>Course: BAN21204 – Data Management with SQL</b> <b>Program: MBA (Business Analytics) Semester: III</b> <b>Time: 03 Hrs. Max. Marks: 50</b>																																	
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 2 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions</b> from <b>Section C</b> (Each Carrying 10 Marks).																																	
<b>SECTION A (Answer All Questions)</b>																																	
1.	Compare between data and information.	Understanding	CO1																														
2.	Compare and contrast between primary and foreign keys.	Understanding	CO2																														
3.	Assess the difference between DDL and DML commands.	Evaluating	CO2, CO3																														
4.	Distinguish left join from a right join?	Analyzing	CO3																														
5.	What is a view? Give an example.	Remembering	CO4																														
<b>SECTION B</b>																																	
1.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CustID</th> <th>CustName</th> <th>City</th> <th>PostalCode</th> <th>Country</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Alfreds Futterkiste</td> <td>Berlin</td> <td>12209</td> <td>Germany</td> </tr> <tr> <td>2</td> <td>Ana Trujillo Emparedados y helados</td> <td>México D.F.</td> <td>05021</td> <td>Mexico</td> </tr> <tr> <td>3</td> <td>Antonio Moreno Taquería</td> <td>México D.F.</td> <td>05023</td> <td>Mexico</td> </tr> <tr> <td>4</td> <td>Around the Horn</td> <td>London</td> <td>WA1 1DP</td> <td>UK</td> </tr> <tr> <td>5</td> <td>Berglunds snabbköp</td> <td>Luleå</td> <td>S-958 22</td> <td>Sweden</td> </tr> </tbody> </table>	CustID	CustName	City	PostalCode	Country	1	Alfreds Futterkiste	Berlin	12209	Germany	2	Ana Trujillo Emparedados y helados	México D.F.	05021	Mexico	3	Antonio Moreno Taquería	México D.F.	05023	Mexico	4	Around the Horn	London	WA1 1DP	UK	5	Berglunds snabbköp	Luleå	S-958 22	Sweden	Understanding	CO2, CO3, CO4
CustID	CustName	City	PostalCode	Country																													
1	Alfreds Futterkiste	Berlin	12209	Germany																													
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4	Around the Horn	London	WA1 1DP	UK																													
5	Berglunds snabbköp	Luleå	S-958 22	Sweden																													
<p>Based on the above Table named Customers, interpret the outputs for the following queries:</p> <p>1. SELECT COUNT(CustomerID), Country FROM Customers GROUP BY Country;</p> <p>2. SELECT COUNT(CustomerID), Country FROM</p>																																	

	<p>Customers GROUP BY Country ORDER BY COUNT(CustomerID) DESC;</p> <p>3. DELETE FROM Customers WHERE CustId = “1”;</p> <p>4. SELECT * FROM Customers WHERE CustomerName LIKE '%A';</p> <p>5. Drop database Customers;</p>																																															
2	<p>Worker:</p> <table border="1"> <thead> <tr> <th>WORKER_ID</th> <th>FIRST_NAME</th> <th>LAST_NAME</th> <th>SALARY</th> <th>DEPARTMENT</th> </tr> </thead> <tbody> <tr> <td>001</td> <td>Monika</td> <td>Arora</td> <td>10000 0</td> <td>HR</td> </tr> <tr> <td>002</td> <td>Niharika</td> <td>Verma</td> <td>80000</td> <td>Admin</td> </tr> <tr> <td>003</td> <td>Vishal</td> <td>Singhal</td> <td>30000 0</td> <td>HR</td> </tr> <tr> <td>004</td> <td>Amitabh</td> <td>Singh</td> <td>50000 0</td> <td>Admin</td> </tr> <tr> <td>005</td> <td>Vivek</td> <td>Bhati</td> <td>50000 0</td> <td>Admin</td> </tr> <tr> <td>006</td> <td>Vipul</td> <td>Diwan</td> <td>20000 0</td> <td>Account</td> </tr> <tr> <td>007</td> <td>Satish</td> <td>Kumar</td> <td>75000</td> <td>Account</td> </tr> <tr> <td>008</td> <td>Geetika</td> <td>Chauhan</td> <td>90000</td> <td>Admin</td> </tr> </tbody> </table> <p>Based on the table (Worker) given above, develop the queries for the following scenarios:</p> <ol style="list-style-type: none"> <li>Write queries for creating this table.</li> <li>Write a single query to insert these values.</li> <li>Write an SQL query to fetch “FIRST_NAME” from Worker table in upper case.</li> <li>Write an SQL query to fetch distinct department names from Worker table in upper case.</li> <li>Write an SQL query to print the first three characters of FIRST_NAME from Worker table.</li> </ol>	WORKER_ID	FIRST_NAME	LAST_NAME	SALARY	DEPARTMENT	001	Monika	Arora	10000 0	HR	002	Niharika	Verma	80000	Admin	003	Vishal	Singhal	30000 0	HR	004	Amitabh	Singh	50000 0	Admin	005	Vivek	Bhati	50000 0	Admin	006	Vipul	Diwan	20000 0	Account	007	Satish	Kumar	75000	Account	008	Geetika	Chauhan	90000	Admin	Applying	CO2, CO3
WORKER_ID	FIRST_NAME	LAST_NAME	SALARY	DEPARTMENT																																												
001	Monika	Arora	10000 0	HR																																												
002	Niharika	Verma	80000	Admin																																												
003	Vishal	Singhal	30000 0	HR																																												
004	Amitabh	Singh	50000 0	Admin																																												
005	Vivek	Bhati	50000 0	Admin																																												
006	Vipul	Diwan	20000 0	Account																																												
007	Satish	Kumar	75000	Account																																												
008	Geetika	Chauhan	90000	Admin																																												
3.	What are the ACID Properties? What is data independence? What is the difference between physical and logical data independence?	Remembering	CO1																																													
4.	<p>Design a E/R diagram for a bank database including information about customers and their accounts. Information about a customer includes their name, address, phone and social security number. Accounts have numbers, types (e.g., saving, current) and balances. We also need to record the customer (s) who owns an account. Be sure to include arrows wherever appropriate, to indicate the multiplicity of the relationship.</p> <p>(a) Show in your ER diagram that an account can have only one customer.</p>	Creating, Understanding	CO1																																													

	(b) Show in your diagram that a customer can have a set of addresses (which are street-city-state triples) and a set of phone numbers.								
	<b>SECTION C (Attempt any Two Questions)</b>								
1.	Draw and explain the different components of the canonical DBMS architecture.	Understanding	CO1						
2.	<p>Assume we have the following application that models soccer teams, the games they play, and the players in each team. In the design, we want to capture the following:</p> <ul style="list-style-type: none"> <li>We have a set of teams, each team has an ID (unique identifier), name, main stadium, and to which city this team belongs.</li> <li>Each team has many players, and each player belongs to one team. Each player has a number (unique identifier), name, DoB, start year, and shirt number that he uses.</li> <li>Teams play matches, in each match there is a host team and a guest team. The match takes place in the stadium of the host team.</li> <li>For each match we need to keep track of the following: <ul style="list-style-type: none"> <li>The date on which the game is played</li> <li>The final result of the match</li> <li>The players participated in the match. For each player, how many goals he scored, whether or not he took yellow card, and whether or not he took red card.</li> <li>During the match, one player may substitute another player. We want to capture this substitution and the time at which it took place.</li> </ul> </li> <li>Each match has exactly three referees. For each referee we have an ID (unique identifier), name, DoB, years of experience. One referee is the main referee and the other two are assistant referee.</li> </ul> <p>Construct an ER diagram to capture the above requirements. State any assumptions you have that affect your design. Make sure cardinalities and primary keys are clear. Map the ERD to create the relational model corresponding to the described application. Basically, list the CREATE TABLE statements with the attribute names, and appropriate data types.</p>	Creating	CO1, CO2						
3.	<p>R</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>5</td> </tr> </tbody> </table>	A	B	C	1	2	5	Applying	CO1, CO4
A	B	C							
1	2	5							

3	4	6
---	---	---

S

B	C	D
2	5	6
4	7	8
9	10	11

For the relations given above, identify the outputs of the following:

(a)  $R \bowtie S$

(b)  $R \bowtie_{D < 9} S$

(c)  $R - S$

(d)  $R \cup S$

(e)  $R \Pi S$

(f)  $\pi_D(S)$

(g)  $\sigma_{A=3}(R)$

MGT24207	<b>Summer Internship</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0, Scheme: 2020-21</b>	<b>Contact Hours -</b>	0	0	0	3
<b>Pre-requisites/Exposure</b>	Basic exposure of management thought				
<b>Co-requisites</b>					

### Course Description:

This is program offered after second semester. The basic objective of this course is to gain industry exposure and environment to the students. They learn the organizational culture and how organization functions. End of the training students evaluate by viva-voce and presentation followed by expert. Acquire employment contacts leading directly to a full-time job following graduation from college. Identify, write down, and carry out performance objectives (mutually agreed upon by the employer, the MCC experiential learning supervisor, and the student) related to their job assignment.

### Course Outcome:

CO-1 Explore career alternatives prior to graduation.

CO-2 Integrate theory and practice and assess interests and abilities in their field of study.

CO 3 Learn to appreciate work and its function in the economy. Develop work habits and attitudes necessary for job success.

CO 4 Develop communication, interpersonal and other critical skills in the job interview process. Build a record of work experience and on the job trainer

### Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam

#### Examination Scheme:

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	0	0	0	100

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs	
Course Outcomes (COs)	Mapped Program Outcomes



CO1	Explore career alternatives prior to graduation.	<b>PO4, PO5, PSO3</b>
CO2	Integrate theory and practice. Assess interests and abilities in their field of study .	<b>PO5, PSO3</b>
CO3	Learn to appreciate work and its function in the economy.	<b>PO5, PO7, PSO3</b>
CO4	Develop work habits and attitudes necessary for job success.	<b>PO1, PO4, PSO3</b>
CO5	Develop communication, interpersonal and other critical skills in the job interview process. Build a record of work experience and on the job trainer	<b>PO1, PO2, PO3, PO4, PSO3</b>

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per organizational requirements.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO3
MGT24207	Summer internship	2	1		3	3		1			1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

BAN21205	<b>Visual Business Intelligence</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	2	1	0	3
<b>Pre-requisites/Exposure</b>	Knowledge of any graphical software is recommended but not mandatory.				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### **Course Objectives**

1. To understand and appreciate the need for visual data discovery
2. To enable skills for self-service analytics
3. To acquire skills for basic analytics using visual software

### **Course Outcomes:**

On completion of this course, the students will be able to:

CO1. Explain the basic concepts of Visual Analytics.

CO2. Discuss how to restructure data for analytics (geographic analysis, forecasting) using Data Studio.

CO3. Utilize the knowledge of visual business intelligence how to perform advanced analyses (network analysis, path analysis, text analytics) using Visual Analytics.

CO4. Make use of advanced interactive reports with parameters and discuss how this course can be helpful in analyzing real-time data.

### **Course Description:**

The course Visual Business Intelligence deals with concepts that will provide students with an understanding of how to visualize data in different forms and how it can be used for complex scenarios like network analysis, textual analytics, etc. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. Hands-on training on SAS tools will be provided. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, problem solving and discussions with the coordinator.

## Course structure:

### Unit I: 12 L

Getting Started with Visual Analytics; Introduction to Visual Analytics; Exploring the Visual Analytics course environment; Viewing Visual Analytics reports; Preparing Data in Visual Analytics; Investigating data in Visual Analytics; Transforming data using Data Studio; Analyzing Data in Visual Analytics; Working with data items; Exploring data with charts and graphs; Creating data items and applying filters; Performing data analysis (relationship charts).

### Unit II: 16 L

Designing Reports with Visual Analytics; Creating a simple report; Creating interactive reports; Working with display rules; Restructuring Data for Geographic Mapping; Introduction to SAS Data Studio; Restructuring data; Analyzing geographic information; Restructuring Data for Forecasting; Restructuring data; Forecasting.

### Unit III: 12 L

Performing Network Analysis; Restructuring data for network analysis; Creating a network analysis object; Performing Path Analysis; Performing Text Analytics; Creating Advanced Data Items; Creating calculated items; Creating aggregated measures; Creating Advanced Filters; Creating advanced interactive filters.

### Unit IV: 5 L

Using Parameters to Create Advanced Reports; Using numeric parameters; Using character parameters; Using date parameters; Apply the concepts learnt in different business scenarios like Marketing, Finance, HR, healthcare, etc.

### Text Book(s):

1. SAS® Visual Analytics -Basics, SAS Official Course Notes, SAS Publishing. Cary, U.S.A. Latest Edition.
2. SAS® Visual Analytics -Advanced, SAS Official Course Notes, SAS Publishing. Cary, U.S.A. Latest Edition.
3. Fundamentals of Data Visualization: A Primer on Making Informative and compelling figures, By Claus O. Wilke, O’Rielly- 2019.

### Modes of Evaluation: Quiz/Assignment/presentation/Written Examination

#### Examination Scheme:

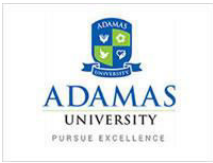
Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Explain the basic concepts of Visual Analytics.	<b>PO1, PO2, PSO1</b>
<b>CO2</b>	Discuss how to restructure data for analytics (geographic analysis, forecasting) using Data Studio.	<b>PO1, PO2, PO6, PO8, PSO1, PSO2</b>
<b>CO3</b>	Utilize the knowledge of visual business intelligence how to perform advanced analyses (network analysis, path analysis, text analytics) using Visual Analytics.	<b>PO1, PO2, PO6, PO7, PO8, PSO1, PSO2</b>
<b>CO4</b>	Make use of advanced interactive reports with parameters and discuss how this course can be helpful in analyzing real-time data.	<b>PO1, PO2, PO6, PO7, PO8, PSO1, PSO2, PSO3</b>

		Domain Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical tools and techniques.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world.	Develop competencies to be socially responsible business professionals.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03
BAN21205	Visual Business Intelligence	3	3	-	-	-	2	2	2	3	2	1

1= weakly mapped 2= moderately mapped 3=strongly mapped

Name:			
Enrolment No:			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b> <b>Course: BAN21205 – Visual Business Intelligence</b> <b>Program: MBA (Business Analytics) Semester: III</b> <b>Time: 03 Hrs. Max. Marks: 50</b>			
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 1 Marks); any <b>Three Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions</b> from <b>Section C</b> (Each Carrying 10 Marks).			
<b>SECTION A (Answer All Questions)</b>			
1.	Explain relationship charts.	Understanding	CO1
2.	Discuss geographic mapping.	Creating	CO2
3.	What do you understand by Forecasting? Give example	Remembering	CO2
4.	Interpret interactive filters.	Evaluating	CO3
5.	Evaluate aggregate measures.	Evaluating	CO3
<b>SECTION B</b>			
1.	Justify the need for visual analytics.	Evaluating	CO1
2.	Discuss Restructuring Data for Forecasting	Creating	CO2
3.	Identify how to restructure data for network analysis.	Applying	CO3
4.	Assess how you use Parameters to Create Advanced Reports.	Evaluating	CO4
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Elaborate the following concepts: (a) Preparing Data in Visual Analytics (b) Investigating data in Visual Analytics (c) Working with data items (d) Creating data items and applying filters	Creating	CO1
2.	Discuss Restructuring Data for Geographic Mapping	Creating	CO2
3.	What do you understand by Path Analysis, Network Analysis and Text analytics? Explain in details.	Remembering, Understanding	CO3

BAN22206	<b>TEXT ANALYTICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	2	1	0	3
<b>Pre-requisites/Exposure</b>	Basic Calculation Skills, Basic Programming Skills				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### Course Objectives

1. To understand the basic concepts of text analytics.
2. To gain an understanding of different techniques used for text classification.
3. To develop an understanding of text summarization.
4. To understand opinion mining, term similarity and social-media data analysis.
5. To apply the knowledge learnt in different business scenarios.

### Course Outcomes:

On completion of this course, the students will be able to:

CO1. Develop a basic understanding of text-analytics and its importance.

CO2. Explain the importance of textual classification.

CO3. Assess the use of textual summarization.

CO4. Demonstrate the use of textual mining and text-analytics in business.

### Course Description:

Text analytics is the automated process of translating large volumes of unstructured text into quantitative data to uncover insights, trends, and patterns. Combined with data visualization tools, this technique enables companies to understand the story behind the numbers and make better decisions. This course will prepare the students to understand how to utilize different text-analytics techniques to analyze hidden content from textual data and utilize this knowledge to analyze data in different business oriented scenarios. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, case study discussions, problem solving and discussions with the coordinator.

## **Course structure:**

### **Unit I: 12 L**

**Introduction:** Overview of Text Mining and Analytics; Basics of Natural Language Processing (Linguistics, Language Syntax and structure, language semantics, text corpora); Importance of Text Analytics in this modern era; Structured and Unstructured data; Static and Streamed data; Giving structure to unstructured data; What is a corpus; Some common corpora for performing text analysis; Processing and Understanding Text; Text Tokenization; Text Normalization; Understanding Text syntax and structure; Basic approaches to represent text documents: Bag of words, stop words, stemming, lemmatization, Word Clouds, Finding word frequencies, Finding most common words; Discussion of few case studies.

### **Unit II: 14 L**

Understanding the concept of text classification; Text Normalization; Feature Extraction (Bag-of-words model, TF-IDF model, Advanced word vectorization models); Discussion of different classification algorithms (Naïve Bayes, kNN, MaxEnt, SVM); Examining performance of classifiers; Building a multi-class classification system; Various business cases where text classification is useful.

### **Unit III: 8 L**

Discussion of some important concepts related to text summarization; Extractive Text Summarization; Abstractive Text Summarization; Topic Modeling (LDA and LSA techniques); Automated Document Summarization.

### **Unit IV: 11 L**

Semantic Analysis; Word Sense Disambiguation; Code Switching vs Code Mixing; Sentiment Analysis; Emotion Analysis; Analyzing data from Twitter; Text Similarity and Clustering; Analyzing term similarity; Analyzing document similarity; Discussion of different business scenarios.

### **Text Book(s):-**

1. Sarkar, D.: Text Analytics with Python – A practical real world approach to gaining actionable insights from your data. Apress.
2. Bird, S., Klein, E., & Loper, E.: Natural Language Processing with Python. O'Reilly. First Edition.
3. Bengfort, B., Bilbro, R., & Ojeda, T.: Applied Text Analysis with Python—Enabling language aware data products with machine learning. O'Reilly. First Edition.

### **Project:**

The class will be divided into Groups consisting of 5 members each. Each group will be given a topic which will analyze one real life scenario. The Group will have to collect data based on a

survey/from social-media and then they will have to analyze the data based on the queries taught during the sessions. Each group will present before all student as a result all students should have an idea of different real life scenarios and how to analyze the data.

**Modes of Evaluation: Quiz/Assignment/presentation/Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**


Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Develop a basic understanding of text-analytics and its importance.	<b>PO1, PO2, PO6, PO7, PO8, PSO1</b>
<b>CO2</b>	Explain the importance of textual classification.	<b>PO1, PO2, PO6, PO8, PSO1, PSO2, PSO3</b>
<b>CO3</b>	Assess the use of textual summarization.	<b>PO1, PO2, PO6, PO7, PO8, PSO1, PSO2, PSO3</b>
<b>CO4</b>	Demonstrate the use of textual mining and text-analytics in business.	<b>PO1, PO2, PO3, PO6, PO7, PO8, PSO1, PSO2, PSO3</b>

		Domain Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical tools and techniques.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world.	Develop competencies to be socially responsible business professionals.	
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03	



BAN22204	Text Analytics	3	3	1	-	-	3	2	2	3	2	2
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4. 1= weakly mapped  
5. 2= moderately mapped  
6. 3=strongly mapped

<b>Name:</b> <b>Enrolment No:</b>			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b> <b>Course: BAN22204– Text Analytics</b>			
<b>Program: MBA (Business Analytics)</b> <b>Time: 03 Hrs.</b>		<b>Semester: III</b> <b>Max. Marks: 50</b>	
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 2 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions from Section C</b> (Each Carrying 10 Marks).			
<b>SECTION A (Answer All Questions)</b>			
1.	Compare and contrast structured and unstructured data.	Understanding	CO1
2.	Compare and contrast stemming and lemmatization.	Remembering	CO2
3.	Identify two business uses of bag-of-words technique.	Applying	CO2
4.	Justify the need for abstractive Text Summarization.	Evaluating	CO3
5.	Compare and contrast between Code Switching and Code Mixing.	Evaluating, Understanding	CO4
<b>SECTION B</b>			
1.	Explain the difference between sentiment analysis and emotion analysis? How are they different from semantic analysis?	Evaluating, Remembering	CO2
2.	A data mining routine has been applied to a transaction dataset and has classified 88 records as fraudulent (30 correctly so), and 952 as non-fraudulent (920 correctly so). Construct the confusion matrix and infer the error rate.	Applying, Understanding	CO2
3.	What is the difference between Static and Streamed data? How do you give a structure to unstructured data? What is a corpus?	Remembering	CO1
4.	Compare and contrast the two Topic Modeling techniques (LDA and LSA techniques) in details.	Understanding	CO3

<b>SECTION C (Attempt any Two Questions)</b>			
1.	<p>1. Peyton Manning is a great QB  2. Peyton is a great passer and has a great offensive line  3. Peyton is the most overrated of all QBs</p> <p>Based on the sentences given above and cosine based similarity measure, identify the closest sentence to “great QB most line”. Show the calculations in details.</p>	Applying	<b>CO2</b>
2.	<p>“Also known as text mining or natural language processing, text analytics is the science of turning unstructured text into structured data. It has moved from university research into real-world products that can be used by any business.”</p> <p>Construct the final bag-of-words from the above paragraph, after performing the following operations:</p> <ul style="list-style-type: none"> <li>(a) Remove stop-words</li> <li>(b) Perform stemming</li> <li>(c) Find word frequency</li> </ul> <p>Construct the final bag-of-words from the above paragraph, after performing the following operations:</p> <ul style="list-style-type: none"> <li>(a) Remove stop-words</li> <li>(b) Perform lemmatization</li> <li>(c) Find word frequency</li> </ul> <p>Explain why the output changes.</p>	Creating, Understanding	<b>CO4</b>
3.	<p>What do you understand by text classification? Discuss the different classification algorithms (Naïve Bayes, kNN, MaxEnt, SVM) with examples.</p>	Remembering, Creating	<b>CO4</b>

BAN22207	<b>OVERVIEW OF PYTHON FOR BUSINESS USE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	2	1	0	3
<b>Pre-requisites/Exposure</b>	Basic Calculation Skills, Basic Programming Skills				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### Course Objectives

1. To understand the basic concepts of Python programming.
2. To gain a deeper understanding of using Python for accessing data from different files and performing complex operations.
3. To develop an understanding of visualizing data using Python for better analysis.
4. To apply the knowledge learnt in different business scenarios.

### Course Outcomes:

On completion of this course, the students will be able to:

CO1. Explain the fundamental concepts of Python programming.

CO2. Recognize the use of different commands in Python for processing data and analyzing it in business scenarios.

CO3. Make use of different commands in Python for visualizing the results.

CO4. Assess the use of Python commands for machine learning related cases in various business scenarios.

### Course Description:

With the increasing demand for data analytics, the need for utilizing open source programming software like Python is slowly increasing for data analysis. This course will prepare the students to understand how to program in Python and utilize this knowledge to analyze data in different business oriented scenarios. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, case study discussions, problem solving and discussions with the coordinator.

## Course structure:

### Unit I: 10 L

Introduction; Getting and Installing Python platform; Getting an overview of some basic operations in Python; Overview of some common Python packages; Arithmetic in Python; Python Syntax; Variables in Python; Python basic data types; Strings, Numbers and Boolean use in Python; Casting in Python; Python Operators; Python tuples; Python sets; Understand how each operation can be helpful for analyzing business problems.

### Unit II: 20 L

Python Lists; Conditional Statements in Python; Loops in Python; Arrays in Python; Functions in Python; Learning Object oriented programming concept using python; Lambda function; RegEx operations in Python; File Handling in Python; Calculating measures of central tendency using Python; Variation and Standard deviation using python; Probability density function and probability mass function; Percentiles and Moments; Covariance and Correlation; Conditional Probability; Bayes Theorem; Solving statistical business cases using Python.

### Unit III: 5 L

Data Visualization using Python; Getting an overview of matplotlib and Seaborn; Business case discussion.

### Unit IV: 10 L

Machine Learning using Python; Linear Regression; Clustering; Decision trees; Natural Language Processing; Using Python to analyze social-media content; Discussion of related business scenarios.

### Text Book:-

1. McKinney, W.: Python for Data Analysis- Data Wrangling with Pandas, Numpy and iPython. O'Reilly. 2<sup>nd</sup> Edition.

### Project:

The class will be divided into Groups consisting of 5 members each. Each group will be given a topic which will analyze one real life scenario. The Group will have to collect data based on a survey/from social-media and then they will have to analyze the data based on the queries taught during the sessions. Each group will present before all student as a result all students should have an idea of different real life scenarios and how to analyze the data.

### Modes of Evaluation: Quiz/Assignment/presentation/Written Examination

#### Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the fundamental concepts of Python programming.	PO1, PO2, PO6, PO7, PO8, PSO1
CO2	Recognize the use of different commands in Python for processing data and analyzing it in business scenarios.	PO1, PO2, PO6, PO8, PSO1, PSO2, PSO3
CO3	Make use of different commands in Python for visualizing the results.	PO1, PO2, PO6, PO7, PO8, PSO1, PSO2, PSO3
CO4	Assess the use of Python commands for machine learning related cases in various business scenarios.	PO1, PO2, PO3, PO6, PO7, PO8, PSO1, PSO2, PSO3

		Domain Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical tools and techniques.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world.	Develop competencies to be socially responsible business professionals.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03
BAN22205	Overview of Python for Business Use	3	3	1	-	-	3	2	2	3	2	2

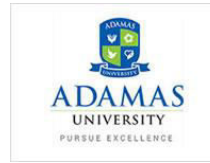
1= weakly mapped

2= moderately mapped

3=strongly mapped

Name:

Enrolment No:



**ADAMAS UNIVERSITY  
SCHOOL OF BUSINESS & ECONOMICS  
END SEMESTER EXAMINATION**

**Course: BAN22205 – Overview of Python for Business Use**

**Program: MBA (Business Analytics)**

**Semester: III**

**Time: 03 Hrs.**

**Max. Marks: 50**

**Instructions:**

Attempt All Questions from **Section A** (Each Carrying 2 Marks); any **Four Questions** from **Section B** (Each Carrying 5 Marks). Any **Two Questions** from **Section C** (Each Carrying 10 Marks). **This is an open book open laptop examination. You must submit your codes and outputs.**

**SECTION A (Answer All Questions)**

1.	What are the basic data-types in Python?	Remembering	CO1
2	What do you mean by control structures?	Remembering	CO2
3	Identify two reasons for the need of data visualization.	Applying	CO3
4	Compare and contrast probability density function and probability mass function.	Understanding	CO2
5	Compare and contrast between Linear and Logistic regression.	Understanding	CO4

**SECTION B**

1.	Create a 3 by 3 matrix consisting of the numbers 1-9. Assign this matrix to the variable mat. Find the maximum value in the matrix.	Creating, Remembering	CO1, CO2														
2	Create a 5 by 5 matrix consisting of the numbers 1-25 and assign it to the variable mat2. Select a sub-section of mat2 from the previous exercise that looks like this: [7,8] [12,13]	Creating, Applying	CO1, CO2														
3.	For the dataset given below, create a scatterplot of volume versus sales. <table border="1" data-bbox="393 1633 967 1894"><thead><tr><th>Sales</th><th>Volume</th></tr></thead><tbody><tr><td>72</td><td>53800</td></tr><tr><td>98</td><td>65050</td></tr><tr><td>130</td><td>92850</td></tr><tr><td>98</td><td>97300</td></tr><tr><td>141</td><td>10590</td></tr><tr><td>156</td><td>13910</td></tr></tbody></table>	Sales	Volume	72	53800	98	65050	130	92850	98	97300	141	10590	156	13910	Creating, Applying	CO1, CO3, CO4
Sales	Volume																
72	53800																
98	65050																
130	92850																
98	97300																
141	10590																
156	13910																

		179	75892																																																																																																					
4.	Create a script that given a numeric vector x with a length 3, will print out the elements in order from high to low. You must use conditional statements for your logic.				Creating	CO2																																																																																																		
<b>SECTION C (Attempt any Two Questions)</b>																																																																																																								
1.	<p>(a) We want to ship bars of aluminum. Create a function that accepts an integer representing the requested kilograms of aluminum for the package to be shipped. To fulfill these order, we have small bars (1 kilogram each) and big bars (5 kilograms each). Show the least number of bars needed.</p> <p>For example, a load of 6 kg requires a minimum of two bars (1 5kg bars and 1 1kg bars). A load of 17 kg requires a minimum of 5 bars (3 5kg bars and 2 1kg bars).</p> <p>(b) Use Python code to perform Lemmatization of the words “good, better, best”, “Call, Called, Calling”.</p> <p>(c) Use Python code to remove stopwords from the sentence “I am enjoying the exam. It is so much fun solving the questions.” using some standard function.</p>				Creating, Understanding	CO2																																																																																																		
2.	<p>Use the table given below, save it in excel.</p> <table border="1" data-bbox="253 1129 932 1738"> <thead> <tr> <th>Child Bks</th> <th>Yout hBks</th> <th>Coo kBks</th> <th>Dolt YBks</th> <th>Ref Bks</th> <th>ArtBks</th> <th>GeogBks</th> </tr> </thead> <tbody> <tr><td>0</td><td>1</td><td>0</td><td>1</td><td>0</td><td>0</td><td>1</td></tr> <tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>0</td><td>1</td><td>0</td><td>1</td></tr> <tr><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td></tr> <tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td></tr> <tr><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>0</td><td>1</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td></tr> <tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td></tr> </tbody> </table> <p>Load it in a variable using Python and then identify the association rules for the following criteria:</p> <ol style="list-style-type: none"> <li>Support 70%; Confidence 60%</li> </ol>				Child Bks	Yout hBks	Coo kBks	Dolt YBks	Ref Bks	ArtBks	GeogBks	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	Applying	CO4
Child Bks	Yout hBks	Coo kBks	Dolt YBks	Ref Bks	ArtBks	GeogBks																																																																																																		
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	<p>2. Support 50%; Confidence 40%</p> <p>3. Lift &gt; 1</p>																																																		
3.	<p>Based on the data given below, save this in an excel file. Load it using Python. Which one will you choose as your target variable? What is the correlation between AdvExp and Sales. Build the regression model and interpret the results. Construct a graph to visualize the results.</p> <table border="1"> <thead> <tr> <th>Time</th> <th>AdvExp</th> <th>Sales</th> </tr> </thead> <tbody> <tr><td>1</td><td>25</td><td>92.8</td></tr> <tr><td>2</td><td>0</td><td>79.2</td></tr> <tr><td>3</td><td>15</td><td>84.5</td></tr> <tr><td>4</td><td>10</td><td>83</td></tr> <tr><td>5</td><td>20</td><td>88.1</td></tr> <tr><td>6</td><td>10</td><td>83.9</td></tr> <tr><td>7</td><td>5</td><td>79.9</td></tr> <tr><td>8</td><td>5</td><td>81.1</td></tr> <tr><td>9</td><td>15</td><td>86.4</td></tr> <tr><td>10</td><td>15</td><td>86.3</td></tr> <tr><td>11</td><td>5</td><td>79.9</td></tr> <tr><td>12</td><td>20</td><td>86.6</td></tr> <tr><td>13</td><td>15</td><td>85.4</td></tr> <tr><td>14</td><td>5</td><td>80.5</td></tr> <tr><td>15</td><td>10</td><td>83.5</td></tr> </tbody> </table>	Time	AdvExp	Sales	1	25	92.8	2	0	79.2	3	15	84.5	4	10	83	5	20	88.1	6	10	83.9	7	5	79.9	8	5	81.1	9	15	86.4	10	15	86.3	11	5	79.9	12	20	86.6	13	15	85.4	14	5	80.5	15	10	83.5	Understanding, Applying, Creating	CO1, CO3, CO4
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IST21201	<b>MANAGEMENT INFORMATION SYSTEM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.1</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Understanding of Information Technology and Management				
<b>Co-requisites</b>	--				
<b>Academic year</b>	2020-21				

### Course objectives:

1. To develop fundamentals idea of information system
2. The course will help to learn different techniques in modern business environment.
3. The course should develop idea on the application of various MIS techniques.

### Course Outcomes

On completion of this course, the students will be able to:

CO 1: Identify the fundamental functions of Management Information system

CO2 Describe the use and function of information systems.

CO3: Describe and evaluate information systems development processes and techniques.

CO4: Identify and evaluate hardware and software requirements for information systems.

CO5: Explain the security risks associated with management information systems.

### Course Description:

The overall aim of this course is to provide students with an understanding at how to use and manage information system in order to revitalize business processes, improve business decision making, and gain competitive advantage

### Course Structure

**UNIT –I MIS and Overview:** Definition, Framework, Objectives of MIS, Disadvantages of MIS, Approaches of MIS, Constraints of MIS, Transaction Process Systems, Office Automation System 10 Hrs

**UNIT- II Decision Support System:** Definition, Evolution of DSS, Objectives of DSS, Classification of DSS, Characteristics of DSS, Components of DSS, Success of DSS, Relationship of IMS and DSS, Application of DSS, MIS, TPS 8 Hrs

**UNIT- III Information System in Business:** Introduction, Functional areas, Marketing Information System, Quality Information System, Research and Development System 6 Hrs

**Unit- IV: Database Management System:** Introduction, Data Vs Information, Database and BBMS, Advantages, Data Management activities, Components of DBMS, Entity Relationship Diagram **10Hrs**

**Unit-V:** Implementation, Evaluation and Maintenance of System : Methods and steps in implementation of system; Approaches and process of evaluating MIS. Security Issues Relating to Information Systems : Threats to information systems; Vulnerability, risk and control measures **10 Hrs**

**Text Book(s):-**

TH 1. Arora & Bhatia: Management Information Systems,Excel Books

TH 2. O'Brien James : Management Information Systems, Tata-McGraw Hill

TH 3. Kumar, Muneesh : Business Information Systems, Vikas Publishing House

TH 4. Rajaraman, V : Analysis and Design of Information Systems for Modern

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**


Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the fundamental functions of Management Information system	PO1, PO 2
CO2	Describe the use and function of information systems	PO1,PO2, PO3, PO 6, PSO2
CO3	Describe and evaluate information systems development processes and techniques.	PO2, PO4, PO 6, PSO1
CO4	Identify and evaluate hardware and software requirements for information systems.	PO5, PO6, PO7, PO8
CO5	Explain the security risks associated with management information systems	PO5, PO6, PSO3

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
IST21201	Management Information System	2	3	2	1	2	3	2	1	2	2	2

1= weakly mapped

2= moderately mapped

3=strongly mapped

<b>Name:</b>  <b>Enrolment No:</b>	
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b>	
<b>Course: IST21201– MANAGEMENT INFORMATION SYSTEM</b>	
<b>Program: MBA</b> <b>Time: 03 Hrs.</b>	<b>Semester: IV</b> <b>Max. Marks: 50</b>
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 2 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions from Section C</b> (Each Carrying 10 Marks).	

<b>SECTION A (Answer All Questions)</b>			
1.	Define MIS?	Remembering	CO1
2	What is DSS?	Understanding	CO1
3	What is TPS?	Remembering	CO2
4	What is Office Automation System??	Remembering	CO1
5	What do you mean byERP?	Remembering	CO1
<b>SECTION B (Attempt any Three Questions)</b>			
1.	Discuss about information system resources?	Understanding	CO2
2	Discuss various components /resources of information system.	Remembering	CO3, CO2
3.	Discuss manufacturing information system.	Understanding	CO 3
4.	Write about the fundamentals and dimensions of information system.	Analysing	CO3
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Explain briefly the components of DBMS	Applying	CO4
2.	What are the Security Issues Relating to Information Systems	Applying	CO4
3.	Write about the fundamentals and dimensions of information system.	Applying	CO4

EIC21201	<b>Entrepreneurship Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic understanding of business, innovation and marketing				
<b>Co-requisites</b>	--				

### Course Objectives:

1. To expose students about entrepreneurship and its importance in every sector of economy since it opens up the door for enterprise creation in every sector of business.
2. Skilling up youth is to encourage them to set up their own micro/small enterprises or engage themselves productively in larger enterprises.
3. Creating an entrepreneurial eco-system essential in our country.
4. Developing an entrepreneurship movement through its education.

### Course Outcomes:

On completion of this course, the students will be able to:

CO1. Identify the fundamentals idea of entrepreneurship.

CO2. Recognise the importance of having strong entrepreneurial characteristics.

CO3. Develop business idea generation and converting the idea into a business model.

CO4. Explain role of government agencies that renders support in terms of policies, assistances etc.

CO5. Illustrate the sustenance and growth of the enterprises by start-up entrepreneurs.

### Course Description

Entrepreneurship is generally understood to be the practice of starting new business organisations in response to perceived opportunities. It results in establishment of small one-person businesses as also large organisations capable of creating many job opportunities. Entrepreneurship has been identified as one of the major trends shaping business, economy and even society. The modern study of entrepreneurship owes a lot to the pioneering efforts of Joseph Schumpeter and other economists. Similarly, Frank Wright, Peter Drucker, and many others have successfully contributed to the growth of entrepreneurship theory, practice and research. In recent times, entrepreneurship and entrepreneurs have received a lot of attention from academicians, writers, media, and general public. The achievements and contributions of entrepreneurs have been acknowledged by society. Many entrepreneurs are honoured and awarded for their achievements nationally as well as internationally.

### Course Content:

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**Module 1: 10 Lecture Hours**

Introduction - Understanding the meaning of Entrepreneurial ship - Characteristics of an Entrepreneur - Classification of the Entrepreneurs – MSME Classification in India- Entrepreneurial Scene in India - Factors influencing Entrepreneurship.

**Module II 5 Lecture Hours**

Early Career Dilemmas of an Entrepreneur, The Entrepreneur’s Role, Task and personality  
A typology of Entrepreneurs: Defining Survival and success, Entrepreneurship as a Style of Management

**Module III 10 Lecture Hours**

Entrepreneurial growth - Role played by government and Non-Government agencies - EDP’s, WBIDC, SIDBI, IDBI, IFCI. Rural Entrepreneurs - Small scale entrepreneurs and Export Entrepreneurs .

**Module IV 5 Lecture Hours**

Business plan, Business idea generation Techniques - Identification of Business Opportunities - Marketing Feasibility - Financial Feasibility - Technical - Legal - Managerial and Location Feasibility.

**Module V 5 Lecture Hours**

Project Appraisal - Methods - Techniques - Preparation of Business Plan - Content of a Business Plan - Project Report.

**Module VI 10 Lecture Hours**

Start of an enterprise - Franchising and Acquisition - Product Strategies - Pricing Strategies - Distribution Strategies - Promotional Strategies. How to be a successful Entrepreneur?  
Learning to be Successful - Successful entrepreneurs.

**Reference Books:**

1. Vasant Desai - Dynamics of Entrepreneurial Development and Management. HPH(2019)
2. Khanna - Entrepreneurial Development. S. CHAND (2018)
3. Rajeev Roy- Entrepreneurship, Oxford University Press

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	30	10	20	40

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the fundamentals idea of entrepreneurship.	PO1, PO2
CO2	Recognise the importance of having strong entrepreneurial characteristics	PO1,PO2, PO3, PSO1
CO3	Develop business idea generation and converting the idea into a business model.	PO1, PO2, PO3, PO4, PO5, PO4,
CO4	Explain role of government agencies that renders support in terms of policies, assistances etc.	PO1, PO5, PO7, PO8,PSO2
CO5	Illustrate the sustenance and growth of the enterprises by start-up entrepreneurs.	PO8, PO7, PSO3

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
EIC21201	Entrepreneurship Development	3	3	2	1	2	-	2	2	2	2	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Name:

Enrolment No:



**ADAMAS UNIVERSITY  
SCHOOL OF BUSINESS & ECONOMICS  
END SEMESTER EXAMINATION**

Course: EIC21201    **Entrepreneurship Development**

**Program: MBA**

**Semester: IV**

**Time: 3 Hrs.**

**Max. Marks: 50**

**Instructions:**

Attempt any five questions from **Section A** (each carrying 2 marks); any **Three Questions** from **Section B** (each carrying 10 marks). **Section C** is Compulsory (carrying 10 marks). 10 Marks).

**SECTION A (Answer any five Questions)**

1.	What is a start-up venture?	Remembering	CO1
2.	Define social entrepreneurship.	Understanding	CO1
3.	What is the flow of an entrepreneurial idea?	Remembering	CO2
4.	What is design thinking?	Remembering	CO1
5.	Define small and micro enterprise	Understanding	CO1
6.	What is practice venture?	Remembering	CO1
<b>SECTION B (Attempt any Three Questions)</b>			
1.	Explain the factors influencing entrepreneurship.	Remembering	CO2
2.	Write a business plan for a newly developed product	Analysing	CO3, CO2
3.	Explain the role of SIDBI to small and start-up ventures.	Applying	CO 3
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Case Study on Distribution and IT	Applying	CO4



MGT21205	<b>STRATEGIC MANAGEEMNT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.1</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic knowledge on Functional areas of Management				
<b>Co-requisites</b>	Concepts of Management Functions				
<b>Academic Year</b>	2020-2021				

#### Course Objectives:

1. Understand the basic concepts and principles of strategic management
2. Analyse the internal and external environment of business
3. Develop and prepare organizational strategies that will be effective for the current business environment.
4. Strategy implementation, project implementation, procedural implementation, resource allocation, budgets, organization structure, matching structure and strategy
5. Symptoms of strategy malfunctioning of strategy, organization anarchies, operations control and strategic control, measurement of performance, corporate - level strategic analysis, business -level strategic analyses and strategic plan.
6. Ecommerce business model and strategies, internet strategies for traditional business, key success factors in E-commerce.

#### Course Outcomes

At the end of the course, the student will be able to learn and practice:

Course Outcomes for Business Strategy (MBA 52104)

CO- 1 Identify the basic concepts and principles of strategic Business analysis the internal and external environment of business.

CO-2 Develop and prepare organizational strategies that will be effective for the current business environment.

CO-3 Devise strategic approaches to managing a business successfully in a global context.

CO-4 Integrate the nature and dynamics of the strategy formulation and implementation processes as they occur in complex organizations.

CO-5 Demonstrate to think critically and strategically in various strategic issues.

#### Course Description:

The broad goal of Business Strategy is to cut across the whole spectrum of business and management. The purpose of the course is to help support the creation of a holistic understanding of the firm - about the industry and the competitive environment in which it operates. Moreover strategy formulation, implementation and measurement are three major areas students will come across.

## **Course Structure**

### **Unit-I**

Introduction to Strategic Management- Evolution of Strategic Thinking - Views of Eminent Thinkers, Strategic vs. Operational Management, Strategic Management Process, Levels of Strategy (Corporate, Business, Functional).

### **Unit-II**

The Environment (Porter's Five Forces Framework, PESTEL, Strategic Gaps, SWOT; Challenges in International Business Environment; Hofstede Cultural Dimensions, Internationalization).

### **Unit-III**

Strategy Development: Multiple approaches - Strategic Planning System, Logical Incrementalism, Learning, Organization, Strategic Leadership. Implications - Intended, Realized, Emergent Strategy - Strategic Drift. Corporate-level Strategy: Value Creation and the Corporate Parent- Portfolio Manager (Eg. BCG, GE Matrices), Synergy Manager, Resource Allocator, Restructurer, Parental Developer. Managing the Corporate portfolio - BCG, GE Matrices.

### **Unit-IV**

Product/Market Diversity Related/Unrelated Diversity. International Strategy-Market Selection and Entry. Business-level Strategy: Generic Strategies; Cost Leadership, Product Differentiation, Focus; The Hybrid Strategy. Directions for Strategy Development: Product Development, Market Development, The TOWS matrix. Strategy Implementation: McKinsey 7S Framework, Competing for Future: Beyond Restructuring and Re-engineering. Emerging Strategy Paradigms - Unlearning Curve, Strategy as Stretch and Leverage, Co-Creation.

### **Unit- V**

Expectations and Purposes: Organizational Purposes, Stakeholder Mapping, Communicating, Organizational Purposes (Core Values & Ideology, Vision, Mission, Objectives), Strategic Capability: Critical Success Factor - Experience Curve - Strategic Capability - Resources – Core Competence - Competition View of Strategy vs. RBV, Value Chain Analysis.

### **Unit- VI**

Strategic Alliances and Joint Ventures: Franchising - Licensing - Motives and Types - Successful JVs Life Cycle of a JV - JV Failures. Mergers & Acquisition: Organic Vs. Inorganic Growth - Theories of M&A - Types and Motives - Synergy - Financing (LBO) — Issues leading to failure of M&A's.

TH-1. Bartlett, C. A., Ghoshal, S., & Beamish, P. W. (2009). Transnational management: Text, cases & readings in cross-border management (6th ed.). London: McGraw-Hill

TH-2. Grant, R. M. (2010). Cases to accompany contemporary strategy analysis (7th ed.). London: John Wiley.

TH-3. Porter, M. E. (2004). Competitive strategy. (2004). New York: Simon & Schuster

TH-4. Prahalad, C. K., & Krishnan, M. S. (2008). The New Age of innovation: Driving co created value through global networks. New York: McGraw Hill.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**


**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

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CO2	Devise strategic approaches to managing a business successfully in a global context.	PO1,PO2, PO3, PO 6, PSO2
CO3	Integrate the nature and dynamics of the strategy formulation and implementation processes as they occur in complex organizations.	PO2, PO4, PO 6, PSO1
CO4	Demonstrate to think critically and strategically in various strategic issues	PO5, PO6, PO7 PSO3
CO5	Develop and prepare organizational strategies that will be effective for the current business environment	PO5, PO6, PSO2

		Management Knowledge	Problem Solution	Leadership and Organization Skills	Ethics	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge into practical applications as per	Keep abreast of trans-disciplinary trends which can be brought to bear in creating	Develop competencies to be socially responsible business professionals
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
MGT21205	Strategic Management	2	3	1	1	2	3	1	-	2	3	2

<b>Name:</b>			
<b>Enrolment No:</b>			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b>			
<b>Course: MGT21205 – Strategic Management</b>			
<b>Program: MBA</b>	<b>Semester: IV</b>		
<b>Time: 03 Hrs.</b>	<b>Max. Marks: 50</b>		
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 1 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions</b> from <b>Section C</b> (Each Carrying 10 Marks).			
<b>SECTION A (Answer All Questions)</b>			
1.	What is Core Competencies? Give examples of two companies and their core competencies.	Remembering	CO1
2.	How policy decision impacts on Business Strategy?	Understanding	CO1
3.	What is stability strategy? Which company do you think now adopting stability strategy?	Remembering	CO2
4.	What are five forces of Michael Potters approach?	Remembering	CO1

5	Why are diversification strategy adopted?	Remembering	CO1
<b>SECTION B (Attempt any Three Questions)</b>			
1.	What do corporate strategies deal with?	Understanding	CO2
2	What a vision should be and what it should not be?	Remembering	CO3, CO2
3.	.How BCG matrix is a corner stone of strategic decision	Understanding	CO 3
4.	Analysis the strategy adopted by CCD.	Analysing	CO3
<b>SECTION C (Attempt any Two Questions)</b>			
1.	<p>The Corporate journey of Mahindra Group started in 1945 when one of the two brothers K.C.Mahindra and J.C.Mahindara was on a visit to the US both brothers were professionals working with TATA Steel and Martin Burns respectively. K.C.Mahindra visualized manufacturing jeeps for the rugged Indian roads. A franchisee for assembling willys jeep was set up as Mahindra and Mohammad in association with Ghulam Mohammad, who later become a finance minister in post-independence Pakistan.</p> <p>In 1848, Mahindra &amp; Mahindra came into being Keshub Mahindra is the chairman of the Group and Anand G. Mahindra is the managing director. The first diversification came in 1953 when Otis Elevator (India) was formed in 1956, the shares of the Mahindra Group were listed on the Bombay Stock exchange. The decade of 1953 -63 saw diversification mainly through collaborations and joint ventures with foreign companies. The group entered Varnishes and resins, machine tools, sintered products, alloy and special steel, and finally tractors in 1963. Tractors remain a core business at the Mahindra Group and it is a market leader in the industry and a global player now.</p> <p>In 1965 came a major thrust into the automobile industry with the commencement of production of light commercial vehicle. The first international foray in the form of exports of utility vehicles and spare parts started in 1969, making in the first attempt at geographical diversification from the group.</p>	Applying	CO4

<p>The next two decades till 1985 were interspersed with strategic actions aimed at expansion in its mainline business of tractors. A major diversification occurred in 1986 with the Group entering the information technology sector. The milestone of India's second liberalization in 1991 coincided with the Mahindra Group's diversifying into financial services.</p> <p>A reorganization exercise was carried out in 1994 to create six strategic business units: automotive, farm equipment, infrastructure trade and financial services, information technology and systech. The next five years the sawn of 2000 were marked by several related and unrelated diversification moves into realty and infrastructure, passenger cars, holiday resorts, consultancy and education.</p> <p>By 2001 the Mahindra Group was not really in a good shape financially with revenues of Rs. 4352 crore, net profit of Rs. 120 crore, and return on capital employed at 6.9 per cent. That made it embark on a financial reengineering plan, codenamed, Operation Blue Chip, involving debt restructuring, defining the financial criteria that each business in the Group had to meet etc.</p> <p>In the post 2001 period, the group has been focusing on internationalization through mergers and acquisition and joint ventures. The group has been operating in several markets around the world in Europe, Africa, South America, south Asia, South East Asia, and Middle East. Its earlier experience of having a joint venture with Ford was not happy. Now it is to be seen whether its joint venture with Renault of France and International Truck and Engine Corporation of the U.S. prove to be successful. Going by the popularity of its vehicles like Scorpio, it may well look forward to success.</p> <p>The Mahindra Group is a 60 year old widely diversified, US\$4-billion group with 58 subsidiaries, 4 joint ventures and</p>		
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<p>9 associate companies. Its business span a wide range of sectors, industries and markets, including trade and financial services, automotive technology, IT, infrastructure development and defense systems. Yet tractors and utility vehicle of its automotive and farm equipment are its core businesses. The logic behind some of the diversification may not be apparent – at least in the short run – but Anand Mahindra managing director defends the strategic posture by saying I see myself as a venture Capitalist and we have to constantly reallocate resources to newer ventures.</p> <p>a) How far Mahindra Group is effective in framing Corporate strategy?</p> <p>b) How far Mahindra Group is effective in integration and diversification strategy?</p>		
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BAN21209	<b>Machine Learning for Managers (With HR/Finance/Marketing Case Studies)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours – 45</b>	2	1	0	3
<b>Pre-requisites/Exposure</b>	Basic knowledge of statistical concepts or have done a basic level course in statistics.				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### Course Objectives

1. Understand and apply necessary elements of analytics modelling and advanced skills to apply machine learning concepts to business problems.
2. Understand and apply the concept of analytical life cycle, from problem understanding to model deployment, through data preparation, feature selection, model training and validation, and model assessment and deployment.

### Course Outcomes:

On completion of this course, the students will be able to:

- CO1. Discuss the basic concepts of Visual Statistics.
- CO2. Explain the basic concepts of Machine Learning.
- CO3. Assess the different Machine Learning Techniques.
- CO4. Evaluate the use of machine learning in different scenarios.

### Course Description:

The course Machine Learning for managers deals with concepts that will provide students with an understanding of how to use machine learning techniques in different real-life scenarios. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. Hands-on training on SAS tools will be provided. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, problem solving and discussions with the coordinator.



## **Course structure:**

### **Unit I: 15 L**

Introduction to Visual Statistics; Managing reports and pages; Viya architecture; Cluster Segmentation; Segmentation concepts; Cluster analysis; Models with Continuous Targets; Linear regression models; Generalized linear models; Generalized additive models; Model validation; Models with Categorical Targets; Logistic regression; Modeling with group-by variables; Decision trees; Decision trees in SAS Visual Statistics; Model Comparison and Scoring; Comparing models; Scoring.

### **Unit II: 10 L**

Introduction to Machine Learning; Machine learning in business decision making; Essentials of supervised prediction; Introduction to Viya; Data Preparation; Data exploration; Feature extraction; Input transformations; Feature selection; Variable clustering (self-study); Best practices; Selecting your algorithm.

### **Unit III: 15 L**

Decision Trees and Ensembles of Trees; Introduction; Tree-structure models; Recursive partitioning.; Pruning; Ensembles of trees; Neural Networks; Introduction to Neural networks; Network architecture; Network learning and optimization; Support Vector Machines and Additional Topics; Large-margin linear classifier; Methods of solution; Nonlinear classifier: Kernel Trick; Additional tools; Model Assessment and Deployment; Model assessment and comparison; Model deployment.

### **Unit IV: 5 L**

Apply the concepts learnt in different business scenarios like Marketing, Finance, HR, healthcare, etc.

### **Text Book(s):**

1. SAS® Visual Statistics in SAS® Viya®: Interactive Model Building, SAS Official Course Notes, SAS Publishing. Cary, U.S.A. Latest Edition.
2. Machine Learning Using SAS® Viya®, SAS Official Course Notes, SAS Publishing. Cary, U.S.A. Latest Edition.
3. Machine Learning with SAS: Special Collection by Saratendu Sethi, SAS Publishing, SAS Publishing. Cary, U.S.A. – June 21, 2019
4. Pattern Recognition and Machine Learning (Information Science and Statistics) by Christopher M. Bishop (Author), New York, NY : Springer, 2006

**Modes of Evaluation: Quiz/Assignment/presentation/Written Examination**  
**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the basic concepts of Visual Statistics.	PO1, PO2, PSO1
CO2	Explain the basic concepts of Machine Learning.	PO1, PO2, PO6, PO8, PSO1, PSO2
CO3	Assess the different Machine Learning techniques.	PO1, PO2, PO6, PO7, PO8, PSO1, PSO2
CO4	Evaluate the use of machine learning in different scenarios.	PO1, PO2, PO6, PO7, PO8, PSO1, PSO2, PSO3

Course Code	Course Title	Domain Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in	Develop competencies to be socially responsible business professionals
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03
BAN21209	Machine Learning for	3	3	-	-	-	2	2	2	3	2	1



	Support Vector Machines. Explain.		
3.	Utilize the knowledge gained to explain how machine learning can be helpful in the following areas: (a) healthcare (b) Marketing (c) Banking and Finance	Applying, Evaluating	<b>CO4</b>

BAN21210	<b>INTRODUCTION TO NEURAL NETWORK AND DEEP LEARNING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic Calculation Skills/ Basic Programming Skills				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### Course Objectives

1. To understand the basic concepts of deep learning and neural networks.
2. To gain a deeper understanding of data science and machine learning.
3. To understand different scenarios where deep learning/neural network is helpful.
4. To gain an understanding of reinforcement learning and its uses in different business cases.

### Course Outcomes:

On completion of this course, the students will be able to:

- CO1. Explain the fundamental concepts of neural networks and deep learning.
- CO2. Develop an understanding of how neural networks work and discuss few use cases.
- CO3. Evaluate the importance of neural networks/deep learning in different business scenarios.
- CO4. Illustrate the application of reinforcement learning.

### Course Description:

Deep learning is part of a broader family of machine learning methods based on artificial neural networks with representation learning. Artificial neural networks, usually simply called neural networks, are computing systems vaguely inspired by the biological neural networks that constitute human brains. This course helps to gain an understanding of deep-learning and artificial neural networks in business scenarios. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. The tutorials will familiarize the students with practical problem-solving techniques. Students will be able to gain a strong understanding of the course via theoretical sessions, case study discussions, problem solving and discussions with the coordinator.

## **Course structure:**

### **Unit I: 13 L**

Introduction to machine learning and data-science; Supervised Learning vs Unsupervised learning. Introduction to Neural networks. Introduction to deep learning; Artificial Neural Networks; Historical development of neural networks; Comparison between artificial and biological neural networks; Basic Building Blocks of Artificial Neural networks; Artificial Neural Network Terminologies; Fundamental Models of Artificial Neural Networks; Perceptron Networks.

### **Unit II: 15 L**

Getting deeper into neural networks and deep learning; Associative Memory Networks; Feedback Networks; Feed Forward Networks; Training Neural Networks; Beyond Gradient Descent; Metric Analysis; Convolution and Recurrent Neural Networks.

### **Unit III: 13 L**

Applications of Neural Networks and Deep Learning; In Arts; In BioInformatics; In Knowledge Extraction; In forecasting; In social-media marketing; In Healthcare; To Detect Intrusion; In Image processing and compression; In Robotics; In communication; In Business; In Pattern Recognition.

### **Unit IV: 4 L**

Reinforcement Learning; Gaining an Overview of Deep Reinforcement Learning; Markov Decision Processes; Q Learning and Deep Q Learning; Some Business Cases.

### **Text Book(s):-**

1. Sivanandam, S.N., & Sumathi, S.: Introduction to Neural Networks using Matlab 6.0. McGraw Hill.
2. Buduma, N.: Fundamentals of Deep Learning. O'Reilly.
3. Michelucci, U.: Applied Deep Learning. A case based approach to Understanding Deep Neural Networks. Apress.

### **Project:**

The class will be divided into Groups consisting of 5 members each. Each group will be given a topic which will analyze one real life scenario. The Group will have to collect data based on a survey/from social-media and then they will have to analyze the data based on the queries taught during the sessions. Each group will present before all student as a result all students should have an idea of different real life scenarios and how to analyze the data.

**Modes of Evaluation: Quiz/Assignment/presentation/Written Examination**  
**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

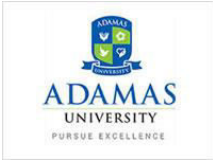
**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the fundamental concepts of neural networks and deep learning.	PO1, PO2, PO6, PO7, PO8, PSO1
CO2	Develop an understanding of how neural networks work and discuss few use cases.	PO1, PO2, PO6, PO8, PSO1, PSO2
CO3	Evaluate the importance of neural networks/deep learning in different business scenarios.	PO1, PO2, PO6, PO7, PO8, PSO1, PSO2
CO4	Illustrate the application of reinforcement learning.	PO1, PO6, PO8, PSO1, PSO2

		Domain Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical tools and techniques.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world.	Develop competencies to be socially responsible business professionals.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03
BAN21210	Introduction to Neural Network and	3	2	-	-	-	3	1	2	2	1	-

	Deep Learning											
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1= weakly mapped  
2= moderately mapped  
3=strongly mapped

<b>Name:</b> <b>Enrolment No:</b>			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b> <b>Course: BAN21210 – Introduction to Neural Network and Deep Learning</b> <b>Program: MBA (Business Analytics) Semester: IV</b> <b>Time: 03 Hrs. Max. Marks: 50</b>			
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 1 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions from Section C</b> (Each Carrying 10 Marks).			
<b>SECTION A (Answer All Questions)</b>			
1.	Compare supervised learning and unsupervised learning.	Evaluating	CO1
2	Defend why we need to move beyond Gradient Descent.	Evaluating	CO2
3	Identify two areas in healthcare where deep learning can be helpful.	Applying	CO3
4	Explain convolution neural networks.	Understanding	CO3
5	What do you understand by reinforcement learning?	Remembering	CO4
<b>SECTION B (Attempt any Three Questions)</b>			
1.	Compare and contrast between artificial and biological neural networks.	Evaluating	CO1
2	Discuss in details Q Learning and Deep Q Learning.	Creating	CO4
3.	Examine how deep learning be helpful in social-media marketing.	Analyzing	CO3
4.	Explain Perceptron Networks.	Understanding	CO1
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Make use of the understanding of neural networks to discuss the use of neural networks in the following segments: (a) Education	Applying	CO3



	(b) Manufacturing (c) Image Processing		
2.	Discuss in details with examples: (a) Convolution Neural Networks (b) Recurrent Neural Networks (c) Associative Memory Networks	Creating	<b>CO2</b>
3.	Explain the basic building blocks of Artificial Neural Networks.	Understanding	<b>CO1</b>

BAN22211	<b>HADOOP DATA MANAGEMENT WITH HIVE, PIG</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 45</b>	3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic Calculation Skills, Basic Programming Skills				
<b>Co-requisites</b>	--				
<b>Academic Year</b>	2020-21				

### Course Objectives

1. To understand the basic concepts of Hadoop and the need for learning Hadoop.
2. To gain an understanding of Pig and its use with different business cases.
3. To gain an understanding of relational and non-relational data stores using Hadoop.
4. To understand how to solve real-world business cases using Hadoop.

### Course Outcomes:

On completion of this course, the students will be able to:

- CO1. Discuss the fundamental concepts of Hadoop.
- CO2. Develop an understanding of Pig and Hive in different business cases.
- CO3. Illustrate the importance of relational and non-relational data stores using Hadoop.
- CO4. Utilize the knowledge of Hadoop in different business scenarios.

### Course Description:

Apache Hadoop is a collection of open-source software utilities that facilitates using a network of many computers to solve problems involving massive amounts of data and computation. This course will prepare the students to understand the different Hadoop concepts and utilize this knowledge to analyze data in different business oriented scenarios. All the lectures contain a blend of discussions on basic theories and advanced topics, focusing on practical implementation of knowledge. Classes will be conducted by lecture as well as power point presentation as per requirement. Students will be able to gain a strong understanding of the course via theoretical sessions, case study discussions, problem solving and discussions with the coordinator.

**Course structure:****Unit I: 12 L**

Introducing Hadoop and understanding the need for Hadoop; Hadoop Overview and History; Overview of the Hadoop Ecosystem; Common use cases for Big Data in Hadoop; Reasons to adopt Hadoop; Storing Data in Hadoop; Reading and Writing data in Hadoop.

**Unit II: 13 L**

Getting deeper into Hadoop; MapReduce Programming; Framework for processing data in Hadoop; Introducing Pig; Statistical Analysis using Hadoop; Solving some cases using Pig programming.

**Unit III: 15 L**

Hadoop and Structured Data; Hadoop and Data Warehouse; Introduction and few concepts of HBase; Applying structure to Hadoop data with Hive. Solving few use cases.

**Unit IV: 5 L**

Real-world business cases; Designing real world systems; Solving business cases using Hadoop.

**Text Book(s):-**

1. deRoos, D., Zikopoulos, P.C., Melnyk, R.B., Brown, B., Coss, R.: Hadoop for Dummies. Wiley.

**Project:**

The class will be divided into Groups consisting of 5 members each. Each group will be given a topic which will analyze one real life scenario. The Group will have to collect data based on a survey/from social-media and then they will have to analyze the data based on the queries taught during the sessions. Each group will present before all student as a result all students should have an idea of different real life scenarios and how to analyze the data.

**Modes of Evaluation: Quiz/Assignment/presentation/Written Examination****Examination Scheme:**


<b>Components</b>	<b>Mid Term</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the fundamental concepts of Hadoop.	PO1, PO2, PO6, PSO1
CO2	Develop an understanding of Pig and Hive in different business cases.	PO1, PO2, PO6, PO8, PSO1, PSO2, PSO3
CO3	Illustrate the importance of relational and non-relational data stores using Hadoop.	PO1, PO6, PO8, PSO1, PSO2
CO4	Utilize the knowledge of Hadoop in different business scenarios.	PO1, PO2, PO7, PO8, PSO1, PSO2, PSO3

		Domain Knowledge	Problem Solution	Leadership and Organization Skills	Ethics and Governance	Environment and Sustainability	Life-long Learning	Creativity and Innovation	Employability	Create capabilities of converting theoretical knowledge and data into practical applications with help of analytical tools and techniques.	Keep abreast of trans-disciplinary trends which can be brought to bear in creating strategic and tactical benefits in a VUCA world.	Develop competencies to be socially responsible business professionals.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 03
BAN22211	Hadoop Data Management with Hive, Pig	3	2	-	-	-	2	1	2	3	2	1

2. 1= weakly mapped
3. 2= moderately mapped
4. 3=strongly mapped

Name:			
Enrolment No:			
<b>ADAMAS UNIVERSITY</b> <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b> <b>END SEMESTER EXAMINATION</b> Course: BAN22211 - Hadoop Data Management with Hive, Pig <b>Program: MBA (Business Analytics)</b> <span style="float: right;"><b>Semester: IV</b></span> <b>Time: 03 Hrs.</b> <span style="float: right;"><b>Max. Marks: 50</b></span>			
<b>Instructions:</b> Attempt All Questions from <b>Section A</b> (Each Carrying 1 Marks); any <b>Four Questions</b> from <b>Section B</b> (Each Carrying 5 Marks). Any <b>Two Questions from Section C</b> (Each Carrying 10 Marks).			
<b>SECTION A (Answer All Questions)</b>			
1.	Determine the use of Hadoop concepts in Fraud Detection.	Evaluating	CO4
2.	What do you understand by structured data?	Remembering	CO3
3.	Compare and contrast Hadoop with relational databases.	Evaluating, Understanding	CO3
4.	Distinguish classification from clustering.	Analyzing	CO3
5.	List two reasons to adopt Hadoop.	Remembering	CO1
<b>SECTION B (Attempt any Three Questions)</b>			
1.	What is big data? Examine the need for Hadoop in the era of big-data.	Understanding, Analyzing	CO1
2.	What are the different Pig data-types? Explain with relevant syntax.	Remembering, Understanding	CO2
3.	Explain the different Hive data-types.	Understanding	CO3
4.	Identify two emerging healthcare scenarios where Hadoop can make an impact. Explain in details	Applying, Understanding	CO4
<b>SECTION C (Attempt any Two Questions)</b>			
1.	Examine machine learning with Mahoot with respect to the following scenarios: (a) Collaborative Filtering (b) Clustering (c) Classification	Analyzing	CO2
2.	Discuss the HBase Data Model and the HBase Architecture.	Creating	CO3

3.	Utilize the knowledge you gained in this course to explain how Hadoop is useful in modern era by providing examples of five business scenarios.	Applying, Understanding	<b>CO4</b>
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**ADAMAS UNIVERSITY**  
**SCHOOL OF BUSINESS & ECONOMICS**  
**DEPARTMENT OF MANAGEMENT**

**CO – PO & PSO MAPPING**

**Name of the Programme: MBA in Business Analytics**

**Specialization: Business Analytics**

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
MGT21201	Business Communication	3	3	2	3	1	3	2	3	3	2	2
OBH21202	Human Resource Management	3	3	2	3	1	3	2	3	3	2	2
OBH21201	Organizational Behaviour	3	3	2	3	1	3	2	3	3	2	2
MTH21517	Quantitative Techniques for Management	2	3	1			2	2	2	2	3	
ECO21206	Managerial Economics	3	3	2	3	1	3	2	3	3	2	2
FAC21205	Financial Accounting for Managers	3	3	2	3	1	3	2	3	3	2	2
MGT21202	Research Methodology	3	2	3	2	1	2	2	3	1	2	2
BAN21201	Programming for Analytics 1	3	3	-	-	-	3	2	2	3	2	1

OBH21203	Organization Effectiveness and Change	3	3	2	1	1	2	2	3	3	2	2
MGT21204	Management Science	3	3	2	3	1	3	2	3	3	2	2
ECO21602	Economic Environment of Business	2	1	-	2	2	3	2	3	3	2	
FAC21210	Financial Management	3	3	2	3	1	3	2	3	3	2	2
FAC21211	Management Accounting	3	3	2	1	2	3	3	3	3	2	3
BAN22202	Overview of R for Business Use	3	3	1	-	-	3	2	2	3	2	2
MKT21201	Marketing Management	3	3	2	3	1	3	2	3	3	2	2
BAN22203	Programming for Analytics 2	3	3	-	-	-	3	2	2	3	2	1
MGT21206	Business Ethics & Corporate Social Responsibility	2	1		3	3		1			1	3
BAN21202	Data Analytics	3	3	1	-	-	3	1	3	3	3	1
	Legal Environment of Business	3	1	2	3	3	3	1	3	3	2	3
OLS21201	Logistics & Supply chain management	3	3	2	3	1	3	2	3	3	2	2
OLS21205	Production and Operation Management	3	3			1				3	2	



MGT24207	Summer Internship	2	1		3	3		1			1	3
BAN21204	Data Management with SQL	3	3	-	-	-	3	2	2	3	2	1
BAN21205	Visual Business Intelligence*	3	3	-	-	-	2	2	2	3	2	1
BAN22206	Text Analytics	3	3	1	-	-	3	2	2	3	2	2
BAN22207	Overview of Python for Business Use	3	3	1	-	-	3	2	2	3	2	2
BAN24208	Live project/ Dissertation	2		2		2				1		1
MGT21205	Strategic Management	3	2	1	2	1	3	2	2	3	3	2
EIC21201	Entrepreneurship Development	3	3	2	3	1	3	2	3	3	2	2
IST21201	Management Information system	3	3	2	1	1	2	2	3	3	2	2
BAN21295	Machine Learning for Managers	3	3	-	-	-	2	2	2	3	2	1
BAN21210	Introduction to Neural Network and Deep Learning	3	2	-	-	-	3	1	2	2	1	-
BAN22211	Hadoop Data Management with Hive, Pig	3	2	-	-	-	2	1	2	3	2	1
<b>Average of CO-PO Mapping</b>		<b>2.93</b>	<b>2.62</b>	<b>1.77</b>	<b>2.77</b>	<b>1.47</b>	<b>2.50</b>	<b>1.78</b>	<b>2.34</b>	<b>2.71</b>	<b>2.00</b>	<b>1.68</b>