UoJ - FMSC

UNIVERSITY OF JAFFNA

FACULTY OF MANAGEMENT STUDIES AND COMMERCE

HANDBOOK - 2026

ACADEMIC YEAR - 2025 / 2026

Bachelor of Business Administration Honours

University of Jaffna, Sri Lanka

Handbook
Bachelor of Business Administration Honours (BBAHons) Degree Programme

Faculty of Management Studies and Commerce
2026

Table of Contents

1.1 About the Faculty of Management Studies and Commerce, University of Jaffna 2

1.2 Rationale for revising the curriculum 3

1.3 Scope of the Bachelor of Business Administration Honours Degree programme 3

1.4 Structure of Bachelor of Business Administration Honours degree programme 5

1.5 Course units and Course code 7

1.6 Evaluation procedures and examinations 8

1.6.1 Grading criteria 8

1.6.2 Assessment of a course unit 9

1.6.3 Completion of a credit 13

1.7 Curriculum Layout and awarding criteria 13

1.7.1 Level I 13

1.7.2 Level II 14

1.7.3 Level III and Level IV 15

1.8 Fall-back option 24

1.9 Determining the effective date of the degree 25

1.10 Releasing of Results – Faculty Based Examination Board (Pre – Board) 25

1.11 Intermittent study 25

1.12 Credit transfer 25

1.13 Academic Misconduct 25

1.1 About the Faculty of Management Studies and Commerce, University of Jaffna

The FMSC has a rich history dating back to 1977, marked by the inception of the Bachelor of Commerce degree programme within the Department of Economics, Faculty of Arts. Over the years, substantial growth occurred, notably with the emergence of the Department of Commerce in 1983, which evolved into the Department of Commerce and Management Studies by 1986. In 1994, a significant restructuring occurred, resulting in the establishment of two distinct departments: Commerce and Management Studies. Finally, in May 1999, FMSC achieved the esteemed status of being the fifth faculty of the University of Jaffna, Sri Lanka.

Since its inception, FMSC has experienced steady growth, initially admitting 90 students and now welcoming over 500 students annually. Presently, the Faculty encompasses five departments: Accounting, Financial Management, Human Resource Management, Marketing, and Commerce, offering a comprehensive array of seven undergraduate honours (specialization) programmes:

- Bachelor of Business Administration Honours in Accounting
- Bachelor of Business Administration Honours in Financial Management
- Bachelor of Business Administration Honours in Human Resource Management
- Bachelor of Business Administration Honours in Marketing Management
- Bachelor of Business Administration Honours in Tourism and Hospitality Management
- Bachelor of Commerce Honours in Accounting and Finance
- Bachelor of Commerce Honours in Business Technology Management

Additionally, FMSC offers two external undergraduate programmes, Ph.D., MPhil, and various diploma courses.

Vision, Mission and Values of the Faculty of Management Studies and Commerce

Vision

To be a leading centre of excellence in teaching, learning, research and scholarship in Management and Commerce

Mission

To transform the lives of students by developing their academic potential, creativity, employability, global insight and ethical awareness to outperform in a challenging business environment and to make a real difference in the world as an entrepreneur, as an investor, as a manager, and strategic planner

Values

Excellence: Promoting quality of being extremely good

Integrity: Maintaining the highest academic, professional and ethical standards and practice through trust, honesty and respect

Diffusion: Disseminating knowledge through teaching and learning, research and community engagement

Equity, Equality and Inclusion: Ensuring equity and equality and valuing difference and respect for all our students, staff and partners

Care: Recognising and serving the needs of students, staff and society

Transparency and Accountability: Ensuring freedom of thoughts and expression and accountability in all our activities

Passion: Fostering creativity, ingenuity, and innovation

1.2 Rationale for revising the curriculum

The FMSC, University of Jaffna is continuously committing to enhance management education through teaching, research and community engagement in Sri Lanka. The faculty offers a high-quality honours degree programme epitomised by the recent top grade "A" obtained—scrupulously assessed by the programme review committee appointed by the University Grant Commission—for maintaining the quality assurance on the Bachelor of Business Administration Honours Degree Programme. Management education is highly competitive and conferred with constant changes in the turbulent environment and thus the onerous responsibility of the faculty is to produce employable and socially sensible graduates. As a part of the process, the faculty periodically revisits its curriculum from time to time. In addition, taking into consideration of the recent stakeholders' survey responses, the recommendation of the programme review committee, and changes in the labour market requirements, the faculty revises its curriculum. The revised curriculum is designed to deliver the expected capabilities of the graduates as described in the K-SAM model. FMSC strongly believes that the revision will have a favourable impact on all stakeholders and provide ample opportunities nationally and globally for our graduates.

1.3 Scope of the Bachelor of Business Administration Honours Degree programme

Bachelor of Business Administration Honours is a four-year, full-time degree programme. The FMSC offers a Bachelor of Business Administration Honours Degree in five specialised areas:

- Bachelor of Business Administration Honours in Accounting
- Bachelor of Business Administration Honours in Financial Management
- Bachelor of Business Administration Honours in Human Resource Management
- Bachelor of Business Administration Honours in Marketing
- Bachelor of Business Administration Honours in Tourism and Hospitality Management

The exposition of the scope of the Bachelor of Business Administration Honours Degree programme is expressed in terms of **programme learning outcomes** and **graduate profile**. Programme learning outcomes refer to the knowledge, skills, abilities and mindset that the students are expected to demonstrate upon completion of an academic programme. The graduate profile describes the cognitive, personal, and interpersonal competencies that the graduates should have when they graduate.

a. Bachelor of Business Administration Honours Programme

(i) Programme Learning Outcomes (PLOs)

Upon the successful completion of the Bachelor of Business Administration Honours Programme, the graduates are expected to:

PLO 01: Demonstrate the advanced concept and theoretical knowledge in the core area of management.

PLO 02: Analyse and critically evaluate arguments and issues within the management discipline.

PLO 03: Develop effective communication skills to convey findings, meanings, and cases/scenarios of accounting both in oral and written presentations.

PLO 04: Practice teamwork and leadership skills in working with peers for projects, programmes, and various accounting related assignments.

PLO 05: Apply critical thinking, decision-making, and analytical problem-solving skills in a business environment to address potential business challenges and opportunities.

PLO 06: Use managerial and entrepreneurial skills, not solely limited to the subject knowledge to search for employment opportunities, but also to be innovative in creating new business opportunities.

PLO 07: Demonstrate information usage and management skills during the learning process, as well as in the working environment.

PLO 08: Demonstrate the ability to engage responsibly in the economic, social, and cultural environments to advance individual, community, and global wellbeing.

PLO 09: Demonstrate adaptability and flexibility to various changes in the practices of management and show the ability to absorb new trends.

PLO 10: Demonstrate good attitudes, values and professionalism in practising the knowledge gained from the degree programme and utilise them for the achievement of organisational excellence.

PLO 11: Create a vision for life in searching for career opportunities and during the subsequent progression of career path.

PLO 12: Choose self-updating and lifelong learning strategies in personal development with a vibrant set of goals.

(ii) Graduate profile

The desired profile of the graduate from the Bachelor of Business Administration Honours Programme encompasses knowledge, managerial skills, attitude and professionalism.

1.4 Structure of Bachelor of Business Administration Honours degree programme

The structure of the Bachelor of Business Administration Honours degree programmes is presented below.

University	:	University of Jaffna, Sri Lanka
Faculty	:	Faculty of Management Studies and Commerce
SLQF exit level	:	06
Name of the degree	:	Bachelor of Business Administration Honours in Accounting
	:	Bachelor of Business Administration Honours in Financial Management
	:	Bachelor of Business Administration Honours in Human Resource Management
	:	Bachelor of Business Administration Honours in Marketing
	:	Bachelor of Business Administration Honours in Tourism and Hospitality Management
Abbreviation	:	BBAHons (ACC)
	:	BBAHons (Fin Mgt)
	:	BBAHons (Hum Rsc Mgt)
	:	BBAHons (Mktg)
	:	BBAHons (Tour & Hosp Mgt)
Duration	:	04 Years
Number of Semesters	:	08

Total credits :

Level – 1 :34 credits
Level – 2 : 34 credits

Level – 3
ACC : 32 credits
Fin Mgt : 32 credits
Hum Rse Mgt : 31 credits
Mktg : 31 credits
Tour & Hosp Mgt: 36 credits

Level – 4
ACC :30 credits
Fin Mgt : 30 credits
Hum Rse Mgt : 31 credits
Mktg : 30 credits
Tour & Hosp Mgt: 32 credits

Medium : English

The credit value of Compulsory, Elective, Enhancement and English course units for the Bachelor of Business Administration Honours Degree are shown below.

Levels	Semesters	Compulsory/ Core	Elective	Enhancement	English (Compulsory)	Total credits
Level I	**Semester I**	14	---	---	02	16
	Semester II	14	---	02*	02	18
Level II	**Semester I**	15	---	---	02*	17
	Semester II	15	---	---	02*	17
Level III	**Semester I**					
	ACC	12	04	--	--	16
	Fin Mgt	12	04	--	--	16
	Hum Rsc Mgt	12	02	02	--	16
	Mktg	12	02	--	--	14
	Tour & Hosp Mgt	12	04	02*	--	18
	Semester II					
	ACC	12	04	--	--	16
	Fin Mgt	12	04	--	--	16
	Hum Rsc Mgt	12	02	01	--	15
	Mktg	15	02	--	--	17
	Tour & Hosp Mgt	12	04	02*		18

Level IV	**Semester I**					
	ACC	12	04	--	--	16
	Fin Mgt	14	02	--	--	16
	Hum Rsc Mgt	14	02	01	--	17
	Mktg	12	04	--	--	16
	Tour & Hosp Mgt	12	04	02*	--	18
	Semester II					
	ACC	14	--	--	--	14
	Fin Mgt	14	--	--	--	14
	Hum Rsc Mgt	14	--	--	--	14
	Mktg	14	--	--	--	14
	Tour & Hosp Mgt	14	--	--	--	14
Bachelor of Business Administration Honours in Accounting						130
Bachelor of Business Administration Honours in Financial Management						130
Bachelor of Business Administration Honours in Human Resource Management						130
Bachelor of Business Administration Honours in Marketing						129
Bachelor of Business Administration Honours in Tourism and Hospitality Management						136
* Not counted for OGPA calculation						

Note: One credit is considered equivalent to 50 notional learning hours for a taught course, laboratory studies course or field studies. In the case of work-based training, including time allocated for assessments, one credit is considered equivalent to a minimum of 100 notional hours (SLQF, 2015).

1.5 Course units and Course code

1.5.1 Types of Course units

The study programme consists of compulsory courses, core courses, elective courses, enhancement courses and English language courses.

Compulsory course unit

Compulsory course units should be studied by all students admitted to the Bachelor of Business Administration Honours degree programme. These courses provide the necessary knowledge, skills, attitudes, and mind-set and are offered at Level I and Level II.

Core course unit

Core course units are the compulsory units that are provided to students at Level III and Level IV. These course units are specialised area-specific course units.

Elective course unit

Elective course units provide broader knowledge and analytical skills in various subject areas.

Enhancement course unit

Enhancement course unit is an integral component of the degree programme designed to widen the knowledge, skills and attitudes of the students.

English

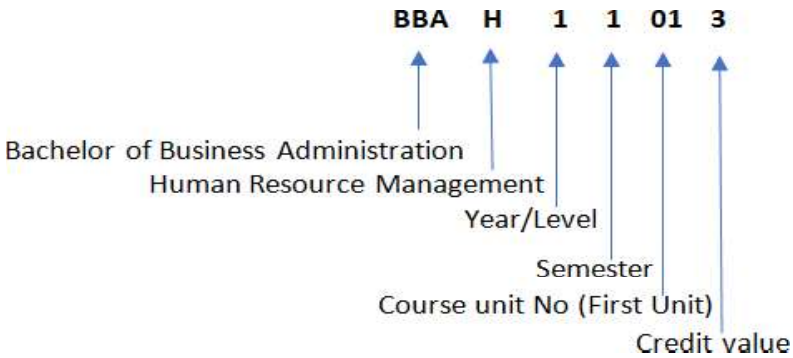
These courses are compulsory for all students provided at Level I and Level II.

1.5.2 Descriptor of the Course code

The identification of the course unit is described with a four-letter prefix, followed by a five-digit number.

- The first three-letter indicates the name of the degree programme
- The fourth letter indicates the department which offers the course
- The first digit number indicates the level of study (1-Year/level 1)
- The second digit number indicates the Semester (1-Semester I; 2-Semester II)
- The third and fourth digit numbers indicate the course unit number
- The last digit number indicates the Credit value of the course unit

Example: The descriptor of the course unit—**BBAH 11013** is



1.6 Evaluation procedures and examinations

1.6.1 Grading criteria

The grading system for evaluating each course unit is shown below.

Marks	Grade	Grade Points
80 and above	A^+	4.0
75 – 79	A	4.0
70 – 74	A^-	3.7
65 – 69	B^+	3.3
60 – 64	B	3.0
55 – 59	B^-	2.7
50 – 54	C^+	2.3
45 – 49	C	2.0
40 – 44	C^-	1.7

35 – 39	D^+	1.3
30 – 34	D	1.0
00 – 29	E	0.0

1.6.1.1 Calculating Grade Point Average (GPA)

The Grade Point Average (GPA) is a numerical representation of a student's overall academic achievement. The GPA is the proportion obtained by dividing the total number of grade points earned by the total number of credit hours in which a student receives a grade. The formula for GPA calculation is given below.

$$\text{GPA} = \frac{\sum_{i=i}^{N} \text{(Credit Hours) x (Grade Point } \textit{per Credit}\text{)}}{\sum_{i=i}^{N} \text{(Credit Hours)}}$$

Where i=Course number and N=the total number of courses considered

GPA calculation

Course Code	Grades Earned	Credits	Grade points per credit	Number of Grade point Values Earned=Credits × Grade points per Credit
BBAA 11013	A+	3	4.0	12.0
BBAM 11023	A-	3	3.7	11.1
BBAA 11033	B+	3	3.3	09.9
BBAF 11043	B	3	3.0	09.0
BBAF 11052	C	2	2.0	04.0
BBAD 11062	D	2	1.0	02.0
		16		**48.0**

$$\text{GPA} = \frac{\text{Total number of Grade Point Values Earned}}{\text{Total number of Credits}} = \frac{48}{16} = 3.00$$

Overall Grade Point Average (OGPA) is defined as the GPA of the student at the completion of the degree programme. The calculated OGPA will be rounded to the second decimal place.

1.6.2 Assessment of a course unit

The student's performance on a course unit will be assessed in terms of formative and summative assessments. The final evaluation is a combination of formative and summative assessments. The detailed information on the assessment of a course unit is provided on the relevant course specification.

1.6.2.1 Formative assessment

Formative assessment is an ongoing, systematic process of evaluating the students' performance on a course unit during the semester. The marks allocated for the formative assessment of each course unit are given in the relevant course specification.

(i) It takes any forms such as quizzes, discussion, forums, take-home assignments, small projects, role play, drama, debates, presentation, etc. (see in its course specification)

(ii) Obtaining at least 30% of marks (e.g. a minimum of 09 marks if the formative assessment constitutes 30 marks) in the formative assessment is mandatory to qualify for the semester-end examination of that particular course unit.

(iii) If students failed to take the formative assessment on a medical ground/good cause, they may be given the opportunity to have make-up the assignment. The students should make a written request within five days from the date of the assignment taken place along with the evidence to the Head of the Department offering the particular course unit.

(iv) The student who did not satisfy the minimum assessment requirement should retake the formative assessment in the next available batch as a repeat candidate.

(v) Except above condition (IV), upgrading formative assessment is not permitted at all. When upgrading, the highest marks for relevant assignments shall be retained.

(vi) Marks obtained for formative assessment will be carried forward to the semester in which students are repeating the course unit.

1.6.2.2 Summative assessment

The summative assessment represents the semester-end examination. Most course units require a final examination at the end of each semester. The duration of the examination can vary depending on the credit value of the course unit: in most cases, three hours for a three-credit course unit and two hours for a two-credit course unit. The details of the summative assessment including marks allocated for each course unit are provided in the course specification.

(i) Eligibility requirements for taking a semester-end examination

The students who are satisfying the below three conditions become eligible to take the semester- end examination.

Condition 1: Attendance

All students are required to attend all lectures, tutorials, and specialisation sessions. An attendance rate of 80% is required to be eligible to take the semester-end examination. In case of extenuating circumstances, students who are unable to meet the minimum attendance requirement due to medical reasons or any other good cause shall appeal to the Dean of the faculty of Management Studies and commerce through the relevant Head of the Department. The students who have not satisfied the minimum attendance requirement shall be considered as repeat candidates in the forthcoming examination.

Condition 2: Formative assessment requirement

No student shall be permitted to sit for the semester-end examination for any course unit unless he/she obtained at least 30% of marks in the formative assessment of that particular course unit.

Condition 3: Disciplinary grounds

The students may be punished for any committed offences by the University. In such circumstances, if the punishment entails the order of not allowing the student to the examination/entering the University, the student will not be allowed to take the semester-end examination.

The students who satisfied the requirement for taking the semester-end examination but did not apply for the semester-end examination shall be considered as "**incompletion of the semester" (ICS)**. The students should submit a request for obtaining approval for taking the semester-end examination in the subsequent semester from the Senate on the recommendation Faculty Board. Unless any good cause, the student will be treated as a repeat candidate.

A student who is absent for the semester-end examination of any course unit without authorization or valid reason shall be given "**AB**". This would be considered as "**incompletion of the course unit**" and the student shall be treated as a repeat candidate.

A student, who is absent for the semester-end examination of any course unit on medical grounds or valid reason (such as bereavement, etc.), shall submit a student appeal with MC or supporting documents (good cause). The MC will be endorsed by the University medical officer (medical reasons). The appeal must be submitted to the Assistant Registrar / Senior Assistant Registrar of the FMSC within two weeks from the last date of the semester-end examination. The Senate approval will be sought on the Recommendation of the faculty Board and appeal board of the faculty appointed by the Faculty. The symbol "MC" shall be given and the student will be treated as a "proper" candidate for the next available semester-end examination. There is no academic penalty.

(ii) Repeating and upgrading the semester-end examination

A student who is absent at the semester-end examination without a valid reason ("AB") is eligible to obtain a maximum grade of "C+". No semester-end examination conducted by the faculty will be repeated. A student who obtained less than grade "C+" may upgrade the course unit by repeating the course unit. In such circumstances, if the student earned less than the grade he/she obtained earlier, the better grade will be retained. Maximum consecutive three attempts (next available opportunities) will be given for repeating/upgrading the course units.

(iii) Title of the semester-end Examinations

The semester-end examinations conducted for the Degree of Bachelor of Business Administration Honours shall carry the following titles:

- First Examination in Bachelor of Business Administration Honours (Year) – First/Second Semester
- Second Examination in Bachelor of Business Administration Honours (Year) – First/Second Semester
- Third Examination in Bachelor of Business Administration Honours (Year) – First/Second Semester
- Fourth Examination in Bachelor of Business Administration Honours (Year) – First/Second Semester

(iv) Evaluation blueprint

The blueprint of the question paper for each course unit is described in the relevant course specification (see evaluation section). The primary aim of the blueprint is to bring clarity about the process of connecting questions to intended learning outcomes and the programme learning outcomes. Notably, these blueprints demonstrate how Bloom's taxonomy can be used to understand the quality of question papers and their effectiveness in assessing higher-order abilities. The structure of question papers, number of questions, choices given, time given for questions and examinations, etc., are included in the Course guide.

1.6.2.3 Dissertation

The Dissertation is to provide students with an opportunity to undertake an independent study under the guidance of an academic supervisor assigned by the Department. The students must submit a dissertation and face a viva-voce. The dissertation should be prepared adhering to the guidelines approved by the Faculty (available at the faculty website). The Dissertation will be assessed as specified below:

Interim presentation	10%
Dissertation (Report)	70%
Viva-voce	20%

1.6.2.4 Internship

The internship training is to provide students with an opportunity to gain hands-on experience of the practices of management in the real world of work and to apply the knowledge gained from classroom learning to a work setting. The Department will assign a Lecturer for overseeing matters relating to the internship and the organisation appoints a mentor. At the end of the internship, students should submit a report including the experience gained, requirements for additional skills and propose solutions to the management-related issues identified during the internship. The report should be prepared adhering to the guidelines approved by the Faculty (available at the faculty website). The students must attend all the components of the assessment. The internship will be assessed as specified below:

Logbook maintenance	15%
Mentor report	20%
Internship report	40%
Viva-voce	25%

1.6.3 Completion of a credit

Credit is treated as "completion" when a student satisfied the minimum requirement of formative assessments and sat at the semester-end examination. If the semester-end examination embodies more than one assessment component, the students must attend all components of the assessment.

1.7 Curriculum Layout and awarding criteria

The Bachelor of Business Administration Honours Degree Programme is four academic years. Each academic year is recognized as Level I, II, III and IV respectively. Each level of study consists of two semesters: Semester 1 and Semester 2. The duration of each semester is 15 weeks, sans the vacation and the period of examination.

Levels I and II are common to all the students who are admitted to the Bachelor of Business Administration Honours Degree Programme offered by the FMSC. Levels I and II curricula are intended to provide students with interdisciplinary knowledge that allows them to meet the capabilities as described in the K-SAM model. Level III and Level IV are separate for each discipline (Accounting, Financial Management, Human Resource Management, Marketing, Tourism and Hospitality Management) designed to meet the requirements of the honours degree programmes.

1.7.1 Level I

All students admitted to the Bachelor of Business Administration Honours Degree Programmes should follow Level I. Level I consists of two semesters with 34 credits. The first semester of Level I consists of six-course units, of which four are compulsory course units with three credits each and two are compulsory course units with two credits each. The second semester of Level I consists of seven-course units, of which four are compulsory course units with three credits each, two are

compulsory course units with two credits each and one is an enhancement course unit with two credits. The enhancement course unit will not be counted in calculating OGPA.

Semester I				
BBAH 11013	Principles of Management	3	Compulsory	16 credits
BBAM 11023	Sri Lankan Business Environment	3	Compulsory	
BBAA 11033	Financial Accounting - I	3	Compulsory	
BBAF 11043	Fundamentals of Finance	3	Compulsory	
BBAF 11052	Information Technology	2	Compulsory	
BBAD 11062	Business English I	2	Compulsory	
Semester II				
BBAF 12013	Computer-Based Information Management	3	Compulsory	18 credits
BBAH 12023	Business Economics	3	Compulsory	
BBAA 12033	Financial Accounting - II	3	Compulsory	
BBAM 12043	Marketing Management	3	Compulsory	
BBAT 12052	Introduction to Tourism and Hospitality Management	2	Compulsory	
BBAD 12062	Business English II	2	Compulsory	
BBAD 12072	Social Psychology	2*	Enhancement	
***Non counted for OGPA** Total credit counted for OGPA at level I is 32				

1.7.2 Level II

All students admitted to the Bachelor of Business Administration Honours Degree Programmes should follow Level II as well. Level I consists of two semesters with 34 credits. The first semester of Level II consists of six-course units, of which five are compulsory course units with three credits each and one is a compulsory course unit with two credits. The second semester of Level II consists of six- course units, of which five are compulsory course units with three credits each and one is a compulsory course unit with two credits. Business English III and Business English IV will not be counted in calculating OGPA.

Semester I				
BBAT 21013	Events management	3	Compulsory	17credits
BBAH 21023	Managing Human Resources	3	Compulsory	
BBAA 21033	Management Accounting	3	Compulsory	
BBAF 21043	Business Mathematics and Statistics	3	Compulsory	
BBAM 21053	Business Legislation and Ethics	3	Compulsory	
BBAD 21062	Business English III	2*	Compulsory	
Semester II				
BBAF 22013	Financial Systems and Banking	3	Compulsory	17credits
BBAH 22023	Organisational Behaviour	3	Compulsory	
BBAA 22033	Audit and Taxation	3	Compulsory	
BBAM 22043	Public Service Management	3	Compulsory	
BBAH 22053	Entrepreneurship	3	Compulsory	
BBAD 22062	Business English IV	2*	Compulsory	
***Non counted for OGPA** Total credit counted for OGPA at level II is 30				

1.7.3 Level III and Level IV

At Level III, the students will be invited to make an application for choosing the specialised area on their order of preference. The specialised area of studies leading to the honours degree is as follows:

a) Bachelor of Business Administration Honours in Accounting
b) Bachelor of Business Administration Honours in Financial Management
c) Bachelor of Business Administration Honours in Human Resource Management
d) Bachelor of Business Administration Honours in Marketing
e) Bachelor of Business Administration Honours in Tourism and Hospitality Management

Criteria for Selecting Students for Areas of Specialisation

The table below displays the maximum number of students for each specialization area with the selection criteria

Specialisation	Maximum Number of Students	Selection criteria*	
Accounting	120	BBAA 11033	Financial Accounting I
		BBAA 12033	Financial Accounting II
		BBAA 21033	Management Accounting
Financial Management	120	BBAF 11043	Fundamentals of Finance
		BBAF 21043	Business Mathematics and Statistics
		BBAF 22013	Financial System and Banking
Human Resource Management	120	BBAH 21023	Managing Human Resources
		BBAH 22023	Organisational Behaviour
Marketing	120	BBAM 11023	Sri Lankan Business Environment
		BBAM 12043	Marketing Management
Tourism and Hospitality Management	25	BBAT 12052	Introduction to Tourism and Hospitality Management
		BBAT 21013	Events Management
If the number of students' preferences exceeds the maximum limit, the student's performance in the relevant course units will be considered based on the total GPV.** ***"The Faculty Board will review and revise the maximum limit of students allocated to each specialization area based on resource availability and market demand."			

Once a student has been permitted to read a particular honours degree programme at level III, semester I, the student must continue the same specialised area—honours degree—throughout the rest of the semesters (Level III-Semester II, Level IV- Semester I and II).

A. Bachelor of Business Administration Honours in Accounting

The students who have been admitted to the Bachelor of Business Administration Honours in Accounting must follow the course units described at Level III and Level IV.

I. Level III

Level III consists of two semesters with 32 credits. The first semester of Level III consists of four core course units with three credits each and three elective course units of which the students should select Two. Each elective course unit is a two-credit value. The second semester of Level III consists of four core course units with three credits each and three elective course units of which the students should select Two. Each elective course unit is a two-credit value.

Semester I				
BBAA 31013	Quantitative Methods for Business	3	Core	16 credits
BBAA 31023	Financial Reporting and Analysis	3	Core	
BBAA 31033	Business Taxation	3	Core	
BBAA 31043	Advanced Management Accounting	3	Core	
BBAA 31052	Entrepreneurial Accounting	2	Elective	
BBAA 31062	Investment Accounting	2	Elective	
BBAA 31072	Accounting Theory and Application	2	Elective	
Semester II				
BBAA 32013	Strategic Management	3	Core	16 credits
BBAA 32023	Digital Accounting	3	Core	
BBAA 32033	Research Methods in Accounting	3	Core	
BBAA 32043	Corporate Reporting	3	Core	
BBAA 32052	Business Ethics and Governance	2	Elective	
BBAA 32062	Forensic Accounting	2	Elective	
BBAA 32072	International Accounting	2	Elective	
Total credit counted for OGPA at level III is 32				

II. Level IV

Level IV consists of two semesters with 30 credits. The first semester of Level IV consists of four core course units with three credits each and three elective course units of which the students should select Two. Each elective course unit is a two-credit value. The second semester of Level IV consists of two course units, Dissertation in Accounting and Internship in Accounting, each with eight and six credits respectively.

Semester I				
BBAA 41013	Strategic Management Accounting	3	Core	16 credits
BBAA 41023	Advanced Audit and Assurance	3	Core	
BBAA 41033	Public Sector Accounting	3	Core	
BBAA 41043	Data Analytics for Accounting	3	Core	
BBAA 41052	Sustainability Accounting	2	Elective	
BBAA 41062	Contemporary Business Issues	2	Elective	
BBAA 41072	Project Management for Business	2	Elective	
Semester II				
BBAA 42018	Dissertation in Accounting	8	Core	14 credits
BBAA 42026	Internship in Accounting	6	Core	
Total credit counted for OGPA at level IV is 30				

III. Awarding Criteria: Bachelor of Business Administration Honours in Accounting

A student who has fulfilled the following requirements may be considered for an award of Bachelor of Business Administration Honours in Accounting:

1. Completion of 130 credits: Level I – 34 ; Level II – 34 ; Level III – 32 ; Level IV – 30
2. Earn a minimum overall GPA of not less than 2.0 except course units not counted for OGPA: Level I – 32 ; Level II – 30 ; Level III – 32 ; Level IV – 30
3. Obtained minimum “C” grade for Enhancement course and Business English I, II, III and IV.

4. Not possessing less than "C-" grade in more than four-course units in the entire degree programme except dissertation and internship.
5. Fulfilled all the requirements mentioned above (1-4) within a maximum of 7 academic years from the academic year of the original enrolment in the University other than approved medical withdrawal.

A student who has satisfied the above requirements for the award of the Bachelor of Business Administration Honours in Accounting degree within four academic years shall be awarded the degree of Bachelor of Business Administration Honours in Accounting with the class as specified below.

Class	Overall GPA
First Class	Overall GPA 3.7 and above
Second Class (Upper Division)	< 3.70 ≥3.30
Second Class (Lower Division)	< 3.30 ≥3.00

B. Bachelor of Business Administration Honours in Financial Management

The students who have been admitted to the Bachelor of Business Administration Honours in Financial Management must follow the course units described at Level III and Level IV.

I. Level III

Level III consists of two semesters with 32 credits. The first semester of Level III consists of four core course units with three credits each and three elective course units of which the students should select Two. Each elective course unit is a two-credit value. The second semester of Level III consists of four core course units with three credits each and three elective course units of which the students should select Two. Each elective course unit is a two-credit value.

Semester I				
BBAF 31013	Corporate Finance	3	Core	16 credits
BBAF 31023	Investment and Portfolio Management	3	Core	
BBAF 31033	Operations Research Techniques for Business	3	Core	
BBAF 31043	Research Methodology in Finance	3	Core	
BBAF 31052	Corporate Governance and Business Ethics	2	Elective	
BBAF 31062	Corporate Taxation	2	Elective	
BBAF 31072	Digitalization Finance	2	Elective	
Semester II				
BBAF 32013	International Financial Management	3	Core	16 credits
BBAF 32023	Financial Risk Management and Derivatives	3	Core	
BBAF 32033	Microfinance	3	Core	
BBAF 32043	Financial Reporting and Analysis	3	Core	
BBAF 32052	Financial Control and Assurance	2	Elective	
BBAF 32062	Sustainable Finance	2	Elective	
BBAF 32072	Entrepreneurial Finance	2	Elective	
Total credit counted for OGPA at level III is 32				

II. Level IV

Level IV consists of two semesters with 30 credits. The first semester of Level IV consists of five core course units of which four-course units with three credits each, and one with two credits, and two elective course units of which the students should select one. Each elective course unit is a two- credit value. The second semester of Level IV consists of two course units, Dissertation in Financial Management and Internship in Financial Management, each with eight and six credits respectively.

Semester I				
BBAF 41013	Project Management	3	Core	16 credits
BBAF 41023	Strategic Financial Management	3	Core	
BBAF 41033	Econometric Modelling and Application	3	Core	
BBAF 41043	Public Financial Management	3	Core	
BBAF 41052	Advanced Banking and Insurance	2	Core	
BBAF 41062	Behavioural Finance	2	Elective	
BBAF 41072	Contemporary Issues in Finance	2	Elective	
Semester II				
BBAF 42018	Dissertation in Finance	8	Core	14 credits
BBAF 42026	Internship in Finance	6	Core	
Total credit counted for OGPA at level IV is 30				

III. Awarding Criteria: Bachelor of Business Administration Honours in Financial Management

A student who has fulfilled the following requirements may be considered for an award of Bachelor of Business Administration Honours in Financial Management:

1. Completion of 130 credits: Level I – 34 ; Level II – 34 ; Level III – 32 ; Level IV– 30
2. Earn a minimum overall GPA of not less than 2.0 except course units not counted for OGPA: Level I – 32 ; Level II – 30 ; Level III – 32 ; Level IV – 30
3. Obtained minimum "C" grade for Enhancement course and Business English I, II, III and IV.
4. Not possessing less than "C-" grade in more than four-course units in the entire degree programme except dissertation and internship.
5. Fulfilled all the requirements mentioned above (1-4) within a maximum of 7 academic years from the academic year of the original enrolment in the University other than approved medical withdrawal.

A student who has satisfied the above requirements for the award of the Bachelor of Business Administration Honours in Financial Management degree within four academic years shall be awarded the degree of Bachelor of Business Administration Honours in Financial Management with the class as specified below.

Class	**Overall GPA**
First Class	Overall GPA 3.7 and above
Second Class (Upper Division)	< 3.70 ≥3.30
Second Class (Lower Division)	< 3.30 ≥3.00

C. Bachelor of Business Administration Honours in Human Resource Management

The students who have been admitted to the Bachelor of Business Administration Honours in Human Resource Management must follow the course units described at Level III and Level IV.

I. Level III

Level III consists of two semesters with 31credits. The first semester of Level III consists of four core course units with three credits each, two enhancement course units with one credit each and two elective course units of which the students should select one. Each elective course unit is a two- credit value. The second semester of Level III consists of four core course units with three credits each, one enhancement course unit with one credit and two elective course units of which the students should select one. Each elective course unit is a two-credit value.

Semester I				
BBAH 31013	Quantitative Methods for Business	3	Core	16 credits
BBAH 31023	Workplace Learning and Development	3	Core	
BBAH 31033	Health, Safety and Benefits Management	3	Core	
BBAH 31043	Work Psychology and Counselling	3	Core	
BBAH 31051	Personal and Professional Development – I	1	Enhancement	
BBAH 31061	English for HR Professionals - I	1	Enhancement	
BBAH 31072	Leadership and Team Management	2	Elective	
BBAH 31082	Labour Economics	2	Elective	
Semester II				
BBAH 32013	Strategic Management	3	Core	15 credits
BBAH 32023	Employment Law and Employee Relations	3	Core	
BBAH 32033	Research Methods in HRM	3	Core	
BBAH 32043	Sustainable Human Resource Management	3	Core	
BBAH 32051	Personal and Professional Development - II	1	Enhancement	
BBAH 32062	Human Resource Information System	2	Elective	
BBAH 32072	Career Management and Guidance	2	Elective	
Total credit counted for OGPA at level III is 31				

II. Level IV

Level IV consists of two semesters with 31 credits. The first semester of Level IV consists of four core course units of which three-course units with three credits each and one with two credits, and one enhancement course unit with one credit and two elective course units of which the students should select One. Each elective course unit is a two-credit value. The second semester of Level IV consists of two course units, Dissertation in Human Resource Management and Internship in Human Resource Management, each with eight and six credits respectively.

Semester I				
BBAH 41013	Project Management	3	Core	17 credits
BBAH 41023	Operations Management	3	Core	
BBAH 41033	Advanced Human Resource Management	3	Core	
BBAH 41043	Performance and Compensation Management	3	Core	
BBAH 41052	Public Administration	2	Core	

BBAH 41061	English for HR Professionals - II	1	Enhancement	
BBAH 41072	Global Human Resource Management	2	Elective	
BBAH 41082	Human Resource Analytics and Metrics	2	Elective	
Semester II				
BBAH 42018	Dissertation in Human Resource Management	8	Core	14 credits
BBAH 42026	Internship in Human Resource Management	6	Core	
Total credit counted for OGPA at level IV is 31				

iii. Awarding Criteria: Bachelor of Business Administration Honours in Human Resource Management

A student who has fulfilled the following requirements may be considered for an award of Bachelor of Business Administration Honours in Human Resource Management:

1. Completion of 130 credits: Level I – 34 ; Level II – 34 ; Level III – 31 ; Level VI – 31
2. Earn a minimum overall GPA of not less than 2.0 except course units not counted for OGPA: Level I – 32 ; Level II – 30 ; Level III – 31 ; Level IV – 31
3. Obtained minimum "C" grade for Enhancement courses and Business English I, II, III and IV.
4. Not possessing less than "C-" grade in more than four-course units in the entire degree programme except dissertation and internship.
5. Fulfilled all the requirements mentioned above (1-4) within a maximum of 7 academic years from the academic year of the original enrolment in the University other than approved medical withdrawal.

A student who has satisfied the above requirements for the award of the Bachelor of Business Administration Honours in Human Resource Management degree within four academic years shall be awarded the degree of Bachelor of Business Administration Honours in Human Resource Management with the class as specified below.

Class	Overall GPA
First Class	Overall GPA 3.7 and above
Second Class (Upper Division)	< 3.70 ≥3.30
Second Class (Lower Division)	< 3.30 ≥3.00

D. Bachelor of Business Administration Honours in Marketing

The students who have been admitted to the Bachelor of Business Administration Honours in Marketing must follow the course units described at Level III and Level IV.

I. Level III

Level III consists of two semesters with 31 credits. The first semester of Level III consists of four core course units with three credits each and two elective course units of which the students should select one. Each elective course unit is a two-credit value. The second semester of Level III consists of five core course units with three credits each and two elective course units of which the students should select one. Each elective course unit is a two-credit value.

Semester I				
BBAM 31013	Research Methodology in Marketing	3	Core	14 credits
BBAM 31023	Consumer Psychology	3	Core	
BBAM 31033	Service Marketing	3	Core	
BBAM 31043	Customer Relationship Management	3	Core	
BBAM 31052	Food and Agricultural Marketing	2	Elective	
BBAM 31062	Entrepreneurial Marketing	2	Elective	
Semester II				
BBAM 32013	Digital Marketing	3	Core	17 credits
BBAM 32023	Integrated Marketing Communication	3	Core	
BBAM 32033	Brand Management	3	Core	
BBAM 32043	Marketing Information System	3	Core	
BBAM 32053	People Skills	3	Core	
BBAM 32062	Corporate Social Responsibility	2	Elective	
BBAM 32072	Sales Management	2	Elective	
Total credit counted for OGPA at level IV is 31				

II. Level IV

Level IV consists of two semesters with 30 credits. The first semester of Level IV consists of four core course units with three credits each and three elective course units of which the students should select Two. Each elective course unit is a two-credit value. The second semester of Level IV consists of two-course units, Dissertation in Marketing and Internship in Marketing, each with eight and six credits respectively.

Semester I				
BBAM 41013	Creating Entrepreneurial Change	3	Core	16 credits
BBAM 41023	Operations and Supply Chain Management	3	Core	
BBAM 41033	Advertising Management	3	Core	
BBAM 41043	Strategic Marketing	3	Core	
BBAM 41052	Sustainable Marketing	2	Elective	
BBAM 41062	Managing Global Marketing	2	Elective	
BBAM 41072	Creativity and Innovation in Marketing	2	Elective	
Semester II				
BBAM 42018	Dissertation in Marketing	8	Core	
BBAM 42026	Internship in Marketing	6	Core	
Total credit counted for OGPA at level IV is 30				

III. Awarding Criteria: Bachelor of Business Administration Honours in Marketing

A student who has fulfilled the following requirements may be considered for an award of Bachelor of Business Administration Honours in Marketing:

1. Completion of 129 credits: Level I – 34 ; Level II – 34 ; Level III – 31 ; Level IV – 30
2. Earn a minimum overall GPA of not less than 2.0 except course units not counted for OGPA: Level I – 32 ; Level II – 30 ; Level III – 31 ; Level IV – 30
3. Obtained minimum “C” grade for Enhancement course and Business English I, II, III and IV.
4. Not possessing less than “C-” grade in more than four-course units in the entire degree programme except dissertation and internship.

5. Fulfilled all the requirements mentioned above (1-4) within a maximum of 7 academic years from the academic year of the original enrolment in the University other than approved medical withdrawal.

A student who has satisfied the above requirements for the award of the Bachelor of Business Administration Honours in Marketing degree within four academic years shall be awarded the degree of Bachelor of Business Administration Honours in Marketing with the class as specified below.

Class	Overall GPA
First Class	Overall GPA 3.7 and above
Second Class (Upper Division)	< 3.70 ≥3.30
Second Class (Lower Division)	< 3.30 ≥3.00

E. Bachelor of Business Administration Honours in Tourism and Hospitality Management

The students who have been admitted to the Bachelor of Business Administration Honours in Tourism and Hospitality Management must follow the course units described at Level III and Level IV.

I. Level III

The level III consists of two semesters with 36 credits. The first semester of Level III consists of four core course units with three credits each, three elective course units of which the students should select Two and one enhancement course unit with two credits. Each elective course unit is a two-credit value. The second semester of Level III consists of four core course units with three credits each, three elective course units of which the students should select Two and one enhancement course unit with two credits. Each elective course unit is a two-credit value. The enhancement course units will not be counted in calculating OGPA.

Semester I				
BBAT 31013	Travel and Tourism Management	3	Core	18 credits
BBAT 31023	Tourism Policy Planning	3	Core	
BBAT 31033	Front Office Management	3	Core	
BBAT 31043	Research Methodology in Tourism and Hospitality Management	3	Core	
BBAT 31052	Food and Beverage Management	2	Elective	
BBAT 31062	Ecotourism	2	Elective	
BBAT 31072	Travel Agency Operations	2	Elective	
BBAT 31082	Language Studies – I	2*	Enhancement	
Semester II				
BBAT 32013	Destination Management	3	Core	18 credits
BBAT 32023	Catering Management	3	Core	
BBAT 32033	Digital Transformation in Tourism	3	Core	
BBAT 32043	Strategic Management for Tourism and Hospitality industry	3	Core	
BBAT 32052	Cultural Heritage Tourism	2	Elective	
BBAT 32062	Tourist Psychology	2	Elective	
BBAT 32072	Hotel Housekeeping	2	Elective	
BBAT 32082	Proposal Development	2*	Enhancement	
***Non counted for OGPA** Total credit counted for OGPA at level III is 32				

II. Level IV

Level IV consists of two semesters with 32 credits. The first semester of Level IV consists of four core course units with three credits each, three elective course units of which the students should select Two and one enhancement course unit with two credits. Each elective course unit is a two-credit value. The second semester of Level IV consists of two course units, Dissertation in Tourism and Hospitality Management and Internship in Dissertation in Tourism and Hospitality Management, each with eight and six credits respectively. The enhancement course units will not be counted in calculating OGPA.

Semester I				
BBAT 41013	Tourism Supply Chain Management	3	Core	18 credits
BBAT 41023	Global Tourism	3	Core	
BBAT 41033	Sustainable Tourism	3	Core	
BBAT 41043	Food Safety and Hygiene	3	Core	
BBAT 41052	Travel Media	2	Elective	
BBAT 41062	Meetings, Incentives, Conferences and Exhibitions Tourism	2	Elective	
BBAT41072	Politics and Tourism	2	Elective	
BBAT41082	Language Studies - II	2*	Enhancement	
Semester II				
BBAT 42018	Dissertation in Tourism and Hospitality Management	8	Core	14 credits
BBAT 42026	Internship in Tourism and Hospitality Management	6	Core	
***Non counted for OGPA** Total credit counted for OGPA at level IV is 30				

III. Awarding Criteria: Bachelor of Business Administration Honours in Tourism and Hospitality Management

A student who has fulfilled the following requirements may be considered for an award of Bachelor of Business Administration Honours in Tourism and Hospitality Management:

1. Completion of 136 credits: Level I – 34 ; Level II – 34 ; Level III – 36 ; Level IV – 32
2. Earn a minimum overall GPA of not less than 2.0 except course units not counted for OGPA: Level I – 32 ; Level II – 30 ; Level III – 32 ; Level IV – 30
3. Obtained minimum "C" grade for Enhancement courses and Business English I, II, III and IV.
4. Not possessing less than "C-" grade in more than four-course units in the entire degree programme except dissertation and internship.
5. Fulfilled all the requirements mentioned above (1-4) within a maximum of 7 academic years from the academic year of the original enrolment in the University other than approved medical withdrawal.

A student who has satisfied the above requirements for the award of the Bachelor of Business Administration Honours in Tourism and Hospitality Management degree within four academic years shall be awarded the degree of Bachelor of Business Administration Honours in Tourism and Hospitality Management with the class as specified below.

Class	Overall GPA
First Class	Overall GPA 3.7 and above
Second Class (Upper Division)	< 3.70 ≥3.30
Second Class (Lower Division)	< 3.30 ≥3.00

1.8 Fall-back option

a. A student who is unable to fulfil all the requirements for the award of Bachelor of Business Administration Honours degree may be considered for an award of Bachelor of Business Administration Degree if he satisfies
    1. Completion of 90 credits except course units not counted for OGPA
    2. Earn a minimum overall GPA of not less than 2.0 for the course units counted for the award (Above 1)
    3. Obtained minimum "C" grade for Enhancement courses at levels I, II and III, and Business English I, II, III and IV
    4. Not possessing less than a "C-" grade in more than three course units counted for the award
    5. Fulfilled all the requirements mentioned above (1-4) within a maximum of 7 academic years from the academic year of the original enrolment in the University other than approved medical withdrawal

b. A student who is unable to fulfil all the requirements for the award of Bachelor of Business Administration degree may be considered for an award of Higher Diploma in Business Administration if he satisfies
    1. Completion of 60 credits except course units not counted for OGPA.
    2. Earn a minimum overall GPA of not less than 2.0 for the course units counted for the award
    3. Obtained minimum "C" grade for Enhancement courses at Level I and Business English I, II, III and IV.
    4. Not possessing less than "C-" grade in more than two course units counted for the award
    5. Fulfilled all the requirements mentioned above (1-4) within a maximum of 7 academic years from the academic year of the original enrolment in the University other than approved medical withdrawal

The student should apply for such a fall-back qualification and the recommendation shall be made by the Faculty Board to the Senate of the University of Jaffna.

1.9 Determining the effective date of the degree

The effective date of Degree shall be the last date of the stipulated examination on which the Level IV, Second Semester examination concludes. For the students who repeat course units, the effective date of the Degree shall be the last date of the course unit repeated.

The effective date of such fall-back option qualification shall be the 1st day of the month after which the Senate of the University has approved the award.

1.10 Releasing of Results – Faculty Based Examination Board (Pre – Board)

a) An Examination Board of the Faculty shall be constituted for each course unit to finalise the results of the course unit. The Dean of FMSC shall be Chairman of this Board. The Heads of the Departments of the Faculty, all Professors in the Faculty, and the First and Second Examiners of the course units shall be members of the Board.

b) The Dean shall summon a meeting of the Examination Board whenever the Head of the Department is ready to release the final results of a course unit. The Grades obtained by the student for the particular course shall be displayed by the Head of the Department after releasing the result by the Pre-Examination Board.

c) The marks scored by the students in the formative assessments and end-semester examination, overall marks scored by the students for a course unit and grades awarded to the students by the Pre Examination Board shall be sent to Examination Branch by the Head of the Department.

1.11 Intermittent study

A student who is unable to continue the study programme due to medical or any acceptable reason for a period of time may request to hold his/her study programme for a period of not exceeding two years. The Senate approval will be sought on the recommendation of the faculty board.

1.12 Credit transfer

The credit transfer is the procedure of valuing the credit earned in another state University (in most cases, considered when the students transfer from another state university). The FMSC will appoint a committee to handle the individual request of credit transfer as and when required.

1.13 Academic Misconduct

The FMSC imposes a “zero tolerance” policy for any academic misconduct such as Plagiarism, Collusion, cheating, purchasing or commissioning, etc. The penalties for the academic misconduct may vary depending on its seriousness, including resubmission of work, zero marks, the termination of student registration and expulsion from the faculty/University.

BACHELOR OF BUSINESS ADMINISTRATION HONOURS

LEVEL I & LEVEL II

Common Programme

Course Title	Principles of Management			
Course Code	BBAH 11013			
Credit Value	3			
Status	Level 1 / Semester I /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide the knowledge of fundamentals of management and its practices in the modern business world.

Intended Learning Outcomes

- Define the core concepts in management
- Explain the evolution of the theories of management
- Describe the managerial skills and managerial roles
- List the functions of management
- Describe the concept of planning, its types and process
- Describe the decision making process
- Illustrate the types of organisational structures
- Examine the features of a good organizational structure
- Describe different leadership styles and leadership approaches
- Describe principles related to directing
- Propose the leadership style/s for better outcomes in a simulated situation
- Explain the communication process in organisations
- Describe the barriers of communication and the ways to overcome them
- Discuss the theories of motivation
- Suggest the controlling techniques
- Apply the knowledge of management in solving a business problem

Syllabus Content

Introduction to management: nature and characteristics of management, basic concepts of management; **Evolution of management thoughts**: scientific management, administrative management, bureaucratic approach, human relations approach and the modern approaches; **Understanding manager's job:** managerial levels, skills and roles, corporate social responsibility; four functions of management; **Planning:** definition, nature and scope of planning, importance of planning, basic principles of planning, categories and levels of planning, planning process, advantages and limitations of planning, measures to overcome limitations of planning; **Decision making**: introduction, decision making models, steps in decision making; **Organizing**: meaning and characteristics of organisation, objectives, process of organizing, advantages of organisation, formal and informal organisation, Organisational structure; **Leading and directing**: definition, importance of leadership, traits of effective leaders, approaches to leadership, leadership styles; direction, principles of direction; **Communication:** introduction, characteristics of communication, importance of communication, qualities of a good communication system, process of communication, types of communication, models of communication, barrier to effective communication, overcoming the barriers; **Motivation:** definitions, process of motivation, sources of motivation, theories of motivation; **Controlling**: definition, features of controlling, importance of controlling, limitations of controlling, the control process, characteristics of an effective control system, types of control, techniques of control; **Contemporary issues in management.**

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course):** 30% – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Daft, R.L. (2018). *Management* (13th ed.). USA: Cengage Learning.
- Eichhorn, P., & Towers, I. (2018). *Principles of management: Efficiency and Effectiveness in the Private and Public Sector. Switzerland: Springer*.
- Griffin, R. W. (2021). *Management* (13th ed.). USA: Thomson South-Western.
- Robbins, S. P. & Coulter, M. A. (2021). *Management* (15th ed.). USA: Pearson.
- Schermerhorn, J.R., Davidson, P., Woods, P., Factor, A., Simon, A., McBarron, E.,& Junaid, F. (2020). *Management* (7th ed.). Australia: John Wiley and Sons.

Course Title	Sri Lankan Business Environment			
Course Code	BBAM 11023			
Credit Value	03			
Status	Level 1 / Semester I / Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	15	90

Aim

The aim of the course unit is to analyze the overall business environment in Sri Lanka to evaluate its various components, and their influences on business decision making.

Intended Learning Outcomes

- Define the concepts of business, business environment with sub-components
- Discuss the nature of the business environment in Sri Lanka
- Compare the micro and micro level business environmental factors
- Categorise the external environmental factors
- Analyse strength, weaknesses, opportunities, and threats (SWOT) of a business
- Describe the role of small enterprises in the economic development of Sri Lanka
- Analyse the problems of small-scale enterprises
- List out the corrective measures of industrial sickness
- Differentiate international business from domestic business
- Identify factors that affect business decisions
- Discuss the role of corporate social responsibility (CSR) in business practice
- Outline the Sri Lanka's sustainable development of goals, influence on business decision-making
- Examine factors encountered for crises in a business and overcoming from it
- Explain the need for privatization, globalization and business decision-making
- Create a crisis response plan for a selected business

Syllabus Content

Introduction to business environment: introduction, meaning and concept of business, characteristics of business, components, micro and macro environment, importance of business environment, type of businesses; **Internal and external environments of Sri Lanka:** micro and micro level factors, economic factors, socio cultural environmental factors, political environmental, financial environment, legal environment, technological factors, environmental factors, SWOT analysis; **Small enterprise and village industries**: industrial policies, definition and characteristics of small enterprises, relationship between small and large enterprises, objectives and scope of small enterprises, role of small enterprise in economic development and problems of small-scale enterprises, industrial sickness, warning signals of Industrial sickness, external and internal causes of industrial sickness, and corrective measures; **International business environment and Sri Lankan businesses:** introduction, levels of economic integration/trading blocs, effects of economic integration, major regional trading blocs, commodity agreement, World Trade Organization [WTO], WTO and Sri Lanka, sustainability of businesses; **Corporate Social Responsibility:** need for social responsibility of business, social responsibility of business towards different groups, barriers to social responsibility, social responsibility of business in Sri Lanka; **Managing changes in business environment:** impact of Sri Lanka's industrial policy on economic reforms, sustainable development

goals and trade policies, privatization, and globalization and their impacts, crisis management and contingency planning by considering previous experiences.	
Teaching and Learning Methods/Activities	Lectures, student report by individuals and groups, discussion forum, collecting business news, diary writing, making of posters by students, problem solving of business case studies, construction of scrap books, studying local business history.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three-hour duration. – Question paper contains two parts: o **Part I:** It is compulsory. It contains a case study for 40 Marks. o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 60.

Recommended Readings:

- Agrawal, R. (2006). *Business environment*. Excel Books. India.
- Athukorala, P., Ginting, E., Hill, H., and Kumar, U. (2017). *The Sri Lankan economy: charting a new course.* Asian Development Bank.
- Chandrakumara, A., and Budhwar, P. S. (2005). Doing business Sri Lanka. *Thunderbird International Business Review*, *47*(1), 95-120.
- Fernando, S., Lawrence, S., Kelly, M., and Arunachalam, M. (2015). CSR practices in Sri Lanka: an exploratory analysis. *Social Responsibility Journal*, 11, 868-892.
- Needle, D., and Burns, J. (2010). *Business in context: an introduction to business and its environment*. Boston: South-Western Cengage Learning.

Course Title	Financial Accounting I			
Course Code	BBAA 11033			
Credit Value	3			
Status	Level 1/ Semester I/ Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide knowledge in financial accounting and practices in order to prepare financial statements of an organisation.

Intended Learning Outcomes

- Describe the conceptual framework of financial reporting
- Identify the elements and components of financial statements
- Explain the qualitative characteristics of financial information
- Explain the underlying assumptions of financial reporting
- Identify specific requirements in the preparation and presentation of financial statements
- Identify the basic elements of investment account
- Explain accounting entries for purchase and sale of investment
- Prepare investment accounts using FIFO and weighted average method
- Identify the purpose of accounting standards
- Define the terms in the prescribed accounting standards
- Explain the accounting treatments given in the standards
- List the disclosure requirements of the accounting standards
- Explain the purpose of a partnership
- Prepare financial statements for a partnership
- Prepare a set of financial statements for dissolution and conversion of partnerships into limited liability companies

Syllabus Content

Conceptual framework for financial reporting: definition of conceptual framework, elements and components of financial statements, qualitative characteristics of financial information, underlying assumptions of financial reporting, recognition and derecognition, measurement; **Investment accounts:** purchase and sale of investments, cum-interest/cum-dividend, ex-interest/ex-dividend, investment accounts using FIFO and weighted average method; **Sri Lanka accounting standards and Sri Lanka financial reporting standards:** presentation of financial statement, inventory, property, plant and equipment, **Financial Statements for a partnership:** purpose of partnership, current account and capital account, financial statements for a partnership, dissolution and conversion of partnerships into limited liability companies.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks.

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II** Students are expected to answer all four questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Atrill P. &McLaney E. J. (2019). *Financial accounting for decision makers*. (7th ed.) Harlow: Pearson.
- CA Sri Lanka. (2020). *Accounting standard.* Colombo, Sri Lanka: The Institute of Chartered Accountants of Sri Lanka.
- Finch C. (2012). A student's guide to international financial reporting standards. (3rd ed.) Wokingham: Kaplan Publishing.
- Jones,Michael. (2014). *Financial accounting*. (2nd ed.) West Sussex: John Wiley and Sons.
- Leiwy, D. & Perks, R. (2018). *Accounting: understanding and practice*. (4th ed.) New York: McGraw-Hill Higher Education; London: McGraw-Hill.

Course Title	Fundamentals of Finance			
Course Code	BBAF 11043			
Credit Value	3			
Status	Level 1 / Semester I / Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide knowledge of fundamental theories, concepts, principles and approaches of corporate finance and enable the students to apply relevant principles and approaches in solving problems of corporate finance.

Intended Learning Outcomes

- Define the terms finance and financial management
- Describe the goals and scope of finance and financial management
- Discuss the appropriateness of the goal of maximizing the value of the firm for a business
- Explain the agency problem in modern corporations
- Describe the finance function and its relationship with economics, accounting and other managerial functions
- Identify the primary activities of the financial manager
- Apply the basic techniques of financial statement analysis
- Describe the fundamental concepts of time value of money
- Compute future and present values of money
- Calculate the present value and future value of annuities and perpetuities
- Appraise investment decisions and owners' wealth
- Discuss the sources of finance
- Measure cost of individual components of capital and weighted cost of capital
- Analyse the value of bonds and shares
- Compute risk and return of individual assets and portfolio

Syllabus Content

Introduction to finance: meaning, goals, scope and importance of finance and financial management; **Profit maximization:** stakeholders, maximization of shareholder wealth and profit; **Agency relationship**: Principal-agent relationship, agency problem and agency cost; **Finance function**: organisation of the finance function, relationship with accounting, economics and other managerial functions; **Primary activities of financial manager**: financing decisions and investment decisions; **Analysis of financial statements**: Financial ratio analysis, liquidity, profitability, activity and profitability; **Time value of money**: timeline, future value, present value, simple interest, compound interest, annuities, perpetuities and amortized loans; **Investment appraisal:** evaluation techniques**,** discounted and non-discounted techniques, advantages and disadvantages of the techniques; **Cost of capital:** meaning, significance, determination and computation of cost of various sources of capital and weighted average cost of capital; **Valuation of securities:** bond and share valuation; **Risk and return**: meaning and computation of risk and return on investment and portfolio, relationship between risk and return.

Teaching and Learning Methods/Activities	Lectures, virtual learning, tutorials, group discussions, classroom discussions, participatory learning activities, presentations, Library research on topics, open textbook study, use of recordings, individual assignments, take home assignments and forum.

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, group assignment, quiz, and presentation. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks o **Part II:** Students are expected to answer four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Brealey, R.A., Myers, S.C, & Marcus, A.J. (2020). *Fundamentals of corporate finance* (10th ed.*)*.New York: McGraw Hill.
- Brigham, E.F., &Ehrhardt, M.C. (2016). *Financial management: theory and practice* (16th ed.). USA: Cengage Learning.
- Melicher, R.W., & Norton, E.A. (2017). *Introduction to finance: markets, investments and financial management*, enhanced eText (16th ed.). USA: John Wiley & Sons.
- Pandey, I.M. (2015). *Financial Management* (11th ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Ross, S., Westerfield, R., & Jordan, B. (2021). *Fundamentals of corporate finance* (13th ed.). New York: McGraw Hill.

Course Title	Information Technology			
Course Code	BBAF 11052			
Credit Value	2			
Status	Level 1 / Semester 1 /Compulsory			
Notional hours	Theory	Practical	Field/Industrial visits	Independent learning hours
	20	30	-	50

Aim

The aim of this course unit is to provide knowledge and skills required to apply information technology to business.

Intended Learning Outcomes

- Define the terms data, information, Information Technology (IT), and Information and Communication Technology (ICT)
- Discuss the issues, ethical use of IT and ergonomics in current business world
- Assess the uses of information technology in business and real-life environments
- Identify the physical components of computer system and its functions
- Classify the logical components of computer system and its uses
- Describe data communication and it's modes and elements
- Explain basic networking principles and security measures to organise a local area network
- Recognize current Internet and web technologies for a business environment
- Operate on latest graphical environment of computer system
- Choose software applications for documentation, reporting and analyses related to businesses.
- Evaluate the usage of business applications in different cloud platforms

Syllabus Content

Introduction to Information Technology: definitions of data and information, introduction and basic elements of Information technology, uses of IT in business, health issues, ergonomics & the environment, cyber ethics, threats, safeguarding computers and communications systems; **Computer system**: physical components and logical components of computer system; **Data communication and networks:** data communication basic concepts, introduction to computer networks, components of computer networks, Open System Interconnection (OSI) model, data transmission media, IP addressing and configuration, introduction to network security; **Internet and World Wide Web:** internet and web technologies, cloud computing, social media, e-commerce and internet services; **Applications for business:** Working on graphical user interface (GUI) environment of computer system, Create and managing different types of files, organizing folders, typing in Unicode font for local language, working with applications for business documentations, reports and presentation, working with spreadsheet applications for business calculations and analyses; **Cloud applications for business and organizational environment:** working with cloud applications for documentation, spreadsheet analysis, presentation, forms, calendar and meeting and web site design, Create, manage and share files in cloud.

Teaching and Learning Methods/Activities	Lectures, virtual learning, practical, tutorials, group discussions, participatory learning activities, presentations, individual assignments, case studies and forum.
Evaluation	**Formative Assessment (In-course): 40%** – At least four assessments for 40 Marks

	– The assessments could in the form of classroom assignment, Lab practical, take-home assignment, quizzes, presentations, and case studies. **Summative Assessment: 60%** **Written Examination** – End of course written examination is of two-hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 marks. o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75. o The total marks of written examination obtained out of 100 will be converted into 60%. **Practical Examination:** – Duration of the examination is two-hour duration – All questions should be answered. – The total marks of practical examination obtained out of 100 will be converted into 40%. *Students should attend both examinations to complete the course unit

Recommended Readings:

- Rajamaran, V. (2018). *Introduction to information technology*.(3rd ed.), New Delhi, India: PHI Learning.
- Larry. L.P., &Bruse. S.D., (2021). *Computer Networks: A Systems Approach*.(6th ed., Morgan Kaufmann.
- Kabanda, G. (2019). *Trends in information technology for management*. Munich, Germany: GRIN Verlag.
- Arora, A. (2015). *Computer fundamentals and applications*. New Delhi, India: VIKAS Publishing.
- https://support.microsoft.com/en-us/training
- https://support.google.com/docs

Course Title	Business English I			
Course Code	BBAD 11062			
Credit Value	2			
Status	Level 1/ Semester I /Compulsory			
UTEL Benchmark	5			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	15	-	55

Aim

The aim of the course is to provide opportunities for the learners to develop English Language skills with a focus on business contexts and environments.

Intended Learning Outcomes

- Respond to gist and details in a range of simple and moderately complex texts related to business and administration.
- Use contextual, structural, and morphological clues to deduce meaning of unfamiliar words and phrases.
- Interact in Face to Face social conversations related mostly on personal information.
- Demonstrate the ability to give and get information using a range of functional language.
- Construct simple sentences incorporating appropriate mechanics and basic grammar such as parts of speech, subject-verb agreement and passivation.
- Formulate appropriate questions and responses related to real life situations.
- Identify the major and minor details of conversations, short lectures and news items.
- Write personal notes to convey various messages.
- Produce multiple drafts of different types of paragraphs describing people, places and objects related to business field.

Syllabus Content

Reading: Identifying the main idea of current or business related passages adopted from business magazines, newspapers and books, recognizing the meanings of new words, answering questions based on the passages. **Grammar:** Recognizing the forms, functions and uses of present, past and future tenses. Positive, negative and interrogative forms in all the tenses and their communicative functions, usage of prepositions and conjunctions, differentiating the active voice sentences and passive voice sentences and transformation of the sentences. **Writing:** Writing meaningful sentences and articles related to business field, developing the skill to write descriptions of people like, famous entrepreneurs, business leaders and managers and places like business organizations and writing personal notes to colleagues and relatives. **Speaking:** Self introduction and introducing others, asking for and giving business information, inviting and thanking. **Listening:** Answering questions while listening to audio or video records – business oriented speeches, interviews and lectures.

Teaching and Learning Methods/Activities	Lectures, Group discussion, Task-based language learning, student centered learning and Content and Language Integrated Learning (CLIL), self-learning activities using LMS & Computer Assisted Language Learning (CALL).
Evaluation	**Formative Assessment (In-course) 30%** – Four assessments will be conducted to evaluate each skill. – The assessment could be in any forms such as classroom assignment, take-home assignment, oral presentation and online assessment – Formative assessment will be considered for 400 marks (100 marks

	for the assessment of each skill) – The marks obtained will be converted into 30 % to be added with the final marks. **Summative Assessment 70%** – Duration of the question paper is of two hours consisting questions based mostly on skills like reading and writing along with selected grammatical components. – The number of questions and the marks allocated to each question may vary depending on the type of questions. – All the questions should be answered and the marks allocated for the final assessment is 100. – Marks obtained will be converted into 70 % to be added with the final marks.

Recommended Readings:

- Grussendorf, M. (2017). English for presentations. Oxford: Oxford University Press.
- Mascull, B. (2018). Business Vocabulary in Use: Intermediate; Self-study and classroom use Cambridge: Cambridge University Press.
- Mohan, K., & Banerji, M. (2009). Developing communication Skills (2nd ed.). Macmillan Publishers.
- Murphy, R. (2012). English grammar in use: A self-study reference and practice book for intermediate learners of English. Cambridge: Cambridge University Press.
- Thomson, A. J., & Martinet, A. V. (2010). A practical English grammar. Oxford: Oxford University Press.

Course Title	Computer Based Information Management			
Course Code	BBAF 12013			
Credit Value	3			
Status	Level 2 / Semester I /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	30	-	90

Aim

The aim of this course unit is to provide specialised knowledge and skills in the design and development of databases for business information systems and to develop competencies on database management systems and its applications for business.

Intended Learning Outcomes

- Define the terms database, database management system
- Describe current technology trends in the data management and business information systems
- List the users in the database management system
- Identify three-level ANSI-SPARC database architecture
- Explain data models
- Outline the relational database design concepts
- Provide the fundamental elements of relational database management systems
- Draw entity relationship diagrams for various business systems.
- Illustrate the use of entity relationship diagrams in the business analysis report
- State the importance of the normalization in database design
- Discuss the update anomalies in database systems
- Apply the functional dependency concept in normalization
- Classify the characteristics of the three normal forms
- Employ normalization process up to third normal forms in the design of a database
- Write and execute queries
- Develop complex queries with the use of window functions
- Apply client software to manage and fill a relational database
- Prepare reports and dashboards to provide access for users to business-critical information
- Construct databases on server platforms

Syllabus Content

Database management and business information system: introduction to current trend in database and database management system(DBMS), business challenges of an enterprise, importance of the database approach, DBMS environment, different user groups of DBMS; **Database system architecture:** three-Level ANSI-SPARC architecture, database Schema, data independency; **Database design:** types of Data Models: Hierarchical Model, Network Model, Entity-Relationship Model, Relational Model, Object-Oriented Data Model and Data modelling techniques; **Entity relationship model:** elements of Entity Relationship Diagram, Identify the integrity constraints (business rules) hold for a given problem, draw an entity relationship diagram using conceptual schema; **Normalization technique:** introduction to Normalization, update anomalies, differences between Normalized and Unnormalized format of data representation, define first, second, third Normal forms. Process of Normalization for a business problem; **Query**

languages(SQL): define Structured Query Languages (SQL), Data Definition Languages (DDL), Data Manipulation Languages (DML), Data Control Languages (DCL), query languages for create, retrieve, insert, update, sort, join, delete, filtering data in a database, writing queries with join tables, sub queries, views, create forms and reports using SQL; **Database for large and small business and development**: data accessibility, data/database administration, data warehousing, data mining, security, data recovery, contemporary, the internet database environment, Business Intelligent system and modern IT infrastructure to database systems.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, virtual learning, presentations, individual assignments, case studies, and forum.
Evaluation	**Formative Assessment (In-course): 40%** – At least four assessments for 40 Marks – The assessments could be in the form of classroom assignment, Lab practical, take-home assignment, quizzes, presentations, and case studies. **Summative Assessment: (60%)** **Written examination** – Duration of the question paper is of three hours – Students are expected to answer five questions out of seven questions that may include several parts. – Total marks of written Examination obtained out of 100 will be converted for 60%. **Practical Examination** – Duration of the question paper is two hours – All questions should be answered. – The total marks of practical examination obtained out of 100 will be converted for 40%. *Students should attend both examinations to complete the course unit
Recommended Readings • Narang, R. (2018). *Database management systems*. PHI Learning Pvt. Ltd. • Coronel, C., and Morris, S. (2016). *Database systems: design, implementation, and management*. Cengage Learning. • Manning, A. (2015). *Databases for Small Business: Essentials of Database Management, Data Analysis, and Staff Training for Entrepreneurs and Professionals*. New York: Springer. • Singh, S. K. (2011). *Database systems: Concepts, design and applications.(*2nd ed). Pearson Education. • Date, C.J., Kannan, A., and Swamynathan, S. (2009). *An Introduction to Database Systems.* (8th ed.), Pearson Education.	

Course Title	Business Economics			
Course Code	BBAH 12023			
Credit Value	3			
Status	Level 1 / Semester II /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide knowledge of economic theories and principles to address various economic issues and apply the knowledge in business decision-making.

Intended Learning Outcomes

- Define the terms economics, microeconomics and macroeconomics
- Relate the concepts of scarcity, choice and opportunity cost
- Classify the different economic systems
- Describe the demand and supply theories and market equilibrium
- Explain the utility theory and indifference curve analysis
- Derive the demand curve using indifference curve
- Explain price theory and price elasticity of demand
- Illustrate the relationship between various types of costs in the short and long run
- Describe production function, stages of production and isoquants
- Interpret the law of diminishing marginal return and marginal rate of substitution
- Explain the different market structures
- State major macroeconomic objectives of a government
- Describe the approaches to national income accounting
- Interpret the aggregate demand and aggregate supply model
- Explain the types of unemployment and its consequences
- Explain how monetary policy impacts interest rates and aggregate demand
- Explain how appreciating or depreciating currency affects exchange rates
- Describe the Fiscal policy and Monetary policy of Sri Lankan economy

Syllabus Content

Introduction to microeconomics: definition of the terms economics, microeconomics and macroeconomics, scarcity and opportunity costs, production possibilities frontier, various economic systems; **Theory of demand and supply**: utility theory and indifference curve analysis, determinants of demand and supply, factor market for labour, general equilibrium, price theory, **Cost theory:** meaning, types of cost, relationship between total, fixed and variable costs, marginal cost, comparing short run and long run costs**;** **Production theory**: meaning, production function, stages of production, law of diminishing return, isoquants, marginal rate of substitution; **Market structures**: perfect competition, monopoly, monopolistic competition, oligopoly, duopoly; **Introduction to macroeconomics**: Importance of studying macroeconomics, government macroeconomic policy objectives, **National income accounting**: aspects of national income accounting, three approaches to national income accounting; **Macroeconomic Theory:** The Keynesian approach, aggregate demand and supply, business cycle, **Inflation and unemployment:** causes and consequences of inflation and unemployment, The Philip curve, **Macroeconomic policy:** fiscal policy, monetary theory, supply side economic policies, IS-LM equilibrium and effect of fiscal and monetary policies, **The foreign exchange market:** foreign exchange markets, influences on exchange rates, government policy on exchange rates, **The Balance of payments:** the nature of the

balance of payments, surplus and deficit in the current account, rectifying current account deficits, The J-curve effects, globalization	
Teaching and Learning Methods/Activities	Lectures, tutorials, discussions, online learning activities, presentations, individual assignments, case studies, forum and debate
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of three hour duration – Question paper contains three parts o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II**: It contains questions in Microeconomics. Students are expected to answer two questions out of four questions. Total marks for this part is 40. o **Part III**: It contains questions in Macroeconomics. Students are expected to answer two questions out of four questions. Total marks for this part is 40.

Recommended Readings

- Ahuja, H. L. (2019). *Advanced economic theory*. New Delhi: S. Chand Publishing.
- Ahuja, H. L. (2017). *Modern Microeconomics: Theory and Applications* (19th ed.). New Delhi: S. Chand Publishing.
- Bade, R., & Parkin, M. (2016). *Foundations of Macroeconomics* (8th ed.).New York: Pearson Addison Wesley.
- Davidson, L. S., Hauskrecht, A., & von Hagen, J. (2020). *Macroeconomics for Business: The Manager's Way of Understanding the Global Economy*. Cambridge University Press.
- Schiller, B., & Gebhardt, K. (2018). *The Macro Economy Today* (15th ed.). New York, NY: McGraw-Hill Irwin.

Course Title	Financial Accounting II			
Course Code	BBAA12033			
Credit Value	3			
Status	Level 1 / Semester II/ Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to equip students with knowledge of application of accounting standards in financial accounting in any type of organisation.

Intended Learning Outcomes

- Identify the regulations applicable to financial accounting
- Explain the legal background of a Limited Liability Company
- Explain the concepts/provisions in the company act No 7 of 2007
- Discuss the need for Sri Lanka Accounting Standards
- Define the terms in the prescribed accounting standards
- Explain the accounting treatments given in the standards
- List the disclosure requirements of the accounting standards.
- Explain accounting entries for share/debenture issues
- Explain accounting entries for redemption of shares/debentures
- Explain accounting entries for reduction of capital
- State the purpose of financial statements of Limited Liability Company
- Identify specific accounting issues in Limited Liability Companies
- Apply relevant accounting standards when preparing financial statements
- Prepare the financial statements of Limited Liability Company
- Recommend the disclosures to be made in the financial statements of Limited Liability Company

Syllabus Content

The regulatory context in financial accounting in Sri Lanka: preparation and presentation of financial statements as per companies Act No. 7 of 2007, the legal and the commercial view of financial accounting; **Application of Sri Lanka accounting standards and Sri Lanka financial reporting standards:** accounting for Statement of cash flow, income tax, accounting policies, changes in accounting estimates and errors, events after the financial reporting, Leases, revenue from contracts with customer, provisions, contingent liability and contingent assets; **Financial statements for a limited liability company**: issue of shares and debentures, redemption of shares and debentures, reduction of capital, financial statements of limited liability companies

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts:

	○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks. ○ **Part II**: Students are expected to answer all four questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- CA Sri Lanka. (2020). *Accounting standard.* Colombo, Sri Lanka: The Institute of Chartered Accountants of Sri Lanka.
- Deegan, C. & Ward, A.M. (2017). *Financial accounting and reporting – An International Approach*. London: McGraw-Hill Education.
- Elliott, B. & Elliott, J. (2018). *Financial accounting and reporting*. (15th ed.) Harlow: Pearson Education Ltd.
- McKeith, J. & Collins, B. (2013). *Financial accounting and reporting*. (2nd ed.) New York: McGraw Hill Higher Education; London: McGraw Hill.
- Melville, A. (2018). *International financial reporting a practical guide*. (4th ed.) Harlow, England: Pearson Education Ltd.

Course Title	Marketing Management			
Course Code	BBAM 12043			
Credit Value	03			
Status	Level 1 / Semester II / Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide an opportunity to the students to enhance knowledge about marketing theories, principles, strategies and concepts with their application.

Intended Learning Outcomes

- Define marketing, marketing management, and core concepts of marketing
- Describe the basic marketing concepts and theories
- Compare the different marketing philosophies which are applicable in marketing practices
- Analyse the changing marketing landscape in the digital age
- Assess the appropriateness of the business environment for a business
- Develop marketing mix needed to the business
- Classify the market into suitable segments
- Design a target market by segmentation for a selected product or service
- Discuss the relevant factors related consumer behaviour
- Identify the major factors that influence business buyer behaviour
- Explain how companies find and develop new product ideas
- Describe the decisions companies make regarding their individual products and services
- Evaluate the marketing strategy for an existing product and / or services
- Identify the recent trends in marketing
- Outline the steps in the marketing research process

Syllabus Content

Introduction to marketing: basics of marketing, marketing concepts, understanding markets and customer needs, marketing management orientations; **The changing marketing landscape:** the digital age, online, mobile, and social media marketing; **Marketing environment**: micro and macro environment; **Marketing mix**: product, pricing, promotion, distribution, people, process and physical evidence; **Market segmentation**: geographic segmentation, demographic segmentation, psychographic segmentation, behavioral segmentation, targeting and positioning; **Consumer Behavior**: cultural factors, social factors, personal factors and psychological factors; **Business buyer behavior**: business marketing, business buyer behavior, business buyer decision process; **New product development:** new product development, new product development process, product lifecycle strategy**; Designing and marketing services**: the nature and characteristics of a service, service marketing strategies, service quality; **Recent trends in marketing:** explore the trends in marketing; **Introduction to marketing research:** what is marketing research, type of marketing research, steps in marketing research.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

- Agnihotri, P., Kotler, P., and Armstrong, G. (2018). *Principles of marketing.* (17th ed.). Pearson India.
- Kotler, P., Armstrong, G., (2017). *Principles of marketing.* (17th ed.). Pearson India.
- Kotler, P., Armstrong, G. and Opresnik, M.O. (2018). *Principles of marketing.* (17th ed.). Pearson India.
- Kotler, P., Kevin, K. L. (2016). *Marketing management.* (15th ed.). Pearson India.
- Tanner, J., and Raymond, M.A. (2019). *Principles of marketing v.4.0.* Flat world knowledge India.

Course Title	Introduction to Tourism and Hospitality Management			
Course Code	BBAT 12052			
Credit Value	2			
Status	Level 1 / Semester II /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of the course unit is to provide the basic knowledge and understanding of tourism and hospitality.

Intended Learning Outcomes

- Define the concepts of travel, tourism, tourist, hospitality and hospitality management
- Explain historical factors that encouraged the development of tourism activities
- Identify the major participants and forces shaping the tourism industry
- Discuss the career opportunities in the tourism and hospitality industry
- Compare various types of tourism
- Describe lodging operations
- Discuss the role of hospitality manager in the hospitality industry
- Describe significance of the workplace skills of the employees in the completion of the task
- Recall the historical development of the lodging industry
- Explain the hospitality management system

Syllabus Content

Introduction to tourism and hospitality: concepts of tourism, travel, tourist and hospitality; **The history of travel and tourism:** the empire era, the middle ages and the renaissance era, the grand tour era, the mobility era and the modern era; types of tourism: domestic tourism, international tourism, outbound tourism, dark tourism, cultural tourism, rural tourism; **Tourism demand and travel motivators:** basics of tourism demand, net travel propensity, gross travel propensity, case study-pattern of movement of tourists to Sri Lanka; travel motivators, physical motivators, Inter personal motivators, status & prestige. **The hospitality industry:** understanding the concept of hospitality management, the hospitality manager's role in the hospitality industry, demand and supply of hospitality, welcoming, workplace skills and expectations, careers in hospitality; **Introduction to lodging operations**: the evolution of lodging, classifications of hotel properties, meeting guests needs, forces shaping the hotel business, competition in the lodging business; **Management of hospitality industry:** planning in hospitality management, organizing in hospitality management, manpower analyzing in hospitality management, control in hospitality management.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, role play forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%**

	– End of course written examination is of two hours duration
	– Question paper contains two parts:
	  ○ **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks.
	  ○ **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Evans, N. (2015). *Strategic Management for Tourism, Hospitality and Events*. London: Routledge.
- Hall, M.C. (2019). *Handbook of Tourism and Hospitality*. New York: Routledge.
- Kozak, M., & Kozak, N. (2016). *Tourism and Hospitality Management*. UK: Emerald Group Publishing.
- Page, S. J. (2014). *Tourism Management*. London: Routledge.
- Ryan, C., & Page, S. (2012). *Tourism Management*. London: Routledge.
- Walker, J. R. (2002). *Introduction to Hospitality*. New York: Prentice Hall.

Course Title	Business English II			
Course Code	BBAD 12062			
Credit Value	2			
Status	Level 1 / Semester II /Compulsory			
UTEL Benchmark	5			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	15	-	55

Aim

The aim of the course is to improve Business English language skills by developing vocabulary.

Intended Learning Outcomes

- Identify main and specific information in various reading selections related to business fields adopting Before-During-After reading strategies.
- Demonstrate a significant enrichment of business and job-specific vocabulary
- Analyze details in job descriptions and advertisements
- Develop application procedure and interview skills
- Use strategies for active listening to respond meaningfully.
- Practice listening to complex text with varied structures, conversations and news items
- Answer questions in job interviews with a degree of confidence and accuracy
- Engage in individual and group presentations related to various careers
- Recognize and incorporate sentence variety in writing, including coordination and subordination
- Demonstrate the ability to write memos, CVs, cover letters and professional profiles

Syllabus Content

Reading: recognizing the facts given in various types of reading passages, magazine and newspaper articles using the sub skills of reading such as skimming, scanning and comprehension, Identifying and analyzing details in job descriptions and advertisements and Using terms / expressions used frequently in job interviews, orientation programmes, workshops, conferences and seminars / webinars; **Grammar:** Define verbs and different verb forms, including infinitive, gerund, present participle, past participle, stative verbs, dynamic verbs, and auxiliary verbs, demonstrating the usage of the twelve tenses of English and their communicative functions, forming questions and negative statements and constructing active and passive voice sentences; **Writing:** Writing paragraphs related to business field and personal notes to relatives and friends. Identifying different structures of CVS and writing effective CVs and cover letters using appropriate vocabulary and grammar; **Speaking:** Introducing oneself and others, asking for information, giving information, inviting and thanking. Conducting a SWOT analysis on oneself, constructing questions on both 'Yes / No type' and 'Wh'-question forms and formulating appropriate responses for questions - Mock Interviews; **Listening:** Identifying the overall and internal organization of business related audio or video records and answering the questions.

Teaching and Learning Methods/Activities	Lectures, Group discussion, Task-based language learning, student centered learning and Content and Language Integrated Learning (CLIL), self-learning activities using LMS & Computer Assisted Language Learning (CALL).
Evaluation	**Formative Assessment (In-course) 30%** – Four assessments will be conducted to evaluate each skill. – The assessment could be in any forms such as classroom

	assignment, take-home assignment, oral presentation and online assessment – Formative assessment will be considered for 400 marks (100 marks for the assessment of each skill) – The marks obtained will be converted into 30 % to be added with the final marks. **Summative Assessment 70%** – Duration of the question paper is of two hours consisting questions based mostly on skills like reading and writing along with selected grammatical components. – The number of questions and the marks allocated to each question may vary depending on the type of questions. – All the questions should be answered and the marks allocated for the final assessment is 100. – Marks obtained will be converted into 70 % to be added with the final marks.

Recommended Readings:

- Grussendorf, M. (2017). English for presentations. Oxford: Oxford University Press.
- Mascull, B. (2018). Business Vocabulary in Use: Intermediate; Self-study and classroom use Cambridge: Cambridge University Press.
- Mohan, K., & Banerji, M. (2009). Developing communication Skills (2nd ed.). Macmillan Publishers.
- Murphy, R. (2012). English grammar in use: A self-study reference and practice book for intermediate learners of English. Cambridge: Cambridge University Press.
- Thomson, A. J., & Martinet, A. V. (2010). A practical English grammar. Oxford: Oxford University Press.

Course Title	Social Psychology			
Course Code	BBAD 12072			
Credit Value	2			
Status	Level 1 / Semester II /Enhancement			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	-	70

Aim

The aim of the course unit is to expose students to the essential theories and applications of social psychology towards gaining skills, knowledge and analyze human behaviour as it occurs within the social context

Intended Learning Outcomes

- Define the basic concepts of Social Psychology
- Explain the key theoretical perspectives in studying human social behaviour
- Analyse the key role of self in the social world
- Describe the value of self-knowledge to manage in different social contexts
- Evaluate the major role of perception in impression, judgment, and emotions
- Apply social psychological concepts and theories learned in class to evaluate and respond to the social world
- Discuss the group influence in action and the importance of Conformity, Compliance, and Obedience in interpersonal relationships
- Evaluate the motivations of prosocial behaviour in emergency social work
- Explain the roots of human aggressions in ongoing relationships
- List the techniques of controlling aggressions at family and work

Syllabus Content

Introduction to social psychology: the historical development of social psychology, key concepts that form an understanding of human social behaviour, Need of Social Psychology in human life, sociology of love; **The self in a social world**: learning about the self, sources of self-knowledge, managing the self in different social context, personal vs. social identity, self-esteem and social comparison; **Person perception**: forming impression of others, impression management, accuracy of judgments recognition of emotions; **Evaluating and responding to the social world**: understanding the social world, attitude formation, change in attitude towards the environment, the fine arts of persuasion; **Changing others behaviour**: group influence in action, how we are influenced by others even when they are not there,; **Conformity, Compliance, and Obedience**, Stereotypes, prejudices, & discrimination, interpersonal relationship & intimacy, obedience to authority; **Helping others (prosocial behaviour):** motives for personal behaviour, responding to an emergency; **Aggression**: perspectives on aggression, Hurting Others, roots of violence, causes of human aggression, aggression in ongoing relationships, bullying and aggression at family and work, control of aggression , some valuable techniques.

Teaching and Learning Methods/Activities	Lecture by the Lecturer, recitation, group discussion, student report by individual or groups, library research, drama, role-playing, making of posters by students, problem-solving of cases studies
Evaluation	**Formative assessment (In-course): 100%** – Four assessments; each carry twenty-five marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, field visits, etc. – The duration of the assessment might vary depending on the nature of the assessment.

Recommended Readings

- Aronson, E., Wilson, T. D., Akert, R. M., Sommers, S. R .(2016). *Social psychology*, 9th ed. Boston, MA: Pearson.
- Baron, R. A., Branscombe, N. R. (2012). *Social psychology*, 13th ed. Boston, MA: Pearson.
- Baumeister, R. F., Bushman, B. J. (2014). *Social psychology and human nature*, 3rd ed. Belmont, CA: Wadsworth.
- Belsky, J. (2013). *Experiencing the life span*, 3rd ed. New York: Worth.
- Breckler, S.J., Olson, J.M., & Wiggins, E.C. (2006). *Social Psychology Alive,* 1st ed. Belmont: Thomson Wadsworth.

Course Title	Events Management			
Course Code	BBAT 21013			
Credit Value	3			
Status	Level 2 / Semester I /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide the students with the comprehensive theoretical and practical knowledge on events management.

Intended Learning Outcomes

- Define the concept of events and events management
- Identify the major participants in organizing events
- List the techniques and strategies required to manage the project successfully
- Explain challenges faced by the event industry in the emerging business environment
- Describe the project planning, and strategies used towards project implementation
- Explain the role of events' designing with the reflection of theme and pragmatic experience in the modern business world
- List the various types of project evaluation techniques
- Explain techniques to manage health and safety related risk at the workplace
- Formulate the marketing strategies to promote the cultural events and festivals
- Discuss the mega events and its substantial contribution to the tourism industry
- Point out the key logistical issues in organizing corporate events
- Explain the impacts of cultural events and festivals marketing on the economy
- Describe the event operations and legal issues in the event organizing process
- Examine the significance of the sustainable event industry in tourism development
- Examine the role of the media in organizing and exhibiting the events

Syllabus Content

Introduction to events management: meaning of events and events management, the challenges of events management, the place events in human history and cultures, the events industry, what business are we in, the role of the event manager, the events profession and education; **Managing event projects:** events as projects, project management perspectives, event project definition, organization and framework, project parameters, stakeholder requirements and needs, project planning, project optimization, project evaluation techniques, project crashing, project risk management, project cost breakdown structures, project implementation; **Event design and production:** introduction to event design, recent developments in event design, events as designed experiences**, c**oncept and theme**,** understanding event experiences; **Event operations**: the legal environment, insurance, regulations, licenses and permits, events contracts, event logistics; **Event marketing:** event marketing planning, event sponsorship; **Event health, safety and risk management:** health and safety legislation, health and safety management, risk management, risk assessment, specific event risks; **Mega-events**: defining mega-events, mega-event periods, mega-event tourism; **Events in the public and cooperate sectors: th**e public sector, events in the public sector, not-for-profit events, categorization of corporate events, key logistical issues for corporate events, the corporate event customer, corporate event evaluation; **Cultural events and festivals**: cultural events, festivals, types of cultural events and festivals, programming cultural events and festivals, marketing cultural events and festivals, the public role of cultural events and festivals;

Event impacts, sustainability and legacy: event impacts on the tourism and hospitality industry**,** measuring impacts and evaluating events, **e**vent sustainability**,** event legacies; **Events and the media:** the role of the media in events management, the media and links to stakeholders, media management, the impact of media coverage on events.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, role play, forum, field visit, debate guest speakers, exhibits and displays, and mock conventions.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, mock conventions, and role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks. o **Part II:** Students are expected to answer four questions out of six questions
Recommended Readings: – Allen, J. (2021). *Event management*. New York: Wiley. – Bladen, C., Kennell, J., Abson, E., & Wilde, N. (2019). *Events management: an introduction*. London: Routledge. – Bowdin, G., O'Toole, W., Allen, J., Harris, R., & McDonnell, I. (2016). *Events management*. New York: Routledge. – Damster, G., & Tassiopoulos, D. (2005). *Event management: a professional and developmental approach*. South Africa: Juta and Company ltd. – Jones, M. (2014). *Sustainable event management: a practical guide*. London: Routledge. – Tum, J., & Norton, P. (2006). *Management of event operations*. Oxford: Elsevier Butterworth-Heinemann.	

Course Title	Managing Human Resources			
Course Code	BBAH 21023			
Credit Value	3			
Status	Level 2 / Semester I /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide an overall understanding of human resource management and its practices as to acquiring, developing and maintaining an effective workforce in organisations.

Intended Learning Outcomes

- Define the term human resource management (HRM)
- State the importance of HRM and its approaches
- List out the functions of HRM
- Explain the concept of Equal Employment opportunity
- Elaborate the types of discrimination in organisations
- State the need for human resource information system and its usefulness
- Describe the process of job analysis
- Explain the process of human resource planning
- Discuss the process of recruitment, sources of recruitment, and the criteria for making the best selection
- Describe the importance of training and development and its process
- Analyse the different methods of performance appraisal
- Describe the types of compensation and factors determining compensation
- Explain the factors determining the career choice and the importance of career management
- State the emerging trends in HRM
- Propose the solutions for the HR issues in organisations

Syllabus Content

Introduction to Human Resource Management (HRM): basics of HRM, functions of HRM, evolution of HRM, human capital and HRM, approaches to HRM; line and staff aspects of HRM, changing role of HRM; **Equal Employment Opportunity (EEO):** concept of EEO, discrimination, managing diversity, affirmative action; **Human Resource Information System (HRIS)**: components of HRIS, technology and HRIS, HR audit; **Job Analysis**: process of job analysis, job description, job specification, job design; **Human Resource Planning (HRP):** concept of HRP, process of HRP, outsourcing; **Recruitment and Selection**: definitions, methods and sources of recruitment, employer branding, selection process, induction; **Training and Development (T&D):** basics of T&D, stages of training, methods for T&D; **Performance Management:** purposes of performance appraisal (PA) and management, methods of PA, Issues associated with PA; **Compensation Management**: meaning and types of compensation, equity, factors determining compensation, establishing pay plan; **Career Management:** basics of career management, career planning and development, choosing a career; **Contemporary issues and emerging trends in HRM, HRM practices in Sri Lankan organizations.**

Teaching and Learning Methods/Activities	Lecture, discussion, field visit, online learning activities, tutorial, presentation, case studies, forum, role-playing, debate
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. The total marks for this part is 80.

Recommended Readings

- Armstrong, M., & Taylor, S. (2020). *Armstrong's Handbook of Human Resource Management Practice* (15th ed.). London: Kogan Page.
- Dessler, G. (2020). *Human Resource Management* (16th ed.). England: Pearson Education.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2021). *Fundamentals of Human Resource Management* (9th ed.). New York: McGraw-Hill.
- Opatha, H. H. D. N. P. (2019). *Sustainable Human Resource Management*. Colombo: University of Sri Jayewardenepura.
- Snell, S., & Morris, S. (2019). *Managing Human Resources* (18th ed.). USA: South-Western, Cengage Learning.

Course Title	Management Accounting			
Course Code	BBAA 21033			
Credit Value	3			
Status	Level 2 / Semester I/ Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide the knowledge in management accounting in operational level decision-making.

Intended Learning Outcomes

- Identify the importance of management accounting
- Identify cost elements and its behaviour
- Explain classification of overheads
- Describe the distribution and absorption of the overheads in order to determine the price.
- Explain the costing methods
- Calculate the cost of a product/job/batch/service and price to be charged
- Discuss objectives of budgeting and budgetary process of an organisation
- Prepare functional budgets and master budget
- Discuss the budgetary control and issues
- Explain the standard costing of an organisation
- Prepare standard cost card
- Compute different types of variances
- Discuss the reasons for variances
- Apply Cost Volume Profit (CVP) analysis
- Assess short term decisions

Syllabus Content

Overview of management accounting: introduction to management accounting, cost elements and behavior; **Overheads:** Under and over recovery of overheads, Inter- service department reallocations; **Costing methods:** Job costing, batch costing, service costing and process costing; **Budgeting:** Introduction to budget, budgeting process, budget manual, types of budget, functional budget and master budget; **Standard costing**: introduction to standard costing, types of standard, standard cost card; **Variance analysis**: material variance, labour variance, overhead variance and fixed overhead variance; **Cost Volume Profit (CVP) analysis:** Break Even Point (BEP) analysis and short term decisions.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks.

	○ **Part II**: Students are expected to answer all four questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Arora.M.N (2006) *Cost and management accounting*, (8th Ed.). Vikas Publishing House Pvt Ltd.
- Drury. C (2015) *Management and cost accounting*, (9th Ed.). Cengage Learning.
- Horngren.T, Sundem.L, Schatzberg.O & Burgstahler.D (2014) *Introduction to management accounting*, (16th Ed.). India, Sterling Graphics Pvt.Ltd.
- Lall Nigam.B.M and Jain. I.C (2014) *Cost accounting principles and practice*, Delhi. PHI Learning Private Limited.
- Lucey.T (2009) *Costing*, (4th Ed.). UK, Book Power edition.

Course Title	Business Mathematics and Statistics			
Course Code	BBAF 21043			
Credit Value	3			
Status	Level 1 / Semester II /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of the course unit is to provide the basic understanding of mathematical and statistical concepts, knowledge and techniques required for the business students.

Intended Learning Outcomes

- Describe the basic application of mathematical concepts in business
- Solve the business problems using matrix operations
- Explain the concept and rules of differentiation
- Recognize the application of differentiation in solving business problems
- Explain the concept and rules of integration
- Apply integration for business decisions
- Explain the basic concepts of business statistics
- Compute measures of central tendency and dispersions
- Describe the basic concept of correlation analysis
- Explain the functions of linear regression
- Use the correlation and regression analysis in business decision making
- Perform time series analysis to solve the business problems
- Explain the concept of probability
- Use probability distributions in business decisions
- Apply the hypothesis testing concept in business decision making

Syllabus Contents

Business Mathematics

Introduction of mathematical concepts to the business: basic concepts and skills of algebra, importance and usage of mathematical concepts to solve the business problems; **Matrix and its application:** types of matrices, matrix operations, determinant, inverse of the matrix and solving business problems using matrix applications; **Differential calculus**: rules of differentiation, maxima and minima functions; **Application of differentiation**: profit maximization and cost minimization; **Integral calculus**: rules of integration, definite and indefinite integrals; **Applications of integration**: marginal revenue, marginal cost and total change in revenue

Business Statistics

Introduction to statistics and its business application: functions, importance, scope and limitations of statistics in business, types of statistics, types of variables, levels of measurement, population and sample, application of statistics in the business world; **Measures of central tendency and dispersions:** Properties and measurement of central tendency and dispersions - mean, median, mode, range, percentile and quartile deviation, variance and standard deviation; **Correlation analysis:** introduction, types of correlation, coefficient of correlation, coefficient of determination; **Regression analysis**: introduction, assumptions of underlying linear regression, confidence and prediction intervals, regression equation, multiple regression model, individual regression coefficients; **Application of correlation and regression analysis in business**: measuring, predicting relationships and apply them in business decision making; **Time series analysis:** components- trend, cyclical, seasonal variations and

irregular variations, and forecasting; **Probability:** approaches to assigning probability, rules of computing probabilities, permutation and combination; **Probability distributions:** defining probability distributions, mean, variance and standard deviation of a probability distribution, types of probability distributions and business applications of the probability distributions; **Hypothesis testing**: procedures for testing hypothesis, one tailed and two tailed test of significance, errors in hypothesis testing, testing for a population mean with a known population standard deviation and unknown population standard deviation.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, library research on topics or problems, open textbook study, problem solving or case study, applying statistical techniques to class data.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts: o **Part I:** It is compulsory and contains 20 multiple choice questions for 20 marks. o **Part II**: It contains two parts namely Part A and Part B. Part A consists of three questions in business mathematics and Part B consists of four questions in business statistics. These questions may include several parts. Students are expected to answer four questions by selecting at least one question from each part. Total marks for this part is 80.

Recommended Readings:

- Brechner, R., & Bergeman, G. (2019). *Contemporary mathematics for business and Consumers* (9th ed.). Boston: Cengage Learning.
- Clendenen, G., & Salzman, S. (2018). *Business mathematics* (14th ed.). London: Pearson Education.
- Gupta, S. P., & Gupta, M. P (2019). *Business statistics* (19th ed.). India: Sultan Chand & Sons.
- Keller, G. (2017). *Statistics for Management and economics* (11th ed.). USA: Cengage Learning.
- Lind, D. A., Marchal, W. G., & Wathen, S. A. (2020). *Statistical techniques in business and economics* (18th ed.). New York: McGraw-Hill Education.

Course Title	Business Legislation and Ethics			
Course Code	BBAM 21053			
Credit Value	03			
Status	Level 2 / Semester I / Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide a deeper knowledge with understanding the legal structure, procedures, rules and regulations of business activities as well as ethics in Sri Lanka.

Intended Learning Outcomes

- Define the term business legislation and ethics
- Describe the formation and performance of a contract
- Explain e-contract and electronic transaction in Sri Lanka
- Describe the consumer protection law in Sri Lanka
- Explain the formation of partnership in Sri Lanka
- Express the duties and rights of partners
- Describe the termination procedure of partnership
- Describe the rights and liabilities of shareholders
- Recognize the need of central environmental authority
- Describe the environmental law in Sri Lanka
- Point out the actions against the environmental pollutions
- Distinguish the three models of management ethics
- Identify the ethical issues in Sri Lanka
- Elaborate the business ethics for micro, small, medium entities [MSME]
- Propose a legal mechanism to enhance the business ethics in Sri Lanka

Syllabus Content

Introduction business legislation and ethics: the legal system of Sri Lanka, an overview ethics and business ethics; **Law of contract**: constituting elements of contract, terms of contract, performance of contract, invalidating factors of a contract, e-contract and electronic transactions in Sri Lanka; **Sale of goods**: introduction to the sale contract, implied conditions and warranties of a sale contract, duties and rights of seller & buyer, remedies, consumer protection law; **Negotiable instruments**: fundamental nature of a bills of exchange, negotiation of a bill, types of bill, invalidating factors of a negotiable instrument, bankers' duties and liabilities; **Law of partnership:** creation of partnership, duties and rights of partners, termination of partnership agreement; **Company Law**: incorporation of a company, types of companies, rights and liabilities of shareholders, powers and functions of directors, company meetings, winding up; **Environmental Law**: Central Environmental Authority, environmental law in Sri Lanka, actions against the environmental pollutions; **Intellectual property law:** patents, trademarks, registered designs and copyright; **three models of management ethics**: immoral management, moral management, amoral management. moral management models and acceptable stakeholder thinking, developing moral judgment, elements of moral judgment; **Ethical issues**: emerging business ethics issues, an ethical crisis, resolving ethical dilemmas, justifying unethical behaviors; **ethical decision-making process:** individual factors, moral philosophies and values and organizational factors; **Business ethics for MSMEs**: objectivity, integrity, professional competency and due care, professional behavior and confidentiality.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three-hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80 marks.

- Clarke, M. A., Hooley, R. J., Munday, R. J., Sealy, L. S., Tettenborn, A. M., & Turner, P. G. (2017). *Commercial law: text, cases, and materials*. Oxford University Press. USA.
- Ferrell, O. C., and Fraedrich, J. (2018). *Business ethics: ethical decision-making and cases.* Cengage learning.
- Ghillyer, A. (2017). *Business ethics now.* New York, NY: McGraw-Hill. India.
- O'Sullivan, P., Smith, M., & Esposito, M. (Eds.). (2012). *Business ethics: a critical approach: integrating ethics across the business world*. Routledge. Canada.
- Weerasooriya, W. (2010). *A textbook of commercial law: business law.* Postgraduate Institute of Management (PIM). Sri Lanka.

Course Title	Business English III			
Course Code	BBAD 21062			
Credit Value	2			
Status	Level 2 / Semester I / Compulsory			
UTEL Benchmark	6			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	15	-	55

Aim

The aim of the course is to give general knowledge and understanding of the use of English in business situations and develop all the four skills of English Language.

Intended Learning Outcomes

- Use various sub skills of reading to improve reading speed and comprehension of articles
- Analyze unfamiliar words by understanding the structure of English Language
- Listen to academic presentations and take notes while listening
- Demonstrate understanding of clear standard speech on factual information, short talks announcements and news bulletins.
- Use grammar structures and punctuation appropriately in different types of business correspondence
- Provide appropriate oral responses to questions on personal, work or study matters
- Develop presentation skills and public speaking skills on formal topics related to business and current affairs.
- Extract literal and inferential information from graphs, charts, diagrams, flowcharts, and other illustrations.
- Compose a range of written documents for business purposes accurately and concisely to include letters, memoranda, and electronic mails

Syllabus Content

Reading: Using critical reading skills to get information from academic and business related texts, developing vocabulary, analyzing and interpreting various texts. Answering binary choice and 'wh' questions based on the passages. **Grammar:** Identifying the communicative functions of various verb forms, usage of prepositions and conjunctions, constructing active and passive voice sentences, combining sentences using relative and 'if' conditional clauses to connect ideas in business writing; **Writing:** Identifying the difference between formal and informal letters, distinguishing different types of letters and writing letters such as inviting people, asking for permission, thanking and complaining. Analyzing the format of memoranda and e- mails and writing clear and concise memos and e-mails. Interpreting and presenting information in graphs, charts and tables describing statistical trends and products; **Speaking:** Communicating with each other using various communication strategies. Giving short speeches in formal and informal situations. Distinguishing the characteristics between good and bad presentations, developing presentation skills and doing presentations related to business topics using appropriate expressions; **Listening:** Using information from academic and business listening

passages to answer questions that include objective and subjective questions, make inferences, summarize and discuss.	
Teaching and Learning Methods/Activities	Lectures, Group discussion, Task-based language learning, student centered learning and Content and Language Integrated Learning (CLIL), self-learning activities using LMS & Computer Assisted Language Learning (CALL).
Evaluation	**Formative Assessment (In-course) 30%** – Four assessments will be conducted to evaluate each skill. – The assessment could be in any forms such as classroom assignment, take-home assignment, oral presentation and online assessment – Formative assessment will be considered for 400 marks (100 marks for the assessment of each skill) – The marks obtained will be converted into 30 % to be added with the final marks. **Summative Assessment 70%** – Duration of the question paper is of two hours consisting questions based mostly on skills like reading and writing along with selected grammatical components. – The number of questions and the marks allocated to each question may vary depending on the type of questions. – All the questions should be answered and the marks allocated for the final assessment is 100. – Marks obtained will be converted into 70 % to be added with the final marks.

Recommended Readings:

- Goodale, M., & Gordon, M. (2017). The language of meetings. Andover Hampshire: Cengage Learning.
- Goodale, M. (2005). Professional presentations. Cambridge University Press.
- Grussendorf, M. (2017). English for presentations. Oxford: Oxford University Press.
- Jones, L. & Alexander, R. (2003). New international Business English. New York: Cambridge University Press.

Online Resources

- A business letter. (2006). Try - Activities © BBC | British Council , Available at www.teachingenglish.org.uk
- English Reading Comprehension Workbooks (Beginner to Advanced) https://www.pinterest.com/ESL_Materials/english-reading-comprehension

Course Title	Financial System and Banking			
Course Code	BBAF 22013			
Credit Value	3			
Status	Level 2 / Semester II /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of this course unit is to provide students with an understanding of structure and functions of financial and banking systems.

Intended Learning Outcomes

- Define the term financial system
- Describe the functions of a financial system
- Explain the structure of financial system of Sri Lanka
- State the recent developments in the payment and settlement systems in Sri Lanka
- Assess the importance of financial system stability for an economy
- Discuss the contribution of Central Bank of Sri Lanka in maintaining financial system stability in Sri Lanka
- Interpret the changes in the financial market indices
- Describe the role of banking sector in financial system
- Elucidate the structure of the statement of financial position of commercial banks
- Explain the legal requirements on capital, reserve funds and liquid assets of banks
- Analyse the legal nature of banker - customer relationship
- Explain the objectives and regulatory measures of Basel III accord.
- Calculate various types of interest rates
- Assess bank products based on interest rates
- Discuss the benefits of credit rating system in financial markets
- Appraise the role of banks in combating money laundering

Syllabus Content

Financial system: definition**,** role and functions of financial system in an economy; **Structure of financial system of Sri Lanka**: regulatory framework, financial institutions, financial markets, financial instruments and payment and settlement systems; **Financial System Stability:** meaning and importance of financial system stability, characteristics of a stable financial system, factors affecting the financial system stability, role of Central Bank of Sri Lanka in maintaining financial system stability; **Financial market indices**: calculation and interpretation; **Banking**: definition and importance of banking, functions and types of banks, commercial banking; **Structure of statement of financial position of commercial banks**: Loan portfolio and other assets, liabilities and capital; **Banking legislation and regulations**: licensing of banks, capital requirements, reserve funds, maintenance of liquid assets, banker-customer relationship, Basel III accord; **Interest rate**: types and calculations, assessment of bank products based on interest rates; **Credit rating system**: definition, purpose and types; **Money laundering**: definition, methods of money laundering and role of banks in combating money laundering.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, virtual learning, presentations, individual assignments, take home

	assignments, Library research on topics, use of recordings, open textbook study, forum, debate and field visit.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks o **Part II:** Students are expected to answer four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Casu, B., Girardone, C., & Molyneux, P. (2015). *Introduction to banking* (2nd ed.). London: Pearson Education.
- Choudhry, M. (2018). *An Introduction to banking: principles, strategy and risk management* (2nd ed.). United Kingdom: John Wiley & Sons Ltd.
- Hubbard, G., & O'Brien, A. (2018). *money, banking, and the financial system* (3rd ed.). New York: Pearson.
- Koch, T.W., & MacDonald, S.S. (2015). *Bank management* (8thed.). USA: Cengage Learning.
- Samarasiri, P. (2017). *A survey of financial system*. Colombo: Central Bank of Sri Lanka.

Course Title	Organisational Behaviour			
Course Code	BBAH 22023			
Credit Value	3			
Status	Level 2 / Semester II /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of this course unit is to provide students with the knowledge and understanding of the factors influencing human behaviour within an organisational context and the opportunity of acquiring basic skills required for understanding, predicting and modifying human behaviour.

Intended Learning Outcomes

- Define the key terms in organizational behaviour
- Categorize the factors influencing of organizational behaviour
- Relate values of employees with their behaviour
- Contrast the three components of attitudes
- Describe theories of learning and learning process
- Outline the factors influencing perception
- Describe the perception process and perceptual errors
- Describe the concept of personality, its determinants, and different types of personality
- State the methods of assessment of personality and the problems associated with the assessment
- Identify the causes and consequences of political behavior at work
- Explain the types of conflict, its sources and consequences
- Propose the conflict handling strategies
- Describe the levels and types organizational culture
- Analyse the functions of organizational culture
- Identify the factors triggering the organisational change and development

Syllabus Content

Introduction to organisational behaviour (OB): definition, historical background of OB, levels of analysis of OB, challenges and opportunities for OB; **Learning:** definition, learning theories; **Values and attitudes:** definition, types of value**s,** three components of attitudes, relationship between values, attitudes and emotion; work related attitudes: job satisfaction, commitment, perceived organisational support, engagement, organisational citizenship behaviour; **Perception:** definition, perceptual process, factors affecting perception, perceptual errors; **Personality**: definition, objectives of assessment of personality, determinants of personality, big-five traits and other personality characteristics influencing behaviour, methods of assessing personality, personality and individual outcomes; **Organisational politics:** nature of organisational politics, causes and consequences of organisational politics; **Managing Conflict:** meaning of organisational conflict, sources of conflict, positive and negative outcomes of conflict, conflict management; **Organisational culture**: definition, levels of organisation culture, types of organisational culture, functions of organisational culture, transforming organisational culture, spiritual organisation**; Organizational change and development:** meaning, sources of change, types of change, change management models, organizational development.

Teaching and Learning Methods/Activities	Lectures, tutorials, discussions, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, inquiry based assessment, debate, role play. **Summative Assessment:70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Aswathappa, K. (2016). *Organisational behaviour* (12th ed.). New Delhi: Himalaya Publishing House Pvt. Ltd.
- Jain, S. (2020). *Organisation behaviour in contemporary world*. Canada: Arcler Education.
- Levy, P. E. (2019). *Industrial/ Organisational Psychology: Understanding workplace* (6th ed.). UK: Oxford university press.
- Luthans, F., Luthans, B.C., & Luthans, K.W. (2021). *Organizational Behavior: An Evidence Based Approach* (14th ed.). USA: Information Age Publishing.
- Robbins, S. P., & Judge, T. (2019). *Organisational behaviour* (18th ed.). USA: Pearson.

Course Title	Auditing and Taxation			
Course Code	BBAA 22033			
Credit Value	3			
Status	Level 2 / Semester II/ Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide the knowledge on basic concepts and techniques of auditing of the organisation and taxation of the resident individual.

Intended Learning Outcomes

- Identify the nature and purpose of auditing within the regulatory auditing environment
- Describe the scope of internal control and internal audit and the limitations of the internal audit function
- Identify the activities connected with setting the audit planning and sampling
- Define audit evidence
- Explain the sufficiency and appropriateness of audit evidence
- List different audit procedures used to gather audit evidence
- State the elements of an audit report
- Explain the audit reporting requirements of listed companies
- Identify the principles of taxation in the Sri Lankan context.
- Explain direct and Indirect taxes
- Explain the sources of income of a resident individual
- Assess the assessable income from different sources of a resident individual
- Assess the total assessable income, taxable income of a resident individual
- Assess the gross income tax liability and balance taxable liability of a resident individual

Syllabus Content

Auditing

Demand for audit and assurance services: assurance services, nature of auditing, distinction between auditing and accounting, objectives of auditing; detection and prevention of frauds and errors; **Internal control:** internal control, test of controls, internal audit; **Audit evidence:** nature of evidence, audit evidence decisions, persuasiveness of evidence, types of audit evidence, analytical procedures; **Audit planning and documentation:** accepting audit engagement and performing initial audit planning, purposes of audit documentation, content and organisation of audit files; **Audit sampling:** the role of audit sampling, statistical vs. non-statistical sampling and probabilistic vs. non-probabilistic sample selection, application of non-statistical audit sampling for tests of controls and substantive tests of transactions; **Audit reporting:** the audit report, standard unmodified audit report, audit reporting requirements of listed companies; materiality, examples of audit reports.

Taxation

Introduction of taxation in Sri Lanka: functions and principles of taxation; direct and indirect taxes, current tax system; **Total assessable income of an individual:** chargeability of income tax; assessable income from employment, business, investment and any other source; **Income tax liability of a resident individual:** calculation of total assessable income, basic reliefs and qualifying payments, taxable income, gross income tax payable, balance tax payable amount

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts: o **Part I** is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II** Students are expected to answer all four questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Companies Act, No.07 of 2007 [Certified on 20th October, 2006].
- Inland Revenue Act, No.10 of 2006 along with the amendments.
- Inland Revenue Act, No.24 of 2017 [Certified on 24th October, 2017].
- Instructions for the Submission of Statement of Estimated Income Tax Payable, Department of Inland Revenue, Sri Lanka.
- Leung, P., Coram, P., Cooper, BJ & Richardson, P. (2015). *Modern auditing & assurance services* (6th ed.). Queensland, Australia: John Wiley & Sons Australia, Ltd.
- Louwers, T., & Ramsey, R. (2012). *Auditing and assurance services* (5th ed.). Boston, MA: McGraw-Hill.
- Manual of Inland Revenue Act [Inland Revenue Act No 24 of 2017], Draft, Department of Inland Revenue, Sri Lanka.
- Millichamp, AH. (2000). *Auditing: Instructional Manual for Accounting Students,* D.P Publications.
- CA Sri Lanka. (2020). *Sri Lankan Auditing Standards (SLAuSs)*. Colombo, Sri Lanka: The Institute of Chartered Accountants of Sri Lanka.
- Statement of Estimated Income Tax Payable, Department of Inland Revenue, Sri Lanka.

Course Title	Public Service Management			
Course Code	BBAM 22043			
Credit Value	03			
Status	Level 2 / Semester II / Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide the knowledge about public service management practices adopted by public sector organizations in Sri Lanka.

Intended Learning Outcomes

- Describe the concept of service, public service and public service management
- Recognize the significance of public service management
- Differentiate the features of the Sri Lankan public sector organisations
- Explain the challenges facing public sector organisations in providing services
- Demonstrate the history and prospects for public sector reforms of Sri Lanka
- Explain the evolution of Public Service Marketing
- Examine the cultural profile of Sri Lankan customers
- Discuss the role of customer satisfaction in public service sectors
- Evaluate customer expectations and experiences regarding the public services
- Appraise customer care management in public sector organisation
- Demonstrate public service strategy and competitiveness
- Explain the good ethical way of behaviour in the public sector organization
- Analyse the impact of technological development on public sector administration
- State the meaning of public service marketing and its significant contribution to the service economy
- Classify various types of public services
- Apply the SERVQUAL model service delivering process of the public sector organisation in Sri Lanka

Syllabus Content

Introduction to public service management: define the terms of public service and public service management, features and importance of public service management; **Public service management in Sri Lanka:** functions and significance of the public sector, public sector reforms with historical perspectives, challenge in public sector management in Sri Lanka; **Customers: the focus of public service management:** customers and their needs, consumer behavior and a consumer decision model, unique aspects of service purchases, a cultural profile of Sri Lankan customers; **Public service strategy and competitiveness:** service value, strategy, formulating a competitive service strategy, ethical challenges in public service management, ethics problem in private and public sectors, challenges for public service employees and managers, philosophical theories of ethics; **Technology and its impact on public services management:** process technology and information technology, technology in public services, why public sector invest in technology, technology as a competitive edge, application areas of technology in public services; **Public service marketing:** the evolution, meaning of public service marketing and classifications of public service, importance of service sectors, emergence of service economy, general concept of service productivity system, service encounters; **Service quality and customer or client satisfaction in public sector organization:**

SERVQUAL model, customer loyalty, customer experience management, customer expectation management, customer retention, customer perceive value.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80 marks.

Recommended Readings:

- Eliassen, K. A., and Sitter, N. (2008). *Understanding public management*. Sage. India.
- Fisk, R. P., Grove, S. J., and John, J. (2008). *Interactive services marketing,* Boston: Houghton Mifflin. USA.
- Leitan, G.R.T. (1979). *Local Government and Decentralized Administration in Sri Lanka,* Lake House Investments. Colombo. Sri Lanka.
- Leitan, G.R.T. (2017). *Public sector administration in Sri Lanka.* Lake House Investments. Colombo. Sri Lanka.
- Radnor, Z. J., Bateman, N., Esain, A., Kumar, M., Williams, S. J., and Upton, D. M. (Eds.). (2015). *Public service operations management: A Research Handbook*. Routledge. Canada.

Course Title	Entrepreneurship			
Course Code	BBAH 22053			
Credit Value	3			
Status	Level 2 / Semester II /Compulsory			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide students with the knowledge, skills and motivation for organizing and carrying out entrepreneurial activities and to ensure entrepreneurial success in a variety of settings.

Intended Learning Outcomes

- Define the terms small business and entrepreneurship
- Explain the importance of small business and entrepreneurship to economic development
- Elaborate the nature of the entrepreneurship
- List out the characteristics of successful entrepreneurs
- Examine the influential factors of entrepreneurial intention
- Identify the challenges in entrepreneurship
- Evaluate the nature of an existing business
- Generate innovative business ideas
- Apply the venture selection process to identify successful business idea
- Organise the structure of the new ventures
- Analyse the financial needs for the new ventures
- Prepare the business plan
- Assess the feasibility of the business plan
- Suggest the entrepreneurial strategies to sustain in the market
- Discuss the contemporary issues in entrepreneurship

Syllabus Content

Introduction to entrepreneurship: definition of the concept of small business and entrepreneurship, motivation for owning a business, defining and measuring the small and medium enterprises; **Evolution of entrepreneurship**: approaches to entrepreneurship, entrepreneurial strategy, nature of entrepreneurship; **Entrepreneurial mind-set:** entrepreneurship in practice, the dark side of entrepreneurship, entrepreneur's confrontation with risk, stress and the entrepreneur and the entrepreneurial ego; **Creativity and business idea**: developing start up ideas, innovative thinking to generate business ideas, new venture selection process, managing manufacturing and service operations in entrepreneurship; **Entrepreneurial intention**: types of entrepreneurship, entrepreneurial qualities; **Challenges in entrepreneurship**: ethical and social responsibility challenges for entrepreneurs, emerging issues in entrepreneurship; **Business plan:** overview of the business plan, marketing plan, production plan, organization and management plan, financial plan, preparing business plan, criteria for evaluation of business plan, evaluation process; **Contemporary issues in entrepreneurship.**

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, etc.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer the first question (Case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80 marks.

Recommended Readings

- Burns, P. (2016). *Entrepreneurship and small business*. New York: Palgrave Macmillan Limited.
- Frederick, H., O'Connor, A., & F. Kuratka, D. (2016). *Entrepreneurship: theory, process, practice* (4th ed.). Australia: Cengage Learning.
- Hisrich, R. D., Peters, M.P., & Shepherd, D.A. (2017). Entrepreneurship (10th ed.). New York, NY: McGraw Hill Education.
- Longenecker, J. G., Petty, J. W., Palich, L. E., & Hoy, F. (2014). *Small business management* (17th ed.). USA: Cengage Learning.
- Neck, H. M., Neck, C. P., & Murray, E. L. (2019). *Entrepreneurship: the practice and mindset* (2nd ed.). UK: Sage Publications.

Course Title	Business English IV			
Course Code	BBAD 22062			
Credit Value	2			
Status	Level 2 / Semester II /Compulsory			
UTEL Benchmark	6			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	15	-	55

Aim

The aim of the course is to give general knowledge and understanding of the use of English in business situations and develop all the four skills of English Language.

Intended Learning Outcomes

- Comprehend, organize, and retain written information related to business and administration.
- Increase vocabulary through the study of word parts, use of context clues, and practice with a dictionary.
- Extract key ideas and details of business texts, while listening
- Demonstrate an understanding of more complex grammatical structures in speaking and writing that includes relative pronouns and reported speech
- Demonstrate in different roles in a variety of simulated business contexts including preparing for and participating in meetings
- Prepare PowerPoint presentations that include text, graphics, animation, and transitions.
- Compose a range of business documents to include notices, agendas, minutes and reports
- Formulate business letters with an emphasis on clarity and brevity.

Syllabus Content

Reading: Identifying main points and supporting details, determining audience and purpose, summarizing and responding to written Business English texts. Expanding academic and business vocabulary. **Grammar:** Using grammatical structures and punctuation appropriately in different types of business correspondence; Constructing active and passive voice sentences, combining sentences using relative and 'if' conditional clauses to connect ideas in business writing. Using indirect speech to report.

Writing: Transferring information from charts, tables and graphs and write meaningful passages. Writing memos, e-mails and formal letters pertaining to business field. Writing reports and minutes of meetings using the appropriate format. **Speaking:** Communicating with each other using various communication strategies. Giving short speeches in formal and informal situations. Distinguishing the characteristics between good and bad presentations, developing presentation skills and doing presentations related to business topics using appropriate expressions. **Listening:** Answering questions giving details of lectures, announcements, conversations and news bulletins while listening to native and nonnative speakers

Teaching and Learning Methods/Activities	Lectures, Group discussion, Task-based language learning, student centered learning and Content and Language Integrated Learning (CLIL), self-learning activities using LMS & Computer Assisted Language Learning (CALL).
Evaluation	**Formative Assessment (In-course): 30%** – Four assessments will be conducted to evaluate each skill. – The assessment could be in any forms such as classroom assignment, take-home assignment, oral presentation and online assessment – Formative assessment will be considered for 400 marks (100 marks for the assessment of each skill) – The marks obtained will be converted into 30 % to be added with the final marks. **Summative Assessment: 70%** – Duration of the question paper is of two hours consisting questions based mostly on skills like reading and writing along with selected grammatical components. – The number of questions and the marks allocated to each question may vary depending on the type of questions. – All the questions should be answered and the marks allocated for the final assessment is 100. – Marks obtained will be converted into 70 % to be added with the final marks.

Recommended Readings:

- Goodale, M., & Gordon, M. (2017). The language of meetings. Andover Hampshire: Cengage Learning.
- Goodale, M. (2005). Professional presentations. Cambridge University Press.
- Jones, L. & Alexander, R. (2003). New international Business English. New York: Cambridge University Press.

Online Resources

- A business letter .(2006). Try - Activities © BBC | British Council , Available at www.teachingenglish.org.uk
- English Reading Comprehension Workbooks (Beginner to Advanced). https://www.pinterest.com/ESL_Materials/english-reading-comprehension- workbooks-beginner-t/

LEVEL III & LEVEL IV

Honours Degree Programme

BBAHons in Accounting by Department of Accounting

BBAHons in Financial Management by Department of Financial Management

BBAHons in Human Resource Management by Department of Human Resource Management

BBAHons in Marketing by Department of Marketing

BBAHons in Tourism and Hospitality Management by Programme Unit of Tourism and Hospitality Management

LEVEL III AND LEVEL IV

BACHELOR OF BUSINESS ADMINISTRATION HONOURS IN ACCOUNTING

DEPARTMENT OF ACCOUNTING

ACADEMIC YEAR 2023/2024

Department of Accounting

DEPARTMENT OF ACCOUNTING

Introduction

The Department of Accounting (DOA) has strong teaching, learning, and research culture with university-industry cooperation and collaboration. DOA is committed to providing the best accounting educational experience for students to prepare them to operate effectively in a national and global environment. The DOA also aims to imbibe high ethics, traits, and value judgment in students to serve and maximise the social benefits of the community at large. The DOA has recorded a consistent improvement in its academic, research, and industry collaboration. It offers a creative and innovatively designed Bachelor of Business Administration (BBA) Honours in Accounting program which curricula are constantly updated to meet the changing industry's requirements and meet the needs of major stakeholders. The academics are active researchers and are engaged with industry in activities that build students' employability and create impact in communities.

Bachelor of Business Administration Honours in Accounting

(i) Programme Learning Outcomes (PLOs)

Upon the successful completion of the Bachelor of Business Administration Honours in Accounting, the graduates are expected to:

PLO 01: Demonstrate advanced knowledge and understanding of the functional areas of accounting with an appropriate mastery of the related concepts, and methods.

PLO 02: Analyse and critically evaluate arguments and issues within the accounting discipline.

PLO 03: Develop effective communication skills to convey findings, meanings, and cases/scenarios of accounting both in oral and written presentations.

PLO 04: Practice teamwork and leadership skills in working with peers for projects, programmes, and various accounting related assignments.

PLO 05: Apply critical thinking, decision-making, and analytical problem-solving skills in a business environment to address potential business challenges and opportunities.

PLO 06: Apply theoretical knowledge and use of entrepreneurial skills to create innovative business opportunities.

PLO 07: Show the ability to integrate technical knowledge of accounting information management with other functional areas of the business environment.

PLO 08: Demonstrate the ability to engage responsibly in the economic, social, and cultural environments to advance individual, community, and global wellbeing.

PLO 09: Promote positive behaviours and aspire to make a difference in addressing accounting challenges, issues, and problems.

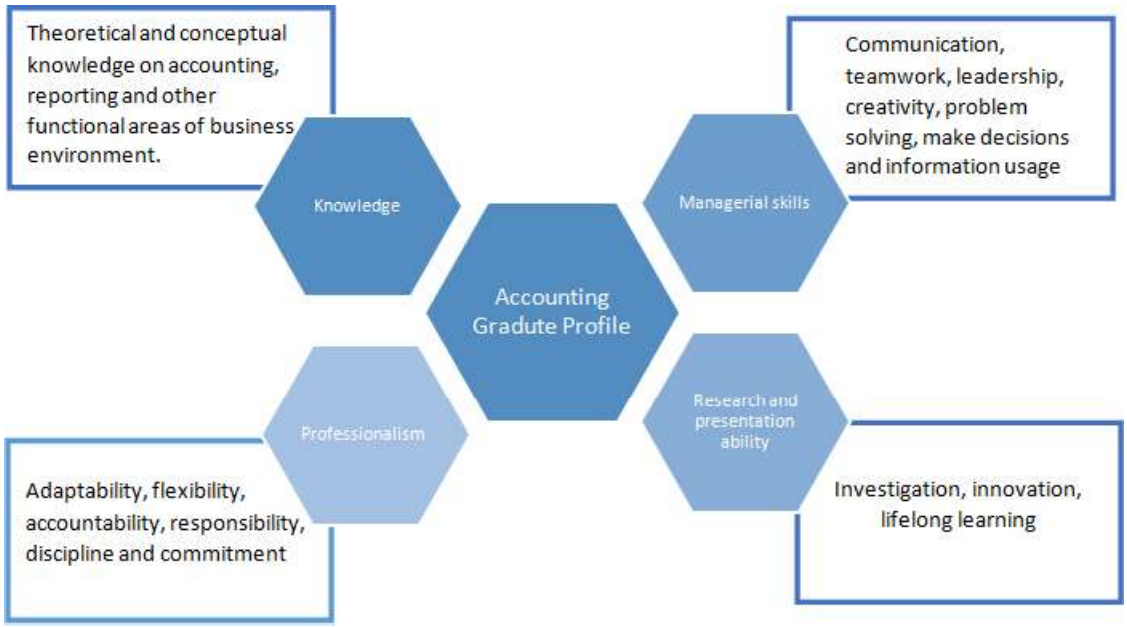
PLO 10: Advance their aptitudes to identify, evaluate, and respond appropriately to professional, ethical, and regulatory issues in accounting.

PLO 11: Create a vision for life while searching for career opportunities and during the progression of their career path.

PLO 12: Choose self-updating and lifelong learning strategies in personal development with a vibrant set of goals.

(ii) Graduate profile

The aim of the Bachelor of Business Administration Honours in Accounting Degree Programme is to produce graduates with a broad knowledge in theory, practice and methodology of disciplines that enable them to bear responsibility in a professional environment.



Level III & IV

Bachelor of Business Administration
Honours in Accounting

Department of Accounting

Course Title	Quantitative Methods for Business			
Course Code	BBAA 31013			
Credit Value	3			
Status	Level 3/ Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide the knowledge in using quantitative methods and techniques for effective decisions-making; model formulation and applications that are used in solving business decision problems.

Intended Learning Outcomes

- Define the role of quantitative methods in business decision making
- Explain basic concepts of optimization, modelling and linear program modeling
- Formulate linear programs
- Solve the linear program model by using graphical and simplex method
- Formulate transportation and assignment problems as mathematical programming model
- Solve Transportation Models and Assignment Model
- Construct an active network diagram
- Calculate earliest and latest start and finishing times for activities
- Determine the critical path(s) through a network
- Explain mathematical concepts of analytical queuing models: arrival distribution, service-time distribution, queue discipline, and queuing behavior
- Explain the three parts of a queuing system: the calling population, the queue itself, and the service facility
- Apply main formulas of single-server queuing model (such as stationary probabilities, average waiting and system time, expected number of customers in the que, etc.)
- Identify activities connected with the inventory control
- Calculate inventory control levels and EOQ
- Explain how to adopt a systematic approach to decision-making under uncertainty.
- Identify the sources of uncertainty behind strategic decisions
- Illustrate how to integrate all steps by optimization and simulations to reduce the uncertainty

Syllabus Content

Linear programming (LP): model formulation, graphical solution for two-variable problems, special cases in LP, the simplex method, sensitivity analysis; **Transportation, transshipment and assignment problems**: initial solution for transportation problem, optimal solution for the transportation problem, special cases in transportation problem, assignment problems with the hungarian method; **Network analysis**: PERT network, activity-on-node technique, activity completion time and variance estimation, beta probability distribution, critical path, probability of project completion, CPM, project crashing; **Queuing models**: characteristics of a queuing system, total expected cost and service level, Kendall notation, queuing models; **Inventory control**: inventory value, inventory control methods, inventory control system; **Decision analysis**: decision-making under certainty, decision-making under risk, decision-making under uncertainty, decision making techniques, decision tables, decision tress.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: ○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks ○ **Part II:** Students are expected to answer four questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., Cochran, J. J., Fry, M. J., & Ohlmann, J.W. (2018). *An Introduction to management science: quantitative approaches to decision making* (15th ed.). USA: Cengage Learning.
- Bharadwaj, R. (2017). *Quantitative techniques for business managers*. India: Himalaya Publishing House.
- David, R., Dennis, J., Thomas, A., Jeffrey, D., James, J., Michael, J., & Jeffrey, W. O. (2016). *Quantitative methods for Business* (13 ed.). Singapore : Cengage Learning.
- Dubeg, U., Kothari, D. P., & Awari, G. K. (2016). *Quantitative techniques in business, management and finance: A Case Study Approach*. New York: Chapman and Hall/CRC
- Lucey, T. (2002). *Quantitative techniques.* UK: Thomson Reuters.
- Umeshkumar, D., Kothari, D., & Awari, G. (2016). *Quantitative techniques in business, management and finance: a case study approach*. New York: Chapman and Hall/CRC.

Course Title	Financial Reporting and Analysis			
Course Code	BBAA 31023			
Credit Value	3			
Status	Level 3 / Semester 1 /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide the abilities to prepare financial statements and to analyse and interpret financial information for decision making.

Intended Learning Outcomes

- Explain the different bases of financial reporting
- Explain the regulations applicable to financial reporting process
- Discuss the relationship between conceptual framework and regulatory requirements of financial statements
- Identify the purpose of accounting standards
- Define the terms in the prescribed accounting standards
- Explain the accounting treatments given in the standards
- List the disclosure requirements of the accounting standards
- Explain the concepts of consolidated financial statements
- Apply relevant accounting standards when preparing consolidated financial statements
- Prepare a consolidated statement of financial position for a simple group
- Prepare a consolidated income statement for a simple group
- State the disclosures to be made in the consolidated financial statements
- Identify the major types of ratios that can be used for analysis purposes
- Interpret financial statements using financial ratios
- Explain the limitations of financial ratios

Syllabus Content

The regulatory framework for financial reporting: financial reporting environment, relationship between conceptual and regulatory frameworks of financial reporting and regulatory requirements applicable to the submission of financial statements: **Application of Sri Lanka accounting standards and Sri Lanka financial reporting standard:** employee benefits; the effects of changes in foreign exchange rates, borrowing costs, related party disclosures, financial instruments presentation, impairment of assets, earnings per share, intangible assets, business combinations; **Preparation of consolidated financial statements**: prepare a consolidated statement of financial position for a simple group (parent and one subsidiary) dealing with pre and post-acquisition profits, non-controlling interests and consolidated goodwill, prepare a consolidated statement of profit or loss and consolidated statement of profit or loss and other comprehensive income for a simple group dealing with an acquisition in the period and non-controlling interest; **Analysing and interpreting the financial statements:** calculation and interpretation of accounting ratios and trends to address users' and stakeholders' needs

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations and individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks o **Part II:** Students are expected to answer all four questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Barry, E., & Jamie, E. (2019). *Financial accounting and reporting* (19th ed.). Australia: Pearson.
- CA Sri Lanka. (2020). *Accounting Standard*. Colombo, Sri Lanka: The Institute of Chartered Accountants of Sri Lanka.
- Deegan, C. & Ward, A.M. (2013). *Financial accounting and reporting – An International Approach*. London: McGraw-Hill Education.
- McKeith, J. & Collins, B. (2013). *Financial accounting and reporting*. (2nd ed.) New York: McGraw Hill Higher Education; London: McGraw Hill.
- Wahlen, J., Stephen, P., & Mark, B. (2018). *Financial reporting, financial statement analysis and valuation*: a strategic perspective (9th ed.). Singapore: Cengage learning.

Course Title	Business Taxation			
Course Code	BBAA 31033			
Credit Value	3			
Status	Level 3/ Semester 1 /Core			
Prerequisite				
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide the advance knowledge in taxation of Sri Lanka to identify sources of income to manage taxation for partnership, companies and other business.

Intended Learning Outcomes

- State the principles applicable to taxation in Sri Lanka
- Identify the difference among tax planning, tax evasion and tax avoidance
- Explain the sources of income of a partnership
- Assess assessable income of a partnership
- Assess taxable income of a partnership
- Assess tax liability of partners
- Explain the sources of income of a company
- Assess assessable income of a company
- Assess taxable income of a company
- Assess tax liability of a company
- Explain imposition and registration of Value added Tax (VAT)
- Explain computation and different obligations of Value added Tax (VAT)
- Assess tax liability of stamp duty
- Compute tax of charitable institution, non-government organisation and trustee
- Describe the tax administration in Sri Lanka

Syllabus Content

Introduction to taxation of Sri Lanka: taxation principles in Sri Lanka, direct and indirect taxes, obligations and procedures; **Partnership tax**: taxable divisible profit, partnership tax calculation, partnership tax payable, partner's tax liability; **Company income tax**: assessable income from business, investment, and other sources, taxable income; gross income tax, balance tax payable; **Value added tax (VAT)**: supplies, VAT rate, output VAT, input VAT, VAT payable; **Other taxes in business:** imposition of tax on gains from realisation of assets and liabilities, realisation of assets and liabilities, calculation of gains and losses, stamp duty payable to central government and provincial government; **Tax administration**: return of income, income tax assessment, objections and appeals, payment of tax and recovery of tax in default, withholding by employer, withholding from investment returns, service fees, and contract payments.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%**

	– End of course written examination is of three hour duration
	– Question paper contains two parts:
	  ○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks
	  ○ **Part II:** Students are expected to answer all four questions that may include several parts. Total marks for this part is 80.

Recommended Readings • Inland Revenue Act, No.24 of 2017 (Certified on 24th October, 2017) • Inland Revenue Act, No.10 of 2006 along with the amendments. • Statement of Estimated Income Tax Payable, Department of Inland Revenue, Sri Lanka. • Instructions for the Submission of Statement of Estimated Income Tax Payable, Department of Inland Revenue, Sri Lanka. • Manual of Inland Revenue Act [Inland Revenue Act No 24 of 2017], Draft, Department of Inland Revenue, Sri Lanka.	

Course Title	Advanced Management Accounting			
Course Code	BBAA 31043			
Credit Value	3			
Status	Level 3 / Semester 1 / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide the knowledge in management accounting in managerial and complex decision-making.

Intended Learning Outcomes

- Identify the drivers of change in the modern manufacturing environment
- Explain the concept of Just-in-time / just in case
- Discuss the importance of throughput accounting to a business
- Discuss budgeting and budgetary process of an organisation
- Explain the interlinking of the various budgets within the business
- Use a budget to provide a means of exercising control over the business
- Explain the nature and importance of investment decision making
- Identify the four main investment appraisal methods used in practice
- Apply different methods to reach a decision on a particular practical investment opportunity
- Discuss the attributes of transfer pricing theory
- Explain the role and nature of transfer pricing methods
- Apply cost information in pricing decisions
- Apply the effects of transactions on the transfer pricing
- Demonstrate the way in which marginal analysis can be used when making short-term decisions
- Apply relevant cost concept for long-term decision making

Syllabus Content

Modern manufacturing environment: changes in the modern manufacturing environment, just in time vs. just in case, theory of constraints and throughput accounting, backflush costing; **Budgeting**: budgets, log-term plans and corporate objectives, time horizon of plans and budgets, budgets and forecasts, the interrelationship of various budgets, the uses of budgets; **Making capital investment decisions**: the nature of investment decisions, methods of investment appraisal, investment appraisal in practice: **Pricing**: theory of transfer pricing, transfer pricing methods; maximum and minimum price, cost based transfer pricing; **Short and long-term decision making**: make or buy decisions, shut down decisions, special pricing decisions, further processing decisions, financing decision.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments, etc.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts:

	○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks. ○ **Part II:** Students are expected to answer four questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Drury, C. (2018) *Management and cost accounting*. (12th ed.). Andover, UK: Cengage Learning.
- Horngren, Charles T., Foster G., Datar, S. M. & Rajan, M. (2009). *Cost accounting: a managerial emphasis*. (13th ed.) International Version. NJ: Pearson; London: Prentice-Hall.
- Seal, W. & Rohde, C. (2018). *Management accounting*. (6th ed.) Maidenhead: McGraw-Hill Education.
- Seal, Will B., Garrison, Ray H. & Noreen, Eric W. (2019). *Management accounting*. (6th ed.) Maidenhead: McGraw-Hill Higher Education.
- Weetman, P. (2010). *Management accounting*. (2nd ed.) Harlow, England: FT/Prentice-Hall.

Course Title	Entrepreneurial Accounting			
Course Code	BBAA 31052			
Credit Value	2			
Status	Level 3 / Semester I / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	10	60

Aim

The aim of this course unit is to provide the knowledge in accounting concepts and principles in relation to entrepreneurship.

Intended Learning Outcomes

- Explain the nature and importance of entrepreneurial accounting
- Identify the purpose of accounting standards for SMEs
- Define the terms in the prescribed accounting standard for SMEs
- Explain the accounting treatments given in the standards for SMEs
- List the disclosure requirements of the accounting standards for SMEs
- Prepare a business plan with the estimation of break even, price, sales, and capital for an entrepreneurship
- Discuss the process of creating and funding a business venture
- Explain the factors that have to be taken into account when managing accounting in entrepreneurship
- Discuss the purpose of working capital for an entrepreneurship
- Identify the main elements of business valuation for an entrepreneurship

Syllabus Content

Introduction to entrepreneurial accounting: an overview of entrepreneurial accounting, important of accounting knowledge for entrepreneurs; **Sri Lanka accounting standard for small-medium sized entities**: need of separate financial reporting standards for small/medium size enterprises, application of Sri Lanka accounting standard for small and medium-sized entities for financial statement preparation of small/medium size enterprises; **Accounting for a business plan**: preparing Pro-forma financial statements; process of creating and funding a business venture, new venture market analysis and sales projections for new venture decisions, break-even analysis for select the market for new venture; **Managing accounting in entrepreneurship**: managing the cash and cash cycle through working capital techniques, business valuation and intellectual properties valuation, responsibility accounting, beyond budgeting and financing growth.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts: ○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks

	○ **Part II:** Students are expected to answer the first question and other two questions out of four questions that may include several parts. The total marks for this part is 80 marks.

Recommended Readings

- Caplan, S. (2006). *Streetwise finance and accounting for entrepreneurs*. India: Adams Media.
- CA Sri Lanka. (2020). *Accounting standard*. Colombo, Sri Lanka: The Institute of Chartered Accountants of Sri Lanka.
- Martin, Q. (2019). *Book-keeping and accounts for entrepreneurs*. USA: Ft Pr.
- Robert, L. (2004). *Accounting and finance for small business made easy*. UK: Entrepreneur Press.
- Steven, M., & James, B. (2006). *Accounting and finance for your small business* (2nd ed.). New York: John Wiley & Sons.

Course Title	Investment Accounting			
Course Code	BBAA 31062			
Credit Value	2			
Status	Level 3 / Semester I / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	10	60

Aim

The aim of this course unit is to provide the knowledge in investment accounting to expand the decision making skills related to apprising and utilisation of funds.

Intended Learning Outcomes

- Explain the nature and importance of investment accounting
- Identify the main sources of finance available to a business
- Calculate cost of equity, debt and WACC
- Explain the role of dividend policy to a business
- Discuss the dividend distribution theories
- Assess the application of tax and inflation on investment appraisal
- Assess different methods of making investment decisions under risk and uncertainty
- Explain the role and nature of portfolio management
- Demonstrate the impact of portfolio management on investments
- Assess risk and return of portfolio

Syllabus Content

Investment accounting: overview of investment accounting, business and investment; **Financing the business and security price**: sources of capital, internal source of financing, source of external finance, cost of capital, debt and equity management, WACC using book/market value; **Dividend policy**: forms of dividend, factors that influence dividend policy, dividend distribution theories; **Making capital investment decisions**: determine of cash flow with tax and inflation, capital rationing, rick and uncertainty, profitability Index for divisible investments, combined NPV method for indivisible investments; **Portfolio management:** portfolio analysis – risk and return, portfolio selection models, portfolio investment process.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer the first question and other two questions out of four questions that may include several parts. The total marks for this part is 80 marks.

Recommended Readings

- McLaney, E. J. (2009) *Business finance - theory and practice*. (8th ed.). Harlow, England; New York: Financial Times/Prentice-Hall.
- Karen, B., & Wendy, M. (2018). *Managerial accounting*. USA: Pearson.
- Pandey, I.M. (2015). *Financial management* (11th ed .). New Delhi: Vikas Publishing House Pvt. Ltd.
- Paresh, S. (2009). *Management accounting*. UK: Oxford Higher Education.
- Rufus, I. (2004). *Investment decisions, concepts, analysis and management*. India: Glorious Hope Printers.

Course Title	Accounting Theory and Application			
Course Code	BBAA 31072			
Credit Value	2			
Status	Level 3 / Semester 1 / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70

Aim

The aim of this course unit is to provide a comprehensive knowledge of the theoretical framework underlying the discipline of accounting.

Intended Learning Outcomes

- Identify the role and nature of accounting theory
- Explain the evolution of the accounting theory
- Identify the main elements of financial accounting regulation
- Discuss the crucial importance of theories on accounting regulation
- Apply a conceptual approach to the definition and measurement of assets, liabilities, income, revenue, and equity
- Explain the role of normative accounting theory
- Assess historical cost accounting/ current cost accounting
- Explain the role of positive accounting theory
- Discuss how positive accounting theory can be helpful in reporting process
- Explain the limitations of criticisms of positive accounting theory

Syllabus Content

Overview of accounting theories: definition of theory and accounting theory; evolution of accounting theory; accounting theory construction; **Financial accounting regulations:** different theoretical perspectives on accounting regulations (the free-market perspective and the pro-regulation perspective), theories on accounting regulation, economic and social impact of accounting regulation, accounting regulations an output of a political process; **Normative theories of accounting**: the case of accounting for changing prices, historical cost accounting, current value accounting, fair value based measurement; **Positive accounting theory**: origins and development of positive accounting theory, hypotheses of positive accounting theory, perspectives of positive accounting theory research, criticisms of positive accounting theory.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II:** Students are expected to answer the first question and other two questions out of four questions that may

	include several parts. The total marks for this part is 80 marks.

Recommended Readings

- Banerjee, B. (2010). *Financial accounting: concepts, analyses, methods and uses*. India: PHI Learning Private Limited.
- Donleavy, G. (2016). *An introduction to accounting theory*. Australia: Pearson
- Glautier, M., Underdown, B., & Morris, D. (2010). *Accounting: theory and practice* (8th ed.). USA: Pearson.
- Godfrey, J., Hodgson, A., Tarca, A., & Hamilton, J. (2010). *Accounting theory*, (7th ed.). Australia: John Wiley & Sons.
- William, R., & Patricia, O. (2020). Financial accounting theory (8nd ed.). USA: Pearson.

Course Title	Strategic Management			
Course Code	BBAA 32013			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	10	95

Aim

The aim of the course unit is to develop a sound knowledge of strategic management and its application in dealing with strategic issues in organisations.

Intended Learning Outcomes

- Explain the key concepts in strategic management
- Describe the levels of strategy
- Develop vision, mission, goals and objectives statements for an organisation
- Analyse the macro-environment of organisations in terms of political, economic, social, technological, ecological and legal factors (PESTEL)
- Evaluate the Industry environment using Porte's Five forces model
- Identify the strategic resources and capabilities of an organisation
- Analyze internal environment using SWOT Technique
- Evaluate the implications of stakeholder analysis
- Relate corporate governance, corporate social responsibility and ethics to strategy
- Discuss the corporate, business, and operational strategies
- Assess the internationalization drivers in terms of market, cost, government and competitive
- Identify sources of competitive advantage in international strategy
- Distinguish the key issues in the successful management of mergers and acquisitions and strategic alliances
- Discuss the strategy execution and evaluation
- Propose the solutions for the strategic issues and challenges in organisations

Syllabus Content

Introduction to strategy: defining strategy and strategic management, the importance of strategy, levels of strategy, deliberate strategy, emergent strategy; **Company's directions:** vision, mission, goals and objectives, strategy statements; **Environmental analysis:** macro-environment, industry and sector analysis; **Strategic capabilities:** resources and capabilities, dynamic capabilities, threshold and distinctive capabilities, value chain analysis, SWOT; **Stakeholders and governance**: types of stakeholders, strategic group analysis, corporate governance and strategy, corporate social responsibility and ethics; **Strategic choices:** corporate strategy, business strategy, operational strategy, international strategy, Mergers, acquisitions and alliance; **Strategy execution:** strategy-evaluation process, criteria and methods, effective strategy evaluation system.

Teaching and Learning Methods/Activities	Lectures, tutorials, discussions, online learning activities, presentations, individual assignments, case studies, forums and debates
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play.

	Summative Assessment: 70% – End of course written examination is of three hour duration – Question paper contains two parts: ○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks ○ **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. The total marks for this part is 80.

Recommended Readings

- David, F. R., & David, F. R. (2017). *Strategic Management Concept and Cases* (16th ed.). England: Pearson Education Ltd.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2016). *Strategic Management: Concepts and Cases: Competitiveness and Globalization* (12th ed.). USA: South-Western College Pub.
- Lynch, R. (2021). *Strategic Management* (9th ed.). London: SAGE Publications Ltd.
- Thomson, A., Peteraf, M. A., Gample, J. E., Strickland, A. J. & Jain, A. K. (2020). *Crafting & Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases* (22nd ed.). New York: McGraw-Hill Higher Education.
- Whittington, R., Regnér, P., Angwin, D., Johnson, G., & Scholes, K. (2020). *Exploring Strategy: Text and Cases* (12th ed.). England: Pearson Education Ltd.

Course Title	Digital Accounting			
Course Code	BBAA 32023			
Credit Value	3			
Status	Level 3 / Semester 2 / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	20	25	-	105

Aim

The aim of this course unit is to enable the students to work in a digital environment through providing theoretical and practical knowledge about modern concepts of digital accounting.

Intended Learning Outcomes

- Define digital accounting
- Describe importance of digital accounting
- Identify benefits of digital accounting
- Analyse accounting information system needs in a business
- Identify problems, potential solution approaches, and related uncertainties
- Identify role of accountant in the accounting information systems
- Identify the fundamental components of an Information system and describe their functions
- Differentiate accounting information system and information system
- Describe a model for digital accounting to a firm
- Assess the applicability of the enterprise resource planning in a firm
- Identify benefits of enterprise resource planning
- Discuss the role of MS Excel in a firm
- Demonstrate how MS Excel integrates to an accountant to perform multiple tasks
- Discuss the role of Sage 50 in a firm
- Demonstrate how Sage 50 integrates to an accountant to perform multiple tasks

Syllabus Content

An overview of digital accounting: definition of digital accounting, importance of digital accounting, a framework for digital accounting, role of accountant as the digital accountant, benefits and drawbacks of digital accounting; **Accounting information systems:** purpose, conceptual foundations of accounting information systems, control and audit of accounting information systems, accounting information systems applications, role of accountant in the accounting information systems; **Enterprise resource planning (ERP)**: an overview of ERP, impact of ERP on the role of accountant, benefits of ERP for accounting; management accounting and ERP system; **Accounting through MS Excel**: transformation data as information, practicing with excel data and tables to present accounting information, producing financial statements; updating trail balance and worksheet; **Computerised accounting (Sage 50)**: introducing Sage 50 accounts, creating chart of accounts and assigning codes, setting up records; recording transactions, maintaining and correcting entries, working with functions, using reports

Teaching and Learning Methods/Activities	Lectures, practical, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative Assessment (In-course): 40%** – At least four assessments for 40 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, practical, quiz, presentations, case study, and debate.

	Summative Assessment: 60% **Written Examination** – End of course written examination is of two-hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II:** Students are expected to answer three questions out of four questions that may include several parts. Total marks for this part is 80. The total marks of written examination obtained out of 100 will be converted into 60%. **Practical Examination:** – Duration of the examination is two-hour duration – All questions should be answered. – The total marks of practical examination obtained out of 100 will be converted into 40%. *Students should attend both examinations to complete the course unit

Recommended Readings

- Aiton, W. & Russell, D. (2011). *Cloud accounting*. USA: Smyth Barnabas Publishing.
- Bill MAntovani (2019). *Sage accounts in easy steps: illustrated using Sage 50 cloud*. India: Easy steps Ltd.
- Jane E, K. (2016). *Sage 50 accounts for dummies* (4th ed.). USA: Dummies
- Kuo Chuen, D. L. (2015) Handbook of digital currency. India: Academic Press
- Marshall, R. & Paul Steinbart (2020). *Accounting information systems*. (14th ed.). Australia: Pearson.

Course Title	Research Methods in Accounting			
Course Code	BBAA 32033			
Credit Value	3			
Status	Level 3 / Semester II / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide ability to critically analyse data using an appropriate methodology with the help of theoretical and empirical literature for a research in accounting.

Intended Learning Outcomes

- Define research
- Describe the objectives and types of research
- Distinguish between applied and basic research
- Identify problem areas that are likely to be studied
- Discuss the functions of a literature review
- Discuss the ethical issues of documenting the literature review
- Develop a theoretical framework that includes all the relevant components
- Develop a set of hypotheses to be tested
- Develop an appropriate research design for any given study
- Discuss the issues related to data collection
- Explain how variables are measured
- Define sampling, sample, population, element, sampling unit, and subject
- Discuss the factors to be taken into consideration for determining sample size
- Analyse data critically using appropriate statistical tools
- Develop a research proposal

Syllabus Content

Introduction to research in accounting: meaning of research, objectives of research, features and importance of research in accounting, applied and basic research, formulation of research problem; **The review of literature**: meaning of review of literature, need of review of literature, objectives of review of Literature, sources of literature, the functions of literature, hypotheses development; **Research design in accounting**: meaning of the research design, need, and good research design, importance and types different research designs; **Data collection and processing**: introduction to data collection, types of data (primary data and secondary data) sources and limitations, factors affecting the choice of method of data collection; **Sampling**: significance, methods, factors determining sample size; **Interpretation**, **academic writing and referencing**: meaning and techniques of interpretation, academic writing.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration

	– Question paper contains two parts: ○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks. ○ **Part II:** Students are expected to answer five questions out of six questions that may include several parts. Total marks for this part is 80 marks.

Recommended Readings

- Audrey, P., David, L., William, J., MacIntosh, R., & Kevin, D. (2020). *Research methods for accounting and finance.* India: GMS.
- Kumar, R. (2011). *Research Methodology: A step-by-step guide for beginners* (3rd ed.). London, UK: TJ International Ltd, Padstow, Cornwall.
- Dencombes, M. (2010). *The good research guide: for a small-scale social research projects*: Maiden-read: Open University Press.
- Malcolm, S. (2019). *Research methods in accounting* (5 ed.). USA: Sage.
- Saunders, M., Philip, L., & Thornhill, A. (2015). *Research methods for business students* (7th ed.). UK: Pearson.

Course Title	Corporate Reporting			
Course Code	BBAA 32043			
Credit Value	3			
Status	Level 3 / Semester II / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of the course unit is to provide the advance knowledge on concepts and experiences necessary for them to prepare and analyse the corporate reporting based on various mandatory and voluntary regulations.

Intended Learning Outcomes

- Define corporate reporting
- Explain the difference between corporate reporting and conventional financial reporting
- Discuss recent changes in financial and non-financial reporting regulations
- Discuss corporate social responsibility reporting
- Discuss the role of integrated reporting in a firm
- Explain the role of governance and risk management reporting in a firm
- Explain what is meant by sustainability reporting
- Identify the purpose of accounting standards
- Define the terms in the prescribed accounting standards
- Explain the accounting treatments given in the standards
- List the disclosure requirements of the accounting standards
- Apply relevant accounting standards when preparing consolidated financial statements
- Prepare a consolidated statement of financial position for a complex group structure
- Prepare a consolidated income statement for a complex group structure
- State the disclosures to be made in the consolidated financial statements

Syllabus Content

Introduction to corporate reporting: corporate reporting environment, role of ethical considerations in corporate reporting, **Recent developments of corporate reporting**: corporate social responsibility reporting, integrated reporting, governance and risk management reporting, sustainability reporting; **Application of Sri Lanka financial reporting standards to reports financial information**: accounting for financial instruments, share based payments, insurance contracts, biological assets, related parties and reporting on operating segments and financial performance based on applicable LKAS and SLFRS; **Preparation of Group financial statements**: consolidated income statement and consolidated statement of financial position under complex group structures based on applicable LKAS and SLFRS.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts:

	○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks. ○ **Part II:** Students are expected to answer four questions out of five questions that may include several parts. Total marks for this part is 80 marks.

Recommended Readings

- Adams, C. A. (2017) *Understanding integrated reporting*, *understanding integrated reporting*. Routledge.
- Atrill P. & McLaney E. J. (2013) *Financial accounting for decision makers*. (7th ed.) Harlow: Pearson.
- Alexander, D., Britton A., & Jorissen, A. (2011) *International financial reporting and analysis*. (5th ed.) Andover: South-Western Cengage Learning.
- CA Sri Lanka. (2020). *Accounting standard.* Colombo, Sri Lanka: The Institute of Chartered Accountants of Sri Lanka.
- Higson, A. (2003). *Corporate financial reporting: theory and practice*. India: Sage.

Course Title	Business Ethics and Governance			
Course Code	BBAA 32052			
Credit Value	2			
Status	Level 3 / Semester II / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-		70

Aim

The aim of this course unit is to provide the knowledge on underlying concepts of corporate governance and business ethics which are relevant to the contemporary business environment.

Intended Learning Outcomes

- Define business ethics
- Discuss the role of ethics in a business
- Discuss the benefits of business ethics
- Explain corporate governance and ethical issues of current importance
- Define corporate governance
- Discuss the need for good governance in a business
- Differentiate agency model from stakeholder model
- Describe the role of regulatory framework, rules and enforcement of the corporate governance
- Discuss how governance may help to solve business problems
- Examine the linkages between national and international Code of Best Practice on corporate governance

Syllabus Content

Introduction of business ethics: definition of business ethics, the reasons for studying business ethics, the development of business ethics, the benefits of business ethics, stakeholder relationships; **Social responsibility and ethics**: identifying stakeholders, a stakeholder orientation, social responsibility and the importance of a stakeholder orientation, social responsibility and ethics; **Introduction to corporate governance**: Definition of corporate governance, need for good governance (agency theory), general principles of good governance (accountability; transparency; integrity and public good), key corporate governance mechanisms, different models of corporate governance (agency model Vs. stakeholder model), corporate governance regulatory approaches; **Regulatory framework, rules and enforcement***:* regulatory approaches to corporate governance, overview of the corporate governance regulatory framework and key sources of corporate governance rules, National and International Code of Best Practice on corporate governance, the comply (statutory) or explain (voluntary) approach; implementation and enforcement of corporate governance rules.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts:

	○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks ○ **Part II:** Students are expected to answer the first question and other two questions out of four questions that may include several parts. The total marks for this part is 80 marks.

Recommended Readings

- The Institute of Chartered Accountants of Sri Lanka; Securities and Exchange Commission of Sri Lanka. (2017). *Code of Best Practice on Corporate Governance*. Colombo: The Institute of Chartered Accountants of Sri Lanka; Securities and Exchange Commission of Sri Lanka.
- Ferrell, O.C., Fraedrich, J., & Ferrell, L. (2010). *Business Ethics: Ethical Decision Making & Cases* (8th ed.). Boston, MA: Prentice Hall.
- Jennings, M. (2015). *Business Ethics: Case Studies and Readings* (8th ed.). Southwestern Cengage.
- Larcker, D., & Tayan, B. (2016). *Corporate Governance Matters* (2nd ed.). Pearson.
- Tricker, B. (2015). *Corporate Governance: Principles, Policies, and Practices* (3rd ed.). Oxford.

Course Title	Forensic Accounting			
Course Code	BBAA 32062			
Credit Value	2			
Status	Level 3 / Semester II / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70

Aim

The aim of the course unit is to provide comprehensive theoretical overview of forensic accounting to detect, investigate, document, and prevent fraud in business.

Intended Learning Outcomes

- Define forensic accounting
- Discuss the significant of forensic accounting to a business
- State the skills required of the forensic accountant
- Explain the issues related to forensic accounting
- Discuss fraud principles
- Identify different types of fraud
- Demonstrate awareness of the role of fraud taxonomies in forensic accounting
- Compare the forensic investigation and financial audits
- Discuss financial statement fraud terms in forensic accounting
- Analyse potential red flags and fraud detection techniques

Syllabus Content

Background of forensic accounting: forensic accountant and audits, forensic accountants, fraud auditors, keys to effective fraud investigation; **Skills required to forensic accountant:** fraud knowledge, rules of evidence, investigative competency, interpersonal skills, communication skills, information technology skills, utilization of other expert's skills; **Fraud principles:** definition of fraud, fraud triangle, scope of fraud, fraud taxonomies, fraud tree, evolution of a typical fraud; **Financial Statement fraud: revenue and receivables:** improper revenue recognition, revenue recognition detection techniques, related-party transactions, revenue and receivable misappropriation; **Potential red flags and fraud detection techniques**: Types of fraud revisited, fraud detection; assessing the risk of fraud, fraud risk factors, interpreting potential red flags, importance of professional skepticism, identifying and evaluating risk factors, information gathering, analytic procedures, analytic techniques; assessing the potential impact, evaluating controls, unpredictable audit tests, observation and inspection, financial statement fraud, detection techniques.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts: ○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks

	○ **Part II:** Students are expected to answer the first question and other two questions out of four questions that may include several parts. The total marks for this part is 80 marks.

Recommended Readings

- John Taylor (2011). *Forensic accounting*, (2nd ed.). Australia: Pearson.
- Robert Rufus, Laura Miller, & William Hahn. (2015). *Forensic accounting*, Australia: Pearson.
- Tommie W. Singleton & Aaron J. Singleton. (2010). *Fraud auditing and forensic Accounting*, (4th ed.). USA: John Wiley & Sons.
- Thomas W. Golden, Steven L. Skalak, & Mona M. Clayton (2006). *A guide to forensic accounting investigation*, (3th edu.). USA: John Wiley & Sons.
- Howard Silverstone & Michael Sheetz. (2007). *Forensic accounting and fraud investigation for non-experts*, (2nd Ed.). USA: John Wiley & Sons.

Course Title	International Accounting			
Course Code	BBAA 32072			
Credit Value	2			
Status	Level 3 / Semester II / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-		70

Aim

The aim of this course unit is to provide the students understanding of the international dimensions of financial reporting for enable to work in an international firms.

Intended Learning Outcomes

- Describe the nature of international accounting
- Discuss the fundamental concepts of international accounting
- Compare perspectives and approaches to international accounting
- Discuss the factors to be taken into consideration for determining accounting diversity
- Describe the international financial disclosure issues
- Explain the difficulties that are created by the differences in accounting practices across countries
- Explain potential problems in analysing international financial statements
- Discuss the role of international accounting standards
- Describe the conceptual framework of financial reporting
- List the disclosure requirements of the international financial reporting standards

Syllabus Content

Introduction to international accounting: definition of international accounting, evolution of multinational corporations, cross-listing on foreign stock exchange, overview of the global economy, international capital markets; **Worldwide accounting diversity:** Reasons for accounting diversity, problems caused by accounting diversity, accounting clusters, financial reporting outside of the Sri Lanka, international financial disclosure issues, ethics, foreign exchange, and cultural issues, evidences of accounting diversity; **International convergence of financial reporting**: Convergence and harmonization, major harmonization efforts, role of the international accounting standards committee on harmonisation, international financial reporting standards, arguments for and against international convergence of financial reporting standards, the adoption of international financial reporting standards; **International accounting standards (IAS) and International financial reporting standards (IFRS):** conceptual framework for financial reporting, application of IFRS.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks.

	○ **Part II:** Students are expected to answer the first question and other two questions out of four questions that may include several parts. The total marks for this part is 80 marks.

Recommended Readings

- Doupnik, T., Finn, M., Gotti, G. and Perera, H. (2020). *International accounting*. (5th ed.). New York: Mc Graw Hill Education.
- Nobes, C. and Robert, B. P. (2016). *Comparative international accounting*. (13th ed.). Australia: Pearson.
- Melville, A. (2014). *International financial reporting*. (4th ed.). Harlow, England: Pearson; FT/ Prentice-Hall.
- MacKenzie, B., Coetsee, D., Njikizana, T., Chamboko, R., Colyvas, B., & Brandon, H. (2013). *Wiley IFRS 2013: Interpretation and Application of International Financial Reporting Standards*. Hoboken: John Wiley & Sons.

Course Title	Strategic Management Accounting			
Course Code	BBAA 41013			
Credit Value	3			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide relevant knowledge, skills and exercise professional judgment in selecting and applying strategic management accounting techniques in different business/ organisational contexts.

Intended Learning Outcomes

- Define strategic management accounting
- Discuss the nature and purpose of the strategic management accounting
- Identify the external factors determining performance management
- Discuss the risk management environment of a business
- Evaluate performance under risk considerations
- Identify techniques used in mitigating risk
- Discuss balance scorecard
- Discuss the role of cost management in making strategic decision using value chain analysis
- Apply throughput accounting principles for profit reporting
- Discuss the importance of Quality Costing as a part of Total Quality management
- Use strategic planning and control models to plan and monitor organisational performance
- Apply different techniques/tools used to identify environmental impact of an organisation
- Discuss life cycle analysis and product costing
- Apply appropriate strategic performance measurement techniques in evaluating and improving organisational performance
- Compare divisions using appropriate performance measures

Syllabus Content

Strategic planning and control: strategic management accounting, impact of external factors on performance management, performance management and control of the organisation, **Risk and uncertainty**: types of risk and risk environment, Levels of risk management, evaluating risk and techniques for mitigating risk, impact of risk and uncertainty on performance management; **Strategic performance measurement**: strategic performance measures in organisations, divisional performance and transfer pricing issue, strategic performance measures in not-for-profit organisations, non-financial performance indicators; Performance measurement and strategic human resource management issues; **Role of management accounting information in strategic decision making:** balance scorecard as strategic management system, role of cost management in making strategic decision using value chain analysis, strategic positioning analysis, cost driver analysis, target cost management, life cycle analysis and product costing, full cost accounting, kaizen costing, quality related costing (TQM), environmental costing, throughput accounting, backflush accounting, and cost minimization and controlling techniques.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks o **Part II:** Students are expected to answer four questions out of five questions that may include several parts. Total marks for this part is 80 marks.

Recommended Readings

- Ward, K. (2012). *Strategic management accounting*. USA: Routledge.
- Li, W. S. (2018). Strategic Management Accounting. *Management for Professionals*. India: Sage.
- Li,W.S. (2018). *Strategic management accounting: a practical guidebook with case studies,* UK: Springer.
- Hill, C. W., Jones, G. R., & Schilling, M. A. (2014). *Strategic management: theory & cases: An integrated approach*. USA: Cengage Learning.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2016). *Strategic management: concepts: competitiveness and globalization*. USA: Cengage Learning.

Course Title	Advanced Audit and Assurance			
Course Code	BBAA 41023			
Credit Value	3			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	10	95

Aim

The aim of this course unit is to provide comprehensive theoretical and practical knowledge on audit, assurance and Sri Lankan auditing standards.

Intended Learning Outcomes

- Explain the meaning and nature of auditing and assurance services
- Explain planning the audit and audit documentation
- Define risk assessment procedures
- Identify key auditing standards, ethical and quality control requirements for audit and assurance engagements
- Discuss the audit engagement letters
- Discuss the procedures used in obtaining audit evidence
- Identify various audit evidence gathering techniques
- Evaluate the quality of audit procedures performed in regard to complex and ambiguous problems
- Explain the fundamental principles of professional ethics
- Explain the concept of auditor's independence
- State the elements of an audit report
- Explain the importance and rationale for each key elements in the audit report
- Demonstrate the use of auditing, assurance standards and the code of ethics for auditor
- Discuss assurance service
- Apply ethical principles governing audit of financial statements

Syllabus Content

Audit planning and risk assessment: importance of audit planning, audit planning, audit program, audit risk, assessing the risks of material misstatement, documentation; **Internal control**: internal control components, basic types of controls, importance of internal controls, features of internal control system; **Ethics and regulatory environment:** auditor role on noncompliance, responsibility of management on compliance, understanding of laws and regulations, documentation on noncompliance, reporting of noncompliance, audit engagement letters; **Analytical procedures:** audit procedures, analytical procedures, use of substantive analytical procedures, key factors affecting the precision of analytical procedures; **Audit reporting:** basic elements of the auditor's report, modified reports, types of audit opinion, matters that do not affect the auditor's opinion, matters that do affect the auditor's opinion, special purpose audit engagement; **Assurance services**: audit related services; assurance engagements, review of financial statements, review of interim financial information, assurance provided, accepting and continuing appointment, quality control, professional skepticism, using the work of an expert

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer four questions out of five questions that may include several parts. Total marks for this part is 80 marks.

Recommended Readings

- CA Sri Lanka. (2020). *Auditing Standard.* Colombo, Sri Lanka: The Institute of Chartered Accountants of Sri Lanka.
- Gray, I. & Manson, S. (2011) *The audit process: principles, practice and cases*. (5th ed.) Andover: South-Western Cengage Learning.
- Hayes, Rick S., Wallage, P. &Gortemaker, H. (2018) *Principles of auditing*. (5th ed.) Harlow: Financial Times/Pearson Education.
- Millichamp, Alan H. & Taylor, John R. (2012) *Auditing*. (10th ed.) Andover; London: Cengage Learning.
- Porter, B., Simon, J. &Hatherly, D. (2014) *Principles of External Auditing*. (4th ed.) Chichester, West Sussex: John Wiley & Sons.

Course Title	Public Sector Accounting			
Course Code	BBAA 41033			
Credit Value	3			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	10	95

Aim

The aim of the course unit is to provide comprehensive theoretical overview of the public sector accounting in Sri Lanka

Intended Learning Outcomes

- Identify the nature and purpose of public sector organisations in Sri Lanka
- Explain the regulatory framework of public sector accounting
- Discuss provisions in the constitutions in the public sector
- Explain the relationship between central and provincial government in terms of public sector accounting
- Explain different types of Government fund
- Define advance accounts activities
- Explain estimates of revenue and expenditure of the public sector
- Explain different types of warrants
- Explain ways of parliamentary committees intervention to the public sector accounting
- Discuss preparation and submission of estimates in the public sector
- Discuss provisions on the variations to estimates of expenditure
- Explain the role of chief accounting officer in public sector accounting
- Explain the role of accounting officer public sector accounting
- Discuss the concept of procurement management
- State the objectives of procurement management

Syllabus Content

Public sector accounting in Sri Lanka: an introduction to Government finance, Legal framework of Government finance, public sector accounting management; **The consolidated fund and planning and programming of expenditure**: Financial year, provision in the constitution, monies in the consolidated fund, expenditure from the consolidated fund, special statutory funds, advance accounts activities, planning of expenditure, project planning; **Estimates of revenue and expenditure of government**: Estimates of revenue; general estimates of expenditure; estimates relating to advance accounts; salary scales of the public service; **Preparation, submission and passing of estimates of expenditure**: Responsibility for preparing annual estimates of expenditure, acquisition of land and buildings, forms for rendering information for the draft estimates, submission of estimates; **Warrants, imprest authority, losses and waivers**: types of warrants, imprest authority, losses, summary of action to be taken when losses occur, inquiry and fixing of responsibility, the maximum recoverable value of loss, determination of amount to be recovered, authorities to deal with losses, order of write-off, waivers, surcharges; **Supervision of financial matters:** chief accounting officer, accounting officers and revenue accounting officers, treasury supervision and control, internal audit, delegation of functions for financial control, appropriation accounts, revenue accounts, committee on public accounts, duties and functions of the auditor-general, audit queries; **Procurement management:** definition of procurement, objectives of procurement management, ethics in procurement, responsibilities of the procuring entity, responsibilities and duties of procurement committees, types of procurement

committee, types of bidding, master procurement plan; **Stores management and board of survey:** definition of stores; storekeeper; stores officer; issue order book, receipt order book; balancing of inventory book, annual survey of stores in all departments, functions of the board of survey for verification, action on report of board, condemning of unserviceable articles, disposal of condemned articles, proceeds of sale.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: ○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks. ○ **Part II:** Students are expected to answer four questions out of five questions that may include several parts. Total marks for this part is 80 marks.
Recommended Readings • Financial Regulations of the Government of the Democratic Socialist Republic of Sri Lanka – 1992. • Democratic Socialist Republic of Sri Lanka, Procurement Guidelines – 2006, National Procurement Agency. • Democratic Socialist Republic of Sri Lanka, Procurement Manual – 2006, National Procurement Agency. • Sri Lanka Public Sector Accounting Standards [SLPSAS] – 2018, Volume III, The Institute of Chartered Accountants of Sri Lanka. • Sri Lanka Public Sector Accounting Standards [SLPSAS] – 2012, Volume I and II, The Institute of Chartered Accountants of Sri Lanka.	

Course Title	Data Analytics for Accounting			
Course Code	BBAA 41043			
Credit Value	3			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	20	25	-	105

Aim

The aim of this course unit is to equip students with theoretical and practical skills to analyse accounting data to address accounting-related problems.

Intended Learning Outcomes

- Define accounting data analytics
- Describe characteristics of quality data
- Describe how data analytics is used to record, store, and retrieve accounting data
- Explain how data analytics and business are related
- Describe the potential impact of data analytics for accounting on business
- Identify appropriate data analytic tool(s) for business decision making
- Describe how to work securely and respectfully in online environments
- Explain the function of data reduction
- Explain several major security threats associated with information systems
- Describe the ethical use and relevance of information technology in the preparation information report with focus on the security and audit implications
- Examine relevant statistical strategies for dealing with accounting issues.
- Examine how businesses are utilising data analytics to make the most of the massive amounts of data that are becoming available.
- Determine the most important factors to consider while choosing data analysis software
- Apply appropriate tools in analysing the data
- Interpret the results of the data analysis

Syllabus Content

Data analytics in accounting and business: Data analytics and accounting, data analytics and business; **Data analytic process**: data preparation and cleaning, data, database, data dictionaries, extraction, transformation, loading, Modeling and evaluation; **Data reduction**: regression, classification, clustering; **Visualisation:** Visualisation, choosing the right chart, further refining chart to communicate better, communication: more than visuals—using words to provide insights; **Audit data analytics**: audit data analytics, descriptive analytics, diagnostic analytics; **Practical knowledge in the application of SPSS and Stata.**

Teaching and Learning Methods/Activities	Lectures, practical, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative Assessment (In-course): 40%** – At least four assessments for 40 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, practical, quiz, presentations, case study, and debate. **Summative Assessment: 60%** **Written Examination** – End of course written examination is of two-hour duration

	– Question paper contains two parts:
	  ○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks
	  ○ **Part II:** Students are expected to answer three questions out of four questions that may include several parts. Total marks for this part is 80. The total marks of written examination obtained out of 100 will be converted into 60%.
	Practical Examination:
	– Duration of the examination is two-hour duration
	– All questions should be answered.
	– The total marks of practical examination obtained out of 100 will be converted into 40%.
	*Students should attend both examinations to complete the course unit

Recommended Readings

- Brown, S. (2020). *The innovation ultimatum: how six strategic technologies will reshape every business in the 2020s*. New York: Wiley.
- George, A., Nancy, L., Gene, W., & Karen, C. (2012). *IBM SPSS for introductory statistics: use and interpretation* (5 ed.). UK: Routledge.
- Lisa, D., & Nicholas, W. (2019). *An introduction to statistics and data analysis using Stata*: *from research design to final report*. India: SAGE.
- Schallmo, A., & Daniel, R. (2018). *Digital Transformation Now! Guiding the Successful Digitalization of Your Business Model*. Boston, MA: Springer.
- Vernon, R., Katie, T., & Ryan, T. (2019). *Data Analytics for Accounting*. UK: Mc Grew Hill

Course Title	Sustainability Accounting			
Course Code	BBAA 41053			
Credit Value	2			
Status	Level 4 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70
Aim:	The aim of this course unit is to provide the knowledge of the concepts, tools and theories in sustainability accounting.			

Intended Learning Outcomes

- Define sustainability accounting
- Identify the elements and components of sustainability accounting
- Describe the role of accounting for corporate sustainability in the business
- Discuss the relevant concepts within corporate sustainability from the accounting perspective
- Assess the applicability of the theories of sustainability accounting in the local context
- Apply Accounting techniques for sustainability to report the sustainability information
- Explain business environment of sustainability reporting process
- Define triple bottom line
- Explain the recognition, measurement, and disclosure concepts underlying contemporary sustainability reporting based on the framework and regulations
- Identify the importance of capital market and audit

Syllabus Content

Introduction to sustainability accounting: overview of sustainability accounting and its global context, role of accounting for corporate sustainability, historical development of the field, theories of sustainability accounting; **Accounting techniques for sustainability**: sustainability management accounting and control, integrating management accounting and control, sustainable and integrated performance management, Organizational change for sustainability accounting; **Sustainability reporting**: sustainability reporting, frameworks and regulation for sustainability reporting, the sustainability reporting process, external accounting, independent assurance of sustainability reports, Triple bottom line; **Capital market and audit:** sustainability reporting from a capital market perspective, Socially responsible investment, sustainability audit and assurance, critical reflections and future developments.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer the first question and other two questions out of four questions that may

	include several parts. The total marks for this part is 80 marks.

Recommended Readings

- De Villiers, C., & Maroun, W. (Eds.). (2017). *Sustainability accounting and integrated reporting*. USA: Routledge.
- Rimmel, G. (Ed.). (2020). *Accounting for Sustainability*, USA: Routledge.
- Jeffrey, U., Bebbington, J., & O'Dwyer, B. (2014). *Sustainability accounting and accountability*. USA: Routledge.
- Stefan, S., Martin, B., & Roger, B. (2006). *Sustainability accounting and reporting*, UK: Springer.

Course Title	Contemporary Business Issues			
Course Code	BBAA 41063			
Credit Value	2			
Status	Level 4 / Semester 1 /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70

Aim

The aim of this course unit is to provide an intermediary level of understanding on contemporary management ideologies and their socio-political and historical underpinning

Intended Learning Outcomes

- Explain what is meant by the term contemporary business issues
- State the drivers of change affecting business and the accounting profession
- Identify the factors that should help determine appropriate triple bottom line
- Discuss the issues associated with the technology challenges in accounting and finance
- Explain the contemporary corporate tax strategy environment
- Discuss the importance of ethics in accounting, and business in general
- Discuss the issues associated with the role of the corporate governance
- Identify what is meant by the terms wealth and profit
- explain how corporate reporting contributes to strategic decision making
- Assess the future of accountancy

Syllabus Content

Contemporary issues in business: an introduction; **Sustainability**: the triple bottom line, corporate social Responsibility; **Technology challenges in accounting and finance**: big data, cloud computing, artificial intelligence, Block chain technology, accounting skills; **The contemporary corporate tax strategy environment**: corporate tax strategy, fair share of tax, reputation risk, compliance risk; **Ethics and corporate governance**: ethics in business and accounting, corporate governance, enforcement of corporate governance; **Wealth and the measurement of profit**: profit and wealth, alternative systems of valuation, current accounting practice; **Corporate Reporting**: narrative reporting, non-financial information reporting requirements, corporate reporting, annual reports; **The future of accountancy**: future accountant, technology, skill set, soft skills, collaborative working, corporate reporting

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer the first question and other two questions out of four questions that may

	include several parts. The total marks for this part is 80 marks.

Recommended Readings

- Eurofound (2015), New forms of employment, Publications Office of the European Union, Luxembourg.
- Grandey, A., Diefendorff, J., & Rupp, D. (2012). Emotional labor in the 21st century: Diverse perspectives on emotion regulation at work. Psychology Press/Routledge.
- Held, D., McGrew, A.,Goldblatt, D., Perraton, J. (1999) Global Transformations: Politics, Economics and Culture. Stanford: Stanford University Press.
- Macionis,,J. and Plummer,K. (2011) Sociology. A Global introduction. Harlow: Pearson Prentice Hall

Course Title	Project Management for Business			
Course Code	BBAA 41073			
Credit Value	2			
Status	Level 4 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70

Aim

The aim of the course unit is to provide fundamental theoretical overview of project management concepts, and principles to familiarize, and manage business projects.

Intended Learning Outcomes

- Define a project
- Describe the concepts and process of project
- Explain why project management is necessary in business
- Describe major activities and deliverables at each project life cycle stage
- Formulate the methods for project monitoring and evaluation
- Explain how to select, prioritise, and resource projects
- Define the roles of the project manager and the project team members
- Describe various estimating methods
- Describe the risk management processes of identifying, analyzing, and responding to project risk
- Identify key components of a change control process

Syllabus Content

Project management: introduction to project management, project selection and prioritization, chartering projects, the process of project management; **Planning projects**: stakeholder analysis and communication planning, scope planning, scheduling projects, resourcing projects, budgeting projects, project risk planning; **Performing projects**: leading and managing project team, determining project progress and results; **The project life cycle: i**nitiation phase, planning phase, implementation phase, closing phase; **Stakeholder management in the project:** Project stakeholders, politics of project, assess the environment, relationship build tips, tools to help stakeholder management; **Feasibility study: s**takeholder analysis, internal project constrains, external constrains, evaluate options and alternatives, feasibility study summary, Gantt chart.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer the first question and other two questions out of four questions that may

	include several parts. The total marks for this part is 80 marks.

Recommended Readings

- Heagney, J. (2016). *Fundamentals of project management* (5th ed.). New York, USA: AMACOM.
- Meredith, J.R., Shafer, S.M., & Mantel, J.S.(2017). *Project management in practice* (6th ed.). USA: John Wiley & Sons.
- Pinto, J. K. (2013). *Project management: achieving competitive advantage* (13th ed.). Harlow, Essex, England : Pearson Education Limited.
- Project Management Institute. (2017). *A guide to the project management body of knowledge (PMBOK guide)* (6th ed.). Newton Square, PA: Project Management Institute.

Course Title	Dissertation in Accounting
Course Code	BBAA 42018
Credit Value	8
Status	Level 4 / Semester 2 /Core
Notional hours	800
Aim	
The aim of this course is to provide students with a structure that enables them to conduct independent research on a topic agreed with their supervisor, provides knowledge to develop the skills required to conduct independent research on an accounting related subject.	
Intended Learning Outcomes	
– Apply knowledge and skills, with a high level of personal autonomy to execute a substantial research. – Synthesise research findings to communicate theoretical propositions, methodologies, results and conclusions to professional audiences. – Apply the principles of academic integrity and ethical conduct in research.	
Evaluation	The students should submit a dissertation and face a viva-voce. The dissertation should be prepared adhering to the guidelines approved by the Faculty. • Interim presentation -10 % • Dissertation-70 % • Viva-voce -20 %

Course Title	Internship in Accounting
Course Code	BBAA 42026
Credit Value	6
Status	Level 4 / Semester II /Core
Notional hours	600
Aim	
The aim of this course is to provide the students to get first-hand exposure of working in the world. It also allows students to harness the skill, knowledge and theoretical practice they learnt in University.	
Intended Learning Outcomes	
– Demonstrate the application of knowledge and skill sets acquired from the course – Demonstrate appreciation and respect for diverse groups of professionals by engaging harmoniously with different organisation stakeholders – Relate fundamental technological concepts and industrial practices – Display professional ethics by displaying positive disposition during internship – Demonstrate interpersonal skills – Display professional ethics by displaying positive disposition during internship	
Evaluation	At the end of the internship, students should submit a high-quality report including the experience gained, requirements for additional skills and propose solution to the accounting-related issues identified during the internship. The report should be prepared adhering to the guidelines approved by the Faculty. • Logbook maintenance 15 % • Mentor report 20 % • Internship report 40% • Viva-voce 25 %

LEVEL III AND LEVEL IV

BACHELOR OF BUSINESS ADMINISTRATION HONOURS IN FINANCIAL MANAGEMENT

DEPARTMENT OF FINANCIAL MANAGEMENT

ACADEMIC YEAR 2023/2024

Department of Financial Management

DEPARTMENT OF FINANCIAL MANAGEMENT

Introduction

The Department of Financial Management is one of the most notable departments of the Faculty of Management Studies and Commerce at the University of Jaffna, Sri Lanka, offering the Bachelor of Business Administration (BBA) Honours in Financial Management programme. The Department's curriculum is meant to equip students to take on leadership responsibilities in the corporate sector, as well as to make them sensitive to ethical and social issues and adaptive in a dynamic commercial environment. It provides students with a firm foundation in financial theory while also developing managerial competencies for the good of society. The students of the department have good employment opportunities, with two basic career routes recognised in the market. The first is Managerial Finance, which involves managing finance function for businesses in the manufacturing and trade industries while the second is careers in the financial services industry, such as Banking, Securities, Micro finance, small and medium scale enterprises, Real estate, and Insurance industry which creates and sells financial products or services.

a. Bachelor of Business Administration Honours in Financial Management

(i) Programme Learning Outcomes (PLOs)

Upon the successful completion of the Bachelor of Business Administration Honours in Financial Management, the graduates are expected to:

PLO 01: Demonstrate the advanced theories and concepts in financial management, particularly in corporate finance.

PLO 02: Analyse the financial market and its operations and the role of individual investors in the business.

PLO 03: Apply effective financial information and communication technology in order to improve network and public relations.

PLO 04: Develop interpersonal skills and teamwork to become a finance professional.

PLO 05: Expand creative and effective financial decision-making skills necessary to face new challenges and opportunities.

PLO 06: Develop managerial and entrepreneurial skills in order to create an innovative business.

PLO 07: Use information technology as an effective tool to deal with financial problems and provide sound financial solutions.

PLO 08: Demonstrate ethical and socially responsible behaviour with respect to financial planning and social development.

PLO 09: Respond to changing environments in an adaptable and flexible manner.

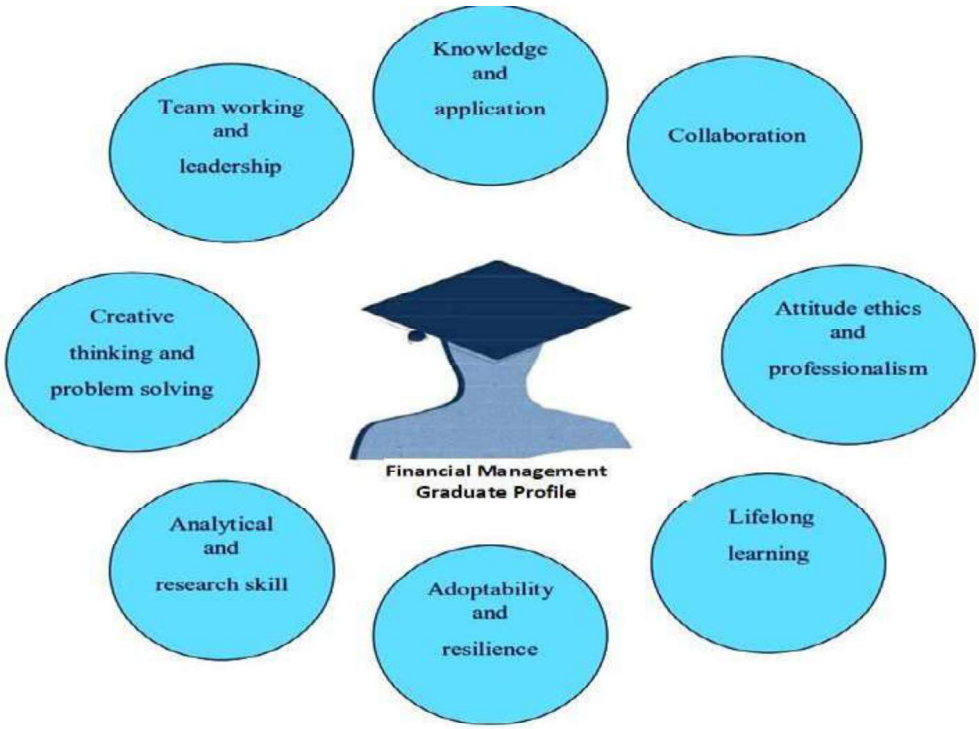
PLO 10: Advance personal development including the awareness of socially responsible dimensions in decision making.

PLO 11: Create a vision for life in searching for career opportunities and during the progression of career path.

PLO 12: Recognise the necessity for and have the ability to engage in independent and life-long learning.

(ii) Graduate profile

The aim of the Bachelor of Business Administration Honours in Financial Management Degree Programme is to produce graduates with a broad knowledge in theory, practice and methodology of disciplines that enable them to bear responsibility in a professional environment.



Level III & IV

Bachelor of Business Administration Honours in Financial Management

Department of Financial Management

Course Title	Corporate Finance			
Course Code	BBAF 31013			
Credit Value	3			
Status	Level 3 / Semester I/ Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	10	95

Aim

The aim of the course unit is to provide students with integrated knowledge in the concepts, theories and techniques of corporate finance and to develop corporate finance related decision-making skills.

Intended Learning Outcomes

- Describe the scope of corporate finance
- Perform advanced time-value based calculations
- Analyse the capital structure decisions of firms
- Explain the different theories on capital structure
- Discuss the working capital needs of an institution and the techniques to manage working capital
- Evaluate a company's accounts receivable, inventory, and accounts payable management
- Assess the implications of comparative working capital management policies
- Calculate operating and cash conversion cycles
- Estimate working capital needs of a firm
- Discuss different types of risks associated with projects
- Apply different capital budgeting techniques to make investment decisions under risk and uncertainty conditions
- Discuss different types of dividend policies adopted by companies
- Explain the implications of dividend irrelevancy theory
- Compare financial leverage and operating leverage
- Identify causes of financial and operating leverages
- Calculate a firm's operating breakeven point

Syllabus Contents

Overview of corporate finance: scope of corporate finance, tasks and corporate objectives; **Advanced techniques in time-value of money :**annuity, growing annuity, perpetuity, growing perpetuity with continuous compounding rate and effective interest rate; **Capital structure choice:** capital structure decisions, target capital structure, business and financial risks, determining the optimal capital structure, capital structure theories; **Working capital management**: nature, importance and elements of working capital, working capital policies, cash operating cycle, accounts payable and accounts receivable, relevant accounting ratios, estimating working capital needs of the firm, cash management, inventory management and receivables management; **Capital budgeting investment decisions under risk and uncertainty:** risk associated with projects, methods to calculate risk and uncertainty in capital budgeting: sensitivity, simulation, decision tree, risk-adjusted discount rate, probability distribution approach, certainty equivalent method; **Dividend policy and theories**: types of dividend: cash dividend, scrip dividend, forms of share repurchase and the relevant and irrelevant theories of dividend policy, dividend valuation model: the Gordon growth model and Modigliani and Miller's

dividend irrelevancy theory; **Leverage:** meaning of leverage, financial leverage and operating leverage, causes of financial leverage and operating leverage and the break-even analysis at different levels of leverage.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, library research on topics or problems, open textbook study and case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II**: Students are expected to answer any four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Aswath, D. (2015). *Applied corporate finance* (4th ed.). USA: John Wiley & Sons, Inc.
- Berk, J., & DeMarzo, P. (2017). *Corporate finance* (4th ed.). England: Pearson.
- Brealey, R., Myers, S., & Allen, F. (2020). *Principles of corporate finance* (13th ed.). New York: McGraw-Hill.
- McDougall, J., & Boyle, P. (2017). *Corporate finance: investment and advisory applications*. USA: Create space Independent Publishing Platform.
- Ross, S., Westerfield, R., & Jordan, B. (2021). *Fundamentals of corporate finance* (13th ed.).New York: McGraw Hill

Course Title	Investment and Portfolio Management			
Course Code	BBAF 31023			
Credit Value	3			
Status	Level 3 / Semester I/Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	---	105

Aim

The aim of the course unit is to provide students with the knowledge of concepts, theories and practices in investment and portfolio management.

Intended Learning Outcomes

- Explain the concepts in investment and investment process
- Discuss the various investment vehicles
- Describe the structure of securities market in Sri Lanka
- Calculate the value of shares under various assumptions
- Compute the value of various types of bonds
- Apply the fundamental analysis to make investment decisions
- Perform the technical analysis to identify stock price movement behaviour
- Describe the forms of market efficiency
- Discuss the portfolio management process
- Calculate risk and return of portfolio
- Discuss the implications and applications of Markowitz portfolio theory
- Discuss the application of Capital Assets Pricing Model in the pricing of securities
- Estimate the market value of the financial assets using Arbitrage Pricing Theory
- Explain the needs for portfolio revision
- Evaluate the portfolio investment performances

Syllabus Contents

Introduction to investment: definition, objectives, characteristics and types of investment, approaches to make investment, investment process and investment philosophies and wisdom; **Investment vehicles**: direct and indirect investment, investment control problems, pooled investments: open- end mutual funds, closed-end funds, exchange rate funds; **Securities market in Sri Lanka**: Colombo Share Market, Colombo Stock Exchange, Securities and Exchange Commission of Sri Lanka, share brokers, primary market and secondary market; **Valuation of shares**: common stock valuation with cases of zero growth, constant growth, non-constant growth and two-stage growth; **Bond valuation**: bonds characteristics, pricing and yields, principles of bond pricing theorems, bonds valuations for government bonds, zero coupon bonds, floating rate bonds and other types of bonds, bonds durations, relationship between bond prices and market interest rates; **Fundamental analysis**: economic analysis, industry analysis and company analysis; **Technical analysis**: meaning, Dow theory, chart patterns, moving averages and market indicators; **Efficient market theory**: Random Walk theory, efficient market hypothesis, forms of market efficiency; **Portfolio management**: portfolio management process, concept of diversification and diversification effect; **Risk and return of portfolio**: risk and return calculation of portfolio with two assets and more than two assets; **Markowitz modern portfolio theory and its applications:** assumptions and applications of theory in portfolio analysis, capital market line and its weaknesses; **Capital Assets Pricing Model (CAPM) and its applications:** assumptions, securities market line and its weaknesses, pricing of securities with CAPM, compare and contrast capital market line and securities market line; **Arbitrage Pricing Theory (APT) and its applications**; assumptions, steps to implement APT, strengths
and weaknesses of APT, differences between CAPM and APT; **Portfolio revision**: needs for portfolio revision, constraints and strategies of portfolio revision; **Evaluation of portfolio investment**

performances: measures of portfolio performance, return decomposition and attribution.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, library research on topics or problems, open textbook study and case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II**: Students are expected to answer any four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Bodie, Z., Kane, A., & Marcus, A. J. (2020). *Investments* (12th ed.). New York: McGraw-Hill Higher Education.
- Chandra, P. (2017). *Investment analysis and portfolio management* (5th ed.). New Delhi: Tata McGraw Hill Publishing.
- Fischer, D. E., Jordan, R. J., & Pradhan, A. K. (2018). *Security analysis and portfolio management* (7th ed.). India: Pearson Education.
- Reilly, F. K., Brown, K. C., & Leeds, S.J. (2018). *Investment analysis and portfolio management* (11th ed.). USA: Cengage Learning.
- Smart, S. B., Gitman, L. J., Zutter, C. J., & Joehnk, M. D. (2020). *Fundamentals of investing* (14th ed.). New York: Pearson Education.

Course Title	Operations Research Techniques for Business			
Course Code	BBAF 31033			
Credit Value	3			
Status	Level 3 / Semester I/ Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	10	--	95

Aim

The aim of the course unit is to provide students with the knowledge and skills in practical applications of various operations research methods and techniques to solve the problems in business.

Intended Learning Outcomes

- Explain the overview of operations research
- Elaborate the characteristics of different types of decision making tools to be used in operations research
- Solve the business problems using linear programming techniques
- Discuss the linear programming applications specifically in finance
- Apply transportation techniques to solve business problem
- Explain the trans-shipment problems and solutions
- Use the Hungarian method to solve assignment problem
- Discuss the application of queuing models in business decisions
- Describe the fundamental issues in inventory planning
- Explain various inventory control techniques and their applications
- Recognize challenges in supply chain management
- Discuss the key enablers in supply chain improvement
- Find the solutions in business problems using decision analysis
- Display a decision tree to find optimal decisions
- Use software in practical business cases to drive solutions

Syllabus Contents

Overview of operations research: introduction, scope, features, phases and types of operations research; **Types of decision making tools in operations research**: uses, importance and characteristics of various types of techniques and tools in operations research and limitations; **Linear Programming Problem (LPP):** application of LPP in business, advantages of LPP, general LPP, formulation of LPP, graphical method and simplex method; **Linear Programming applications in finance:** portfolio selection, financial planning; **Transportation problem**: general structure, initial solutions methods, optimal solution methods, special cases in transportation problem; **Trans-Shipment problem:** meaning of trans-shipment problems, main characteristics of trans-shipment problems and solutions for transshipment problems; **Assignment problem:** meaning and definition of assignment problem, mathematical formulation, Hungarian method; **Queuing models**: introduction, analysis of queuing process, properties of queuing system, notations, service system, single and multiple channel models; **Inventory management and control:** introduction to inventory system, inventory classification, inventory planning, issues in inventory planning, basic concepts in just in time, distribution resource planning and material requirement planning, economic order quantity model, economic production lot size model, probabilistic reorder point inventory models with and without lead time; **Supply chain management**: introduction and development, objectives and needs, importance of value chain, participants in supply chain and customer focus, key enablers in supply chain improvement, challenges in supply chain management; **Decision analysis**: introduction, decisions under certainty, risk, and uncertainty, analyzing link and successive decisions, constructing decision trees, calculation of expected monetary values and making optimal decisions; **Software**: features, uses and its application in business problem solving.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, library research on topics or problems, open textbook study and case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II**: Students are expected to answer any four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., Cochran, J. J., Fry, M. J., & Ohlmann, J.W. (2018). *An introduction to management science: quantitative approaches to decision making* (15th ed.). USA: Cengage Learning.
- Carter, M., Price, C., & Rabadi, P. G. (2019*). Operational research: a practical introduction* (2nd ed.). Boca Raton: Chapman and Hall/CRC.
- Dubeg, U., Kothari, D. P., & Awari, G. K. (2016). *Quantitative techniques in business, management and finance: a case study approach*. New York: Chapman and Hall/CRC.
- Oakshott, L. (2020). *Essential quantitative methods for business, management and finance* (7th ed.). London: Red Globe Press.
- Taha, H. A. (2017). *Operations research: an introduction* (10th ed.). USA: Pearson Education.

Course Title	Research Methodology in Finance			
Course Code	BBAF 31043			
Credit Value	3			
Status	Level 3 / Semester I/ Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of the course unit is to provide students with the necessary knowledge and skills on research methods in finance and enable them to undertake research in finance independently.

Intended Learning Outcomes

- Describe the meaning and objectives of research
- Explain the nature, scope of research and the process of conducting research in finance
- Identify research problem/ gaps in relevant issues in finance
- Explain the purpose and functions of literature survey
- Develop conceptual framework, conceptual model and hypotheses
- List the qualities of hypotheses
- Describe types of variables
- Discuss the types of research design and issues in research design
- Discuss the sampling techniques
- Explain primary and secondary data collection methods
- Design appropriate tools for data collection
- Discuss the techniques for data analysis
- Present the results appropriately and effectively
- Interpret the results linking to relevant theories and previous empirical work
- Make a critical evaluation of published journal articles
- Manage the ethical issues and challenges in conducting research
- Develop a research proposal in finance

Syllabus Contents

Introduction to research: definitions and objectives of research, importance of research in finance, characteristics of a good research in finance, research approaches, types of research, the process of scientific research; **Formulating and clarifying research problem:** formulating a research problem, characteristics of a good research problem, writing research questions and objectives, generating and refining research ideas; **Literature review and conceptual framework:** content and purpose of a literature review, critical analysis of literature, sources of literature, searching literature, conceptual frame work and conceptual model; **Developing hypotheses:** meaning and good qualities of hypotheses, types of hypotheses, formulation of hypothesis**; Variables and measurement:** concept, variables, indicators, types of variables, levels of measurement, measurement issues in research; **Research design:** types of research design, issues in research design: causality, endogeneity, generalization; **Sampling:** sampling process**,** probability and non-probability sampling techniques; **Data collection methods**: primary and secondary data collection methods, developing questionnaire, validity and reliability; **Data analysis:** data preparation, univariate analysis, bivariate analysis, multivariate analysis, mixed methodology, panel data analysis, interpreting and contextualising the results; **Research ethics and integrity**: ethical issues related to research, publishing, plagiarism and self-plagiarism. **Writing research proposal and report**: content and layout of a research proposal/paper/dissertation, formatting and referencing style

Teaching and Learning Methods/Activities	Lectures, virtual learning, tutorials, group discussions, participatory learning activities, individual and group presentations, group project, individual assignments, problems-based discussions.
Evaluation	**Formative assessment (In-course): 30%**

	– At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, group assignment, quiz, presentation. **Summative Assessment:70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II:** Students are expected to answer four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Bryman, A., & Bell, E. (2016). *Business research methods* (3rd ed.). New Delhi, India: Oxford University Press.
- Ryan, B., Scapens, R. W., & Theobald, M. (2002). *Research method and methodology in finance and accounting* (2nd ed.). Hampshire, United Kingdom: South Western Cengage Learning.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (6th ed.). Harlow, England: FT Prentice Hall, Pearson Education.
- Schindler, P. S. (2021). *Business research methods* (14th ed.). Boston, USA: McGraw-Hill Irwin.
- Sekaran, U., & Bougie, R. (2020). *Research methods for business: a skill building approach* (8th ed.). New Delhi, India: Wiley publishing.

Course Title	Corporate Governance and Business Ethics			
Course Code	BBAF 31052			
Credit Value	2			
Status	Level 3 / Semester I/ Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70

Aim

The aim of the course unit is to provide knowledge on corporate governance and business ethics theories, concepts, principles, issues, practices and enable the students to apply relevant principles and approaches in solving corporate governance and ethical issues.

Intended Learning Outcomes

- Describe definitions and importance of corporate governance
- Discuss evolution of corporate governance
- Recognize the principles and significance of good governance
- Explain theories of corporate governance
- Discuss mechanisms of corporate governance
- Describe shareholder rights and responsibilities
- Discuss the role of board of directors and subcommittees in corporate governance
- Examine the linkages between corporate governance and corporate finance
- Explain importance of business ethics for financial professionals and firms
- Analyze corporate governance and ethical issues of current importance

Syllabus Contents

Introduction: definitions and importance of corporate governance, origin and evolution of corporate governance, the regulatory governance framework for Sri Lankan companies, code of best practices on corporate governance, approaches to corporate governance, corporate governance and corporate social responsibility; principles of good corporate governance, significance of good governance; **Theories of corporate governance:** agency theory, transaction cost theory, resource dependency theory. **Mechanisms of corporate governance:** ownership structure- managerial ownership, institutional shareholders**,** shareholder activism, debt financing, external governance mechanisms; **Shareholders:** shareholder rights, equitable treatment, responsibilities of shareholders, minority shareholders' protection; **Board of directors and subcommittees:** structure, independence, responsibilities and duties of the board and subcommittees, the role board of directors and subcommittees on risk management and internal controls; **Integration with corporate finance:** the linkages between corporate governance and corporate finance, internationalization, and shareholder wealth maximization. **Business Ethics**: meaning of business ethics, ethical principles, code of ethics, values and attitudes for professional accountant and financial managers, ethical conflict, importance of business ethics in decision making and operations of an organization; **Corporate governance and ethical issues:** ethical issues in finance and major scandals.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, library research on topics or problems, open textbook study and case study.

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, group assignment, quiz, presentation. **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- CA Sri Lanka. (2017). *Code of best practice on corporate governance*. Colombo: The Institute of Chartered Accountants of Sri Lanka.
- Christine A. M. (2019). *Corporate governance, (*6th ed*),* London, UK: Oxford University Press.
- Perera, S. (2011). *Corporate ownership and control: corporate governance and economic development in Sri Lanka* (Vol. 6). Singapore: World Scientific.
- Tricker, R. B., & Tricker, R. I. (2015). *Corporate governance: principles, policies, and practices*, USA: Oxford University Press.

Course Title	Corporate Taxation			
Course Code	BBAF 31062			
Credit Value	2			
Status	Level 3 /Semester I/Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70

Aim

The aim of the course unit is to provide students with the knowledge and skills on corporate taxation and enable them to ascertain the tax liability of partnerships, companies and other entities in Sri Lanka.

Intended Learning Outcomes

- Explain the current tax system in Sri Lanka
- Estimate the sources of income of resident companies and other entities in Sri Lanka
- Compute the assessable income, taxable income, income tax liability of resident companies and other entities in Sri Lanka
- Calculate divisible profit of partnership
- Calculate tax liability of partnership and partners.
- Compute withholding tax and capital gain tax
- Calculate value added tax (VAT)
- Assess the return of income for the year of assessment
- Explain revenue administration management information system (RAMIS).
- Evaluate the implications of tax policy changes

Syllabus Contents

Tax system in Sri Lanka: types of taxes imposed in Sri Lanka; **Assessable income of companies, and other entities**: income tax chargeability, computation of exempt amounts (gains and profits) and assessable income during the year of assessment from business, investment and other sources, allowable deductions, loss deduction rules, computing of qualifying payments; **Tax on taxable income and other sources:** computation of tax on taxable income, tax on remittances of non- resident companies, tax on receipts of final withholding, tax on income taxable at special rates, tax on gain on realization of investment assets (capital gain tax), tax on balance taxable income, computation of total tax payable and total tax credits. **Income tax liability of partnership:** computation of taxable income-tax on partnership taxable income, tax on gain from the realization of assets, loss adjustments, tax credits, balance tax payable, distribution of profit/loss, exempt amounts, capital gain, partnership tax among partners; **Value Added Tax (VAT):** registration, voluntary registration, time of supply, taxable supply, exempt supply, rate, tax invoice, calculation of output tax, input tax, allowable input tax and tax payable/refundable; **Other taxes:** concepts and applications of WHT, capital gains tax. **Tax administration:** filing return of income, types of assessment, penalties, appeal and objection, interest on under payments and refunds and relevant case laws. **Contemporary issues in taxation:** analysis of the effects of changes in tax policies
proposed in each year budget, Revenue Administration Management Information System (RAMIS).

Teaching and Learning Methods/Activities	Lectures, virtual learning, tutorials, group discussions, participatory learning activities, individual/group presentations, individual assignments and case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, group assignment, quiz and presentation. **Summative Assessment:70%** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II:** Students are expected to answer three questions out of four questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- DIR. (2017). Inland Revenue Act, No.24 of 2017. Department of Inland Revenue, Sri Lanka.
- DIR. (2021). Instructions for the submission of statement of estimated income tax payable for each year, Department of Inland Revenue, Sri Lanka.
- DIR. (2017). Manual of Inland Revenue Act [Inland Revenue Act No 24 of 2017], Draft, Department of Inland Revenue, Sri Lanka.
- DIR. (2014). Value Added Tax Act No 14 of 2002 (Incorporating amendments up to 01. 01. 2014) and amendments. Department of Inland Revenue, Sri Lanka.
- DIR. (2021). Guide to corporate return of income tax for each year. Department of Inland Revenue, Sri Lanka.

Course Title	Digitalization Finance			
Course Code	BBAF 31072			
Credit Value	2			
Status	Level 3 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70

Aim

The aim of the course unit is to provide students with the knowledge, skills and awareness on dramatic changes in the financial sector generated by the digital revolution and its impact on finance profession.

Intended Learning Outcomes

- Define the term digitalization finance
- Discuss historical development of digital finance
- Explain major stages of digital transformation in finance
- Describe key digital technologies and products
- Compare different products in digital finance
- Explain the effect of digital transformation in the finance profession
- Discuss business models for digital financial services
- Discuss the influence of digital finance on financial institutions
- Evaluate opportunities and challenges of digital finance in financial institutions
- Analyze risk and fraud management in digital financial services
- Apply risk management strategies and protection techniques to fraud

Syllabus Contents

Digital revolution in finance: digital transformation of finance, historical development of digital finance, importance, reasons, benefits, key drivers and stages of digital transformation; **Key digital technologies and products**: Finance Technology (FinTech), authentication, big data, artificial intelligence and block chain, crypto currencies (BitCoin, LiteCoin, PPCoin, NameCoin, libra etc.); **Digital transformation**: developing a digital transformation (DX) strategy, managing digital change, digitizing internal processes, effect on finance; **Business models for digital financial services**: revenue stream, distribution strategy, partnership strategy, technology implementation pilot testing and rollout payment system; **Digital finance in financial institutions**: digital evolution in banks – infrastructure, opportunities and challenges, payment systems- individual payment system, mobile money, Real Time Gross Settlement (RTGS) system, crowd funding, evolution of regulatory technology (RegTech) and RegTech eco system; **Risk and fraud management in digital financial services**: categorization of risk and fraud, risk management strategies and protection from fraud.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, virtual learning, presentations, individual assignments, Library research on topics, open textbook study, use of recordings and case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations. **Summative Assessment:70%** – End of course written examination is of two hours duration. – Question paper contains two parts: o **Part I**: It is compulsory. it contains 25 multiple choice questions for 25 marks

	o **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75 marks.

Recommended Readings

- Brown, S. (2020). *The innovation ultimatum: how six strategic technologies will reshape every business in the 2020s.* New York: Wiley.
- Chuen, D. L. K., & Deng, R. H. (2017). *Handbook of block chain, digital finance, and inclusion*: *China tech, mobile security, and distributed ledger*. San Diego, CA: Academic Press.
- Diamandis, P. H., & Kotler, S. (2020). *The future is faster than you think: how converging technologies are transforming business, industries, and our lives*. New York, NY: Simon & Schuster.
- Perry, B. (2019). *Digital finance: big data, start-ups, and the future of financial services.* UK: Taylor & Francis.
- Schallmo, A., & Daniel, R. (2018). *Digital transformation now! guiding the successful digitalization of your business model.* Boston, MA: Springer.

Course Title	International Financial Management			
Course Code	BBAF 32013			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	---	105

Aim

The aim of the course unit is to provide students with advanced knowledge and critical understanding of international finance and develop skills in dealing with financial problems in a global economic environment.

Intended Learning Outcomes

- Define the terms international financial management and international monetary system
- Describe the evolution of international monetary system
- Identify the types of international financial institutions in dynamic global economic environment
- Discuss the purposes and functions of International financial institutions
- Explain the objectives and international effects of euro in global environment
- Discuss the role of European Economic and Monetary Union in a globalized world
- Explain the dimensions, drivers and stages of globalization
- Elaborate the effects of globalization on global economic environment
- Describe various forms of foreign exchange exposures
- State the management of foreign exchange exposures
- Discuss the effects of foreign exchange rate movement and the factors affecting foreign exchange rate
- Identify the segments, functions and participants of foreign exchange markets
- State the importance of forward exchange contract as a hedging tool
- Recognize the issues involved in cash management in the international context
- Elaborate the importance of international receivables management and inventory management in the international context.

Syllabus Contents

Introduction to International Financial Management (IFM): meaning and importance of IFM, objective of IFM and Multinational Corporations (MNCs), differences between domestic and IFM, meaning and evolution of international monetary system; **International financial institutions**: meaning and types of international financial institutions, purposes and function of International Monetary Fund (IMF) and World Bank, World Bank group, Sri Lanka's relationship with IMF and World Bank, and other prominent international financial institutions; **Euro currency and European Economic and Monetary Union (EMU)**: objectives and history of euro currency, euro convergence criteria, international effects of euro, European Monetary System, role of EMU, development of EMU, function of European Central Bank; **Globalization**: meaning and dimensions of globalization, drivers and stages in globalization, effects of globalization; **Foreign exchange exposures**: transaction exposure, translation exposure, economic exposure and management of foreign exchange exposures; **Foreign exchange rate:** foreign exchange rates and quotations, cross rates, spot rate and forward rate, measuring exchange rate movements, exchange rate equilibrium, factors affecting foreign exchange rate, international parity relationships including interest rate parity, purchasing power parity and fisher effects; **Foreign exchange market:** spot market and forward market, participants of foreign exchange markets; **Forward exchange contract**: fixed and option contract, close-out and extension of forward exchange contract, forward rate calculation,
its benefits and drawbacks; **Management of working capital in an international perspective**: cash

management, international receivable management, inventory management in the international context.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, virtual learning, presentations, individual assignments, case study, forum, debate.
Evaluation	**Formative assessment (In-course):30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Apte, P.G., & Kapshe, S. (2020). *International financial management* (8th ed.). New York**:** McGraw-Hill Education.
- Bhalla, V. K. (2014). *International financial management*. New Delhi: S.Chand & Company Ltd.
- Bekaert, G., & Hodrick, R. (2018). *International financial management* (3rd ed.). New York: Cambridge University.
- Eun, C., & Resnick, B.G. (2017). *International financial management* (8th ed.). New York**:** McGraw-Hill Education.
- Madura, J. (2019). *International financial management* (12th ed.). USA: Cengage Learning.
- Shapiro, A.C., &Hanouna, P. (2019). *Multinational financial management* (11th ed.). John Wiley & Sons Ltd.

Course Title	Financial Risk Management and Derivatives			
Course Code	BBAF 32023			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	---	105

Aim

The aim of the course unit is to provide students with an understanding of financial derivatives in terms of concepts, structure, instruments and trading strategies for profit and financial risk management.

Intended Learning Outcomes

- Define the terms risk and risk management
- Explain the financial risk management process
- Describe the risk assessment and controlling techniques
- Explain the meaning of financial derivatives and their application in financial risk management
- Describe the characteristics of forward and futures contracts
- Apply the basic techniques for the valuation of forward and future contracts
- Illustrate the application of forward and futures contracts in risk hedging strategies
- Describe the main types of options and the factors influence prices of options
- Explain the hedging and arbitrage strategies in options
- Outline the main positions possible in the options market
- Evaluate the options trading strategies
- Describe the binomial option pricing model for single and multiple period of time
- Elucidate the Black-Scholes-Merton option pricing model
- State the types of swaps
- Describe the application of swap in risk hedging strategies

Syllabus Contents

Financial risk management: definition of risk and risk management**,** classifications of risk, financial risk management process; **Risk assessment and controlling**: Profit at Risk (PaR), scenario analysis, regression analysis, risk matrix, strategies in financial risk mitigation, tools and techniques of minimizing and controlling financial risk. **Introduction to derivatives:** meaning of financial derivatives, derivatives' market, difference between spot market and derivatives market and usage of derivatives; **Forward and futures contracts:** meaning of forward and futures contracts, purpose, advantages of forward contract and futures contract, difference between futures and forward contract, pricing and valuation of forward and futures contract and forward and futures contracts based strategies; **Options:** meanings, classifications of options, put-call parity, factors affecting options premium, hedging and arbitrage strategies in options; **Option trading positions:** long European call option profit and payoff, short European call option profit and payoff, long European put option profit and payoff and short European put option profit and payoff; **Option trading strategies:** bull spared, bear spared, box spread, long call butterfly and short call butterfly trading strategies using options; **Pricing models**: binomial option pricing model and Black-Scholes-Merton option pricing model for single and multiple period of times; **Swaps:** meaning, characteristics,
classification and application of swaps.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, problem solving or case study.
Evaluation	**Formative assessment (In-course): 30%**

	– At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz and presentations. **Summative Assessment: 70%** – End of course written examination is of three hour duration. – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II**: Students are expected to answer four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Boyle, P., & McDougall, J. (2018). *Trading and pricing financial derivatives: a guide to futures, options, and swaps* (2nd ed.). London: De Gruyter.
- Chance, D.M., & Brooks, R. (2016). *An introduction to derivatives and risk management* (10th ed.). USA: Cengage Learning.
- Hull, J.C. (2018). *Options futures and other derivatives* (10th ed.). Canada: Pearson Education.
- Hull, J.C. (2016). *Fundamentals of futures and options market* (8th ed.). Canada: Pearson Education.
- Jarrow, R., & Chatteraja, A. (2019). *An introduction to derivatives securities, financial markets, and risk management* (2nd ed.). USA: World Science Publishing Company.

Course Title	Microfinance			
Course Code	BBAF 32033			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim:

The aim of the course unit is to provide theoretical and practical knowledge on concepts and principles of microfinance as a tool for social and rural development.

Intended Learning Outcomes

- Define meaning and scope of microfinance
- Describe the concepts and principles of microcredit and microfinance
- Explain the historical development of microfinance
- Outline the evolution and characteristics of microfinance in Sri Lanka
- Identify the financial instruments and lending methodologies
- Discuss internal and external environment of Microfinance Institutions(MFIs)
- Manage microfinance with external factors
- Prepare the financial statements for MFIs
- Calculate the relevant ratios from financial statements
- Analyze the performance of MFIs using relevant performance indicators
- Evaluate the effect of delinquency on profitability
- Measure the impact of microfinance on socio - economic development
- Assess the impact on women empowerment and Micro, small and medium enterprises.
- Discuss the challenges and issues of microfinance
- Elaborate the recent developments of microfinance in Sri Lanka

Syllabus Contents

Introduction to microfinance: meaning and scope of microfinance, key principles of microfinance, differences between micro credit and microfinance; **Microfinance perspectives**: historical development, products and tools, microfinance clients and beneficiaries, microfinance institutions in Sri Lanka; **Microfinance lending methodologies**: poverty, rural credit and financial inclusion, individual lending programs and group lending programs; **Internal and external environment of MFIs**: legal and regulatory framework of MFIs, macro and micro environmental factors; **Preparation of financial statements**: preparation of statement of financial position and comprehensive income and expenditure and cash flow of MFIs; **Interpretation of financial statements**: analysis of financial statements, cash flow statements, portfolio quality, repayment ratios, portfolio quality ratios, loan loss ratios, productivity and efficiency ratios, financial viability, profitability ratios and leverage and capital adequacy; **Delinquency management**: effect of delinquency, controlling delinquency, rescheduling or redefining loans, productivity and efficiency management, improving staff productivity, managing costs, risk management, asset and liability management and operating risk management; **Economic and social impact:** measuring and evaluating the impact of microfinance products and services on poverty, socio economic development, women empowerment and micro, small and medium enterprises; **Current issues and developments**: emerging issues, gender issues, role of technological challenges and recent developments.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, virtual learning, class room discussions, Library research on topics, open textbook study, use of recordings, presentations, individual assignments, take home assignments, forum and case study.

Evaluation	**Formative Assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, group assignment, quiz, presentation. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II:** Students are expected to answer four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Armendariz, B., & Morduch, J. (2010). *The economics of micro*finance, (2nd ed.). London: The MIT Press.
- Bhaskaran, R. (2017). *Microfinance - perspectives and operations*, (2nd ed.). India: Macmillan Publishers.
- Chandrasiri, J.K.M.D., & Bamunuarachchi, B.A.D.S. (2016). *Microfinance institutions in Sri Lanka: examination of different models to identify success factors*. Colombo: HKART Institute.
- Hearth, H.M.W.A. (2018). *Micro finance theory and practice* .Colombo: Godage & Brothers (Pvt) Ltd.
- Ledgerwood, J. (2010). *Microfinance handbook: an institutional and financial perspective*. US: The World Bank.
- Microfinance Act, No. 6 of 2016, Parliament of the Democratic Socialist Republic of Sri Lanka.

Course Title	Financial Reporting and Analysis			
Course Code	BBAF 32043			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	---	105

Aim

The aim of the course unit is to provide students with an understanding of the corporate financial reporting environment and apply comprehensive knowledge, skills and professional judgment in the financial reporting practices.

Intended Learning Outcomes

- Define the scope and importance of financial reporting
- Describe the regulatory framework for financial reporting
- Prepare consolidated financial statements, incorporating accounting transactions and adjustments
- Explain consolidated statement of financial position and income statement
- Elaborate the objectives of cash flow statement, the preparation and presentation of cash flow statement according to LKAS
- Prepare the cash flow statement using direct and indirect methods
- Calculate the ratios relevant for the assessment of an entity's profitability, financial performance, financial position and financial adaptability
- Evaluate the financial performance, financial position and financial adaptability of organizations
- Discuss the limitations of financial statements and interpretation techniques
- Calculate the basic and diluted earnings per share
- Explain the effects of capital structure changes on earnings per share and its presentation and disclosures
- Demonstrate the foreign currency translation and compliances and monitoring
- Explain difference between functional and presentation currency
- Discuss ethical issues in financial reporting and governance.

Syllabus Contents

Financial reporting environment: scope and importance of financial reporting, regulatory framework for financial reporting; **Consolidated accounts:** preparation and presentation of consolidated statement of financial position, preparation of consolidated income statements; **Cash flow statement**: objectives of cash flow statement, the preparation and presentation of cash flow statement according to LKAS; **The analysis of financial statements**: analyzing and interpreting financial statements; limitations of financial statements and interpretation techniques; **Earnings Per Share (EPS):** definition, objective and scope of EPS according to the LKAS, basic and diluted earnings per share, effects of capital structure changes on EPS, presentation and disclosures; **Foreign currency translation and compliances and monitoring:** importance for adjustments of foreign currency transactions, difference between functional and presentation currency according to LKAS, account for the translation of foreign currency transactions; **Financial reporting ethics and governance**: ethical issues in financial reporting and regulatory framework, corporate governance and non-financial reporting.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, virtual learning, class room discussions, Library research on topics, open textbook study, use of recordings, presentations, individual assignments, case study, forum and debate.

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment:70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Bhattacharyya, A.K. (2019). *Corporate financial reporting and analysis* (12th ed.). Delhi: PHI Learning Private Limited.
- Lal, J., & Gauba, S. (2018). *Financial reporting and analysis*. New Delhi: Himalaya Publishing House.
- Revsine, L., Collins, D.W., Johnson, W.B., Mittelstaedt, H. F., & Soffer, L.C. (2017). *Financial reporting and analysis* (7th ed.). New York: McGraw-Hill Education.
- Sanjay, D. (2020). *Financial reporting and analysis*. New Delhi: Sultan Chand & Sons.
- The Institute of Chartered Accountants of Sri Lanka. *Sri Lanka accounting standards*. Colombo: The Institute of Chartered Accountants of *Sri Lanka.*

Course Title	Financial Control and Assurance			
Course Code	BBAF 32052			
Credit Value	2			
Status	Level 3 / Semester II /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	---	70

Aim

The aim of the course unit is to enhance students' knowledge and competencies in designing, implementing, and assessing internal control systems for entities and the related audit procedures.

Intended Learning Outcomes

- Define the term control and internal control
- Describe the purposes and principles of internal controls
- Explain the components of internal control framework
- State the types of internal control
- Explain the objectives and importance of financial controls
- Describe various financial control techniques
- Assess the role of information technology in internal controls
- Discuss the functions, duties and responsibilities of internal auditor on internal control system of an entity
- Describe the internal control assurance procedures
- Explain the auditor's duty to communicate significant deficiencies in internal controls
- Suggest the appropriate audit procedures in response to assessed risk.

Syllabus Contents

Overview of control: definition, purposes, principles of internal controls and limitations of internal control systems; **Internal control framework:** control environment, risk assessment process, information system relevant to financial reporting and communication, control activities and monitoring of controls; **Types of internal control:** financial, operational and compliance controls, detective, corrective and preventive controls**; Financial control:** meaning, objectives, types, importance, process and financial control techniques; **Role of information technology in internal controls**: benefits and challenges of application of information technology in internal controls; **Internal audit and internal control:** functions, duties and responsibilities of internal auditor on internal control system of an entity; **Internal control assurance procedures:** controls relevant to audit, review of control environment, identification and evaluation of entity's risk assessment process, information system review and assessment of control activities and monitoring of controls; **Auditor's duty to communicate significant deficiencies in internal control:** significant deficiencies in internal control and their indicators, procedures to communicate significant deficiencies in internal control to those charged with governance and to management; **Audit procedures in response to assessed risk**: nature, timing, and extent of further audit procedures, nature, timing, and extent of test of controls and substantive procedures, evaluation of the sufficiency and appropriateness of audit evidences on internal controls obtained.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, and case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations,

	case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of two hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 Marks o **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings:

- Graham, L. (2015). *Internal control audit and compliance*. New Jersy: John Wiley & Sons.
- Greenwood, R.P. (2017). *Handbook of financial planning and control* (3rd ed.). London: Routledge.
- Institute of Chartered Accountants of Sri Lanka. *Sri Lanka auditing standards (SLAuS)*. Colombo, Sri Lanka: The Institute of Chartered Accountants of Sri Lanka.
- Louwers, L., Blay, A., Sinason, D., Strawser, J., & Thibodeau, J. (2018). *Auditing and assurance services* (7th ed.). New York: Mc Graw Hill.
- Millichamp, A. & Taylor, J.R. (2018). *Auditing* (11th ed.). USA: Cengage Learning.

Course Title	Sustainable Finance			
Course Code	BBAF 32062			
Credit Value	2			
Status	Level 3 / Semester II /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of the course unit is to provide students with the knowledge of nexus between finance and sustainability for effectively managing sustainability-related risks, impacts and opportunities.

Intended Learning Outcomes

- Define the terms sustainability and sustainable finance
- Describe the stages of sustainable finance
- Explain the five pillars of sustainable finance
- Identify the key players involved in building a sustainable financial system
- Discuss the role of financial intermediation in sustainable finance
- Distinguish between different types of sustainable finance products
- Describe the nature and importance of key climate-related and environmental risks
- Explain the ways in sustainability embedded in organisational strategies
- Prepare a corporate sustainability reporting
- Apply sustainable finance mechanisms in a real-life investment scenario

Syllabus Contents

Fundamentals of Sustainable Finance (SF): definition of sustainability and sustainable finance, its potential to achieve sustainable development goals of business, challenges of sustainable for companies; **Framework for SF:** role of the financial system, three stages of sustainable finance, profit maximization, internalization of externalities to avoid risk, financial viability, five pillars of SF, challenges to integration of sustainability into finance; **Intermediation and sustainability:** premium differentiation for the benefit of sustainability, sustainable banking, sustainable investment funds, developments in developed countries, information requirements and transparency; **Sustainable finance products**: sustainable saving products, sustainable insurance products, sustainable loans, sustainable leasing, sustainable securitization cutting-edge developments in sustainable finance, aligning investments with climate and sustainable goals; **Sustainability and financing risks:** environmental risks for clients, economic ,legal and financial aspects of government policy, direct and indirect environmental risks for banks, risks to banks' reputations, instruments for analyzing environmental risk, climate change risks and opportunities and their impact on capital markets; **Organization of sustainability within banks:** environmental management systems, role of internal communication, role of external communication, external accountability and the risks of external communication, role of banks in a sustainable future; **Corporate Sustainability Reporting(CSR)**: meaning, purpose, importance of CSR and CSR report; **Issues in SF:** key challenges and developing solutions.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class room discussions, participatory learning activities, virtual learning, presentations, individual assignments, take-home assignments, Library research on topics, open textbook study and case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations. **Summative Assessment: 70%** – End of course written examination is of two hour duration.

	– Question paper contains two parts: o **Part I:** It is compulsory. It contains a case study for 40 Marks. o **Part II**: Students are expected to answer two questions out of four questions that may include several parts. Total marks for this part is 60.

Recommended Readings:

- Gutterman, A. S. (2021). *Sustainable finance and impact investing* USA: Business Expert Press.
- Hitchcock, D. (2015). *The business guide to sustainability: practical strategies and tools for organizations* (3rd ed.). London: Earthscan Publications Ltd.
- Schoenmake, D., & Schramade, W. (2019). *Principles of sustainable finance*. London: Oxford press.
- Thompson, S. (2021). *Green and sustainable finance: principles and practice* (6th ed.). London: Kogan page.
- Ziolo, M. (2020*). Finance and sustainable development: designing sustainable financial systems* (1st ed.).London: Routledge.

Course Title	Entrepreneurial Finance			
Course Code	BBAF 32072			
Credit Value	2			
Status	Level 3 / Semester II /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of the course unit is to provide students with the knowledge on finance of small and medium enterprises and how financial principles are applied to create, finance, manage and evaluate a new venture to maximize value of the business.

Intended Learning Outcomes

- Define the term entrepreneurial finance
- Differentiate entrepreneurial finance and corporate finance
- Describe principles of entrepreneurial finance
- Elaborate various problems faced by new ventures and solutions
- Discuss financing sources available for entrepreneurial ventures
- Explain financing process in each stages of new venture life cycle
- Apply valuation techniques of a new venture
- Analyze advantages and disadvantages of different valuation techniques of new ventures
- Discuss financial management of Micro, Small and Medium Enterprises (MSMEs)
- Explicate harvesting the business venture investment
- Illustrate importance of financial plan for a new venture
- Develop a financial plan for a new venture

Syllabus Contents

Overview of entrepreneurial finance: meaning of entrepreneurial finance, difference between corporate finance and entrepreneurial finance, principles of entrepreneurial finance and problems faced by new venture and solution; **Financing process of new venture life cycle**: five stages of new venture life cycle, characteristics of each stage, sources of financing and types of financing in each stages; **Valuation techniques of a new venture**: venture capital method and real option method; **Financial management of MSMEs**: financial planning and forecasting, capital structure, working capital management and budgetary control; **Harvesting the business venture investment**: plan an exit strategy, leveraged buyout, management buyout, systematic liquidation and process of going public; **Developing a financial plan**: importance of a financial plan, short term and long term financial plan, forecasting sales for early stage venture and seasoned firm, sustainble sales growth rate and additional financing needed.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, virtual learning activities, Library research on topics, open textbook study, use of recordings, presentations, individual assignments and field visit.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations. **Summative Assessment:70%** – End of course written examination is of two hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 marks.

	o **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75 marks.

Recommended Readings:

- Abor, J. (2017). *Entrepreneurial finance for MSMEs: a managerial approach for developing markets.* New York, NY: Palgrave Macmillan.
- Da Rin, M., & Hellmann, T. (2020). *Fundamentals of entrepreneurial finance.* Oxford, England: Oxford University Press.
- Leach, J.C., & Ronald, W. M. (2021). *Entrepreneurial finance* (7th ed.). Belmont, CA: Cengage Learning.
- Minister of Industry and Commerce. (2016). *National policy framework for small medium enterprises development in Sri Lanka*.
- Smith, J.K., & Smith, R.L. (2019). *Entrepreneurial finance: venture capital, deal structure and valuation*. Stanford, CA: Stanford University Press.

Course Title	Project Management			
Course Code	BBAF 41013			
Credit Value	3			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim:

The aim of the course unit is to develop students with the skills and competencies for planning and controlling projects and knowledge of interpersonal issues that drive successful project deliverables.

Intended Learning Outcomes

- Define meaning and scope of project and project management
- Describe the key concepts and evolution of project management
- Differentiate between projects and operations
- List out the project constraints
- Explain the project management knowledge areas, tools and techniques
- Describe project management process groups, project life cycle and organization
- Execute project planning and scheduling techniques
- Explicate the concept of project appraisal
- Explain project risk management
- Illustrate development of an effective project team
- Analyze project cost management and budget baseline
- Discuss preparation of project communication management plan
- Analyze the project stakeholder engagement
- Develop skills for preparation of feasibility study report
- Prepare project proposal in various scenarios
- Apply project management software in the practical working environment

Syllabus Contents

Key concepts and framework of project management: meaning and scope of project and project management, history of project management, project management framework, attributes of project management, project and operation, project constraints, project management knowledge areas, program and portfolio, project success and failure; **Project management process groups:** initiation, planning, executing, monitoring and controlling and closing out, process interaction and project management process mapping; **Project life cycle and organization**: characteristics of project life cycle and project phases**,** project stakeholders and organizational structure; **Project planning and scheduling techniques:** work breakdown structure, Gantt chart, critical path method, Programme Evaluation Review Techniques (PERT), crashing, resource allocation; **Project appraisal**: meaning of project appraisal, appraisal methods: socio-economic, financial, marketing, technology, political, environmental, legal and management; **Project risk management:** sources of risk, types of risk, risk management process; **Project team development:** five stages of project team development, essentials of developing an effective team, roles and responsibilities of team; **Project cost management:** types of cost, importance of cost management and cost management process; **Budgeting the project:** methods of budget, cost estimating, preparation of budget, work element costing, activity versus program budgeting, budget uncertainty and earned value management; **Project communication management:** communication management process, plan, manage and control of project communication management; **Project stakeholder engagement:** different stakeholders on a project, stakeholder classification models, stakeholder engagement assessment matrix, skills needed to manage stakeholder; **Project feasibility study:** purpose of project feasibility study analysis, writing feasibility study report and project proposal; **Project management**

application software: features, functions and application for planning and scheduling, team collaboration, documentation, reporting and project budgeting.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, virtual learning, class room discussions, library research on topics, open textbook study, use of recordings, presentations, individual assignments, take home assignments, forum and case study.
Evaluation	**Formative Assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, group assignment, quiz, presentation. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II:** Students are expected to answer four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Gupta, A. (2017). *Project appraisal and finance*. New Delhi, India: PHI Learning.
- Heagney, J. (2016). *Fundamentals of project management* (5th ed.). New York, USA: AMACOM.
- Meredith, J.R., Shafer, S.M., & Mantel, J.S.(2017). *Project management in practice* (6th ed.). USA: John Wiley & Sons.
- Pinto, J. K. (2013). *Project management: achieving competitive advantage* (13th ed.). Harlow, Essex, England : Pearson Education Limited.
- Project Management Institute. (2017). *A guide to the project management body of knowledge (PMBOK guide)* (6th ed.). Newton Square, PA: Project Management Institute.

Title	Strategic Financial Management			
Course Code	BBAF 41023			
Credit Value	3			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of the course unit is to provide students with the knowledge and skills on the concepts and practices of strategic management process and enable them to analyse and evaluate financial implications of strategic alternatives, bringing together corporate finance and strategic management perspectives.

Intended Learning Outcomes

- Describe the meaning and importance of strategic management and types of strategy
- Explain the integrative nature of strategic management process
- Conduct the internal and external environment analysis using appropriate techniques
- Describe the strategic choices at various levels
- Discuss the factors to be considered in strategy implementation
- Explain the link between strategy, financial planning and value creation
- Describe the purposes and methods of business valuation
- Assess the value of a business using appropriate valuation methods
- Discuss the purposes and various forms of corporate restructuring
- Explain the factors influencing merger or takeover decisions
- Calculate the exchange ratio and purchase consideration for mergers/takeovers
- Compute the expected gains from mergers/takeovers
- Evaluate financial implications of various strategic financing decisions
- Discuss the ways of dealing with the financial distress
- Predict the financial distress and bankruptcy of a business

Syllabus Contents

Overview of strategic management: meaning of strategy and strategic management, importance of strategic management, features of strategy, levels and types of strategy, stakeholder management approaches to strategy; **Strategic management process:** the integrative nature of strategic management process, strategic objective, resources, capabilities, and core competencies, internal and external analysis, strategic formulation; **Strategy implementation:** governance, strategic leadership, culture, organisational designs, strategic evaluation and control; **Strategy and financial planning:** financial strategy formulation, strategy and value creation, sources of value creation; **Strategic and financial planning:** financial strategy formulation, strategy and value creation, sources of value creation; **Business valuation:** meaning and purposes of business valuation, information requirements for valuation, asset based valuation methods, earning based valuation methods, dividend valuation method, discounted cash flow method; **Corporate restructuring**: meaning and purpose of corporate restructuring, corporate restructuring strategies- merger and acquisition, joint venture, strategic divestment, sell-offs, corporate demerger, spin-offs, equity carve-outs, management buy-outs (MBOs), leveraged buyouts (LBOs), private equity; **Evaluating financial implications of strategic financing decisions**: factors to be considered in mergers, takeovers, and acquisitions, the purchase consideration, evaluating an offer (bid), exchange ratio, calculating the expected gains from takeovers, measuring business success, value creation and companies' strategies taking into account risk and uncertainty into investment decisions; **Business failure and prediction of corporate bankruptcy:**
financial distress, dealing with financial distress, models to predict the financial distress, corporate bankruptcy.

Teaching and Learning	Lectures, virtual learning, tutorials, group discussions, participatory

Methods/Activities	learning activities, individual and group presentations, individual assignments, the problem-based learning, case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, group assignment, quiz, and presentation. **Summative Assessment:70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I** is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II:** Students are expected to answer four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Chadra, P. (2020). *Strategic financial management: managing for value creation* (2nd ed.). India: McGraw-Hill.
- Dess, G. G., Eisner, A. B., & McNamara, G. Lee, S.H. (2021). *Strategic management: creating competitive advantages* (10th ed.). New York: McGraw-Hill Higher Education.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2016). *Strategic management: concepts and cases: competitiveness and globalization* (12th ed.). USA: South-Western: College Pub.
- Pandey, I. M. (2020). *Cases in financial management*. India: Vikas Publishing House.
- Sofat, R., &Hiro, P. (2015). *Strategic financial management* (2nd ed.). India: PHI Learning Pvt. Ltd.

Course Title	Econometric Modelling and Application			
Course Code	BBAF 41033			
Credit Value	3			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	20	30	---	100

Aim

The aim of the course unit is to provide students a comprehensive knowledge and practice in the applications of software and articulate them appropriately to contemporary problems in different context.

Intended Learning Outcomes

- Define the terms econometrics and financial econometrics
- Describe the econometric model and methodology of econometrics
- State the uses of financial econometrics
- Identify the types and uses of data- time series data, cross-sectional data, panel data
- Explain the techniques of tabulation, graphs and diagrams for data presentation using software
- Interpret the correlation coefficient
- Explain the linear simple and multiple regression analysis using software
- Discuss uses of regression, regression versus correlation, and coefficient of determination
- Describe the hypothesis testing, point estimation and interval estimation
- Discuss predictions, goodness of fit, and modeling issues
- Elaborate the violating the assumptions of the classical linear regression model
- Perform the tests of multicollinearity, heteroskedasticity, autocorrelation using software
- Apply panel data techniques, recognizing their strengths and limitations
- State the usage of Husman test to select fixed effects model or random effects model
- Employ time-series analysis techniques for decision making and policy planning.

Syllabus Contents

Introduction to econometrics: meaning and objectives of econometrics, types of econometrics, econometric model, methodology of econometrics; **Financial econometrics**: meaning and objective of financial econometrics, uses of financial econometrics, types of data- time series data, cross-sectional data and panel data; **Techniques for data presentation**: tabulation, graphs and diagrams; **Correlation**: nature and direction of the relationship, correlation coefficient; **The Classical Linear Regression Model (CLRM)**: uses of regression, regression versus causation, regression versus correlation, coefficient of determination, simple and multiple regression using EViews /Stata; **Hypothesis testing**: probability distribution of the least squares estimators, estimating the variance of the error term, point and interval estimation, and hypothesis testing; **Predictions, goodness of fit, and modeling issues**: least squares prediction, measuring goodness of fit, modeling issues; **Violating the assumptions of the CLRM**: multicollinearity, heteroskedasticity, autocorrelation, misspecification- wrong regressors, measurement errors and wrong functional forms; **Panel data regression models:** importance of panel data, pooled OLS regression, the fixed effects model, random effects model; **Time series econometrics:** Vector Auto
Regression (VAR) model and Auto Regression Distributed Lag (ARDL) model.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, practical, virtual learning, presentations, use of video recording, individual assignments, case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 marks – The assessments could take any forms such as classroom

	assignment, take-home assignment, quiz, presentations, case study and practical exam. **Summative Assessment: 70%** **Written Examination** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 25 multiple choice questions for 25 marks o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75. o The total marks obtained out of 100 will be converted into 60%. **Practical Examination** – Duration of the question paper is two hour. – Students are requested to answer all the questions. – The total marks of practical examination obtained out of 100 will be converted into 40%. *Students should attend both examinations to complete the course unit

Recommended Readings:

- Aljandali, A., & Tatahi, M. (2018). *Economic and financial modelling with Eviews.* Switzerland: Springer International Publishing AG.
- Bhaumik, S.K. (2015). *Principles of econometrics: a modern approach using Eviews*. New Delhi : Oxford University Press.
- Brooks, C. (2019). *Introductory econometrics for finance* (4th ed.). United Kingdom: Cambridge University Press.
- Greene, W.H. (2018). *Econometric analysis* (8th ed.). New York: Pearson.
- Hill, R.C., Griffiths, W.E., & Lim, G.C. (2018). *Principles of econometrics* (5th ed.).USA: John Wiley & Sons, Inc.

Course Title	Public Financial Management			
Course Code	BBAF 41043			
Credit Value	3			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of the course unit is to provide students with the knowledge of theoretical background, procedures, practices and skills in public financial management.

Intended Learning Outcomes

- Describe the basic concepts in public financial management in Sri Lanka
- Explain the legal and regulatory framework for governing public finance in Sri Lanka
- Discuss the institutional framework for governing public finance in Sri Lanka
- State the functions of ministry of finance in public financial management
- Define the role of general treasury in public financial management
- Express the financial planning and government budgetary procedures in Sri Lanka
- Classify the units of budget
- Identify the public expenditure and revenue
- Explain the transfer of financial provisions
- Summarize the financial management and accountability in public finance
- Explain the delegations of functions for financial control
- Identify the internal auditing practices in public organizations
- Explain the public procurement procedures in Sri Lanka
- List out the various methods for procurement
- Discuss the fixed assets management systems and procedures in Sri Lanka

Syllabus Contents

Introduction to public financial management: objectives, scope and functions of public financial management; **Legal and regulatory framework for public financial management:** constitutional provisions, public finance acts, financial regulation, circulars, manual of procedures; **Institutional framework for public financial management:** parliament control on public finance, functions of committee on public accounts and committee on public enterprises, duties and responsibilities of auditor general, parliamentary control cycle; **Ministry of finance and general treasury**: objectives and functions of the ministry of finance and the general treasury, role of general treasury; **Public sector budgeting process**: financial planning in public sector, public sector budgeting, approaches to public budgeting, budget estimate, budget process- operational process, political process, consultation process and approval process, budgetary control mechanism in government organization; **of budgetary classification**: head, programme, project, object and item, from of presentation of annual estimates, order of presentation of annual estimates, sources of funding, supplementary estimate and contingency fund; **Public expenditure and revenue**: expenditure from consolidated fund, classification of expenditure, financial provisions for expenditure, estimation of capital expenditure, government expenditure management, compositions of public debt, financing the total expenditure, impact of tax on resource allocation, public revenue; **Transfer of financial provisions**: virement procedure, creation of new projects, objects and classes, excess without prior

authority; **Financial management and accountability:** general responsibilities of chief accounting officer and accounting officer, duties and responsibilities of revenue accounting officer, treasury supervision and control, executive functions of treasury as department; **Delegation of functions**: expenditure - authorization, approval, certification and payment, revenue - assessment, collection and acceptance; **Internal auditing practices in public organizations:** functions of internal audit in relation to financial operations of a department, independence of internal audit, internal audit reports; **Procurement procedures for public sector in Sri Lanka:** objectives of public procurement, procurement procedures, stages of procurement planning, methods of procurement, committees-project steering committee and technical evaluation committee; **Government fixed assets management**: assets management systems and procedures in Sri Lanka.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, library research on topics or problems, open textbook study and case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations. **Summative Assessment:70%** – End of course written examination is of three hour duration. – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks. o **Part II**: Students are expected to answer any four questions out of six questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Asian Development Bank (2018). *Public financial management systems - Sri Lanka: key elements from a financial management perspective*. Philippines: Asian Development Bank.
- Finance related circulars, ministry directives, manual of procedures and articles time to time published by Ministry of Finance, Sri Lanka.
- Gruber, J. (2019). *Public finance and public policy* (6th ed.). Duffield: Worth Publishers.
- Ministry of Finance (1992). *Financial regulation of the government of democratic socialist republic of Sri Lanka*. Colombo: Ministry of Finance.
- Tanzi, V.(2020). *Advanced introduction to public finance.* USA: Edward Elgar Publishers.

Course Title	Advanced Banking and Insurance			
Course Code	BBAF 41052			
Credit Value	2			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of the course unit is to provide students with the knowledge and skills in the methods and techniques adopted in the banking sector to evaluate the performance of banks and manage return and risks of banks; and in the operations of insurance sector.

Intended Learning Outcomes

- State major types of risks in the banking sector
- Describe the techniques adopted by banks to manage different types of risks
- Explain the measures and management techniques for noninterest incomes and noninterest expenses of banks
- Assess the performance of banks based on capital adequacy, credit quality and profitability
- Discuss the benefits and risks of electronic banking
- Assess the contribution of investment banking to economic development
- Discuss the role of banks in financial inclusion
- Explain the unique features of insurance contracts
- State the features of an efficient insurance claims management system
- Explain the structure of Sri Lankan insurance industry
- Describe the regulatory framework for the Sri Lankan insurance industry

Syllabus Contents

Risk management in banks: major types of risks in the banking sector, interest rate risk management, credit risk management, liquidity management, operational risk management and market risk management; **Managing noninterest incomes and noninterest expenses of banks**: sources, measures and management techniques; **Evaluation of bank performance**: objectives and importance of bank performance measurement, key performance indicators for capital adequacy, credit quality and profitability; **Electronic banking**: meaning, types, benefits and risks in electronic banking; **Investment banking**: overview, functions and contributions to economic development; **Financial inclusion and banking**: meaning, objectives and importance of financial inclusion and role of banks in financial inclusion; **Insurance contracts**: types and principles of insurance, unique features of insurance contracts; **Insurance claims management:** claims management system, features of efficient claims management system; **Sri Lankan insurance industry**: historical overview, structure and current trends; **Regulatory framework for Sri Lankan insurance industry**: Insurance Regulatory Commission of Sri Lanka, insurance legislation, licensing and other guidelines for insurance brokers and insurance companies.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, text book assignments, field visit, case study and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 marks – The assessments could take any forms such as classroom

	assignment, take-home assignment, quiz, presentations, case study, debate, and role play. **Summative Assessment: 70%** – End of course written examination is of two hours duration. – Question paper contains two parts: o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 marks o **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings:

- Bessis, J. (2015). *Risk management in banking* (4th ed.). London: John Wiley & Sons Inc.
- Choudhry, M. (2018). *An introduction to banking: principles, strategy and risk management* (2nd ed.). London: John Wiley & Sons Ltd.
- Gupta, P.K. (2017). *Fundamentals of insurance* (3rd ed.).New Delhi: Himalaya Publishing House.
- Koch, T.W. & MacDonald, S.S. (2015). *Bank management* (8th ed.). USA:Cengage Learning.
- Rose, P. & Hudgins, S. (2013). *Bank management & financial services* (9th ed.).New York: McGraw Hill.

Course Title	Behavioural Finance			
Course Code	BBAF 41062			
Credit Value	2			
Status	Level 4 / Semester I / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	---	70

Aim

The aim of the course unit is to provide students with an alternative view to the rational perspective of standard finance and to introduce them to the main behaviour based finance concepts.

Intended Learning Outcomes

- Describe causes and features of various types of financial market anomalies
- Define the term rationality
- State the main features of bounded rationality model
- Discuss the criticisms on rational perspective of standard finance and the causes for the evolution of behavioural finance
- Describe the meaning and scope of behavioural finance
- Compare the value function and weighting function under the prospect theory
- Explain various biases under the prospect theory
- Define the term heuristics
- Analyze the influence of various forms of heuristics on investment decisions
- State the meaning and causes of herding behaviour of investors
- Compare rational and irrational herding behaviour of investors
- Categorize investors based on their investment behaviour

Syllabus Contents

Financial market anomalies: meaning and causes of financial market anomalies, market anomalies and pricing anomalies; **Concept of rationality**: definition, types of investor' rationality based on levels of rationality, criticisms against pure rationality and bounded rationality decision making model; **Evolution of behavioural finance**: criticisms on standard finance theories, role of behaviourial investment decision making, behavioural biases, cognitive biases, emotional biases, meaning and scope of behavioural finance; **Prospect theory**: key aspects of observed behaviour, value function, weighting function, regret aversion bias, errors of commission and errors of omission, loss aversion bias and mental accounting bias; **Heuristics theory**: definition of heuristics, representativeness bias, availability bias, anchoring bias, gambler's fallacy, overconfidence bias, overestimation bias, over placement bias and over precision bias; **Herding theory**: meaning and causes of herding behaviour of investors, rational herding behaviour and irrational herding behaviour of investors, informational cascades, reputational herding and investigative herding; **Types of behavioural investors**: passive preserver, friendly follower, independent individualist, and active accumulator.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, case study, and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations,

	case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of two hours duration. – Question paper contains two parts: o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 Marks o **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

- Baker, H. K. & Ricciardi, V. (2015). *Investor behaviour: the psychology of financial planning and investing.* New Jersy: John Wiley & Sons.
- Baker, H.K., Filbeck, G. & Nofsinger, J.R. (2019). *Behavioural finance*. New York: Oxford University Press.
- Burton, E.T. & Shah, S.N. (2013). *Behavioural finance: understanding the social, cognitive and economic debates*. New Jersey: John Wiley & Sons.
- Pompian, M.M. (2012). *Behavioural finance and wealth management* (2nd ed.). New Jersey: John Wiley & Sons.
- Sulphey, M.M. (2015). *Behavioural finance*. Delhi: PHI Learning Pvt Ltd.

Course Title	Contemporary Issues in Finance			
Course Code	BBAF 41072			
Credit Value	2			
Status	Level 4 / Semester I/ Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	---	70

Aim

The aim of the course unit is to provide students with an understanding about the contemporary issues in finance and develop necessary knowledge and skills within them to apply financial theories and practices that they have already learnt to resolve such issues effectively.

Intended Learning Outcomes

- Discuss the current issues in finance
- Identify the appropriate corporate finance techniques to solve the issues in finance
- Explain operational level and strategic level financial challenges and formulate solutions
- Summarize the potential conflicts in finance practice
- Discuss which elements in the institutional framework and ethics are relevant to particular conflicts in finance practice
- Evaluate emerging innovations and research in finance practices
- Interpret current trends in corporate finance
- Evaluate the case studies and research articles to combine key knowledge in finance
- Demonstrate the critical thinking skills to solve the financial issues in business
- Discuss recent developments in academic literature of corporate finance
- Develop the knowledge more widely in finance to provide best possible solutions

Syllabus Contents

Issues in finance: gap between theory and practices in finance, uncertainty and contingency issues, paradigm shift, technological challenges in finance and banking industry, challenges and issues in digitalization of financial transaction, block chain technology issues, Brexit Pain, terrorism, financial crisis, effects of global uncertainty (pandemic) on economy, investor sentiment effects on investment decisions, technological risk and cyber threats, restructuring needs of bank and financial systems, issues and challenges in regulatory compliance, ethical behavior in finance markets, issues in governance practices and adopting regulatory compliances, case studies with contemporary issues in finance, research papers in peer reviewed and recognized journals in finance.

Teaching and Learning Methods	Lectures, tutorials, group discussions, class discussions, participatory learning activities, virtual learning, presentations, individual assignments, textbook assignments, library research on topics or issues, open textbook study, problem solving, case study.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks. – The assessments could take any forms such as classroom assignment, take-home assignment, quiz and presentations. **Summative Assessment:70%** – End of course written examination is of two hour duration. – Question paper contains two parts:

	o **Part I:** It is compulsory. It contains a case study for 40 Marks. o **Part II**: Students are expected to answer two questions out of three questions that may include several parts. Total marks for this part is 60.

Recommended Readings

- Abor, J. Y., Adjasi, C. K. D., & Lensink, R. (2020). *Contemporary issues in development finance*. London: Routledge.
- DeBandt, O., Drumetz, F., & Pfister, C. (2020*). Contemporary issues in finance: preparing for the next financial crisis*. London: Routledge.
- Hamilton, L., Mitchell, L., & Mangan, A. (2019). *Contemporary issues in management: a critical management approach* (2nd ed.). UK: Edward Elgar Publishing Ltd.
- Pandey, I. M. (2020). Cases in financial management. India: Vikas Publishing House.
- Torre, M. L., & Chiappini, H. (2021). *Contemporary issues in sustainable finance: financial products and financial institutions.* London: Palgrave Macmillan.

Course Title	Dissertation in Finance
Course Code	BBAF 42018
Credit Value	8
Status	Level 4 / Semester II / Core
Notional hours	800
Aim:	
The aim of the course is to provide students with the knowledge and skills required to conduct a research independently with the guidance of the supervisor and write up a dissertation in a specific topic in the field of finance.	
Intended Learning Outcomes	
– Apply a systematic knowledge to recognize the issues in the key areas of finance – Conduct a literature review to employ an appropriate conceptual framework to approach the research problem – Design research method and choose a research strategy, – Perform financial and economic analysis using the appropriate software packages – Conclude valid reasons for the findings, based on valid research methods, analysis and arguments – Prepare the final report in accordance with the academic guidelines	
Evaluation	The students should submit a dissertation and face a viva-voce. The dissertation should be prepared adhering to the guidelines approved by the Faculty. • Interim presentation -10 % • Dissertation-70 % • Viva-voce -20 %

Course Title	Internship in Finance
Course Code	BBAF 42026
Credit Value	6
Status	Level 4 / Semester II/ Core
Notional hours	600
Aim	
The aim of this course is to provide working experience to the students in the real business practices and to apply their university-learned knowledge, theoretical practice and skills into real business.	
Intended Learning Outcomes	
– Apply the knowledge and skill which gained from the academic program – Demonstrate professional ethics by maintaining a pleasant attitude during the internship – Work with various stakeholders of an organization to show appreciation and respect for distinct groups of experts. – Develop work habits and attitudes for job success – Perform task with various group of people to show their talent and ability – Manage real life challenges in the workplace by analyzing work environment and choosing appropriate set of skills acquired from the degree programme – Record the work experience learned during the internship by submitting report on internship along with logbook	
Evaluation	At the end of the internship, students should submit a high-quality report including the experience gained, requirements for additional skills and propose solution to the finance-related issues identified during the internship. The report should be prepared adhering to the guidelines approved by the Faculty. • Logbook maintenance 15 % • Mentor report 20 % • Internship report 40% • Viva-voce 25 %

LEVEL III AND LEVEL IV

BACHELOR OF BUSINESS ADMINISTRATION HONOURS IN HUMAN RESOURCE MANAGEMENT

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

ACADEMIC YEAR 2023/2024

Department of Human Resource Management

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Introduction

The Department of Human Resource Management is one of the academic departments contributing to the development of the human resource management field in the country by offering model academic solutions. Initially, the Honours Degree in Human Resource Management was offered under the Department of Management Studies from 1994. The Department of Human Resource Management was established in 2010 along with the establishment of three other departments of the Faculty of Management Studies and Commerce under the faculty restructuring programme. Dr.(Mrs).S.M.C.Mahenthiran Aloysius served as the Head of the Department from 2010 to 2016. In 2017, Dr.(Mrs).T.Raveendran was appointed as Head and has been serving up to now. The Department recognizes the strategic importance of human capital in business and remains focused to this end. The honours degree programme in human resource management is meant to equip students with the knowledge, capabilities and abilities needed to drive both private and public institutions in Sri Lanka and the globe. Our strengths are well qualified lecturer panel and a well-equipped Language Lab for improving the English language proficiency of HR students. Our carefully developed curriculum covers all aspects of HRM considering the practical as well as the theoretical facets of HRM, while taking into consideration the new trends in HRM. We have embarked on a well-planned out journey to integrate and collaborate with the industry to provide our learning partners the much-needed exposure to the industry. This include mentoring, shadowing, guest sessions, industry visits, problem-based learning and internships.

a. Bachelor of Business Administration Honours in Human Resource Management

(i) Programme Learning Outcomes (PLOs)

Upon the successful completion of the Bachelor of Business Administration Honours in Human Resource Management, the graduates are expected to:

PLO 01: Demonstrate the advanced concept and theoretical knowledge in the core area of HRM. PLO

02: Demonstrate adequate practical knowledge and application in areas such as Management, Organisational Behaviour, Operations Management, Project Management, Quantitative Techniques, and Entrepreneurship.

PLO 03: Employ communication skills to convey one's views and attitudes to help with social interactions.

PLO 04: Practice teamwork and leadership skills in working with peers for projects, training programmes, and various assignments.

PLO 05: Apply creativity and problem-solving skills in both theoretical and practical scenarios.

PLO 06: Use managerial and entrepreneurial skills, not solely limited to the subject knowledge to search for employment opportunities, but also to be innovative in creating new business opportunities.

PLO 07: Demonstrate information usage and management skills during the learning process, as well as in the working environment.

PLO 08: Apply networking and social skills both in personal and work lives for effective involvement in assigned responsibilities.

PLO 09: Demonstrate adaptability and flexibility to various changes in the practices of HRM and show the ability to absorb new trends.

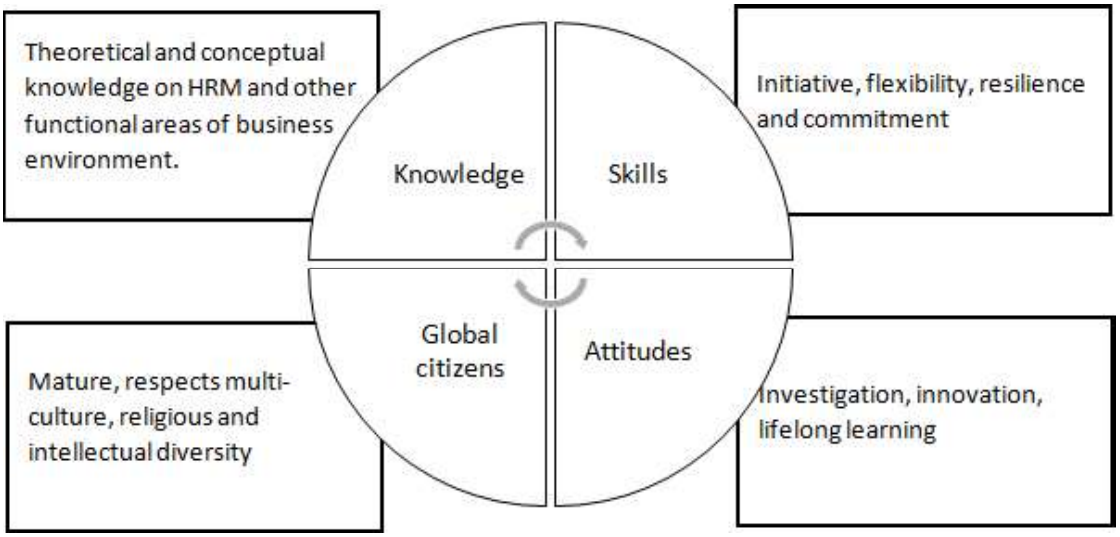
PLO 10: Demonstrate good attitudes, values and professionalism in practising the knowledge gained from the degree programme and utilise them for the achievement of organisational excellence.

PLO 11: Create a vision for life in searching for career opportunities and during the subsequent progression of career path.

PLO 12: Choose self-updating and lifelong learning strategies in personal development with a vibrant set of goals.

(ii) Graduate profile

The aim of the Bachelor of Business Administration Honours in Human Resource Management Degree Programme is to produce graduates with a broad knowledge in theory, practice and methodology of disciplines that enable them to bear responsibility in a professional environment.



Level III & IV

Bachelor of Business Administartion Honours in HRM

Department of Human Resource Management

Course Title	Quantitative Methods for Business			
Course Code	BBAH 31013			
Credit Value	3			
Status	Level 3 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide the knowledge in using quantitative methods and techniques for effective decisions-making; model formulation and applications that are used in solving business decision problems.

Intended Learning Outcomes

- Define the role of quantitative methods in business decision making
- Explain basic concepts of optimization, modelling and linear program modeling
- Formulate linear programs
- Solve the linear program model by using graphical and simplex method
- Formulate transportation and assignment problems as mathematical programming model
- Solve Transportation Models and Assignment Model
- Construct an active network diagram
- Calculate earliest and latest start and finishing times for activities
- Determine the critical path(s) through a network
- Explain mathematical concepts of analytical queuing models: arrival distribution, service-time distribution, queue discipline, and queuing behavior
- Explain the three parts of a queuing system: the calling population, the queue itself, and the service facility
- Apply main formulas of single-server queuing model (such as stationary probabilities, average waiting and system time, expected number of customers in the que, etc.)
- Identify activities connected with the inventory control
- Calculate inventory control levels and EOQ
- Explain how to adopt a systematic approach to decision-making under uncertainty.
- Identify the sources of uncertainty behind strategic decisions
- Illustrate how to integrate all steps by optimization and simulations to reduce the uncertainty

Syllabus Content

Linear programming (LP): model formulation, graphical solution for two-variable problems, special cases in LP, the simplex method, sensitivity analysis; **Transportation, transshipment and assignment problems**: initial solution for transportation problem, optimal solution for the transportation problem, special cases in transportation problem, assignment problems with the hungarian method; **Network analysis**: PERT network, activity-on-node technique, activity completion time and variance estimation, beta probability distribution, critical path, probability of project completion, CPM, project crashing; **Queuing models**: characteristics of a queuing system, total expected cost and service level, Kendall notation, queuing models; **Inventory control**: inventory value, inventory control methods, inventory control system; **Decision analysis**: decision-making under certainty, decision-making under risk, decision-making under uncertainty, decision making techniques, decision tables, decision tress.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: ○ **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks ○ **Part II:** Students are expected to answer four questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., Cochran, J. J., Fry, M. J., & Ohlmann, J.W. (2018). *An Introduction to management science: quantitative approaches to decision making* (15th ed.). USA: Cengage Learning.
- Bharadwaj, R. (2017). *Quantitative techniques for business managers*. India: Himalaya Publishing House.
- David, R., Dennis, J., Thomas, A., Jeffrey, D., James, J., Michael, J., & Jeffrey, W. O. (2016). *Quantitative methods for Business* (13 ed.). Singapore : Cengage Learning.
- Dubeg, U., Kothari, D. P., & Awari, G. K. (2016). *Quantitative techniques in business, management and finance: A Case Study Approach*. New York: Chapman and Hall/CRC
- Lucey, T. (2002). *Quantitative techniques.* UK: Thomson Reuters.
- Umeshkumar, D., Kothari, D., & Awari, G. (2016). *Quantitative techniques in business, management and finance: a case study approach*. New York: Chapman and Hall/CRC.

Course Title	Workplace Learning and Development			
Course Code	BBAH 31023			
Credit Value	3			
Status	Level 3 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	10	95

Aim

The aim of the course unit is to provide an overall understanding of workplace learning and development that enables students to think of various methods and delivering strategies in fulfilling the shortage of knowledge and skills of employees to align with that of the organisation.

Intended Learning Outcomes

- Define the key concepts of workplace learning and development
- Differentiate the terms of training, learning and development
- State the reasons for moving from training and development to learning and development
- Discuss the different types of adult learning methods
- Suggest the ways to motivate the adults to learn
- Analyze the need for the learning and development in the workplace
- Identify different learning and development methods in organisations
- Evaluate the learning and development methods
- Explain the concept of knowledge management and the knowledge management system life cycle
- Relate knowledge creation and knowledge architecture
- State the challenges in building knowledge management system
- Describe the challenges of the ongoing approaches and trends in learning and development
- Apply the fundamental learning and development concepts to local and global organisational settings

Syllabus Content

Learning and development in the work context: basic concepts, phenomena of workplace learning and development, the move from training and development to learning and development; **Introduction to adult learning:** knowledge, skills and attitudes- Bloom's taxonomy, Kolb's experiential learning cycle, Honey and Mumford's learning style, sensory learning preferences, theory of competence, motivating adults to learn, organisational learning; **Analyzing development needs:** identifying the impact of changes, clarifying the standards, assessing the current position; **Learning and development methods:** action learning, apprenticeships, coaching, delegation, discussion board and groups, distance learning, e-learning, mentoring, networking, learning through case studies, on the job training, outdoor education, reflective practice, evaluation methods; **Knowledge management:** understanding the knowledge, knowledge management system life cycle, knowledge creation and knowledge architecture, challenges in building knowledge management system; **Issues and new trends in learning and development:** ongoing approaches and trends for learning and development, challenges in new tools and techniques for learning and development.

Teaching and Learning Methods/Activities	Lectures, tutorials, discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies and forum
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question as a compulsory question (case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80.-

Recommended Readings:

- Beevers, K., Rea, A. & Hayden, D. (2019). *Learning and Development Practice in the Workplace* (4th ed.). London: CIPD and Kogan Page.
- Elias, M., & Hassan, M. (2008). *Knowledge Management* (2nd ed.). India: Dorling Kindersley Pvt. Limited.
- Noe, R.A., & Kodwani, A.D. (2010). *Employee Training and Development* (4th ed.). New Delhi: McGraw Hill Education Pvt. Limited.
- Page-Tickell, R. (2018). *Learning and Development: A Practical Introduction* (2nd ed.). HR Fundamentals. London: CIPD and Kogan Page.
- Paine, N. (2019). *Workplace Learning: How to build a culture of continuous employee development*. UK: Kogan Page Publishers.

Course Title	Health, Safety and Benefits Management			
Course Code	BBAH 31033			
Credit Value	3			
Status	Level 3 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide knowledge in health, safety and benefits management of employees, apply these aspects in workplace.

Intended Learning Outcomes

- Define the key terms in health, safety and benefits management
- Explain the key principles and policies of health and safety in organisation in order to effectively manage Human resources
- Outline the importance of health and safety management to all parties (employer employee and society)
- Develop a framework of health and safety management including its components
- Describe health and safety culture and safety performance
- Explain the factors influencing safety culture
- Show the methods to develop and communicate safety culture in organisation and train employees on safety
- Identify internal and external influences and its impact on safety performance
- Describe types, causes and prevention of accidents in organisation
- State objectives, legal aspects, forms, processes and management of risk assessment
- State sources, types and controlling methods of hazards
- Identify the needs of benefits and services in an organisation
- Describe types of employee benefits and services
- Explain the meaning, importance and of ergonomics in workplace
- Explain the Law and regulation related with health, safety and benefits management in Sri Lanka
- Elaborate the contemporary issues in health, safety and benefits management

Syllabus Content

Introduction of health and safety management: Definition of key concepts**,** key principles**,** policies and importance of health, safety and benefits management in organisation**:** to the point of view of employees, employer and society as a whole. **The framework for health and safety management:** General framework, rights and responsibilities of employees and employer, **Promoting health and safety culture:** safety culture and safety performance, Human factors and their influence on safety performance, Human errors and violations, developing a positive health and safety culture, Health and safety communication, training on health and safety, internal and external influences on health and safety culture, **Accidents:** types, causes and prevention of accidents**, Risk management:** Assessment of risk, legal aspects and forms of risk assessment, The objectives of risk assessment process, risk assessment process, and Management of risk assessment**, Hazards and control:** types, causes, and management of hazards in workplace; **Employee benefits and services:** basics of employee benefits and services, Types of benefits and services, importance of benefits and services, employee assistance program; **Ergonomics:** meaning, benefits and importance of ergonomics, risk factors inherent in worker, task and environment and controlling risk factors; **Legal consideration**

on safety and health issues: introduction, laws related to health and safety in Sri Lanka, Factories Ordinance, Workmen Compensation Ordinance; **Contemporary issues in health, safety and benefits management**.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question as a compulsory question (case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80.-

Recommended Readings

- Adikaram, A. S. (2017). *Labour Law and Relations: A Human Resource Management Approach* (2nd ed.). Sri Lanka: Stamford Lake Publication.
- Alli, B. O. (2008). *Fundamental Principles of Occupational Health and Safety* (2nd ed.). Geneva: International Labour Organization.
- Dessler, G. (2021). *Human Resource Management* (16th ed.). England: Pearson Education.
- Leatherbarrow, C., & Fletcher, J. (2019). *Introduction to Human Resource Management: A Guide to HR in Practice* (4th ed.). UK: Kogan Page Publishers.
- Reese, C. D. (2018). *Occupational Health and Safety Management: A Practical Approach*. USA: CRC press.

Course Title	Work Psychology and Counselling			
Course Code	BBAH 31043			
Credit Value	3			
Status	Level 3 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to equip students with theory and concepts related to work psychology and employee counselling and its application in the workplace.

Intended Learning Outcomes

- Describe the origins of work psychology
- Describe the nature and multiple domains of human well-being
- Differentiate emotions from moods
- State the importance of emotional intelligence in work place
- Identify the causes and consequences of stress
- Contrast the individual and organisational approaches to managing stress
- Explain the theories related to motivation and job satisfaction
- Propose appropriate motivational techniques to motivate employees
- Differentiate workplace violence, bullying and harassments
- Describe the preventive actions for work place violence and the responsibilities of employees and employer to make safe work environment
- Contrast guidance and counseling
- Describe the functions and process of workplace counselling
- Explain qualities of good counselor and essential conditions for counseling process
- Contrast coaching and mentoring
- Identify the needs for coaching and mentoring
- Apply the basic principles of work psychology and counselling in managing human resources

Syllabus Content

Introduction to workplace psychology: introduction to psychology, origins and development of work psychology, work psychology and HR functions; **Work and human well-being:** meaning of human well-being, multiple domains of well-being, nature of Indicators connected to these domains; **Emotions and moods**: difference between emotion and moods, emotional labour, emotional intelligence, applications of emotions and moods in selection, creativity, job attitudes, deviant workplace behaviors; **Stress management:** nature of stress, causes and consequences of stress, stress and performance, strategies for stress management; **Motivation and job satisfaction:** self-determination theory, goal-setting theory, self-efficacy theory, equity theory/organisational justice, expectancy theory; **Violence, bullying and harassment in the workplace:** violence and harassment, risk factors of work place violence, consequences of work place violence, violence prevention measures, responsibilities of employers and employees in preventing violence, strategies for handling work place violence, abusive supervision; **Workplace counselling:** understanding workplace counselling, difference between guidance and counselling, models of workplace counselling, functions and process of workplace counselling; qualities of a good counselor; workplace stress and counselling, organisational support for workplace counselling, setting up counselling in the workplace, counseling errors; ethical issues in workplace counselling; **Coaching and mentoring**; definition, differences, benefits of mentoring, importance of mentoring, mentoring process, skills required to the mentor; importance of coaching and mentoring for employee performance.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, presentations, individual assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question as a compulsory question (case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80.-

Recommended Readings:

- Byrne, Z. S. (2015) *Organizational Psychology & Behavior -An Integrated Approach to Understanding the Workplace.* USA: Kendall Hunt Publishing Company.
- Carroll, M. (1996). *Workplace Counselling: A Systematic Approach to Employee Care*. London: Sage Publications Ltd.
- Levy, P. E. (2019). *Industrial/Organizational Psychology Understanding Workplace* (6th ed.). New York: Worth Publishers.
- Paine, N. (2019). *Workplace Learning: How to Build a Culture of Continuous Employee Development*. London: Kogan Page Publishers.
- Robbins, S. P., & Judge, T. A. & Vohra, N. (2019). *Organisational Behaviour* (18th ed.). India: Pearson India Education Service

Course Title	Personal and Professional Development – I			
Course Code	BBAH 31051			
Credit Value	1			
Status	Level 3 / Semester I / Enhancement Course			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	20	---	---	30

Aim

The aim of the course unit is to enhance the level of socio emotional competencies required to handle activities associated with the professional and personal quality.

Intended Learning Outcomes

- Explore the nature of career and related skills
- Build morality, self-management and personal quality
- Demonstrate effective interpersonal relationship skills
- Recognize and consciously use emotional data to create and maintain productive workplace relationships and team environments
- Demonstrate presentation and public speaking skills

Syllabus Content

Exploring career opportunities, interview skills, work ethics, and professional conduct and ethics in workplace; Personal Quality: virtues and vices (honesty, patience, gratitude, respect, benevolence, tolerance, self-discipline, caring, loyalty, jealousy, deception, desire for others' things, humility, greed, and selfishness, anger, hostility, reprobation, retaliation, anger management, etc.), positive working relationships, interpersonal skills, emotional intelligence, interaction with professionals, presentation and public speaking skills.

Teaching and Learning Methods/Activities	Lectures, workshops, guest lectures, experience sharing session, training programs, mock interviews, classroom discussion and presentation.
Evaluation	**Formative Assessment- 100%** – Public speaking- 30% – Classroom presentation- 30% – Role-play/ Debate- 20% – Classroom participation & discipline- 20%

Recommended Readings

- Berton, J.D. (2014). *Ethics for Addiction Professionals.* New-Jersey: John Wiley and Sons Inc.
- Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). *Career Management* (4th ed.). Thousand Oaks, USA: Sage Publications Inc.
- Lore, N. (2012). *The Pathfinder: How to cChoose or Change Your Career for a Lifetime of Satisfaction and Success*. New York: Simon and SchusterAdult Publishing Group.
- Lucas, S., & Stob, P. (2004). *The Art of Public Speaking*. New York: McGraw-Hill.
- Mandel, S. (2000). *Effective Presentation Skills: A Practical Guide for Better Speaking* (3rd ed.). Canada: Crisp Learning.

Course Title	English for HR Professionals - I			
Course Code	BBAH 31061			
Credit Value	1			
Status	Level 3 / Semester I /Enhancement Course			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	25	---	---	25

Aim

The aim of the course unit is to enhance students HR communication skills and thereby to enable them to deal the matters using effective communication strategies in the professional context effectively.

Intended Learning Outcomes

- Describe key HR terminology used in a variety of HR situations
- Construct formal HR correspondence in various communicative contexts
- Build strong relationships among the members using effective communication
- Improve professional etiquette
- Demonstrate fluency in HR communication skills
- Present clear, detailed descriptions, arguments, stance on a wide range of subjects related to the field of HR

Syllabus Content

Effective use of key HR terminology; Written communication including emails, reports, minutes, formal letters, Spoken communication including meetings (take part in and chair meetings), tips for job interviews, negotiations, mediating and resolving conflicts, telephoning skills, presentation skills, Social English including receiving visitors, socializing, hosting visits, meeting and greeting, etc.

Teaching and Learning Methods/Activities	Lectures, presentations, discussion, role-plays, video clips, debates and forums.
Evaluation	**Formative assessment :100%** – Presentation- 30 Marks – Role playing/ Debate -30 Marks – Individual assignment-15 Marks – Group assignement-15 Marks – Classroom participation & discipline- 10 marks

Recommended Readings

- Pledger, P. (2007). *English for Human Resources*. London: Oxford University Press.
- Sandford, G. (2011). *Cambridge English for Human Resources*. United Kingdom: Cambridge University Press.
- Wyatt, R. (2010). *Check Your English Vocabulary for Human Resources*. United Kingdom: A & C Black Business Information and Development.

Course Title	Leadership and Team Management			
Course Code	BBAH 31072			
Credit Value	2			
Status	Level 3 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	05	65

Aim

The aim of the course unit is to provide the students with the knowledge required to exercise effective leadership in organisations and to effectively build and manage teams.

Intended Learning Outcomes

- Define the term leadership
- Identify the ways of developing leadership skills
- Discuss different leadership styles adopted by leaders
- Elaborate the theories of leadership
- State the need for strategic leadership and emerging conceptions of strategic leadership
- Suggest the ways to promote ethical leadership by leaders
- Elaborate the perspectives and theoretical approaches to followership
- Identify the characteristics of different types of work teams and groups
- Explain the causes and consequences of team conflict in organisations
- Propose the negotiation strategies to conflict resolution
- Apply the knowledge to solve the leadership related issues in a simulated situation

Syllabus Content

Introduction to leadership: nature of leadership, origin of the concept of leadership, effective leadership behavior; developing leadership skills; **Theories and approaches of leadership:** servant, spiritual, and authentic leadership, autocratic and democratic leadership, transformational and transactional leadership, adaptive leadership, traits theory, behavioral theory and contingency theories of leadership, application of the theories in the contemporary world; **Strategic leadership in organisations**: definition, situations affecting strategic leadership, emerging conceptions of organisational leadership, key responsibilities for top executives, guidelines for strategic leadership, cross-cultural leadership; **Ethical leadership**: conceptions of ethical leadership, dilemmas in assessing ethical leadership, determinants and consequences of ethical leadership, theories of ethical leadership, evaluation of ethical leadership, guidelines for ethical leadership, gender and leadership, managing diversity; **Followership:** role and relational based perspectives of followership, typologies of followership, theoretical approaches to followership; **Teams and groups in organisations**: meaning of teams and groups, types of groups and teams, stages of team development, team cohesiveness, team effectiveness, promoting team performance and behavior; **Conflict and negotiation**: conflict in teams and groups, meaning of negotiation, objectives of negotiation, negotiation strategies, stages in negotiation, negotiation skills, handling anger in negotiation; **Contemporary issues in leadership.**

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, online learning activities, individual assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of two hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 marks o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings:

- Adaire, J. (2019). *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow* (4th ed.). UK: Kogan Page
- Northouse, P. G. (2018). *Leadership: Theory and Practice*. UK: Sage publications.
- Plecas, D., Squires, C., & Garis, L. (2018). *The Essentials of Leadership in Government* (2nd ed.). Surrey: Len Garis.
- Rosenbach, W. E., Taylor, R. L., & Youndt, M.A. (2019). *Contemporary Issues in Leadership* (7th ed.). New York: Routledge.
- Yukl, G. A., & Gardner, W. L. (2020). *Leadership in Organizations* (9th ed.). UK: Pearson Education Inc.

Course Title	Labour Economics			
Course Code	BBAH 31082			
Credit Value	2			
Core/Elective	Level 3 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	5	65

Aim:

The aim of the course unit is to provide an overall understanding of the fundamental theories, methods of analysis and applied aspects, which form the modern labour market economics.

Intended Learning Outcomes

- Explain the key concepts and tools of labour economics
- Identify the actions of key economic actors in the labour market
- Analyze the interactions between aggregate economic forces
- Evaluate the various outcomes of the labour market activities
- Explain the importance of the investment on human capital
- Identify the factors influencing wage determination within a firm
- Analyse the impact of union activities in the labour market
- Describe the impact of technological changes in the labour market
- Identify the ways of income redistribution
- Explain the relationship between employment protection and unemployment insurance

Syllabus Content

Overview of the labour market: the demand for labour, labour demand elasticity, frictions in the labour market, the decision to work**;** supply of labour to the economy, household production, the family, and the life cycle, compensating wage differentials and labour markets; **Investments in human capital:** education and training, local worker mobility, turnover, pay and productivity; **Wage determination within the firm:** gender, race, and ethnicity in the labour market; **The impact of union activities in the labour market**: unemployment, inequality in earnings, the labour-market effects of international trade and production sharing; **Technological progress, unemployment and inequality:** facts about technological progress, labour productivity and unemployment, the capitalization effects, creative destruction, endogenous technical progress; **Income redistribution:** taxation and transfers, the minimum wage; **Insurance policies:** unemployment insurance, employment protection, the interplay between employment protection and unemployment insurance.

Teaching and Learning Methods/Activities	Lectures, classroom discussion, presentation, individual and group assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, and case study. **Summative Assessment: 70%** – End of course written examination is of Two hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 marks

	○ **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings

- Cahuc, P., Carcillo, S., & Zylberberg, A. (2016). *Labour Economics* (2nd ed.). London: The MIT Press.
- Ehrenberg, R. G., & Smith, R. S. (2016). *Modern Labor Economics: Theory and public policy* (12th ed.). USA: Prentice Hall.
- George, B. (2005). *Labor Economics* (8th ed.). USA: McGraw-Hill Education.
- Laing, D. (2011). Labor Economics: *Introduction to Classic and the New Labor Economics.* USA: W. W. Norton & Company.
- McConnell, C. R., Brue, S. L., & Macpherson, D. (2020). *Contemporary Labor Economics* (12th ed.). USA: McGraw-Hill Education.

Course Title	Strategic Management			
Course Code	BBAH 32013			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to develop a sound knowledge of strategic management and its application in dealing with strategic issues in organisations.

Intended Learning Outcomes

- Explain the key concepts in strategic management
- Describe the levels of strategy
- Develop vision, mission, goals and objectives statements for an organisation
- Analyse the macro-environment of organisations in terms of political, economic, social, technological, ecological and legal factors (PESTEL)
- Evaluate the Industry environment using Porte's Five forces model
- Identify the strategic resources and capabilities of an organisation
- Analyze internal environment using SWOT Technique
- Evaluate the implications of stakeholder analysis
- Relate corporate governance, corporate social responsibility and ethics to strategy
- Discuss the corporate, business, and operational strategies
- Assess the internationalization drivers in terms of market, cost, government and competitive
- Identify sources of competitive advantage in international strategy
- Distinguish the key issues in the successful management of mergers and acquisitions and strategic alliances
- Discuss the strategy execution and evaluation
- Propose the solutions for the strategic issues and challenges in organisations

Syllabus Content

Introduction to strategy: defining strategy and strategic management, the importance of strategy, levels of strategy, deliberate strategy, emergent strategy; **Company's directions:** vision, mission, goals and objectives, strategy statements; **Environmental analysis:** macro-environment, industry and sector analysis; **Strategic capabilities:** resources and capabilities, dynamic capabilities, threshold and distinctive capabilities, value chain analysis, SWOT; **Stakeholders and governance**: types of stakeholders, strategic group analysis, corporate governance and strategy, corporate social responsibility and ethics; **Strategic choices:** corporate strategy, business strategy, operational strategy, international strategy, Mergers, acquisitions and alliance; **Strategy execution:** strategy-evaluation process, criteria and methods, effective strategy evaluation system.

Teaching and Learning Methods/Activities	Lectures, tutorials, discussions, online learning activities, presentations, individual assignments, case studies, forums and debates
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play.

	Summative Assessment: 70% – End of course written examination is of three hour duration – Question paper contains two parts: **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question as a compulsory question (case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80.-

Recommended Readings

- David, F. R., & David, F. R. (2017). *Strategic Management Concept and Cases* (16th ed.). England: Pearson Education Ltd.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2016). *Strategic Management: Concepts and Cases: Competitiveness and Globalization* (12th ed.). USA: South-Western College Pub.
- Lynch, R. (2021). *Strategic Management* (9th ed.). London: SAGE Publications Ltd.
- Thomson, A., Peteraf, M. A., Gample, J. E., Strickland, A. J. & Jain, A. K. (2020). *Crafting & Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases* (22nd ed.). New York: McGraw-Hill Higher Education.
- Whittington, R., Regnér, P., Angwin, D., Johnson, G., & Scholes, K. (2020). *Exploring Strategy: Text and Cases* (12th ed.). England: Pearson Education Ltd.

Course Title	Employment Law and Employee Relations			
Course Code	BBAH 32023			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim:

The aim of the course unit is to provide students with an overall understanding of Employment Laws and managing employee relations in Sri Lankan context.

Intended Learning Outcomes

- Describe the objectives, functions and divisions of labour department of Sri Lanka
- Apply the Law on Social Security Acts
- Explain main features of Employees Provident Fund Act (EPF)
- Explain Employees Trust Fund Act (ETF)
- Elaborate the Laws governing the payment of maternity benefits
- Compare the maternity benefit from Maternity Benefits Ordinance, Shop and Office Employees' Act, Establishment code
- Apply the Payment of Gratuity Act
- Explain the Laws on Women, Young Persons and Children Act
- Describe the Laws on Salaries, Wages and Conditions of Service
- Describe the Laws relating to terms and conditions of Employment
- Analyse the importance of employee relations in organisations
- Explain the Trade Union Ordinance, Employees Councils Act and Industrial Disputes Act
- Elaborate Contract of Employment and Termination of Employment of Workers (Special Provisions) Act
- Discuss collective bargaining and negotiation

Syllabus Content

Introduction to Labour Department: functions of Labour Department, Divisions of Labour Department, power vested on the Labour Officials; **Laws on Social Security**: Employees Provident Fund Act (EPF), Employees Provident Fund (Special Provisions) Act, Employees Trust Fund Act (ETF), Laws governing the payment of maternity benefits in Sri Lanka (Maternity Benefits Ordinance, Shop and Office Employees' Act, Establishment code) and Payment of Gratuity Act; **Women, Young Persons and Children:** Employment of Women, Young Persons and Children Act; **Salaries, Wages and Conditions of Service:** Wages Board Ordinance, objectives of the Wages Boards, Formation of Wages Board and common provisions applicable to any service or industry covered by the Wages Boards Ordinance, National Minimum Wage of Workers Act; **Shop and Office employees' (Regulation of Employment and Remuneration) Act**: excluding categories, working hours, intervals, overtime, leave and holidays, remuneration, letter of appointment, other important aspects of the act. **Laws relating to terms and conditions of employment**: types of employment (apprenticeship, probationers, temporary employees, seasonal employees, casual employees, fixed term contract, permanent employees), Employment of Trainees (Private Sector) Act, **Employee relations:** meaning, importance, Trade Union Ordinance, Employees Councils Act, Industrial Disputes Act, Contract of Employment, Termination of Employment of Workers (Special Provisions) Act, collective bargaining and negotiation, participative management.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Students are expected to answer the first question (case study for 40 marks) and other three questions (for 60 marks) out of seven questions that may include several parts.

Recommended readings

- Adikaram, A. S. (2017). *Labour Law and Relations: A Human Resource Management Approach* (2nd ed.). Sri Lanka: Stamford Lake Publication.
- Egalahewa, S. (2018). *General Guide to Sri Lanka Labour Law*. Sri Lanka: Stamford Lake Publication, Pannipitiya, Sri Lanka.
- Egalahewa, S. (2020). *Labour Law* (2nd ed.). Sri Lanka: Stamford Lake Publication, Pannipitiya, Sri Lanka.
- Mahinda, G. G. (2015). *Some Salient Aspects of Labour Law*. Sri Lanka: Stamford Lake Publication.
- Ministry of Employment and Labour (2002). *Understanding Labour Law*. Sri Lanka: Planning, Research and Development Division, Ministry of Employment and Labour.

Course Title	Research Methods in HRM			
Course Code	BBAH 32033			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	40	20	---	90

Aim

The aim of the course unit is to prepare students for carrying out independent HR research by helping them in identifying, discussing and formulating the research problem, selecting and applying appropriate research methodology, choosing appropriate analytical tools and interpreting the results.

Intended Learning Outcomes

- Discuss the types of research
- Describe the qualities of a good research
- Explain the research process
- Formulate the research problems, research objectives and hypotheses
- Explain the importance of doing the literature review
- Develop research model
- Distinguish the different philosophical assumptions, research approaches and research choices
- Discuss the research strategies
- Explain the key concepts in sampling
- Discuss the probability and nonprobability sampling techniques
- Discuss the types of data collection techniques
- Apply appropriate tools in analyzing the data
- Interpret the results of the data analysis
- Evaluate the published research articles
- Construct a research proposal

Syllabus Content

Introduction to research: types of business research, Researching HR issues, Skills required for an effective researcher, managers and research, qualities of a good research, research process, attribute of good research topic, identifying researchable areas in HR; **Defining research problem and objectives**: identifying research problem, problem statement, basic types of research questions, research objectives; **Literature review**: critical review, literature sources, conducting and evaluating literature, theory, ethical issues, referencing; **Formulating hypothesis**: types of variables, hypothesis development; **Research design**: research philosophy, research approaches, research strategies, research choices, time horizons, study setting, unit of analysis, ethics of research design; **Sampling**: probability sampling and nonprobability sampling techniques, determining sampling size; **Data collection**: types of data collection methods, questionnaire, interview, observation, types of secondary data; **Quantitative data analysis**: types of scales, rating scales, reliability and validity in quantitative research, descriptive statistics, hypothesis testing, Data analysis with SPSS; **Qualitative data analysis**: reliability and validity in qualitative research, coding, types of analysis; **Writing up research proposal.**

Teaching and Learning Methods/Activities	Lectures, tutorials, discussions, online learning activities, presentations, individual assignments, case studies, forums and debate
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignments, take-home assignments, quizzes, presentations, case studies, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question and other three questions out of six questions that may include several parts. The total marks for this part is 80.

Recommended Readings

- Anderson, V., Fontinha, R., & Robson, F. (2020). *Research Methods in Human Resource Management: Investigating a Business Issue* (4th ed.). London: CIPD Publishing.
- Bell, E., Bryman, A., & Harley, B. (2019). *Business Research Methods* (5th ed.). United Kingdom: Oxford university press.
- Bougie, R., & Sekaran, U. (2020). *Research Methods for Business: A Skill Building Approach* (8th ed.). United Kingdom: John Wiley & Sons.
- Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). London: Sage.
- Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students* (8th ed.). London: Prentice Hall.

Course Title	Sustainable Human Resource Management			
Course Code	BBAH 32043			
Credit Value	3			
Status	Level 3 / Semester II / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide a systematic and rational understanding of sustainable human resource management and deliver the students with a systematic approach to the analysis and handling of major issues in sustainable human resource management.

Intended Learning Outcomes

- Define the key terms of sustainable human resource management
- Identify the sustainability issues in human resource management
- Apply the knowledge of the sustainability into human resource management practices
- Demonstrate a corporate social responsibility activity
- Describe the concept of green human resource management
- Identify the importance of green human resource management
- Differentiate the concepts of organisational sustainability and environmental sustainability
- Explain the term organisational ethics
- Discuss the ethical framework and ways to handle the ethical dilemmas
- Describe the role of HRM in employee happiness
- Evaluate the perspectives of high-performance work system
- Differentiate the concepts of absenteeism and presenteeism
- Discuss the various interventions in managing presenteeism
- Analyze the contemporary issues in human resource management

Syllabus Content

Sustainability and HRM: concept of sustainability, importance of sustainability, sustainability related paradigms, barriers to sustainability, sustainability areas or issues and practices, towards a sustainable organisation, corporate social responsibility, organisational approaches to sustainability, and integration of sustainability into HRM; **Green HRM:** meaning and importance of green HRM, making HRM functions green, green attitudes and behavior, green results, employee green performance of job and green organisational performance, commitment, organisational sustainability and environmental sustainability, and HRM and environmental management; **Organisational Ethics:** meaning, importance of organisational ethics, types of ethics, unethical behavior, a practical framework for ethical decision making, ethical dilemmas, and the role of HRM in organisational ethics; **Happiness:** importance of happiness, role of HRM in happiness; **High Performance Organisation:** perspectives of high-performance work system, adoption of competitive advantage perspective, and adoption of investment perspective; **Absenteeism and Presenteeism:** meaning, measurement of absenteeism, interrelationships of absenteeism and turnover, causes of absence, strategies for managing attendance, causes of presenteeism, interventions for managing presenteeism; **Contemporary Issues in HRM:** ageing and retirement, justice, organisational politics, Gig economy and impact on HR, change management, employee branding, challenges faced by HR managers.

Teaching and Learning Methods/Activities	Lectures, tutorials, discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question as a compulsory question (case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80.-

Recommended Readings:

- Dessler, G. (2020). *Human Resource Management* (16th ed.). England: Pearson Education.
- Ehnert, I., Harry, W., & Zink, K. J. (2014). *Sustainability and Human Resource Management: Developing Sustainable Business Organizations (CSR, Sustainability, Ethics & Governance).* New York: Springer.
- Holland, P. (2019). *Contemporary HRM Issues in the 21st Century*. United Kingdom: Emerald Publishing Limited.
- Mariappanadar, S. (2019). *Sustainable Human Resource Management:* Strategies, Practices and Challenges. United Kingdom: Red Globe Press.
- Opatha, H. H. D. N. P (2019). *Sustainable Human Resource Management*. Colombo: University of Sri Jayewardenepura.

Course Title	Personal and Professional Development - II			
Course Code	BBAH 32051			
Credit Value	1			
Status	Level 3 / Semester II /Enhancement Course			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	20	--	10	20

Aim:

The aim of the course unit is to develop the level of socio emotional competencies required in a professional environment.

Intended Learning Outcomes

- Apply personal development practices
- Demonstrate effective conflict resolution skills
- Demonstrate effective leadership and team building skills
- Apply collaborative, inclusive, and creative communication practices
- Apply professional development knowledge in practical work environments
- Practice professional ethics and conduct in their life

Syllabus Content

Career assessments and discover your personality type, make a list of your options, actively involve in networking, compare job requirements to your education, get a suitable mentor, create a profile portfolio, and practice interview skills, setting career goals, planning own development, how to look for and take the right opportunities, discuss career plans with practitioners/managers, and measure progress, goal setting, communication, collaboration, listening, conflict resolution, team building, problem solving, conflict management, leadership skills, time management, empathy, and cultural sensitivity/awareness.

Teaching and Learning Methods/Activities	Lectures, workshop and experience sharing session of corporate professionals, training programs, classroom discussions, presentations, etc.
Evaluation	**Formative assessment 100%** – Assignment and Presentation- 2 activities; each 20 marks – Practicum (Group assessment task; each group of students should develop and conduct a professional development training session with an activity or activities) - 50 marks – Participation and discipline - 10 marks

Recommended Readings

- Black, R. (2014). Dining Etiquette: Essential Guide for Table Manners, Business Meals, Sushi, Wine and Tea Etiquette, USA: CreateSpace Independent Publishing Platform.
- Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). *Career Management* (4th ed.). Thousand Oaks, USA: Sage Publications Inc.
- Helena, K., Martina, S., & Marinela, S. (2017). *Leadership Handbook*. Bosnia and Herzegovina: South East European Youth Network.
- Lore, N. (2012). *The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success*. New York: Simon and Schuster Adult Publishing Group.
- Martin, J. S., & Chaney, L. H. (2012). *Global Business Etiquette: A Guide to International Communication and Customs*. California: ABC-CLIO.

Course Title	Human Resource Information System			
Course Code	BBAH 32062			
Credit Value	2			
Status	Level 3 / Semester II /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of the course unit is to provide an in-depth knowledge of essential Human Resource Information Systems' concepts and practices in an organisation and to equip students with skills required for managing the information system.

Intended Learning Outcomes

- Define the key terms of Human Resource Information System
- Explain the evolution of human resource information system
- Describe the types, functions and approaches of information system
- List out the advantages and disadvantages of human resource information systems
- Discuss functions and applications of different types of information system
- Apply different types of information system operations in human resource management function
- Analyze Human Resource Information needs in the organisation
- Describe the levels and types of human resource information system
- Apply the concept of human resource information system into organisational human resource practices
- Describe the process of Expert system
- Examine the factors influencing enterprise resource planning system
- Discuss different modules of enterprise resource planning and its benefits and issues
- Apply the different software tools for automation in human resource information system

Syllabus Content

Fundamentals of Information System: introduction to information system, meaning of strategic information system, evolution of information system, functions of information system, role of information system, advantages and disadvantages of information system, types of information system, dimensions and approaches of information system; **Introduction to Human Resource Information System (HRIS)**: definition of HRIS, factors determining HRIS, evolution and designing process of HRIS, difference between e-HRM and HRIS, characteristics of HRIS, types of HRIS, reason for the failure of HRIS, advantages and disadvantages of HRIS; **Need Analysis of HRIS**: definition of need analysis, long range planning, short range planning, global positioning system of HRIS, gap analysis; **Application of HRIS**: functions of HRIS, integrated view of HRIS, application of HRIS with HRM functions, application of HRIS in various context; **Expert System**: meaning of expert system, need for expert system, characteristics of expert system, capabilities and in capabilities of expert system, advantages and disadvantages of expert system; **Enterprise Resource Planning**: introduction to ERP, key characteristics of ERP, modules of ERP, benefits and issues of ERP, recent trends in ERP; **Current trends in Information System & HRIS:** usage of different software tools, and recent trends.

Teaching and Learning Methods/Activities	Class room and online learning, Team Based Learning, tutorials, role plays, forum, spontaneous collaboration, excursion and case Studies.

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – Duration of the question paper is of two hours – Question paper contains two parts o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 Marks o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings

- Alfred, W. (1992). *Handbook of Human Resource Information System.* United States: McGraw-Hill, Inc.
- Michael, J., & Richard, D. (2018). *Human Resource Information System: Basics, Applications, and Future Directions* (4th ed.). Thousand Oaks, California: SAGE Publications.
- Mohan, T. (2018). *E-HRM*: *Digital Approaches, Directions & Applications.* New Delhi: Taylor & Francis.
- Satish, K. (2012). *Practical Human Resource Information Systems*. New Delhi: PHI Learning Pvt. Ltd.
- Tanya, B., Huub, R., & Emma, P. (2017). *Electronic HRM in the Smart Era: The Changing Context of Managing People.* United Kingdom: Emerald Publishing Limited.

Course Title	Career Management and Guidance			
Course Code	BBAH 32072			
Credit Value	2			
Status	Level 3 / Semester II /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	---	70

Aim:

The aim of the course unit is to assist students to understand present nature of career world, job opportunities in their intended career path and develop strategies to ensure employability.

Intended Learning Outcomes

- Explain changing landscape of the career world
- Define the key terms in career management
- Elaborate the theories related to career management
- Describe components of career management model
- Categories the career exploration and career goals
- Explain the career strategies and career appraisal
- Discuss the traditional perspectives and **c**ontemporary perspectives on careers
- Describe the career development stages
- Explain career choice and its influencing factors
- Describe the perspective of career guidance and counselling
- Discuss the importance of work-life balance
- Explain the contemporary issues in career management

Syllabus Content

Introduction to study of career management: changing dynamics of work, job loss/redundancies, Internationalization, technology, changing structure of organisation, changing nature of the work, culturally diverse workforce, definitions of career management: career, career management, career skills, career anchors, career plateau, psychological contracts: historical perspective with the psychological contract and its changing Perspective, portable careers and portfolio careers, career orientation**,** career management perspectives (individual and organizational); **Career context and stages:** traditional perspectives on careers, **c**ontemporary perspectives on careers**,** protean career orientation, boundaryless career, kaleidoscope career model, stage based perspective on career Erikson's approach to life development, Levinson's approach to adult life development; **Stages of career development:** early, midcareer and late career moves and challenges; **Theories related to career management**: Holland's Theory of career choice, Bandura's social learning theory, social cognitive career theory; **Career management model and its applications:** career planning, career exploration, career goals, career strategies, guidelines for development of career strategies, career appraisal, guidelines for effective career appraisal; **Career guidance and career choice**: importance of career guidance, scope of career guidance, the contents of career guidance, most common mistakes in career guidance, guidelines for designing career guidance service in organisations career choice as a matching process, factors influencing career choice, theories of career choice, perspectives of career guidance and counselling, guidelines for effective career decision making; **Contemporary issues in career management**: work life balance, dual career success, job search

techniques, managing diversity in the work place, and contemporary development in career management literature.	
Teaching and Learning Methods/Activities	Lectures, classroom discussion, case study presentation, individual and group assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – Duration of the question paper is of two hours – Question paper contains two parts **Part I:** It is compulsory. It contains 25 multiple choice questions for 25 Marks **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings

- Callnan, G.A., Godshalk, V.M., Greenhaus, J.H. (2018). *Career Management for Life*, Routledge.
- Greenhaus, J.H., Callnan, G.A. & Godshalk, V.M. (2010). *Career Management*. SAGE publications, Inc.
- Iyer, R. (2012). *The Career Journey: A Book on Career Management* (2nd ed.). USA: CreateSpace Independent Publishing Platform.
- Perera H.N., Athanasou J.A. (2019*). Introduction: An International Handbook of Career Guidance. In: Athanasou J., Perera H*. (eds) International Handbook of Career Guidance (pp. 1-22). Switzerland: Springer.
- van Vianen A.E.M., de Pater I.E., Preenen P.T.Y. (2019). *Career Success: Employability and*
- *the Quality of Work Experiences*. In: Athanasou J., Perera H. (eds) International Handbook of Career Guidance (pp. 241-262). Switzerland: Springer.

Course Title	Project Management			
Course Code	BBAH 41013			
Credit Value	3			
Status	Level 4 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim:

The aim of this course unit is to provide the students with the knowledge and understanding of the project management concepts, principles and processes.

Intended Learning Outcomes

- Define the key concepts of project management
- Explain the principles of project management
- Discuss project attributes and triple constraints of project management
- Describe the stages in a project life cycle
- Relate management functions with project management
- Identify the ways of managing project teams and project stakeholders
- Explain the stages of project team development
- Identify the role of project manager and the project management team in implementing a project
- Categorize the types of project cost based on the work break down structure
- Prepare the budget for the project
- Assess the project management environment and its impact
- Describe the project management knowledge areas
- Explain the project controlling techniques
- Suggest the methods for project monitoring and evaluation
- Identify the components of the conceptual papers
- Construct conceptual papers for projects

Syllabus Content

Introduction to project management: definition of concepts, evolution of project management, main characteristics of projects, project attributes, triple constraint, project management principles; **Project life cycle:** initiation, planning, executing, monitoring and controlling, closing/terminating, project conversion process; **Management functions in project management:** planning, organizing, motivating, directing, controlling, and project management framework; **Project team and project stakeholders:** project manager, project team, importance of project stakeholder management, identifying stakeholders, planning, managing and monitoring stake holder engagement, stages of project team development, essentials of developing an effective team, project stakeholder, stakeholder management process; **Project identification:** project need analysis, sources of project, project selection steps, types of cost, preparation of project budget, project cost management process,earned value management, SWOT analysis, work breakdown structure, Gantt chart, and project controlling techniques; **Project environment:** enterprise environmental factors and organisation process assets; **Project management knowledge areas**: nine knowledge areas, project procurement management; **Project monitoring and evaluation:** methods project monitoring, types of project evaluation, designing appropriate monitoring and evaluation system; **Project concept paper:** components of concept paper, concept paper writing.

Teaching and Learning Methods/Activities	Lectures, class room discussion, case study, presentation, individual and group assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question and other three questions out of seven questions that may include several parts. The total marks for this part is 80.

Recommended Readings

- Cleland, D.I. (2006). *Project Management, Strategic Design and Implementation* (5th ed.). Ireland: Mc Graw Hill International.
- Gupta, A. (2017). *Project Appraisal and Finance*. New Delhi, India: PHI Learning.
- Heagney, J. (2016). *Fundamentals of Project Management* (5th ed.). USA: American Management Associations.
- Meredith, J.R., Shafer, S.M., & Mantel, J.S.(2017). *Project Management in Practice* (6th ed.). New York: John Wiley & Sons.
- PMI (2017). *A Guide to the Project Management Body of Knowledge* (6th ed.). USA: PMI

Course Title	Operations Management			
Course Code	BBAH 41023			
Credit Value	3			
Status	Level 4 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide the knowledge of operations management and its applications in organisations.

Intended Learning Outcomes

- Define the key concepts in operations management
- Examine operation strategy in both manufacturing and service organisations
- Discuss the operations strategies for enhancing organisation's competitive advantage
- Describe the steps in forecasting and the forecasting methods
- Elaborate the process of generating ideas for product design and the legal and ethical considerations in product design
- Explain capacity, location the types of process and the layout planning
- Suggest the work design and measurement techniques
- Propose the ways of managing the supply chain and measuring supply chain performance
- Asses the make or buy and outsourcing strategies
- Explain the tools of total quality management
- Differentiate MRP and ERP
- Analyze inventory planning and control methods
- Identify the process of logistic management
- Discuss the concepts JIT and Lean operations
- Identify equipment maintenance strategies
- Evaluate the operational business process in manufacturing and service organisations

Syllabus Content

Introduction to operations management: definition of concepts, importance of operations management, evolution of operations management, process view and supply chain view, input-transformation-output process, characteristics of operation management, activities of operation management, model of operation management; **Operations strategy:** top down perspective, bottom-up perspective, operations resources perspective, market requirement perspective on operation strategy, process of operation strategy; **Forecasting:** steps in forecasting, forecasting and supply chain, forecasting methods; **Product and service design:** idea generation, legal and ethical consideration, three R (Reduce, Reuse, Recycle), designing for production; **Process selection and layout:** process types, lean process design, types of layouts; **Work design and measurement:** job design, method analysis, motion study, work measurement; **Supply chain management**: importance of supply chain, make-or-buy and outsourcing, sourcing strategies, supply chain risk, managing the integrated supply chain, logistics management, measuring supply chain performance; **Management of quality**: product quality, service quality, total quality management, tools of TQM, TQM in services; **MRP and ERP:** MRP-I, MRP-II, benefits of MRP, capacity requirement planning, bills of materials, enterprise resource planning. **JIT and Lean operations:** manufacturing planning and control, JIT and supply chain, lean with six sigma, lean in services; **Maintenance and reliability**.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question as a compulsory question (case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80.

Recommended Readings:

- Heizer, J., Render, B., & Munson, C. (2017). *Operations Management: Sustainability and Supply Chain Management* (12th ed.).USA: Pearson.
- Krajewski, L. J., Ritzman, L. P., & Malhotra, M. K. (2016). *Operations Management Processes and Supply Chains* (11th ed.). Upper Saddle River, New Jersey: Pearson.
- Meredith, J. R., & Shafer, S. M. (2019). *Operations and Supply Chain Management for MBAs* (7th ed.). USA: John Wiley & Sons.
- Slack, N., Chambers, S., & Johnston, R. (2010). *Operations Management* (6th ed.). USA: Pearson education.
- Stevenson, W. J., Hojati, M., & Cao, J. (2014). *Operations Management* (12th ed.). New York: McGraw-Hill Education.

Course Title	Advanced Human Resource Management			
Course Code	BBAH 41033			
Credit Value	3			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide a systematic and rational approach to the analysis and handling of specific issues in HRM and enable the students to gain essential knowledge and skills to perform specific human resource functions successfully.

Intended Learning Outcomes

- State the ways to effectively and efficiently utilize the human resources
- Categorize the employee discipline problems at work
- Prepare a disciplinary procedure for managing employee discipline in an organisation
- Describe the cause and consequences of grievances of employees
- Suggest grievance handling mechanism
- Propose a grievance procedure for an organisation
- List the types of employee separations
- Propose the ways of managing layoffs, termination, resignation and retirement effectively
- Discuss the types of employee rights and the consequences of violating employee rights
- Explain talent management tools
- Suggest talent management strategy for an organisation
- Explain human resource management from a strategic perspective
- Describe the HR strategies to improve business performance
- Propose the methods of performing audit of human resource functions in organisations
- Apply the knowledge of advanced HRM to suggest solutions for HR related issues

Syllabus Content

Introduction to advanced HRM: basic concepts, main functions of HRM, effective and efficient utilization of human resources; **Managing employee discipline**: definition, categories of discipline problems, types of discipline, disciplinary actions and guidelines for effective discipline; **Grievance handling procedure:** definition of grievance, causes and consequences of grievances at work, grievance handling mechanism, union grievance procedure and formulating a grievance policy; **Employee separations**: types of separations, managing layoffs, handling termination, managing employee resignations, retirement benefits and early retirement plans; **Respecting employee rights**: meaning of employee rights, types of employee rights, consequences of violating employee rights, requirements for electronic monitoring, whistle blowing and balancing employee rights and employer responsibilities; **Talent management**: definition, objectives of talent management, components of talent management, developing talent management strategy, talent management tools, and the '9-box' talent management; **Strategic HRM**: definitions, formulating and implementing HR strategies, improving business performance through strategic HRM, Strategic models and frameworks for HR competencies; **Human Resource Audit**: goals of human resource audit, approaches to HR audit, HR audit and issues, HR audit process, audit of human resource function, planning questions for HR audit, collecting data, analyzing the audit data, interpretation and assessing the ability for change, audit and HR scorecard.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, online learning activities, individual/group assignments, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, and role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question as a compulsory question (case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80.-

Recommended Readings:

- Dessler, G. (2020). *Human Resource Management* (16th ed.). England: Pearson Education.
- Gupta, S. C. (2016). *Advanced Human Resource Management: A Strategic Perspective*. New Delhi: Ane Books Pvt. Limited.
- Mello, J. A. (2014). *Strategic Human Resource Management* (4th ed.). USA: Cengage Learning.
- Opatha, H.H.D.N.P. (2019). *Sustainable Human Resource Management*. Colombo: University of Sri Jayewardenepura.
- Varkkey, B., & Dessler, G. (2018). *Human Resource Management* (15th ed). New Delhi: Pearson Education.

Course Title	Performance and Compensation Management			
Course Code	BBAH 41043			
Credit Value	3			
Core/Elective	Level 4 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to equip the students with the in-depth knowledge of the theoretical and practical aspects in performance management and compensation management in organisations.

Intended Learning Outcomes

- Define the core concepts in performance management
- Describe the performance management process
- Relate performance management to the strategic plan
- Explain the performance management and employee development
- Evaluate the multidimensional nature of performance
- Propose appropriate approach to measure employee performance
- Determine the behavior approach, results approach and traits approach based on the context
- Explain the determinants of performance
- Discuss the importance of determining accountability, objectives, and performance standards
- Design a wage survey and compensation structure for an organisation
- Categorize the types of compensation
- Describe the methods of compensation
- Describe the types of equity in compensation
- Evaluate the implications of compensation
- Explain the framework of the compensation policy
- Identify special issues in performance and compensation management in the Sri Lankan context

Syllabus Content

Generic aspects of performance management: definition of concepts, performance management contribution, aim of performance management system, characteristics of ideal performance management system, link between performance management and other HR functions; **Performance management process:** prerequisites, performance planning, results, behaviors, development plan, performance execution, performance assessment, performance review and performance renewal and reconstructing; **Performance management and strategic planning:** definition and purpose of strategic planning, process of linking performance management to the strategic plan, developing strategic plans at the unit level, performance management skills, performance management and employee development; **Determining performance:** determinants of performance, implications for addressing performance problems, factors determining performance, identifying performance dimensions; **Approaches to measuring performance**: determining accountability, determining objectives and performance standards, measuring results and behavior, traits approach, behavior approach, results approach; **Generic aspects of compensation management**: employee compensation, inclusion of compensation, importance of compensation, factors determining compensation, types of equity; **Process of compensation**: stages in establishing pay plan including salary survey, job evaluation, pay grade, setting up prices

for each pay grade, fine-tuning; **Nature of compensation**: types of compensation, performance-related compensation and team-based compensation; **Special issues in performance and compensation management in the Sri Lankan context.**	
Teaching and Learning Methods/Activities	Lectures, discussion, presentations, online learning activities, individual and group assignments, case studies, forums and debates.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks **Part II:** Students are expected to answer the first question as a compulsory question (case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80.-

Recommended Readings

- Aguinis, H. (2014). *Performance Management* (3rd ed.). England: Pearson Education.
- Armstrong, M., & Taylor, S. (2020). *Armstrong's Handbook of Human Resource Management Practice* (15th ed.). London: Kogan Page.
- Bhattacharyya, D. K. (2014). *Compensation Management* (2nd ed.). New Delhi: Oxford University Press.
- Dessler, G. (2020). *Human Resource Management* (16th ed.). England: Pearson Education.
- Snell, S., Morris, S., & Bohlander, G. W. (2016). *Managing Human Resources* (17th ed.). Australia: Cengage Learning

Course Title	Public Administration			
Course Code	BBAH 41052			
Credit Value	2			
Core/Elective	Level 4 / Semester I /Core			
Prerequisite	None			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of the course unit is to enhance the knowledge of the principles and practice of public administrative system in Sri Lanka.

Intended Learning Outcomes

- Define the terms public administration and public management
- Elaborate the public administration system in Sri Lanka
- Explain efficiency and effectiveness of the public administration system
- Describe the elements of public management and its functions
- Discuss the challenges in public service
- Describe the terms accountability and governance
- Explain types of accountability
- Describe the importance of the transparency and god governance
- Explain the importance of the civil society participation in the good governance process
- Describe the importance of the public-private participation and civil society participation in good governance

Syllabus Content

Introduction to public administration in Sri Lanka: public administration system in Sri Lanka, concepts and theories, bureaucracy and its control, efficiency and effectiveness of public administration: regional administration, and public administrative reforms, changing role of the government; **Public management and its functions:** public management, elements of public management, functions in public services, leadership in the public service, key challenges in public service, ethics and accountable public services; **Accountability, transparency and good governance:** concept of accountability, types of accountability, transparency and good governance, public-private participation, civil society participation the process of good governance.

Teaching and Learning Methods/Activities	Lectures, tutorials, presentations, group projects, group discussions, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – Duration of the question paper is of two hours – Students are expected to answer four questions out of six questions that may include several parts. The total marks for this paper is 100.

Recommended Readings

- Hood, C. (2000). *The Art of the State: Culture, Rhetoric, and Public Management.* Oxford University Press.

- Public Enterprises Reform Commission. (2002). *Public–Private Partnership*. Colombo: Public Enterprises Reform Commission of Sri Lanka.
- Wijeweera, B. S. (1988). *A Colonial Administrative System in Transition: The Experience of Sri Lanka*. Colombo: Marga Publications.
- Navaratna-Bandara, A. M. (2017). History and Context of Public Administration in Sri Lanka In *Sabharwal, M. & Berman, E.M. Public Administration in South Asia* (pp. 471-486). Boca Raton: Routledge.

Course Title	English for HR Professionals - II			
Course Code	BBAH 41061			
Credit Value	1			
Status	Level 4 / Semester I /Enhancement Course			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	25	---	---	25

Aim

The aim of the course unit is to provide English Language input in the discipline-oriented context and thereby communicate effectively to deal with the matters arising in the professional context.

Intended Learning Outcomes

- Create active part in discussion in familiar contexts, accounting for and sustaining one's views
- Produce multiple contexts of written and spoken discourses in professional context
- Interact with a degree of fluency and spontaneity that makes regular interaction with lectures/peers
- Conducting the meetings effectively
- Influence people at the job interview
- Apply formal language in resolving HR issues

Syllabus Content

Developing listening skills for formal meetings and teleconferencing; Presenting HR information to a wider audience; Practising the HR in relevant role-plays; Organising meetings; Communicating HR issues and resolving techniques; Interviewing applicants for jobs; Giving performance reviews; Comprehensive reading of HR-relevant materials.

Teaching and Learning Methods/Activities	Lectures, presentations, discussions, role-plays, online learning activities, video clips, debates and forums.
Evaluation	**Formative assessment : 100%** – Presentation- 30 Marks – Role playing/ Debate -30 Marks – Individual assignment-15 Marks – Group assignement-15 Marks – Classroom participation & discipline- 10 marks

Recommended Readings

- Pledger, P. (2007). *English for Human Resources*. London: Oxford University Press.
- Sandford, G. (2011). *Cambridge English for Human Resources*. United Kingdom: Cambridge University Press.
- Wyatt, R. (2010). *Check Your English Vocabulary for Human Resources*. United Kingdom: A & C Black Business Information and Development.

Course Title	Global Human Resource Management			
Course Code	BBAH 41072			
Credit Value	2			
Status	Level 4 / Semester I / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	---	70

Aim

The aim of the course unit is to generate awareness of cross cultural sensitivities among the students and prepare them to understand human resource management from global perspective.

Intended Learning Outcomes

- Define the key terms in global human resource management
- List out the roles of HR professionals in global human resource management
- Differentiate domestic human resource management and global human resource management
- Identify the organisational factors necessary for transforming a domestic enterprise into a multinational enterprise
- Describe the approaches to international recruitment, selection and performance management, compensation management and industrial relations
- Explain the factors that should be considered in designing international training and development programmes
- Explain why understanding of different cultures is important in international assignments
- Explain the challenges faced by expatriates in international assignments
- Explain the impact of technology in global human resource management
- Examine the challenging factors of global human resource management
- Apply the human resource management theories and concepts into global human resource practices

Syllabus Content

Overview of Global Human Resource Management (GHRM): definition of globalization and GHRM, model of GHRM, perspectives of globalization, impact of globalization in HRM, organisational drivers to globalization and emerging challenges of GHRM; **HRM approaches and implications in Global level**: recruitment, selection, performance management, training and development, compensation management and industrial relations; **Managing Mobility of Employees**: definitions of expatriates and repatriates, managing global talents, roles of global HR professionals in GHRM and global assignment cycle; **Intercultural Management**: definition of culture, Identification of cultural differences (Multiculturalism & Culture adaptation), cross cultural management, cross cultural studies and ways to fostering diversity; **Impact of technology on global HRM:** identification of impact of technology in GHRM, shared service models, global e-enablement of HR processes, implications for global HR and constraints limiting the impact of technology on global HRM; **Global HR trends**: developing global HR professionals, roles of HR professionals, key competencies for global HR professionals and professionalism with future trends.

Teaching and Learning Methods/Activities	Lectures, tutorials, oral presentations, group discussions (team based learning), participatory learning activities, online learning activities, presentations, case studies and forum.
Evaluation	**Formative assessment (In-course): 30%**

	– At least three assessments for 30 Marks – The assessments could take any forms such as quiz, oral examination, written assignment, work based problem analysis & group projects, classroom assignment, presentations, case study, debate. **Summative Assessment: 70%** – Duration of the question paper is of two hours – Question paper contains two parts o **Part I:** It is compulsory. It contains 25 multiple choice questions for 25 Marks o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings:

- Brewster, C., Houldsworth, E., Sparrow, P., & Vernon, G. (2016). *International Human Resource Management* (4th ed.). New York: Kogan Page.
- Ibraiz, T., Dennis, R., & Randall, S. (2015). *International Human Resource Management: Policies and Practices for Multinational Enterprises* (5th ed.). New York: Taylor & Francis.
- Mustafa, F., Dimitria, G., & William, S. (2014). *International Human resource Management*. New York: Cambridge University Press.
- Sebastian, R., Anne-Wil, H., & Helene, T. (2018). *International Human Resource Managemen*t (5th ed.). London: SAGE Publications.
- Sparrow, P., Brewster, C., & Chung, C. (2016). *Globalizing Human Resource Management.* London: Routledge.

Course Title	Human Resource Analytics and Metrics			
Course Code	BBAH 41082			
Credit Value	2			
Status	Level 4 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70

Aim

The aim of the course unit is to provide the fundamental knowledge on human resource analytics and application of metrics in human resource management.

Intended Learning Outcomes

- Define the key terms in HR analytics and metrics
- Explain the need for HR analytics and metrics
- Analyse the role of HR analytics as part of overall organisational analytics
- Explain the data sources and metrics for HR matters
- Explain the steps involved in Predictive analytics
- Distinguish HR data and financial data
- Explain the concepts of data mining, data modeling and predictive analysis
- Describe the approaches of developing HR metrics/indicators at critical stages of employment life cycle
- Develop HR metrics and analytics in critical issues for management decision making
- Create an HR scorecard and HR measurement system
- Describe applications of HR analytics outcomes with dashboard and data visualization tools

Syllabus Content

Introduction to Human Resource Analytics: defining HR analytics, role of analytics, HR value creation, HR measurement, locating the HR challenge in the system, and valuing HR Analytics in the organisational system; **Human Resource Analytics Frameworks:** current approaches to measuring HR and reporting value from HR contributions, strategic HR analytics versus benchmarking, HR Maturity Framework, data sources and metrics for HR matters; **Predictive Analytics:** steps involved in predictive analytics, determining key performance indicator, analyzing and reporting data, interpreting the results, data mining, data modeling, predicting the future; **HR Metrics:** definition of the concept, HR data sources and requirements, ethics of measurement and evaluation, human capital analytics continuum, metrics; **HR Scorecard**: assessing HR program, engagement and turnover, HR scorecards & workforce scorecards, linking HR data to operational performance, creating HR scorecard, develop an HR measurement system, and guidelines for implementing a HR scorecard.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies and forum.
Evaluation	**Formative Assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of two hour duration – Question paper contains two parts: **Part I:** It is compulsory. It contains 25 multiple choice questions for 25 marks **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks

	for this part is 75.

Recommended Readings:

- Becker, B. E., Huselid, M. A., Huselid, M. A., & Ulrich, D. (2001). *The HR scorecard: Linking people, strategy, and performance*. Boston: Harvard Business Press.
- Edwards, M. R., & Edwards, K. (2019). *Predictive HR analytics: Mastering the HR Metric* (2nd ed.). USA: Kogan Page Publishers.
- Fitz-Enz, J. (2010). *The New HR Analytic Predicting the Economic Value of Your Company's Human Capital Investments*. USA: AMACOM.
- Marr, B. (2018). *Data-driven HR: how to use analytics and metrics to drive performance*. USA: Kogan Page Publishers.

Course Title	Dissertation in Human Resource Management
Course Code	BBAH 42018
Credit Value	8
Status	Level 4 / Semester II / Core
Notional hours	800
Aim:	
The aim of the course unit is to provide students with an opportunity to undertake an independent study on HR-related areas under the guidance of an academic supervisor assigned by the department.	
Intended Learning Outcomes	
– Identify a research problem as a basis for conducting the study – Evaluate the literature critically for identifying the gaps – Construct an appropriate research design for undertaking the study – Apply the appropriate data collection method for garnering the data – Analyze data using appropriate software – Interpret the results of the study – Use the recommended referencing style in citing sources – Apply the principles of ethical conduct and integrity in conducting research. – Demonstrate professionalism in presenting the findings of the research – Prepare the project report at high quality	
Evaluation	The students should submit a dissertation and face a viva-voce. The dissertation should be prepared adhering to the guidelines approved by the faculty/ department. • Interim presentation -10 % • Dissertation-70 % • Viva-voce -20 %

Course Title	Internship in Human Resource Management
Course Code	BBAH 42026
Credit Value	6
Status	Level 4 / Semester II / Core
Notional hours	600
Aim:	
The aim of the course unit is to provide students with an opportunity to gain hands-on experience of the practices of HRM in the real world of work and to apply the knowledge gained from classroom learning to a work setting.	
Intended Learning Outcomes	
– Relate the theoretical knowledge and skills gained during the study programme to practice in the workplace – Develop interpersonal skills, problem-solving ability and communication skills – Promote networking with industry/organisations – Demonstrate ethical and professional conduct in performing the tasks and in dealing with different people – Propose solutions to the HR-related issues identified in the workplace	
Evaluation	At the end of the internship, students should submit a high-quality report including the experience gained, requirements for additional skills and propose solution to the HR-related issues identified during the internship. The report should be prepared adhering to the guidelines approved by the faculty/ department. • Logbook maintenance 15 % • Mentor report 20 % • Internship report 40% • Viva-voce 25 %

LEVEL III AND LEVEL IV

BACHELOR OF BUSINESS ADMINISTRATION HONOURS IN MARKETING

DEPARTMENT OF MARKETING

ACADEMIC YEAR 2023/2024

Department of Marketing

DEPARTMENT OF MARKETING

Introduction

The Department of Marketing is coming under the Faculty of Management Studies and Commerce of the University of Jaffna, Sri Lanka as one of the five departments. The faculty get the students allocated by the University Grants Commission (UGC) for a single degree programme named as Bachelor of Business Administration, with avenues of respective specialisation under each department. As such, department of marketing initiated its activities in early 2011. Averagely, 40 – 50 students enrolled every year to read specialization in Marketing. During their third and fourth year of study. They are being coached and trained in various marketing related course units. During the fourth year second semester students have to go for internship programme in their preferred institutions for marketing related internship and almost all of them are being offered permanency in those organisations at the end of their internship because of their performance. At present, we have ten permanent academic cadres where all are filled. All of them are professionally qualified in the field of marketing. Very friendly behaviour with easily approachable staff is the main strength of the department. Academic staff used to adopt creative types of approaches in addition to their conventional teaching during the third and fourth years of study. These methods were appreciated and welcomed by the students, these includes field trips, factory visits, poster presentations, creation of advertisements, juice bars fairs to adopt creative strategies, individual as well group presentations, etc. Blended teaching method was also adopted by the staff from 2017 which made student – centred teaching and learning easier during Covid 19 crisis. Students from Department of Marketing are very creative and talented. This is clearly proven by the activities and competitions they take part in. One among the top five finalists at the ADCON -2019 competition conducted by the University of Ruhuna, was the team from the Department of Marketing, University of Jaffna, Sri Lanka. This was a remarkable achievement in the department history. In addition, Marketing Forum, a platform, which provides ample opportunities to build their knowledge and skills through various programmes. With the initiation made by Mr. V. Kumaradeepan, a senior academic of the department, the Sri Lanka Institute of Marketing [SLIM] step forwarded to sign an MoU with the department in the year 2021. This MoU has two offers, one is the Gold Medal to the best performing student who scores the highest Overall Grade Point Average [OGPA]. The other offer is the full scholarship to read the Postgraduate Diploma in Marketing with SLIM for the gold medalist.

a. Bachelor of Business Administration Honours in Marketing

(i) Programme Learning Outcomes (PLOs)

Upon the successful completion of the Bachelor of Business Administration Honours in marketing, the graduates are expected to:

PLO 01: Discover advanced knowledge concerning the core aspects of marketing

PLO 02: Apply the basic concepts and theories of marketing and its sub-components

PLO 03: Communicate appropriately and effectively with due concern for the implications of management decisions and other marketing activities.

PLO 04: Practice teamwork and leadership skills in working with peers for projects, programmes, and various marketing assignments.

PLO 05: Exhibit innovative and creative ideas.

PLO 06: Develop strategies that empower business communities as well as small entrepreneurs.

PLO 07: Utilise IT and respective software literacy to enhance performance.

PLO 08: Demonstrate the ability to engage responsibly in the economic, social, and cultural environments to advance individual, community, and global wellbeing.

PLO 09: Demonstrate adaptability to new trends that emerge in response to the sudden natural and artificial changes in the political, legal and ethical environments of a business.

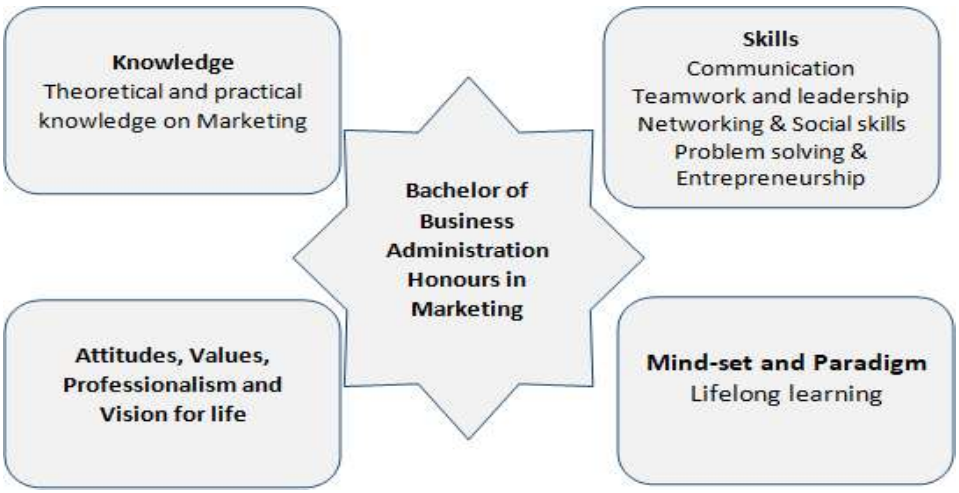
PLO 10: Advance their aptitudes to identify, evaluate, and respond appropriately to professional, ethical, and regulatory issues in marketing.

PLO 11: Practice professional ethics and ensure accountability in decision making.

PLO 12: Display critical thinking, lifelong learning and interpersonal skills.

(ii) Graduate profile

The aim of the Bachelor of Business Administration Honours in Marketing Degree Programme is to produce graduates with a broad knowledge in theory, practice and methodology of disciplines that enable them to bear responsibility in a professional environment.



Level III & IV

Bachelor of Business Administration Honours in Marketing

Department of Marketing

Course Title	Research Methodology in Marketing			
Course Code	BBAM 31013			
Credit Value	03			
Status	Level 3 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of this course unit is to provide knowledge on methodology towards critical thinking and ability to critically analyse data using appropriate methodology to find the solutions for marketing problems.

Intended Learning Outcomes

- Define the terms of research, research method, market research, and research methodology
- Identify the various types of research
- Distinguish research methods and research methodology
- Recognize research issues in marketing
- Summarize the significance of research for decision-making
- Discuss the source of information and its importance in scientific research
- Spell the usefulness of critical reading in reviewing literature in marketing discipline
- Examine different types of sampling techniques
- Formulate hypothesis for research
- Describe the data collection method
- Compare inductive and deductive analysis
- Analyse the data using appropriate statistical tools
- Compare the role of quantitative and qualitative analysis
- Interpret the research findings for managerial decision making
- Prepare report with proper referencing system

Syllabus Content

Basics of research: Introduction to research, importance of research, business and social science research methods, types of research, market research, marketing research, **Research Methodology:** research methodology versus research method, approach to marketing and social science research, justifying scientific method, research ethics; **The research cycle:** research problem with the research process; **Literature review and critical reading:** importance of literature review, types of literature review, obtaining literature sources, searching the literature, assessing quality of literature**;** **Sampling:** sampling techniques, representative sampling plans, sample size determination; **Primary and secondary data collection:** observation, experimentation, survey interviews, diary methods, case studies, data storage, triangulation, web search skills; **Research hypothesis;** definition of hypothesis, types of hypothesis, nature of hypothesis, importance of hypothesis, characteristics of hypothesis, functions of hypothesis**. Qualitative data analysis:** content analysis, narrative analysis thematic, discourse and grounded theory; **Quantitative data analysis:** descriptive statistic, correlation, regression and multiple regression and modelling software for data analysis; **Research writing**: scientific writing, referencing, report formats.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of three-hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Adams, J., Khan, H. T., & Raeside, R. (2014). *Research methods for business and social science students*. India: SAGE Publications.
- Babin, B. J. & Zikmund, W. G., (2020). *Essentials of marketing research.* (7th ed.). USA: Cengage.
- Bell, E., Bryman, A., & Harley, B. (2018). *Business research methods*. UK: Oxford University Press.
- Hair, J. F., Page, M., & Brunsveld, N. (2019). *Essentials of business research methods*. New York: Routledge.
- Saunders, M., Lewis, P., and Thornhill, A. (2012). *Research methods for business students*. UK: Pearson.

Course Title	Consumer Psychology			
Course Code	BBAM 31023			
Credit Value	03			
Status	Level 3 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide knowledge of consumer psychology and apply them to real life of marketing situations.

Intended Learning Outcomes

- Define the term consumer psychology
- Describe the dimensions of consumer psychology
- Relate consumerism with intentional interpretation of consumer activity
- State the modes of consumer choices
- Interpret the cognitive process of consumer behavior
- Discuss the concepts of consumer perception and emotions
- Explain the psychological influences on consumer decision making
- Recognize the key factors that influence consumer behavior
- Describe the concepts of consumer motivation and their personalities
- Compare the business buying behavior with individual buying behavior
- Explain the digital consumer experiences
- List various tools of social media for consumer communication and interaction
- Analyse consumer insights for managing channels
- Review the social criticisms against marketing
- Evaluate the importance of social responsibility of organisation in ensuring the quality life of consumers

Syllabus Content

The cognitive consumer and beyond: understanding general psychology and consumer psychology, scope of the consumer psychology, dimension of consumer psychology, consumerism and reasons for studying consumer psychology; **Consumer Action:** consumer orientation and marketing, the modes (theory) of consumer choice, intentional interpretation of consumer activity, cognitive interpretation; **Perceptual Contingency- Representation:** consumer perceptions and emotions, perceptual component of contingency, The concept of perceptual contingency-representation, International consumer situation and cognitive foundation; **Business marketing and business buying behavior:** The consumer buying process, consumer decision making and models of consumer buyer behavior, business buying behavior, process and factors influencing organizational buying; **The Consumer as an Individual:** consumer motivation, personality, consumer learning, consumer attitude and beliefs and communication; **Consumer Experience:** Consumer Context, Consumer experience, Digital consumer experience, understand the customer Journey & develop plan to improve the user experience; **Online consumer psychology:** Consumer Psychology in a Social Media World, customization, web-based consumer research; **Consumer psychology and marketing:** Marketing in behavioral perspective, Channel selection and customer insights and Managing channels; **Radical alternatives:** Marketing and society; Social critics of marketing, Power bases in marketing, Marketing and consumer welfare, Remarking and social responsibility, Marketing and the quality of life and Marketing and society.

Teaching and Learning Methods/Activities	Lectures, peer tutoring, making posters, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit, video diary, guest speakers, team –building exercise and debate.

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three-hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Foxall, G. (2017). *Context and cognition in consumer psychology: How perception and emotion guide action*. New York: Routledge.
- Foxall, G. (2004). *Consumer psychology in behavioral perspective*. Beard Books.
- Peppers, D., & Rogers, M. (2016). *Managing customer experience and relationships: a strategic framework*. New Jersey, USA: John Wiley & Sons.
- Schiffman, L. G., & Kanuk, L. L. (2007). *Consumer behavior*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Oh, T. S. (2020). *The consumer psychology of fun*. Columbia University.
- Sethna, Z., & Blythe, J. (2019), *Consumer behavior*, (4th Ed.). London: Sage Publication.

Course Title	Service Marketing			
Course Code	BBAM 31033			
Credit Value	03			
Status	Level 3 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide knowledge about the service environment and the designing process of services with innovative ideas.

Intended Learning Outcomes

- Define the term service marketing
- Describe the importance of service marketing
- Identify the powerful forces that are transforming service markets
- Distinguish the outsourcing and offshoring of services
- Evaluate alternative services and service performance
- Explain service value proposition strategy
- Describe segmentation of service market
- Identify core service elements
- Describe supplementary service elements
- Identify the delivery of the product elements to customers
- Describe the pricing system of service
- Identify the factor of service pricing
- Elaborate the promotion system of services
- Explain the effective delivery process of service
- Explain the role of service personnel on the service delivering process

Syllabus Content

Introduction to service marketing: definition and characteristics of service, creating value in the service economy, understanding the service business environment and methods of differentiating service delivery; **Understanding service consumers**: the three-stage model of service consumption; **Positioning services in competitive markets:** customer-driven services marketing strategy, segmenting service markets, targeting service markets, principles of positioning services; **Developing service products and brands:** creating service products, branding service firms, products and experiences; **New service development:** exploring marketing opportunities, types of new services, reasons for success/failure of new services, stages in new service development and developing the service concept; **Managing service delivery channel**: managing the retail location, managing the quality of electronic channel. causes of channel conflict and strategies for collaboration; **Service pricing:** pricing a new service, value pricing, pricing strategies in service industry, customer value proposition, cost calculation; service marketing communications: defining the target audience 240 specifying service communication objectives, the services marketing communication mix, **Managing customers and developing service personnel:** developing relationship with customers, retaining current customers, customer lifetime value, and appropriate human resource policies, service culture, climate and leadership; **Service promotion:** managing promotions and promotion campaign; **Designing the physical evidence**: physical evidence of service quality, relationship between physical environment and the service consumer, design and maintenance of physical facilities; **Designing service process:** developing the service blueprint, understanding customer expectations and preparing the service script; **Ensuring service quality:** importance of service quality and customer satisfaction and the gap of quality, service quality standards. **E-service quality:** define the concept of e-service quality, e- service quality model

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, library research, problem solving activities participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play and report writing. **Summative Assessment: 70%** – End of course written examination is of three-hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks. o **Part II:** Students are expected to answer the first question (case study) and other three questions out of seven questions that may include several parts. The total marks for this part is 80.

Recommended Readings:

- Wirtz, J., & Lovelock, C. (2021). *Services marketing: people, technology, strategy*. (9th ed.). USA: World Scientific Publishing Company.
- Hoffman, K. D., & Bateson, J. E. (2016). *Services marketing: concepts, strategies and cases*. Australia: Cengage.
- Lovelock, C., & Patterson, P. (2015). *Services marketing*. Australia: Pearson.
- Wirtz, J. (2012). *Essentials of services marketing*. UK: Pearson Education.
- Loonam, M., & O'loughlin, D. (2008). Exploring e-service quality: a study of Irish online banking. *Marketing Intelligence & Planning*.

Course Title	Customer Relationship Management			
Course Code	BBAM 31043			
Credit Value	03			
Status	Level 3 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	15	90

Aim

The aim of the course unit is to provide the basic understanding of customer relationship management and enhance the knowledge regarding the customer value and e-CRM approach.

Intended Learning Outcomes

- Define the terms Customer Relationship Management (CRM)
- Identify the need for relationship marketing
- Label the operational CRM
- Describe the Analytical CRM
- State the strategic CRM
- Classify portfolio purchasing, customer acquisition and retention
- Explain how Customer Portfolio Management works in a business organization
- Discuss Customer Portfolio Management models and tools
- Describe Sales Force Automation (SFA) and its performance on sales
- Contrast the value to the customer, value to the company and the customer lifetime value
- Examine marketing automation and its benefits
- Explain data warehousing and data integration
- Develop business communication skills required to work effectively within a marketing team
- Explain network and virtual organizations
- Describe e-CRM and its scope

Syllabus Content

Introduction to Customer Relationship Management (CRM): Introduction, Relationship marketing, Operational CRM, Analytical CRM, Strategic CRM; **Concepts of customer value**: Value to the Customer, Value to the Company, Customer lifetime value; **Managing the customer lifecycle**: Portfolio purchasing, customer acquisition, customer retention and development; **Customer Portfolio Management (CPM)**: Basic disciplines for CPM, CPM in the business-to-business context, Customer portfolio models, Additional customer portfolio management tools; **Sales Force Automation (SFA)**: SFA, SFA Eco-system, SFA Functionality, SFA Adaption, How SFA changes sales performance; **Marketing Automation (MA)**: Marketing Automation, Benefits of MA, Software application of MA; **Developing and managing customer-related databases**: Corporate customer-related data, Developing a customer-related database, Data integration, Data warehousing, Knowledge management; **Planning to succeed**: The logic of the business case, Organizing for benefits, Network and virtual organizations, Person-to-person contacts, Implementing CRM; **e-CRM:** Social Media Landscape, Word of Mouth on Social Media, Measuring the Return of Investment of Social Media

Teaching and Learning Methods/Activities	Lectures, tutorials, library research, making posters, Conduct a series of webinar, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains a case study for 40 Marks o **Part II:** Students are expected to answer any three questions out of five questions that may include several parts. Total marks for this part is 60.

Recommended Readings:

- Buttle, F., & Maklan, S. (2019). *Customer relationship management: concepts and technologies. Is a reader in strategic marketing?* (4th ed.). UK: Cranfield School of Management.
- Fatouretchi, M. (2019). *The art of CRM: proven strategies for modern customer relationship management* (1st ed.). UK: Packt Publishing.
- Kumar, V., & Reinartz, W. (2018). *Customer relationship management: concept, strategy, and tools.* (3rd ed.). Springer-Verlag Berlin Heidelberg.
- Peelan, E., & Rob, B. (2013). *Customer relationship management* (2nd ed.). Netherlands: Pearson.
- Raab, G., Ajami, R. A., & Goddard, G. J. (2016). *Customer relationship management: a global perspective* (1st ed.). London: CRC Press.

Course Title	Food and Agricultural Marketing			
Course Code	BBAM 31052			
Credit Value	2			
Status	Level 3 / Semester I / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of the course unit is to provide and explore the concepts and practices of food and agricultural marketing.

Intended Learning Outcomes

- Describe food and agricultural marketing and food and agriculture system
- Discuss the significance of food and agriculture marketing
- Examine the importance of agriculture and food marketing to developing countries
- Discuss the strategies to overcome obstacles due to commercialization and privatization of agricultural marketing
- Explain the marketing planning and its process in the food and agriculture industry
- Elaborate the role of government in food and agriculture marketing
- Identify government intervention on agriculture marketing
- Justify the reasons for government interference on agriculture marketing
- State the food and agricultural marketing regulations
- Discuss the contributions of the private companies in the supply chain of food and agriculture marketing

Syllabus Content

Introduction to food and agricultural marketing: conceptualizing the terms food marketing, agricultural marketing, food and agricultural system, the importance of food and agriculture marketing, links between agriculture and the food industries, agriculture and food marketing enterprise, the importance of agriculture and food marketing to developing countries; **Market liberalization:** economic structural adjustment, macroeconomic stabilization, the role of the state in liberalized markets, strategies for food and agriculture marketing, obstacles to be overcome in commercialization and privatization of agricultural marketing; **Marketing strategy, planning and control:** strategy, policy and planning, strategy business units, the need for marketing planning, process of marketing planning, contents of marketing plan, monitoring, evaluating and controlling the marketing planning, marketing control; **Marketing costs and margins:** marketing efficiency and effectiveness, operational efficiency, pricing efficiency, identifying marketing costs and margins, handling costs, packaging costs, transport costs, storage costs, processing costs, capital costs; **Government and food marketing:** government inferences in food and agro – marketing, rationale for government market intervention, food and agricultural marketing regulations, issues in market regulation; **The role of Public – Private – Partnership in agriculture marketing in Sri Lanka**: knowledge management, development of high-end technologies, reduction of risk and uncertainties, productivity enhancement, contribution of the private companies in food and agriculture.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play.

	Summative Assessment: 70% – End of course written examination is of two-hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 marks. o **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings:

- Barkley, A. (2019). *The economics of food and agricultural markets*. USA: New Prairie Press.
- Crawford, I. M. (1997). *Agricultural and food marketing management*. Rome: Food and Agriculture Organization of the United Nations.
- Kohls, R. L., & Uhl, J. N. (2002). *Marketing of agricultural products*. Prentice-Hall Inc.
- Norwood, F. B., & Lusk, J. L. (2018). *Agricultural marketing and price analysis*. USA: Waveland Press.
- Wierenga, B., van Tilburg, A., Grunert, K. G., Steenkamp, J. B. E., & Wedel, M. (Eds.). (2012). *Agricultural marketing and consumer behavior in a changing world*. USA: Springer Science and Business Media.

Course Title	Entrepreneurial Marketing			
Course Code	BBAM 31062			
Credit Value	02			
Status	Level 3 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of the course unit is to provide conceptual tools to explore new venture opportunities, understand the business model of start-ups and analyse problems to develop strategies.

Intended Learning Outcomes

- Define the term entrepreneurial marketing
- Explain the interface between marketing and entrepreneurship
- Compare the traditional marketing practices with the entrepreneurial marketing practices
- List the entrepreneurial marketing characteristics
- Describe the product concept development in an entrepreneurial venture
- Discuss the innovative marketing strategies for new entrepreneurial venture
- Describe the channel options, and channel imperatives in entrepreneurial marketing
- Explain the Importance of networking for the emerging businesses
- Propose the appropriate promotional methods to reach better outcomes in a simulated entrepreneurial marketing situation
- Identify the customer retention strategies through managing customer relationship in an entrepreneurial venture

Syllabus Content

Marketing and Entrepreneurship: marketing, entrepreneurship interface, traditional marketing practices vs entrepreneurial marketing practices, characteristics of entrepreneurial marketing; **entrepreneurial marketing characteristics:** proactiveness, risk-taking, innovativeness, Opportunity focus, Resources Leveraging, Customer intensity, value creation; **Product development:** Product concept development, Product Segmentation, targeting, Positioning in new venture; **Pricing for new venture:** pricing in new ventures- price determination of new innovative products-cost and value-based pricing, behavioral pricing. Application of pricing strategies like bundle, segment, product line, menu pricing and measuring the consumer's willingness to pay, international pricing; **Distribution channels for new ventures:** Understanding Channels, Channel Options- Owned, Earned, Paid, Channel Drivers, Choosing a Channel Strategy, Three Channel Design imperatives, Formalized Channel Arrangement, Supply Chain Management; **Promotion for new ventures:** Promotional strategies for new ventures using No-Money Marketing techniques, Promotional tools in New venture growth , Advertisement, Sales promotion, publicity, direct marketing, personal selling, Role of Integrated Marketing Communication in New venture, Importance of networking socially and trade association wise, word of mouth, Role of Digital Marketing, Guerrilla marketing, Buzz marketing, viral marketing in emerging businesses, Importance of WEB presence for a new venture, International promotions overview, Building Customer Relationship Management, Customer delight, Customer retention strategies , and developing customer loyalty programs.

Teaching and Learning Methods/Activities	Lectures, student repost by individuals and groups, discussion forum, collecting business news, diary writing, making of posters by students, problem solving of business case studies, construction of scrap books and studying local business history.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, and debate. **Summative Assessment: 70%** – End of course written examination is of two-hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 25 multiple choice questions for 25 Marks o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings:

- Chaston, I. (2016). *Entrepreneurial marketing: sustaining growth in all organizations.* (2nd ed.). London: Palgrave Macmillan.
- Crane, F.G. (2013). *Marketing for entrepreneurs: concepts and application for new ventures*. (2nd ed.). United State: Sage Publication.
- Lodish, L.M., Morgan, H.L., Archambeau, S. and Babin, J. (2015). *Marketing that works: how entrepreneurial marketing can add sustainable value to any sized company*. India: Pearson Education.
- Nijssen, E. J. (2017). *Entrepreneurial Marketing: an effectual approach*. UK: Taylor & Francis.
- Sethna, Z., Jones, R., & Harrigan, P. (Eds.). (2013). *Entrepreneurial marketing: global perspectives*. UK: Emerald Group.

Course Title	Digital Marketing			
Course Code	BBAM 32013			
Credit Value	03			
Status	Level 3 / Semester II / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	15	90

Aim

The aim of the course unit is to provide the knowledge on digital technologies to concur the real-time digital environment which might be potential for competitive advantage.

Intended Learning Outcomes

- Outline the importance of digitalization of marketing activities
- Identify the features of digital marketing
- Discuss the emerging trends in website creation
- Explain emerging trends in digitalisation
- Express the positive as well as negative sides of search engine application
- Distinguish digital marketing from traditional marketing
- Assess the usage of relevant digital techniques by applying relevant marketing theories and frameworks
- Describe the influence of marketing, operations and human resources in real-time delivery
- Demonstrate the knowledge required for online research to identify and select opportunities
- Differentiate the contribution made by various digital marketing components to the betterment of the organization
- Explain the benefits of social media marketing
- Describe the advantages of email marketing
- Describe the need of ecommerce marketing and mobile marketing
- Set-up suitable strategies for the concurrent issues in digital marketing
- Interpret the traditional marketing mix within the context of a changing and extended range of digital strategies and tactics.

Syllabus Content

Introduction to digital marketing: basic of online marketing, difference of internet marketing vs traditional marketing, search engine basics, key points of internet marketing, effective platforms for promotions, why people moving in digital marketing?, structure of online marketing; **Website introduction and creation:** understanding the web and its functioning, understanding need of website, choosing great domains; **Search Engine Optimization (SEO):** Introduction to SEO, search engine working, keyword research and planning, on-page SEO, Off-page SEO, link building, SEO site audit; **Search engine marketing:** What is Google AdWords, Google ads campaign, search campaign, sale campaign, Banner and search ads, keyword understanding, creating successful ads; **Social media marketing:** Introduction to social media marketing, Facebook marketing, Instagram marketing, YouTube introduction, LinkedIn marketing, Twitter marketing; **Email marketing:** introduction to email marketing, creating newsletter for emails, sending bulk emails, using auto responder, Email marketing tools; **Ecommerce marketing:** Introduction to ecommerce marketing, ecommerce website SEO, creating Google shopping ads for ecommerce website; **Content marketing:** Understanding content marketing, content ideas, content creation for social media, creating content for website; **Mobile marketing:** Introduction to mobile marketing, mobile marketing platforms, creating ads for mobile apps, effective mobile marketing strategy; **Viral marketing:** Understanding the concept.

Teaching and Learning Methods/Activities	Lectures, class room video diary, genius hour, competitions, tutorials, group discussions, participatory learning activities, online, presentations, individual assignments, Interactive field visits and debates.

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of three-hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks. o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital marketing*. UK: Pearson.
- Deiss, R., & Henneberry, R. (2020). *Digital marketing for dummies*. New Jersey: John Wiley & Sons.
- Kingsnorth, S. (2019). *Digital marketing strategy: an integrated approach to online marketing*. India: Kogan Page Publishers.
- Krasniak, M., Zimmerman, J., & Ng, D. (2021). *Social media marketing all-in-one for Dummies*. New Jersey: John Wiley & Sons.
- Ryan, D., & Jones, C. (2009). *Understanding digital marketing strategies for engaging the digital generation*. India: Kogan Page Publishers.

Course Title	Integrated Marketing Communication			
Course Code	BBAM 32023			
Credit Value	03			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---		105

Aim

The aim of the course unit is to provide knowledge on concepts with theories and develop the ability to apply them in the modern world.

Intended Learning Outcomes

- Define the term Integrated Marketing Communication (IMC)
- Identify various theories of IMC
- List the role of ethics in IMC
- Express the significance of IMC in the modern business world
- Explain how integrated marketing communication works in business organisations
- Explain SOSTAC model in IMC
- Interpret the IMC planning process
- Discuss the objectives of IMC
- Outline the strategies to manage corporate reputation, identity, and branding of business through IMC
- Explain the barriers of communication and the ways to overcome them
- State the roles of marketing communication mix on IMC
- Apply innovation and creativity in creating attractive content development and delivery processes
- Describe the contribution of the digital media in IMC
- Assess different styles of content creation
- Explain the strategies to handle special audiences in IMC process

Syllabus Content

Introduction to integrated marketing communication: history of marketing communication, integrated communication theories, marketing communications industry, ethics in integrated marketing communication, importance of IMC in business to business; **Understanding how marketing communications works:** understanding customers process information, customer decision making, SOSTAC planning system; **Managing marketing communications:** integrated marketing communication strategies, tactics and planning, integrated marketing communication objectives and positioning, managing corporate reputation, identity and branding, financial resources for marketing communications, and evaluating integrated marketing communications, barriers – IMC; **The tools of marketing communications:** advertising and strategy, messages, content and creative approaches, public relations, sponsorship, direct marketing, personal selling, exhibitions, product placement, field marketing and packaging; **The media:** traditional media, digital media, interactive marketing communications and media planning and behavior: delivering the message; I**ntegrated marketing communications for special audiences:** integrated marketing communications across borders, business to business marketing communications, and internal marketing communications.

Teaching and Learning Methods/Activities	Lectures, guest speakers, competition, flash cards, tutorials, group discussions, participatory learning activities, online learning activities,

	presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 Marks. o **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Eagle, L., Czarnecka, B., Dahl, S., & Lloyd, J. (2020). *Marketing communications.* UK: Routledge.
- Percy, L. (2018). *Strategic integrated marketing communications*. UK. Routledge.
- Juska, J. M. (2017). *Integrated marketing communication: advertising and promotion in a digital world*. UK: Routledge.
- Assmus, D., Burk, J. K., Cronen, V. E., Fellows, K. L., van het Hof, K., Langett, J., and Weber, D. E. (2016). *Integrated marketing communication: Creating spaces for engagement.* USA: Lexington Books.
- Egan, J. (2014). *Marketing communications*. New York, USA: Sage publication.

Course Title	Brand Management			
Course Code	BBAM 32033			
Credit Value	03			
Status	Level 3 / Semester II / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	15	90

Aim

The aim of the course unit is to provide the importance of brand management, brand equity as well as how to build, measure, and manage brand equity.

Intended Learning Outcomes

- Define the term brand management
- Describe the significance and need of brand management
- Define brand equity
- Discuss the importance of brand equity
- Identify the method of measuring brand equity
- Apply brand positioning strategies
- Identify the role and purpose(s) of brand concepts in real-life
- Differentiate the difference of vertical expansion from horizontal expansion
- Explain the process and methods of brand management, including brand identity, brand equity
- Design suitable brand architecture for an organization
- Formulate effective branding strategies
- Describe the need for brand sustainability
- Choose proper techniques to manage brands over time
- Explain the need for a brand to be globalized
- Justify brand audit and propose strategies with recommendations based on the brand audit results

Syllabus Content

Introduction to brands and brand management: introduction with definitions, need for brand management, brand equity, importance of brand equity, methods of measuring brand equity, customer based brand equity and brand positioning, brand resonance and the brand value chain, choosing brand elements to build brand equity, designing marketing programs to build brand equity, integrated marketing communication to build brand equity, leveraging secondary brand associations to build equity, developing a brand equity measurement and management system; **Measuring sources of brand equity:** capturing customer mindset; **Measuring outcome of brand equity:** capturing market performance, sustainability of branding; **Designing and implementing brand architecture strategies:** introducing and naming new products and brand extensions; **Brand audit, managing brands over time, managing brands over geographical boundaries**.

Teaching and Learning Methods/Activities	Lectures, peer tutoring, textbook assignment, library research, tutorials, group discussions, participatory learning activities, presentations, case studies, individual assignments and Interactive field visits.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three-hour duration

	– Question paper contains two parts: ○ **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks ○ **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Aaker, D.A. (2009). *Managing brand equity: capitalizing on the value of a brand name*. New York: Free Press.
- Elliott, R. H., Rosenbaum-Elliott, R., Percy, L., and Pervan, S. (2015). *Strategic brand management*. USA: Oxford University Press.
- Johansson, J. K. (2015). *Contemporary brand management.* (15th ed.). India: Sage Publications.
- Kapferer, J. N. (2021). *The new strategic brand management: Advanced Insights and Strategic Thinking*. (5th ed.). India: Kogan Page Publishers.
- Keller, K. L., & Swaminathan. V. (2019). *Strategic brand management*. (05th ed.). UK: Pearson.

Course Title	Marketing Information System			
Course Code	BBAM 32043			
Credit Value	03			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	10	95

Aim

The aim of the course unit is to provide knowledge and skills related to marketing information system and its application in marketing decision making by applying the sequential procedure.

Intended Learning Outcomes

- Assess the information needs for marketing decision making
- Explain the management information system
- Define the term Marketing Information System
- Discuss the contemporary issues in marketing information system
- Outline the marketing information system components
- List the internal data elements
- Explain sales information system
- Describe data bases, data warehouse and data mining
- Interpret the marketing intelligence system
- Recommend the sources for collecting data
- Outline the marketing research steps
- Analyse the advantages and disadvantages of different transaction processing systems
- Explain batch processing system and real-time processing system
- Apply relevant e-commerce applications in relevant marketing context
- Examine the features of a good ICT tools in current marketing

Syllabus Content

Marketing information and customer insights: essentials of managing information in the contemporary marketing environment, assessing information needs and developing data, analysing and using marketing information; **Marketing information system**; Management Information System, Definition of Marketing Information System,; Marketing Information System components, contemporary issues in Marketing Information System ; **Internal records:** Internal data elements, order to payment cycle, sales information system, data bases, data warehouse and data mining, information supply for performance analysis; **Marketing Intelligence system:** marketing intelligence system definition, actions to improve quality and quantity of information, sources for collecting data in the marketing intelligence; **Marketing Research:** marketing research steps, defining the problem and objectives, developing research plan, implementing the research plan, interpreting and reporting, Application of MS word for marketing research; **Decision Support System (DSS);** model driven DSS, Data driven DSS, communication driven DSS, document driven DSS, knowledge driven DSS; **Transaction processing system:** batch processing and real-time processing; **E-commerce application in marketing;** mobile application, web application, online shopping; **ICT in marketing:** social media marketing, search engine marketing, content marketing, affiliate marketing, E-mail marketing, and SMS

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** - At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of three-hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks. o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Biswas, J. (2020). *Management information systems*. (1st ed.). New York, USA: Sage Publications.
- Hedin, H., Hirvensalo, I., & Vaarnas, M. (2014). *The handbook of market intelligence: understand, compete and grow in global markets.* (2nd ed.). UK: John Wiley & Sons.
- Kotler, P., & Armstrong, G. (2017). *Principles of marketing*. (17th ed.). India: Pearson Education.
- Piercy, N., & Evans, M. (2014). *Managing marketing information* (RLE Marketing), (1st ed.). USA: Routledge.
- Tsiakis, T. (2015). *Trends and innovations in marketing information systems.* (1st ed.) Greece: IGI Global.

Course Title	People Skills			
Course Code	BBAM 32053			
Credit Value	03			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	15	90

Aim

The aim of the course unit is to enhance student's ability to be fully self-aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.

Intended Learning Outcomes

- Identify the common errors in reading, listening and speaking
- Describe the effective use of social media
- Employ digital lifestyle conversant with computers, applications, Internet and nuances of cyber security
- Compile facts from various sources to produce an informative report on events
- Draft a minute of a mock meeting
- Prepare their resume in an appropriate template without grammatical and other errors and using proper syntax
- Apply necessary components required to prepare for a career in an identified occupation
- Describe the importance of values in individual, social circles, career path, and national life
- Explain the importance of the dress codes for official occasions
- Assess their strengths and abilities that affect their own leadership style to create their leadership vision
- Describe the conflict resolution mechanism in a peer group and workplace
- Choose the stress management strategies as a student or a leader in a workplace
- Criticize the ineffectual qualities of leaders identified in different administrations
- List out some valuable techniques for aggression management
- Justify the reasons for human wellbeing and peace in life

Syllabus Content

Communication Skills: common errors in listening, speaking and reading, different modes of writing, effective use of social media, techniques of effective reading, digital tools for communication, nonverbal communication, professional speech, storytelling, expression of events, conducting meeting and writing minutes; **Professional Skills**: resume writing skill, interview skills, group discussion skills, exploring career opportunities, trust and collaboration, social and cultural etiquette, internal communication skills, role of digital literacy in professional life, dress code; **Leadership Skills and management skills**: self-competency and confidence, intellectual competency, emotional intelligence, conflict resolution, bargaining, directing, critical thinking and problem solving, understanding thrived leaders, removing psychological barriers, stress management strategies , identifying destitute qualities of a leader; **Universal Human Values**: truth, love, peace, non-violence and righteous conduct, non-discrimination, equity and equality, well-being of an individual and society , valuable techniques for aggression management, humanity and ultimately peace in the world.

Teaching and Learning Methods/Activities	Class discussion, making of posters by students, Construction of exhibits and displays by students, Role playing, Use of community or local resources, Reading aloud, Differentiated assignment and homework, Telling about a personality, Mock convention and prepare editorial for department magazine.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of three-hour duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks. o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Bolton, R. (1986). *People skills: how to assert yourself, listen to others, and resolve conflicts*. India: Simon and Schuster Publication.
- Casey, H. (2014). *People skill: idiot's guided alpha.* USA: Penguin Group.
- Giblin, L. (2017). *Skill with people*. India: embassy Book Distributors Publications.
- Kerpen, D. (2016). The art of people: 11 simple people skills that will get you everything you want. United States: Grown Business.
- Thompson, N. (1996). *People skills: a guide to effective practice in human services.* McMillian Publication.

Course Title	Corporate Social Responsibility			
Course Code	BBAM 32062			
Credit Value	02			
Status	Level 3 / Semester II /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of this course unit is to provide knowledge about the role of Corporate Social Responsibility (CSR) in the modern business environment and the strategic importance of adopting CSR.

Intended Learning Outcomes

- Define corporate social responsibility, corporate social performance, business ethics, and corporate sustainability
- Explain the role of business ethics in marketing
- Describe CSR communication and the usage of digital and social media in CSR engagements
- Discuss the importance of socially responsible investing
- Relate social responsibility with sustainable investing portfolios
- Explain the methods of developing the corporate reputation
- Summarize the responsible supply chain management
- Discuss the relationship between responsible supply chain management and differentiated strategy
- Interpret the distinguishing features of not-for-profit organizations
- Describe the CSR issues in not-for-profit organizations

Syllabus Content

Introduction to the corporate social responsibility: Introduction, The Social Responsibility Concept, The CSR Conceptualization, Corporate Social Performance, Business Ethics, The Stakeholder Theory, Corporate Citizenship, Strategic CSR, Corporate Sustainability and Responsibility, Creating Shared Value; **Unlocking corporate social responsibility through integrated marketing communication:** Organizational Legitimacy and Stakeholder Influences, The CSR Communication and Its Content, CSR Communication and the Use of Media, CSR Communication on Digital Media, CSR Communication and Social Media, Environmental, Social and Governance Reporting in Corporate Web Sites; **Socially responsible and sustainable investing:** The Background Behind Responsible Investing, Socially Responsible Investing, Impact Investment Approaches, Positive Investing, Shareholder Advocacy and Engagement, Community Investing, Government-Controlled Funds, Social responsibility and sustainable investing Developments, The Screening for the Responsible Investments, Analysing Social responsibility and sustainable investing portfolios; **Responsible supply chain management and stakeholder engagement for corporate reputation:** The Procurement of Materials and Products from the Global Supply, The Responsible Supply Chain Management, Engaging with Responsible Suppliers, The Responsible Supply Chain Management and Its Effect on Corporate Reputation, The Link Between Responsible Supply Chain Management and a Differentiated Strategy; **CSR in Not-For-Profit organization [NFP]:** Distinguishing feature of sector, Types of NFP organization, Motivation for NFP's, CSR issues in NFP's

Teaching and Learning Methods/Activities	Lectures, tutorials, guest speakers, competition, making posters, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forums, field visits and debates.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment:70%** – End of course written examination is of two hours duration – The question paper contains two parts: o **Part I:** It is compulsory. It contains 25 multiple choice questions for 25 marks. o **Part II:** Students are expected to answer four questions out of six questions that may include several parts. Total marks for this part is 75.

Recommended Readings:

- Camilleri, M. A. (2017). *Corporate sustainability, social responsibility and environmental management*. Cham, Switzerland: Springer International Publishing.
- Chandler, D. (2019). *Strategic corporate social responsibility: sustainable value Creation*. New York, USA: Sage Publications.
- Idowu, Samuel O., Louche, Celine. (Eds.). (2011). *Theory and practice of CSR*. NewYork, USA: Springer.
- Rasche, A., Morsing, M., & Moon, J. (Eds.). (2017). *Corporate social responsibility: strategy, communication, governance*. UK: Cambridge University Press.
- Williams, O. F. (2013). *Corporate social responsibility: the role of business in sustainable development*. UK: Routledge.

Course Title	Sales Management			
Course Code	BBAM 32072			
Credit Value	02			
Status	Level 3 / Semester II / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60
Aim				
The aim of the course unit is to provide knowledge in sales management with its various approaches including modern selling trends.				
Intended Learning Outcomes				
– Describe the changing environment of sales management – Discuss the personal selling process and strategic role of the sales function – Identify the role of selling in marketing, and elements of promotional programmes – Interpret the characteristics of modern selling – Relate the enabling technologies in sales operations – List the criteria for sound sales strategy for a sales campaign – Explain the strategic role of the different salesforce structures of an organization – Recognize the skills required for salespeople – Evaluate the sales force recruitment, motivation, training methods – Outline the sales forces performance appraisal methods				
Syllabus Content				
The changing environment of sales management: from transactions to relationships, from individuals to teams, from sales volume to sales productivity, from management to leadership, from administrative to entrepreneurial, from local to global; **The personal selling process and strategic role of the sales function:** overview of personal selling; origins of personal selling and industrial revolution era, classification of personal selling approaches, sales careers and personal selling skills, organizational strategies and the sales function; **Role of selling within marketing:** compare the personal selling with other four promotional mix elements, types of selling, development and role of selling in marketing, characteristics of modern selling, internet and it applications in selling and sales management and enabling technologies in sales operations; **Sales force organization structures:** organizational structure, determining the number of salespeople, establishing sales territories, compensation, the environment of sales, the criteria for sound sales strategy and understand the common drivers of sales strategy and modern selling; **Sales force recruitment, motivation and training:** the importance of selection, preparation of the job description and specification, identification of sources of recruitment and methods, motivation and training; **Determining sales force effectiveness and performance:** evaluating the effectiveness of the organization, evaluating the performance of salespeople, salesperson job satisfaction.				
Teaching and Learning Methods/Activities	Lectures, problem solving activities, peer tutoring, conduct a serious of webinar, tutorials, group discussions, participatory learning activities, presentations, individual assignments, Interactive field visits and case studies.			
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of two-hour duration			

	– Students are expected to answer four questions out of six questions that may include several parts. Total marks for this paper is 100.

Recommended Readings

- Cron, W. L., DeCarlo, T. E., & Dalrymple, D. J. (2010). *Sales management: concepts and cases*. India: John Wiley & Sons.
- Cuevas, J. M., Donaldson, B., & Lemmens, R. (2015). *Sales management: strategy, process and practice*. London: Macmillan International Higher Education.
- Ingram, T. N., LaForge, R. W., Avila, R. A., Schwepker, C. H., & Williams, M. R. (2019). *Sales management: analysis and decision making*. New York, USA: Routledge.
- Jobber, D., & Lancaster, G. (2015). *Selling and Sales management*. (10th ed.). London: Prentice-Hall.
- Lancaster, G., & Massingham, L. (2010). *Essentials of marketing management*. New York, USA: Routledge.
- Noonan, C. (2010). *Sales management*. New York, USA: Routledge.

Course Title	Creating Entrepreneurial Change			
Course Code	BBAM 41013			
Credit Value	03			
Status	Level 4 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	15	90

Aim

The aim of the course unit is to provide a disruptive state of flux, where entrepreneurs create transformational change to investigate the dynamics of innovation and change.

Intended Learning Outcomes

- Identify the key drivers for change within the marketplace
- Relate with the needs for change and its' management strategies
- Describe emerging macro and micro-environmental trends which impacts on market sectors
- Analyse the existing disruptive strategies
- Describe the importance of ethical strategies for sustainability
- Interpret the environmental changes and its challenges for organizations
- Discuss the ideas for managing resource and waste for sustainability
- Recognize the customer safety requirements in legislations
- Evaluate approaches to developing innovation cultures
- Recognize ways in which innovation can create value for customers and the organization
- Explain the range of entrepreneurial approaches to value creation for an organization
- Examine the skills that the organization needs to develop, to ensure long-term stakeholder value
- Evaluate the barriers, benefits, and challenges to the organization when implementing an innovation culture
- Discuss the organizational capability for transformational change
- List the different organizational structures for innovations

Syllabus Content

Introduction to entrepreneurial change: key drivers create entrepreneurial change, entrepreneur as an innovator, need for change , change management strategies**; Disruptive Strategies**: micro marketing forces, changing political patterns, investment and spending patterns, global trends and trade agreements, Social trends, demographics, cultural movements and societal attitudes, social responsibility and wellbeing, technological advances, digitization, environmental changes and challenges, ethical supply chains, scarcity of resources, wastage and sustainability, legal factors including consumer and product safety, equal opportunities and diversity, health and safety and new legislation; **Destructive innovation**: types of innovation, disruptive Innovation Model, Innovation process model/matrix, innovation process model matrix, innovation Incumbent strategies and sustaining innovation; **Entrepreneurial innovation**: effectuation, opportunity recognition, Innovation process, just in time, lean thinking, Kaizen, creativity techniques for idea generation, mind mapping, divergent thinking, horizon scanning , innovations through gap in the market, unmet needs, changing markets, Skills needs analysis, Innovation leadership, Collaboration and alliances, Organizational learning, Creative climates, and effective team, working; **Transformational change**: Innovation capability, dynamic capabilities, cultural mismatch, organizational barriers to innovation, Organizational structures for innovation, Greiner's Growth Model, business model canvas, value proposition canvas, Ansoff matrix, revenue generation, evaluation of social and economic value.

Teaching and Learning Methods/Activities	lecturers, student repost by individuals and groups, discussion forums, collecting business news, diary writing, making of posters by students, problem-solving of business case studies, diary writing and studying entrepreneurial history.
Evaluation	**Formative assessment (In-course): 30%** o At least three assessments for 30 Marks o The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study and debate. **Summative Assessment: 70%** o End of course written examination is of three-hour duration. o Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this paper is 100.

Recommended Readings:

- Crane, F. G. (2012). *Marketing for entrepreneurs: concepts and applications for new ventures*. USA: Sage Publication.
- Dinnar, S., & Susskind, L. (2018). *Entrepreneurial negotiation: understanding and managing the relationships that determine your entrepreneurial success*. Switzerland: Springer.
- Gundry, L. K., & Kickul, J. R. (2007). *Entrepreneurship strategy: changing patterns in new venture creation, growth, and reinvention*. USA: Sage Publication.
- Mascarenhas, O. A. (2011). *Business transformation strategies: the strategic leader as innovation manager*. USA: Sage Publication.
- Rana, S., & Vohra, P. S. (2016). *Business transformation strategies: the strategic leader as innovation manager*. *South Asian Journal of Management*, *23*(1), 210.

Course Title	Operations and Supply Chain Management			
Course Code	BBAM 41023			
Credit Value	03			
Status	Level 4 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	15	90
Aim				

The aim of the course unit is to provide the knowledge in concepts, principles and practices of operations management and supply chain aspects.

Intended Learning Outcomes

- Describe the term operations and supply chain management
- Distinguish operations management from production management
- Apply the knowledge of production and operations management functions in an organization
- Demonstrate proper location facilities
- Identify the importance of product design decisions
- Appraise the overall operations strategies of an organizations
- Indicate effective layout facilities with justification
- Comply with the necessity of MRP I and MRP II
- Point out the need for quality management
- Explain the purchasing procedures adopted by organizations
- Explain and describe the strategic importance of optimized supply chains with high efficiency
- Relate logistical issues such as purchasing, warehousing and production
- Develop an effective production and operations strategy for an organization
- Evaluate the inventory management system in practice
- State the importance of maintenance function

Syllabus Content

Overview of production / operations: introduction, operations management vs. production management, production planning, forecasting, implications of forecasting. **Location of facilities:** factors influencing in location, dimensional analysis, multi plant location analysis; **Layout of facilities:** types of production / layout systems; **Product designing:** importance of product designment, computer aided designing [cad] vs. manual designing; **inventory control**: purposes, importance, Economic Order Quantity [EOQ], EOQ in multiple items, calculations of various stock levels and implications of buffer stock; **Purchasing**: importance, implications of effective and ineffective purchasing, related activities of purchasing; **Materials Requirement Planning (MRP)**: MRP i, MRP ii, importance of MRP, uses of MRP; **Maintenance of spares. Work-study**: uses of work-study, method study, symbolic representation, implications of not having a proper work-study; **Management of quality:** Total Quality Management [TQM], importance of quality maintenance, implications of poor quality, various quality levels, calculations of quality levels. strategic planning and optimized design of the location, transportation, and internal and external flows; **Supply chain management and demand chain management:** models and methods of decision analysis in product development, sourcing and supplier strategies, outsourcing, strategic alliances, inventory management, and forecasting; **Logistics management:** introduction to logistics, inward logistics vs. outward logistics; **Mathematical models for inventory optimization:** demand planning, project planning, optimization in queues, general optimization, simulation, risk, game theory, and optimization of product selection; **Maintenance:** introduction, types of maintenance, importance of maintenance.

Teaching and Learning Methods/Activities	Lectures, guest speakers, library research, peer tutoring, tutorials, group discussions, participatory learning activities, presentations, individual assignments, Interactive field visits and case studies.

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three-hour duration – The question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings

- Chopra, S. (2019). *Supply chain management. Strategy, planning & operation*. (7th ed.). India: Pearson Publication.
- Jacobs, R., & Chase, R. (2021). *Operations and supply chain management*. (16th ed.). India: McGraw-Hill.
- Mc-Donough, A. (2019). *Operations and Supply Chain management essentials, you always wanted to know*. India: Vibrant Publisher.
- Russell, R. S., & Taylor, B. W. (2019). *Operations and supply chain management*. (10th ed.). USA: John Wiley & Sons.
- Stevenson, W.J. (2020). *Operations management*. (14th ed.). India: McGraw-Hill.

Course Title	Advertising Management			
Course Code	BBAM 41033			
Credit Value	03			
Status	Level 4 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	15	90

Aim

The aim of the course unit is to provide knowledge on advertisement and promotion in current business environment and able to create advertisement in order to attract the audience.

Intended Learning Outcomes

- Define the terms promotion and advertisement
- Explain the concepts of advertising
- State the objectives of advertising
- Define the terms value, beliefs, ethics, norms, culture in advertising
- Describe the nature of the advertising
- List out the various media involve in advertising
- Explain the type of print advertisement
- Analyse the importance of print advertising
- Define the term circulation in advertisement
- Compare the billboard advertising from outdoor advertising
- Discuss the advantages and disadvantages of radio advertisement
- Distinguish the benefits of television advertisement from radio advertisement and print advertisement
- Develop AIDA model
- List out the role and functions of advertising agency
- Prepare mini advertisement by understanding "adcopy"

Syllabus Content

Introduction to advertisement: definitions, marketing mix, promotional mix elements, uses of promotion, concept of advertisement, objectives of advertisement, uses of advertisement; **Environment of advertisement:** changing environment of advertisement, different traditional environment to global electronically environment, nature of advertisement, scope of advertisement; **Ethics in advertisement:** value, belief, ethics, moral, regulation, ethics in marketing, ethics in advertising and promotion, deceptive advertising and ethics, types of culture, advertising culture; **Print advertising:** newspaper, frequency of newspaper, circulation and readership, importance of press advertisement, types of print advertisement; **Outdoor advertising**: display advertisement, billboard advertisement, Internet; **Radio broadcasting:** radio advertising, top three advantages of radio advertising, Limitation of radio advertising; **Television ad**: importance of TV in advertising, history of television advertisement, viewership, advantages and disadvantages of TV advertisement; **Advertising agency:** importance of advertising agency, functions of advertising agency, types of advertisement agency, building advertising program, copywriting, AIDA and promotional mix; **Advertising budget:** definition of advertising budget, approaches of developing advertising budget, advertising budget control and administration; **Measuring effectiveness of advertising.**

Teaching and Learning Methods/Activities	Lectures, class room video diary, video creation, competitions, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of three hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

- Jugenheimer, D. W., Kelley, L. D., & Monroe, F. K. (2016). *Advertising management*. New York: Routledge.
- Kelley, L. D., & Jugenheimer, D. W. (2014). *Cases in advertising management*. New York: Routledge.
- Gupta, A. (2009). *Advertising Management*: *concepts and cases*, Cyber Tech, India.
- Virender, S. P. (2010). *Advertising management*. India: Gyan Publishing House.
- Reeves, R. (2015). *Reality in advertising.* Widener Classics

Course Title	Strategic Marketing			
Course Code	BBAM 41043			
Credit Value	03			
Status	Level 4 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	15	105

Aim

The aim of the course unit is to provide the ideas and usefulness of strategic marketing for business in the competitive and dynamic environment.

Intended Learning Outcomes

- Define the term strategy and strategic marketing
- Explain G-STIC framework
- Describe the steps of marketing audit
- Justify the usefulness of SWOT analysis in marketing audit
- Demonstrate the term competitor array
- Elaborate the concept competitive proofing
- Design the marketing tactics
- Explain the segmental analysis
- Develop new market offerings
- Relate bench marking with the business
- Classify customer life cycle and customer life time value
- Describe the various strategic development factors
- Review the various marketing strategies for strategic choice
- Discuss the implementation process
- Explain the strategic control system

Syllabus Content

An introduction to strategic marketing: Marketing as a business Discipline, Marketing strategy and tactics; **Marketing planning and management:** The G-STIC framework for marketing management **Marketing auditing and the analysis of capability:** steps of marketing audit, process of marketing audit, SWOT analysis, five forces, customer analysis; **Developing a marketing strategy:** Identifying target customers, developing a customer value proposition, Creating company value; **Designing the marketing tactics:** Managing products and services, managing prices, managing incentives, managing communication, Managing distribution; **Managing growth:** Gaining and defending market position**,** developing new market offerings**,** Managing product lines; **Strategic formulation and choice:** functional strategies, outsourcing and off shoring, evaluate strategic options; **Strategic implementation and control:** implements strategies: issues in strategy implementation, organization and strategy implementation, strategic business Unit and core competency, strategic control.

Teaching and Learning Methods/Activities	Lectures, flash cards, self-learning, guest speakers, making poster, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** - At least three assessments for 30 Marks - The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%**

	– End of course written examination is of three-hour duration
	– Question paper contains two parts:
	  ○ **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks
	  ○ **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

- Chernev, A. (2019). *Strategic Marketing Management*. USA: Cerebellum Press.
- Brennan, R., Baines, P., Garneau, P., & Vos, L. (2007). *Contemporary Strategic Marketing*. New York: Palgrave Macmillan.
- Wilson, R. M., & Gilligan, C. (2012). *Strategic Marketing Management*. Routledge.
- Proctor, T. (2008). *Strategic Marketing.* (1st ed.). Routledge.
- Diasz, L. (2013). *Marketing Strategies for Sri Lankan Business Entities*. (01st ed.). Colombo: Software Printing.

Course Title	Sustainable Marketing			
Course Code	BBAM 41052			
Credit Value	02			
Status	Level 4 / Semester I / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	--	70

Aim

The aim of the course unit is to provide knowledge to the students on the need of sustainable marketing and its practice in the contemporary business world.

Intended Learning Outcomes

- Define term sustainability, critical marketing, sustainable marketing and sustainable consumption
- Distinguish corporate versus customer – centric values
- Describe social marketing and its role in modern marketing
- Illustrate the framework for sustainable marketing management
- Explain the sustainable marketing mix
- Examine the role of waste management systems in sustainable marketing
- Describe sustainable services marketing
- Assess the internal and external environment
- Analyse significance of sustainable entrepreneurs and entrepreneurship
- Explain the revolution of digital marketing and its impacts on the sustainable age

Syllabus Content

Sustainable Marketing [SM] – an overview: Sustainable marketing and its influences, nature of sustainable development and consumption, sustainability of the new organizational orientation**,** critical Marketing, corporate versus customer-centric values, the sustainable consumer and buyer behaviour, sustainable marketing research, systems and customer-centricity; **Social marketing:** critical marketing and social marketing, social changes, social problem, role of social marketing; **Sustainable marketing strategies:** framework for sustainable marketing management, dimensions of waste management, strategy options, proactive strategy - pollution prevention, proactive strategy: resource recovery; **Sustainable marketing mix:** communications, convenience, customer benefits, cost to customers, the sustainable services mix (featuring People, Process and Presence); **Sustainable marketing planning:** planning frameworks, situation review, external environmental frameworks and analysis, generating useful SM objectives, strategic SM choices – sustainable segmentation, targeting and positioning, issues of control and measuring value, barriers to adopting sustainable marketing planning; **Market and market development**: consumer markets – decision process factors, consumer markets – green segmentation analysis, industrial markets-environmental products, industrial markets- recycled source materials; **Themes today and tomorrow:** sustainable entrepreneurship, sustainable branding, global sustainable marketing, digital marketing in the sustainable age, SMEs and micro-enterprises.

Teaching and Learning Methods/Activities	Lectures, tutorials, genius hour, library research, peer tutoring, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of two-hour duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 25 multiple choice questions for 25 marks o **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings:

- Carvil, M., Bulter, G., & Evans, G. (2021). *Sustainable marketing: how to drive profits with purpose.* (1st ed.). London: Bloomsbury Business.
- Chhabra, D. (2010). *Sustainable marketing of cultural and heritage tourism*. Routledge.
- Kotler, P. (2012). *Rethinking marketing: sustainable marketing enterprise in Asia*. (2nd ed.). FT Press.
- Martin, D. M., & Schouten, J. (2011). *Sustainable marketing*. (1st ed.). Pearson Prentice Hall.
- Richardson, N. (2019). *Sustainable marketing planning*. (1st ed.). London. Routledge.

Course Title	Managing Global Marketing			
Course Code	BBAM 41062			
Credit Value	02			
Status	Level 4 / Semester I / Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60
Aim				

The aim of the course unit is to provide knowledge in the global dynamics, the dynamic environment of global marketing, the culture, political, legal, and business systems of emerging global markets.

Intended Learning Outcomes

- Define principles of marketing, management orientations, and international marketing
- Explain different perspectives on the challenge of global dynamics and the environment
- Summarize the current issues in competitive advantage balancing the pressures for standardization vs. adaptation
- Discuss the appropriateness of developing global marketing approaches and strategies
- Describe and execute a global marketing planning process, and market entry strategies
- Interpret the global segmentation and positioning and brand and product decisions in global marketing
- Analyse international marketing data and the use of secondary data in assessing international marketing opportunities
- Discuss basic product concepts, basic branding concepts, new products in global marketing
- Comply the emerging and sustainable marketing in the global marketplace
- Explain the emerging and recent trends in global marketing

Syllabus Content

Introduction to global marketing: principles of marketing, management orientations, an overview of international marketing, the global business trends, the increasing importance of global awareness, the scope and challenge of international marketing, stages of international marketing involvement; **The global marketing environment**: the dynamic environment of international trade, cultural dynamics in assessing global market, culture, management style, and business systems , the political environment: critical concern, legal and regulatory environments; **Global marketing strategies:** global market entry strategies, strategic elements of competitive advantage, current issues in competitive advantage balancing the pressures for standardization vs. adaptation; **Global segmentation and positioning:** reasons for international market segmentation, international market segmentation approaches, bases for international market segmentation, international positioning strategies, global, foreign, and local consumer culture positioning; **Brand and product decisions in global marketing:** basic product concepts, basic branding concepts, new products in global marketing; **Emerging and sustainable marketing in the global marketplace:** new trends in global marketing, marketing strategies for emerging markets, leadership, organization, ethics and social responsiveness in the globalization era and sustainable marketing.

Teaching and Learning Methods/Activities	Lectures, problem solving activities, making posters, peer tutoring, tutorials, group discussions, participatory learning activities, presentations, individual assignments, Interactive field visits, and case studies.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%**

	– End of course written examination is of two-hour duration
	– The question paper contains two parts:
	  ○ **Part I**: It is compulsory. It contains a case study for 25 Marks.
	  ○ **Part II**: Students are expected to answer three questions out of five questions that may include several parts. The total marks for this part is 75.

Recommended Readings

- Alon, I., Jaffe, E., Prange, C., and Vianelli, D. (2020). *Global marketing: strategy, practice, and cases*. New York, USA: Routledge.
- Green, M. C., and Keegan, W. J. (2017). *Global marketing*. United Kingdom: Pearson Education Limited.
- Keegan, W. J. (2017). *Global marketing management*. India: Pearson.
- Kotabe, M. M., and Helsen, K. (2020). *Global marketing management*. Hoboken, USA: John Wiley & Sons.
- Lancaster, G., and Massingham, L. (2010). *Essentials of marketing management*. New York, USA: Routledge.

Course Title	Creativity and Innovation in Marketing			
Course Code	BBAM 41072			
Credit Value	02			
Status	Level 4 / Semester I/ Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of the course unit is to provide with the practical aspects of applying creativity and innovation in marketing of products and services.

Intended Learning Outcomes

- Define the term invention
- Distinguish the terms creativity and innovation
- State the importance of creativity and innovation in marketing
- Discuss the significance of disruptive and sustaining innovations
- Examine the challenges in developing and implementing innovation strategies
- Identify the four lenses of innovation
- Analyse how the marketing function can develop innovative approaches to current market challenges
- Design the role of Internal marketing to drive innovation
- Review the activities required for the implementation of innovative marketing
- Describe the concept of artificial intelligence

Syllabus Content

Introduction to creativity and innovation in marketing: invention, creativity, innovation, disruptive and sustaining innovations, product, process and platform innovation, open and closed approaches to innovation, business model innovation, innovation diffusion; **How innovation and disruption influence organisational growth:** role of innovation in changing the external market, business opportunities and challenges within markets, the challenges faced by an organisation in developing and implementing innovation strategies; **Mind of the Innovator:** challenging orthodoxies, harnessing trends, leveraging resources, understanding needs, the four lenses of innovation; **Apply principles of innovation throughout the marketing function:** how the marketing function can develop innovative approaches to current market challenges, how innovative approaches can lead to enhanced product/service development, how stakeholder relationships can be better leveraged through innovative approaches; **Role of Internal marketing to drive innovation:** application of internal marketing concept, aligning, educating and motivating employees, implementation of corporate or functional strategies, underpinning knowledge management**; Understand activities required for the implementation of innovative marketing:** marketing plan to support the launch of innovative approaches, cultural change to support the implementation of innovative approaches; **Artificial Intelligence and fourth industrial revolution:** technology diffusion, novel marketing approaches, utilizing digital platform.

Teaching and Learning Methods/Activities	Lectures, flash cards, class room video creation, competitions, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%**

	– End of course written examination is of two-hour duration
	– Question paper contains two parts:
	  ○ **Part I** is compulsory. It contains a case study for 25 Marks
	  ○ **Part II** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 75.

Recommended Readings:

- Gibson, R. (2015). *The four lenses of innovation: a power tool for creative thinking* (1st ed.). John Wiley and Sons.
- Luma Institute. (2012). *Innovating for people: Handbook of Human-Centered Design Methods* (1st ed.). USA: Luma Institute, LLC.
- Peter D., & Susan B. (1999). *Innovation in marketing (CIM Professional Development Series)* (1st ed.).
- Thomas, B., Miller, C., & Murphy, L. (2011). *Innovation and small business-Volume 1*. UK. Bookboon.
- Shalley, C. E., Hitt, M. A., & Zhou, J (2015). *The Oxford handbook of creativity, innovation, and entrepreneurship*. USA: Oxford University Press.

Course Title	Dissertation in Marketing
Course Code	BBAM 42018
Credit Value	08
Status	Level 4 / Semester II / Core
Notional hours	800
Aim	
The aim of the course is to provide knowledge with practical exposure on either descriptive/ empirical research work.	
Intended Learning Outcomes	
– Discuss the research problem and gap – Choose appropriate title – Prepare literature review – Outline research method – Formulate data collection techniques – Create tabulation method for their data set – Assess the data to find the results – Interpret the outcome of the data analysis	
Evaluation	The students should submit a dissertation and face a viva-voce. The dissertation should be prepared adhering to the guidelines approved by the faculty/ department. • Interim presentation -10 % • Dissertation-70 % • Viva-voce -20 %

Course Title	Internship in Marketing
Course Code	BBAM 42026
Credit Value	06
Status	Level 4 / Semester II / Core
Notional hours	600
Aim	
The aim of the course is to provide practical exposure and skills on how to obey the organizational culture.	
Intended Learning Outcomes	
– Employ in suitable work situation – Operate effectively in an organization under a superior guidance – Create collaborative repo with co-workers – Comply the theoretical knowledge in practice – Describe the experience in a report and present – Conclude with own recommendation (s) to identified practical problem(s).	
Evaluation	At the end of the internship, students should submit a high-quality report including the experience gained, requirements for additional skills and propose solution to the marketing-related issues identified during the internship. The report should be prepared adhering to the guidelines approved by the Faculty. Logbook maintenance 15 % Mentor report 20 % Internship report 40% Viva-voce 25 %

LEVEL III AND LEVEL IV

BACHELOR OF BUSINESS ADMINISTRATION HONOURS IN TOURISM AND HOSPITALITY MANAGEMENT

PROGRAMME UNIT OF TOURISM AND HOSPITALITY MANAGEMENT

ACADEMIC YEAR 2023/2024

Tourism and Hospitality Management

TOURISM AND HOSPITALITY MANAGEMENT

Introduction

Bachelor of Business Administration with Honours in Tourism and Hospitality Management is a four-year program. The Bachelor of Business Administration with Honours in Tourism and Hospitality Management has been added to the Faculty of Management Studies and Commerce as a new program. Bachelor of Business Administration with Honours in Tourism and Hospitality Management provides students with a range of highly prized transferable skills enabling them to stand out in an increasingly competitive world. Tourism and hospitality is one of the fastest expanding businesses, thus those who get this Degree will be in high demand in both the local and worldwide job markets. Tourism and Hospitality Management unit in the faculty has strengths in areas such as tourism and hospitality, event management, and cultural heritage.

(i) Programme Learning Outcomes (PLOs)

Upon the successful completion of the Bachelor of Business Administration Honours in Tourism and Hospitality Management, the graduates are expected to:

PLO 01: Demonstrate conceptual and theoretical advanced knowledge and understanding in the major fields of tourism and hospitality.

PLO 02: Apply constructed knowledge and methodological understanding in practical scenarios in tourism and hospitality industry.

PLO 03: Acquire new knowledge and professional skills to meet the high competition in the national and global job market.

PLO 04: Have the capacity to work independently and in alliance with others, with a team spirit.

PLO 05: Develop the research and investigating skills through practicing critical thinking and thinking critically.

PLO 06: Enhance aesthetic senses and positive attitude.

PLO 07: Exercise their professional ethics and leadership skills in the workplace.

PLO 08: Develop problem – solving skills in the tourism and hospitality industry by employing unique innovative and creative ideological formation.

PLO 09: Formulate creative and innovative strategies to solve problems in the major areas of study.

PLO 10: Develop a rational approach in personal and professional decision making with moral application.

PLO 11: Expand personal skills and competency capacity to develop a social interaction by having a regularized and systematic contact in the university and the training place.

PLO 12: Choose self-updating and lifelong learning strategies in personal development with a vibrant set of goals.

(ii) Graduate profile

The aim of the Bachelor of Business Administration Honours in Tourism and Hospitality Management Degree Programme is to produce graduates with a broad knowledge in theory, practice and methodology of disciplines that enable the

Level III & IV

Tourism and Hospitality Management

Tourism and Hospitality Management Unit

Course Title	Travel and Tourism Management			
Course Code	BBAT 31013			
Credit Value	3			
Status	Level 3 / Semester I / Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of the course unit is to provide the basic theoretical and practical knowledge and understanding of travel and tourism management.

Intended Learning Outcomes

- Define the concepts of travel, tourism, tourists, the tourism industry and transport
- Recall the origination of travel and tourism
- Identify basic components of tourism
- Explain the role of Visiting Friends and Relatives (VFR) in tourist traffic in the current world.
- List the significance of transport in travel and tourism industry development
- Classify various types of tourists
- Discuss travel motivation and its impact on travel behaviour
- Explain the socio- cultural impact of tourism
- Analyze cultural exchange and its role in the socio- cultural transformation in the host community
- Examine the relationship between characteristics of life and travel
- Recognize the determinant factors of the tourism demand and supply
- Explain the concept of measuring tourism demand and supply
- Appraise the need for visitor management
- Describe changing patterns in Asia – Pacific travel and tourism
- Evaluate contemporary trends and practices in the tourism industry in Sri Lanka

Syllabus Content

Introduction to travel and tourism: meaning of travel and tourism, various types of tourists, history of travel and tourism industry, transport for travel and tourism industry, need for measurement of tourism, typology of tourists, basic components of tourism, interdisciplinary approaches in the tourism studies, impacts of tourism in the context of economic, socio cultural and environment, factors influencing, tourism products, perspective of the tourism business; **Travel industry** : importance of transport in travel and tourism industry development, leisure, business, VFR – visiting friends and relatives; **Travel services :** retail and business travel agencies, tour operators, principals; **Travel behaviour and motivation:** Introduction, evolution of travel motivation, meaning of motivation and behaviour, different motives to travel, Tourist – centric approach, leisure travel motivation, typology of tourists, tourists decision process, travel motivators and facilitators; **Cultural and sociological tourism**: tourism and cultural relationship, cultural exchanges, emergence of affinity group travel, refinement of life through cultural exchanges, bilateral and multilateral tourism, socio – tourism scenario, relationship between characteristics of life and travel; **Measurement of tourism Demand:** introduction to tourism demand, elasticity of demand, demand forecasting method, factors affecting demand; **Tourism supply:** introduction to tourism supply, facilities and amenities, destination attractions, characteristics of tourism products, hospitality education and training, activity - based tourism; **Destination Development and Management** : destination development Managing the demand for destinations , Destination management; **Management of Visitors:** The need for visitor management**,** Respecting carrying capacity, quality management, visitor management measures and techniques, the role of technology for visitor management; C**ontemporary trends and practices**: introduction to contemporary to tourism,

tourism in the Twenty – first century, factors contributing to the growth of global tourism, changing patterns in Asia – Pacific travel and tourism, emerging tourism destination countries in the Asia – Pacific region, new competitive global emerging destinations, tourism in Sri Lanka.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains a case study for 30 marks o **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 70.

Recommended Readings:

- Bhatia, A. K. (2002). *Tourism Development: Principles and Practices*. India: Sterling Publishers Pvt. Ltd.
- Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2017). *Tourism: Principles and Practice*. UK: Pearson.
- Gade, J., & Ankathi, R. (2016). *Tourism Management Philosophies, Principles and ractices*. India: Zenon Academic Publishing.
- Gayane, T. (2017).*Tourism Management And Marketing: Advancement Issues* in Armenia, Lap lambert Publishing: Germany.
- Morrison, A. M. (2018) Marketing and Managing Tourism Destinations, Routledge : New York.
- Ritchie, J. R., Goeldner, C. R., & McIntosh, R. W. (2003). *Tourism: Principles, Practices, Philosophies*. UK: John Wiley & Son.
- Weaver, D. B., & Lawton, L. (2018). *Tourism Management*. New York: John Wiley & Sons.

Course Title	Tourism Policy Planning			
Course Code	BBAT 31023			
Credit Value	3			
Status	Level 3 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of this course unit is to provide comprehensive knowledge of tourism policy planning.

Intended Learning Outcomes

- Define the terms of tourism policy, tourism planning, host community and tourism industry
- List characteristics of tourism policy
- Identify tourism policy and planning related issues in the current tourism market
- Describe the relationship between tourism planning and policy
- Explain business ethics and its usefulness in developing tourism policy and planning
- Discuss the impact of political and foreign policy on tourism policy planning
- Evaluate the necessity of training and development programmes in generating pools of skilled and trained workforce in the tourism industry
- Explain the role of tourism as a commercial and economic tool in global tourism development
- Spell the nature of tourism planning
- Review the association between the concepts of tourism planning, management and sustainability
- Point out the role of government agencies in tourism policy planning at the local, regional and national level
- Indicate the issues related with visitor management
- Formulate strategies to manage the over - tourism in popular destinations
- Examine the obstacles that impede the involvement of host communities in tourism development
- Express the opportunities for local participation in community tourism development
- Justify the contribution of the community based tourism in regional development

Syllabus Content

Introduction: definition for tourism policy and tourism planning, evolution of tourism planning a new look at tourism policy, cooperation and integration, characteristics of tourism policy,**;** **Approaches of Tourism planning:** systematic, flexible, system, Integrated , Environmental and sustainable development approaches; **Tourism policy issues:** historic perspective, the beginning of modern tourism policy; **Tourism policy issues in the present world:** business ethics in a tourism policy issues framework, types of tourism policy evaluation stages, importance of tourism policy issues; **Tourism as a commercial and economic activity**: global importance, tourism as an economic development tool, demand side of tourism, supply side of tourism, competition, comparative advantage; **Political and foreign policy implications of tourism: t**ourism agreements, intergovernmental organizations and regional industry associations; **Education and training in tourism:** workforce supply and workplace demand – need for defining tourism**,** factors contributing to the dominant role of the hospitality sector; **Tourism planning and management- concepts and issues:** the nature of planning, value and planning, significance of tourism planning, tourism planning, management and sustainability; **The key players in tourism planning and management:** introduction to key players **–** tourists, the host population, the tourism industry and government agencies (local, regional and national level); **Managing visitors and natural resources**: controlling

the number of visitors, visitor behaviour, strategic for over tourism, visitors management issues in the popular destinations, understanding natural and semi – natural resources; **Tourism planning and management and the host community:** introduction to host community and community based tourism, opportunities for local participation, obstacles in host community participation and community based tourism in regional development.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains a case study for 30 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 70.
Recommended Readings – Camilleri, M. A. (Ed.). (2019). *Tourism Planning and Destination Marketing*. Bingley: Emerald Publishing. – Edgell Sr, D. L., & Swanson, J. R. (2013). *Tourism Policy and Planning: Yesterday, Today, and Tomorrow*. UK: Routledge. – Gunn, C. A. (1988). *Tourism Planning*. London: Taylor & Francis. – Hall, C. M. (2008). *Tourism Planning: Policies, Processes and Relationships*. London: Pearson Education. – Kastarlak, B. I., & Barber, B. (2014). *Fundamentals of Planning and Developing Tourism*. London: Pearson. – Saarinen, J., Rogerson, C. M., & Hall, C. M. (2019). *Tourism Planning and Development: Contemporary Cases and Emerging Issues*. England: Routledge.	

Course Title	Front Office Management			
Course Code	BBAT 31033			
Credit Value	3			
Status	Level 3 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

This course aims to provide students with a thorough understanding of the concepts and theories pertaining to front-office operations and management and provide them with industrial exposure.

Intended Learning Outcomes

- Define and describe the terms and concepts related to front office operations and management
- Claim an insight into the history of the front office management
- List the duties and explain the role of the key personnel of the front office department
- Identify various sub divisions in the front office department
- Describe the mission of front desk
- Explain the career opportunity in the hospitality industry
- Illustrate the organizational structure and the layout of the front office division
- Describe the important role of verbal and non - verbal communication in the front office management
- Explain the definition, characteristics, advantages and disadvantages of various Property management system (PMS)
- Explain the reservation system as related to the skill level of a front desk/front office staff and management
- Examine the significance of property management systems in the front office division
- Elaborate yield management system in the hotel industry
- Formulate strategies for dealing with complaints, overbookings, and other operational issues related to the front office department
- Identify the procedure to processing guest check – out and payment
- Design an operational process of guest check – in and registration to a front office department in a given condition

Syllabus Content

Introduction to front office management: definition of front office, and front office management, history of the front office management role and duties of key personnel in the front office division, organizational structure and the layout of the front office department, sub divisions of front office department; **Front office and communication:** verbal communication, non - verbal communication, general office practice, legal requirement; **Property management system**: physical structure and positioning of the front desk, selecting a property management system, using property management application, significance of property management; **Reservation: system:** overview of reservation system, importance of guest reservations, sources of reservation**,** forecasting reservations, overbooking, processing guest reservation; **Guest check-in and registration:** importance of first guest contact, check-in different types of arrivals to the hotel, capturing guest data, guest registration procedures, registration with property management system; **Handling guests' valuables**: hotels liability for guests' valuables, different guest valuables handling procedures, handling mails, messages and parcels; **Complaint handling:** what is a complaint, reasons for complaining, differentiation between a complaint and difficult customer, do's and don'ts of complaint handling, complaint handling procedure, complaint recording and follow up procedures, benefits of handling complaints positively; **Processing guest check-out and charge**

payment: common bookkeeping practices performed in the front office, Procedures necessary to perform the guest checkout; **Yield management:** Introduction, importance, and use of yield management, component of yield management, application of yield management; occupancy percentage, average daily rate, average room revenue, overstay percentage, cancellation percentage.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, online learning activities, presentations, individual assignments, case studies, field visit, and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Abbott, P., & Lewry, S. (2010). *Front Office*. England: Taylor & Francis.
- Andrews, S. (2013). *Hotel Front Office: A Training Manual*. India: Tata McGraw-Hill Education.
- Bardi, J. A. (2003). *Hotel Front Office Management*. New York: John Wiley & Sons Ltd.
- Braham, B. (1985). *Hotel Front Office*. France: Hutchinson.
- Dix, C., & Baird, C. (2006). *Front Office Operations*. India: Pearson Education.
- Tewari, J. R., & Tewari, J. R. (2019). *Hotel Front Office: Operations and Management*. UK: Oxford University Press.
- Zulfikar, M. (1998). *Introduction to the Tourism and Hotel Industry with Special Focus on Front Office Management*. England: Pisces Publications, The Nature Conservation Bureau Ltd.

Course Title	Research Methodology in Tourism and Hospitality Management			
Course Code	BBAT 31043			
Credit Value	3			
Status	Level 3 / Semester I/Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide knowledge on methodology towards critical thinking and the ability to critically analyze data using an appropriate methodology to find the solution for a problem.

Intended Learning Outcomes

- Define the terms of research, research method and research methodology
- Identify the various types of research
- Explain the social science research method
- Distinguish research methods and research methodology
- Recognize research issues in the tourism and hospitality field
- List out the significance of research for the tourism and hospitality industry
- Discuss the source of information and its importance in scientific research
- Spell the usefulness of critical reading in reviewing literature in the tourism and hospitality discipline
- List the types of literature view
- Examine different types of sampling techniques
- Formulate hypothesis for research
- State the source of data collection
- Describe the data collection method
- Elaborate data inductive and deductive analysis
- Analyze critically using appropriate statistical tools
- Compare the role of quantitative and qualitative analysis
- Interpret research findings to make managerial decisions
- Prepare report with the proper reference system

Syllabus Content

Understanding research: Introduction to research, importance of research, types of research, introduction to business and social science research methods, approaches to tourism and hospitality research, research problem**; Research method:** research methodology versus research method, approach to tourism and social research, justifying scientific method, research ethics; **The research cycle:** research problem with the research process; **Literature review and critical reading:** importance of literature review, types of literature review, obtaining literature sources, searching the literature, assessing quality of literature**; Sampling:** sampling techniques, representative sampling plans, sample size determination; **Data management – collection:** observation, experimentation, survey interviews, dairy methods, case studies, data storage, triangulation, web search skills; **Data management – data conceptualizing (quantitative and qualitative):** content analysis, narrative analysis and grounded theory, descriptive statistic, correlation, regression, diagnostics and multiple regression and modelling; **Research writing**: scientific writing, referencing, standard report formats.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains a case study for 30 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 70.

Recommended Readings:

– Adams, J., Khan, H. T., & Raeside, R. (2014). *Research Methods for Business and Social Science Students*. India: Sage Publications.

– Bell, E., Bryman, A., & Harley, B. (2018). *Business Research Methods*. London: Oxford University Press.

– Brunt, P., Horner, S., & Semley, N. (2017). *Research Methods in Tourism, Hospitality and Events Management*. UK: Sage.

– Hair, J. F., Page, M., & Brunsveld, N. (2019). *Essentials of Business Research Methods*. UK: Routledge.

– Jennings, G. (2001). *Tourism Research*. Australia: John Wiley and sons Ltd.

– Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research Methods for Business Students*. India: Pearson Education.

Course Title	Food and Beverage Management			
Course Code	BBAT 31052			
Credit Value	2			
Status	Level 3 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	15		55

Aim

The aim of this course unit is to provide knowledge of food and beverages management, costing food and beverages, hygiene and banquet operations.

Intended Learning Outcomes

- Describe the meaning of food and beverage management
- Identify the key responsibilities of food and beverage
- Explain the factors affecting the nature of the meal experience
- recognize the manager's role in ensuring coherence
- Distinguish different types of clubs and its operations
- Examine the nature and operations of contract catering, travel catering and public sector catering
- Elaborate the basics of menu planning and menu design
- Indicate the need for accuracy and honesty in menu descriptions.
- Recognize the value of a purchasing schedule to management
- Write a purchasing and storage schedule for any food and beverage item
- Match food and beverage service to an appropriate food and beverage production method
- Explain the objective, special problem of food and beverage control
- Identify the challenges facing the management of quality in Food and Beverage
- Describe a systematic approach to managing quality
  Compare and contrast a range of approaches to quality management

Syllabus Content

Introducing food and beverage management: meaning of food and beverage, size and scope of food and beverage operation, understanding of food and beverage management, managing meals experiences; **Restaurant sector:** full services restaurants and licensed retail, hotel restaurants and private clubs and fast food; **Contract, travel, and public sector catering:** contract catering, travel catering, public sector; **The menu - food and beverage:** introduction, types of menus, menu offerings, menu pricing, menu acknowledge, beverage menu/ lists; **Food and beverage operation and purchasing and storage: I**ntroduction, purchasing, the purchasing procedures, price and quality performance, the purchasing foods, purchasing of beverages, receiving foods, storing and issuing foods, purchasing and storage schedule; **Food and beverage operations - production and services:** food production methods, beverage and production methods, food and beverage service method; **Food and beverage control**: the objective of food and beverage control, special problem of food and beverage control, fundamental control; **Managing quality and food and beverage operations**: meaning of quality and its importance, managing quality in foods and beverage operation.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – It consists of two practical examinations; each carries 15 marks.

	– The assessments, which will be designed to examine the practical skills of the students, will be held in places where practical sessions will be held. – Duration of the assessment might vary depending on the nature of the assessment. – Formative assessment will be considered for a total 30 marks. **Summative Assessment: 70%** – End of course written examination is of two hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

– Cousins, J & Coskett, D (2007). *Food and Beverage Management*. India: Dorling Kingersley.

– Cousins, J., Foskett, D., Graham, D., & Hollier, A. (2019). *Food and Beverage Operations and Management.* UK: Sage.

– Davis, B., Lockwood, A., Alcott, P., & Pantelidis, I. S. (2018). *Food and Beverage Management*. London: Routledge.

– Dopson, L. R., & Hayes, D. K. (2015). *Food and Beverage Cost Control*. New York: John Wiley & Sons.

– Mukherji, A (2006). *Food and Beverage Management*. India: Isha Books.

Course Title	Ecotourism			
Course Code	BBAT 31062			
Credit Value	2			
Status	Level 3 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of this course unit is to provide the knowledge of tenets and concepts in ecotourism.

Intended Learning Outcomes

- Define the concept of eco – tourism
- Identify the impacts of ecotourism on alternative tourism development
- Formulate marketing strategies for eco – tourism
- Identify the ecotourism resources
- Evaluate the opportunities and threats in the development of ecotourism in Sri Lanka
- Explain the association between human ecology, environmental systems, conservation and ecotourism.
- Discuss the potentials and risks associated with the ecotourism development in protected areas
- Analyze the potential of the community-based tourism and its contribution to regional development
- Elaborate the role of local and/or indigenous knowledge in ecotourism development
- Develop the monitoring and governance model for ecotourism
- Evaluate a successful integrated ecotourism programme planning

Syllabus Content

Understanding ecotourism: Describe the Ecosystems and ecosystem services, definition of ecotourism, social and ecological impacts of tourism, economic impacts and marketing ecotourism, eco-tourists; **Concept of ecotourism:** meaning of alternative tourism, ecotourism and related sub-sectors of the tourism industry, ecotourism criteria, Quebec declaration on ecotourism; **Ecotourism resources:** identifying, listing, and understanding ecotourism resource categories (natural, built, and events) evaluate opportunities and threats in the developing ecotourism in Sri Lanka; **Identifying and describing ecotourism products and the components of ecotourism**: ecotourism and the environment, human ecology, environment system analysis, ecotourism and conservation, ecotourism and protected areas, community-based tourism, community-based tourism management, monitoring the success, impacts of community-based tourism in regional and national development; **Developing an ecotourism product:** identifying products, developing partnerships, tapping local knowledge, incorporating research, zoning, developing policies and guidelines, educating & marketing, knowledge, skills, attitude and commitment of ecotourism service providers, formulating marketing strategies; Integrated ecotourism programme planning, social and ecological systems, ecotourism ethic, governance.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of two hours duration

	– Question paper contains two parts:
	  o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks
	  o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

– Fennell, D. A. (2020). *Ecotourism*. New York: Routledge.

– Honey, M. (2008). *Ecotourism and Sustainable Development: Who Owns Paradise*? USA: Island Press.

– Seba, J. (2011). *Ecotourism and Sustainable Tourism: New perspectives and Studies.* USA: CRC Press.

– Sharma, A. (2019). *Sustainable Tourism Development: Futuristic Approaches.* USA: CRC Press.

– Wearing, S., & Schweinsberg, S. (2018). *Ecotourism: Transitioning to the 22nd Century*. New York: Routledge.

Course Title	Travel Agency Operations			
Course Code	BBAT 31072			
Credit Value	2			
Status	Level 3 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of this course unit is to provide the overall functions of travel and agency operations in the tourism industry.

Intended Learning Outcomes

- Describe the concepts of travel agency operation
- Identify the roles and responsibilities of travel agents in tourism development
- Explain the different types of tour operations and travel agencies
- Apply the techniques and right attitude when dealing with clients in a travel agency
- Explain the borderless transport and its operations in the digital platform of the modern transport network
- Explain the impact of the local environmental changes on travel industry practices.
- Examine the impact of the government transport policies in travel agency operations
- Apply the concepts on effective itinerary planning
- Analyze the role of independent travelers in the mass tourism market
- List the different types of travel documents
- Discuss the contribution of the travel insurance, the travel industry compensation fund in managing travel agencies in a sustainable manner

Syllabus Content

Introduction to travel and tour operations business: business of travel operator, the roles and responsibilities of travel agents in tourism development, history and background of travel agency and tour operations, types of tours and tour components, destination management companies, publicity and promotions of travel agencies, link between travel agent and tour operator functions of travel agents, trends that foster growth and employment in the travel industry; **Operations of travel agency:** different types of travel agencies, products and services typically offered by travel agencies to both the leisure and corporate markets; **Transport network:** international of travel industry with tourism industry; (introducing different modes of transportation), travel organizations, trends/needs for travel demand: air transport and tourism inter-relationship; **Skills in dealing with clients in a travel agency**: attitude of a travel agent, telephone techniques, skills in presenting products to clients, techniques for dealing with difficult clients. **Analysis and managing tourist transport:** tourist transport and government policies, business class travel, managing transport infrastructure towards sustainability, travel sales distribution systems; **Package tour development destination research:** different types of contracts with tourism suppliers, itinerary planning, cost calculation, marketing a tour, job nature of a tour guide and a tour escort; **Digital transport:** digital mode of transport, digital infrastructure; **Mass market package**: independent retailers, the airline industry, the scheduled airline industry - partnership and globalization, transport supply; **Important travel requirements:** different types of travel documents, travel insurance and compensation, the travel industry compensation fund.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of two hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Archer, J., & Syratt, G. (2012). *Manual of Travel Agency Practice*. London: Rutledge.
- Bhatia, A.K. (2012). *The Business of Travel Agency and Tour Operations Management (Kindle ed.).* e-textbook, amazon.com.
- Chuck, Y. G., & Dexter, J. L. C. (1997). Professional Travel Agency Management. London: Pearson.
- Duval, D. T. (2007). *Tourism and Transport: Modes, Networks and Flows*. Bristol: Channel View Publications.
- Gupta, S. K., Bhatt, V. P., & Vaishnava, A. (2019). A *Handbook of Research on International Travel Agency and Tour Operation Management*. India: IGI Global.
- Gwenda, S., FInst, T.T., FInst, C.M., & Jane, A. (2003). *Manual of Travel Agency Practice (3rd ed.).* Elsevier Butterworth, Heinemann: London.
- Seth, P. N., Seth, P. N., & Bhat, S. S. (2003). *An Introduction to Travel and Tourism*. India: Sterling Publishers Pvt. Ltd.
- Singh, L. K. (2018). *Management of Travel Agency*. India: Gyan Publishing House.

Course Title	Language Studies – I			
Course Code	BBAT 31082			
Credit Value	2			
Status	Level 3 / Semester I / Enhancement			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	-	70

Aim

The aim of the course is to provide opportunities for the learners to develop their second Language skills (Tamil / Sinhala) in order to render particular services as tourism and hospitality professional. This course consists of Tamil and Sinhala language components in equal manner in order to strengthen undergraduates' language skill in mother tongue and second language**.**

Intended Learning Outcomes

- Respond to gist and details in a range of simple and moderately complex texts related to business and administration
- Use contextual, structural, and morphological clues to deduce meaning of unfamiliar words and phrases
- Interact in Face to Face social conversations related mostly on personal information.
- Demonstrate the ability to give and get information using a range of functional language.
- Construct simple sentences incorporating appropriate mechanics and basic grammar such as parts of speech, subject-verb agreement and passivation
- Formulate appropriate questions and responses related to real life situations
- Identify the major and minor details of conversations, short lectures and news items
- Write personal notes to convey various messages
- Produce multiple drafts of different types of paragraphs describing people, places and objects related to business field

Syllabus Content

Introduction to basic Sinhala/ Tamil grammar; **Speaking:** Self introduction and introducing others, asking for information, giving information, inviting and thanking; Reading: simple description in Tamil/Sinhala language; **Writing:** Writing meaningful sentences in Tamil/ Sinhala language, developing the skill to write descriptions of people and places in Tamil/ Sinhala; **Listening:** Answering to questions while listening to audio or video records (in Tamil/ Sinhala).

Teaching and Learning Methods/Activities	Lectures, Group discussion, Task-based language learning, self - learning activities using LMS.
Evaluation	**Formative assessment (In-course):** 100% - Eight assessments for the evaluation of all the four skills - The assessment could be in any forms such as classroom assignment, take-home assignment, oral presentations, role play, and online assessment - Duration of the assessment may vary depending on the nature of the assessment. - Formative assessment will be considered for 800 marks (100 marks for the assessment of each skill) - The marks obtained will be converted into 100 for the calculation of the final grade. **Final Grade** Formative assessment (100%).

Recommended Readings:

- Aloysius, A. (2011). *A Simple Guide to Spoken Sinhalese for tourists.* Sri Lanka: Xlibris Cooperation.
- Chandralal, D. (2010). *Introduction to Sinhala.* Sri Lanka: John Benjamins Publishing.
- Dissanayake, J.B., (2012). *Encyclopedia of Sinhala Language and Culture. Sri Lanka: Vijitha Yapa*
- Dissanayake, J.B., (2012). *Let's Learn Sinhala – 1 consonants. Sri Lanka: Vijitha Yapa*
- Gair, J., Suseendrajah, S., Karunatilaka, S., (2012). *An Introduction to Spoken Tamil*: Sri Lanka: Godage

Course Title	Destination Management			
Course Code	BBAT 32013			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of this course unit is to offer a clear theoretical as well as practical understanding about destination management.

Intended Learning Outcomes

- Define the concepts of destination, tourism destination and tourism destination management
- List the characteristics of successful tourism destinations
- Identify contemporary issues in destination marketing
- Describe the role of the brand image in generating tourist arrival to the destination
- Discuss the life cycle of tourist destinations
- Demonstrate tourism destination development policy
- Point out the role and responsibilities of the destination management organization
- Analyze the relationship between seasonality of tourist destination and tourist arrivals
- Explain the contribution of creativity and innovation in destination management
- Formulate strategies for tourism destinations in the development
- Elaborate on the history of tourism development in Sri Lanka
- Recognize key tourist destinations in Sri Lanka
- Examine the significance of destination governance
- Summarize the functions of the SLTDA

Syllabus Content

Understanding the concept of destination management: definitions, introduction to tourism destination and tourism destination management, characteristics of tourism destination, destination attributes : attractions, amenities, accessibility, factors influencing Destination development, **The tourist destination concept and life cycle:** tourism destination offerings, tourism destination resources base , tourism destination attractiveness, **Tourism product management:** Product and Price, seasonality of tourist destination, planning of tourism destination development; **Tourism destination marketing and Branding:** introduction to destination marketing, Understanding tourist markets, tourist destination demand analysis, destination brand image , Tourism marketing, communication and promotion, contemporary issues in destination marketing and branding , Tourism marketing and crises, **Destination Management Organizations (DMO**): role of DMOs, **tourism destination competitiveness:** comparative and competitive advantage of the destination; **Tourism destination development policy and strategy**: destination policy making, regional policy and regulations, innovative approach in destination development, private, public and people participation, stakeholders participation, destination governance, Management of sustainable tourism development; **Sri Lanka as a tourism destination:** renowned destination from ancient, key destinations in Sri Lanka, value propositions as a tourist destination, tourism in post – conflict era**,** role of SLTDA, DMO and local government in destination management

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks

	– The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains a case study for 30 marks o **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 70.

Recommended Readings:

– Fesenmaier, D. R., & Xiang, Z. (2016). *Design Science in Tourism: Foundations of Destination Management*. Berlin: Springer.

– Ivanova, M. G. (2017). *Air Transport–Tourism Nexus: A Destination Management Perspective*. Zangador.

– Kozak, N., & Kozak, M. (2019). *Tourist Destination Management: Instruments, Products, and Case Studies*. Berlin: Springer.

– Ritchie, J. B., & Crouch, G. I. (2003). *The Competitive Destination: A Sustainable Tourism Perspective*. England: Cabi.

– Ryan, C. (2020). *Advanced Introduction to Tourism Destination Management*. UK: Edward Elgar Publishing.

Course Title	Catering Management			
Course Code	BBAT 32023			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	35		70

Aim

The aim of this course unit is to provide a unique combination of operational, and catering technological skills in hotel management.

Intended Learning Outcomes

- Describe the concepts of the cafeteria, catering, catering management
- Show Kitchen tools and equipment
- Indicate job opportunities in food service
- Explain functions and policies of the department of cafeteria
- List the qualities of a functional cafeteria
- Analyses new trends in food service
- Describe principles and functions of catering management
- Spell traits and qualities of a service personal
- Distinguish various types of self – service of food service
- Discuss the seven rules of service and methods of service
- Outline service ethics in the hotel industry
- Practice kitchen planning in the hotel industry
- Demonstrate food and beverage service area in the hospitality industry
- Identify the catering related equipment
- Preparation of Filipino buffet - appetizers
- Practice oriental buffet and international buffet - appetizers

Syllabus Content

Introduction to cafeteria and catering : definition and history of cafeteria and catering, Kitchen tools and equipment, development of food service, new trends in food service, job opportunities in food service, classification of food services, types of cafeteria, functions and policies of school cafeteria, qualities of a functional cafeteria; **Catering management:** principles and functions of catering management, tools of catering management; **Food services:** catering personnel, traits and qualities of a service personal, general classification of food service, types of self – service of food service, the buffet, the seven rules of service, number of service, methods of service, customer goodwill and food service ethics, recipe qualification; **Management of resources available to the catering manager:** menu – planning, designing, analysis, merchandising; **Kitchen planning:** area selection, space requirement policy formulation, setting of equipment, maintenance; **Food & beverage service area:** planning, Layout & Designing; **Introduction to catering related equipment:** classification of equipment, equipment design, installation, purchase procedure, purchasing methods, purchase decision; **conducting the catering functions:** preparation of Filipino buffet- appetizers, soups, main dishes, desserts, preparation of oriental buffet- appetizers, soups, salads, main dishes, noodles and rice, International buffet- appetizers, soups, salads, main dishes.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, and individual assignments, practical in laboratory, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%**

	– It consists of two practical examinations; each carries 15 marks.
	– The assessments, which will be designed to examine the practical skills of the students, will be held in places where practical sessions will be held.
	– Duration of the assessment might vary depending on the nature of the assessment.
	– Formative assessment will be considered for a total 30 marks.
	Summative Assessment: 70%
	– End of course written examination is of three hours duration
	– Question paper contains two parts:
	  ○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks
	  ○ **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

– Davis, B., Lockwood, A., Alcott, P., & Pantelidis, I. S. (2018). *Food and Beverage Management*. London: Routledge.

– Hansen, B., & Thomas, C. (2005). *Off-Premise Catering Management*. New York: Wiley.

– Payne-Palacio, J., & Theis, M. (2015). *Foodservice Management*. UK: Pearson Education.

– Scanlon, N. L. (2013). *Catering Management*. UK: John Wiley & Sons, Inc.

– Sethi, M. (1995). *Catering Management: An Integrated Approach*. India: New Age International.

Course Title	Digital Transformation in Tourism			
Course Code	BBAT 32033			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	-	105

Aim

The aim of this course unit is to provide knowledge to understand the conceptual and operational implications of digital transformation in the tourism and hospitality industry.

Intended Learning Outcomes

- Define the concepts of digital transformation, digital transformation strategies, e-tourism, digital marketing and social media marketing
- Identify digitalization strategies for the tourism and hospitality industry
- Examine the impact of digitalization on the tourism and hospitality industry
- Explain the relationship between digital information strategies and other corporate strategies in the tourism and hospitality industry
- Indicate the influence of digital transformation in the national tourism policy
- Spell the meaning of e- tourism and its contribution to uplift tourist arrivals
- Identify the characteristics of e- tourism
- State the source of e-tourism
- Apply e- CRM tools in the tourism and hospitality industry
- Formulate e – tourism strategies
- Discuss the evolution of global distribution systems and its significance in the tourism and hospitality industry
- Demonstrate the computer reservation system for hotel booking and airlines
- Analyze the impact of social media on tourism marketing
- Label digital marketing tools
- Discuss the meaning, and usefulness of Artificial Intelligence (AI), blockchain and virtual reality in the tourism and hospitality industry
- Point out the substantial contribution of the mobile phone and internet in the tourism industry development

Syllabus Content

Understanding the concept of digital transformation: definition of digital transformation, digitalization in the hotel industry, impact of digitalization on the tourism and hospitality industry, the influence of digital transformation in the national tourism policy; **Digital transformation strategies:** understanding digital information strategies, digital information strategies and other corporate strategies in business, four dimensions of digital transformation strategies- use of technologies, changes in value creation, structural changes, and financial aspects, digital transformation in the national tourism policy**; E-tourism and digital marketing**: conceptualization of e -tourism and its importance in modern business world, characteristics of the E-tourism, source of E-tourism, characteristics of e- tourism, E-CRM in context of tourism marketing, E-CRM tools; **Social media:** importance of social media in tourism promotion, managing tourist interaction, managing tourist data integration, data transformation, E- tourism strategies; **Global Distribution Systems**: history and evolution of GDS, computer
reservation system (CRS) for hotel booking and Airlines; **Digital marketing tools:** Artificial intelligence (AI), machine learning, block chain, virtual reality; **Digital tourist**: technology and

tourist information, technology insights, additional dimensions in information search, on – site usage of technology, facets technology, mobile phone and internet.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks. o **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

– Baker, M., & Hart, S. (2008). *The Marketing Book.* London: Routledge.

– Buhalis, D., & Laws, E. (2001). *Tourism Distribution Channels: Practices, Issues and Transformations.* UK: Cengage Learning EMEA.

– Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital Marketing*. UK: Pearson.

– Charlesworth, A. (2014). *Digital Marketing: A Practical Approach*. UK: Routledge.

– Egger, R., & Buhalis, D. (Eds.). (2011). *E- Tourism Case Studies*. UK: Routledge.

– Nguyen, N. T., Trawiński, B., & Jung, J. J. (Eds.). (2011). *New Challenges for Intelligent Information and Database Systems*. Germany: Springer Science & Business Media.

Course Title	Strategic Management for Tourism and Hospitality Industry			
Course Code	BBAT 32043			
Credit Value	3			
Status	Level 3 / Semester II /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	-	-	105

Aim

The aim of this course unit is to provide knowledge for the students to formulate and implement strategies to achieve the organizational objectives in the tourism and hospitality industry.

Intended Learning Outcomes

- Define the key concepts in strategic management
- Describe the levels of strategies in the organizations
- Develop vision, mission, goals and objectives statements for an Tourism and hospitality organization
- List the factors that impact on strategy formulation of the tourism and hospitality industry
- Analyze the macro-environment of organizations in terms of political, economic, social, technological, ecological and legal factors (PESTEL)
- Evaluate the porter's five forces model in the tourism and hospitality industry
- Analyse the strategic capability of the organization in relation to resources and competencies using SWOT
- Explain the value chain analysis
- Discuss the corporate, business, and operational strategies
- Explain the international strategy for tourism and hospitality
- Examine the strategic evaluation process in the tourism and hospitality industry
- Evaluate the strategic implementation and practices in the tourism and hospitality industry
- Discuss the strategy execution and evaluation process
- Propose the solutions for the strategic issues and challenges in organizations

Syllabus Content

Introduction to strategy: Defining strategy and strategic management, the importance of strategy, levels of strategy; **Company's directions (Tourism and hospitality):** vision, mission, goals and strategic objectives of tourism and hospitality industry, strategy statements; **Analyzing the internal environment (Strategic capabilities):** tourism and hospitality industry context– the operational context – Strategic Capabilities and Competitive Advantage, threshold and dynamic capabilities, competencies, resources and competitive advantage, tourism and hospitality industry – the human resources context, tourism and hospitality industry – the financial context, tourism and hospitality industry ion – products and markets context; Diagnose strategic capability by means of value chain analysis, and SWOT analysis; **Analyzing the external environment:** the external environment for tourism and hospitality industry – the macro context, and industry and sector analysis; **Strategic selection:** corporate strategy, business strategy, operational strategy, international strategy, global strategies for tourism and hospitality, competitive strategy and strategic direction for tourism and hospitality industry, strategic methods for tourism and hospitality industry, strategic evaluation and selection for tourism and hospitality industry; **Strategic implementation:** Strategic implementation for tourism and hospitality, strategy-evaluation process, Strategy development processes, organizing for success.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments, case studies, role play forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains a case study for 30 marks o **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 70.

Recommended Readings:

– Ansoff, H. I., Kipley, D., Lewis, A. O., Helm-Stevens, R., & Ansoff, R. (2018). *Implanting Strategic Management*. Germany: Springer.

– Evans, N. (2015). *Strategic Management for Tourism, Hospitality and Events*. London: Routledge.

– Evans, N., Stonehouse, G., & Campbell, D. (2012). *Strategic Management for Travel and Tourism*. UK: Taylor & Francis.

– Kerr, W. R. (2003). *Tourism Public Policy, and the Strategic Management of Failure*. London: Routledge.

– Moutinho, L., & Vargas-Sanchez, A. (2018). *Strategic Management in Tourism, CABI Tourism Texts*. UK; Cabi.

Course Title	Cultural Heritage Tourism			
Course Code	BBAT 32052			
Credit Value	2			
Status	Level 3 / Semester II /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	20	50

Aim

The aim of this course unit is to provide a clear knowledge and understanding of cultural heritage.

Intended Learning Outcomes

- Define the concepts of cultural heritage, cultural heritage management and tourism management
- Recognize the key issue – linking cultural heritage management
- Identify the influencing factors in cultural heritage tourism
- State the nature of cultural heritage tourism
- Distinguish tangible and intangible cultural heritage
- Describe cultural heritage management
- Analyze the role of intangible cultural heritage in tourism development
- Explain the identity of the Sri Lankan community through the exposure of tangible cultural heritage
- Discuss the importance of the festivals in Sri Lanka as a tourism destination
- Examine the cultural tourism market
- Summarize various types of cultural tourists
- List the world heritage sites in Sri Lanka
- Formulate the marketing strategy to promote to the cultural heritage tourism

Syllabus Content

Introduction to cultural heritage: defining cultural heritage tourism, conceptualizing cultural tourism – a thematic approach, the key issue- linking cultural heritage management and tourism marketing, the nature of cultural heritage tourism, influencing factors in cultural tourism, cultural tourist behaviour; **Cultural heritage management:** core concepts, cultural heritage management and tourism, positive and negative of cultural heritage tourism; **Tangible heritage:** introduction, process – driven conservation of tangible cultural heritage, the scope of tangible heritage assets, cultural significance of heritage assets, tourism, authenticity and communication, identity of Sri Lankan community through exposure of tangible cultural heritage; **Intangible cultural heritage management:** authenticity and cultural space, recognition of cultural heritage management, tourism and changes to intangible heritage Sri Lankan intangible cultural heritage and festival marketing in Sri Lanka; **The cultural tourism market – a cultural tourism typology:** defining cultural tourists, types of cultural tourists, unique features of marketing in cultural tourism, sustainable competitive advantages; **Introduction of world heritage sites:** the importance of the WHSs, role of United Nations Educational, Scientific and Cultural Organization (UNESCO), world heritage sites in Sri Lanka; Marketing strategies for cultural heritage: promotion

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play.

	Summative Assessment:70% – End of course written examination is of two hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

– Gillman, D. (2010). *The Idea of Cultural Heritage*. UK: Cambridge University Press.

– Smith, L. (2006). *Uses of Heritage*. London: Routledge.

– Timothy, D. J. (2011). *Cultural Heritage and Tourism: An introduction*. Bristol: Channel View Publications.

– Timothy, D. J., & Nyaupane, G. P. (2009). *Cultural Heritage and Tourism in the Developing World: A regional perspective*. London: Routledge.

– Pushparatnam, P. (2014).*Tourism and Monuments of Archaeological Heritage in Northern Sri Lanka. Sri Lanka:* Express Newspapers (Ceylon) (Pvt) Ltd.

Course Title	Tourist Psychology			
Course Code	BBAT 32062			
Credit Value	2			
Status	Level 3 / Semester II /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	-	-	70

Aim

The aim of the course unit is provide an explicit knowledge and understanding of tourist psychology.

Intended Learning Outcomes

- Define the terms of tourist psychology and tourist satisfaction
- Indicate the nature and scope of tourist psychology
- Explain anthropological and sociological approaches in tourist psychology
- List the influencing factors on tourist satisfaction
- Describe the way of management of tourists' expectations, and experiences
- Examine the social contract between tourists and hosts
- Identify tourists' perception about the host
- Evaluate the patterns of tourists movement
- Analyze the various types of tourists' needs
- Discuss the role of the pleasure principle in the selection of a tourism destination
- Interpret the role of kindness, love and companionship in attracting national and international tourists

Syllabus Content

Understanding the concept of tourists, and tourist psychology: meaning of tourist psychology, nature and scope of tourists psychology, anthropological and sociological approaches in tourist psychology; **Tourist satisfaction:** tourist expectation management, managing tourist experience, factors influence tourist satisfaction; **Social role of the tourist:** tourist attitude, psychology of cultural native, social contact between tourist and hosts, tourist' perceptions about local people, host perceptions of tourist; **The tourist in trouble:** motivation theory, attribute theory, tourist scams, responsibility and its implications, crimes against tourists, health challenges; **The tourists' footprints:** symbolic paths, patterns of tourists movement, public movement patterns, perceived crowding; **Tourist motivation**; types of tourist needs, physiological needs, safety and health needs, the need for love and companionship, the need for pleasure, social image needs, the need to possess, pleasure principle.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of two hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks. o **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

Dimofte, C. V., Haugtvedt, C. P., & Yalch, R. F. (Eds.). (2015). *Consumer psychology in a social media world*. Rutledge.

Filep, S., & Pearce, P. (2013). *Tourist experience and fulfilment: Insights from positive psychology*. London: Rutledge.

Jafari, J. (2019). *Study of Tourism: Foundations from Psychology*. Emerald Group Publishing.

Kozak, M., & Decrop, A. (2009). *Handbook of tourist behavior: Theory & practice*. UK: Rutledge.

Pearce, P. L. (2011). *Tourist behaviour and the contemporary world*. Bristol: Channel view publications.

Course Title	Hotel Housekeeping			
Course Code	BBAT 32072			
Credit Value	2			
Status	Level 3 / Semester II /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---		70

Aim

The aim of the course is to provide a clear path for students to familiarize hotel housekeeping.

Intended Learning Outcomes

- Define the concepts of hotel and hotel housekeeping
- Claim an insight into the history of the hotel industry
- Explain the classification of hotels based on different criteria
- Distinguish different types of the hotel
- Appreciate the placement of housekeeping as an important support department in the organization of the hotel department
- Examine the importance of housekeeping in hotels and List the duties and responsibilities of the department
- Describe the various personnel in a housekeeping department and their duties and responsibilities
- List the personal attributes required in housekeeping personnel
- Assess the scope of housekeeping in establishments other than hotels
- Write the room report
- Explain the role of the control desk in the welcoming guest

Syllabus Content

Hotel overview: define the concept of hotel and history of the hotel industry, types of rooms, different type of room statuses; **Organization of housekeeping department**: Role of the housekeeping department, layout of the housekeeping department, organizational structure of the housekeeping department; **Housekeeping administrative duties:** competencies of a housekeeping professional, the executive housekeeper, duties and responsibilities of the housekeeping personnel ; **Introduction to Cleaning:** what is cleaning, why cleaning is necessary, levels of cleaning, types of soiling (dust, grit, litter, dirt, oil, protein stains, starch, fumes and odors, mildew, tarnishing, industrial waste). **Cleaning equipment**: types of cleaning equipment, uses, care and storage of equipment. **Cleaning agents, non-cleaning agents and protective finishes:** types of cleaning agents, storage of cleaning agents, correct use and storage of chemicals. **Housekeeping floor procedures:** the floor pantry, preparing room report, setting maid's trolley; **Guest room cleaning procedure:** layout of a guest room, rules on guest floor, entering procedure, cleaning a departure/ occupied/ not ready room, giving a turndown service, a second service ; **Housekeeping control desk:** role of the control desk, coordination with other departments, types of registers files maintained, lost and found handling, ,: **The Linen and the uniform rooms;** the linen room, storage conditions, linen room equipment and
accessories, types of linen, exchange linen, discard linen, hiring of linen, the uniform room.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of two hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

– Andrews, S. (2013). *Hotel Housekeeping: A Training Manual*. New Delhi: Tata McGraw- Hill Education.

– Darsono, A. (2011). *Housekeeping Hotel*. New Delhi: PT Gramedia Pustaka Utama.

– Jones, T. J. (2007). *Professional Management of Housekeeping Operations*. New York: John Wiley & Sons.

– O'Fallon, M. J., & Rutherford, D. G. (2010). *Hotel Management and Operations*. New York: John Wiley & Sons.

– Rutherford, D. G. (2002). *Hotel Management and Operations*. John Wiley and Sons, Inc.

Course Title	Proposal Development			
Course Code	BBAT 32082			
Credit Value	2			
Status	Level 3 / Semester II/ Enhancement			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	--	70

Aim

The aim of this course unit is to provide knowledge to develop the research proposal.

Intended Learning Outcomes

- Identify a problem/issue in tourism and hospitality management suitable for scientific investigation
- Recognize that problem within the relevant literature and existing evidence and identify gaps in the evidence about that problem
- Develop a (structured) research question and objectives which addresses a gap in the evidence about the problem
- Plan an appropriate research design to investigate the research question
- Explain research philosophy
- Use appropriate online databases of research evidence and reference management software
- Justify the methodology selection
- Apply ethical principles of research to shape or modify the research proposal

Syllabus Content

Introduction to research proposal: The nature of research proposals, the general range of skills required to develop proposals, the issue of motivation and its influence on research choices, information on funders' requirements, ways of selecting potential supervisory support, the purpose of a research proposal, general requirements of reviewers; **The key aspects of proposal preparation:** the key orientating concepts of proposals; the content and form of the title, abstract, and supporting documents; describing the conceptual framework and producing a sound argument; **Writing introduction, rationale and literature review:** Details of the requirements of different forms of literature review, searching the literature; developing own argument; **Discussing aim, objectives, research questions/hypotheses:** Maintaining consistency across purpose, design and implementation, the depth of methodology description required in different circumstances, the salience of using the right language, the importance of ethical considerations, research direction; **Financial consideration, research planning and collaboration:** the ground rules of budgeting for any research project, the planning of goals and establishment of deadlines, managing time on a project effectively.

Teaching and Learning Methods/Activities	Lectures, guest lectures, tutorials, group discussions, individual assignments, case studies.
Evaluation	**Summative Assessment: 100%** - Proposal submission – 70 Marks (End of the semester) - Presentation – 30 Marks (the last day of the examination)

Recommended Readings:

- Denicolo, P., & Becker, L. (2012). *Developing Research Proposals*. UK: Sage.
- Denscombe, M. (2012). *Research Proposals: A Practical Guide: A Practical Guide*. UK: McGraw-Hill Education.

- Munhall, P. L., & Chenail, R. J. (2008). *Qualitative Research Proposals and Reports: A guide*. USA: Jones & Bartlett Learning.
- Punch, K. (2000). *Developing Effective Research Proposals*. UK: Sage.
- Soam, S. K., Rao, D. R., Virmani, S. M., & Rao, C. S. (2018). *Developing Winning Research Proposals: Status and Impacts of an Innovative Training Initiative*. India: National Academy of Agricultural Research Management.

Course Title	Tourism Supply Chain Management			
Course Code	BBAT 41013			
Credit Value	3			
Status	Level 4 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---	10	95

Aim

The aim of this course unit is to provide a clear framework for understanding the principles and practices of supply chain management in the tourism and hospitality industry.

Intended Learning Outcomes

- Define the terms supply chain and supply chain management
- Describe the essential elements of supply chain management and its functions
- Identify the critical issues in tourism supply chain management
- Illustrate basic supply chain models
- Examine the role of the global business environment on the development of the tourism industry
- Discuss the global supply chain operations
- Analyze the current trends in global tourism supply chain management
- List out the key drivers of supply chain performance
- Explain the demand management and forecasting
- Identify the difficulties with tourism supply chain coordination
- Apply Game theory in tourism supply chain competition
- Evaluate the tourism distribution channels
- Compare the terms tourism supply chain and chain competition
- Point out the capacity and inventory issues in tourism supply chain management
- State the importance of customer relationship management and information technology in the tourism distribution channel

Introduction to tourism supply chain management: supply chains, supply chain management, element and functions of supply chain management, basic supply chain model, application of supply chain in tourism, critical issues in Tourism Supply Chain Management (TSCM), theoretical framework, supply chain management conceptual model; **Global supply chain operations:** global business environment and tourism, strategic challenges, global supply chain operations, current trends in global tourism supply chain management**; Supply chain design and planning:** supply chain configuration, stable network, dynamic network, extent of vertical integration, outsourcing and offshoring, location decisions; **Demand management and forecasting:** tourism demand management, collaborative tourism supply chain forecasting, forecasting methods, collaborative system decision; **Tourism supply chain coordination:** difficulties with tourism supply chain coordination, conflicting objectives, costs of poor information sharing, coordination mechanism and information sharing; **Tourism supply chain competition:** introduction, Game theory and its implication to tourism supply chain competition; **Chain vs. Chain competition:** Game – theoretic framework, Impact of tourism supply, chain membership, impact of tourism supply, chain preference, impact of cross sector integration; **Tourism distribution channels:** tourism supply chain and distribution channels, channel intermediaries, tourism distribution channel structure, tourism distribution channel development, tourism distribution channel member; capacity and inventory issues in tourism supply chain management (TSCM) – customer relationship management (CRM) in TSCM, Information communication technology in TSCM

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains a case study for 30 marks o **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 70.

Recommended Readings:

– Arndt, H. (2008). *Supply Chain Management*. Wiesbaden: Gabler.
– Bozarth, C. C., & Handfield, R. B. (2016). *Introduction to Operations and Supply Chain Management*. USA: Pearson.
– Hugos, M. H. (2018). *Essentials of Supply Chain Management*. UK: John Wiley & Sons.
– Song, H. (2012). *Tourism Supply Chain Management*. UK: Routledge.
– Werner, H. (2000). *Supply Chain Management*. Wiesbaden: Gabler.

Course Title	Global Tourism			
Course Code	BBAT 41023			
Credit Value	3			
Status	Level 4 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---		105

Aim

The aim of this course unit is to provide the knowledge for students to learn the tourism and hospitality industry from a global perspective.

Intended Learning Outcomes

- Describe global tourism, and its important contribution to the global economy
- Explain the trends and patterns of global tourism in the modern world
- Describe the relationship between globalization, tourism and cultural interaction
- Examine the role of culture on international tourism development
- Making judgments on the competitiveness of tourism destinations and firms in an international dynamic environment
- Elaborate cultural influences on travel behavior
- Explain information, ideas, problems and solutions related to the identification and exploitation of market opportunities in the international tourism context.
- Formulate the strategies to promote the global tourism industry
- Demonstrate tour itineraries of various countries across time zones
- Identify the trends and challenges of the aviation system on the global tourism
- Recognize the impact of climate change on the tourism arrivals
- Evaluate the role of cultural practices and social changes in global tourism
- Examine the impact of national and cultural factors on the utilization of resources in the travel industry
- Distinguish the concepts of group travelers and independent travelers
- Identify the issues relating to the deployment of expatriate workers by travel

Syllabus Content

Introduction to international tourism: the global environment- globalization, trends and patterns of global tourism and tourism and culture Interaction; **Cultural diversity:** cultural theories and practices, intercultural theories, cultural practices and tourism impacts on culture; **Culture and cultural differences:** cultural variability, cultural influences on intercultural communication, cultural influences on social interaction, cultural influences on rules of social interaction, cultural influences on service, cultural influences on ethical behavior; **Tourist Behavior:** human behavior, its nature and determinants, consumer buying behavior, cultural influences on tourist buying behavior; **Destination competitiveness:** characteristics of tourist destination**, tour itineraries of various countries,** internationalization strategies for tourism businesses, mass, group and independent travelers, tourism intermediaries, trends and challenges in aviation and global tourism; **The impact of global tourism:** employing franchising, management contracts and joint ventures as strategies in the internationalization of their operations, impact of climate change on tourism and arrivals, impact of national and cultural factors on the utilization of resources in travel, tourism and hospitality, issues relating to the deployment of expatriate workers by travel, tourism and hospitality organizations.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.

Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains a case study for 30 marks o **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 70.

Recommended Readings:

- Bhatia, A. K. (2006). *International Tourism Management*. India: Sterling Publishers Pvt. Ltd.
- Conrady, R., & Buck, M. (20017). *Trends and Issues in Global Tourism.* Berlin: Springer.
- Lanfant, M. F., Allcock, J. B., & Bruner, E. M. (2015). *International Tourism: Identity and Change*. Newcastle Upon Tyne: Sage.
- Lyon, S. M., & Wells, E. C. (Eds.). (2012). *Global Tourism: Cultural Heritage and Economic Encounters*. USA: Rowman Altamira.
- Reisinger, Y., & Dimanche, F. (2010). *International Tourism*. London: Routledge.
- Witt, S. F., Brooke, M. Z., & Buckley, P. J. (2013). *The management of International Tourism.* London: Routledge.

Course Title	Sustainable Tourism			
Course Code	BBAT 41033			
Credit Value	3			
Status	Level 4 / Semester I /Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	---		105

Aim

The aim of this course unit is to provide the students with sound knowledge about all aspects related to principles and practices of sustainable tourism.

Intended Learning Outcomes

- Define the terms of sustainability, sustainable development and sustainable tourism
- Describe the relationship between sustainable tourism and sustainable development
- Illustrate how sustainable tourism has been formally incorporated into agendas of tourism and non – tourism organizations at the global, regional and national levels.
- Spell out the significance of key stakeholders in sustainable tourism development
- List the challenges that are associated with sustainable tourism
- Discuss the problems associated with flexibility and complexity that arise when managers and planners attempt to implement the strategies of sustainable tourism
- Indicate the crucial role played by indicators
- Employ the Bellagio Principles as a basis for selecting relevant sustainable tourism indicators
- Describe the major differences between alternative tourism and conventional mass tourism ideal types
- List and describe relevant subsectors
- Evaluate the differences and similarities in major alternative tourism subsectors, including farm-based tourism, volunteer tourism, guesthouses, backpacking, urban alternative tourism and education tourism
- Assess the role of ethics in accounting for the involvement of the tourism industry in sustainability
- Assess the extent to which each of these facilitating sectors, as a whole, has become more environmentally and sociocultural sustainable
- Examine the role of place and community in influencing the context and pursuit of sustainable tourism in destinations
- Judge the distinctive qualities of special events that influence the sustainability issue

Syllabus Content

Introduction to sustainable tourism: the concepts of sustainability, sustainable development and sustainable tourism, historical background, the nature and scope of sustainable tourism, institutionalization of sustainable tourism – regional organization, tourism related institutions, world travel council, national and sub national organization; **The key actors in sustainable tourism -** the public sectors, the industry, the voluntary sector, host community, the media, the tourist; **Issues in sustainable tourism:** flexibility, status quo or enhancement, complexity of tourism systems, minimalist and comprehensive composite models, sustainable tourism indicators, Bellagio principles, pursuing sustainable tourism; **Alternative tourism:** history of alternative tourism, typology of alternative tourism products, mass conventional tourism and alternative tourism ideal types; deliberate and circumstantial alternative tourism, Farm based tourism, volunteer tourism, backpacking, urban alternative tourism, education tourism, potential problems; **Conventional Mass tourism:** introduction to ethics, emergence of the green consumer, Advantage of larger economic of scale; **The facilitating sectors:** introduction to facilitating sectors, travel agencies, Specialized merchandise – guidebooks, Outbound tour operators, transportation providers, hospitality

providers; **Tourist destination:** destination and place, destination and community, broad context model of destination development scenarios, destination types, special events.	
Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I**: It is compulsory. It contains a case study for 30 marks o **Part II**: Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 70.

Recommended Readings

- Aronsson, L. (2000). *The Development of Sustainable Tourism*. London: Continuum.
- Ateljevic, J., & Page, S. J. (Eds.). (2017). *Tourism and Entrepreneurship*. London: Routledge.
- Edgell, D. L. (2019). *Managing sustainable tourism: A legacy for the future*. Routledge.
- Harris, R., Williams, P., & Griffin, T. (Eds.). (2012). *Sustainable Tourism*. London: Routledge.
- Middleton, V. T., & Hawkins, R. (1998). *Sustainable Tourism: A Marketing Perspective*. London: Routledge.
- Weaver, D. B. (2006). *Sustainable Tourism: Theory and Practice*. London: Routledge.

Course Title	Food Safety and Hygiene			
Course Code	BBAT 41043			
Credit Value	3			
Status	Level 4 / Semester I/Core			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	45	30		75

Aim

The aim of this course unit is to provide the students sound knowledge and practical exposure about food, personal and institutional hygiene issues, and hygienic practices in the hospitality sector to assure the food safety.

Intended Learning Outcomes

- Define the terms of food hygiene, food safety, food microbiology, food poisoning, and food-borne illnesses
- Describe the background and historical significance of food hygiene and safety
- Describe different food poisoning microorganisms associated with food and their growth requirements
- Recognize biological, chemical and physical and hazards present in a food preparation process
- Point out the biological and non- biological causes of food poisoning
- Explain the concept of food contamination and give examples of common food contaminants
- Identify and explain food quality, personal hygiene and food safety practices in a tourist hotel
- Describe appropriate personal hygienic practices to prevent the food borne-illnesses
- State different types of natural toxicants, food allergies and intolerance
- Identify appropriate practices for safe food handling, storage methods and conditions for different foods and raw materials
- Identify appropriate practices for the preparation and serving of foods safely
- Recognize appropriate designs of food establishments
- Identify the importance of cleaning, sanitizing and waste management practices in a food establishment
- Practice the food safety management systems in a tourist hotel

Syllabus Content

Introduction to food hygiene and safety: Definitions, background and historical significance, Issues, Scientific basis and implication, Regulatory, industrial and international implications, Importance of food hygiene; **The principles of food safety and hygiene:** Food microbiology (Types and characteristics of microorganisms, Their growth requirements, Common spoilage microorganisms and pathogens in food, Use of extrinsic and intrinsic factors to control microbial growth), Hazards in foods (Types of hazards: Biological, Chemical and Physical. Sources, Health effects, Controlling and prevention of those hazards), Food spoilage and poisoning (Types, Potential of microbes to create problems, Symptoms, Contamination and cross contamination), Maintain of good personal hygiene; (Personal care; maintaining of body, grooming and maintaining of good health, Importance of monitoring and training on personal hygiene); **Natural toxicants in foods:** (Types of natural toxicants: Plant origin, Animal origin and Microbial based. Sources, Health effects and detoxification / prevention), Food allergies and intolerance: (Types of foods, Causes and Health effects); **Practical aspects of food safety and hygiene:** Principles and applications of safe food handling and storage; (Purchasing, Quality inspections, Safe food handling techniques, Types of food stores and safe storing of different foods and raw materials), Preparation of foods in safely; (Sorting, Cleaning, Peeling, Cutting and cooking), Serving food safely to clients; (Safe and hygienic delivering of food to

serving areas, Handling and serving of food safely, Cleaning procedures of before, during and after the service), Cleaning and sanitizing tasks of food establishments; (Types of cleaning and sanitizing agents, Usage and management of them, Procedures of cleaning of different areas of a food establishment), Control of pests in a food establishment– (Types of pests, Damages of pests and Controlling of pest), Appropriate designs of food establishments; (Types of layouts, Importance, Planning) Waste management in a food establishment; (Types of wastes: Solid waste, Liquid waste, Waste water. Techniques for waste management: Reduce, Reuse and Recycle principles); **Food safety regulations and standards:** Laws concerning food hygiene and safety, Food quality standards: (GMP, GHP, Global GAP, Codex standards, SLS standards, Food Act in Sri Lanka), Food safety management systems: (HACCP, ISO 22000, FSSC 22000, SQF and Organic certification), Training of employees in food safety aspects: (Training needs and procedures).	
Teaching and Learning Methods/Activities	Lectures, Tutorials, Group discussions, Participatory learning activities, Online learning activities, Presentations, Individual assignments, Group assignments, Case studies, Forums, Field visits / Study tours and Debates.
Evaluation	**Formative assessment (In-course): 30%** – It consists of two practical examinations; each carries 15 marks. – The assessments, which will be designed to examine the practical skills of the students, will be held in places where practical sessions will be held. – Duration of the assessment might vary depending on the nature of the assessment. – Formative assessment will be considered for a total 30 marks. **Summative Assessment: 70%** – End of course written examination is of three hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer four questions out of seven questions that may include several parts. Total marks for this part is 80.
Recommended Readings: – Brotherton, B. (2012). *International Hospitality Industry*. London: Routledge. – Hutter, B. M. (2011). *Managing Food Safety and Hygiene: Governance and Regulation as Risk Management*. Cheltenaham: Edward Elgar Publishing. – Marriott, N. G., & Robertson, G. (2018). *Essentials of Food Sanitation*. Germany: Springer Science & Business Media. – Meggitt, C. (2003). *Food Hygiene and Safety: A Handbook for Care Practitioners*. UK: Heinemann. – Singh, R. L., & Mondal, S. (Eds.). (2019). *Food Safety and Human Health*. India: Academic Press.	

Course Title	Travel Media			
Course Code	BBAT 41052			
Credit Value	2			
Status	Level 4 / Semester I/Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	20	50

Aim

The aim of this course is to provide knowledge on travel media in tourism promotion.

Intended Learning Outcomes

- Identify the role of travel media
- Discuss the necessity of travel writing on the promotion of the tourism industry
- Equip the students with the knowledge of practical applications of print, electronic and new media on travel and the dynamics of making travelogues
- Prepare the media documents
- Examine the contribution of print media and print media materials in brand image creation of the tourism destination
- Construct the innovative idea of using appropriate media forms as per the specific situations
- Explain the role of the Electronic Media in documenting destinations and exposures
- List the important new media
- Evaluate trends of new media presentation in the promotion of the tourism and hospitality industry
- Describe the usefulness of social media to create high demands for destinations

Syllabus Content

Travel writing: writing news on tourism, feature travel writing, writing travel journeys, writing press releases, conducting interviews, writing autobiographical tales and anthologies, travel magazines, newsletters and journals; **Print media materials:** preparation of travel books, travel guides, accommodation guides, travel business booklets, coffee table books, pamphlets, handouts, handbills, leaflets, notices, posters, broachers, picture postcards and hoardings**; Electronic media productions: role of electronic media,** basics of visual storytelling, documentation of places, events, travel, transport, hospitality and tourism resources, preparation of visual promotions, Preparation of Audio Stories, Documentaries and Interviews; **New media presentations:** important of new media, innovative ideas in media presentation, using websites and web blogs, travel and social media network: using YouTube, WhatsApp and Viber groups and Instagram for virtual tourism, preparation of Facebook like pages

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment: 70%** – End of course written examination is of two hours duration – Question paper contains two parts:

	○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks ○ **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Arvaham E. & Ketter E. (2008), *Media Strategies for Marketing Places in Crisis.* UK: Elsevier.
- Brown, F (2011). *Journalism Ethics: A Casebook of Professional Conduct for News Media*. USA: Marion Street Press.
- Brunt.P. (1997), *Market Research in Travel and Tourism. UK:* Butterworth and Heinemann.Månsson, M. (2015). *Mediatized Tourism: The Convergence of Media and Tourism Performances*. Sweden: Lund University.
- Neilson C. (2001), Tourism and the Media: Tourist Decision Making, Information and Communication, Hospitality Press, Melbourne.

Course Title	Meetings, Incentives, Conferences and Exhibitions Tourism			
Course Code	BBAT 41062			
Credit Value	2			
Status	Level 4 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	10	60

Aim

The aim of this course unit is to provide a sound knowledge about all aspects related to organization of meetings, incentives, conferences and exhibitions, planning and managing events.

Intended Learning Outcomes

- Define terminology of MICE
- Describe the components and structure of MICE
- Examine the role of events on the promotion of tourism
- List the various types of events
- Discuss he important pre and post event activities
- Explain the significant contribution of MICE marketing in creating a brand image and brand value
- List the stakeholders of the MICE industry
- Identify the necessity of tourism supportive and complementary services in successful event designing
- Describe ethical issues related to MICE management
- Analyze the factors affecting the operation and management of MICE in practice
- Analyze the significance of the MICE industry as part of the overall event sector in Sri Lanka
- Formulate strategies to promote the MICE industry
- Explain the knowledge of event planners through a case study

Syllabus Content

Overview of MICE tourism: definitions of terminologies of MICE and MICE operators, macro and micro environmental factors on MICE, government policies and level of integration of MICE into other economic development research on MICE, the nature of MICE markets and demand for facilities, the impact of MICE on local and national communities, components and structure of the MICE Industry, role of events for the promotion of tourism, types of events pre, and post event activities; **The Role of MICE in the Tourism Industry:** the broader value of MICE; educate and inform, promote, network/socialize, attracting tourism, improving the destination's image; increase sales, improve performance, support the local community, new skills and knowledge, job creation, infrastructure investment; **MICE Management**: introduction and importance of MICE management, ethical and practical issues related with MICE, the factors affecting the operation and management of MICE in practice; **The stakeholders of the MICE industry:** local community, association / exhibitors, convention bureau/ Destination Management Organization (DMO), venue and hotels, travel agency, participants.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations, case study, debate, role play.

	Summative Assessment: 70% – End of course written examination is of two hours duration – Question paper contains two parts: o **Part I:** It is compulsory. It contains 20 multiple choice questions for 20 marks o **Part II:** Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings

– Bowdin, G., Allen, J., Harris, R., McDonnell, I., & O'Toole, W. (2012). Events Management. London: Routledge.

– Harris, J. L. (Ed.). (2011). Project Planning and Management: A guide for CNLs, DNPs, and Nurse Executives. USA: Jones & Bartlett Publishers.

– Jones, M. L. (2017). Sustainable Event Management: A Practical Guide. London: Routledge.

– Luckham, D. C. (2011). Event Processing for Business: Organizing the Real-Time Enterprise. USA: John Wiley & Sons.

– Rieger, J., Stanley, J., & Traynor, R. (2014). Project planning and Management for Ecological Restoration. Washington: Island Press.

Course Title	Politics and Tourism			
Course Code	BBAT 41072			
Credit Value	2			
Status	Level 4 / Semester I /Elective			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	-	70

Aim

The aim of this course unit is to provide a sound knowledge to students to think critically about political issues which are associated with tourism and hospitality.

Intended Learning Outcomes

- Describe the meaning of politics, political power, policy, political system
- Explain the role of politics in tourism development
- Identify the relationship between Neoliberalism and the political economy of tourism
- Spell the significance of international relations among the countries
- Identity the factors that influences on governability of governance
- Examine the contribution of macro and micro scale factors in implementing governance system with the participation of various types of stakeholders
- List the necessity of destination governance system in destination development
- Explain the main issues related to globalization and privatization in the context of tourism
- Discuss the impacts of terrorism and war on tourism development
- Elaborate the cost of Civil war in tourism development in Sri Lanka
- Explain the role of the state in tourism development
- Describe thirteen amendments and the role of provincial and local government in tourism development in Sri Lanka

Syllabus Content

Introduction to tourism and politic: politics, political power, policy, political systems and role of politics in tourism development; **Geo – politics and tourism:** international relations, global tourism policy, international tourism related bodies like UNWTO; **Tourism governance:** governability of governance, macro and micro scale factors in tourism governance, role of governance in tourism policy and planning, role of stakeholders in governance, the necessity of governance, government and governance, role of tourism governance, tourist destination governance - practice, theory and issues; role of stakeholders in tourism governance; **Neoliberalism:** political economy of tourism; globalization and privatization in tourism; **Man made crises:** civil war in Sri Lanka, terrorism – food terrorism and religious terrorism ; **Tourism regulation:** the role of provincial and local government, Sri Lankan Tourism Act No 38 of 2005; Sri Lankan tourism organization: Sri Tourism Development Authority, Sri Lanka Tourism Promotion Bureau, Sri Lank convention bureau.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, online learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative assessment (In-course): 30%** – At least three assessments for 30 Marks – The assessments could take any form such as classroom assignment, take-home assignment, quiz, presentations, case study, debate and role play. **Summative Assessment:70%** – End of course written examination is of two hours duration – Question paper contains two parts:

	○ **Part I**: It is compulsory. It contains 20 multiple choice questions for 20 marks ○ **Part II**: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80.

Recommended Readings:

- Hall, D. R. (Ed.). (2017). *Tourism and Geopolitics: Issues and Concepts from Central and Eastern Europe*. CABI.
- Hall, M. C. (1994). *Tourism and Politics: Policy, Power and Place*. Hoboken: John Wiley & Sons.
- Jeffries, D. J. (2001). *Governments and Tourism.* UK: Routledge.
- Mason, P. (2015). *Tourism Impacts, Planning and Management.* UK: Routledge.
- Mosedale, J. (2016). *Neoliberalism and the Political Economy of Tourism: Projects, Discourses and Practices*. United Kingdom: Routledge.
- Samaranayake, H. (2012). *Lifetime in Tourism*. Sri Lanka: Vijitha Yapa Bookshop
- Seyfi, S., & Hall, C. M. (2019). *Tourism, Sanctions and Boycotts*. UK: Routledge.

Course Title	Language Studies - II			
Course Code	BBAT 41082			
Credit Value	2			
Status	Level 4 / Semester I / Enhancement			
Notional hours	Theory	Practical	Field/industrial visits	Independent learning hours
	30	---	-	70

Aim

The aim is to make the students understand discourse used in different texts.

Intended Learning Outcomes

- Write Chinese characters
- Use contextual, structural, and morphological clues to deduce meaning of unfamiliar words and phases
- Demonstrate the ability of basic skills in Chinese listening, speaking, reading and writing
- Describe basic theories in Chinese grammar
- Acquaint with Chinese messages, basic reports and minutes writing
- Enhance the effectiveness of business communication in dynamic environment
- Formulate appropriate questions and responses related to real life situations
- Identify the major and minor details of conversations, short lectures and news items

Syllabus Content

Familiarizes with phonetics & pronunciation of Chinese, identifies characters and word formation, learns syntax of simple sentences, learns Chinese classifiers, prepositions and adverbs, uses sentences with the verbal predicate, the nominal predicate, adjectival predicate and modal verbs, engages in reading comprehension, engages in oral communication, engages in written communication and rules of writing.

Teaching and Learning Methods/Activities	Lectures, tutorials, group discussions, participatory learning activities, presentations, individual assignments, case studies, forum, field visit and debate.
Evaluation	**Formative Assessment (In-course)** o Eight assessments for the evaluation of all the four skills o The assessment could be in any forms such as classroom assignment, take-home assignment, oral presentations, role play, and online assessment o Duration of the assessment may vary depending on the nature of the assessment. o Formative assessment will be considered for 800 marks (100 marks for the assessment of each skill) o The marks obtained will be converted into 100 for the calculation of the final grade. **Final Grade** o Formative assessment (100%).

Recommended Readings:

- Dhammadinna. N., (2016). *Our Chinese Textbook 1*. Sri Lanka: Vijithayapa Publisher.
- Dhammadinna. N., (2017). *Chinese Vocabulary.* Sri Lanka: Author Publication.
- Dhammadinna. N., (2017). *Modern Chinese Culture & Lifestyle*. Sri Lanka: Author Publication.
- Dhammadinna. N., (2017). *Readings from Advanced Chinese Texts.* Sri Lanka: Author Publication.

- Dhammadinna. N., (2019) Business and Legal Chinese. Sri Lanka: Samayawardhana Bookshop (Pvt) Ltd.
- Liu Xun, (2004). *New practical Chinese Reader-Text book 1.* Beijing Language & Culture University press.
- Liu Xun, (2004). *New practical Chinese Reader-Work book 1.* Beijing Language & Culture University press.

Course Title	Dissertation in Tourism and Hospitality Management
Course Code	BBAT 42018
Credit Value	8
Status	Level 4 / Semester II /Core
Notional hours	800
Aim	
The aim of the course is to provide students with a comprehensive knowledge and skill required to develop their research ability with the guidance of the supervisor and enabling them to carry out their own research independently in the field of tourism and hospitality management.	
Intended Learning Outcomes	
– Apply knowledge and skill to identify the issues and problems in the area of tourism and hospitality management – Develop research question, problem or design through critical literature review – Evaluate the methodology throughout the project – Critique and interpret the collected data to resolve research question or evaluate a design – Communicate research findings based on interpretations and valid arguments as a final report in accordance with the academic guidelines.	
Evaluation	The students should submit a dissertation and face a viva-voce. The dissertation should be prepared adhering to the guidelines approved by the Faculty. • Interim presentation -10 % • Dissertation-70 % • Viva-voce -20 %

Course Title	Internship in Tourism and Hospitality Management
Course Code	BBAT 42026
Credit Value	6
Status	Level 4 / Semester II /Core
Notional hours	600
Aim	
The aim of this course is to provide exposure to the working environment to the students regarding the real business situation and practical knowledge by applying learned skills during the academic career in the University on tourism and hospitality management.	
Intended Learning Outcomes	
– Express the employer-valued skills by absorbing teamwork, communication, commitment, and socialization in the workplace – Demonstrate new skills which practice in star class hotels – Enhance practical knowledge on particular areas of tourism – Develop the knowledge to improve attitude and behaviour in the workplace – Prepare a report about the work experience learned during the internship along with logbook	
Evaluation	At the end of the internship, students should submit a high-quality report including the experience gained, requirements for additional skills and propose solution to the tourism -related issues identified during the internship. The report should be prepared adhering to the guidelines approved by the faculty/ department. • Logbook maintenance 15 % • Mentor report 20 % • Internship report 40% • Viva-voce 25 %

Bachelor of Business Administration Honours in Accounting														
			Programme Learning Outcomes (PLOs)											
Level	**Course Code**	**Course Unit**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Level I Semester I	**BBAH 11013**	Principles of Management	x	x	x	x		x	x	x			x	x
	BBAM 11023	Sri Lankan Business Environment	x	x		x		x	x					
	BBAA11033	Financial Accounting I	x	x				x					x	
	BBAF 11043	Fundamentals of Finance			x			x						
	BBAF 11052	Information Technology		x		x			x			x		
	BBAD 11062	Business English I		x				x			x			
Level I Semester II	**BBAF 12013**	Business Mathematics and Statistics		x										x
	BBAH 12023	Business Economics												
	BBAA12033	Financial Accounting II	x		x	x	x		x	x		x		x
	BBAM 12043	Marketing Management	x	x	x							x		
	BBAT 12052	Introduction to Tourism and Hospitality Management		x										
	BBAD 12062	Business English II		x					x					x
	BBAD 12072	Social Psychology		x								x		
Level II Semester I	**BBAT 21013**	Events Management	x			x		x						
	BBAH 21023	Managing Human Resources			x		x			x		x		
	BBAA 21033	Management Accounting	x			x			x				x	x
	BBAF 21043	Computer Based Information Management	x			x			x			x		x
	BBAM 21053	Business Legislation and Ethics	x		x	x	x		x		x			x
	BBAD 21062	Business English III	x		x		x				x			
Level II Semester II	**BBAF 22013**	Financial System and Banking			x			x		x				
	BBAH 22023	Organisational Behaviour				x						x		x
	BBAA 22033	Auditing and Taxation												
	BBAM 22043	Public Service Management												
	BBAH 22053	Entrepreneurship	x	x	x	x	x			x		x	x	
	BBAD 22062	Business English IV			x			x				x		
	BBAA 31013	Quantitative Methods for Business		x			x				x			x

Level III Semester I	**BBAA 31023**	Financial Reporting and Analysis		x			x							
	BBAA 31033	Business Taxation	x			x			x		x			x
	BBAA 31043	Advanced Management Accounting	x		x	x	x		x	x	x	x	x	x
	BBAA 31052	Entrepreneurial Accounting	x	x	x				x	x	x	x	x	
	BBAA 32062	Investment Accounting		x	x	x	x		x	x	x	x	x	x
	BBAA 31072	Accounting Theory and Application			x	x	x			x		x		
Level III Semester II	**BBAA 32013**	Strategic Management	x		x	x	x			x		x		x
	BBAA 32023	Digital Accounting				x	x	x	x		x		x	x
	BBAA 32033	Research Methods in Accounting	x	x	x		x							
	BBAA 32043	Corporate Reporting	x				x	x	x		x	x		x
	BBAA 32052	Business Ethics and Governance	x		x	x	x			x	x	x	x	x
	BBAA 32062	Forensic Accounting		x	x	x	x	x		x	x	x	x	x
	BBAA 32072	International Accounting	x		x	x	x		x	x	x		x	x
Level IV Semester I	**BBAA 41013**	Strategic Management Accounting	x	x			x		x	x	x		x	x
	BBAA 41023	Advanced Audit and Assurance		x	x	x	x		x	x				
	BBAA 41033	Public Sector Accounting		x			x							
	BBAA 41043	Data Analytics for Accounting	x			x	x				x			x
	BBAA 41052	Sustainability Accounting	x	x	x		x		x					
	BBAA 41062	Contemporary Business Issues	x	x	x	x	x		x	x				
	BBAA 41072	Project Management for Business			x	x	x			x		x	x	x
Level IV Semester II	**BBAA 42018**	Dissertation in Accounting	x	x	x	x		x	x	x			x	x
	BBAA 42026	Internship in Accounting		x		x	x		x					x

Bachelor of Business Administration Honours in Financial Management														
			Programme Learning Outcomes (PLOs)											
Level	**Course Code**	**Course Unit**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Level I Semester I	**BBAH 11013**	Principles of Management	x	x		x		x	x				x	
	BBAM 11023	Sri Lankan Business Environment		X				X						
	BBAA11033	Financial Accounting I		X			X				X			
	BBAF 11043	Fundamentals of Finance	X	X		X	X							
	BBAF 11052	Information Technology			X				X				X	X
	BBAD 11062	Business English I			X		X				X			
Level I Semester II	**BBAF 12013**	Business Mathematics and Statistics				X	X	X				X		
	BBAH 12023	Business Economics			X									
	BBAA12033	Financial Accounting II	X				X				X			X
	BBAM 12043	Marketing Management		X										
	BBAT 12052	Introduction to Tourism and Hospitality Management			X		X	X			X		X	
	BBAD 12062	Business English II			X						X	X		
	BBAD 12072	Social Psychology	X	X			X							
Level II Semester I	**BBAT 21013**	Events Management			X		X			X		X		
	BBAH 21023	Managing Human Resources		X	X			X			X			
	BBAA 21033	Management Accounting												
	BBAF 21043	Computer Based Information Management	X		X				X		X			X
	BBAM 21053	Business Legislation and Ethics			X		X		X		X			
	BBAD 21062	Business English III			X			X				C		
Level II Semester II	**BBAF 22013**	Financial System and Banking		X		X	X	X						
	BBAH 22023	Organisational Behaviour		X										
	BBAA 22033	Auditing and Taxation	X			X		X						X
	BBAM 22043	Public Service Management			X						X			
	BBAH 22053	Entrepreneurship	X							X			X	
	BBAD 22062	Business English IV		X			X						X	
	BBAF 31013	Corporate Finance	X	X		X				X				

Level III Semester I	**BBAF 31023**	Investment and Portfolio Management	x	x		x	x							
	BBAF 31033	Operations Research Techniques for Business					x	x	x			x		
	BBAF 31043	Research Methodology in Finance	x			x			x					x
	BBAF 31052	Corporate Governance and Business Ethics					x			x	x			
	BBAF 31062	Corporate Taxation					x				x	x		
	BBAF 31072	Digitalization Finance			x				x					
Level III Semester II	**BBAF 32013**	International Financial Management	x			x					x			
	BBAF 32023	Financial Risk Management and Derivatives	x	x		x	x			x				
	BBAF 32033	Microfinance				x		x		x				
	BBAF 32043	Financial Reporting and Analysis				x	x			x	x			
	BBAF 32052	Financial Control and Assurance				x		x				x		
	BBAF 32062	Sustainable Finance	x							x	x	x		
	BBAF 32072	Entrepreneurial Finance				x		x		x		x	x	
Level IV Semester I	**BBAF 41013**	Project Management				x		x	x			x	x	x
	BBAF 41023	Strategic Financial Management	x					x		x		x		
	BBAF 41033	Econometric Modelling and Application					x		x	x				x
	BBAF 41043	Public Financial Management	x							x	x		x	
	BBAF 41052	Advanced Banking and Insurance					x	x			x		x	
	BBAF 41062	Behavioural Finance					x			x				x
	BBAF 41072	Contemporary Issues in Finance					x				x	x		x
Level IV Semester II	**BBAF 42018**	Dissertation in Finance											x	x
	BBAF 42026	Internship in Finance											x	x

Bachelor of Business Administration Honours in Human Resource management														
			Programme Learning Outcomes (PLOs)											
Level	**Course Code**	**Course Unit**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Level I Semester I	**BBAH 11013**	Principles of Management	x	x		x		x	x					
	BBAM 11023	Sri Lankan Business Environment	x	x				x					x	
	BBAA11033	Financial Accounting I			x			x						
	BBAF 11043	Fundamentals of Finance		x		x			x			x		
	BBAF 11052	Information Technology		x				x			x			
	BBAD 11062	Business English I		x x										x
Level I Semester II	**BBAF 12013**	Business Mathematics and Statistics												
	BBAH 12023	Business Economics	x		x	x	x		x	x		x		x
	BBAA12033	Financial Accounting II	x	x	x							x		
	BBAM 12043	Marketing Management		x										
	BBAT 12052	Introduction to Tourism and Hospitality Management		x					x					x
	BBAD 12062	Business English II		x								x		
	BBAD 12072	Social Psychology	x			x		x						
Level II Semester I	**BBAT 21013**	Events Management			x		x			x		x		
	BBAH 21023	Managing Human Resources	x		x	x	x		x		x			x
	BBAA 21033	Management Accounting	x		x		x				x			
	BBAF 21043	Computer Based Information Management			x			x		x				
	BBAM 21053	Business Legislation and Ethics				x						x		x
	BBAD 21062	Business English III		x			x			x				x
Level II Semester II	**BBAF 22013**	Financial System and Banking		x			x			x			x	
	BBAH 22023	Organisational Behaviour	x	x	x	x	x			x		x	x	
	BBAA 22033	Auditing and Taxation			x			x				x		
	BBAM 22043	Public Service Management		x			x				x			x
	BBAH 22053	Entrepreneurship		x			x	x		x				
	BBAD 22062	Business English IV	x			x			x			x		
	BBAH 31013	Quantitative Methods for Business		x			x							

Level III Semester I	**BBAH 31023**	Workplace Learning and Development	x			x			x		x			x
	BBAH 31033	Health, Safety and Benefits Management	x		x	x	x		x	x	x	x	x	x
	BBAH 31043	Work Psychology and counselling	x	x	x				x	x	x	x	x	
	BBAH 31051	Personal and Professional Development - I		x	x	x	x		x	x	x	x	x	x
	BBAH 32061	English for HR professionals - I			x	x	x			x		x		
	BBAH 31072	Leadership and Team management	x		x	x	x			x		x		x
	BBAH 31082	Labour economics	x	x	x	x	x		x			x		x
Level III Semester II	**BBAH 32013**	Strategic Management				x	x	x	x		x		x	x
	BBAH 32023	Employment Law and Employee Relations	x	x	x		x							
	BBAH 32033	Research Methods in HRM	x				x	x	x		x	x		x
	BBAH 32043	Sustainable Human Resource Management	x		x	x	x			x	x	x	x	x
	BBAH 32051	Personal and Professional Development - II		x	x	x	x	x		x	x	x	x	x
	BBAH 32062	Human Resource Information System	x		x	x	x		x	x	x		x	x
	BBAH 32072	Career Management and Guidance	x	x			x		x	x	x		x	x
Level IV Semester I	**BBAH 41013**	Project Management		x	x	x	x		x	x				
	BBAH 41023	Operations management		x			x							
	BBAH 41033	Advanced Human Resource Management	x			x	x				x			x
	BBAH 41043	Performance and Compensation Management	x	x	x		x		x					
	BBAH 41052	Public Administration	x	x	x	x	x		x	x				
	BBAH 41061	English for HR Professionals - II			x	x	x			x		x	x	x
	BBAH 41072	Global Human Resource Management	x		x	x				x	x	x		
	BBAH 41082	Human Resource Analytics and Metrics	x		x	x	x		x	x	x		x	x
Level IV Semester II	**BBAH 42018**	Dissertation in HRM		x		x	x		x					x
	BBAH 42026	Internship in HRM		x	x	x	x		x	x	x			x

Bachelor of Business Administration Honours in Marketing														
			Programme Learning Outcomes (PLOs)											
Level	**Course Code**	**Course Unit**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Level I Semester I	**BBAH 11013**	Principles of Management	X	X				X		X			X	
	BBAM 11023	Sri Lankan Business Environment		X	X		X	X		X	X	X	X	
	BBAA11033	Financial Accounting I			X									
	BBAF 11043	Fundamentals of Finance		X			X							
	BBAF 11052	Information Technology		X			X			X	X			X
	BBAD 11062	Business English I												
Level I Semester II	**BBAF 12013**	Business Mathematics and Statistics	X			X	X			X	X			X
	BBAH 12023	Business Economics		X			X	X						
	BBAA12033	Financial Accounting II												
	BBAM 12043	Marketing Management	X	X	X	X	X	X		X	X			X
	BBAT 12052	Introduction to Tourism and Hospitality Management	X			X	X							
	BBAD 12062	Business English II			X			X	X					
	BBAD 12072	Social Psychology	X			X	X							
Level II Semester I	**BBAT 21013**	Events Management	X			X	X			X	X			
	BBAH 21023	Managing Human Resources			X			X	X			X	X	
	BBAA 21033	Management Accounting			X			X	X					
	BBAF 21043	Computer Based Information Management			X			X	X					
	BBAM 21053	Business Legislation and Ethics		X		X				X	X	X		
	BBAD 21062	Business English III		X			X	X						
Level II Semester II	**BBAF 22013**	Financial System and Banking		X			X	X			X			
	BBAH 22023	Organisational Behaviour				X						X		
	BBAA 22033	Auditing and Taxation			X		X			X				
	BBAM 22043	Public Service Management	X	X	X	X				X	X	X	X	
	BBAH 22053	Entrepreneurship		X	X					X				
	BBAD 22062	Business English IV				X			X			X		
Level III Semester I	**BBAM 31013**	Research Methodology in Marketing	X	X	X	X	X	X	X	X	X	X	X	X
	BBAM 31023	Consumer Psychology	X	X		X	X			X	X			
	BBAM 31033	Service Marketing		X	X	X	X	X	X	X	X	X	X	

	BBAM 31043	Customer Relationship Management	X	X	X	X	X	X	X	X	X	X	X	X
	BBAM 31052	Food and Agricultural Marketing		X	X		X		X	X	X	X		
	BBAM 31062	Entrepreneurial Marketing		X	X	X	X	X	X	X	X	X	X	X
Level III Semester II	**BBAM 32013**	Digital Marketing	X	X	X	X	X	X	X	X	X	X	X	X
	BBAM 32023	Integrated Marketing Communication	X	X	X	X	X	X	X	X	X	X	X	X
	BBAM 32033	Brand Management	X	X	X	X	X	X	X	X	X	X	X	X
	BBAM 32043	Marketing Information System	X	X	X	X	X	X	X	X	X	X	X	X
	BBAM 32053	People Skills			X		X		X		X			X
	BBAM 32062	Corporate Social Responsibility	X		X	X	X			X	X		X	
	BBAM 32072	Sales Management	X	X	X	X	X	X	X	X	X	X		X
Level IV Semester I	**BBAM 41013**	Creating Entrepreneurial Change	X		X		X	X		X		X	X	
	BBAM 41023	Operations and Supply Chain Management		X	X	X	X		X	X	X	X	X	
	BBAM 41033	Advertising Management	X	X	X	X	X	X	X	X	X	X	X	
	BBAM 41043	Strategic Marketing	X	X	X	X	X	X	X	X	X	X		
	BBAM 41052	Sustainable Marketing	X	X	X	X	X	X	X	X	X	X		
	BBAM 41062	Managing Global Marketing	X	X	X	X	X		X	X	X	X		
	BBAM 41072	Creativity and Innovation in Marketing	X	X	X	X	X	X	X	X		X		
Level IV Semester II	**BBAM 42018**	Dissertation in Marketing	X	X	X		X	X	X	X	X	X	X	X
	BBAM 42026	Internship in Marketing	X	X	X	X	X	X	X	X	X	X	X	X

Bachelor of Business Administration Honours in Tourism and Hospitality Management														
			Programme Learning Outcomes (PLOs)											
Level	**Course Code**	**Course Unit**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Level I Semester I	**BBAH 11013**	Principles of Management	x			x	x				x			
	BBAM 11023	Sri Lankan Business Environment	x				x	x						
	BBAA11033	Financial Accounting I	x				x							
	BBAF 11043	Fundamentals of Finance	x											
	BBAF 11052	Information Technology	x	x					x					
	BBAD 11062	Business English I			x		x							x
Level I Semester II	**BBAF 12013**	Business Mathematics and Statistics	x				x					x		
	BBAH 12023	Business Economics	x											
	BBAA12033	Financial Accounting II	x				x							
	BBAM 12043	Marketing Management	x	x	x	x	x	x	x	x	x	x		
	BBAT 12052	Introduction to Tourism and Hospitality Management	x	x	x							x	x	x
	BBAD 12062	Business English II			x									x
	BBAD 12072	Social Psychology			x							x		
Level II Semester I	**BBAT 21013**	Events Management	x			x						x		
	BBAH 21023	Managing Human Resources	x			x								
	BBAA 21033	Management Accounting	x											
	BBAF 21043	Computer Based Information Management							x					
	BBAM 21053	Business Legislation and Ethics	x											
	BBAD 21062	Business English III			x					x				
Level II Semester II	**BBAF 22013**	Financial System and Banking	x											
	BBAH 22023	Organisational Behaviour	x											
	BBAA 22033	Auditing and Taxation	x											
	BBAM 22043	Public Service Management	x	x										
	BBAH 22053	Entrepreneurship						x						

	BBAD 22062	Business English IV			X									
Level III Semester I	**BBAT 31013**	Travel and Tourism Management	X			X						X	X	X
	BBAT 31023	Tourism Policy Planning	X				X							
	BBAT 31033	Front Office Management	X											
	BBAT 31043	Research Methodology in Tourism and Hospitality Management	X				X							
	BBAT 31052	Food and Beverage Management	X	X								X		
	BBAT 31062	Ecotourism	X											
	BBAT 31072	Travel Agency Operations	X											
	BBAT 31082	Language Studies –I			X									
Level III Semester II	**BBAT 32013**	Destination Management	X			X	X				X			
	BBAT 32023	Catering Management	X	X										
	BBAT 32033	Digital Transformation in Tourism			X				X					
	BBAT 32043	Strategic Management for Tourism and Hospitality industry	X											
	BBAT 32052	Cultural Heritage Tourism	X							X		X	X	
	BBAT 32062	Tourist Psychology	X		X					X				
	BBAT 32072	Hotel Housekeeping	X	X										
	BBAT 32082	Proposal Development	X	X			X	X					X	X
Level IV Semester I	**BBAT 41013**	Tourism Supply Chain Management	X											
	BBAT 41023	Global Tourism	X											
	BBAT 41033	Sustainable Tourism	X											
	BBAT 41043	Food Hygiene and Safety	X	X										
	BBAT 41052	Travel Media	X		X				X					
	BBAT 41062	Meetings Incentives Conferences Exhibitions Tourism	X			X		X			X			
	BBAT 41072	Politics and Tourism												
	BBAT41082	Language Studies –II			X					X	X	X		

Level IV Semester II	**BBAT 42018**	Dissertation in Tourism & Hospitality Management	X	X			X			X			X	X
	BBAT 42026	Internship in Tourism & Hospitality Management	X	X	X	X	X	X		X	X	X		