

KARNATAK LAW SOCIETY'S  
**GOGTE INSTITUTE OF TECHNOLOGY**

UDYAMBAG, BELAGAVI-590008

(An Autonomous Institution under Visvesvaraya Technological University, Belagavi)

**(APPROVED BY AICTE, NEW DELHI)**



**Department of MBA**

## **Scheme and Syllabus (2020 Scheme)**

### **1<sup>st</sup> to 4<sup>th</sup> Semester Name of the Programme**

#### **INSTITUTION VISION**

Gogte Institute of Technology shall stand out as an institution of excellence in technical education and in training individuals for outstanding caliber, character coupled with creativity and entrepreneurial skills.

#### **MISSION**

To train the students to become Quality Engineers with High Standards of Professionalism and Ethics who have Positive Attitude, a Perfect blend of Techno-Managerial Skills and Problem solving ability with an analytical and innovative mindset.

#### **QUALITY POLICY**

- Imparting value added technical education with state-of-the-art technology in a congenial, disciplined and a research oriented environment.
- Fostering cultural, ethical, moral and social values in the human resources of the institution.
- Reinforcing our bonds with the Parents, Industry, Alumni, and to seek their suggestions for innovating and excelling in every sphere of quality education.

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| <b>DEPARTMENT VISION</b> |
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|   |
|---|
| To be Recognized as a Progressive Department for Business Education, Research and create Meaningful Students Engagement for Learning Management Education |
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|                |
|----------------|
| <b>MISSION</b> |
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| Developing excellence through learning to develop effective and responsible leaders by creating insightful knowledge and inspiring students to develop managerial skills, problem solving ability, analytical and innovative mindset |
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| <b>PROGRAM EDUCATIONAL OBJECTIVES (PEOs)</b> |
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| 1. | Students of the programme will contribute by understanding and application of knowledge in the field of management science |
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|    |  |
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| 2. | Students of the programme will be trained in analytical and decision making competencies to identify, analyze and understand business process and environment                |
| 3. | Students of the programme will acquire necessary managerial skills to think strategically and to lead, motivate and manage teams, thereby enhancing managerial effectiveness |

| <b>PROGRAM OUTCOMES (POs)</b> |  |
|-------------------------------|--|
| 1.                            | Apply knowledge of management theories and practices to solve business problems.   |
| 2.                            | Foster analytical and critical thinking abilities for data based decision making   |
| 3.                            | Ability to develop value based leadership ability  |
| 4.                            | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           |
| 5.                            | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment |
| 6.                            | Ability to make use of relevant skills acquired during the programme for career advancement                                      |
| 7.                            | Ability to acquire entrepreneurial competencies to create value for the society at large   |

| <b>PROGRAM SPECIFIC OUTCOMES (PSOs)</b> |  |
|---|--|
| 1.                                      | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices |
| 2.                                      | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  |
| 3.                                      | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  |

### **2020-21 Scheme of Teaching and Examination**

#### **1<sup>st</sup> to 4<sup>th</sup> Semester MBA**

**Total credits for MBA Program: 100**

|          | <b>Semester</b> | <b>Credits per Sem</b> | <b>Total credits</b> |
|----------|-----------------|------------------------|----------------------|
| 1st year | 1               | 25                     | 53                   |
|          | 2               | 28                     |                      |
| 2nd year | 3               | 25                     | 47                   |
|          | 4               | 22                     |                      |
|          | <b>Total</b>    | <b>100</b>             | <b>100</b>           |

**Curriculum frame work:**

| <b>Sl. No.</b> | <b>Course</b>  | <b>Credits</b> |
|----------------|--|----------------|
| 1              | Professional Core  | PC             |
| 2              | Professional Elective                                      | PE             |
| 3              | Online Courses ( SWAYAM)                                   | PC             |
| 4              | Minor Project / Skill Development / Teaching Assistantship |                |
| 5              | Internship   | PI             |
| 6              | Project  | PR             |
|                | <b>Total</b>   | 100            |

| <b>Theory Course Credits</b>   |                | <b>Online Course Credits</b>  |                |
|--------------------------------|----------------|-------------------------------|----------------|
| <b>Duration of course</b>      | <b>Credits</b> | <b>Online course duration</b> | <b>Credits</b> |
| 50 hours of course content     | 4              | 04 weeks                      | 1              |
| 40 hours of course content     | 3              | 08 weeks                      | 2              |
| Lecture (L) One Hour /week     | 1              | 12 weeks                      | 3              |
| Practicals (P) Two hours /week | 1              |                               |                |

**1<sup>st</sup> Sem MBA**

| S.No. | Course Code | Course                                   |     | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks      |            |            |
|-------|-------------|--|-----|---------------|--------------------|-------------------|---|---|---------------|------------|------------|------------|
|       |             |  |     | L - T - P     |                    | L                 | T | P |               | CIE        | SEE        | TOTAL      |
| 1.    | 20MBA101    | Digital (Online) Learning                | FC  | 2 - 0 - 2     | 2                  | 0                 | 0 | 0 | 0             | 25         | 00         | 25         |
| 2.    | 20MBA102    | Business Ethics & CSR                    | FC  | 2 - 0 - 0     | 2                  | 1                 | 0 | 0 | 1             | 25         | 00         | 25         |
| 3.    | 20MBA103    | Management Science                       | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 150        |
| 4.    | 20MBA104    | Quantitative Techniques                  | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 5.    | 20MBA105    | Marketing Management                     | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 6.    | 20MBA106    | Accounting for Managers                  | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 7.    | 20MBA107    | Human Resource Management                | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 8.    | 20MBA108    | Business Communication                   | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 9.    | 20MBA109    | Skill Development - 1                    | MNC | 3 - 0 - 0     | 3                  | 0                 | 0 | 0 | 0             | 25         | 00         | 25         |
| 10.   | 20MBA110    | Cambridge Business English Certification | MNC | 3 - 0 - 0     | 3                  | 0                 | 0 | 0 | 0             | 25         | 00         | 25         |
|       |             | <b>Total</b>                             |     |               | <b>25</b>          |                   |   |   | <b>25</b>     | <b>350</b> | <b>300</b> | <b>650</b> |

| 2 <sup>nd</sup> Sem MBA |             |                                |     |               |                    |                   |   |   |               |            |            |            |
|-------------------------|-------------|--------------------------------|-----|---------------|--------------------|-------------------|---|---|---------------|------------|------------|------------|
| S.No.                   | Course Code | Course                         |     | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks      |            |            |
|                         |             |                                |     | L - T - P     |                    | L                 | T | P |               | CIE        | SEE        | TOTAL      |
| 1.                      | 20MBA201    | Organizational Behavior        | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 2.                      | 20MBA202    | Financial Management           | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 3.                      | 20MBA203    | Data Sciences                  | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 4.                      | 20MBA204    | Business Research methodology  | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 5.                      | 20MBA205    | Managerial Economics           | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 6.                      | 20MBA206    | Legal and Business Environment | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 7.                      | 20MBA207    | Entrepreneurship Development   | PC  | 4 - 0 - 0     | 4                  | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 8.                      | 20MBA208    | Skill Development - 2          | MNC | 3 - 0 - 0     | 3                  | 0                 | 0 | 0 | 0             | 25         | 0          | 25         |
|                         |             | <b>Total</b>                   |     |               | 28                 |                   |   |   | <b>28</b>     | <b>350</b> | <b>350</b> | <b>700</b> |
| 3 <sup>rd</sup> Sem MBA |             |                                |     |               |                    |                   |   |   |               |            |            |            |
| S.No.                   | Course Code | Course                         |     | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks      |            |            |
|                         |             |                                |     | L - T - P     |                    | L                 | T | P |               | CIE        | SEE        | TOTAL      |
| 1.                      | 20MBA301    | Strategic Management           | PC1 | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
| 2.                      | 20MBA302    | Operations Management          | PC2 | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
| 3.                      | 20MBA303    | Internship Program             | PC3 | 3 - 0 - 0     | 8 Weeks            | 4                 | 0 | 0 | 4             | 50         | 50         | 100        |
| 4.                      |             | Elective - 1                   | PE  | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
| 5.                      |             | Elective - 2                   | PE  | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
| 6.                      |             | Elective - 3                   | PE  | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
| 7.                      |             | Elective - 4                   | PE  | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
| 8.                      |             | Elective - 5                   | PE  | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
|                         |             | <b>Total</b>                   |     |               |                    |                   |   |   | <b>25</b>     | <b>400</b> | <b>400</b> | <b>800</b> |

**3<sup>rd</sup> Sem MBA- Marketing Specialization**

| S.No. | Course Code | Course             |    | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks |     |       |
|-------|-------------|--------------------|----|---------------|--------------------|-------------------|---|---|---------------|-------|-----|-------|
|       |             |                    |    | L - T - P     |                    | L                 | T | P |               | CIE   | SEE | TOTAL |
| 1.    | 20MBAMM304  | Business Marketing | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 2.    | 20MBAMM305  | Sales Management   | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 3.    | 20MBAMM306  | Retail Management  | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 4.    | 20MBAMM307  | Services Marketing | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 5.    | 20MBAMM308  | Consumer Behaviour | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |

**3<sup>rd</sup> Sem MBA- Finance Specialization**

| S.No. | Course Code | Course   |    | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks |     |       |
|-------|-------------|--|----|---------------|--------------------|-------------------|---|---|---------------|-------|-----|-------|
|       |             |  |    | L - T - P     |                    | L                 | T | P |               | CIE   | SEE | TOTAL |
| 1.    | 20MBAFM309  | Security Analysis & Portfolio Management       | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 2.    | 20MBAFM310  | Advanced Financial Management                  | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 3.    | 20MBAFM311  | Mergers Acquisitions & Corporate Restructuring | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 4.    | 20MBAFM312  | Managing Banks & Financial                     | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |

|    |            |                     |    |       |   |   |   |   |   |    |    |     |
|----|------------|---------------------|----|-------|---|---|---|---|---|----|----|-----|
|    |            | Institutions        |    |       |   |   |   |   |   |    |    |     |
| 5. | 20MBAFM313 | Corporate Valuation | PE | 3-0-0 | 3 | 3 | 0 | 0 | 3 | 50 | 50 | 100 |

### 3<sup>rd</sup> Sem MBA- Human Resource Specialization

| S.No. | Course Code | Course                                      | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks |     |       |     |
|-------|-------------|---|---------------|--------------------|-------------------|---|---|---------------|-------|-----|-------|-----|
|       |             |   |               |                    | L                 | T | P |               | CIE   | SEE | TOTAL |     |
| 1.    | 20MBAHR314  | Compensation Management                     | PE            | 3-0-0              | 3                 | 3 | 0 | 0             | 3     | 50  | 50    | 100 |
| 2.    | 20MBAHR315  | Performance Management & Competency Mapping | PE            | 3-0-0              | 3                 | 3 | 0 | 0             | 3     | 50  | 50    | 100 |
| 3.    | 20MBAHR316  | Management of Industrial Relations          | PE            | 3-0-0              | 3                 | 3 | 0 | 0             | 3     | 50  | 50    | 100 |
| 4.    | 20MBAHR317  | HR Analytics                                | PE            | 3-0-0              | 3                 | 3 | 0 | 0             | 3     | 50  | 50    | 100 |
| 5.    | 20MBAHR318  | Talent Management                           | PE            | 3-0-0              | 3                 | 3 | 0 | 0             | 3     | 50  | 50    | 100 |

### 3<sup>rd</sup> Sem MBA- Entrepreneurship Development Specialization

| S.No. | Course Code | Course                                      | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks |     |       |     |
|-------|-------------|---|---------------|--------------------|-------------------|---|---|---------------|-------|-----|-------|-----|
|       |             |   |               |                    | L                 | T | P |               | CIE   | SEE | TOTAL |     |
| 1.    | 20MBAED319  | Entrepreneurial Management                  | PE            | 3-0-0              | 3                 | 3 | 0 | 0             | 3     | 50  | 50    | 100 |
| 2.    | 20MBAED320  | Entrepreneurship, Creativity and Innovation | PE            | 3-0-0              | 3                 | 3 | 0 | 0             | 3     | 50  | 50    | 100 |
| 3.    | 20MBAED321  | Social Entrepreneurship                     | PE            | 3-0-0              | 3                 | 3 | 0 | 0             | 3     | 50  | 50    | 100 |



| 3 <sup>rd</sup> Sem MBA- Information Technology Specialization |             |                               |    |               |                    |                   |   |   |               |       |     |       |
|--|-------------|-------------------------------|----|---------------|--------------------|-------------------|---|---|---------------|-------|-----|-------|
| S.No.  | Course Code | Course                        |    | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks |     |       |
|  |             |                               |    | L - T - P     |                    | L                 | T | P |               | CIE   | SEE | TOTAL |
|  |             |                               |    |               |                    |                   |   |   |               |       |     |       |
| 1.   | 20MBAIT322  | Managing E-Business           | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 2.   | 20MBAIT323  | Management Information System | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 3.   | 20MBAIT324  | Enterprise Resource Planning  | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |

| 4 <sup>th</sup> Sem MBA |             |                            |    |               |                    |                   |   |   |               |            |            |            |
|-------------------------|-------------|----------------------------|----|---------------|--------------------|-------------------|---|---|---------------|------------|------------|------------|
| S.No.                   | Course Code | Course                     |    | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks      |            |            |
|                         |             |                            |    | L - T - P     |                    | L                 | T | P |               | CIE        | SEE        | TOTAL      |
| 1.                      | 20MBA401    | Management Control Systems | PC | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
| 2.                      | 20MBA402    | Supply Chain Management    | PC | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
| 3.                      | 20MBA403    | Research Publication       | PC | 1 - 0 - 0     | 1                  | 1                 | 0 | 0 | 1             | 25         | --         | 25         |
|                         |             | Elective - 1               | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
|                         |             | Elective - 2               | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
|                         |             | Elective - 3               | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
|                         |             | Elective - 4               | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
|                         |             | Elective - 5               | PE | 3 - 0 - 0     | 3                  | 3                 | 0 | 0 | 3             | 50         | 50         | 100        |
|                         |             | <b>Total</b>               |    |               | <b>22</b>          |                   |   |   | <b>22</b>     | <b>375</b> | <b>350</b> | <b>725</b> |

| 4 <sup>th</sup> Sem MBA- Marketing Specialization |             |                                     |    |               |                    |                   |   |   |               |       |     |       |
|---|-------------|-------------------------------------|----|---------------|--------------------|-------------------|---|---|---------------|-------|-----|-------|
| S.No.   | Course Code | Course                              |    | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks |     |       |
|   |             |                                     |    | L – T – P     |                    | L                 | T | P |               | CIE   | SEE | TOTAL |
| 1.  | 20MBAMM404  | Integrated Marketing Communications | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 2.  | 20MBAMM405  | Strategic Brand Management          | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 3.  | 20MBAMM406  | International Marketing Management  | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 4.  | 20MBAMM407  | Digital Marketing                   | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 5.  | 20MBAMM408  | Rural Marketing                     | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |

| 4 <sup>th</sup> Sem MBA- Finance Specialization |             |                                    |    |               |                    |                   |   |   |               |       |     |       |
|---|-------------|------------------------------------|----|---------------|--------------------|-------------------|---|---|---------------|-------|-----|-------|
| S.No.   | Course Code | Course                             |    | Contact Hours | Contact Hours/week | Credit Allocation |   |   | Total credits | Marks |     |       |
|   |             |                                    |    | L – T – P     |                    | L                 | T | P |               | CIE   | SEE | TOTAL |
| 1.  | 20MBAFM409  | Corporate Taxation                 | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 2.  | 20MBAFM410  | Financial Derivatives              | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 3.  | 20MBAFM411  | International Financial Management | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 4.  | 20MBAFM412  | Project Appraisal and Finance      | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |
| 5.  | 20MBAFM413  | Risk Management and Insurance      | PE | 3 – 0 – 0     | 3                  | 3                 | 0 | 0 | 3             | 50    | 50  | 100   |

| 4 <sup>th</sup> Sem MBA- Human Resource Management Specialization |             |   |    |           |            |            |   |   |         |       |     |       |
|---|-------------|---|----|-----------|------------|------------|---|---|---------|-------|-----|-------|
| S.No.   | Course Code | Course                                  |    | Contact   | Contact    | Credit     |   |   | Total   | Marks |     |       |
|   |             |   |    | Hours     | Hours/week | Allocation |   |   | credits | CIE   | SEE | TOTAL |
|   |             |   |    | L – T - P |            | L          | T | P |         |       |     |       |
| 1.  | 20MBAHR414  | International Human Resource Management | PE | 3 – 0 – 0 | 3          | 3          | 0 | 0 | 3       | 50    | 50  | 100   |
| 2.  | 20MBAHR415  | Training and Development                | PE | 3 – 0 – 0 | 3          | 3          | 0 | 0 | 3       | 50    | 50  | 100   |
| 3.  | 20MBAHR416  | Recruitment and Selection               | PE | 3 – 0 – 0 | 3          | 3          | 0 | 0 | 3       | 50    | 50  | 100   |
| 4.  | 20MBAHR417  | Organizational Development              | PE | 3 – 0 – 0 | 3          | 3          | 0 | 0 | 3       | 50    | 50  | 100   |
| 5.  | 20MBAHR418  | Change and Knowledge Management         | PE | 3 – 0 – 0 | 3          | 3          | 0 | 0 | 3       | 50    | 50  | 100   |

| 4 <sup>th</sup> Sem MBA- Entrepreneurship Development Specialization |             |  |    |           |            |            |   |   |         |       |     |       |
|--|-------------|--|----|-----------|------------|------------|---|---|---------|-------|-----|-------|
| S.No.  | Course Code | Course                                 |    | Contact   | Contact    | Credit     |   |   | Total   | Marks |     |       |
|  |             |  |    | Hours     | Hours/week | Allocation |   |   | credits | CIE   | SEE | TOTAL |
|  |             |  |    | L – T - P |            | L          | T | P |         |       |     |       |
| 1.   | 20MBAED419  | Family Business and Entrepreneurship   | PE | 3 – 0 – 0 | 3          | 3          | 0 | 0 | 3       | 50    | 50  | 100   |
| 2.   | 20MBAED420  | Financing the Entrepreneurial Business | PE | 3 – 0 – 0 | 3          | 3          | 0 | 0 | 3       | 50    | 50  | 100   |
| 3.   | 20MBAED421  | Managing the Growing Business          | PE | 3 – 0 – 0 | 3          | 3          | 0 | 0 | 3       | 50    | 50  | 100   |

| <b>4<sup>th</sup> Sem MBA- Information Technology Specialization</b> |                    |  |    |                  |                   |                   |          |          |                |              |            |              |
|--|--------------------|--|----|------------------|-------------------|-------------------|----------|----------|----------------|--------------|------------|--------------|
| <b>S.No.</b>   | <b>Course Code</b> | <b>Course</b>                                  |    | <b>Contact</b>   | <b>Contact</b>    | <b>Credit</b>     |          |          | <b>Total</b>   | <b>Marks</b> |            |              |
|  |                    |  |    | <b>Hours</b>     | <b>Hours/week</b> | <b>Allocation</b> |          |          | <b>credits</b> |              |            |              |
|  |                    |  |    | <b>L - T - P</b> |                   | <b>L</b>          | <b>T</b> | <b>P</b> |                | <b>CIE</b>   | <b>SEE</b> | <b>TOTAL</b> |
| 1.   | 20MBAIT422         | Technology Management                          | PE | 3-0-0            | 3                 | 3                 | 0        | 0        | 3              | 50           | 50         | 100          |
| 2.   | 20MBAIT423         | Social Media Web and Text Analytics            | PE | 3-0-0            | 3                 | 3                 | 0        | 0        | 3              | 50           | 50         | 100          |
| 3.   | 20MBAIT424         | AI and Soft Computing in Business Applications | PE | 3-0-0            | 3                 | 3                 | 0        | 0        | 3              | 50           | 50         | 100          |

## STRATEGIC MANAGEMENT

|                          |   |                      |           |
|--------------------------|---|----------------------|-----------|
| <b>Course Code</b>       | <b>20MBA301</b>                                   | <b>Credits L-T-P</b> | 3 – 0 – 0 |
| <b>Course type</b>       | PC  | <b>Total credits</b> | 3         |
| <b>Hours/week: L-T-P</b> | 3-0-0   | <b>CIE Marks</b>     | 50 marks  |
| <b>Total Hours:</b>      | Lecture = 40Hrs; Tutorial =0Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks  |

| <b>Course learning Objectives</b> |   |
|-----------------------------------|---|
| 1.                                | To provide insights into the core concepts of strategic management.   |
| 2.                                | To evaluate various business strategies in dynamic market environments.   |
| 3.                                | To evaluate corporate and business levels strategies to gain competitive advantage  |
| 4.                                | To enable the students to gain knowledge of strategy implementation and the control measures for effective decision-making. |

**Pre-requisites : Basic of Business Models, Strategies and Corporate Environment**

| <b>Unit - I</b>  | <b>8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| <b>Introduction to Strategic Management:</b> Meaning and Nature of Strategic Management, Scope, Importance and Levels of strategy. Strategic Management Process, Strategic Decision making, Strategy formulation-Vision, Mission, Values, Objectives, Goals and Policies. Strategic Fit and Intent. Business Model<br><b>Case Study: Performance Management at IRD Corporation (B) (IIM Case)</b><br><b>Topics for Flipped Classes: Vision and Mission of Indian Companies</b> |  |

| <b>Unit - II</b>   | <b>8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| <b>Strategic Environmental Analysis :</b><br><b>External environment :</b> PESTEL analysis, Porter’s Five Forces Model, Porter’s Dominant Economic Feature , Industry life cycle analysis and The New BCG matrix<br><b>Internal Environment :</b> Competencies and Critical Success Factors , TOWS and SWOT Matrix , Value Chain Concept, VRIO framework, Benchmarking , Balanced Score Card<br><b>Self learning topics: Chemistry Looks to the Future at Innovassynth (IIM Case)</b><br><br><b>Topics for Flipped Classes: Porter’s Five Forces Model applied to Indian Business Houses</b> |  |

| <b>Unit - III</b>  | <b>8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| <b>Competitive Strategies:</b> Corporate Strategies –(Integration, Diversification, Strategic Alliances , Outsourcing and globalization strategies )<br><b>Business Level Strategies:</b> Competitive positing and Business strategy, Strategic Groups , Navigating through Life cycle , Retrenchment Strategies (Turnaround, Divestment and Liquation), Ansoff’s Matrix<br><b>Self learning topics: Suvasi Textiles (IIM Case)</b><br><b>Topics for Flipped Classes: Mergers and Acquisitions, Joint Ventures and Strategic Alliances</b> |  |

| <b>Unit - IV</b>  | <b>8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|---|--|
| <b>Strategy Implementation and Control :</b> Organizational Structure, Leadership and Culture, Innovations in Process, Product, Technology and Platform based competition, Mckinseys7S framework.<br><b>Strategic Control-</b> Strategic Controls (Premise Control, Strategic Surveillance, Special Alert Control, Implementation Control). Designing Innovation Eco systems for business sustainability and growth.<br><b>Self learning topics: Tirumala Tirupati Devasthanams (A) (IIM Case)</b><br><br><b>Topics for Flipped Classes: Leadership and Culture a Strategic perspective</b> |  |

|   |  |
|---|--|
| <b>Unit - V</b>   | <b>8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Emerging Strategic Trends-</b> Country evaluation, selection and entry strategies, Choosing a Global strategy, Blue Ocean Strategy, 4 Action Framework, Co-Creation for value enhancement, Traditional to Transformational Business Models in Indian Context |  |
| <b>Topics for Flipped Classes: Traditional to Transformational Business Models in Indian Context</b>  |  |

| <b>Self Study Topics</b> |   |
|--------------------------|---|
| Unit No.                 | Topic description   |
| 1                        | Business model presentations Eg: OLA, AirBNB, Microsoft, HPetc.                   |
| 2                        | Business Analysis of companies using GE-9 cell matrix                             |
| 3                        | Understating the latest Corporate and Business strategies                         |
| 4                        | Digital Business Platforms ( Implementation and Control)                          |
| 5                        | Study the profiles of Most influential Strategic Gurus                            |
| 6                        | Chairman Speech of any reputed MNC during the AGM's to be evaluated and presented |

| <b>Books</b>  |  |
|---|--|
| <b>Text Books:</b>  |  |
| 1.  | Arthur A. Thompson Jr. , Margaret A. Peteraf , John E. Gamble , A. J. Strickland III , Arun K. Jain Crafting and Executing Strategy: The Quest for Competitive Advantage – Concepts and Cases , McGraw Hill Education ,19/e 2017 |
| 2.  | Hunger David &Wheelen T. (2005). Strategic Management. New Delhi: Prentice Hall.   |
| 3.  | Hill & Jones, An Integrated Approach to Strategic Management, Cengage, New Delhi   |
| 4.  | Gupta, Strategic Management, Prentice Hall of India, New Delhi   |
| <b>Reference Books:</b>                                     |  |
| 1.  | David Fred R. (2012). Strategic Management- Concepts & Cases. New Delhi: PHI   |
| 2.  | Ghosh .P. K (2013). Strategic Management - Text & Cases. Delhi: Sultan Chand   |
| <b>E-resourses(NPTEL/SWAYAM.. Any Other)- mention links</b> |  |
| 1.  | <a href="https://nptel.ac.in/courses/110108047/4">https://nptel.ac.in/courses/110108047/4</a>  |

| <b>Course delivery methods</b> |                            | <b>Assessment methods</b> |                      |
|--------------------------------|----------------------------|---------------------------|----------------------|
| 1.                             | <b>Lecture</b>             | 1.                        | <b>Internal Test</b> |
| 2.                             | <b>Case Studies</b>        | 2.                        | <b>Case studies</b>  |
| 3.                             | <b>Problem Solving</b>     | 3.                        | <b>Assignments</b>   |
| 4.                             | <b>Video Documentaries</b> | 4.                        | <b>Project</b>       |

| <b>Course Outcome (COs)</b>                           |  |               |       |        |
|---|--|---------------|-------|--------|
| At the end of the course, the student will be able to |  | Bloom's Level | PO(s) | PSO(s) |
| 1.  | To <b>Identify</b> the strategic premises on which the business functions                                | L3            | 1     | 1      |
| 2.  | <b>Compare</b> the internal and external factors those influence crafting a strategy                     | L3            | 2     | 2      |
| 3.  | <b>Distinguish</b> corporate strategies and business level strategies adopted by the different companies | L3            | 3,4   | 2      |
| 4.  | <b>Understand</b> Emerging Strategic Trends in the Business world  | L1            | 5     | 3      |
| 5   | <b>Design &amp; develop</b> strategy implementation and control  | L6            | 6,7   | 3      |

| <b>Program Outcomes(POs)</b> |  |  | PO No. |
|------------------------------|--|--|--------|
| 1.                           | Apply knowledge of management theories and practices to solve business problems  |  | PO1    |
| 2.                           | Foster analytical and critical thinking abilities for data based decision making.  |  | PO2    |
| 3.                           | Ability to develop value based leadership ability.   |  | PO3    |
| 4                            | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           |  | PO4    |
| 5                            | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment |  | PO5    |
| 6                            | Ability to make use of relevant skills acquired during the program for career advancement  |  | PO6    |
| 7                            | Ability to acquire entrepreneurial competencies to create value for the society at large   |  | PO7    |

| <b>Program Specific Outcome of this course (PSOs)</b> |  |  | PSO No. |
|---|--|--|---------|
| 1.  | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices |  |         |
| 2.  | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  |  |         |
| 3.  | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  |  |         |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels   | Target   |
|----------|--|
| <b>1</b> | 50 % of the total marks are scored by 75% of the students. |
| <b>2</b> | 60 % of the total marks are scored by 70% of the students. |
| <b>3</b> | 80 % of the total marks are scored by 65% of the students. |

| CO-PO Mapping (planned)            |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7                     | PSO1 | PSO2 | PSO3 |
| CO1                                |     |     | 2   | 3   | 1   |     | 1                       | 2    |      |      |
| CO2                                | 3   | 2   |     |     |     |     |                         |      | 2    |      |
| CO3                                | 2   |     | 2   |     |     | 2   | 1                       |      |      | 2    |
| CO4                                |     |     | 2   | 3   |     | 2   |                         | 2    |      |      |
| CO5                                | 2   | 2   |     | 2   | 2   | 2   | 1                       |      | 2    |      |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |                         |      |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks                     | Final marks |
|--|--------------------------|-----------------------------|-----------------------|---------------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>( <b>reduced to 50</b> ) | 50          |
| <p>➤ Writing two IA test is compulsory.<br/> ➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                          |                             |                       |                                 |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |  |
|--|--|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.   | <b>Minimum marks required in SEE to pass:</b>  |
| 3.   | <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> </ul> Part D contains twenty marks, this is compulsory to answer for all students |



## Operations Management (Theory)

|                                |   |                    |           |                      |          |
|--------------------------------|---|--------------------|-----------|----------------------|----------|
| <b>Course Code</b>             | <b>20MBA302</b>                               | <b>Course type</b> | <b>PC</b> | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks |

### Course learning objectives

|    |  |
|----|--|
| 1. | To develop an understanding of how the operations, have strategic importance and can provide a competitive advantage in the workplace      |
| 2. | To understand the relationship between operations and other business functions   |
| 3. | To understand techniques of location and facility planning; line balancing; job designing; and capacity planning in operations management. |
| 4. | To understand the Materials Management function starting from Demand Management through Inventory Management.                              |

**Pre-requisites:** A student should have the basic knowledge about Production and Operations Management and conversion process using various techniques.

|  |
|--|
| <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|--|

#### Unit – I

**Introduction:** Introduction to Operations Management, Operations; As a key functional area, OM A Systems Perspective,

**Additive manufacturing:** Modeling, printing, Finishing materials, multi material 3D printing, 4D printing, seven categories of additive manufacturing, Applications of 3D printing.

**Automation:** Lights out manufacturing, convertibility and turnaround time, Automation tools, recent and emerging automation applications. Robotics, applications of robotics, human robot interactions.

**Topics for Flipped Classes:** Additive manufacturing

#### Unit – II

|  |
|--|
| <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|--|

#### **Agile Management:**

Agile manifesto, Agile principles, SCRUM, roles in SCRUM, Sprint, Product backlog, User stories, epic stories, velocity planning, release planning, burn down and burnup charts. Niko calendar, Poker, Agile estimation, time boxing, distributed agile

**Topics for Flipped Classes:** Sprint planning

#### Unit – III

|  |
|--|
| <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|--|

**Facility Planning:** Factors affecting facility location decisions. Importance of facility location decisions. Facility location models. Facility Layout Planning: Importance of facility layout. Types of plant layouts, Factors influencing facility layout decisions.

**Capacity Planning:** Introduction; CRP, MRP, MRP II MPS, Managerial Importance of aggregate Plans, Alternatives for managing demand and supply. Capacity augmentation strategies. Matching demand and capacity

**Productivity Measurement:** Work Study: Productivity and Organization Variables affecting labor productivity, Work Study; Method Study; Data collection, recording, examining and improving work. Material flow and material handling study, Work Measurement; Work sampling study Method study: Time study and Motion study

**Topics for Flipped Classes:** Factors affecting facility location decisions.

**Contact Hours = 8 Hours**

**Flipped Classes Content = 2 Hours**

**Unit – IV**

**Materials Management:** Operations and value chain, Purchasing and supply chain, Purchase Department, Role, Principles and Functions. Role of Materials Management, Materials and Profitability, Purchase Functions, Vendor Selection and Development, Vendor Rating, Concept of Lead Time, Purchase requisition, Purchase order. Inventory Management: Concept of inventory, Types, Classification, ABC analysis, Inventory Costs, Inventory Models EOQ, Safety Stock, Re-order Point, and Quantity Discounts

**Topics for Flipped Classes:** Inventory Models

**Contact Hours = 8 Hours**

**Flipped Classes Content = 2 Hours**

**Unit –V**

**Introduction to Total Quality Management (TQM):** TQM framework. Cost of quality. Taguchi techniques Concepts of Quality circle, Japanese 5S principles. Tools and Techniques for Quality Management: Quality functions development (QFD) Benefits, Failure Mode Effect Analysis (FMEA), Poke Yoke. CMM models, PCMM level -5.

**Topics for Flipped Classes:**PCMM level-5

| Unit No. | Self-Study Component       |
|----------|----------------------------|
| I        | Transformation Process     |
| II       | Agile manufacturing        |
| III      | Master Production Schedule |
| IV       | Operations and Value chain |
| V        | Industry 4.0               |

**Books**

**Text Books:**

1. B. Mahadevan, Operations Management, Theory and Practice, Pearson Education 2014
2. William J Stevenson, Operations Management. 9/e. Tata McGraw Hill 2016.
3. K Ashwathappa and Shridhar Bhat. Production and Operations Management. Himalaya Publications
4. J P Saxena, Production and Operation Management, Vijay Nicole Imprints Pvt Ltd, Second Edition

**Reference Books:**

1. Sushil Gupta and Martin Starr, Production and Operations Management, First Edition CRC Press, 2014
2. S N Chary, Production and Operations Management, Tata Mcgraw Hill, Second Edition

**E-resources (NPTEL/SWAYAM.. Any Other)- mention links**

1. <https://nptel.ac.in/course.php>
2. <https://www.coursera.org/in>

**Course delivery methods**

**Assessment methods**

- |    |                 |    |   |
|----|-----------------|----|---|
| 1. | Chalk and Talk  | 1. | IA tests                                |
| 2. | PPT and Videos  | 2. | Online Quizzes (Surprise and Scheduled) |
| 3. | Flipped Classes | 3. | Open Book Tests (OBT)                   |

|    |                |    |                          |
|----|----------------|----|--------------------------|
| 4. | Online classes | 4. | Course Seminar           |
|    |                | 5. | Semester End Examination |

### Course Outcome (COs)

Outcomes usually follow the format: "At the end of the course, students will be able to '*insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop*' (Highlight the **action verb** representing the learning level.)

| At the end of the course, the student will be able to |   | Learning Level | PO(s) | PSO(s) |
|---|---|----------------|-------|--------|
| 1.  | Identify the elements of operations management and various transformation processes to enhance productivity and competitiveness.  | 2,3,4          | 1,2   | 1      |
| 2.  | Analyze and evaluate various facility alternatives and their capacity decisions, develop a balanced line of production & scheduling and sequencing techniques in operation environments | 3,4            | 2     | 1      |
| 3.  | Develop aggregate capacity plans and MPS in operation environments  | 3,4,5          | 3     | 2      |
| 4.  | Plan, implement and evaluate suitable materials handling principles and practices in the operations   | 3,4,5          | 4     | 2      |
| 5.  | Plan, implement and evaluate suitable quality control measures in Quality Circles to TQM  | 4,5            | 5,6   | 3      |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels           | Target  |
|------------------|---|
| <b>1(Low)</b>    | 50 % of the total marks is scored by 60% of the students.       |
| <b>2(Medium)</b> | 60 % of the total marks is scored by 50 to 70% of the students. |
| <b>3(High)</b>   | 60 % of the total marks is scored by 70% of the students.       |

|                                    | CO-PO Mapping (planned) |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |
|------------------------------------|-------------------------|-----|-----|-----|-----|-----|-----|-------------------------|------|------|
|                                    | PO1                     | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1                    | PSO2 | PSO3 |
| <b>CO1</b>                         | 2                       | 3   | 3   | 2   | 3   | 3   | 3   | 2                       | -    | 3    |
| <b>CO2</b>                         | 2                       | 2   | 3   | -   | 3   | 3   | 2   | 3                       | 3    | 3    |
| <b>CO3</b>                         | 3                       | -   | 3   | -   | 3   | 2   | 2   | 2                       | 3    | -    |
| <b>CO4</b>                         | -                       | 2   | 3   | 3   | 2   | -   | 3   | -                       | 2    | 2    |
| <b>CO5</b>                         | 2                       | 3   | -   | 2   | 3   | 3   | 2   | 3                       | 2    | 3    |
| <b>Mention the levels: 1, 2, 3</b> |                         |     |     |     |     |     |     |                         |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <ul style="list-style-type: none"> <li>➤ Writing two IA test is compulsory.</li> <li>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></li> </ul> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weight age**

shall be given in SEE question paper.

| <b>Scheme of Semester End Examination (SEE):</b> |  |
|--|--|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.   | <b>Minimum marks required in SEE to pass:</b>  |
| 3.   | <ul style="list-style-type: none"><li>- Question paper contains four parts.<ul style="list-style-type: none"><li>○ <i>Part A</i> contains three marks questions students have to answer five questions out of seven questions.</li><li>○ <i>Part B</i> contains seven marks questions, students have to answer five questions out of seven questions.</li><li>○ <i>Part C</i> contains ten marks questions, students have to answer three questions out of four questions.</li><li>○ <i>Part D</i> contains twenty marks, this is compulsory to answer for all students.</li></ul></li></ul> |

### Business Marketing (Theory)

|                                |   |                    |           |                      |          |
|--------------------------------|---|--------------------|-----------|----------------------|----------|
| <b>Course Code</b>             | <b>20MBAMM304</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |  |
|----|--|
| 1. | To describe the applications, challenges and the dynamic environment of B2B marketing, including the unique nature of organizational buying behaviour. |
| 2. | To design strategies and structures to effectively serve the B2B market.   |
| 3. | To apply a systematic approach to problem solving and decision making in business marketing organizations through the use of case studies.             |
| 4. | To develop a business marketing plan for a real local company that mainly targets business customers.  |

**Pre-requisites :** Students need to be aware about basics of marketing management and familiar with the concept of Business to Business Marketing.

|   |  |
|---|--|
|   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Unit – I</b>   |  |
| <b>Exploring Business Markets and Business Marketing:</b> Nature of Business Marketing: Business Vs Consumer Marketing. Economics of Industrial demand, Types of Industrial Markets, Types of Business Customers, Classifying industrial Products and Services, Organizational Procurement characteristics, Environmental analysis in Business Marketing. |  |
| <b>Topics for Flipped Classes:</b> Nature of Business Marketing: Business Vs Consumer Marketing.  |  |

|  |  |
|--|--|
|  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Unit – II</b>   |  |
| <b>Organizational Buying Behaviour:</b> Organizational buying process, Types of buying situations, Buying centre concept, Role of Buying behavior, Conflict Resolution in Decision making. Then Webster & Wind Model of Organizational Buying Behaviour, Sheth Model of Industrial Buyer Behaviour. Ethics in Purchasing. <b>STP in B2B:</b> Segmenting, Targeting and positioning of Business Markets. Value Based Segmentation, Model for segmenting the Organizational Markets. |  |
| <b>Topics for Flipped Classes:</b> Types of buying situations  |  |

|  |  |
|--|--|
|  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Unit – III</b>  |  |
| <b>Product and Brand Strategy;</b> Developing Product strategy, Analyzing Industrial Product Life Cycle, Developing Strategies for new and existing products. Branding Process and Branding Strategy. Business Service Marketing; Special Challenges. <b>Pricing Strategies in B2B</b> |  |

**Marketing.** Price Determinants, Factors Influencing Pricing Strategies, Pricing Methods, Pricing Strategies, Pricing Policies, Concept of Learning Curve, Competitive Bidding Leasing

**Topics for Flipped Classes:** Analyzing Industrial Product Life Cycle,

**Contact Hours = 8 Hours**

**Flipped Classes Content = 2 Hours**

**Unit – IV**

**Managing B2B Channels and Supply Chain:** Nature of Business Marketing Channel Intermediaries, Direct and Indirect channels, Channel Objectives, Channel Design, Managing channel Members, Selection and Motivation of Channel Members, Channel conflicts.

**Marketing Communication Objectives.** AIDA Model. B2B and Marketing Communications mix. Advertising, Sales Promotion, Personal selling, publicity/public relations and direct marketing in Industrial Markets. Trade Shows and Exhibitions.

**Topics for Flipped Classes:** Direct and Indirect channels

**Contact Hours = 8 Hours**

**Flipped Classes Content = 2 Hours**

**Unit –V**

**Sales Force Management:** Personal Selling in B2B, The Selling Process, Key Account Management, Managing the Industrial Sales force, Organizing and controlling the Industrial Sales force Activity. Planning for Sales Force Deployment. Measuring the Effectiveness of Sales Force. CRM Strategies for B2B, B2B through E-Commerce; Models of B2B

**Topics for Flipped Classes:** CRM Strategies for B2B

| Unit No. | Self-Study Component         |
|----------|------------------------------|
| I        | B2B V/s B2C                  |
| II       | Types of Buying Situations   |
| III      | PLC in B2B                   |
| IV       | Trade Shows and Exhibitions. |
| V        | CRM in B2B                   |

**Books**

**Text Books:**

1. Industrial Marketing. Robert R Reader & Reeder 2/e. Prentice Hall International Publication 2016.
2. Business Marketing. Michael D Hutt, Thomas W Speh. Cengage Learning Publication, 2018
3. Business Marketing. Krishna Havaladar. Latest Edition Tata McGraw Hill Publication, 2016

**Reference Books:**

1. Business Marketing. Frank G Bingham Jr. Latest Edition. Tata McGraw Hill Publication
2. Industrial Marketing. Mukherjee H S. Latest Edition. Excel Books Publication

**E-resourses (NPTEL/SWAYAM.. Any Other)- mention links**

1. <https://nptel.ac.in/course.php>
2. <https://www.coursera.org/in>

**Course delivery methods**

**Assessment methods**

|    |                |    |   |
|----|----------------|----|---|
| 1. | Chalk and Talk | 1. | IA tests                                |
| 2. | PPT and Videos | 2. | Online Quizzes (Surprise and Scheduled) |

|    |                 |    |                          |
|----|-----------------|----|--------------------------|
| 3. | Flipped Classes | 3. | Open Book Tests (OBT)    |
| 4. | Online classes  | 4. | Course Seminar           |
|    |                 | 5. | Semester End Examination |

### Course Outcome (COs)

Outcomes usually follow the format: “At the end of the course, students will be able to ‘insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop’](Highlight the **action verb** representing the learning level.)

| At the end of the course, the student will be able to |   | Learning Level | PO(s) | PSO(s) |
|---|---|----------------|-------|--------|
| 1.  | Explain and analyze organizational buying and purchasing functions in all sectors of the business market; | 2,3            | 1,2   | 1      |
| 2.  | Explain, analyze and evaluate various business customer relationships                                     | 2,3,4          | 2     | 1      |
| 3.  | Explain and analyze segmenting business target markets and evaluate B2B marketing strategy                | 3,4,5          | 3     | 2      |
| 4.  | Analyze and evaluate business marketing mix   | 3,4,5          | 4     | 2      |
| 5.  | Develop and evaluate marketing decision-making and communication skills for B2B marketing                 | 4,5            | 5,6   | 3      |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels           | Target  |
|------------------|---|
| <b>1(Low)</b>    | 50 % of the total marks is scored by 60% of the students.       |
| <b>2(Medium)</b> | 60 % of the total marks is scored by 50 to 70% of the students. |
| <b>3(High)</b>   | 60 % of the total marks is scored by 70% of the students.       |

| CO-PO Mapping (planned)            |     |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-------------------------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1                    | PSO2 | PSO3 |
| <b>CO1</b>                         | 3   | -   | 3   | 2   | 2   | 3   | 3   | 3                       | 2    | 3    |
| <b>CO2</b>                         | 3   | -   | 2   | -   | 2   | 3   | 2   | 3                       | 3    | 3    |
| <b>CO3</b>                         | 3   | 2   | 3   | -   | 3   | 2   | 2   | 2                       | 3    | -    |
| <b>CO4</b>                         | -   | 2   | 3   | 3   | 2   | -   | 3   | -                       | 2    | 2    |
| <b>CO5</b>                         | 2   | 3   | -   | 2   | 3   | 3   | 2   | 3                       | 2    | 3    |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |     |                         |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|------------|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory     | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |

- Writing two IA test is compulsory.
- **Minimum marks required to qualify for SEE : 20 out of 50**

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weight age shall be given in SEE question paper.**

#### Scheme of Semester End Examination (SEE):

|    |  |
|----|--|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA. |
|----|--|

|    |  |
|----|--|
| 2. | <b>Minimum marks required in SEE to pass:</b>  |
| 3. | <ul style="list-style-type: none"><li>- Question paper contains four parts.<ul style="list-style-type: none"><li>○ <i>Part A</i> contains three marks questions students have to answer five questions out of seven questions.</li><li>○ <i>Part B</i> contains seven marks questions, students have to answer five questions out of seven questions.</li><li>○ <i>Part C</i> contains ten marks questions, students have to answer three questions out of four questions.</li><li>○ <i>Part D</i> contains twenty marks, this is compulsory to answer for all students.</li></ul></li></ul> |



## Sales Management (Theory)

|                          |            |                      |                       |
|--------------------------|------------|----------------------|-----------------------|
| <b>Course Code</b>       | 20MBAMM305 | <b>Credits L-T-P</b> | 3- 0- 0               |
| <b>Course type</b>       | PE         | <b>Total credits</b> | 3                     |
| <b>Hours/week: L-T-P</b> | 3-0-0      | <b>CIE Marks</b>     | 50 marks              |
| <b>Total Hours:</b>      | L =40 Hrs  | <b>SEE Marks</b>     | 3 Hours for 100 marks |

### Course learning objectives

|    |  |
|----|--|
| 1. | Discuss sales planning requirements                    |
| 2. | Develop a report on salesmanship and personal selling. |
| 3. | Familiarize the selling process related skills.        |
| 4. | Demonstrate sales organization techniques              |

**Pre-requisites: Students** are expected to have fundamentals of retail marketing in the first semester marketing subject.

|   |  |
|---|--|
| <b>Unit – I</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <p>Objectives, characteristics, functions of sales management, types of selling: conditioned, order taker, sales oriented, direct, transaction oriented. Time management, SMART objectives, Stress management<br/> <b>Sales planning:</b> Stages in the planning process, planning assumptions; market size, market dynamics, spends regulation, competition, socio-economic factors, and demographic factors.</p> <p><b>Introduction to sales management:</b><br/>           Objectives, characteristics, functions of sales management, types of selling: conditioned, order taker, sales oriented, direct, transaction oriented. SMART objectives.<br/>           Types of Selling Jobs, The Modern-day Sales Activity, Emerging Trends in Sales Management, Stress Management.</p> <p><b>Topics for Flipped Classes:</b><br/>           Characteristics and functions of sales management, types of selling: conditioned, order taker, sales oriented, direct, transaction oriented. SMART objectives</p> |  |

|  |  |
|--|--|
| <b>Unit - II</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <p><b>Salesmanship and Personal selling</b><br/> <b>Salesmanship:</b> Definitions of salesmanship, essentials of salesmanship, utility of salesmanship, Selling situations, selling as an art and science, theories of buying and selling.<br/> <b>Personal selling:</b> Characteristics and importance of personal selling, effective personal selling, types of personal selling, negotiations, negotiation tactics<br/> <b>Key account Management:</b> Key Account Sales, Key account Management Functions, Customer Relationship Management,</p> <p><b>Topics for Flipped Classes:</b><br/>           Characteristics and importance of personal selling, effective personal selling, types of personal selling, negotiations, negotiation tactics</p> |  |

|   |  |
|---|--|
| <b>Unit - III</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <p><b>Prospecting and approaching:</b><br/> <b>Prospecting:</b> Cold canvassing , Endless chain customer referral , Prospect pool, Centers of influence , Non competing sales force, Observation , Friends and acquaintances, Lists and directories, Direct mail , Telemarketing, Trade shows and demonstrations.<br/> <b>Pre approaching;</b><br/> <b>Sales knowledge:</b> Industry knowledge, Company knowledge, product knowledge, price and discount knowledge, competitor knowledge, technology knowledge, Knowledge of self. Call planning, rehearse the presentation, arranging the product literature, buyer possible questions checklist, telephonic skills.</p> |  |

**Approaching:**

Meeting and greeting; Gestures, Body language, handshakes, dress etiquettes, common mistakes in sales calls ( over talking, over controlling, poor introduction)

**Topics for Flipped Classes:**

Industry knowledge, Company knowledge, product knowledge, price and discount knowledge, competitor knowledge, technology knowledge, Knowledge of self.

|  |  |
|--|--|
| <b>Unit - IV</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Presentation, Objection handling and closing</b>  |  |
| <p><b>Sales presentation:</b> canned presentation, organized presentation, tailored presentation, ignition, icebreaking, discovering the motivation, sales presentation, Memorized selling, formula selling, need satisfaction selling, problem solving selling, group presentation.</p> <p><b>Objection handling:</b> Conflict management models, conflict management techniques (lumping, avoidance mediation, conciliation, arbitration, adjudication and negotiation), Conflict management process. Superior feature method, Yes...But method, Reverse English method, Indirect denial method, Pass out method, Comparison method, Direct denial method, Another angle method, Narrative method, Testimonial method, Question or WHY method</p> <p><b>Closing techniques:</b> Assumptive Close, Negative Close, Caution Method, Implied Consent Method, Special Induced Method, Direct Order Method, Ownership Suggestion Method, Emotional Method.</p> <p><b>Follow Up:</b> correct orders, contract, thanking customers, post purchase dissonance.</p> |  |
| <p><b>Topics for Flipped Classes:</b><br/>Correct orders, contract, thanking customers, post purchase dissonance.</p>  |  |

|   |  |
|---|--|
| <b>Unit - V</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Sales organization</b>   |  |
| <p>Sales territories, sales force size determination, sales quota, and sales motivation, Sales reports, sales budgets, sales forecasting. Sales compensation, sales control, sales motivation, sales meetings.</p> <p><b>Ethical and Legal Responsibilities of Sales Managers:</b> Business Ethics and Sales Management, Public Regulation and Sales Managers</p> |  |
| <p><b>Topics for Flipped Classes:</b><br/>Sales territories, sales force size determination, sales quota, and sales motivation, Sales reports, sales budgets, sales forecasting</p>   |  |

**Self-Study Topics**

| Unit No. | Topic description                                 |
|----------|---|
| 1        | A basic knowledge of Sales Management Concepts    |
| 2        | A study on roles and responsibilities of salesman |
| 3        | A basic idea of sales process                     |
| 4        | Application of personal selling in business       |
| 5        | A study on sales department functions             |

**Books**

|   |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | sales management, Still, cundiff, pearson, 5/e 2009   |
| 2.  | sales and distribution management, Tapan panda, , 2e oxford 2012  |
| 3.  | sales Management, Chris noonan, 1/e Routledge 1998.   |
| 4.  | Management of a Sales Force, Rosann L. Spiro, Gregory A. Rich Bowling, William J. Stanton, 12/e, Mc Graw Hill, 2008   |
| <b>Reference Books:</b>                                     |   |
| 1.  | Tom Hopkins- Selling for dummies- Willeys 1e  |
| 2.  | Edward Bakers, selling skills, Kogan, 1e -1996  |
| <b>E-resourses(NPTEL/SWAYAM.. Any Other)- Mention links</b> |   |
| 1.  | Sales Management: <a href="https://nptel.ac.in/courses/110105122/">https://nptel.ac.in/courses/110105122/</a>         |
| 2.  | Management of field sales <a href="https://nptel.ac.in/courses/110104117/">https://nptel.ac.in/courses/110104117/</a> |

| Course delivery methods |                   | Assessment methods |               |
|-------------------------|-------------------|--------------------|---------------|
| 1.                      | Lecture           | 1.                 | Internal test |
| 2.                      | Case study        | 2.                 | Project work  |
| 3.                      | Role Playing      | 3.                 | Case study    |
| 4.                      | Problem Solving   | 4.                 | Workshop      |
| 5.                      | Discussion Method | 5.                 | Assignment    |

| Course Outcome (COs)                                  |  |  |               |          |       |
|---|--|--|---------------|----------|-------|
| At the end of the course, the student will be able to |  |  | Bloom's Level | PO       | PSO   |
| 1.  | Develop a sales planning for hypothetical organization.                    |  | 4             | 1,2,3,&5 | 1,3   |
| 2.  | Design personal selling strategies for hypothetical organization           |  | 5             | 2,4,6    | 1,2,3 |
| 3.  | Formulate sales organization strategy for a small and medium organization. |  | 3             | 1,3,5&5  | 2     |

| Program Outcome of this course (POs) |   | PO No. |
|--------------------------------------|---|--------|
| 1.                                   | Students will be able to solve problems of competitive business environment   | PO1    |
| 2.                                   | Business.<br>Students will demonstrate their skills to enhance productivity, efficiency and effectiveness of business           | PO2    |
| 3.                                   | Students will be able to create models, plans and projects to explore the potential markets.                                    | PO3    |
| 4.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                          | PO4    |
| 5.                                   | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to ateam environment | PO5    |
| 6.                                   | Ability to make use of relevant skills acquired during the programme for careeradvancement                                      | PO6    |
| 7.                                   | Ability to acquire entrepreneurial competencies to create value for the societyatlarge  | PO7    |

| Program Specific Outcome of this course (PSOs) |  | PSO No. |
|--|--|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  | 3       |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target   |
|--------|--|
| 1      | Low (L): If 60% of marks is scored by less than 50% of the students. |
| 2      | Medium (M): If 60% of marks is scored by 50% to 70% of the students. |
| 3      | High (H): If 60% of marks is scored by 70% of the students.          |

|                             | CO-PO Mapping (planned) |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-------------------------|-----|-----|-----|-----|-----|-----|-------------------------|------|------|
|                             | PO1                     | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1                    | PSO2 | PSO3 |
| CO1                         | 1                       | 3   | 1   |     | 1   |     | 2   | 1                       |      | 1    |
| CO2                         |                         | 2   |     | 3   |     | 3   |     | 2                       | 2    | 2    |
| CO3                         | 2                       |     | 3   | 1   | 3   |     | 3   |                         | 3    |      |
| CO4                         |                         | 1   |     |     |     |     |     | 1                       |      |      |
| CO5                         | 3                       |     | 2   | 1   | 2   | 1   | 2   |                         | 2    | 3    |
| Mention the levels: 1, 2, 3 |                         |     |     |     |     |     |     |                         |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|------------|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory     | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |

➤ Writing two IA test is compulsory.  
➤ **Minimum marks required to qualify for SEE : 20 out of 50**

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:40 (out of 100 marks)</b>  |
| 3.   | <b>Question paper contains 4 Parts</b> <ul style="list-style-type: none"><li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li><li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li><li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li><li>• Part D contains twenty marks, this is compulsory to answer for all students</li></ul> |

## Retail Management

|                          |   |                      |          |
|--------------------------|---|----------------------|----------|
| <b>Course Code</b>       | <b>20MBAMM306</b>                                 | <b>Credits L-T-P</b> | 4- 0- 0  |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 4        |
| <b>Hours/week: L-T-P</b> | 3-0-0   | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40 Hrs; T =0 Hrs ;P = 0 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

### Course learning objectives

|    |  |
|----|--|
| 1. | To develop an understanding of the contemporary retail management, issues, strategies and trends |
| 2. | To highlight the importance of retailing and its role in the success of modern business          |
| 3. | To acclimatize with the insights of retailing, key activities and relationships.                 |
| 4. | To demonstrate retail supply chain management and store management knowledge                     |

**Pre-requisites:** Students are expected to have fundamentals of retail marketing in the first semester marketing subject.

### Unit - I

**8 Hours**

Introduction, meaning, characteristics, emergence of organizations of retailing - Types of Retailers (Retail Formats) –Retail Mix, Retailing in Hi Tech industry , Globalization of retailing –Jobs & trends in retailing, FDI in Retail

**Self study topics : Problems of Indian Retailing - Current Scenario in e- commerce.**

### Unit - II

**8 Hours**

Retail Strategy : Financial Strategy( Profit Margin, Asset Management and return on assets)  
Retail Location ( Types – city or town ,Shopping Centre, Airports ,Resorts and Hospital )  
,Human Resource Management (objectives, centralization and decentralization , single and national store , motivation and building commitment ) Information System(Data flow , EDI, RFID, Vendor managed inventory – collaborative planning ) , Supply Chain Management (Physical flow of merchandise , distribution centre and direct delivery , Reverse logistics),

**Self study topics:** Customer relation management (Process, collection of data , analysis of data , implementation of CRM strategies )

### Unit - III

**8 Hours**

Merchandise Management : Assortment and variety , Merchandise planning(Staple and fashion ,Open to buy system ,Allocation of Merchandise ) , Buying merchandise( Types of brands , - Buying national or private , legal and ethical issues )

**Self study topics:** Retail pricing (Price sensitivity, competition , Initial markup and maintained mark up, high /low , EDLP, Leader Price, Line price ,Odd price ,Internet prices )

### Unit - IV

**8 Hours**

Store management : Managing the store ( recruitment and selection, Job analysis ,Goal setting & Quota, Leadership and motivation )

**Self study topics:** store design (objectives , layouts, Signage & graphics ,Fixtures,

Atmospherics ), visual merchandising ( presentation techniques )

**Unit - V**

8 Hours

Online retailing:

Forms of online retailing, mobile shopping, app based marketing, social media based retailing, omni-channel retailing, risk and security in online retailing.

**Self study topics:** Last mile delivery, digital marketing challenges, payment system, e-CRM , market basket analysis

| Self Study Topics |  |
|-------------------|--|
| Unit No.          | Topic description  |
| Unit -1           | <u>Shiny Provision Store: Retailing Challenges in the Indian context</u> |
| Unit -2           | <u>Himalaya Shampoo: Building a Differentiated Brand Image</u>           |
| Unit -3           | <u>Himalaya Drug Company: Repositioning a Herbal Soap</u>                |

| Books   |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Levy and Weitz, Retailing Management, 8e McGraw-Hill-2011   |
| 2.  | Berman and Evans ,Retailing Management, 10e Pearson -2009   |
| <b>Reference Books:</b>                                     |   |
| 1.  | Kevin Graff and Jan Ciuciura- Winning Retail-1e-wiley-2004  |
| 2.  | Geritt and Christoph- New online retailing- 1 e –Gable- 2012  |
| <b>E-resourses(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | Retail Marketing <a href="https://nptel.ac.in/courses/110104070/37">https://nptel.ac.in/courses/110104070/37</a>          |
| 2.  | Retailing and Wholesaling <a href="https://nptel.ac.in/courses/110104070/36">https://nptel.ac.in/courses/110104070/36</a> |

| Course delivery methods |                          | Assessment methods |                          |
|-------------------------|--------------------------|--------------------|--------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test |
| 2.                      | Power Point Presentation | 2.                 | Assignments              |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies             |
|                         |                          | 4.                 | Project work             |

| Course Outcome (COs)                                  |   |  |               |       |       |
|---|---|--|---------------|-------|-------|
| At the end of the course, the student will be able to |   |  | Bloom's Level | PO    | PSO   |
| 1.  | To <b>understand</b> the retail management strategies adopted in india                    |  | L3            | 1,2&3 | 1,2&3 |
| 2.  | To <b>manage</b> store and merchandise independently                                      |  | L4            | 1,2&3 | 1,2&3 |
| 3.  | To <b>Segment</b> business target markets and <b>evaluate</b> marketing strategy & market |  | L4            | 1,2&3 | 1,2&3 |

| Program Outcome of this course (POs) |   | PO No.   |
|--------------------------------------|---|----------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problems.  | <b>1</b> |
| 2.                                   | Foster analytical and critical thinking abilities for data based decision making. | <b>2</b> |
| 3.                                   | Ability to develop value based leadership ability                                 | <b>3</b> |

| Program Specific Outcome of this course (PSOs) |   | PSO No.  |
|--|---|----------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | <b>1</b> |

|    |   |   |
|----|---|---|
| 2. | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement | 2 |
| 3. | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community                 | 3 |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 60% of the students. |
| 2      | 40% Marks in projects                                     |
| 3      | 30% marks in internal assessments                         |

| CO-PO Mapping (planned)     |     |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-----|-----|-----|-------------------------|------|------|
|                             | PO1 | PO2 | PO3 | PSO1                    | PSO2 | PSO3 |
| CO1                         | 3   | 2   | 1   | 3                       | 2    | 1    |
| CO2                         | 2   | 3   | 2   | 1                       | 3    | 2    |
| CO3                         | 2   | 2   | 3   | 1                       | 2    | 3    |
|                             |     |     |     |                         |      |      |
|                             |     |     |     |                         |      |      |
|                             |     |     |     |                         |      |      |
| Mention the levels: 1, 2, 3 |     |     |     |                         |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|--|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:</b>   |
| 3.   | <p><b>Question paper contains 4 Parts</b></p> <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> <li>• Part D contains twenty marks, this is compulsory to answer for all students</li> </ul> |

## SERVICES MARKETING

|                          |   |                      |           |
|--------------------------|---|----------------------|-----------|
| <b>Course Code</b>       | <b>20MBAMM307</b>                                 | <b>Credits L-T-P</b> | 3 – 0 – 0 |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3         |
| <b>Hours/week: L-T-P</b> | 3-0-0   | <b>CIE Marks</b>     | 50 marks  |
| <b>Total Hours:</b>      | Lecture = 40Hrs; Tutorial =0Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks  |

| <b>Course learning objectives</b> |  |
|-----------------------------------|--|
| 1.                                | Understand the services marketing landscape and consumer behavior towards it   |
| 2.                                | To familiarize the students with the GAP model and strategizing towards closing the GAPS for developing effective services marketing strategies.             |
| 3.                                | To discuss and conceptualize the service quality, productivity in services, role of personnel in service marketing and to manage changes in the environment. |
| 4.                                | Learn the promotion and physical evidence strategies in services marketing   |

|   |
|---|
| <b>Pre-requisites : Basic of marketing management</b> |
|---|

| <b>Unit - I</b>  | <b>10 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|---|
| <p><b>Introduction to services:</b> Concepts, contribution and reasons for the growth of services sector, difference in goods and service in marketing, characteristics of services, concept of service marketing triangle, service marketing mix, GAP models of service quality.</p> <p><b>Consumer Behavior in services:</b> Search, Experience and Credence property, consumer expectation of services, two levels of expectation, Zone of tolerance, Factors influencing customer expectation of services. Customer perception of services-Factors that influence customer perception of service, Service encounters, Customer satisfaction, Strategies for influencing customer perception.</p> |   |
| <p><b>Topics for Flipped Classes: <i>Reasons for the growth of services sector</i></b></p>   |   |

| <b>Unit - II</b>   | <b>8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| <p><b>Service Research and relationships-</b> Understanding customer expectation through market research: Key reasons for GAP 1, using marketing research to understand customer expectation, Types of service research, Building customer relationship through retention strategies –Relationship marketing, Evaluation Of customer relationships, Benefits of customer relationship, levels of retention strategies.</p> |  |
| <p><b>Topics for Flipped Classes: <i>Customer Retention Strategies</i></b></p>   |  |

| <b>Unit - III</b>  | <b>6 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| <p><b>Customer defined service standards-</b> Hard &amp; Soft standards, challenges of matching supply &amp; demand in capacity, four common types of constraints facing services, optimum v/s maximum use of capacity, strategies for matching capacity &amp; demand. Waiting line strategies<br/>Key reasons for GAP-2 and resolution strategies</p> |  |
| <p><b>Topics for Flipped Classes: <i>Strategies for matching capacity &amp; demand</i></b></p>   |  |

| <b>Unit - IV</b>  | <b>8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|---|--|
| <p><b>Employee role in service designing and Delivery:</b> Boundary spanning roles, Emotional labour, Source of conflict, Quality- productivity trade off, Strategies for closing GAP 3. Customer's role in service delivery-Importance of customer &amp; customer's role in service delivery, Strategies for enhancing-Customer participation, Delivery through intermediaries-Key intermediaries for service delivery, Intermediary control strategies.</p> |  |



**Topics for Flipped Classes: Emotional labour in Services**

|   |   |
|---|---|
| <b>Unit - V</b>   | <b>8Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <p><b>Services marketing communication</b><br/>Key reasons for GAP 4 involving communication, four categories of strategies to match service promises with delivery. Approaches to pricing services, pricing strategies, SERVQUAL Model</p> <p><b>Physical Evidence in Services</b><br/>Importance of Physical Evidence, Elements of Physical Evidence, Physical Evidence Strategies, Guidelines for Physical Evidence.<br/>Types of service scapes- Objective and Goals of services capes Role of services capes, Guidance for physical evidence strategies.</p> |   |
| <p><b>Topics for Flipped Classes: Overview of Physical Evidence in Services</b></p>   |   |

**Self Study Topics**

| Unit No. | Topic description   |
|----------|---|
| 1        | Technological advances in service sector ( Case studies, Situation Analysis in various service sectors) |
| 2        | Evaluation of Online Services in various sectors ( Banking, Hospitality, Food delivery etc)             |
| 3        | Understand the Service Standards followed by various sectors  |
| 4        | Customer and Employee participation in online Services  |
| 5        | Store Atmospherics in Services ( Sectoral Implications)   |

**Books**

**Text Books:**

1. Valarie A Zeithmal & Mary Jo Bitner, Services Marketing, 7e TMH 2018
2. Jochen Wirtz, services marketing people, technology, 8e, strategy, world scientific publishing, 2016.
3. Rajendra Naragundkar, Services marketing, 3 e McGraw-Hill 2011
4. Christopher Lovelock, -Services Marketing- 7e, Pearson Education, 2011

**Reference Books:**

1. Hoffman & Bateson -Services Marketing -, 4/e, Cengage Learning 2007.
2. Kenneth E Clow & David L. Kurtz, -Services Marketing: Operation, Management and Strategy- 2/e, Biztantra, 2007.

**E-resources(NPTEL/SWAYAM.. Any Other)- mention links**

1. Services marketing <https://nptel.ac.in/courses/110105038/>
2. Services Marketing a practical approach [https://onlinecourses.nptel.ac.in/noc18\\_mg16](https://onlinecourses.nptel.ac.in/noc18_mg16)

| Course delivery methods |                            | Assessment methods |                      |
|-------------------------|----------------------------|--------------------|----------------------|
| 1.                      | <b>Lecture</b>             | 1.                 | <b>Internal Test</b> |
| 2.                      | <b>Case Studies</b>        | 2.                 | <b>Case studies</b>  |
| 3.                      | <b>Problem Solving</b>     | 3.                 | <b>Assignments</b>   |
| 4.                      | <b>Video Documentaries</b> | 4.                 | <b>Project</b>       |

**Course Outcome (COs)**

| At the end of the course, the student will be able to |   | Bloom's Level | PO(s) | PSO(s) |
|---|---|---------------|-------|--------|
| 1.  | <b>Understand</b> the aspects pertaining marketing of services                | L2            | 1     | 1      |
| 2.  | <b>Apply</b> service strategies to meet new challenges in Services Sectors    | L3            | 2     | 2      |
| 3.  | <b>Design</b> physical evidence strategies to suit the sectorial requirements | L6            | 3     | 2      |
| 4.  | <b>Develop</b> SERVQUAL Model model for local company                         | L6            | 4     | 3      |

|   |  |    |       |   |
|---|--|----|-------|---|
| 5 | <b>Formulate</b> services marketing promotion strategies | L6 | 5,6,7 | 3 |
|---|--|----|-------|---|

| <b>Program Outcomes(POs)</b> |  | <b>PO No.</b> |
|------------------------------|--|---------------|
| 1.                           | Apply knowledge of management theories and practices to solve business problems  | PO1           |
| 2.                           | Foster analytical and critical thinking abilities for data based decision making.  | PO2           |
| 3.                           | Ability to develop value based leadership ability.   | PO3           |
| 4                            | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           | PO4           |
| 5                            | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment | PO5           |
| 6                            | Ability to make use of relevant skills acquired during the program for career advancement  | PO6           |
| 7                            | Ability to acquire entrepreneurial competencies to create value for the society at large   | PO7           |

| <b>Program Specific Outcome of this course (PSOs)</b> |  | <b>PSO No.</b> |
|---|--|----------------|
| 1.  | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices |                |
| 2.  | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  |                |
| 3.  | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  |                |

### Mapping through Direct Assessment:

#### Rubrics:

| <b>Levels</b> | <b>Target</b>  |
|---------------|--|
| <b>1</b>      | 50 % of the total marks are scored by 75% of the students. |
| <b>2</b>      | 60 % of the total marks are scored by 70% of the students. |
| <b>3</b>      | 80 % of the total marks are scored by 65% of the students. |

| <b>CO-PO Mapping (planned)</b>     |            |            |            |            |            |            |            | <b>CO-PSO Mapping(planned)</b> |             |             |
|------------------------------------|------------|------------|------------|------------|------------|------------|------------|--------------------------------|-------------|-------------|
|                                    | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PSO1</b>                    | <b>PSO2</b> | <b>PSO3</b> |
| <b>CO1</b>                         |            |            | 2          | 3          | 1          |            | 1          | 2                              |             |             |
| <b>CO2</b>                         | 3          | 2          |            |            |            |            |            |                                | 2           |             |
| <b>CO3</b>                         | 3          |            | 2          |            |            | 2          | 1          | 2                              |             | 2           |
| <b>CO4</b>                         |            |            | 2          | 3          |            | 2          |            |                                | 2           |             |
| <b>CO5</b>                         | 2          | 2          |            | 2          | 2          | 2          | 1          | 2                              |             |             |
| <b>Mention the levels: 1, 2, 3</b> |            |            |            |            |            |            |            |                                |             |             |

### Scheme of Continuous Internal Evaluation (CIE):

| <b>Components</b> | <b>Addition of two IA tests</b> | <b>Addition of two assignments</b> | <b>Seminar/ Mini Project</b> | <b>Total Marks</b>      | <b>Final marks</b> |
|-------------------|---------------------------------|------------------------------------|------------------------------|-------------------------|--------------------|
| Theory            | 30+30                           | 10+10                              | 20                           | 100<br>( reduced to 50) | 50                 |

- Writing two IA test is compulsory.
- **Minimum marks required to qualify for SEE : 20 out of 50**

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:</b>   |
| 3.   | <b>Question paper contains 4 Parts</b> <ul style="list-style-type: none"><li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li><li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li><li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li><li>• Part D contains twenty marks, this is compulsory to answer for all students</li></ul> |

## CONSUMER BEHAVIOUR

|                          |   |                      |           |
|--------------------------|---|----------------------|-----------|
| <b>Course Code</b>       | <b>20MBAMM308</b>                                 | <b>Credits L-T-P</b> | 3 – 0 – 0 |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3         |
| <b>Hours/week: L-T-P</b> | 3-0-0   | <b>CIE Marks</b>     | 50 marks  |
| <b>Total Hours:</b>      | Lecture = 40Hrs; Tutorial =0Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks  |

| <b>Course learning Objectives</b> |   |
|-----------------------------------|---|
| 1.                                | To understand the basics of consumer behavior and rights of consumer          |
| 2.                                | To understand the process of decision making                                  |
| 3.                                | To gain insights into individual and external influences on consumer behavior |
| 4.                                | To study the importance of Innovation and Customer relationships              |

**Pre-requisites : Basics of Marketing Management, CRM and Decision Making**

| <b>Unit - I</b>  | <b>4 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| <b>Introduction to the study of Consumer Behaviour:</b> Meaning, Consumer V/s Customer; Nature & characteristics of Indian Consumers; Consumerism, Rights & Responsibilities of Consumers in India; Benefits of consumerism. |  |
| <i>Topics for Flipped Classes: Video documentary on Rights of Indian Consumer, Consumer Courts, Complaint procedures and related topics</i>  |  |

| <b>Unit - II</b>   | <b>8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| <b>Models of Consumer Behaviour :</b> Input-Process-Output Model, Nicosia Model, Howard Sheth Model, Engel-Kollat-Blackwell Model, Internal and External Influences on consumer behavior   |  |
| <b>Consumer Decision Making:</b> Consumer Buying Decision Process, Levels of Consumer Decision Making – Four views of consumer decision making. On-line Decision Making: Meaning & Process/Stages. Situational Influences- Nature of Situational Influence, Situational Characteristics and consumption behaviour. |  |
| <i>Topics for Flipped Classes: Video documentary on Digital Analytics</i>  |  |

| <b>Unit - III</b>   | <b>10 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|---|---|
| <b>Individual Influences on Consumer Behaviour</b>  |   |
| a) <b>Motivation:</b> Basics of Motivation, Needs, Goals, Positive & Negative Motivation, Rational V/s Emotional motives, Arousal of motives, Selection of goals, Maslow's Hierarchy of Needs   |   |
| b) <b>Personality:</b> Basics of Personality, Theories of Personality and Marketing Strategy (Freudian Theory, Neo-Freudian Theory, Trait Theory), Applications of Personality concepts in Marketing, Personality and understanding consumer diversity, Brand Personality, Self and Self-Image.     |   |
| c) <b>Perception:</b> Basics of Perception & Marketing implications, Elements of Perception, Dynamics of Perception, Influence of perception on CB, Consumer Imagery, Perceived price, Perceived quality, price/quality relationship, Perceived Risk, Types of risk, How to consumers' handle risk. |   |
| d) <b>Learning:</b> Elements of Consumer Learning, Marketing Applications of Behavioural Learning Theories, Classical Conditioning – Pavlovian Model, Neo-Pavlovian Model, Instrumental Conditioning.   |   |
| e) <b>Attitude:</b> Basics of attitude, the nature of attitude, Models of Attitude and Marketing Implication, (Tri-component Model of attitude, Elaboration Likelihood Model).  |   |

**Topics for Flipped Classes: Survey Based study to evaluate the impact of Individual Influences on Consumer Behaviour**

|  |   |
|--|---|
| <b>Unit - IV</b>   | <b>10 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <p><b>External Influences on Consumer Behaviour</b></p> <p><b>Social Class:</b> Social Class Basics, the dynamics of status consumption, Five Social-Class Categories in India.</p> <p><b>Culture:</b> Basics, Meaning, Characteristics, Factors affecting culture, Role of customs, values and beliefs in Consumer Behaviour. Subculture: Meaning, Subculture division and consumption pattern in India, Types of subcultures.</p> <p><b>Groups:</b> Meaning and Nature of Groups, Types Family: The changing structure of family, Family decision making and consumption related roles, Dynamics of husband-wife decision making, The family life cycle &amp; marketing strategy, Traditional family life cycle &amp; marketing implications</p> <p><b>Reference Groups:</b> Understanding the power &amp; benefits of reference groups, Types of reference group, Reference Group Appeals.</p> <p><b>Opinion Leadership:</b> Dynamics of opinion leadership process, Market Mavens, Opinion Leadership &amp; Marketing Strategy</p> |   |
| <p><i>Topics for Flipped Classes: Survey Based study to evaluate the impact of External Influences on Consumer Behaviour</i></p>   |   |

|  |  |
|--|--|
| <b>Unit - V</b>  | <b>8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <p><b>Diffusion of Innovations and CRM</b></p> <p><b>Diffusion of Innovations:</b> Diffusion Process, Adoption Process: Stages, categories of adopters, Post Purchase Processes.</p> <p><b>Customer Relationship Management-</b> Meaning &amp; Significance of CRM, Types of CRM Strategies for building relationship marketing, e-CRM, Meaning, Importance of e-CRM, Difference Between CRM &amp; e-CRM</p> |  |
| <p><i>Topics for Flipped Classes: Video documentary on modern CRM Practices</i></p>  |  |

| <b>Self Study Topics</b> |  |
|--------------------------|--|
| Unit No.                 | Topic description  |
| 1                        | Explore the legal avenues and protection given to consumers in sales/services            |
| 2                        | Conduct a survey to evaluate the behavior of consumers in organized/Online retail        |
| 3                        | Find three advertisements that appeal to the need for power, affiliation and achievement |
| 4                        | Develop Print Advertisements to suit cultural needs for products of your choice          |
| 5                        | Study the Business models of Online retailers and CRM strategies                         |

| <b>Books</b>            |   |
|-------------------------|---|
| <b>Text Books:</b>      |   |
| 1.                      | Consumer Behavior - Leon Schiff man, Lesslie Kanuk, 10/e, Pearson, Latest edition   |
| 2.                      | Consumer Behaviour: A Managerial Perspective, Dr. Dheeraj Sharma, Jagdish N Sheth, Banwari Mittal, 1/e, Cengage Learning. |
| <b>Reference Books:</b> |   |
| 1.                      | Consumer Behavior in Indian Perspective – Suja Nair, Himalaya Publications, 2015  |
| 2.                      | Consumer Behavior- Satish K. Batra & S H HKazmi, Excel Books.   |

| Course delivery methods |                            | Assessment methods |                      |
|-------------------------|----------------------------|--------------------|----------------------|
| 1.                      | <b>Lecture</b>             | 1.                 | <b>Internal Test</b> |
| 2.                      | <b>Case Studies</b>        | 2.                 | <b>Case studies</b>  |
| 3.                      | <b>Problem Solving</b>     | 3.                 | <b>Assignments</b>   |
| 4.                      | <b>Video Documentaries</b> | 4.                 | <b>Project</b>       |

| Course Outcome (COs)                                  |  |               |       |        |
|---|--|---------------|-------|--------|
| At the end of the course, the student will be able to |  | Bloom's Level | PO(s) | PSO(s) |
| 1.  | <b>Explain</b> the basics pertaining to Consumer Behavior and Legal provision for protection         | L2            | 1     | 1      |
| 2.  | <b>Understand</b> the aspects and essentials to consumer decision making                             | L1            | 2     | 2      |
| 3.  | <b>Apply</b> the knowledge of consumer behavioral aspects to <b>Develop</b> communication strategies | L3,L6         | 4     | 2      |
| 4.  | <b>Evaluate</b> the current Product./Service and marketing strategies                                | L5            | 5     | 3      |
| 5   | <b>Develop</b> beneficial customer relationship program incorporating innovation                     | L6            | 7     | 3      |

| Program Outcomes(POs) |  | PO No. |
|-----------------------|--|--------|
| 1.                    | Apply knowledge of management theories and practices to solve business problems  | PO1    |
| 2.                    | Foster analytical and critical thinking abilities for data based decision making.  | PO2    |
| 3.                    | Ability to develop value based leadership ability.   | PO3    |
| 4                     | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           | PO4    |
| 5                     | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment | PO5    |
| 6                     | Ability to make use of relevant skills acquired during the programme for career advancement                                      | PO6    |
| 7                     | Ability to acquire entrepreneurial competencies to create value for the society at large   | PO7    |

| Program Specific Outcome of this course (PSOs) |  | PSO No. |
|--|--|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices |         |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  |         |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  |         |

**Mapping through Direct Assessment:  
Rubrics:**

| Levels | Target   |
|--------|--|
| 1      | 50 % of the total marks are scored by 75% of the students. |
| 2      | 60 % of the total marks are scored by 70% of the students. |
| 3      | 80 % of the total marks are scored by 65% of the students. |

| CO-PO Mapping (planned)            |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7                     | PSO1 | PSO2 | PSO3 |
| CO1                                |     |     | 2   | 3   | 2   |     | 1                       |      |      | 2    |
| CO2                                | 3   | 2   |     |     |     |     |                         |      | 2    |      |
| CO3                                | 2   |     | 2   | 3   |     | 2   | 1                       | 2    |      |      |
| CO4                                |     |     | 2   | 3   |     | 2   |                         |      | 3    |      |
| CO5                                | 2   | 2   |     | 2   | 2   | 2   | 1                       |      |      |      |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |                         |      |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|--|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ Minimum marks required to qualify for SEE : 20 out of 50</p> <p>➤ Total IA marks of 100 will be reduced to 50 marks</p> <p align="center">Total IA marks of 100 will be reduced to 50 marks</p> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:</b>   |
| 3.   | <p><b>Question paper contains 4 Parts</b></p> <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> <li>• Part D contains twenty marks, this is compulsory to answer for all students</li> </ul> |

### Security Analysis and Portfolio Management (Theory & Problems)

|                                |   |                    |    |                      |          |
|--------------------------------|---|--------------------|----|----------------------|----------|
| <b>Course Code</b>             | 20MBAED309                                    | <b>Course type</b> | PE | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |    | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |    | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |    | <b>SEE Marks</b>     | 50 marks |

#### Course Learning Objectives

|  |  |
|--|--|
| 1.   | The course is designed to inculcate knowledge about investment process and Financial Markets.  |
| 2.   | The course is designed to impart the knowledge and thorough understanding of Investment process and knowledge about financial markets and to provide the conceptual insights into the valuation of securities. |
| 3.   | The course provides the insight about the relationship of the risk and return and calculation of risk and return with the mixture of variety of assets.  |
| 4.   | The course inculcates the knowledge about Fundamental and Technical analysis and usage of charts for better understanding of Investment and Portfolio construction, evaluation and revision process.           |
| 5.   | <b>The course aims to acquaint knowledge about Portfolio Construction, Evaluation and Evaluation of Mutual Funds.</b>  |
| <b>Pre-requisites: The students are required to be aware of the Basic functions of Stock Exchanges in India.</b> |  |

#### Unit - I

**8 Hours**

##### **Investment and Securities Market:**

**Concept and Attributes of Investment**, Economic vs. Financial Investment, Investment and Speculation, Features of a good Investment, Investment Process, **Sources of investment information**.

Primary markets, Modes of raising funds in primary markets, Secondary markets, Major players in primary and secondary market. Functioning of Stock exchanges in India, Trading and settlement procedure, Types of stock market Indices.

Personal Finance: Meaning and importance. Financial planning: meaning, process and role of financial planner Investment Decision Cycle: Judgment under Uncertainty, Financial Aspects of Career Planning, Money Management Strategy: Financial Statements and Budgeting.

**Topics for Flipped Classes:** Functioning of Stock exchanges in India, Trading and settlement procedure

#### Unit - II

**8 Hours**

##### **Valuation of Securities:**

Bond- Bond features and Types of Bonds, **Bond Theories**, Bond management strategies, Bond valuation, Duration of bond Convexity of the Bond. Cases on Duration of the Bond. Preference shares: Concept, features, yields. Equity Shares: Concept, Valuation, Dividend valuation model.

**Topics for Flipped Classes:** Bond features and Types of Bonds

#### Unit - III

**8 Hours**

##### **Risk and Return Concept:**

Analysis of Risk & Return, Systematic risk and Unsystematic risk, Calculation of risk and return, Portfolio Risk and return: Expected returns of portfolio, Calculation of Portfolio Risk and Return, Portfolio with two assets, Portfolio with more than two assets.

**Topics for Flipped Classes:** Systematic risk and Unsystematic risk



| Unit - IV   | 8 Hours |
|---|---------|
| <b>Fundamental Analysis and Technical analysis:</b><br>EIC framework, Business Cycle. Company Analysis: Financial statement analysis, Ratio analysis, Technical Analysis: Concept, Theories- Dow Theory, Eliot wave theory, Charts: Types, Trend and Trend reversal patterns, Mathematical Indicators: Moving Averages, ROS, RSI and Market Indicators. |         |
| <b>Topics for Flipped Classes:</b> EIC framework, Business Cycle.   |         |

| Unit - V   | 8 Hours |
|--|---------|
| <b>Modern Portfolio theory and Portfolio Performance Evaluation:</b><br>Portfolio Management and Modern Portfolio Theory: Asset allocation decision, Diversification, Markowitz model, portfolio selection, opportunity set, efficient frontier. Capital Asset Pricing model: Assumption, SML, CML, SMLvs.CML Arbitrage Pricing Theory: Arbitrage, Equation, APT and CAPM Portfolio Evaluation: <b>Concept of Mutual Funds</b> , Types of Mutual funds, Treynor, Sharpe, and Jenson measure. Portfolio Management strategies: Active and passive portfolio management strategy, Portfolio Revision: Formula plans, Rupee cost averaging. |         |
| <b>Topics for Flipped Classes:</b> Concept of Mutual Funds, Types of Mutual funds  |         |

| Self Study Topics |   |
|-------------------|---|
| Unit No.          | Topic description   |
| 1.                | Identify the features of a goof financial market and trading automation using deep learning |
| 2.                | Identify the features of a bond.  |
| 3.                | Identify various types of systematic and unsystematic risk.                                 |
| 4.                | Identify the different phases of business cycle.  |
| 5.                | Carry out the SWOT analysis for Mutual fund sector.   |

| Books  |  |
|--|--|
| <b>Text Books:</b>   |  |
| 1.   | Punithavathy Pandian , Security Analysis and Portfolio Management, Vikas Publications, (2005).   |
| 2.   | Bhalla. Investment Management. In Bhalla, <i>Investment Management</i> . Chand.(2011).   |
| 3.   | Kapoor Jack R, Personal Finance, The McGraw-Hill companies.  |
| 4.   | <b>Kevin S. Security Analysis &amp; Portfolio Management, 10/e, PHI, (2011).</b>   |
| <b>Reference Books:</b>                                      |  |
| 1.   | Alexanderm Sharpe.B Fundamentals of investment PHI.  |
| 2.   | Chandra, P, Investment Analysis and Portfolio Management, Tata McGraw Hill (2010).   |
| 3.   | Preeti Singh, Investment Management, Himalaya Publishing House (2010).   |
| 4.   | <b>Fisher and Jordan, Security Analysis &amp; Portfolio Management, 6/e, Pearson, 2011.</b>  |
| <b>E-resources (NPTEL/SWAYAM.. Any Other)- mention links</b> |  |
| 1.   | Debt & Money Markets: Concepts, Instruments, <a href="https://www.edx.org/course/money-debt-markets-concepts-instruments-risks-and-derivatives-2">https://www.edx.org/course/money-debt-markets-concepts-instruments-risks-and-derivatives-2</a> |

| Course delivery methods |                          | Assessment methods |                                |
|-------------------------|--------------------------|--------------------|--------------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test       |
| 2.                      | Power Point Presentation | 2.                 | Assignments                    |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies                   |
|                         |                          | 4.                 | Quizzes                        |
|                         |                          | 5.                 | Workshops                      |
|                         |                          | 6.                 | Semester End Examination (SEE) |

| Course Outcome (COs)                                  |  |               |     |     |
|---|--|---------------|-----|-----|
| At the end of the course, the student will be able to |  | Bloom's Level | PO  | PSO |
| 1.  | <b>Identify</b> various investment avenues available in the securities market for Investment | 3             | 2   | 3   |
| 2.  | <b>Demonstrate</b> how to apply the valuation techniques for different securities and bonds  | 3             | 1,3 | 2   |

|    |   |     |     |   |
|----|---|-----|-----|---|
| 3. | <b>Identify and Evaluate</b> risk and return of securities                      | 5   | 3,4 | 2 |
| 4. | <b>Demonstrate</b> how to construct, evaluate and revise the portfolio          | 4,5 | 2   | 3 |
| 5. | Critically <b>analyze and evaluate</b> the basic functioning of Stock exchanges | 5   | 2,4 | 1 |

| Program Outcome of this course (POs) |   |  | PO No. |
|--------------------------------------|---|--|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problem.                         |  | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data based decision making.                       |  | 2      |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical Aspects of business. |  | 4      |
| 4.                                   | Ability to make use of relevant skills acquired during the programme for career advancement.            |  | 6      |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement.  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community.  | 3       |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target   |
|--------|--|
| 1      | Low (L): If 60% of marks is scored by less than 50% of the students. |
| 2      | Medium (M): If 60% of marks is scored by 50% to 70% of the students. |
| 3      | High (H): If 60% of marks is scored by 70% of the students.          |

| CO-PO Mapping (planned)     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4                     | PSO1 | PSO2 | PSO3 |
| CO1                         |     | 3   |     |                         | 3    |      |      |
| CO2                         | 2   |     | 2   |                         |      | 3    |      |
| CO3                         |     | 3   |     | 3                       |      | 2    |      |
| CO4                         |     | 1   |     | 1                       |      | 2    | 2    |
| CO5                         |     | 1   |     | 1                       | 3    |      |      |
| Mention the levels: 1, 2, 3 |     |     |     |                         |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| ➤ Writing two IA test is compulsory.<br>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:</b>   |
| 3.   | Question paper contains four parts.<br>Part A contains three marks questions students have to answer five questions out of seven questions.<br>Part B contains seven marks questions, students have to answer five questions out of seven questions.<br>Part C contains ten marks questions, students have to answer three questions out of four questions.<br>Part D contains twenty marks, this is compulsory to answer for all student |

## Advanced Financial Management (Theory)

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>20MBAFM310</b>                              | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 4-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40 Hrs; T = Hrs; P = Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

### Course learning objectives

|    |  |
|----|--|
| 1. | To study working capital management and receivables management |
| 2. | To understand cash budget                                      |
| 3. | To study theories of capital structure                         |
| 4. | To study theories of Dividend Policy                           |

**Pre-requisites :** Students need to be aware of the basics of financial management to understand the advanced concepts

|   |   |
|---|---|
| <b>Unit - I</b>   | <b>10_Hours<br/>Flipped class content – 2 hours</b> |
| <b>Working capital management:</b> Determination of level of current assets, Sources for financing working capital, Bank finance for working capital. Cash Management: Cash budgets, optimal cash balances – Baumol model, Miller-orr model, Strategies for managing surplus fund. (no problems on estimation of working capital) |   |
| <b>Topics for flipped classes: Strategies for managing cash</b>   |   |

|  |  |
|--|--|
| <b>Unit - II</b>   | <b>8_Hours<br/>Flipped class content – 2 hours</b> |
| <b>Receivables Management:</b> Credit management through credit policy variables, marginal analysis, and Credit evaluation: Numerical credit scoring. Control of accounts receivables, Numerical Problems on credit granting decision. |  |
| <b>Topics for flipped classes: credit policies of companies</b>  |  |

|   |  |
|---|--|
| <b>Unit - III</b>   | <b>9_Hours<br/>Flipped class content – 2 hours</b> |
| <b>Capital structure decisions:</b> Capital structure & market value of a firm. Theories of capital structure – NI approach, NOI approach, Modigliani Miller approach, traditional approach. Arbitrage process in capital structure. EBIT-EPS analysis. |  |
| <b>Topics for flipped classes: planning the capital structure using EBIT-EPS analysis technique</b>   |  |

|   |   |
|---|---|
| <b>Unit - IV</b>  | <b>_8_Hours<br/>Flipped class content – 2 hours</b> |
| <b>Dividend policy:</b> Theories of dividend policy: relevance and irrelevance dividend decision. Walter's & Gordon's model, Modigliani & Miller approach. Dividend policies – stable dividend, stable payout and growth. Bonus shares and stock split corporate dividend behavior. Legal and procedural aspects of dividends Corporate Dividend Tax. |   |
| <b>Topics for flipped classes: Corporate dividend tax</b>   |   |

|   |   |
|---|---|
| <b>Unit - V</b>   | <b>_5_Hours<br/>Flipped class content – 2 hours</b> |
| <b>Behavioral Finance:</b> Traditional Finance and Behavioral finance- Biases- Heuristics-Frame Dependence. |   |
| <b>Topics for flipped classes: Applications of Behavioral finance</b>                                       |   |

### Self Study Topics

| Unit No. | Topic description  |
|----------|--|
| 1        | Role of a treasurer in cash management                                     |
| 2        | Credit policy variables  |
| 3        | Factors effecting capital structure decisions                              |
| 4        | Study dividend policy of companies and its impact on shareholders' wealth. |
| 4        | Study implications of bonus issues/stock splits of companies.              |

| Books   |  |
|---|--|
| <b>Text Books:</b>  |  |
| 1.  | Financial Management - Prasanna Chandra, 9/e, TMH, 2011.   |
| 2.  | Financial Management - M.Y. Khan & P.K. Jain, 6/e, TMH, 2015.                                    |
| 3.  | Financial Management : Comprehensive Text Book with Case Studies – Ravi M. Kishore, 7/e, Taxmann |
| 4.  | Financial Management - I.M. Pandey, 10/e, Vikas, 2011.   |
| <b>Reference Books:</b>                                     |  |
| 1.  | Financial Management: Theory & Practice - Brigham & Ehrhardt, 10/e, Cenage Learning, 2004.       |
| 2.  | Corporate Finance: Ross, Westerfield & Jaffe,– TMH – 8/e, 2010                                   |
| <b>E-resourses(NPTEL/SWAYAM.. Any Other)- mention links</b> |  |
| 1.  |  |
| 2.  |  |

| Course delivery methods |                            | Assessment methods |                                 |
|-------------------------|----------------------------|--------------------|---------------------------------|
| 1.                      | Black Board Teaching       | 1.                 | Internal Assessment Test        |
| 2.                      | Google Meet online classes | 2.                 | Assignments                     |
| 3.                      | Power Point Presentation   | 3.                 | Case study                      |
| 4.                      | Videos and lectures        | 4.                 | Quizzes/ Projects               |
|                         |                            |                    | Workshops                       |
|                         |                            |                    | Semester End Examination ( SEE) |

| Course Outcome (COs)                                  |  |               |       |     |
|---|--|---------------|-------|-----|
| At the end of the course, the student will be able to |  | Bloom's Level | PO's  | PSO |
| 1.  | Determine the optimal level of current assets and Analyze cash requirement through cash budget.  | 5             | 1,2&6 | 1,3 |
| 2.  | Evaluate different credit granting decisions and understand pricing of raw materials, determine inventory level.                         | 4&5           | 2&4   | 3   |
| 3.  | Analyze various theories of capital structure and plan for capital structure by applying EBIT-EPS analysis.                              | 4             | 1&2   | 2   |
| 4.  | Apply various theories of dividend decision, Evaluate different dividend policies and understand the issues and remedies for sick units. | 3&4           | 2&6   | 2   |
| 5.  | Apply the knowledge of behavioral finance  | 3             | 1&4   | 1   |

| Program Outcome of this course (POs) |  | PO No.   |
|--------------------------------------|--|----------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problem                         | <b>1</b> |
| 2.                                   | Foster analytical and critical thinking abilities for data based decision making.                      | <b>2</b> |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business | <b>4</b> |
| 4                                    | Ability to make use of relevant skills acquired during the programme for career advancement.           | <b>6</b> |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 85% of the students. |
| 2      | 60% of total marks are scored by 80% of the students      |
| 3      | 65% of the total marks are scored by 70% of students      |

|                             | CO-PO Mapping (planned) |     |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-------------------------|-----|-----|-----|-------------------------|------|------|
|                             | PO1                     | PO2 | PO4 | PO6 | PSO1                    | PSO2 | PSO3 |
| CO1                         | 3                       | 2   |     | 1   | 3                       |      | 1    |
| CO2                         |                         | 1   | 2   |     |                         |      | 2    |
| CO3                         | 3                       | 2   |     |     |                         | 2    |      |
| CO4                         |                         | 2   |     | 3   |                         | 2    |      |
| CO5                         | 2                       |     | 2   |     | 2                       |      |      |
| Mention the levels: 1, 2, 3 |                         |     |     |     |                         |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <ul style="list-style-type: none"> <li>➤ Writing two IA test is compulsory.</li> <li>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></li> </ul> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |  |
|---|--|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.  | <b>Minimum marks required in SEE to pass: 40</b>   |
| 3.  | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |

## Mergers, Acquisition & Corporate Restructuring (Theory)

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>20MBAFM311</b>                              | <b>Credits L-T-P</b> | 4- 0- 0  |
| <b>Course type</b>       | BS/ES/PC/PE/OE/HS                              | <b>Total credits</b> | 4        |
| <b>Hours/week: L-T-P</b> |  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40Hrs :T = Hrs. ; P = Hrs<br>Total = 40Hrs | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |  |
|-----------------------------------|--|
| 1.                                | Understanding of corporate merger and acquisition activity                                       |
| 2.                                | Compare and contrast the various forms of corporate restructuring                                |
| 3.                                | Understand the strategic importance of mergers and acquisitions in modern business Organization. |
| 4.                                | Expose students to the legal and regulatory framework of mergers and acquisitions. Management    |
| 5.                                | To apply and analyze the accounting aspects of amalgamation.                                     |

Pre-requisites: Students need to be aware of different forms of organizational restructuring strategies for achieving corporate excellence and to assess human and cultural aspects of M&A.

|  |  |
|--|--|
| Unit – I   | Contact Hours = 6 Hours<br>Flipped Classes Content = 2 Hours |
| Mergers: Types of Mergers, Theories of merger, operating, financial and managerial synergy of mergers-value creation in horizontal, vertical and conglomerate mergers-internal and external change forces contributing to M & A activities- Impact of M& A on stakeholders, Reasons for failures for Merger and Acquisitions.<br>A strategic perspective- Industry life cycle, SWOT analysis, BCG Matrix, Porter's five forces model.  |  |
| Topics for Flipped Classes: Impact of M& A on stakeholders, Reasons for failures for Merger and Acquisitions.  |  |
| Unit - II  | Contact Hours = 6 Hours<br>Flipped Classes Content = 2 Hours |
| Corporate restructuring and Takeover defenses: Different methods of corporate restructuring – joint ventures – sell off and spin off – divestitures – equity carve out – leveraged buyouts (LBO) – management buy outs (MBO) – master limited partnerships (MLP) – employee stock ownership plans (ESOP)- Takeover defenses – financial defensive measures – Coercive offers and defense – antitakeover amendments – poison pill defense.<br>Corporate Restructuring in India – Private and Public Sector Enterprise – Effects of Restructuring. |  |
| Topics for Flipped Classes: Corporate Restructuring in India – Private and Public Sector Enterprise – Effects of Restructuring.  |  |
| Unit - III   | Contact Hours = 6 Hours<br>Flipped Classes Content = 2 Hours |
| Merger Process: Dynamics of M&A process- identification of targets- negotiation- closing of the deal. Five stage model- Due diligence- Types – due diligence strategy and process- due diligence challenges. Process of merger integration- Organizational and human aspects,<br>Tips for Successful Mergers.<br>Case Study: Canara Bank, Syndicate Bank merger.   |  |
| Topics for Flipped Classes: Process of merger integration- Organizational and human aspects,<br>Tips for Successful Mergers.   |  |
| Unit - IV  | Contact Hours = 8 Hours<br>Flipped Classes Content = 2 Hours |
| Methods of financing mergers: Cash offer, share exchange ratio – mergers as a capital budgeting decision. Business Valuation approaches- asset based, market based and income based.<br>legal process of mergers in India; merger failures – meaning, reasons and strategies to control merger failures; methods of analysis of post-merger performance.   |  |

|   |  |
|---|--|
| Topics for Flipped Classes: Merger failures – meaning, reasons and strategies to control merger failures.   |  |
| Unit - V  | Contact Hours = 6 Hours<br>Flipped Classes Content = 2 Hours |
| Accounting Aspects of amalgamation: Accounting for amalgamation- amalgamation in the nature of merger and in the nature of purchase- Pooling of interest method- Journal entries in the books of transferor and transferee, Ledger accounts in the books of transferor and transferee. Legal aspects of Mergers/amalgamations and acquisitions/takeovers. The SEBI Substantial Acquisition of Shares and Takeover code. |  |
| Topics for Flipped Classes: Legal aspects of Mergers/amalgamations and acquisitions/takeovers. The SEBI Substantial Acquisition of Shares and Takeover code.  |  |

| Self-Study Topics |   |
|-------------------|---|
| Unit No.          | Topic description   |
| 1.                | Self-Learning Topics – SWOT Analysis                                  |
| 2.                | Self - Learning Topics – Different methods of Corporate Restructuring |
| 3.                | Self-learning topics: Managerial Challenges for M&A                   |
| 4.                | Self-Study Topics: Analysis of merger trends and failures in India    |

| Books   |   |
|---|---|
| Text Books:   |   |
| 1.  | Aswath Damodaran – (2011), Corporate Finance-Theory And Practice. John Wiley & Sons   |
| 2.  | Sudarsanam, S. (2010). Value Creation from Mergers & Acquisitions. Pearson  |
| 3.  | Mergers and Acquisition- (2005), the ICAI University  |
| 4.  | Khan and Jain, Financial Management, TMH, New Delhi,  |
| Reference Books:                                      |   |
| 1.  | RavindharVadapalli (2007), Mergers Acquisitions and Business Valuation- Excel Books 1st edition.  |
| 2.  | Bhagaban Das, DebdasRaskhit and Sathya Swaroop Debasish(2009). Himalaya Publications.   |
| E-resources (NPTEL/SWAYAM.. Any Other)- mention links |   |
| 1.  | <a href="https://www.edx.org/professional-certificate/mergers-acquisitions-ma">https://www.edx.org/professional-certificate/mergers-acquisitions-ma</a> |
| 2.  |   |

| Course delivery methods |                          | Assessment methods |                                 |
|-------------------------|--------------------------|--------------------|---------------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test        |
| 2.                      | Power Point Presentation | 2.                 | Assignments                     |
| 3.                      | Case Study/Seminar       | 3.                 | Case Studies                    |
| 4.                      | Group Discussion method  | 4.                 | Quizzes                         |
|                         |                          | 5                  | Workshops                       |
|                         |                          | 6                  | Semester End Examination ( SEE) |

| Course Outcome (COs)                                  |  |                  |        |       |
|---|--|------------------|--------|-------|
| At the end of the course, the student will be able to |  | Learning Level's | PO's   | PSO's |
| 1.  | Understand and apply strategic development models to Mergers andAcquisitions.  | 3                | 1,5    | 1     |
| 2.  | Identify and demonstrate different forms of corporate restructuring in practice  | 3                | 2      | 1     |
| 3.  | Analyze how modern business Organizations achieve fast inorganic growththrough mergers and acquisition strategies with proper evaluation | 4                | 3      |       |
| 4.  | Determine and interpret the value of Target firm   | 5                | 5      |       |
| 5.  | Apply accounting techniques to measure the firms performance after merger  | 3                | 1      | 1     |
| Program Outcome of this course (POs)                  |  |                  | PO No. |       |



|    |   |          |
|----|---|----------|
| 1. | Apply knowledge of management theories and practices to solve business.   | <b>1</b> |
| 2. | Foster analytical and critical thinking abilities for data-based decision making                                      | <b>2</b> |
| 3. | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                | <b>3</b> |
| 4  | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team. | <b>4</b> |
| 5  | Ability to make use of relevant skills acquired during the programme for career advancement.                          | <b>5</b> |
| 6  | Ability to acquire entrepreneurial competencies to create value for the society.                                      | <b>6</b> |

| Program Specific Outcome of this course (PSOs) |   | PSO No.  |
|--|---|----------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | <b>1</b> |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | <b>2</b> |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | <b>3</b> |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels   | Target  |
|----------|---|
| <b>1</b> | 50 % of the total marks is scored by 85% of the students. |
| <b>2</b> | 60% of the total marks are scored by 80% of the students. |
| <b>3</b> | 65% of the total marks scored by 70% of the students.     |

| CO-PO Mapping (planned)            |          |          |          |          |          | CO-PSO Mapping(planned) |          |          |          |
|------------------------------------|----------|----------|----------|----------|----------|-------------------------|----------|----------|----------|
|                                    | PO1      | PO2      | PO3      | PO4      | PO5      | PO6                     | PSO1     | PSO2     | PSO3     |
| CO1                                | <b>3</b> |          |          |          | <b>1</b> |                         | <b>1</b> |          |          |
| CO2                                |          | <b>3</b> |          |          |          |                         |          | <b>1</b> |          |
| CO3                                |          |          | <b>2</b> | <b>1</b> |          | <b>3</b>                |          |          |          |
| CO4                                |          |          |          |          | <b>3</b> |                         |          |          |          |
| CO5                                | <b>1</b> |          |          |          |          | <b>1</b>                |          |          | <b>1</b> |
| <b>Mention the levels: 1, 2, 3</b> |          |          |          |          |          |                         |          |          |          |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|--|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <ul style="list-style-type: none"> <li>➤ Writing two IA test is compulsory.</li> <li>➤ <b>Minimum marks required to qualify for SEE :20 out of 50</b></li> </ul> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

#### Scheme of Semester End Examination (SEE):

|    |   |
|----|---|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2. | <b>Minimum marks required in SEE to pass:</b>   |
| 3. | <p>Question paper contains four parts.</p> <ul style="list-style-type: none"> <li>o Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>o Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>o Part C contains ten marks questions, students have to answer three questions out of four questions.</li> <li>o Part D contains twenty marks, this is compulsory to answer for all student</li> </ul> |

## Managing Banks & Financial Institutions (Theory)

|                                |   |                    |           |                      |          |
|--------------------------------|---|--------------------|-----------|----------------------|----------|
| <b>Course Code</b>             | <b>20MBAFM312</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks |

### Course learning objectives

|    |   |
|----|---|
| 1. | To Evaluate and analyze various Regulations of Banking Regulation Act                             |
| 2. | To understand the various products of banks and to know the relation between banker and customer. |
| 3. | To understand the negotiable Instrument and the process of cheque realization.                    |
| 4. | To enable the students to analyze various components of Assets and liabilities of Banks           |

**Pre-requisites: Students needs to be aware of changing scenario in banking sector of India**

### Unit – I

**Contact Hours = 8 Hours**

**Flipped Classes Content = 2 Hours**

Banking system and structure in India- Evolution of Indian Banks-Types of banks, Performance of Public Sector banks, Private Sector Banks. Commercial banking: Structure, Functions - Primary & secondary function.

**Topics for Flipped Classes: Videos on Banking system and structure in India**

### Unit – II

**Contact Hours = 8 Hours**

**Flipped Classes Content = 2 Hours**

Products and Services of Banks, Banker and customer – Types of relationship between banker and customer – Banker’s obligations to customers – Right of lien, setoff, appropriation–Bankers legal duty of disclosure and related matters Customers accounts with banks – Opening- operation – KYC norms and operation – Types of accounts and customers – Nomination – Settlement of death claims

**Topics for Flipped Classes: Videos on relationship between banker and customer**

### Unit – III

**Contact Hours = 8 Hours**

**Flipped Classes Content = 2 Hours**

The Negotiable Instruments Act 1881-Features of Negotiable Instruments-Important concepts & explanations under the Negotiable Instruments Act- The Paying Banker-Dishonor of cheques Negotiation-Endorsement.

Banking Technology: digital banking, AI in Banking, NEFT, RTGS, IMPS, Wallet Payments, BHIM and Crypto-Currency

**Topics for Flipped Classes: Videos on Negotiable Instruments Act 1881**

### Unit – IV

**Contact Hours = 8 Hours**

**Flipped Classes Content = 2 Hours**

#### **Asset Liability Management and Basel II and III:**

Asset Liability Management (ALM) in banks, Purpose and objectives Components of Liabilities and Components of Assets, Significance of Asset Liability management.

**Basel II:** About Basel committee on Banking supervision, Basel 1 Accord, Basel 2 Accord- Three pillars of Basel II

**Basel III:** Introduction, Objectives, Major Features of the Guidelines issued by RBI, Major changes as

compared to Basel 1 & 2, Credit valuation Adjustment.

**Topics for Flipped Classes: Videos on Asset Liability Management**

**Unit – V**

**Contact Hours = 8 Hours**

**Flipped Classes Content = 2 Hours**

**International banking**

International Banking: Exchange rates and Forex Business, Types of International Banking Correspondent banking and NRI Accounts, Letters of Credit, Facilities for Exporters and Importers, International Interbank Business, Functions of Interbank Markets

**Topics for Flipped Classes: Videos on International banking**

**Self-Study Topics**

| Unit No. | Topic description  |
|----------|--|
| 1        | Provisions of Banking Regulation Act & Reserve Bank of India Act |
| 2        | Practice of Banking  |
| 3        | Uses of Negotiable Instruments                                   |
| 4        | Activities of ALCO & Evolution of Basel                          |
| 5        | Role of ECGC and EXIM Bank                                       |

**Books**

| <b>Text Books:</b>  |   |
|---|---|
| 1.  | IIBF. (2015). Principles and Practices of Banking. Chennai: Macmillan         |
| 2.  | IIBF. (2008). Principles of Banking. Chennai: Macmillan.                      |
| 3.  | Koch, T. W., & S. Scott MacDonald. (2006). Bank Management. Cengage Learning. |
| 4.  |   |
| <b>Reference Books:</b>                                     |   |
| 1.  | IBF. (2010). Risk Management. Chennai: Macmillan.                             |
| 2.  |   |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  |   |
| 2.  |   |

**Course delivery methods**

**Assessment methods**

|    |                          |    |                          |
|----|--------------------------|----|--------------------------|
| 1. | Black Board Teaching     | 1. | Internal Assessment Test |
| 2. | Power Point Presentation | 2. | Assignments              |
| 3. | Class Room Exercise      | 3. | Case Studies             |
| 4. |                          | 4. | Quizzes                  |
|    |                          | 5. | Workshops                |
|    |                          | 6. | Semester End Examination |

**Course Outcome (COs)**

Outcomes usually follow the format: “At the end of the course, students will be able to ‘insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop’] (Highlight the **action verb** representing the Bloom’s level.)

| At the end of the course, the student will be able to |  | Bloom’s Level | PO’s    | PSO’s |
|---|--|---------------|---------|-------|
| 1.  | Students will be able to Analyze the regulations of Banking Regulation Act     | 4             | 1,2,4,5 | 1     |
| 2.  | Students will be able to Analyze Banker and customer Relationships             | 5             | 1,2,4,5 | 2     |
| 3.  | Students will be able to Evaluate the rules relating to Negotiable Instruments | 4             | 1,2,4,5 | 1     |

|    |  |   |         |     |
|----|--|---|---------|-----|
| 4. | Students will be able to Analyze importance of exchange rate transactions in banking system. | 4 | 1,2,4,5 | 1,3 |
|----|--|---|---------|-----|

| Program Outcome of this course (POs) |   | PO No. |
|--------------------------------------|---|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business.   | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data-based decision making                                      | 2      |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                | 4      |
| 4.                                   | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team. | 5      |
| 5.                                   | Ability to make use of relevant skills acquired during the programme for career advancement                           | 6      |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 30 % of the total marks is scored by 30% of the students. |
| 2      | 30 % of the total marks is scored by 40% of the students. |
| 3      | 40 % of the total marks is scored by 30% of the students. |

| CO-PO Mapping (planned)     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO2                         | X   | X   |     | X   | X   | X                       |      | X    |      |
| CO3                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO4                         | X   | X   |     | X   | X   |                         |      | X    | X    |
| Mention the levels: 1, 2, 3 |     |     |     |     |     |                         |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks            | Final marks |
|------------|--------------------------|-----------------------------|-----------------------|------------------------|-------------|
| Theory     | 30+30                    | 10+10                       | 20                    | 100<br>(reduced to 50) | 50          |

- Writing two IA test is compulsory.
- Minimum marks required to qualify for SEE : 20 out of 50**

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:</b>   |
| 3.   | Question paper contains four parts.<br>Part A contains three marks questions students have to answer five questions out of seven questions.<br>Part B contains seven marks questions, students have to answer five questions out of seven questions.<br>Part C contains ten marks questions, students have to answer three questions out of four questions.<br>Part D contains twenty marks, this is compulsory to answer for all students. |

### Corporate Valuation (Theory)

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>20MBAFM313</b>                              | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 4-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40 Hrs; T = Hrs; P = Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |   |
|----|---|
| 1. | Understanding of the importance of various assumptions underlying the valuation models                    |
| 2. | Discussion on valuation of assets and liabilities, whether tangible or intangible, apparent or contingent |
| 3. | To develop analytical skills and communication strategies for discussing corporate valuation.             |
| 4. | To familiarize the students with the standard techniques of corporate valuation                           |

**Pre-requisites :** Students are required to have knowledge about finance and accounting

#### Unit - I

**\_10\_ Hours  
Flipped Classes Content = 2 hours**

Corporate valuation-an Overview-Context of valuation-Approaches to Valuation: -Corporate valuation in practice Information needed for Valuation Intrinsic Value and the Stock Market Importance of Knowing Intrinsic Value.(Theory)

Topics for Flipped Classes: Intrinsic value

#### Unit - II

**\_8\_ Hours  
Flipped Classes Content = 2 hours**

Enterprise DCF Model-Analyzing historical performance-Estimating the cost of Capital-Forecasting performance-Estimating the continuing value-Calculating and interpreting the results- Other DCF models: Equity DCF Model: Dividend discount model, free cash flow to Equity (FCFE) model-Adjusted present value model- Applicability and Limitations of DCF analysis

Topics for Flipped Classes: Capital Asset pricing model

#### Unit - III

**\_9\_ Hours  
Flipped Classes Content = 2 hours**

Relative valuation-Steps involved in Relative valuation-Equity valuation multiples-Enterprise valuation multiples-Choice of multiple-Best practices using multiples-Assessment of relative valuation. Other Non DCF Approaches-Book Value approach-Stock and Debt approach-Strategic approach to valuation.

Topics for Flipped Classes: Relative valuation Assessment

#### Unit - IV

**\_8\_ Hours  
Flipped Classes Content = 2 hours**

Advanced issues in valuation-Valuation of companies of different kinds-valuation in different contexts-Loose ends of valuation-Valuation of intangible assets: Patents, trademarks, copyrights and licenses; Franchises; Brands.

Case study on Valuation of start-ups

Topics for Flipped Classes: Intangible assets valuation

|   |  |
|---|--|
| <b>Unit - V</b>   | <b>_5_ Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
| Value Based Management- Methods and Key premises of VBM-Marakon approach-Alcar approach-Mckinsey approach-Stern Stewart approach-BCG approach-Lessons from the experiences of VBM adopters. (Only Theory) |  |
| Topics for Flipped Classes: Mckinsey approach-Stern Stewart approach  |  |

| <b>Self Study Topics</b> |                                      |
|--------------------------|--------------------------------------|
| Unit No.                 | Topic description                    |
| 1                        | Features of Valuation.               |
| 2                        | Guidelines for corporate valuation   |
| 3                        | Best practices of relative valuation |
| 4                        | Types of Intangible Assets.          |
| 5                        | Meaning of Value based Management    |

| <b>Books</b>   |   |
|--|---|
| <b>Text Books:</b>   |   |
| 1.   | Prasanna Chandra, Corporate Valuation and Value Creation, Tata McGraw Hill, 2011.   |
| 2.   | Aswath Damodaran , Valuation, 2/e, John Wiley and Sons, 2006  |
| <b>Reference Books:</b>                                      |   |
| 1.   | Philip R Daves, Michael C. Ehrhardt, and Ron E. Shrieves, Corporate Valuation: A Guide for Managers and Investors Cengage Learning,2003 |
| 2.   | Rawley Thomas, Benton E. Gup, The Valuation Handbook: Valuation Techniques from Today's Top Practitioners John Wiley & Sons, 2010.      |
| <b>E-resources (NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.   |   |
| 2.   |   |

| <b>Course delivery methods</b> |                            | <b>Assessment methods</b> |                                 |
|--------------------------------|----------------------------|---------------------------|---------------------------------|
| 1.                             | Black Board Teaching       | 1.                        | Internal Assessment Test        |
| 2.                             | Google Meet online classes | 2.                        | Assignments                     |
| 3.                             | Power Point Presentation   | 3.                        | Case study                      |
| 4.                             | Videos and lectures        | 4.                        | Quizzes/ Projects               |
|                                |                            |                           | Workshops                       |
|                                |                            |                           | Semester End Examination ( SEE) |

| <b>Course Outcome (COs)</b>                           |  |               |          |      |
|---|--|---------------|----------|------|
| At the end of the course, the student will be able to |  | Bloom's Level | POs      | PSOs |
| 1.  | Compare various methods of valuation   | 5             | 1,2,6 &7 | 1&3  |
| 2.  | Estimate the value of any business small or large, private or public, in a developed or an emerging market | 4&5           | 2,4&7    | 3    |
| 3.  | Analyze value of the company using Relative valuation approach   | 4             | 3,2&1    | 2    |
| 4.  | Appraise the Advanced Issues in Valuation  | 3&4           | 2&6      | 2    |
| 5.  | Compare Various Value Based Management Techniques  | 3             | 1&4      | 1    |

| <b>Program Outcome of this course (POs)</b> |  | <b>PO No.</b> |
|---|--|---------------|
| 1.  | Apply knowledge of management theories and practices to solve business problem                         | <b>1</b>      |
| 2.  | Foster analytical and critical thinking abilities for data based decision making.                      | <b>2</b>      |
| 3.  | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business | <b>4</b>      |
| 4   | Ability to make use of relevant skills acquired during the programme for                               | <b>6</b>      |

|   |   |   |
|---|---|---|
|   | career advancement.   |   |
| 5 | Ability to acquire entrepreneurial competencies to create value for the society at large. | 7 |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target   |
|--------|--|
| 1      | 50 % of the total marks are scored by 85% of the students. |
| 2      | 60% of total marks are scored by 75% of the students       |
| 3      | 65% of the total marks are scored by 70% of students       |

|                             | CO-PO Mapping (planned) |     |     |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-------------------------|-----|-----|-----|-----|-------------------------|------|------|
|                             | PO1                     | PO2 | PO4 | PO6 | PO7 | PSO1                    | PSO2 | PSO3 |
| CO1                         | 3                       | 2   |     | 1   | 1   | 3                       |      | 1    |
| CO2                         |                         | 1   | 2   |     | 1   |                         |      | 2    |
| CO3                         | 3                       | 2   |     |     | 1   |                         | 2    |      |
| CO4                         |                         | 2   |     | 3   |     |                         | 2    |      |
| CO5                         | 2                       |     | 2   |     |     | 2                       |      |      |
| Mention the levels: 1, 2, 3 |                         |     |     |     |     |                         |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks            | Final marks |
|--|--------------------------|-----------------------------|-----------------------|------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>(reduced to 50) | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                          |                             |                       |                        |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |  |
|---|--|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.  | <b>Minimum marks required in SEE to pass: 40</b>   |
| 3.  | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |



### Compensation Management (Theory)

|                          |   |                      |          |
|--------------------------|---|----------------------|----------|
| <b>Course Code</b>       | <b>20MBAHR314</b>                                   | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 4-0-0   | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40Hrs; T = 00Hrs; P = 00 Hrs<br>Total = 400 Hrs | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |   |
|----|---|
| 1. | To learn basic compensation concepts and the context of compensation practice         |
| 2. | To illustrate different ways to strengthen the pay-for-performance link.              |
| 3. | To learn the concepts of Payment and employee benefits issues for contingent workers. |
| 4. | To understand the Legally required employee benefits.                                 |

**Pre-requisites:** The student should have basic knowledge about human resource management and compensation.

|   |   |
|---|---|
| <b>Unit - I</b>   | <b>05 Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
| Definition of Compensation, The Pay Model, Strategic Pay Policies, Strategic Perspectives of Pay, Strategic Pay Decisions, Best Practices vs. Best Fit Options. |   |
| <b>Topics for Flipped Classes: Employee Motivation: A Powerful New Model</b>  |   |

|   |   |
|---|---|
| <b>Unit - II</b>  | <b>10 Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
| Definition of Internal Alignment, Internal Pay Structures, Strategic Choices In Internal Alignment Design, Which Internal Structure Fits Best? Job Analysis and Evaluation: Why Perform Job Analysis? Job Analysis Procedures, Job Analysis Data Collection Process, Job Descriptions, Definition of Job Evaluation, Major Decisions In Job Evaluation, Job Evaluation Methods. |   |
| <b>Topics for Flipped Classes: Compensation Packages That Actually Drive Performance</b>  |   |

|   |   |
|---|---|
| <b>Unit - III</b>   | <b>08 Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
| External Competitiveness: Definition of Competitiveness, Pay Policy Alternatives, Wage Surveys, Pay Policy Line, Pay Grades. Benefits: Benefits Determination Process, Value of Benefits, Legally Required Benefits, Retirement, Medical, & Other Benefits. |   |
| <b>Topics for Flipped Classes: You're Not Paid Based on Your Performance</b>  |   |

|   |   |
|---|---|
| <b>Unit - IV</b>  | <b>10 Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
| Pay For Performance (PFP): Rewarding Desired Behaviors, Does Compensation Motivate Performance? Designing Pay For Performance Plans. Compensation of Special Groups: Who are Special Groups? Compensation Strategies For Special Groups.<br><b>Global Compensation:</b> Recognizing Variations, components of expatriate pay, approaches to expatriate Pay. |   |
| <b>Topics for Flipped Classes: Article on Top job, big bucks</b>  |   |

|                 |   |
|-----------------|---|
| <b>Unit - V</b> | <b>07 Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
|-----------------|---|

Payment of Bonus, Payment of Wages, Minimum wages act, Equal Remuneration act, EPF Act, ESI Act.

**Topics for Flipped Classes:** <https://www.casemine.com/judgement/in/56b4959b607dba348f0138be>

| Self Study Topics |  |
|-------------------|--|
| Unit No.          | Topic description                        |
| 1                 | Compensation Challenges in India         |
| 2                 | Trends in compensation management        |
| 3                 | Interpreting Wage Surveys                |
| 4                 | Strategic Choices In Global Compensation |
| 5                 | Wage Theories                            |

| Books   |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | G.T. Milkovich, 'Compensation Management', Irwin/Tata McGraw Hill, 6 <sup>th</sup> edition.                         |
| 2.  | BD Singh, Compensation & Reward Management, Excel BOOKS, 2 <sup>nd</sup> edition, 2012.                             |
| <b>Reference Books:</b>                                     |   |
| 1.  | Joseph J. Martocchio, Strategic Compensation, Pearson Education, 3rd Edition.                                       |
| 2.  | Richard I. Anderson, Compensation Management in Knowledge based world, Pearson Education, 10 <sup>th</sup> edition. |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  |   |
| 2.  |   |

| Course delivery methods |                          | Assessment methods |                                 |
|-------------------------|--------------------------|--------------------|---------------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test        |
| 2.                      | Power Point Presentation | 2.                 | Assignments                     |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies                    |
| 4.                      |                          | 4.                 | Quizzes                         |
|                         |                          | 5.                 | Workshops                       |
|                         |                          | 6.                 | Semester End Examination ( SEE) |

| Course Outcome (COs)                                  |   |               |       |        |
|---|---|---------------|-------|--------|
| At the end of the course, the student will be able to |   | Bloom's Level | PO(s) | PSO(s) |
| 1.  | Demonstrate the ability to design compensation model that links to business strategy.                         | 6             | 2     | 3      |
| 2.  | Make use of job analysis and job evaluation methods to design compensation which has internal equity.         | 3             | 3     | 2      |
| 3.  | Design externally competitive compensation pay packages.  | 6             | 3     | 2      |
| 4.  | Design pay for performance plan to motivate employee to perform.  | 6             | 2     | 3      |
| 5.  | Implement and administer laws relating to compensation. Design expatriate pay to meet the global competition. | 3             | 2     | 2      |

| Program Outcome of this course (POs) |  |  | PO No. |
|--------------------------------------|--|--|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problems.                       |  | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data based decision making.                      |  | 2      |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business |  | 4      |
| 4.                                   | Ability to make use of relevant skills acquired during the programme for                               |  | 6      |

|  |                    |  |
|--|--------------------|--|
|  | career advancement |  |
|--|--------------------|--|

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels | Target  |
|--------|---|
| 1      | Low (L): If 50% of marks is scored by 85% of the students.    |
| 2      | Medium (M): If 60% of marks is scored by 65% of the students. |
| 3      | High (H): If 75% of marks is scored by 50% of the students.   |
|        |   |

| CO-PO Mapping (planned)            |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|------------------------------------|-----|-----|-----|-------------------------|------|------|------|
|                                    | PO1 | PO2 | PO4 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                                |     | 2   |     |                         | 3    |      |      |
| CO2                                |     |     |     | 3                       |      | 2    |      |
| CO3                                | 3   |     |     |                         | 2    |      |      |
| CO4                                |     |     | 2   |                         |      |      | 3    |
| CO5                                |     |     | 2   |                         | 2    |      |      |
|                                    |     |     |     |                         |      |      |      |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |                         |      |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|--|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

**Scheme of Semester End Examination (SEE):**

|    |  |
|----|--|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2. | <b>Minimum marks required in SEE to pass:</b>  |
| 3. | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |

## Performance and Competency Mapping

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>18MBAHR315</b>                                    | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 3-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | Lecture = 40 Hrs; Tutorial = 0 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |  |
|-----------------------------------|--|
| 1.                                | To teach and appraise on role of performance management systems in the organizations.                          |
| 2.                                | To appraise students on importance of methods of performance management systems                                |
| 3.                                | To provide information on changing trends in performance management system                                     |
| 4.                                | To appraise students with regards to influence of organizational development on performance management systems |
| 5.                                | To acquaint students with the knowledge of competency and usage in the practical scenario                      |

**Pre-requisites :**Students should refresh Performance appraisal concepts studied in the second semester subject human resource management

|  |  |
|--|--|
| <b>Unit - I</b>  | <b>Contact Hours: 06 Hours</b><br><b>Flipped Class Hours: 02 Hours</b> |
| Performance Management System (PMS): Definition, The Performance Management Contribution, Dangers of poorly implemented PM Systems, Aims and Role of PM Systems Characteristics of an Ideal PM System. Difference between Performance Management & Appraisal |  |
| <b>Flipped Class Content: Implementation of PM Systems and challenges</b>  |  |

|   |  |
|---|--|
| <b>Unit - II</b>  | <b>Contact Hours: 06 Hours</b><br><b>Flipped Class Hours: 02 Hours</b> |
| <b>Performance Management Process:</b> Performance Planning, Performance Execution, Performance Assessment, Performance Review, Performance Renewal and Re-contracting. Strategic Planning, Process of Linking Performance Management to the Strategic Plan Building Support. |  |
| <b>Flipped Class Content: Performance Review, Strategic Planning.</b>   |  |

|  |  |
|--|--|
| <b>Unit - III</b>  | <b>Contact Hours: 06 Hours</b><br><b>Flipped Class Hours: 02 Hours</b> |
| <b>Performance:</b> Defining Performance, Performance Determinants, Performance Dimensions, Approaches to Measuring Performance, measuring results and behaviors, Gathering Performance Information - Appraisal Forms, characteristics of Appraisal Forms Determining Overall Rating, Appraisal Period and Number of Meetings, Who Should Provide Performance Information, A Model of Rater Motivation, Preventing Rating Distortion through, Rater Training Programs. |  |
| <b>Flipped Class Content: Performance Dimensions, Approaches to measuring Performance</b>  |  |

|   |  |
|---|--|
| <b>Unit - IV</b>  | <b>Contact Hours: 06 Hours</b><br><b>Flipped Class Hours: 02 Hours</b> |
| <b>Implementing a Performance Management System:</b> Preparation, Communication Plan, Appeals Process, Training Programs for the Acquisition of Required Skills, and Pilot Testing, Pilot Testing, Ongoing Monitoring and Evaluation. |  |
| <b>Flipped Class Content: Training Programs for the Acquisition of Required Skills</b>  |  |

|   |  |
|---|--|
| <b>Unit - V</b>   | <b>Contact Hours: 06 Hours</b><br><b>Flipped Class Hours: 02 Hours</b> |
| <p><b>Competency:</b> Meaning, Definition, Types of Competency Characteristics, Categorizing Competencies. Managerial Competencies. Lancaster Model of Managerial Competencies Developing of Competency Model. Understanding the Competency Management Methods – Task analysis Approach, Critical Incident Interview Method, Behavior Event Interview(BARS), Expert Panel, Threshold Scales, Repertory Grid.</p> <p><b>Competency Mapping &amp; Assessment Centers:</b> Meaning, characteristics of Assessment Centre, Mapping Process Method</p> |  |
| <b>Flipped Class Content: Competency Mapping Process Method</b>   |  |

| <b>Self Learning Topics</b> |   |
|-----------------------------|---|
| 1.                          | <b>The Paradox of Training Metrics – IIM A</b>                                |
| 2.                          | <b>CaseManjit Singh at Sony Entertainment Television – Harvard Publishing</b> |
| 3.                          | <b>Human Resources at Hewlett Packard – Harvard Publishing</b>                |
| 4.                          | <b>Citibank: Performance Evaluation – Harvard Business Review</b>             |
| 5.                          | <b>Competency based Performance Management</b>                                |

| <b>Books</b>  |  |                           |                                 |
|---|--|---------------------------|---------------------------------|
| <b>Text Books:</b>  |  |                           |                                 |
| 1.  | Dr. Herman Aguinis- (2012).Performance Management improvement (3e) Prentice Hall           |                           |                                 |
| 2.  | Robert Bacal (2012). Performance Management 2/E, McGraw-Hill Professional                  |                           |                                 |
| 3.  | Ganesh Shermon , Competency Based HRM, Tata McGraw Hill 2009                               |                           |                                 |
| <b>Reference Books:</b>                                     |  |                           |                                 |
| 1.  | Seema Sanghi, The Handbook of Competency Mapping 2 <sup>nd</sup> edition Sage Publications |                           |                                 |
| 2.  |  |                           |                                 |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |  |                           |                                 |
| 1.  |  |                           |                                 |
| <b>Course delivery methods</b>                              |  | <b>Assessment methods</b> |                                 |
| 1.  | Black Board Teaching   | 1.                        | Internal Assessment Test        |
| 2.  | Power Point Presentation   | 2.                        | Assignments                     |
| 3.  | Class Room Exercise  | 3.                        | Case Studies                    |
| 4.  |  | 4.                        | Quizzes                         |
|   |  | 5.                        | Workshops                       |
|   |  | 6.                        | Semester End Examination ( SEE) |

| <b>Course Outcome (COs)</b>                           |   |                |       |     |
|---|---|----------------|-------|-----|
| At the end of the course, the student will be able to |   | Learning Level | PO    | PSO |
| 1.  | Students would be able to outline concepts of performance management  | 4              | 1,4,6 | 1   |
| 2.  | Students would be able to integrate methods of performance management in the organization   | 4              | 2     | 2   |
| 3.  | Students would be able to judge between effective and in effective performance through performance appraisals and evaluations methods | 5              | 1,4   | 2   |
| 4.  | Students will be able to develop Performance Management Systems at organization level.  | 6              | 5     | 3   |
| 5.  | Apply and the concept of Competency Mapping in practical circumstances  | 3              | 1,6   | 2   |

| <b>Program Outcome of this course (POs)</b> |  | <b>PO No.</b> |
|---|--|---------------|
| 1.  | Apply knowledge of management theories and practices to solve business problems.                       | <b>1</b>      |
| 2.  | Foster analytical and critical thinking abilities for data based decision making                       | <b>2</b>      |
| 3.  | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business | <b>4</b>      |

|   |  |   |
|---|--|---|
| 4 | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment | 5 |
| 5 | Ability to make use of relevant skills acquired during the programme for career advancement                                      | 6 |

| Program Specific Outcome of this course (PSOs) |  | PSO No. |
|--|--|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  | 3       |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels | Target  |
|--------|---|
| 1      | 65 % of the total marks is scored by 60% of the students. |
| 2      | 65% of the total marks is scored by 70% of the students.  |
| 3      | 70 % of the total marks is scored by 70% of the students. |

| CO-PO Mapping (planned)            |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|------------------------------------|-----|-----|-----|-----|-------------------------|------|------|------|
|                                    | PO1 | PO2 | PO4 | PO5 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                                | 3   |     | 2   |     | 2                       | 2    |      |      |
| CO2                                |     | 2   |     |     |                         |      | 2    |      |
| CO3                                | 2   |     | 3   |     |                         |      | 2    |      |
| CO4                                |     |     |     | 3   |                         |      |      | 2    |
| CO5                                | 3   |     |     |     | 1                       |      | 2    |      |
|                                    |     |     |     |     |                         |      |      |      |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |                         |      |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| ➤ Writing two IA test is compulsory.<br>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |   |
|---|---|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.  | <b>Minimum marks required in SEE to pass:</b>   |
| 3.  | Question paper contains four parts.<br>Part A contains three marks questions students have to answer five questions out of seven questions.<br>Part B contains seven marks questions, students have to answer five questions out of seven questions.<br>Part C contains ten marks questions, students have to answer three questions out of four questions.<br>Part D contains twenty marks, this is compulsory to answer for all students. |

## Management of Industrial Relations

|                          |   |                      |          |
|--------------------------|---|----------------------|----------|
| <b>Course Code</b>       | <b>18MBAHR316</b>                                     | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 3-0-0   | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | Lecture = 40 Hrs; Tutorial = 00 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |  |
|-----------------------------------|--|
| 1.                                | To introduce students to the terminology, history, and models of the Indian industrial relations system                          |
| 2.                                | To provide tools and other resources for students who will be pursuing further instruction and research in industrial relations. |
| 3.                                | To analyze the field of labor relations in an inter-disciplinary manner.   |
| 4.                                | To appraise the labor relations through social security laws   |
| 5.                                | To acquaint the importance of positive labor welfare in the practical context.   |

**Pre-requisites :** Students need to be aware of the role of Industrial relations and Labor laws in Indian context.

| <b>Unit - I</b>  | <b>Contact Hours: 06 Hours<br/>Flipped Class Hours: 02 Hours</b> |
|--|--|
| <p><b>Introduction:</b> Industrial Relations – Definition, scope, objectives, factors affecting IR, participants of IR, importance of IR. Approaches to Industrial relations, History &amp; Evolution</p> <p><b>Grievance procedure and Discipline management:</b> Grievance - Meaning and forms, sources of grievance, Grievance procedure, Discipline - Causes of Indiscipline - Maintenance of discipline, Disciplinary procedures. Principles of Natural Justice, Domestic enquiries, approaches to manage discipline in Industry, Principles of Hot stove rule.</p> |  |
| <p><b>Flipped Class Content: Grievance Procedure and redressal in organizations, Discipline and disciplinary procedures.</b></p>   |  |

| <b>Unit - II</b>  | <b>Contact Hours: 06Hours<br/>Flipped Class Hours: 02 Hours</b> |
|---|---|
| <p><b>Trade Union:</b> Meaning, trade union movement in India, The role of the Trade Unions in Modern Industrial Society of India, functions of trade unions, objectives of trade unions, problems of trade unions. The Trade Union Act, 1926.</p> <p><b>Collective Bargaining:</b> Definition, Meaning, functions, Nature, essential conditions for collective bargaining, collective bargaining process, prerequisites for collective bargaining, implementation and administration of agreements. Negotiations-Types of Negotiations, Techniques of negotiation, negotiation process, essential skills for negotiation</p> <p>Consultative Bodies: Bipartite, Tripartite, Joint Management Council</p> |   |
| <p><b>Flipped Class Content: Trade Unions in India, Techniques and Process of Negotiations</b></p>  |   |

| <b>Unit - III</b>   | <b>Contact Hours: 06 Hours<br/>Flipped Class Hours: 02 Hours</b> |
|---|--|
| <p>Employment Laws: Factories Act 1948, Industrial Disputes Act, Industrial Employment (Standing orders) Act. Sexual Harassment of Women at Workplace(Prevention, Prohibition and Redressal) Act, (POSH),</p> |  |
| <p><b>Flipped Class Content: POSH in Organizations</b></p>  |  |

|   |  |
|---|--|
| <b>Unit - IV</b>  | <b>Contact Hours: 06 Hours<br/>Flipped Class Hours: 02 Hours</b> |
| <b>Social Security Laws:</b> Maternity benefit Act, 1961, Payment of Gratuity Act 1972, Employees' Provident Fund and Miscellaneous Provisions Act 1952, Employees' State Insurance (ESI) Act, 1948 |  |
| <b>Flipped Class Content: Employees Provident Fund and Miscellaneous Provisions Act 1952</b>  |  |

|  |  |
|--|--|
| <b>Unit - V</b>  | <b>Contact Hours: 06 Hours<br/>Flipped Class Hours: 02 Hours</b> |
| <b>Laws of Compensation:</b> Payment of Bonus Act, 1965. Payment of Wages Act, 1936, Minimum Wages Act 1948,   |  |
| <b>Positive Employee Relations &amp; Welfare:</b> Employee Counselling - Nature of Counselling, Characteristics of the facilitator, Counselling in Industry, Soft Skills for Employee Relations – Emotional Intelligence & Competence, Role of ER Manager, VUCA Model, |  |
| <b>Flipped Class Content: Employee Relation and Role of ER Manager</b>   |  |

| <b>Self Learning Topics</b> |   |
|-----------------------------|---|
| 1.                          | ILO and its influence on Legal enactments in India  |
| 2.                          | Workers Participation in Management                 |
| 3.                          | Child Labour (Prohibition and Regulation) Act, 1986 |
| 4.                          | Workman's Compensation Act 1923                     |
| 5.                          | Case study on Diversity Dividend                    |

| <b>Books</b>  |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | B D Singh- Industrial Relations, Excel Books, 2 <sup>nd</sup> Edition                                       |
| 2.  | Singh, B. Labour Laws for Managers, Excel Books, New Delhi, 2nd ed., 2008                                   |
| 3.  | Mamoria, Mamoria & Gankar, Dynamics of Industrial Relations, Himalaya Publication 15 <sup>th</sup> Edition, |
| <b>Reference Books:</b>                                     |   |
| 1.  | S C Srivastava Industrial Relations & Labour Laws 6 <sup>th</sup> Edition                                   |
| 2.  | P. N Singh, Neeraj Kumar, Employee Relations Management, Pearson 2 <sup>nd</sup> Edition 2011               |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |

| <b>Course delivery methods</b> |                         | <b>Assessment methods</b> |                           |
|--------------------------------|-------------------------|---------------------------|---------------------------|
| 1.                             | Blackboard Teaching     | 1.                        | Internal Assessment Tests |
| 2.                             | PowerPoint Presentation | 2.                        | Assignments               |
| 3.                             | Classroom Exercise      | 3.                        | Case Studies              |
| 4.                             |                         | 4.                        | Quizzes                   |

| <b>Course Outcome (COs)</b>                           |  |               |       |     |
|---|--|---------------|-------|-----|
| At the end of the course, the student will be able to |  | Bloom's Level | PO    | PSO |
| 1.  | Illustrate and make use of industrial relations knowledge to maintain peace and harmony in the industry.                             | 4             | 1,2   | 1   |
| 2.  | Apply the essential concepts of industrial relations and their interrelationship at the personal, organizational and national levels | 3             | 1,5   | 2   |
| 3.  | Appraise the social, and equity issues within industrial relations through various labor laws  | 5             | 2,6   | 3   |
| 4.  | Appraise solutions to industrial relations problems based on research and assessment of current practices.                           | 5             | 1,4,5 | 2   |
| 5.  | Collaborate knowledge of industrial relations in both written and verbal formats reactive to both audience and purpose               | 6             | 2,4,6 | 3   |

| <b>Program Outcome of this course (POs)</b> |  | <b>PO No.</b> |
|---|--|---------------|
| 1.  | Apply knowledge of management theories and practices to solve business problems  | <b>1</b>      |
| 2.  | Foster analytical and critical thinking abilities for data based decision making | <b>2</b>      |



|    |  |   |
|----|--|---|
| 3. | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           | 4 |
| 4  | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment | 5 |
| 5  | Ability to make use of relevant skills acquired during the programme for career advancement                                      | 6 |

| Program Specific Outcome of this course (PSOs) |  | PSO No. |
|--|--|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  | 3       |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels | Target  |
|--------|---|
| 1      | 60 % of the total marks is scored by 60% of the students. |
| 2      | 60% of the total marks is scored by 70% of the students.  |
| 3      | 70 % of the total marks is scored by 70% of the students. |

| CO-PO Mapping (planned)     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-----|-----|-----|-----|-----|-------------------------|------|------|
|                             | PO1 | PO2 | PO4 | PO5 | PO6 | PSO1                    | PSO2 | PSO3 |
| CO1                         | 3   | 2   |     |     |     | 2                       |      |      |
| CO2                         | 3   |     |     | 2   |     |                         | 2    |      |
| CO3                         |     | 3   |     |     | 1   |                         |      | 2    |
| CO4                         | 3   |     | 2   | 2   |     |                         | 2    |      |
| CO5                         |     | 2   | 3   |     | 1   |                         |      | 2    |
| Mention the levels: 1, 2, 3 |     |     |     |     |     |                         |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <ul style="list-style-type: none"> <li>➤ Writing two IA test is compulsory.</li> <li>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></li> </ul> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

**Scheme of Semester End Examination (SEE):**

|    |  |
|----|--|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2. | <b>Minimum marks required in SEE to pass:</b>  |
| 3. | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |

## HR Analytics

|                                |   |                    |           |                      |          |
|--------------------------------|---|--------------------|-----------|----------------------|----------|
| <b>Course Code</b>             | <b>20MBAHR317</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks |

### Course learning objectives

|    |   |
|----|---|
| 1. | To teach and appraise on role of human resource analytics in the organizations.                               |
| 2. | To appraise students on importance of methods of human resource analytics                                     |
| 3. | To provide information on changing trends in human resource analytics   |
| 4. | To appraise students with regards to influence of human resource analytics on performance of the organization |

**Pre-requisites :**Students should refresh human resource management concepts studied in the first semester

|  |  |
|--|--|
| <b>Unit - I</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>HR decision making and HR analytics</b>   |  |
| Introduction to HR Analytics: Evolution of HR Analytics, HR information systems and data sources, importance and significance of HR analytics, benefits of HR analytics, Steps to implement HR analytics, critical HR decision-making and HR analytics, predictive HR analytics and HR analytics and changing role of HR managers. |  |
| <b>Topics for Flipped Classes:</b> Significance of HR analytics , predictive HR analytics  |  |

|  |  |
|--|--|
| <b>Unit - II</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>The measurement plan</b>  |  |
| Defining the intervention, measurement map, hypotheses or business questions, defining the metrics, demographics, data sources and requirement, types of data, difficulties in obtaining the data. |  |
| <b>Topics for Flipped Classes:</b> hypotheses , types of data  |  |

|  |  |
|--|--|
| <b>Unit - III</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Competing through Workforce analytics.</b>  |  |
| HR Metric and HR Analytics, recruitment metrics, tending recruitment metrics: time to fill, time to hire, source of hire, first year transition, quality of hire, offer acceptance rate, percentage of open position, application completion rate, recruitment funnel effectiveness, sourcing channel effectiveness, sourcing channel cost, candidate experience, candidate job satisfaction. HR score card and HR dash boards.<br>Measuring the costs of hiring |  |
| <b>Topics for Flipped Classes:</b> recruitment metrics , Measuring the costs of hiring   |  |

|   |  |
|---|--|
| <b>Unit - IV</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>HR forecasting and business processes</b>  |  |
| Training ROI, Training evaluation models, Performance metrics, performance matrix – Shingo prize model, EFQM, and Baldrige criteria calculating 6sigma, assessing the training organization, customer focused metrics, value proposition and HR decisions, HR forecasting, HR plan and HR analytics, Predictive HR analytics. |  |
| <b>Topics for Flipped Classes:</b> Various Method of Gauging , HR forecasting   |  |

|                 |  |
|-----------------|--|
| <b>Unit - V</b> | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|-----------------|--|

**Beyond ROI and Optimization**

Optimization, Segmentation, Mixture, Timeline, different phases of HR analytics, HR predictive modeling, HR analytics software, R, SAS, Minitab, SPSS, Stata. Predictive analytics tools and techniques, HR analytics for future,

**Topics for Flipped Classes: SPSS ,R**

**Self Study Topics**

| Unit No. | Topic description   |
|----------|---|
| 1        | HR analytics and its applications in Business   |
| 2        | Measurement plan and Methods of obtaining data  |
| 3        | HR Analytics at Scalene Works: Behavioral Modeling to Predict Renege – Harvard Publishing |
| 4        | Designing Performance Metrics at Go Daddy– Harvard Business Review                        |
| 5        | HR Analytics at Scalene Works: Behavioral Modeling to Predict Renege – Harvard Publishing |

**Books**

| <b>Text Books:</b>  |   |
|---|---|
| 1.  | Dipak Kumar Bhattacharyya, HR Analytics, Understanding Theories and Applications, Sage Publications, NewDelhi                               |
| 2.  | Human Capital Analytics- How to harness the potential of your organization’s greatest asset. Wiley. Gene Pease, Boyce Byerly, Jac Fitz enz. |
| 3.  | Robert Bacal (2012). Performance Management 2/E, McGraw-Hill Professional   |
| <b>Reference Books:</b>                                     |   |
| 1.  | Newstrom, J. W., Organizational Behavior : Human Behavior at Work, 12 <sup>th</sup> Ed McGraw Hill Education                                |
| 2.  | Nelson, P. K. Organizational Behavior, 7 <sup>th</sup> Ed, South Western.   |
| <b>E-resourses(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | Edx- Design Thinking / <a href="https://www.edx.org/micromasters/design-thinking">https://www.edx.org/micromasters/design-thinking</a>      |
| 2.  | Edx – Managing Change in Organizations/ <a href="https://nptel.ac.in/courses/110105120/#">https://nptel.ac.in/courses/110105120/#</a>       |

**Course delivery methods****Assessment methods**

|    |                         |    |   |
|----|-------------------------|----|---|
| 1. | Chalk and Talk          | 1. | IA tests                                |
| 2. | PPT and Videos          | 2. | Online Quizzes (Surprise and Scheduled) |
| 3. | Flipped Classes         | 3. | Open Book Tests (OBT)                   |
| 4. | Online classes          | 4. | Course Seminar                          |
| 5. | Practical Demonstration | 5. | Semester End Examination                |

**Course Outcome (COs)**

| At the end of the course, the student will be able to |   | Learning Level | PO(s) | PSO(s) |
|---|---|----------------|-------|--------|
| 1.  | Students would be able to outline models of HR Analytics                                      | 4              | 1     | 1      |
| 2.  | Students would be able to integrating methods of HR Analytics in the organization             | 4              | 4     | 2      |
| 3.  | Students would be able to judging between effective and ineffective HR Analytics              | 5              | 5     | 3      |
| 4.  | Students would be able to plan and monitor effectiveness of HR Analytics in the organizations | 6              | 1     | 1      |

**Mapping through Direct Assessment:****Rubrics:**

| Levels | Target   |
|--------|--|
| 1      | Low (L): If 60% of marks is scored by less than 50% of the students. |
| 2      | Medium (M): If 60% of marks is scored by 50% to 70% of the students. |

|          |   |
|----------|---|
| <b>3</b> | High (H): If 60% of marks is scored by 70% of the students. |
|----------|---|

| CO-PO Mapping (planned)     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3                     | PSO1 | PSO2 | PSO3 |
| CO1                         |     |     | 2                       |      |      | 2    |
| CO2                         |     | 2   |                         |      | 2    |      |
| CO3                         | 1   |     |                         | 2    |      |      |
| CO4                         |     | 3   |                         |      | 3    |      |
| Mention the levels: 1, 2, 3 |     |     |                         |      |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks                     | Final marks |
|------------|--------------------------|-----------------------------|-----------------------|---------------------------------|-------------|
| Theory     | 30+30                    | 10+10                       | 20                    | 100<br>( <b>reduced to 50</b> ) | 50          |

- Writing two IA test is compulsory.
- **Minimum marks required to qualify for SEE : 20 out of 50**

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass: 40 (out of 100 marks)</b>   |
| 3.   | <p><b>Question paper contains 4 Parts</b></p> <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> <li>• Part D contains twenty marks, this is compulsory to answer for all students</li> </ul> |

## Talent Management

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>18MBAHR318</b>                                    | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 3-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | Lecture = 40 Hrs; Tutorial = 0 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |   |
|-----------------------------------|---|
| 1.                                | To teach and appraise on role of talent management in attraction, acquisition, and retention of talent in organization. |
| 2.                                | To appraise students on importance of methods of talent management.   |
| 3.                                | To provide information on changing trends in talent management  |
| 4.                                | To appraise students with regards to influence of talent management on performance of the organization.                 |
| 5.                                | Appreciate the emerging trends and challenges in terms of retaining the changing talent pool                            |

**Pre-requisites:** Students should refresh human resource management concepts studied in the second semester.

| Unit – I   | <b>Contact Hours: 06Hours</b><br><b>Flipped Class Hours: 02 Hours</b> |
|--|---|
| <b>Introduction:</b> Meaning & Objectives, Role of Talent Management in building sustainable competitive advantage to a firm, Key Processes of Talent Management, Human Resource Planning, Recruitment, Selection, performance monitoring, Retention, Retention Policies. Talent vs. knowledge people, Source of Talent, Consequences of Failure in Managing Talent, some suggestive tools for Managing Talent |   |
| <b>Flipped Class Content: Consequences of failure in Managing Talent, Suggestive Tools for Management of Talent</b>  |   |

| Unit – II   | <b>Contact Hours: 06Hours</b><br><b>Flipped Class Hours: 02 Hours</b> |
|---|---|
| <b>Talent acquisition management solutions:</b> Preparing recruitment plan, E-recruitment (using various job portals), searching & downloading applicant profile by using job portals, selecting recruitment source, preparing recruitment budget, employer branding, formulating a recruitment strategy (specifically for Managerial/Executive jobs), Selection process, Use of assessment centers, selection errors & minimizing selection errors, Reliability & Validity tests, Choosing the types of interviews |   |
| <b>Flipped Class Content: E-recruitment, Choosing the types of interviews</b>   |   |

| Unit – III  | <b>Contact Hours: 06Hours</b><br><b>Flipped Class Hours: 02 Hours</b> |
|---|---|
| <b>Talent Management:</b> Creating Talent Management System, The element of Talent Management-The resourcing strategy-Attraction and retention policies and programs –Talent Audit –Role Development – Talent relationship management –Performance management –Total reward -Learning and development -Career management. |   |
| <b>Flipped Class Content: Learning and Development, Career Management</b>   |   |

| Unit – IV  | <b>Contact Hours: 06Hours</b><br><b>Flipped Class Hours: 02 Hours</b> |
|--|---|
| <b>Building the talent pipeline:</b> Employee engagement; Employee engagement strategies; Talent management to drive culture of excellence, Coaching, Training, Leadership development, Succession Planning, |   |
| <b>Flipped Class Content: Leadership Development</b>   |   |

|   |   |
|---|---|
| <b>Unit – V</b>   | <b>Contact Hours: 06Hours<br/>Flipped Class Hours: 02 Hours</b> |
| Comprehensive approach to Retaining employees, Managing Voluntary Turnover, dealing with Job Withdrawal, Strategic Compensation plan for Talent Engagement, Defining the Elements of Total Rewards, Integrated Rewards Philosophy, Designing Integrated Rewards, Sustainable Talent Management and Reward Model<br>Emerging Trends and Challenges to manage changing talent pool. |   |
| <b>Flipped Class Content: Strategic Compensation plan for Talent Management</b>   |   |

| <b>Self Study Topics</b> |   |
|--------------------------|---|
| 1                        | Managing Talent at Lupin Limited– IIM A Case                              |
| 2                        | Innovations in Talent Building: Kaivalya Education Foundation– IIM A Case |
| 3                        | Mr. Mehta's Dilemma: A Case of Performance Appraisal Politics– IIM A Case |
| 4                        | Nucor Rochelle India Limited (NRIL)– IIM A Case                           |
| 5                        | Managing Talent at Lupin Limited(B):Exploring New Horizons–IIM A Case     |

| <b>Books</b>                                 |   |
|--|---|
| <b>Text Books:</b>                           |   |
| 1.   | Dessler Gary, A Framework for Human Resource Management, Pearson Education 2.   |
| 2.   | Lance A Berger, Dorothy R Berger, Talent Management Hand Book, McGraw-Hill Professional   |
| <b>Reference Books:</b>                      |   |
| 1.   | Hasan, M., Singh, A. K., Dhamija, Talent management in India: Challenges and opportunities, Atlantic Publication  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)</b> |   |
| 1.   | Edx- Design Thinking / <a href="https://www.edx.org/micromasters/design-thinking">https://www.edx.org/micromasters/design-thinking</a>  |
| 2.   | Edx – Managing Change in Organizations/ <a href="https://nptel.ac.in/courses/110105120/#https://onlinecourses.nptel.ac.in/noc17_mg07/preview">https://nptel.ac.in/courses/110105120/#https://onlinecourses.nptel.ac.in/noc17_mg07/preview</a> |

| <b>Course delivery methods</b> |                          | <b>Assessment methods</b> |                                 |
|--------------------------------|--------------------------|---------------------------|---------------------------------|
| 1.                             | Black Board Teaching     | 1.                        | Internal Assessment Test        |
| 2.                             | Power Point Presentation | 2.                        | Assignments                     |
| 3.                             | Class Room Exercise      | 3.                        | Case Studies                    |
| 4.                             |                          | 4.                        | Quizzes                         |
|                                |                          | 5.                        | Workshops                       |
|                                |                          | 6.                        | Semester End Examination ( SEE) |

| <b>Course Outcome (Cos)</b>                           |   |                |     |     |
|---|---|----------------|-----|-----|
| At the end of the course, the student will be able to |   | Learning Level | PO  | POS |
| 1.  | Students would be able to outline models of talent management   | 4              | 1   | 1   |
| 2.  | Students would be able to integrate methods of talent management in the organization                                      | 4              | 1,2 | 2   |
| 3.  | Students would be able to judge between effective and ineffective talent management system                                | 5              | 2,6 | 2   |
| 4.  | 4Students would be able to plan and monitor effectiveness of talent management systems in the organizations               | 6              | 4   | 1   |
| 5.  | Evaluate the role and use of Talent Management in current scenarios through appraising the emerging trends and challenges | 5              | 1,6 | 2   |

| <b>Program Outcome of this course (POs)</b> |  | <b>PO No.</b> |
|---|--|---------------|
| 1.  | Apply knowledge of management theories and practices to solve business problems.                       | <b>1</b>      |
| 2.  | Foster analytical and critical thinking abilities for data based decision making                       | <b>2</b>      |
| 3.  | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business | <b>4</b>      |
| 6.  | Ability to make use of relevant skills acquired during the programme for career advancement            | <b>6</b>      |

| Program Specific Outcome of this course (PSOs) |  | PSO No. |
|--|--|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  | 3       |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels | Target  |
|--------|---|
| 1      | 60 % of the total marks is scored by 60% of the students. |
| 2      | 60% of the total marks is scored by 70% of the students.  |
| 3      | 70 % of the total marks is scored by 70% of the students. |

| CO-PO Mapping (planned)     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO4 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | 2   |     |     |                         | 2    |      |      |
| CO2                         | 3   | 2   |     |                         |      | 2    |      |
| CO3                         |     | 2   |     | 2                       |      | 2    |      |
| CO4                         |     |     | 2   |                         | 2    |      |      |
| CO5                         | 3   |     |     | 1                       |      | 2    |      |
| Mention the levels: 1, 2, 3 |     |     |     |                         |      |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| ➤ Writing two IA test is compulsory.<br>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |  |
|---|--|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.  | <b>Minimum marks required in SEE to pass: 40</b>   |
| 3.  | <b>Question paper contains 4 Parts</b> <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> <li>• Part D contains twenty marks, this is compulsory to answer for all students</li> </ul> |

### Entrepreneurial Management (Theory)

|                                |   |                    |    |                      |          |
|--------------------------------|---|--------------------|----|----------------------|----------|
| <b>Course Code</b>             | 20MBAED319                                    | <b>Course type</b> | PE | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |    | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |    | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |    | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|  |   |
|--|---|
| 1.   | This course explores the approach entrepreneurs' use in identifying opportunities and creating new ventures.                          |
| 2.   | The course introduces to the analytic skills that are needed evaluate the financial aspects of a business.                            |
| 3.   | The course introduces the background knowledge and managerial skills that are necessary for dealing with setting up of a new venture. |
| 4.   | The course covers the aspects involved in starting, growing and harnessing the value of new ventures.                                 |
| <b>Pre-requisites:</b> Students should have basic knowledge about entrepreneurship and management. |   |

#### Unit - I

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

##### **Entrepreneurial Development Perspective:**

**Concepts and Evolution of Entrepreneurship Development, Concept of Entrepreneur, Entrepreneur Vs. Intrapreneur, Entrepreneur Vs. Entrepreneurship, Entrepreneur Vs. Manager, Attributes and Characteristics of a successful Entrepreneur, Role of Entrepreneur in Indian economy and developing economies with reference to Self-Employment Development, Entrepreneurial Culture.**

**Topics for Flipped Classes:** Attributes and Characteristics of a successful Entrepreneur

#### Unit - II

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

##### **Creating Entrepreneurial Venture:**

Business Planning Process, Environmental Analysis - Search and Scanning, Identifying problems and opportunities, Defining Business Idea, Basic Government Procedures to be complied with.  
Activity: A Project on Start up Management

**Topics for Flipped Classes:** Environmental Analysis - Search and Scanning, Identifying problems and opportunities

#### Unit - III

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

##### **Project Management:**

Technical, Financial, Marketing, Personnel and Management Feasibility, Estimating and Financing funds requirement - Schemes offered by various commercial banks and financial institutions like IDBI, ICICI, SIDBI, SFCs, Venture Capital Funding.

**Topics for Flipped Classes:** Schemes offered by various commercial banks and financial institutions.

#### Unit - IV

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

##### **Role of Government in Entrepreneurship Development:**

The role of Central Government and State Government in promoting Entrepreneurship - Introduction to various incentives, subsidies and grants - Export Oriented Units - Fiscal and Tax concessions available , Role of following agencies in the Entrepreneurship Development - District Industries Centers (DIC), Small Industries Service Institute (SISI), Entrepreneurship Development Institute of India (EDII), National Institute of Entrepreneurship & Small Business Development (NIESBUD), National Entrepreneurship Development Board (NEDB).

**Topics for Flipped Classes:** The role of Central Government and State Government in promoting Entrepreneurship

#### Unit - V

**Contact Hours = 8 Hours**



**Women Entrepreneurs:**

Reasons for Low Women Entrepreneurs, Role, Problems and Prospects. The FOUR Entrepreneurial Pitfalls (Peter Drucker)

**Topics for Flipped Classes:** Problems and Prospects of Women Entrepreneurs.

**Self Study Topics**

| Unit No. | Topic description   |
|----------|---|
| 1.       | Identify the Entrepreneurial culture prevailing in India.   |
| 2.       | Carry out the environmental analysis for setting up of your own business.                               |
| 3.       | Identify the schemes introduced by the leading financial institutions for Entrepreneurship Development. |
| 4.       | Identify the role of Govt. institutions in Entrepreneurship development in India.                       |
| 5.       | Identify the reason for slow growth in Women Entrepreneurship in India.                                 |

**Books**

| <b>Text Books:</b>   |   |
|--|---|
| 1.   | Poornima Charantimath, Entrepreneurship and small business development. Pearson Publications (2005)   |
| 2.   | Anilkumar, S. C. Poornima, Abraham, Jayashree Entrepreneurship Development. New age international (2011)  |
| 3.   | Mahendra Ramasinghani, The business of venture capital, Wiley (2012)  |
| <b>Reference Books:</b>                                      |   |
| 1.   | Raghu Nanadan, Unleashing your Entrepreneurial Potential, Sage, New Delhi (2009)  |
| 2.   | Peter Drucker, Innovation and Entrepreneurship – Practice and Principles, East West Press (2010)  |
| <b>E-resources (NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.   | Entrepreneurial Operations: Launching aStartup, <a href="https://www.edx.org/course/operations- for-entrepreneurs">https://www.edx.org/course/operations- for-entrepreneurs</a> |

| Course delivery methods |                          | Assessment methods |                                |
|-------------------------|--------------------------|--------------------|--------------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test       |
| 2.                      | Power Point Presentation | 2.                 | Assignments                    |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies                   |
|                         |                          | 4.                 | Quizzes                        |
|                         |                          | 5.                 | Workshops                      |
|                         |                          | 6.                 | Semester End Examination (SEE) |

**Course Outcome (COs)**

| At the end of the course, the student will be able to |  | Bloom's Level | PO    | PSO |
|---|--|---------------|-------|-----|
| 1.  | <b>Identify</b> the issues involved in entrepreneurship development                      | 3             | 2,5   | 3   |
| 2.  | Able to <b>evaluate</b> opportunities for a new venture                                  | 4             | 1,3,6 | 2   |
| 3.  | <b>Analyzing</b> the content and the ability to prepare a business plan for a venture    | 4             | 2,4   | 2   |
| 4.  | Get insights and able to <b>evaluate</b> their creative, entrepreneurial and team skills | 5             | 2,4,7 | 2,3 |
| 5.  | To equip them with a platform to develop an entrepreneurial venture                      | 5             | 2,4,6 | 1   |

**Program Outcome of this course (POs)**

| Program Outcome of this course (POs) |  |  | PO No. |
|--------------------------------------|--|--|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problem.                                      |  | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data based decision making.                                    |  | 2      |
| 3.                                   | Ability to develop value based leadership ability  |  | 3      |
| 4.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical Aspects of business.              |  | 4      |
| 5.                                   | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team |  | 5      |

|    |  |   |
|----|--|---|
| 6. | Ability to make use of relevant skills acquired during the programme for career advancement. | 6 |
| 7. | Ability to acquire entrepreneurial competencies to create value for the society at large     | 7 |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement.  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community.  | 3       |

#### Mapping through Direct Assessment:

##### Rubrics:

| Levels | Target   |
|--------|--|
| 1      | Low (L): If 60% of marks is scored by less than 50% of the students. |
| 2      | Medium (M): If 60% of marks is scored by 50% to 70% of the students. |
| 3      | High (H): If 60% of marks is scored by 70% of the students.          |

| CO-PO Mapping (planned)     |     |     |     | CO-PSO Mapping(planned) |     |     |     |      |      |      |
|-----------------------------|-----|-----|-----|-------------------------|-----|-----|-----|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4                     | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 |
| CO1                         |     | 3   |     |                         | 2   |     |     | 3    |      |      |
| CO2                         | 2   |     | 2   |                         |     | 3   |     |      | 3    |      |
| CO3                         |     | 3   |     | 3                       |     |     | 2   |      | 2    |      |
| CO4                         |     | 1   |     | 2                       |     |     | 3   |      | 2    | 2    |
| CO5                         |     | 2   |     | 1                       |     | 2   |     | 3    |      |      |
| Mention the levels: 1, 2, 3 |     |     |     |                         |     |     |     |      |      |      |

##### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| ➤ Writing two IA test is compulsory.<br>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

##### Scheme of Semester End Examination (SEE):

|    |   |
|----|---|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2. | <b>Minimum marks required in SEE to pass:</b>   |
| 3. | Question paper contains four parts.<br>Part A contains three marks questions students have to answer five questions out of seven questions.<br>Part B contains seven marks questions, students have to answer five questions out of seven questions.<br>Part C contains ten marks questions, students have to answer three questions out of four questions.<br>Part D contains twenty marks, this is compulsory to answer for all student |

## Entrepreneurship, Creativity and Innovation (Theory)

|                                |   |                    |           |                      |                 |
|--------------------------------|---|--------------------|-----------|----------------------|-----------------|
| <b>Course Code</b>             | <b>20MBAED320</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | <b>3 – 0- 0</b> |
| <b>Hours/week: L-T-P</b>       | <b>3 – 0 – 0</b>                              |                    |           | <b>Total credits</b> | <b>3</b>        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | <b>50 marks</b> |
| <b>Flipped Classes content</b> | <b>10 Hours</b>                               |                    |           | <b>SEE Marks</b>     | <b>50 marks</b> |

### Course learning objectives

|    |  |
|----|--|
| 1. | To Evaluate and analyze various innovation and creativity solutions in the society |
| 2. | To develop the students to think creatively  |
| 3. | To enable the students to apply various Idea Generation Methods and Techniques     |
| 4. | To ignite the entrepreneurial qualities in the managers                            |

**Pre-requisites: Students need to be aware of basic of entrepreneurship and its types**

### Unit – I

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

Innovation creativity meaning and concept. Innovation, Introduction to the Principles of Creativity and Entrepreneurship the linkage. Process of creativity, creative thinking and lateral thinking, what is Personal Creativity? The Basis of Personal Creativity. Opportunity Identification and Opportunity Development

**Topics for Flipped Classes: Videos on Innovation creativity**

### Unit – II

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

Systematic entrepreneurship, purposeful innovation. Seven sources for innovative opportunities- the unexpected-in congruities-process needs-industry and market structure- demographics- changes in perception- new knowledge. Principles of innovation. Value Proposition, Concept Validation, Preparation and Production

**Topics for Flipped Classes: Videos on Systematic entrepreneurship**

### Unit – III

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

Thinking Styles, Sources of new idea- consumers- existing products and services-distribution channels- government- research and development. Methods of generating ideas- focus group-brain storming- problem inventory analysis. Resources Management, Documentation, Delivery Process

**Topics for Flipped Classes: Videos on Thinking Styles**

### Unit – IV

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

Creativity Tools: Brain storming, reverse Brain storming, brain writing, Gordon method, checklist method, free association, forced relationships, collective note book method, attributes listing, Big Dream approach. Parameter analysis, opportunity recognition. Product planning and development process, establishing evaluation criteria at idea stage- concept stage-product development stage-test marketing stage. After Sales – Services, Performance Analysis

**Topics for Flipped Classes: Videos on Creativity Tools**

### Unit – V

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

Business start-up using e-commerce, Social Media Marketing, website, tracking customer details, doing e-commerce as an entrepreneurial company. Transformation

**Topics for Flipped Classes: Videos on Business start-up**

| Self Study Topics |   |
|-------------------|---|
| Unit No.          | Topic description                               |
| 1                 | 6 Thinking Hats by Edward de Bono               |
| 2                 | Practice of Innovation                          |
| 3                 | Creativity                                      |
| 4                 | Idea Generation Methods                         |
| 5                 | Current Trends in E-commerce& Digital Marketing |

| Books   |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Robert D. Hisrich, Michael Peters and Dean A Shepherd, Entrepreneurship, 6th edition, McGraw-Hill.  |
| 2.  | Peter F. Drucker, Innovation and Entrepreneurship (1993) Harper Business  |
| 3.  | MadhurimaLall, ShikhaSahai, Entrepreneurship, 2nd edition, Excel books  |
| 4.  | Digital Marketing Analytics (2013) Hemann, Burbary, Que Publication   |
| <b>Reference Books:</b>                                     |   |
| 1.  | PoornimaCharantimat (2015) Entrepreneurship and Small Business development- - Pearson   |
| 2.  | Creativity, Innovation, and Entrepreneurship, H. James Harrington, CRC Press  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://www.coursera.org/learn/creative-thinking-techniques-and-tools-for-success#syllabus">https://www.coursera.org/learn/creative-thinking-techniques-and-tools-for-success#syllabus</a> |

| Course delivery methods |                          | Assessment methods |                          |
|-------------------------|--------------------------|--------------------|--------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test |
| 2.                      | Power Point Presentation | 2.                 | Assignments              |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies             |
| 4.                      |                          | 4.                 | Quizzes                  |
|                         |                          | 5.                 | Workshops                |
|                         |                          | 6.                 | Semester End Examination |

| Course Outcome (COs)   |   |               |         |       |
|--|---|---------------|---------|-------|
| Outcomes usually follow the format: “At the end of the course, students will be able to ‘insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop’”(Highlight the <b>action verb</b> representing the Bloom’s level.) |   |               |         |       |
| At the end of the course, the student will be able to  |   | Bloom’s Level | PO’s    | PSO’s |
| 1.   | Students will be able to Develop the link between creativity innovation andEntrepreneurship | 5             | 1,2,4,5 | 1     |
| 2.   | Students will be able to Evaluate the sources of innovation                                 | 5             | 1,2,4,5 | 2     |
| 3.   | Students will be able to apply the methods of creative problem solving                      | 3             | 1,2,4,5 | 1     |

| Program Outcome of this course (POs) |   | PO No. |
|--------------------------------------|---|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business.   | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data-based decision making                                      | 2      |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                | 4      |
| 4.                                   | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team. | 5      |
| 5.                                   | Ability to make use of relevant skills acquired during the programme for career advancement                           | 6      |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |

|    |   |   |
|----|---|---|
| 2. | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement | 2 |
| 3. | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community                 | 3 |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels | Target  |
|--------|---|
| 1      | 30 % of the total marks is scored by 30% of the students. |
| 2      | 30 % of the total marks is scored by 40% of the students. |
| 3      | 40 % of the total marks is scored by 30% of the students. |

| CO-PO Mapping (planned)     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO2                         | X   | X   |     | X   | X   | X                       |      | X    |      |
| CO3                         | X   | X   |     | X   | X   |                         | X    |      |      |
| Mention the levels: 1, 2, 3 |     |     |     |     |     |                         |      |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks                   | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br><b>(reduced to 50)</b> | 50          |
| <input type="checkbox"/> Writing two IA test is compulsory.<br><input type="checkbox"/> <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                               |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

**Scheme of Semester End Examination (SEE):**

|    |  |
|----|--|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2. | <b>Minimum marks required in SEE to pass:</b>  |
| 3. | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all student</p> |

### Social Entrepreneurship(Theory )

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>20 MBA ED 321</b>                               | <b>Credits L-T-P</b> | 4- 0- 0  |
| <b>Course type</b>       | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 4-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40 Hrs; T = 0 Hrs; P = 0 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |   |
|----|---|
| 1. | Students should understand the fundamentals of Social Entrepreneurship(SE)            |
| 2. | Learners should know the methods of establishing social entrepreneurship              |
| 3. | Students Should learn the human resource related problems in social entrepreneurship. |
| 4. | Learners should study operational issues in SE.                                       |
| 5  | Students should understand business plan development process                          |

**Pre-requisites:** Students should have the basics of entrepreneurship development.

#### Unit - I

**Contact Hours = 6 Hours**  
**Flipped Classes Content = 2 Hours**

##### **Concept of Social Entrepreneurship**

Concept of Social Entrepreneurship, Evolution of Social Enterprises, Economic and Social Rationale, Theoretical Perspectives on Social Enterprises, Social Enterprises in India

**Topics for Flipped Classes: Social enterprises in India, Evolution of social enterprises.**

#### Unit - II

**Contact Hours = 6 Hours**  
**Flipped Classes Content = 2 Hours**

##### **Establishment of Social Entrepreneurship:**

Establishment, Resource mobilization, challenges and strategies; Strategy formulation combining the social agenda with business interest

**Topics for Flipped Classes: Resource mobilization, SE establishment.**

#### Unit - III

**Contact Hours = 6 Hours**  
**Flipped Classes Content = 2 Hours**

##### **HR Issues in Social Entrepreneurship**

Human Resource: Leadership , nature, role and issues of governance; The workforce finding the right mix of professional competence and social concern, retention strategies, career development

**Topics for Flipped Classes: Retention, career development**

#### Unit - IV

**Contact Hours = 6 Hours**  
**Flipped Classes Content = 2 Hours**

**Operational issues in Social Entrepreneurship:** Operational Issues: Building the clientele base; Relations with Government and For profit businesses, appropriation of surplus; Issues of sustainability, expansion and diversification.,

**Topics for Flipped Classes: Expansions, Diversifications.**

|   |  |
|---|--|
| <b>Unit - V</b>   | <b>Contact Hours = 6 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>The Business Plan as an Entrepreneurial Tool:</b> The Business Plan as an Entrepreneurial Tool, Financial Projections: how to do them the right way, Debt, Venture Capital and other forms of Financing, Sources of External Support, Development Entrepreneurial Marketing: Competencies, Networks and Frameworks |  |
| <b>Topics for Flipped Classes: Networks and Frameworks, Venture capital</b>   |  |

| <b>Self-Study Topics</b> |  |
|--------------------------|--|
| Unit No.                 | Topic description  |
| 1                        | Indian Social entrepreneurs                                    |
| 2                        | Resources required by a social entrepreneur                    |
| 3                        | Identify the HR issues in social entrepreneurship              |
| 4                        | Operational challenges faced by regional social entrepreneurs. |
| 5                        | Business canvas development                                    |

| <b>Books</b>  |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Poornima Charantimath, Entrepreneurship and small business development. Pearson Publications (2005)                         |
| 2.  | Khanka S.S (2009) Entrepreneurial Development S.Chand, New Delhi  |
| 3.  | Kumar S. Anil (2012) Entrepreneurship Development, New Age, New Delhi   |
| 4.  | Morse Eric A (2007), Cases in Entrepreneurship: The Venture Creation Process, Sage South Asia, New Delhi                    |
| <b>Reference Books:</b>                                     |   |
| 1.  | Naidu, (2008), Management and Entrepreneurship, PHI, New Delhi  |
| 2.  | Shukla, M. (2020). Social Entrepreneurship in India: Quarter Idealism and a Pound of Pragmatism. India: SAGE Publications.  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://onlinecourses.nptel.ac.in/noc19_mg55/preview">https://onlinecourses.nptel.ac.in/noc19_mg55/preview</a>     |
| 2.  | <a href="https://onlinecourses.swayam2.ac.in/cec20_mg19/preview">https://onlinecourses.swayam2.ac.in/cec20_mg19/preview</a> |

| <b>Course delivery methods</b> |                               | <b>Assessment methods</b> |                       |
|--------------------------------|-------------------------------|---------------------------|-----------------------|
| 1.                             | <b>Case studies</b>           | 1.                        | <b>Internal tests</b> |
| 2.                             | <b>Presentations</b>          | 2.                        | <b>Assignments</b>    |
| 3.                             | <b>Applications and tools</b> | 3.                        | <b>Project work</b>   |
| 4.                             | <b>Facilitating</b>           | 4.                        |                       |
| 5                              | <b>Flipped classroom</b>      | 5                         |                       |

| <b>Course Outcome (COs)</b>                           |  |               |       |       |
|---|--|---------------|-------|-------|
| At the end of the course, the student will be able to |  | Bloom's Level | POs   | PSO   |
| 1.  | <b>Apply social entrepreneurship concepts to local leaders</b>     | 3             | 1,2,6 | 1,2,3 |
| 2.  | <b>Analyze ecosystem for establishing social entrepreneurship.</b> | 4             | 1,2,6 | 1,2,3 |
| 3.  | <b>Create HR issue document for SE</b>                             | 5             | 2     | 2     |
| 4   | <b>Develop solution manual for Social Entrepreneurship.</b>        | 3             | 2     | 2     |
| 5   | <b>Create a business canvas for SE</b>                             | 5             | 2     | 2     |

### Mapping through Direct Assessment:

**Rubrics:**

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 90% of the students. |
| 2      | 60 % of the total marks is scored by 80% of the students. |
| 3      | 65 % of the total marks is scored by 70% of the students. |

| CO-PO Mapping (planned)     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | 2   | 3   | 3                       | 2    | 2    | 2    |
| CO2                         | 2   | 3   | 2                       | 2    | 2    | 2    |
| CO3                         |     | 2   |                         |      | 2    |      |
| CO4                         |     | 2   |                         |      | 2    |      |
| CO5                         |     | 2   |                         |      | 2    |      |
| Mention the levels: 1, 2, 3 |     |     |                         |      |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <input type="checkbox"/> Writing two IA test is compulsory.<br><input type="checkbox"/> <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self-Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |  |
|--|--|
| 1.   | It will be conducted for 100 marks of 3 hours' duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:</b>  |
| 3.   | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all student</p> |



## Managing E-Business (Theory)

|                                |   |                    |           |                      |                 |
|--------------------------------|---|--------------------|-----------|----------------------|-----------------|
| <b>Course Code</b>             | <b>20MBAIT322</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | <b>3 – 0- 0</b> |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3               |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks        |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks        |

| <b>Course learning objectives</b> |   |
|-----------------------------------|---|
| 1.                                | To Evaluate the use of technology in managing business electronically |
| 2.                                | To analyze the application and reach of e-commerce in India           |
| 3.                                | To evaluate various e-payment alternatives.                           |

**Pre-requisites: Students are required to be aware of the basics of e-business and technology**

| <b>Unit – I</b>  | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| Defining Electronic Business, Electronic Shop, B2C, B2B, E-Business and E-Commerce. Role of transactions on the electronic media. Growth of E-Business in an organization. Impact of E-Business on industries; Components of E-Business technology; Role of websites and Internet in E-Business. |  |
| <b>Topics for Flipped Classes: Videos on Introduction to E-Business</b>  |  |

| <b>Unit – II</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| eProducts and eServices, eProcurement, Role of EDI in e-Commerce. Different types of e-Commerce. Emerging paradigms of e-commerce – M-Commerce, T-Commerce, and WAP. Knowledge management in the e-Commerce Era. Indian e-Commerce Scenario; IT Act; |  |
| <b>Topics for Flipped Classes: Videos on Role of EDI</b>   |  |

| <b>Unit – III</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|---|--|
| eContracting, eDistribution, ePayment, Electronic Payment Systems. Paying via the Net. Payment Protocols; Payment and Content Management; Role of ASPs in Payment via the Net. Security and Privacy Issues related to E-Commerce. On-line, Pre-paid and post-paid Electronic Payment Systems. Architectural Framework for E-Business. Crypto Currency, Bitcoin (BTC), BitCash (BCH), Ethereum (ETH) |  |
| <b>Topics for Flipped Classes: Videos on Electronic Payment Systems</b>   |  |

| <b>Unit – IV</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|--|--|
| Digital Marketing, Affiliate marketing, Display Advertising, Email Marketing, Search engine marketing- Paid search ads, Paid search advertising, PPC (pay-per-click), PPC (pay-per-call) –mobile search users ads, CPC (cost-per-click), CPM (cost-per-thousand impressions), Social media Marketing, Video Advertising, Blogging, Website Analytics |  |
| <b>Topics for Flipped Classes: Videos on Digital Marketing</b>   |  |

| <b>Unit – V</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
|---|--|
| Supply-Chain Integration (SCM) ; Enterprise Application Integration (ERP), Customer Relationship Management (CRM). Internet Business Models; Internet Business Strategy; Implementation Strategies. |  |
| <b>Topics for Flipped Classes: Videos on Supply-Chain Integration</b>   |  |

|                          |
|--------------------------|
| <b>Self Study Topics</b> |
|--------------------------|

| Unit No. | Topic description                               |
|----------|---|
| 1        | Emerging technologies for E- Business solutions |
| 2        | Indian Convergence Bill; Cyber Appellate.       |
| 3        | Working of Payment Gateways                     |
| 4        | Search Engine Optimization                      |
| 5        | Building Virtual Communities.                   |

| Books   |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | E-Commerce: An Indian Perspective, P. T. Joseph, Prentice Hall, 4th Edition, 2013.  |
| 2.  | The E-Business revolution: Living and working in an interconnected world. Amor, D. (2000). New Jersey: Prentice Hall Inc.                       |
| 3.  | Electroniccommerce:Framework,technologiesandapplications(3 <sup>rd</sup> .ed.)Bhaskar,B. (2009). New Delhi: Tata McGraw Hill Education.         |
| 4.  | Electronic Commerce: A Simplified Approach, Munesh Chandra Trivedi, Jaico Publishing House, 2011.   |
| <b>Reference Books:</b>                                     |   |
| 1.  | E-Business and e-commerce management (3rd ed.) Chaffey, D.(2007)..Pearson Education.  |
| 2.  | MIS, Managing Information systems in business government and society by Rahul De, Wiley India publication                                       |
| 3   | Management Information Systems, 10th Edition, By James O'Brien and George Marakas   |
| 4   | eBusiness & eCommerce, Andreas Meier, Henrik Stormer, Springer 2019   |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://nptel.ac.in/noc/individual_course.php?id=noc18-mg35">https://nptel.ac.in/noc/individual_course.php?id=noc18-mg35</a>           |
| 2.  | <a href="https://www.edx.org/professional-certificate/digital-marketing-0">https://www.edx.org/professional-certificate/digital-marketing-0</a> |

| Course delivery methods |                          | Assessment methods |                          |
|-------------------------|--------------------------|--------------------|--------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test |
| 2.                      | Power Point Presentation | 2.                 | Assignments              |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies             |
|                         |                          | 4.                 | Quizzes                  |
|                         |                          | 5.                 | Workshops                |
|                         |                          | 6.                 | Semester End Examination |

### Course Outcome (COs)

Outcomes usually follow the format: “At the end of the course, students will be able to ‘insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop’”(Highlight the **action verb** representing the Bloom’s level.)

| At the end of the course, the student will be able to |   | Bloom’s Level | PO’s    | PSO’s |
|---|---|---------------|---------|-------|
| 1.  | Students will be able to Evaluate the uses of Digital Marketing | 5             | 1,2,4,5 | 1     |
| 2.  | Students will be able to Analyze the Concepts of E-business     | 4             | 1,2,4,5 | 2     |
| 3.  | Students will be able to Evaluate B-2-B e-commerce              | 5             | 1,2,4,5 | 1     |

### Program Outcome of this course (POs)

| Program Outcome of this course (POs) |   | PO No. |
|--------------------------------------|---|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business.   | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data-based decision making                                      | 2      |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                | 4      |
| 4.                                   | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team. | 5      |
| 5.                                   | Ability to make use of relevant skills acquired during the programme for career advancement                           | 6      |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 30 % of the total marks is scored by 30% of the students. |
| 2      | 30 % of the total marks is scored by 40% of the students. |
| 3      | 40 % of the total marks is scored by 30% of the students. |

| CO-PO Mapping (planned)     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO2                         | X   | X   |     | X   | X   | X                       |      | X    |      |
| CO3                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO4                         | X   | X   |     | X   | X   |                         |      | X    | X    |
| Mention the levels: 1, 2, 3 |     |     |     |     |     |                         |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks            | Final marks |
|---|--------------------------|-----------------------------|-----------------------|------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>(reduced to 50) | 50          |
| <input type="checkbox"/> Writing two IA test is compulsory.<br><input type="checkbox"/> <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                        |             |

Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.

| Scheme of Semester End Examination (SEE): |  |
|---|--|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.  | <b>Minimum marks required in SEE to pass:</b>  |
| 3.  | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all student</p> |

### Management Information System (Theory)

|                                |   |                    |           |                      |          |
|--------------------------------|---|--------------------|-----------|----------------------|----------|
| <b>Course Code</b>             | <b>20MBAIT323</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |   |
|----|---|
| 1. | To Evaluate the use of technology in managing business electronically |
| 2. | To analyze the application and reach of MIS in India                  |
| 3. | To evaluate various System Development Life Cycle Approaches.         |

**Pre-requisites :** Students are required to be aware of the basics of e-business and technology

|  |  |
|--|--|
| <b>Unit - I</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| Foundations of information systems (IS) in business: Data & Information, Information as a Resource, Information in organizational Functions, System concepts – Components of an IS – IS resources – Fundamental roles of IS ,Careers in Information System |  |
| <b>Topics for Flipped Classes:</b> Fundamental roles of IS , Components of an IS   |  |

|   |  |
|---|--|
| <b>Unit - II</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| Management Information System (MIS): Concept's, Role of the Management Information System TPS, OAS, DSS, KMS, ES, EIS or ESS, Parameters for selecting a suitable Information System. |  |
| <b>Topics for Flipped Classes:</b> TPS ,DSS   |  |

|   |  |
|---|--|
| <b>Unit - III</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| System Software and Application software , System Analysis and Design – Systems Development Life Cycle – System Building Approaches – Prototyping – Rapid Application Development Models. |  |
| <b>Topics for Flipped Classes:</b> System Software and Application software with examples   |  |

|  |  |
|--|--|
| <b>Unit - IV</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| E-Business Enterprise, E-business , E-commerce , E-communication ,E-collaboration , Real Time Enterprise |  |
| <b>Topics for Flipped Classes:</b> E-business & E-commerce   |  |

|  |  |
|--|--|
| <b>Unit - V</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| Management Issues in MIS: Information Security and Control – Quality Assurance -Ethical and Social Dimensions – Intellectual Property Rights as related to IT Services / IT Products |  |
| <b>Topics for Flipped Classes:</b> Intellectual Property Rights as related to IT Services  |  |

#### Self Study Topics

| Unit No. | Topic description  |
|----------|--|
| 1        | Applications in business – Trends in IS                    |
| 2        | Expert support system                                      |
| 3        | Practical applications of Waterfall model and Spiral model |
| 4        | E-business   |

| Books   |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Management Information Systems: Managing the Digital Firm - Loudon, Kenneth C., and Jane P. Loudon. 10/e, Prentice-Hall, 2007.                  |
| 2.  | Management Information Systems: Text & Cases – A Global Digital Enterprise Perspective, Jawadekar W. S, 5/e, Tata McGraw Hill, 2013             |
| 3.  | Management Information Systems-James A O'Brien & George M Marakas,7/e, Tata McGraw Hill,2007  |
| 4.  | Management Information Systems-EFFY OZ ,1/e,Cengage Learning ,2006  |
| <b>Reference Books:</b>                                     |   |
| 1.  | Fundamentals of Information Technology - Alexis Leon, & Mathews Leon , 2/e, Vikas, 2009.  |
| 2.  | Management Information Systems –Indrajit Chatterjee ,1/e,PHI Learning Private Limited ,2010   |
| 3   | Management Information Systems –S.Sadagopan,1/e,PHI Learning Private Limited ,1997  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://nptel.ac.in/noc/individual_course.php?id=noc18-mg35">https://nptel.ac.in/noc/individual_course.php?id=noc18-mg35</a>           |
| 2.  | <a href="https://www.edx.org/professional-certificate/digital-marketing-0">https://www.edx.org/professional-certificate/digital-marketing-0</a> |

| Course delivery methods |                         | Assessment methods |   |
|-------------------------|-------------------------|--------------------|---|
| 1.                      | Chalk and Talk          | 1.                 | IA tests                                |
| 2.                      | PPT and Videos          | 2.                 | Online Quizzes (Surprise and Scheduled) |
| 3.                      | Flipped Classes         | 3.                 | Open Book Tests (OBT)                   |
| 4.                      | Online classes          | 4.                 | Course Seminar                          |
| 5                       | Practical Demonstration | 5.                 | Semester End Examination                |

| Course Outcome (COs)                                  |   |  |                |       |        |
|---|---|--|----------------|-------|--------|
| At the end of the course, the student will be able to |   |  | Learning Level | PO(s) | PSO(s) |
| 1.  | Students will be able to <b>Evaluate</b> the uses of MIS              |  | 5              | 1     | 1      |
| 2.  | Students will be able to <b>Analyze</b> the Concepts of E-business    |  | 4              | 4     | 2      |
| 3.  | Students will be able to <b>Evaluate</b> Kinds of Information Systems |  | 5              | 5     | 3      |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target   |
|--------|--|
| 1      | Low (L): If 60% of marks is scored by less than 50% of the students. |
| 2      | Medium (M): If 60% of marks is scored by 50% to 70% of the students. |
| 3      | High (H): If 60% of marks is scored by 70% of the students.          |

| CO-PO Mapping (planned)     |     |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-----|-----|-----|-------------------------|------|------|
|                             | PO1 | PO2 | PO3 | PSO1                    | PSO2 | PSO3 |
| CO1                         |     | 2   | 2   | 3                       |      |      |
| CO2                         | 2   |     |     |                         | 3    |      |
| CO3                         |     | 2   |     |                         | 2    | 2    |
| Mention the levels: 1, 2, 3 |     |     |     |                         |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks                     | Final marks |
|------------|--------------------------|-----------------------------|-----------------------|---------------------------------|-------------|
| Theory     | 30+30                    | 10+10                       | 20                    | 100<br>( <b>reduced to 50</b> ) | 50          |

- Writing two IA test is compulsory.
- **Minimum marks required to qualify for SEE : 20 out of 50**

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

**Scheme of Semester End Examination (SEE):**

|    |   |
|----|---|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2. | <b>Minimum marks required in SEE to pass:40</b> (out of 100 marks)  |
| 3. | <b>Question paper contains 4 Parts</b> <ul style="list-style-type: none"><li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li><li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li><li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li><li>• Part D contains twenty marks, this is compulsory to answer for all students</li></ul> |

## Enterprise Resource Planning(Theory)

|                                |   |                    |           |                      |                 |
|--------------------------------|---|--------------------|-----------|----------------------|-----------------|
| <b>Course Code</b>             | <b>20MBAIT324</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | <b>3 – 0- 0</b> |
| <b>Hours/week: L-T-P</b>       | <b>3 – 0 – 0</b>                              |                    |           | <b>Total credits</b> | <b>3</b>        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | <b>50 marks</b> |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | <b>50 marks</b> |

### Course learning objectives

|    |  |
|----|--|
| 1. | To Evaluate the use of technology in ERP             |
| 2. | To analyze the application and reach of ERP in India |
| 3. | To evaluate various ERP Implementation Strategies.   |

**Pre-requisites :Students are required to be aware of the basics of e-business and technology**

### Unit – I

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

ERP Systems, Evolution of ERP, Role of ERP in Business, Challenges of ERP, ERP in Indian Companies, Advanced ERP Systems

**Topics for Flipped Classes: Videos on Introduction to ERP**

### Unit – II

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

ERP and E-Commerce, ERP and E-commerce Applications, ERP Architecture- Technical Aspects, Evolution of ERP Architecture, Types of ERP Architecture, ERP Package Selection, Why many ERP Package Implementations Fail, ERP Package Evaluation and Selection, ERP Packages Make or Buy

**Topics for Flipped Classes: Videos on E-commerce Applications**

### Unit – III

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

ERP Implementation Transition Strategies, Big Bang Strategy, Phased Implementation, Parallel Implementation, Process Line Transition Strategy, Hybrid Transition Strategy, ERP Implementation Process, Implementation Methodologies, Managing the Implementation, Implementation Strategy

**Topics for Flipped Classes: Videos on ERP Implementation**

### Unit – IV

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

ERP Project Teams, People Involved in the ERP Implementation, Composition of Implementation, Team, Organization of the Implementation Team Works

**Topics for Flipped Classes: Videos on ERP Project Teams**

### Unit – V

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

ERP Operation and Maintenance, After Going Live, Ongoing Implementation Efforts, Upgrading versus New Software, Operation and Maintenance of the ERP system, operation of the ERP System, ERP Maintenance Phase

**Topics for Flipped Classes: Videos on ERP Operation and Maintenance**

### Self Study Topics

| Unit No. | Topic description               |
|----------|---------------------------------|
| 1        | Applications of ERP in business |
| 2        | ERP Platforms                   |

|   |                                   |
|---|-----------------------------------|
| 3 | ERP Implementation Plan           |
| 4 | How the implementation team works |
| 5 | How to maintain a ERP Software    |

| Books |   |
|-------|---|
|       | <b>Text Books:</b>  |
| 1.    | Enterprise Resource Planning (2009), Second Edition, Alexis Leon, TMH Publication   |
| 2.    | Enterprise Resource Planning (2011), D P Goyal, TMH Publication   |
|       | <b>Reference Books:</b>   |
| 1.    | Enterprise Resource Planning (2008 ) Garg Vinod Kumar, PHI  |
| 2.    | Enterprise Resource Planning (2011) Ray Rajesh, TMH Publication   |
|       | <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b>   |
| 1.    | <a href="https://nptel.ac.in/noc/individual_course.php?id=noc18-mg35">https://nptel.ac.in/noc/individual_course.php?id=noc18-mg35</a>           |
| 2.    | <a href="https://www.edx.org/professional-certificate/digital-marketing-0">https://www.edx.org/professional-certificate/digital-marketing-0</a> |

| Course delivery methods |                          | Assessment methods |                          |
|-------------------------|--------------------------|--------------------|--------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test |
| 2.                      | Power Point Presentation | 2.                 | Assignments              |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies             |
| 4.                      |                          | 4.                 | Quizzes                  |
|                         |                          | 5.                 | Workshops                |
|                         |                          | 6.                 | Semester End Examination |

| Course Outcome (COs)                                  |   |  |               |         |       |
|---|---|--|---------------|---------|-------|
| At the end of the course, the student will be able to |   |  | Bloom's Level | PO's    | PSO's |
| 1.  | Students will be able to Evaluate the uses of ERP                       |  | 5             | 1,2,4,5 | 1     |
| 2.  | Students will be able to Analyze the Concepts of ERP Implementation     |  | 4             | 1,2,4,5 | 2     |
| 3.  | Students will be able to Evaluate ERP Maintenance and operation Process |  | 5             | 1,2,4,5 | 1     |

| Program Outcome of this course (POs) |   | PO No. |
|--------------------------------------|---|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business.   | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data-based decision making                                      | 2      |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                | 4      |
| 4.                                   | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team. | 5      |
| 5.                                   | Ability to make use of relevant skills acquired during the programme for career advancement                           | 6      |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |



## Mapping through Direct Assessment:

### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 30 % of the total marks is scored by 30% of the students. |
| 2      | 30 % of the total marks is scored by 40% of the students. |
| 3      | 40 % of the total marks is scored by 30% of the students. |

| CO-PO Mapping (planned)     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO2                         | X   | X   |     | X   | X   | X                       |      | X    |      |
| CO3                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO4                         | X   | X   |     | X   | X   |                         |      | X    | X    |
| Mention the levels: 1, 2, 3 |     |     |     |     |     |                         |      |      |      |

### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks            | Final marks |
|---|--------------------------|-----------------------------|-----------------------|------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>(reduced to 50) | 50          |
| <input type="checkbox"/> Writing two IA test is compulsory.<br><input type="checkbox"/> <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                        |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |   |
|---|---|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.  | <b>Minimum marks required in SEE to pass:</b>   |
| 3.  | <p><b>Question paper contains 4 Parts</b></p> <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> </ul> <p>Part D contains twenty marks, this is compulsory to answer for all students</p> |

## 4<sup>th</sup> Sem MBA

### Management Control Systems

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>18MBA401</b>                            | <b>Credits L-T-P</b> | 4- 0- 0  |
| <b>Course type</b>       | BS/ES/PC/PE/OE/HS                          | <b>Total credits</b> | 4        |
| <b>Hours/week: L-T-P</b> | 3-0-0                                      | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L =40Hrs; T = Hrs;P = Hrs<br>Total = 40Hrs | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |   |
|----|---|
| 1. | Understanding the Concept of Cost and Management control systems      |
| 2. | Understanding Product Cost and its ascertainment                      |
| 3. | Understanding the Marginal cost and its application in management.    |
| 4. | Evaluate Pricing Policies and cost using budgets.                     |
| 5. | Understanding the cost control and techniques used in cost reduction. |

**Pre-requisites: Students should have basic knowledge about strategy, budgets**

#### Unit - I

**8 Hours**

**Introduction to Management Control Systems:** Basic concepts, goals, and strategic key variables in management control systems. Boundaries of Management Control

#### Unit - II

**\_10\_Hours**

**Unit II: The Management Control Environment**

Understanding Strategies, Goals, Concept of Strategy, Corporate level Strategies, Business Unit Strategies, Types of Organization, Functions of Controller.

#### Unit - III

**\_8\_Hours**

**Responsibility Centers: Revenue and Expense Centers**

**Responsibility Centers, Revenue Centers, expense Centers, Administrative Centers, research and Development Centre, Marketing Centre.**

**Profit Centre: Business Unit as Profit Centre, Other Profit Centre, Measuring Profitability.**

#### Unit - IV

**\_10\_Hours**

**Budgetary Control:** Budgetary control, Meaning of Fixed, variable and semi variable budgets - preparation of flexible budget; Activity Based Costing (ABC) – Elements and steps involved, ABC Vs Traditional costing, Uses and limitations, Simple problems on ABC analysis

**Standard Costing:** Definition, Significance and Applications

• Various Types of Standards need for setting standards.

**Variance analysis** – material and labor and overhead variances and Variances reporting to management.

#### Unit - V

**\_10\_Hours**

**Strategic Planning:**

Characteristics of incentives, Compensation Plans, Incentives for corporate officers, incentives for business unit managers, Agency Theory.

Multinational Organizations, Cultural differences, Transfer Pricing.

Project Planning, Project Execution, Project Evaluation.

#### Self-Study Topics

| Unit No. | Topic description   |
|----------|---------------------|
| 1.       | Meaning of Strategy |

|    |  |
|----|--|
| 2. | To study the difference between Revenue and Expense Centre |
| 3. | Significance and application of standard costing           |
| 4. | Meaning and Types of Budgets                               |
| 5. | Incentives and compensation plans given to employees       |

| <b>Books</b>  |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Robert N Anthony & Vijay Govindarajan, Management Control Systems ,McGraw Hill Companies ,12 <sup>th</sup> Edition  |
| 2.  | Saravanel,P. Management Control system - 1st Ed. - New Delhi HPH 2008 - 300P.   |
| <b>Reference Books:</b>                                     |   |
| 1.  | Management Control Systems Robert,N Anthony. - New Delhi THM. 2007 - 769P.  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://www.edx.org/course/management-accounting-for-decision-making">https://www.edx.org/course/management-accounting-for-decision-making</a>                 |
| 2.  | <a href="https://swayam.gov.in/courses/3504-management-accounting-for-decision-making">https://swayam.gov.in/courses/3504-management-accounting-for-decision-making</a> |

| <b>Course delivery methods</b> |                                     | <b>Assessment methods</b> |                                |
|--------------------------------|-------------------------------------|---------------------------|--------------------------------|
| 1.                             | Black Board Teaching                | 1.                        | Internal Assessment Test       |
| 2.                             | Power point Presentation            | 2.                        | Assignments                    |
| 3.                             | Case Study                          | 3.                        | Case Studies                   |
| 4.                             | <b>Practice Sessions (Problems)</b> | 4.                        | Quizzes                        |
|                                |                                     | 5                         | Workshops                      |
|                                |                                     | 6                         | Semester End Examination (SEE) |

| <b>Course Outcome (COs)</b>                           |   |               |       |       |
|---|---|---------------|-------|-------|
| At the end of the course, the student will be able to |   | Bloom's Level | PO's  | PSO's |
| 1.  | <b>Applications of Management accounting and control systems in corporate.</b>                    | 3             | 1&3   | 1&2   |
| 2.  | <b>Understanding goals and strategies of business units</b>                                       | 1             | 2&4   | 1     |
| 3.  | <b>Apply the responsibility centers and Profit centers.</b>                                       | 3             | 1,3&5 | 2,3   |
| 4   | <b>Determine standard costing and variance analysis cost control in business decision making,</b> | 3             | 4     | 2     |
| 5   | Evaluate the Project planning, execution and its evaluation                                       | 4             | 2,5   | 2,3   |

| <b>Program Outcome of this course (POs)</b> |   | <b>PO No.</b> |
|---|---|---------------|
| 1.  | Apply knowledge of management theories and practices to solve business.   | <b>1</b>      |
| 2.  | Foster analytical and critical thinking abilities for data-based decision making  | <b>2</b>      |
| 3.  | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment. | <b>3</b>      |
| 4   | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team.             | <b>4</b>      |
| 5   | Ability to make use of relevant skills acquired during the programme for career advancement.                                      | <b>5</b>      |
| 6   | Ability to acquire entrepreneurial competencies to create value for the society at large.   | <b>6</b>      |

| <b>Program Specific Outcome of this course (PSOs)</b> |   | <b>PSO No.</b> |
|---|---|----------------|
| 1.  | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | <b>1</b>       |
| 2.  | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | <b>2</b>       |
| 3.  | To encourage entrepreneurial competences amongst learners to create, innovate and   | <b>3</b>       |

|                                     |
|-------------------------------------|
| provide better service to community |
|-------------------------------------|

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 85% of the students. |
| 2      | 60% of the total marks are scored by 70%of the students   |
| 3      | 65%of the total marks scored by 75%of the students        |

| CO-PO Mapping (planned)     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4 | PO5                     | PSO1 | PSO2 | PSO3 |
| CO1                         | 1   |     | 2   |     |                         | 1    | 2    |      |
| CO2                         |     | 3   |     | 3   |                         | 2    |      |      |
| CO3                         | 2   |     | 1   |     | 1                       |      | 1    | 2    |
| CO4                         |     |     |     | 1   |                         |      | 2    |      |
| CO5                         |     | 2   |     |     | 3                       | 2    |      | 3    |
| Mention the levels: 1, 2, 3 |     |     |     |     |                         |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <ul style="list-style-type: none"> <li>➤ Writing two IA test is compulsory.</li> <li>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></li> </ul> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

#### Scheme of Semester End Examination (SEE):

|    |  |
|----|--|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2. | <b>Minimum marks required in SEE to pass:</b>  |
| 3. | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |

## Supply Chain Management(Theory )

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>20 MBA 402</b>                                  | <b>Credits L-T-P</b> | 4- 0- 0  |
| <b>Course type</b>       | PC   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 4-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40 Hrs; T = 0 Hrs; P = 0 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

### Course learning objectives

|    |  |
|----|--|
| 1. | Students should understand the fundamentals of Supply chain Management |
| 2. | Learners should know the methods of Supply chain design                |
| 3. | Students Should learn the methods of supply chain innovations.         |
| 4. | Learners should study fundamentals of Block chain                      |
| 5  | Students should understand business applications of Block chains       |

**Pre-requisites :** Students should know the operational Management concepts from the earlier semesters

### Unit - I

**Contact Hours = 6 Hours**

**Flipped Classes Content = 2 Hours**

**Supply Chain Fundamentals:** Concept of supply chain, Supply chain Performance, supply chain drivers and metrics, Demand chain management, Value chain management, Global Delivery models.

**Topics for Flipped Classes: Demand Chain management, Global delivery models**

### Unit - II

**Contact Hours = 6 Hours**

**Flipped Classes Content = 2 Hours**

**Supply Chain Design:** Center of gravity models, network operational planning, cost minimization model, profit maximization model, Echelon supply chain modeling, Distance based approach, sensitivity analysis,

**Topics for Flipped Classes: Sensitivity analysis, Distance based approach**

### Unit - III

**Contact Hours = 6 Hours**

**Flipped Classes Content = 2 Hours**

**Supply Chain Innovations:** Agile supply chains, Green supply chains, Digital distribution, Rural supply chains, Artificial Intelligence in Supply chains, Hyper local models, Omni channel retailing and e-commerce supply chains. Shared economy, shared autonomous vehicles. Supply chain analytics.

**Topics for Flipped Classes: Supply chain analytics, Shared economy.**

### Unit - IV

**Contact Hours = 6 Hours**

**Flipped Classes Content = 2 Hours**

**Fundamentals of Block chain:** Introduction to block chain, transactions and blocks, mining and consensus, connecting the dots, smart contracts.

### Unit - V

**Contact Hours = 6 Hours**

**Flipped Classes Content = 2 Hours**

**Applications of Block chain technology:** Bitcoins, Supply chain Management, Healthcare Management

Gamification, Financial services management, Energy trading, Anti- Counterfeiting. Smart contract

management and Domain Name.

**Topics for Flipped Classes: smart contract, Bitcoins**

**Self-Study Topics**

| Unit No. | Topic description                               |
|----------|---|
| 1        | Global delivery models in IT sector.            |
| 2        | Supply chain software.                          |
| 3        | Hybrid supply chain models                      |
| 4        | Blockchain and ethereum                         |
| 5        | Blockchain application development using tools. |

**Books**

| <b>Text Books:</b>  |  |
|---|--|
| 1.  | Meindl, P., Chopra, S. (2016). Supply Chain Management: Strategy, Planning, and Operation. India: Pearson.   |
| 2.  | Jayaraman, J., Watson, M., Lewis, S., Cacioppi, P. (2012). Supply Chain Network Design: Applying Optimization and Analytics to the Global Supply Chain. (n.p.): Pearson Education. |
| 3.  | Shah, Janath. (2009). Supply Chain Management: Text and Cases. India: Pearson Education.   |
| 4.  | Tapscott, D., Iansiti, M., Review, H. B., Lakhani, K. R. (n.d.). Blockchain: The Insights You Need from Harvard Business Review. United States: Harvard Business Review Press.     |
| <b>Reference Books:</b>                                     |  |
| 1.  | Gunasekaran, A., Attaran, M. (2019). Applications of Blockchain Technology in Business: Challenges and Opportunities. Germany: Springer International Publishing.                  |
| 2.  | Deka, G. C. (2018). Blockchain Technology: Platforms, Tools and Use Cases. United States: Elsevier Science.  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |  |
| 1.  | <a href="https://nptel.ac.in/courses/110/105/110105141/">https://nptel.ac.in/courses/110/105/110105141/</a>  |
| 2.  | <a href="https://nptel.ac.in/courses/106/105/106105184/">https://nptel.ac.in/courses/106/105/106105184/</a>  |

**Course delivery methods**

**Assessment methods**

|    |                               |    |                       |
|----|-------------------------------|----|-----------------------|
| 1. | <b>Case studies</b>           | 1. | <b>Internal tests</b> |
| 2. | <b>Presentations</b>          | 2. | <b>Assignments</b>    |
| 3. | <b>Applications and tools</b> | 3. | <b>Project work</b>   |
| 4. | <b>Facilitating</b>           | 4. |                       |
| 5. | <b>Online compilation</b>     | 5. |                       |

**Course Outcome (COs)**

|   |   | Bloom's Level | Pos   | PSO   |
|---|---|---------------|-------|-------|
| At the end of the course, the student will be able to |   |               |       |       |
| 1.  | <b>Apply Supply Chain concepts for services sector</b>          | 3             | 1,2,6 | 1,2,3 |
| 2.  | <b>Analyze Supply Chain design models of knowledge industry</b> | 4             | 1,2,6 | 1,2,3 |
| 3.  | <b>Create hybrid supply chain models for digital brands</b>     | 5             | 2     | 2     |
| 4.  | <b>Develop block design for healthcare management.</b>          | 3             | 2     | 2     |
| 5.  | <b>Create a Blockchain architecture for Financial services</b>  | 5             | 2     | 2     |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels | Target   |
|--------|--|
| 1      | <b>50 % of the total marks is scored by 90% of the students.</b> |
| 2      | <b>60 % of the total marks is scored by 80% of the students.</b> |
| 3      | <b>65 % of the total marks is scored by 70% of the students.</b> |

| CO-PO Mapping (planned)     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | 2   | 3   | 3                       | 2    | 2    | 2    |
| CO2                         | 2   | 3   | 2                       | 2    | 2    | 2    |
| CO3                         |     | 2   |                         |      | 2    |      |
| CO4                         |     | 2   |                         |      | 2    |      |
| CO5                         |     | 2   |                         |      | 2    |      |
| Mention the levels: 1, 2, 3 |     |     |                         |      |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <input type="checkbox"/> Writing two IA test is compulsory.<br><input type="checkbox"/> <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self-Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |  |
|--|--|
| 1.   | It will be conducted for 100 marks of 3 hours' duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:</b>  |
| 3.   | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |

## RESEARCH PUBLICATION

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>20MBA403</b>                                  | <b>Credits L-T-P</b> | 1- 0- 0  |
| <b>Course type</b>       | PC   | <b>Total credits</b> | 1        |
| <b>Hours/week: L-T-P</b> |  | <b>CIE Marks</b>     | 25 Marks |
| <b>Total Hours:</b>      | L = 8 Hrs; T = 0 Hrs; P = 0 Hrs<br>Total = 8 Hrs | <b>SEE Marks</b>     |          |

| <b>Course learning objectives</b> |  |
|-----------------------------------|--|
| 1.                                | To understand the basics of the research process                             |
| 2.                                | To analyze the theoretical and practical aspects of research writing         |
| 3.                                | To enhance student's ability to take up analytical thinking through research |
| 4.                                | To gain recommendations made by various research committees for grants       |

**Pre-requisites : students should have basic understanding of the research methodologies**

| <b>Unit - I</b>   | 4 Hours |
|---|---------|
| Meaning, Types, process and importance of research, Purpose of research, How to identify a research area / Topic and drafting the title , meta analysis / literature review and gap analysis. |         |
| <b>Flipped class topics :</b> Scope of research in the knowledge era and developing research culture.   |         |

| <b>Unit – II</b>   | 4 Hours |
|--|---------|
| Research writing : Steps involved in a effective writing and presentation , selection of journal or website for publishing , understanding peer review , blind reference , impact factor , citation ,indexing , plagiarism , copy rights , IPR and hierarchy of journal standards ( Scopus ,UGC etc) . |         |
| <b>Flipped class topics :</b> Types of publications :<br>Journal , conference proceedings , case studies , concept paper , research review based paper , Primary research report and inter disciplinary studies and other .  |         |

Note:

Pedagogy – units 1 and 2 to be covered with contact classes (8 hrs ) in a workshop mode spread over two days .  
This workshop to be conducted by all faculties within first two weeks of the commencement of the semester  
Publications to be evaluated by the respective mentors.

| <b>Self Study Topics</b> |   |
|--------------------------|---|
| Unit No.                 | Topic description                                   |
| 1                        | Study Research papers published already by students |
| 2                        | Study case studies published by students            |
| 3                        | Study articles written by students on the websites  |

| <b>Books</b>            |   |
|-------------------------|---|
| <b>Text Books:</b>      |   |
| 1.                      | How to Self-publish on Amazon: by Brian Jackson   |
| 2.                      | Self Publishing FAQ: How To Publish by Direct Publishing and KDP Paperback Books, Kindle Edition by Bill Platt (Author)     |
| <b>Reference Books:</b> |   |
| 1.                      |   |
| 2.                      |   |
| <b>E-resource:</b>      |   |
| 1.                      | <a href="https://onlinecourses.swayam2.ac.in/ugc19_ge03/preview">https://onlinecourses.swayam2.ac.in/ugc19_ge03/preview</a> |
| 2.                      | <a href="https://in.sagepub.com/en-in/sas/how-to-get-published">https://in.sagepub.com/en-in/sas/how-to-get-published</a>   |
| 3                       | <a href="https://www.springer.com/gp/law/become-an-author">https://www.springer.com/gp/law/become-an-author</a>             |



| Course delivery methods |                          | Assessment methods |  |
|-------------------------|--------------------------|--------------------|--|
| 1.                      | Black Board Teaching     | 1.                 | Presentation in seminar                |
| 2.                      | Power Point Presentation | 2.                 | Publication of research paper          |
| 3.                      | Class Room Exercise      | 3.                 | Publication of case study              |
| 4.                      |                          | 4.                 | Publication of articles on the website |

| Course Outcome (COs)                                  |   |               |
|---|---|---------------|
| At the end of the course, the student will be able to |   | Bloom's Level |
| 1.  | To analyze the theoretical and practical aspects of research writing            | L4            |
| 2.  | To gain recommendations made by various research committees for grants          | L5            |
| 3.  | Apply analytical and critical thinking abilities for data-based decision making | L4            |

| Program Outcome of this course (POs) |  | PO No. |
|--------------------------------------|--|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problems.                       | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data-based decision making                       | 2      |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business | 3      |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement.  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community.  | 3       |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 60% of the students. |

| CO-PO Mapping (planned)     |     |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-----|-----|-----|-------------------------|------|------|
|                             | PO1 | PO2 | PO3 | PSO1                    | PSO2 | PSO3 |
| CO1                         | 3   | 2   | 1   | 3                       | 2    | 1    |
| CO2                         | 2   | 3   | 2   | 2                       | 3    | 2    |
| CO3                         | 2   | 2   | 3   | 2                       | 2    | 3    |
|                             |     |     |     |                         |      |      |
|                             |     |     |     |                         |      |      |
| Mention the levels: 1, 2, 3 |     |     |     |                         |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components | Quiz | Seminar/<br>Publication | Total<br>Marks | Final<br>marks |
|------------|------|-------------------------|----------------|----------------|
| Marks      | 5    | 20                      | 25             | 25             |

## INTEGRATED MARKETING COMMUNICATIONS

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | 20MBAMM404                                       | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 3-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40Hrs; T = 0 Hrs;P = 0 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |  |
|-----------------------------------|--|
| 1.                                | To provide an understanding of the basic principles of planning and execution in Marketing communications;   |
| 2.                                | To acquaint the students with concepts and techniques in the application for developing and designing an effective advertising and sales promotion program |
| 3.                                | To sensitize students to the various facets of advertising, public relation and promotion management and develop a managerial perspective                  |
| 4.                                | To build an informed decision making ability for effective and efficient tackling of promotional situations.   |

**Pre-requisites:** Students needs to be aware of Advertising and Promotion Management

| <b>Unit - I</b>  | <b>8 Hours</b> |
|--|----------------|
| <p><b>An Introduction to Integrated Marketing Communication (IMC):</b><br/>                     Meaning and role of IMC in Marketing process, one voice communication V/s IMC.<br/>                     Introduction to IMC tools – Advertising, sales promotion, publicity, public relations, and event sponsorship;<br/> <b>Topics for flipped classes :</b> The role of advertising agencies and other marketing organizations providing marketing services and perspective on consumer behavior.</p> |                |

| <b>Unit - II</b>   | <b>8 Hours</b> |
|--|----------------|
| <p><b>Understanding communication process:</b><br/>                     Source, Message and channel factors, Communication response hierarchy- AIDA model, Hierarchy of effect model, Innovation adoption model, information processing model, The standard learning Hierarchy.<br/> <b>Topics for flipped classes :</b> New World of mouth – customer reviews</p> |                |

| <b>Unit - III</b>   | <b>8 Hours</b> |
|---|----------------|
| <p><b>Promotion Objectives and Budget Determination:</b><br/>                     Setting Communication Objectives, Sales vs marketing communication-oriented objectives, DAGMAR approach to setting ad objectives and measuring advertising effectiveness, Budgeting for marketing communication, Arriving at the Marketing Communication Budget - Theoretical approaches to budget setting - Marginal analysis and Sales response Models, Factors Influencing budget setting, Methods to determine budgets – Predetrmined Budgetary methods, Affordable or All-You-Can-Afford method, Percentage of Sales Method,<br/> <b>Topics for flipped classes :</b> Unit of Sales Method, Industry Standards or Competitive Parity Method, Startegy-Based Budgeting Approaches, Objective-and-task Method, Payout Planning Method,</p> |                |

|  |
|--|
|  |
|--|

|   |                |
|---|----------------|
| <b>Unit - IV</b>  | <b>8 Hours</b> |
| <p><b>Developing the Integrated Marketing Communication Programme:</b><br/>         Planning and development of creative marketing communication, Creative strategies in advertising, sales promotion, publicity, event sponsorships etc. Creative strategy in implementation and evaluation of marketing communication- Types of appeals and execution styles.</p> <p><b>Topics for flipped classes :</b> Media planning and selection decisions- steps involved and information needed for media planning. Measuring the effectiveness of all Promotional tools and IMC</p> |                |

|  |                |
|--|----------------|
| <b>Unit - V</b>  | <b>8 Hours</b> |
| <p><b>Digital Media &amp; Advertising:</b><br/>         Digital Media, Evolution of Technology, Convergence of Digital Media, E- Commerce and Digital Media, Advertising in Digital Media, Social Media, Mobile Adverting, E-PR Advertising Laws &amp; Ethics, Intellectual Property Rights, ASCI,</p> <p><b>Topics for flipped classes :</b> Trends in Integrated Marketing Communication</p> |                |

| <b>Self Study Topics</b> |  |
|--------------------------|--|
| Unit No.                 | Topic description  |
| 1                        | TI Cycles: New Product Strategy (C) (IIM Case)             |
| 2                        | Story boards of advertisements of FMCG companies in india. |
| 3                        | Oriental Home Products Limited (IIM Case)                  |
| 4                        | Mr. Motibhai Patel Buys a Tractor (IIM Case)               |

| <b>Books</b> |  |
|--------------|--|
|              | <b>Text Books:</b>   |
| 1.           | Advertising & Promotion- An Integrated Marketing Communications Perspective, George Belch, Michael Belch & Keyoor Purani, TATA McGraw Hill |
|              | <b>Reference Books:</b>  |
| 1            | Advertising Management, Jaishri Jethwaney & Shruti Jain, Oxford University Press   |
| 2            | Advertising & Promotions: An IMC perspective, Kruti Shah and Alan D'Souza, Tata McGraw Hill  |
| 3            | Advertising Management, Aakar, Batra and Myers, Prentice   |
| 4            | Advertising & Promotions, S H Kazmi and Satish K Batra, Excel  |
| 5            | Advertising; Principles and Practice, Wells, Moriarty and Burnett, Pearson   |
| 6            | Advertising & Promotion: An IMC approach, Terence A. Shimp Pub., Cengage Learning  |
|              | <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b>  |
|              | <a href="https://nptel.ac.in/courses/110104070/39">https://nptel.ac.in/courses/110104070/39</a>  |

| <b>Course delivery methods</b> |                          | <b>Assessment methods</b> |                          |
|--------------------------------|--------------------------|---------------------------|--------------------------|
| 1.                             | Black Board Teaching     | 1.                        | Internal Assessment Test |
| 2.                             | Power Point Presentation | 2.                        | Case Studies             |
| 3.                             | Class Room Exercise      | 3.                        | Workshops                |
| 4.                             |                          | 4.                        | Project work             |

|                             |
|-----------------------------|
| <b>Course Outcome (COs)</b> |
|-----------------------------|

| At the end of the course, the student will be able to |  | Bloom's Level | POs       | PSOs  |
|---|--|---------------|-----------|-------|
| 1.  | <b>Describe</b> the types of marketing communication available for Marketers                 | L1            | 1,2,3,4,5 | 1,2,3 |
| 2.  | <b>Understand</b> Marketing Communication Models   | L2            | 1,2,3,4,6 | 1,2,3 |
| 3.  | <b>Analyze &amp; Establish</b> Budgeting for Promotional Programmes                          | L3, L4        | 1,2,3,5,6 | 1,2,3 |
| 4   | <b>Plan and Evaluate</b> effectiveness of Creative strategies in advertising                 | L5            | 1,3,4,5   | 2     |
| 5   | <b>Design &amp; Development</b> of media plan and promotional activities for an organization | L6            | 2,3,4,6   | 1,3   |

| Program Outcome of this course (POs) |  | PO No. |
|--------------------------------------|--|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problems  | PO1    |
| 2.                                   | Foster analytical and critical thinking abilities for data based decision making.  | PO2    |
| 3.                                   | Ability to develop value based leadership ability.   | PO3    |
| 4                                    | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           | PO4    |
| 5                                    | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment | PO5    |
| 6                                    | Ability to make use of relevant skills acquired during the programme for career advancement                                      | PO6    |
| 7                                    | Ability to acquire entrepreneurial competencies to create value for the society at large   | PO7    |

| Program Specific Outcome of this course (PSOs) |   | PSO No.  |
|--|---|----------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | <b>1</b> |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | <b>2</b> |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | <b>3</b> |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels   | Target  |
|----------|---|
| <b>1</b> | <b>50 % of the total marks are scored by 60% of the students.</b> |
| <b>2</b> | <b>40% Marks in projects</b>                                      |
| <b>3</b> | <b>30% marks in internal assessments</b>                          |

| CO-PO Mapping (planned)            |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7                     | PSO1 | PSO2 | PSO3 |
| CO1                                | 3   | 2   | 1   | 2   | 1   |     | 1                       | 3    | 2    | 1    |
| CO2                                | 1   | 3   | 2   | 1   |     | 2   |                         | 1    | 3    | 2    |
| CO3                                | 1   | 2   | 3   |     | 2   | 3   | 2                       | 1    | 2    | 3    |
| CO4                                | 2   |     | 1   | 1   | 3   |     |                         |      | 1    |      |
| CO5                                |     | 2   | 2   | 3   |     | 1   | 3                       | 2    |      | 2    |
|                                    |     |     |     |     |     |     |                         |      |      |      |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |                         |      |      |      |

### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30              | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <ul style="list-style-type: none"> <li>➤ Writing two IA test is compulsory.</li> <li>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></li> </ul> |                    |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |  |
|--|--|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.   | <b>Minimum marks required in SEE to pass:</b>  |
| 3.   | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |

## STRATEGIC BRAND MANAGEMENT

|                          |   |                      |           |
|--------------------------|---|----------------------|-----------|
| <b>Course Code</b>       | <b>20MBAMM405</b>                                 | <b>Credits L-T-P</b> | 3 – 0 – 0 |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3         |
| <b>Hours/week: L-T-P</b> | 3-0-0   | <b>CIE Marks</b>     | 50 marks  |
| <b>Total Hours:</b>      | Lecture = 40Hrs; Tutorial =0Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks  |

| <b>Course learning Objectives</b> |  |
|-----------------------------------|--|
| 1.                                | To understand the concepts of Branding and Process   |
| 2.                                | To evaluate Brand Equity and understand the Positioning in the Market Place  |
| 3.                                | To develop familiarity and competence with the strategies and tactics involved in building, leveraging and defending strong brands in different sectors. |
| 4.                                | To explore avenues in Global Branding  |

|   |
|---|
| <b>Pre-requisites</b> : Knowledge of Marketing Management, Strategic Management |
|---|

| <b>Unit - I</b>   | <b>8Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|---|---|
| <b>Introduction to Brand Management:</b> Concepts, Evolution, Functions, Advantages of Branding. Product V/s Brand, Creation of Brands through goods, services, people, Organization, Retail stores, places, online, entertainment, ideas, Challenges to Brand builders, Strategic Brand Management Process |   |
| <i>Topics for Flipped Classes: Evolution of Single and Multi Brand outlets</i>  |   |

| <b>Unit - II</b>   | <b>8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|--|--|
| <b>Customer Based Brand Equity(CBBE)</b> Meaning, Model of CBBE, Brand Equity: Meaning, Sources, Steps in Building Brands, Brand building blocks Resonance, Judgments, Feelings, performance, imagery, salience-Brand Building Implications, David Aaker's Brand Equity Model.   |  |
| <b>Brand Identity &amp; Positioning:</b> Meaning of Brand identity, Need for Identity & Positioning, Dimensions of brand identity, Brand identity prism, Brand positioning – Meaning, Point of parity & Point of difference, positioning guidelines Brand Value: Definition, Core Brand values, Brand mantras, Internal branding |  |
| <i>Topics for Flipped Classes: Brand Meanings and Associated values</i>  |  |

| <b>Unit - III</b>   | <b>8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|---|--|
| <b>Choosing Brand Elements to Build Brand Equity:</b> Criteria for choosing brand elements, options & tactics for brand elements-Brand name, Naming guidelines, Naming procedure, Awareness, Brand Associations, Logos & Symbols and their benefits, Characters & Benefits, Slogans & Benefits and Packaging. |  |
| <b>Leveraging Brand Knowledge:</b> Meaning and Dimensions of Brand Knowledge, Meaning of Leveraging Secondary Brand Knowledge & Conceptualizing the leverage process.   |  |
| <i>Topics for Flipped Classes: Brand Elements and associated meanings</i>   |  |

| <b>Unit - IV</b>  | <b>8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|---|--|
| <b>Measuring and Managing Brand Equity:</b> Brand Value Chain, Qualitative and Quantitative Research Techniques, Comparative methods, Conjoint Analysis, Holistic methods , Establishing Brand Equity Management System , Brand Reinforcement, Brand Revitalization, Brand Crisis, Brand Architecture, Brand hierarchy, Brand extension and brand transfer, Managing Brands overtime. Brand Imitations- Meaning and types of imitations, first mover advantages, Free rider effects |  |
| <i>Topics for Flipped Classes: Managing Brands overtime ; a practical perspective</i>   |  |

|  |  |
|--|--|
| <b>Unit - V</b>  | <b>8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Global Branding :</b> Rationale for going global, Advantages and Disadvantages, Standardization V/s Customization, Building global customer based brand equity, Luxury Brand Management |  |
| <b>Topics for Flipped Classes: International Brands in India and Associated Branding activities</b>  |  |

| <b>Self Study Topics</b> |   |
|--------------------------|---|
| Unit No.                 | Topic description   |
| 1                        | Study the content and Literature on Leveraging User-Generated Content to Build Brands |
| 2                        | Study the concept of developing and adopting Programmatic Advertising                 |
| 3                        | Study the Brand Portfolio of successful National and Global Brands                    |
| 4                        | Discuss and present line extensions strategies of successful National brands          |
| 5                        | Study the Branding policies adopted by Global Brands                                  |

| <b>Books</b>            |   |
|-------------------------|---|
| <b>Text Books:</b>      |   |
| 1.                      | Strategic Brand Management, Building Measuring & Managing , Kevin Lane Keller, Pearson Educational Latest Edition |
| 2.                      | Brand Management -The Indian Context – Y L R Moorthi – Vikas Publication.   |
| <b>Reference Books:</b> |   |
| 1.                      | Brand Management- Harish V Verma, 2/e, Excel BOOKS.   |
| 2.                      | Compendium Brand Management – Chunnawalla, 1/e, HPH, 2003   |

| <b>Course delivery methods</b> |                            | <b>Assessment methods</b> |                      |
|--------------------------------|----------------------------|---------------------------|----------------------|
| 1.                             | <b>Lecture</b>             | 1.                        | <b>Internal Test</b> |
| 2.                             | <b>Case Studies</b>        | 2.                        | <b>Case studies</b>  |
| 3.                             | <b>Problem Solving</b>     | 3.                        | <b>Assignments</b>   |
| 4.                             | <b>Video Documentaries</b> | 4.                        | <b>Project</b>       |

| <b>Course Outcome (COs)</b>                           |  |  |               |       |        |
|---|--|--|---------------|-------|--------|
| At the end of the course, the student will be able to |  |  | Bloom's Level | PO(s) | PSO(s) |
| 1.  | <b>Apply</b> Branding Knowledge to position and evaluate brands                  |  | L3            | 1     | 1      |
| 2.  | <b>Evaluate</b> the positioning strategies adopted by National and Global Brands |  | L5            | 2     | 2      |
| 3.  | <b>Analyze</b> and Choose Brand Elements to contribute to Branding plans         |  | L4            | 4     | 2      |
| 4.  | <b>Formulate</b> Branding strategies for sustainability and growth               |  | L6            | 6     | 3      |
| 5   | <b>Develop</b> Strategies to compete in International Markets                    |  | L6            | 7     | 3      |

| <b>Program Outcomes(POs)</b> |  |  | <b>PO No.</b> |
|------------------------------|--|--|---------------|
| 1.                           | Apply knowledge of management theories and practices to solve business problems  |  | PO1           |
| 2.                           | Foster analytical and critical thinking abilities for data based decision making.  |  | PO2           |
| 3.                           | Ability to develop value based leadership ability.   |  | PO3           |
| 4                            | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           |  | PO4           |
| 5                            | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment |  | PO5           |
| 6                            | Ability to make use of relevant skills acquired during the program for career advancement  |  | PO6           |
| 7                            | Ability to acquire entrepreneurial competencies to create value for the society at large   |  | PO7           |

| Program Specific Outcome of this course (PSOs) |  | PSO No. |
|--|--|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  | 3       |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels | Target   |
|--------|--|
| 1      | 50 % of the total marks are scored by 75% of the students. |
| 2      | 60 % of the total marks are scored by 70% of the students. |
| 3      | 80 % of the total marks are scored by 65% of the students. |

| CO-PO Mapping (planned)            |     |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-------------------------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1                    | PSO2 | PSO3 |
| CO1                                |     |     | 2   | 3   | 1   | 2   | 1   | 2                       |      |      |
| CO2                                | 3   | 2   |     | 3   |     | 2   |     |                         | 2    |      |
| CO3                                | 2   |     | 2   |     |     |     | 1   | 2                       |      | 2    |
| CO4                                |     |     | 2   | 3   |     |     |     |                         | 2    |      |
| CO5                                | 2   | 2   |     | 3   | 2   | 2   | 1   | 2                       |      |      |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |     |                         |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|--|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <p align="center">➤ Writing two IA test is compulsory.<br/>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |  |
|---|--|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.  | <b>Minimum marks required in SEE to pass:</b>  |
| 3.  | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |



**International Marketing Management(Theory )**

|                             |  |                      |          |
|-----------------------------|--|----------------------|----------|
| <b>Course Code</b>          | <b>20 MBA MM 406</b>                               | <b>Credits L-T-P</b> | 4- 0- 0  |
| <b>Course type</b>          | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b>    | 4-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Contact Hours:</b> | L = 40 Hrs; T = 0 Hrs; P = 0 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

**Course learning objectives**

|    |  |
|----|--|
| 1. | Students should understand product management in global markets. |
| 2. | Learners should know the global pricing techniques.              |
| 3. | Students Should learn the methods of global distributions        |
| 4. | Learners should study global promotion strategies                |
| 5  | Students should understand various export documents required.    |

**Pre-requisites :** Students are expected to study the international business environment in the earlier semesters.

**Unit - I**

**Contact Hours = 6 Hours**

**Flipped Classes Content = 2 Hours**

**International Product management:** International Market evaluation matrix, International product standardization, International product adaptation, Global branding, Frugal engineering, reverse Innovation, Products for Bottom of the Pyramid., International intellectual property protection and Digital asset management, International dispute resolution, global product diffusion.

**Topics for Flipped Classes: Frugal engineering, Bottom of Pyramid.**

**Unit - II**

**Contact Hours = 6 Hours**

**Flipped Classes Content = 2 Hours**

**International Price management:** Currency markets and pricing, dumping and antidumping, counter trade, Crude oil price determination, International logistics price determination, Tariffs , crypto currencies, International insurance management.

**Topics for Flipped Classes: International insurance management, cryptocurrencies.**

**Unit - III**

**Contact Hours = 6 Hours**

**Flipped Classes Content = 2 Hours**

**International Place management:** Global delivery models, Digital distributions, Block chains in global distribution, International green supply chains, Micro moments in global marketing, supply side risks in global distribution, demand side risks of global distribution, Air Cargo, port and maritime management.

**Topics for Flipped Classes: Digital distribution, Green supply chain**

**Unit - IV**

**Contact Hours = 6 Hours**

**Flipped Classes Content = 2 Hours**

**International Promotional Management:** International trade promotions, Social media promotion, International digital marketing, Online personal selling, Lobbying, AR, VR and mixed realty in global promotion, MarTech in International CRM.

**Topics for Flipped Classes: Mixed realty, MarTech.**

|  |  |
|--|--|
| <b>Unit - V</b>  | <b>Contact Hours = 6 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <p><b>Export Documentations:</b> ProForma Invoice. Customs Packing List. Country of Origin or COO Certificate. Commercial Invoice. Shipping Bill. Bill of Lading or Airway Bill. Bill of Sight. Letter of Credit. Bill of exchange, Export License, Warehouse Receipt, Health Certificates, Bill of Entry, Import License, Insurance certificate, RCMC Registration cum Membership Certificate, GATT/DGFT declaration, Technical write up, literature, Industrial License, dangerous goods certifications.</p> |  |
| <p><b>Topics for Flipped Classes: GATT, Industrial License.</b></p>  |  |

| <b>Self-Study Topics</b> |  |
|--------------------------|--|
| Unit No.                 | Topic description                          |
| 1                        | Global delivery models in the IT sector.   |
| 2                        | Counterfeiting in international markets.   |
| 3                        | Illegal supply chains in Global marketing. |
| 4                        | Technology influence in global promotions  |
| 5                        | Export documentation for a local company.  |

| <b>Books</b>  |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Baack, D. W., Czarnecka, B., Baack, D. E. (2018). International Marketing. United Kingdom: SAGE Publications.               |
| 2.  | Vasudeva, P. K. (2006). International Marketing. India: Excel Books.  |
| 3.  | Busuttill, J. (2015). The Practitioner's Guide To Product Management. United Kingdom: Little, Brown Book Group.             |
| 4.  | Volm, J. (2002). Global Pricing Strategies. Theoretical Concepts and Practical Experience. Germany: GRIN Verlag.            |
| <b>Reference Books:</b>                                     |   |
| 1.  | Global Marketing Strategies for the Promotion of Luxury Goods. (2016). United States: IGI Global.                           |
| 2.  | Gopal, C. (2006). Export Import Procedures - Documentation And Logistics. India: New Age International (P) Limited.         |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://nptel.ac.in/courses/110/107/110107112/">https://nptel.ac.in/courses/110/107/110107112/</a>                 |
| 2.  | <a href="https://onlinecourses.swayam2.ac.in/cec20_mg12/preview">https://onlinecourses.swayam2.ac.in/cec20_mg12/preview</a> |

| <b>Course delivery methods</b> |                               | <b>Assessment methods</b> |                       |
|--------------------------------|-------------------------------|---------------------------|-----------------------|
| 1.                             | <b>Case studies</b>           | 1.                        | <b>Internal tests</b> |
| 2.                             | <b>Presentations</b>          | 2.                        | <b>Assignments</b>    |
| 3.                             | <b>Applications and tools</b> | 3.                        | <b>Project work</b>   |
| 4.                             | <b>Facilitating</b>           | 4.                        |                       |
| 5                              | <b>Flipped Classroom</b>      | 5                         |                       |

| <b>Course Outcome (COs)</b>                           |   |               |       |       |
|---|---|---------------|-------|-------|
| At the end of the course, the student will be able to |   | Bloom's Level | PO    | PSO   |
| 1.  | <b>Apply International product concepts to IT sector</b>                | 3             | 1,2,6 | 1,2,3 |
| 2.  | <b>Analyze Pricing strategies for International Pharma Marketing</b>    | 4             | 1,2,6 | 1,2,3 |
| 3.  | <b>Create distribution channel for traditional indigenous products.</b> | 5             | 2     | 2     |

|   |  |   |   |   |
|---|--|---|---|---|
| 4 | Develop social media campaigns for hospitality services.               | 3 | 2 | 2 |
| 5 | Create a sample export document for international Healthcare products. | 5 | 2 | 2 |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 90% of the students. |
| 2      | 60 % of the total marks is scored by 80% of the students. |
| 3      | 65 % of the total marks is scored by 70% of the students. |

| CO-PO Mapping (planned)     |     |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-----|-----|-----|-------------------------|------|------|
|                             | PO1 | PO2 | PO6 | PSO1                    | PSO2 | PSO3 |
| CO1                         | 2   | 3   | 3   | 2                       | 2    | 2    |
| CO2                         | 2   | 3   | 2   | 2                       | 2    | 2    |
| CO3                         |     | 2   |     |                         | 2    |      |
| CO4                         |     | 2   |     |                         | 2    |      |
| CO5                         |     | 2   |     |                         | 2    |      |
| Mention the levels: 1, 2, 3 |     |     |     |                         |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <input type="checkbox"/> Writing two IA test is compulsory.<br><input type="checkbox"/> <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self-Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

#### Scheme of Semester End Examination (SEE):

|    |  |
|----|--|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2. | <b>Minimum marks required in SEE to pass:</b>  |
| 3. | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |

## DIGITAL MARKETING

|                                |   |                    |           |                      |          |
|--------------------------------|---|--------------------|-----------|----------------------|----------|
| <b>Course Code</b>             | <b>20MBAMM407</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |  |
|-----------------------------------|--|
| 1.                                | Introduce students to the digital marketing environment and developing the required ecosystem. |
| 2.                                | Develop skills relating to search engines optimization   |
| 3.                                | Familiarize the steps involved in local, social, mobile and content marketing                  |
| 4.                                | Develop the skills to design the search engine marketing                                       |
|                                   |  |

**This syllabus is prepared in accordance with Google Digital marketing certificate- a free Google digital marketing unlocked website certificate accepted all over the world. Students should complete the certification as well as the course examination.**

**Pre-requisites :**Students are expected to have fundamentals of internet marketing in the first semester marketing subject

|  |  |
|--|--|
| <b>Unit – I</b>  | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <b>Introduction to digital marketing:</b>  |  |
| The Digital Marketing Framework, Why Digital Marketing, Difference between Traditional Marketing and digital Marketing, what is digital marketing strategy, Digital Marketing Manager- Role and functions, ROI between Digital and traditional marketing, understanding the current business, Basics of Internet, Types of Digital Marketing: E-mail Marketing, Social Media Marketing, Mobile Marketing, Influencer Marketing, Viral Marketing, Search Engine Marketing |  |
| <b>Topics for Flipped Classes: Videos on Introduction to Digital Marketing</b>   |  |

|  |  |
|--|--|
| <b>Unit - II</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <b>Search Engine Optimization and Content Development:</b>   |  |
| Realistic Goal Setting, Keyword Search, Google Webmaster guidelines, Crawling and indexing, Page ranking, Google search console                            |  |
| <b>Search working:</b> meta tags, heading elements, page copy, linking, and audience engagement via content, language, localization and country targeting. |  |
| Building local presence, Google My Business Listing, listing in local directories,   |  |
| <b>Social Media:</b> Facebook Pages, Facebook Business Suite, Instagram Page, LinkedIn Page, Twitter profile for your business, kooapp, WhatsApp Business  |  |
| <b>Content Development:</b> Choosing appropriate Images for the website, Important aspects to keep in mind for Content writing.                            |  |
| <b>Topics for Flipped Classes: Videos on SEO</b>   |  |

|  |  |
|--|--|
| <b>Unit – III</b>  | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <b>Website:</b>  |  |
| How website works, choosing a Hosting package, choosing a Domain Name, Content Management Systems (Word press), installation of Word Press account,Types of Blogs, Creating Blogs, Basics of HTML, Various types of programming languages used in developing websites,Feeds, Cookies |  |

**Topics for Flipped Classes: Videos on WordPress**

| Unit - IV   | Contact Hours = 8 Hours<br>Flipped Classes Content = 2 Hours |
|---|--|
| <p><b>Search Engine Marketing:</b><br/> <b>Social Media:</b> Choosing social media sites for marketing, social media goals, social media plans, advertising on social media, social media metrics. Facebook Business Ads Manager Settings for Facebook, Instagram and WhatsApp,<br/> <b>Google Ads: Type</b> of advertisement, Paidads, Creation of account &amp; advertisement, PPC, CPC, CPM, Biding Strategies, Responsive Ads, Text Ads, Ad Extensions- Callout Ads, Call Ads, location, Keyword Match Types, Campaign Level Settings &amp; Account level settings -Auto-tagging, Call reporting. Ad Scheduling, Ads Location Mapping/Targeting. Ad creation using software's and online tools.<br/>                     YouTube Ads, Search Partners Marketing, Banner Ads, Photo Ads and Carousel Ads</p> <p>Display advertising; meaning, working, goals, search advertising v/s display advertising, target identifications, types of display advertising, organizing display advertising.</p> <p>Video advertising and marketing: strategic fit of video marketing, video content and budgeting, promoting videos, sharing videos, advertising on video sharing sites, Video marketing metrics.</p> <p><b>E-mail marketing:</b> basics, crafting e-mail marketing, e-mail marketing campaigns, e-mail marketing metrics.</p> |  |
| <p><b>Topics for Flipped Classes: Videos on SEM</b></p>   |  |

| Unit - V   | Contact Hours = 8 Hours<br>Flipped Classes Content = 2 Hours |
|--|--|
| <p><b>Digital Marketing Analytics:</b><br/>                     Google Search Console Analytics, Google Analytics, Facebook and Instagram Analytics, YouTube Analytics<br/> <b>Online shopping sites:</b> e-commerce, levels of e-commerce, handling online payments, order management, customer service in e-commerce and m-commerce.</p> |  |
| <p><b>Topics for Flipped Classes: Videos on Google Analytics</b></p>   |  |

| Self-Study Topics |  |
|-------------------|--|
| Unit No.          | Topic description  |
| 1                 | Social Media Influencer Marketing  |
| 2                 | Content Development for a Blog or a Website                                      |
| 3                 | Students are required to setup a WordPress website or Blog of their own          |
| 4                 | Students are required to setup their own Google Ads Account                      |
| 5                 | Students will have to setup Google Analytics account for their subdomain or blog |

| Books   |  |
|---|--|
| <b>Text Books:</b>  |  |
| 1.  | Puneet singh- Fundamentals of digital marketing- 1 e – Pearson, 2017.  |
| 2.  | Nishitsharan Demystifying digital transformation- 1 e Notion press – 2018.   |
| 3.  | Digital marketing insight 2018, 1 e , Notion press, 2018   |
| 4.  | Koteln Philip; marketing 4.0 . 1 e Wiley, 2018.  |
| <b>Reference Books:</b>                                     |  |
| 1.  | Damian ryan- Understanding digital marketing- 4e – Kogan Press, 2016.  |
| 2.  | Ryan Deiss- Digital marketing for dummies- 1e Wiley, 2017.   |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |  |
| 1.  | E-Business <a href="https://onlinecourses.nptel.ac.in/noc17_mg22">https://onlinecourses.nptel.ac.in/noc17_mg22</a> |
| 2.  | E-Marketing <a href="https://nptel.ac.in/courses/110105083/17">https://nptel.ac.in/courses/110105083/17</a>        |

| Course delivery methods |                 | Assessment methods |                          |
|-------------------------|-----------------|--------------------|--------------------------|
| 1.                      | Lecture.        | 1.                 | Internal test            |
| 2.                      | Case study      | 2.                 | Project work             |
| 3.                      | Problem Solving | 3.                 | Case study               |
| 4.                      | Simulation      | 4.                 | Workshop                 |
|                         |                 | 5.                 | Semester End Examination |

| Course Outcome (COs)   |   |               |        |
|--|---|---------------|--------|
| Outcomes usually follow the format: “At the end of the course, students will be able to ‘insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop’”(Highlight the <b>action verb</b> representing the Bloom’s level.) |   |               |        |
| At the end of the course, the student will be able to  |   | Bloom’s Level | PO’s   |
| 1.   | Develop web and business plan for online business.  | 6             | 1, 2,3 |
| 2.   | Design SEO, SEM, Local marketing, social media marketing, mobile marketing and content marketing. | 6             | 3, 7   |
| 3.   | Formulate customer reach, analytics and internationalization road map of online business          | 6             | 1,7    |

| Program Outcome of this course (POs) |   | PO No. |
|--------------------------------------|---|--------|
| 1.                                   | Students will be able to solve problems of competitive business environment Business.           | 1      |
| 2.                                   | Students will demonstrate their skills to enhance productivity, efficiency and effectiveness of | 3      |
| 3.                                   | Students will be able to create models, plans and projects to explore the potential markets.    | 7      |

| Program Specific Outcome of this course (PSOs) |  | PSO No. |
|--|--|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  | 3       |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target   |
|--------|--|
| 1      | Low (L): If 60% of marks is scored by less than 50% of the students. |
| 2      | Medium (M): If 60% of marks is scored by 50% to 70% of the students. |
| 3      | High (H): If 60% of marks is scored by 70% of the students.          |

|                             | CO-PO Mapping (planned) |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-------------------------|-----|-----|-------------------------|------|------|
|                             | PO1                     | PO3 | PO7 | PSO1                    | PSO2 | PSO3 |
| CO1                         | X                       |     |     |                         | X    | X    |
| CO2                         |                         | X   | X   | X                       | X    |      |
| CO3                         | X                       |     | X   |                         | X    | X    |
| CO4                         |                         | X   | X   | X                       |      | X    |
|                             |                         |     |     |                         |      |      |
|                             |                         |     |     |                         |      |      |
| Mention the levels: 1, 2, 3 |                         |     |     |                         |      |      |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|------------|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory     | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |

➤ Writing two IA test is compulsory.  
➤ **Minimum marks required to qualify for SEE :20 out of 50**

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:40 (out of 100 marks)</b>  |
| 3.   | <b>Question paper contains 4 Parts</b> <ul style="list-style-type: none"><li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li><li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li><li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li></ul> Part D contains twenty marks, this is compulsory to answer for all students |

## Rural Marketing(Theory)

|                          |                                     |                      |          |
|--------------------------|-------------------------------------|----------------------|----------|
| <b>Course Code</b>       | 20MBAMM408                          | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE                                  | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 3-0-0                               | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | Lecture = 40 Hrs;<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

### Course learning objectives

|    |  |
|----|--|
| 1. | To provide a conceptual understanding on the Rural Marketing with special reference to Indian context                |
| 2. | To create awareness about the applicability of the concepts, techniques and processes of marketing in rural context. |
| 3. | To familiarize with the special problems related to sales in rural markets.  |
|    |  |

### Pre-requisites:

Students are expected to have fundamentals of marketing. And students are required to be aware of the latest strategies adapted by Indian companies for rural markets.

### Unit - I

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

#### Introduction to Indian Rural Marketing

Definition, scope of rural marketing, concepts, classification of rural markets, rural vs. urban markets. Rural marketing environment: Population, occupation pattern, income generation, location of rural population, expenditure pattern, literacy level, land distribution, land use pattern, irrigation, development programs, infrastructure facilities, rural credit institutions, rural retail outlets, print media in rural areas, rural areas requirement, rural demand and rural marketindex,

#### Topics for Flipped Classes:

rural vs. urban markets, rural credit institutions, , rural retail outlets, print media in rural areas, rural areas requirement, rural demand

### Unit - II

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

#### Rural Consumer behavior:

Factors affecting Consumer Behavior, Social factors, Technological Factors, Economic Factors, Political Factors, Characteristics of Rural consumer- Age and Stages of the Life cycle, Occupation and Income, Economic circumstances, Lifestyle, Personality and Brand belief, Information Search and pre-purchase Evaluation, Rise of Consumerism, Consumer Buying Process, Opinion Leadership Process, Diffusion of Innovation, Brand Loyalty.

**Rural Market Research:** Planning the Rural Research, Research Objectives & Research Design, Research Participatory Approaches, Data Collection Tools, Research Tools, Limitations & Challenges in Rural Marketing Research,

#### Topics for Flipped Classes:

Factors affecting Consumer Behavior, Social factors, Technological Factors, Economic Factors, Political Factors, Characteristics of Rural consumer

### Unit - III

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

#### Rural Marketing of FMCG's



Indian FMCG industry, characteristics of Indian FMCG sector, Challenges in the FMCG industry, Rural Marketing of FMCG's (Select case studies)

**Rural Marketing of Consumer durables:**

Rural Marketing of Consumer durables, Issues related to marketing of consumer durables in the rural market, (Select case studies)

**Rural marketing of financial services:**

Marketing of Banking Services in Rural Markets, Challenges in marketing for banking services in rural market, opportunities for banking in rural areas

**Topics for Flipped Classes:**

Indian FMCG industry, characteristics of Indian FMCG sector, Challenges in the FMCG industry, Rural Marketing of FMCG's, Rural Marketing of Consumer durables, Rural marketing of financial services

|  |  |
|--|--|
| <b>Unit - IV</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Marketing of agricultural inputs:</b><br>Indian tractor industry: A brief overview, Challenges for Indian tractor industry, factors suggesting better future prospects for tractor industry, marketing strategies for tractor industry,<br><b>Fertilizer industry in India:</b> Marketing of fertilizer industry, classification of fertilizer industry, Challenges for marketing of fertilizer industry,<br>Brief on Marketing of Cottage Industry Products, Products by SSI and Home products |  |
| <b>Topics for Flipped Classes:</b><br>Indian tractor industry: A brief overview, Challenges for Indian tractor industry,<br>Fertilizer industry in India: Marketing of fertilizer industry   |  |

|  |  |
|--|--|
| <b>Unit - V</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Marketing of Rural Industry Products:</b><br>Artisans & Products, Marketing Problems of Artisans, Marketing Initiatives, Role of NGOs,<br><b>Future of Rural Marketing:</b><br>Change in Rural Patterns, Emerging Segments, ICT (Information & Communication Technology) – Transformation Agent, Technology & Innovation – A Driver |  |
| <b>Topics for Flipped Classes:</b>   |  |

| <b>Self-Study Topics</b> |  |
|--------------------------|--|
| <b>Unit No.</b>          | <b>Topic description</b>                               |
| 1                        | Problems in rural marketing                            |
| 2                        | Consumer buying behavior models,                       |
| 3                        | Strategies for banking services                        |
| 4                        | Marketing strategies for Tractor & fertilizer industry |
| 5                        | Rural Industry Products & Artisans                     |

| <b>Books</b>   |  |
|--|--|
| <b>Text Books:</b>   |  |
| 1.   | Rural Marketing - Gopal Swamy T. P, 3/e, Vikas Publishing House.                 |
| 2.   | Rural Marketing - Pradeep Kashyap & Siddhartha Raut, 2009, Biztantra.            |
| 3.   | Rural Marketing – CSG Krishnamacharyulu, Lilita Ramakrishnan, 2/e, 2011, Pearson |
| <b>Reference Books:</b>                                      |  |
| 1.   | Rural Marketing - Dogra & Karminder Ghuman, 1/e, TMH.                            |
| 2.   | Rural Marketing - Sanal Kumar Velayudhan, 2/e, Response Publication, 2007.       |
| 3.   | Agricultural Marketing In India – Acharya, Oxford I B H.                         |
| <b>E-resources (NPTEL/SWAYAM.. Any Other)- mention links</b> |  |
| 1.   |  |

| Course delivery methods |                          | Assessment methods |                          |
|-------------------------|--------------------------|--------------------|--------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test |
| 2.                      | Power Point Presentation | 2.                 | Assignments              |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies             |
| 4.                      |                          | 4.                 | Quizzes                  |
|                         |                          | 5.                 | Workshops                |
|                         |                          | 6.                 | Semester End Exam        |

| Course Outcome (COs)                                  |   |  |               |           |       |
|---|---|--|---------------|-----------|-------|
| At the end of the course, the student will be able to |   |  | Bloom's Level | POs       | PSOs  |
| 1.  | To <b>identify</b> the rural premises on which the business functions                     |  | L3            | 1,2,5     | 1,2,3 |
| 2.  | <b>Compare</b> the internal and external factors those influence crafting arural strategy |  | L3            | 2,3,5,6,7 | 1,2,3 |
| 3.  | <b>Distinguish</b> rural corporate strategies adopted by the different companies          |  | L3            | 1,4,6,7   | 1,2,3 |
| 4.  | <b>Evaluate</b> the influence of business level in rural areas                            |  | L4            |           | 1     |
| 5.  | <b>Design &amp; develop</b> strategy implementation and control                           |  | L6            |           | 1,2,3 |

| Program Outcome of this course (POs) |  | PO No. |
|--------------------------------------|--|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problems  | PO1    |
| 2.                                   | Foster analytical and critical thinking abilities for data based decision making.  | PO2    |
| 3.                                   | Ability to develop value based leadership ability.   | PO3    |
| 4.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           | PO4    |
| 5.                                   | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment | PO5    |
| 6.                                   | Ability to make use of relevant skills acquired during the programme for career advancement                                      | PO6    |
| 7.                                   | Ability to acquire entrepreneurial competencies to create value for the society at large   | PO7    |

| Program Specific Outcome of this course (PSOs) |  | PSO No.  |
|--|--|----------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices | <b>1</b> |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  | <b>2</b> |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  | <b>3</b> |

#### Mapping through Direct Assessment:

##### Rubrics:

| Levels   | Target   |
|----------|--|
| <b>1</b> | Low (L): If 60% of marks is scored by less than 50% of the students. |
| <b>2</b> | Medium (M): If 60% of marks is scored by 50% to 70% of the students. |
| <b>3</b> | High (H): If 60% of marks is scored by 70% of the students.          |

| CO-PO Mapping (planned)            |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7                     | PSO1 | PSO2 | PSO3 |
| CO1                                | 3   | 1   |     |     | 1   |     |                         | 3    | 1    | 1    |
| CO2                                |     | 3   | 2   |     | 2   | 1   | 2                       | 2    | 3    |      |
| CO3                                | 2   |     |     | 3   |     | 1   | 1                       | 1    |      | 3    |
| CO4                                |     | 1   | 1   | 3   | 2   |     |                         |      | 1    |      |
| CO5                                | 1   |     |     |     |     | 3   | 3                       | 1    |      | 2    |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |                         |      |      |      |

### Scheme of Continuous Internal Evaluation (CIE):

| Components   | Addition of two IA | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|--|--------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory   | 30+30              | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                    |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |  |
|--|--|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.   | <b>Minimum marks required in SEE to pass:</b>  |
| 3.   | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all students.</p> |

### Corporate Taxation (Theory & Problems)

|                                |   |                    |    |                      |          |
|--------------------------------|---|--------------------|----|----------------------|----------|
| <b>Course Code</b>             | 20MBAFM409                                    | <b>Course type</b> | PE | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |    | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |    | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |    | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|  |   |
|--|---|
| 1.   | The course helps students to develop a thorough, critical understanding of the basic concepts of income tax such as residential status, tax incidence.  |
| 2.   | To make students understand the income tax provisions involved in determination of income from salary, business and profession.   |
| 3.   | The course helps to develop the ability to calculate taxable income of individuals, partnership and companies, and helps the students in application of theoretical concepts to practical situations involving several cases. |
| 4.   | Overall, the students understand the provisions of indirect taxes in determining GST value and taxation value and the application of Indirect Taxation.   |
| <b>Pre-requisites:</b> Students need to be aware of the fundamentals of provisions and procedures of Income Tax act and to develop a thorough, critical understanding of the concepts in the law of Direct Tax and Indirect Tax. |   |

#### Unit - I

**8 Hours**

##### **Introduction to Basic Concepts:**

Assessment year, Previous Year, Person, Assessee, Charges on Income, Gross Total Income, Capital and Revenue Receipts, Residential Status, Receipt and accrual of Income, Connotation of Income, Deemed to accrue or arise in India, Tax Planning, Tax Evasion, and Tax Management.

**Topics for Flipped Classes:** Tax Planning

#### Unit - II

**8 Hours**

##### **Income from Salary:**

Income from Salary (Theory and Problems) different forms of salary – leave salary, Gratuity, commutation of pension, Provident fund. Income from House Property (Theory and Concepts), Income from Other sources (Theory and Concepts) – Permissible deductions under section 80C to 80U. Setoff and carry forward of losses and clubbing of Incomes.

**Topics for Flipped Classes:** Permissible deductions under section 80C to 80U

#### Unit - III

**8 Hours**

##### **Income from Business and Profession:**

Computation- basis- method of accounting- scheme of business deductions/ allowance- deemed profits- maintenance of books, Depreciation (problems on computation of income from business/profession of individual assessee) Computation of Tax liability of a firm and partners, Computation of taxable income of a firm and partners – Computation of taxable income of a company with special reference to **MAT(Theory and Concepts)**.

**Topics for Flipped Classes:** Computation of Tax liability of a firm and partners

#### Unit - IV

**8 Hours**

##### **Income under Capital Gain:**

Basis of charge, Transfer of capital asset, inclusion & exclusion from capital asset, capital gain, computation of capital gain (theory & problems), deduction from capital gain.

**Topics for Flipped Classes: Inclusion & exclusion from capital asset**

| Unit - V   | 8 Hours |
|--|---------|
| <b>Indirect Taxation:</b><br>Nature and types of Excise duty, Customs: nature of customs, types of customs duties. Introduction to GST, <b>Implications of GST on various sectors of Business</b> , impact of pre and post implementation of GST, norms and procedures of GST. |         |
| <b>Topics for Flipped Classes: Implications of GST on various sectors of Business</b>  |         |

| Self Study Topics |   |
|-------------------|---|
| Unit No.          | Topic description   |
| 1.                | Identify the objectives of Tax management.                |
| 2.                | Evaluate the deductions available under various sections. |
| 3.                | Assess the incomes exempted from tax.                     |
| 4.                | Identify the nature and provisions of indirect taxes.     |

| Books  |  |
|--|--|
| <b>Text Books:</b>   |  |
| 1.   | Singhania, V. S, Direct Taxes, Taxman, Wolters Kluwer(India) Pvt Ltd.(2015),.  |
| 2.   | Dr. Girish Ahuja, Dr. Ravi Gupta, Direct and Indirect Taxes (Income Tax and GST), (2018)   |
| 3.   | Manjula Navale, S.A. Quadri, Income Tax, Renuka Prakashan, (6e), 2020.   |
| <b>Reference Books:</b>                                      |  |
| 1.   | Singhania, V, Students Guide to Income Tax, Taxman (2015)  |
| 2.   | Datey, V. S, Indirect Taxes, Taxman (2015)   |
| <b>E-resources (NPTEL/SWAYAM.. Any Other)- mention links</b> |  |
| 1.   | Personal Finance, Part 1: Investing in Yourself, <a href="https://www.edx.org/course/personal-finance-part-1-investing-wellesleyx-pfinan101x-0">https://www.edx.org/course/personal-finance-part-1-investing-wellesleyx-pfinan101x-0</a> |

| Course delivery methods |                          | Assessment methods |                                |
|-------------------------|--------------------------|--------------------|--------------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test       |
| 2.                      | Power Point Presentation | 2.                 | Assignments                    |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies                   |
|                         |                          | 4.                 | Quizzes                        |
|                         |                          | 5.                 | Workshops                      |
|                         |                          | 6.                 | Semester End Examination (SEE) |

| Course Outcome (COs)                                  |   |     |               |     |     |
|---|---|-----|---------------|-----|-----|
| At the end of the course, the student will be able to |   |     | Bloom's Level | PO  | PSO |
| 1.  | <b>Identify</b> and describe the nature and law of Income tax and the tax incidence on individuals. | 3   | 2             | 1   |     |
| 2.  | <b>Identify</b> and demonstrate the calculation of income from salary.                              | 3   | 1             | 2   |     |
| 3.  | <b>Apply and Analyze</b> tax provisions learnt to determine the tax liability of business firms.    | 3,4 | 2             | 2   |     |
| 4.  | <b>Evaluation</b> of tax liability of Partnership firms and Companies.                              | 4   | 2             | 2,3 |     |
| 5.  | Compute and <b>Analyze</b> tax liability under Indirect taxation.                                   | 5   | 2             |     |     |

| Program Outcome of this course (POs) |   |  | PO No. |
|--------------------------------------|---|--|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problem.                         |  | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data based decision making.                       |  | 2      |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business. |  | 4      |
| 4.                                   | Ability to make use of relevant skills acquired during the programme for career advancement.            |  | 6      |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement.  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community.  | 3       |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target   |
|--------|--|
| 1      | Low (L): If 60% of marks is scored by less than 50% of the students. |
| 2      | Medium (M): If 60% of marks is scored by 50% to 70% of the students. |
| 3      | High (H): If 60% of marks is scored by 70% of the students.          |

| CO-PO Mapping (planned)     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4                     | PSO1 | PSO2 | PSO3 |
| CO1                         |     | 3   |     |                         | 3    |      |      |
| CO2                         | 2   |     | 2   |                         |      | 3    |      |
| CO3                         |     | 3   |     | 3                       |      | 2    |      |
| CO4                         |     | 1   |     | 2                       |      | 2    | 2    |
| CO5                         |     | 2   |     | 1                       | 3    |      |      |
| Mention the levels: 1, 2, 3 |     |     |     |                         |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| ➤ Writing two IA test is compulsory.<br>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |   |
|---|---|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.  | <b>Minimum marks required in SEE to pass:</b>   |
| 3.  | Question paper contains four parts.<br>Part A contains three marks questions students have to answer five questions out of seven questions.<br>Part B contains seven marks questions, students have to answer five questions out of seven questions.<br>Part C contains ten marks questions, students have to answer three questions out of four questions.<br>Part D contains twenty marks, this is compulsory to answer for all student |

### Financial Derivatives (Theory)

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>20MBAFM410</b>                              | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 4-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40 Hrs; T = Hrs; P = Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |  |
|-----------------------------------|--|
| 1.                                | Understanding Derivative market and instruments.   |
| 2.                                | Understand the strategies used for trading in derivative markets                                       |
| 3.                                | Compare and contrast various derivative instruments  |
| 4.                                | Expose students to the concept of credit risk and usage of derivative instrument to avoid credit Risk. |
| 5.                                | Understanding the concept of interest rate derivatives   |

**Pre-requisites :** Students are required to have knowledge about finance and accounting

|  |   |
|--|---|
| <b>Unit - I</b>  | <b>_10_ Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
| <p><b>Futures and Forwards Derivatives:</b> Meaning and types. Futures and forwards - differences-valuation of futures, valuation of long and short forward contract. Mechanics of buying &amp; selling futures, Margins, Hedging using futures - specification of futures - Commodity futures, Index futures, interest rate futures - arbitrage opportunities</p> |   |
| <p>Topics for Flipped Classes: specification of futures contract</p>   |   |

|   |  |
|---|--|
| <b>Unit - II</b>  | <b>_8_ Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
| <p><b>Options:</b> Types of options, option pricing, factors affecting option pricing – call and put options on dividend and non-dividend paying stocks put-call parity - mechanics of options - stock options - options on stock index - options on futures – interest rate options. Concept of exotic option, Hedging &amp; Trading strategies involving options, valuation of option: basic model, one step binomial model, Black and Scholes Model, option Greeks. Arbitrage profits in options</p> |  |
| <p>Topics for Flipped Classes: factors affecting option pricing</p>   |  |

|   |  |
|---|--|
| <b>Unit - III</b>   | <b>_9_ Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
| <p><b>Financial Swaps:</b> Features and uses of swaps - Mechanics of interest rate swaps – valuation of interest rate swaps– currency swaps – valuation of currency swaps</p> |  |
| <p>Topics for Flipped Classes: Features and uses of swaps</p>   |  |

|   |  |
|---|--|
| <b>Unit - IV</b>  | <b>_8_ Hours</b><br><b>Flipped Classes Content = 2 hours</b> |
| <p><b>Interest Rate Derivatives:</b> Zero rates, Bond pricing, Determining Zero rates, Forward rules, Forward rate agreements (FRA), Treasury bond &amp; Treasury note futures, Interest rate derivative.</p> |  |

Topics for Flipped Classes: Treasury bond & Treasury note futures

**Unit - V**

**\_5\_ Hours**  
**Flipped Classes Content = 2 hours**

**Credit Risk and Value at Risk:** Bond prices and the probability of default, Historical default experience, reducing exposure to Credit risk, Credit default swaps, Total return swaps, and Credit spread options, Collateralized debt obligation. Value at Risk (VAR) - Measure, Historical simulation, Model building approach, linear approach, Quadratic model, Monte Carlo simulation, stress testing and back testing.

Topics for Flipped Classes: Credit default swaps

**Self Study Topics**

| Unit No. | Topic description                       |
|----------|---|
| 1        | Difference between forwards and futures |
| 2        | Difference between options and futures  |
| 3        | Significance of SWAP contracts          |
| 4        | Types of interest rates                 |
| 5        | Meaning of Credit risk                  |

**Books**

| <b>Text Books:</b>   |   |
|--|---|
| 1.   | N. D. Vohra & B.R. Bagri, Futures and Options (2003), 2 <sup>nd</sup> edition, Tata MacGraw Hill Publishing |
| 2.   | John C. Hull, Options Futures and other derivatives, Pearson Education, 2 <sup>nd</sup> edition (2002)      |
| 3.   | Rajiv Srivastava, Derivatives and risk Management, oxford university press 2010.                            |
| <b>Reference Books:</b>                                      |   |
| 1.   | Bishnupriya Mishra and Sathya Swaroop Debashish Financial Derivatives, 1st Ed, Excel Books                  |
| 2.   | Sundaram & Das Derivatives, Principles and Practice, 1st Ed, McGraw Hill                                    |
| <b>E-resources (NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.   |   |
| 2.   |   |

**Course delivery methods**

**Assessment methods**

|    |                            |    |                                 |
|----|----------------------------|----|---------------------------------|
| 1. | Black Board Teaching       | 1. | Internal Assessment Test        |
| 2. | Google Meet online classes | 2. | Assignments                     |
| 3. | Power Point Presentation   | 3. | Case study                      |
| 4. | Videos and lectures        | 4. | Quizzes/ Projects               |
|    |                            |    | Workshops                       |
|    |                            |    | Semester End Examination ( SEE) |

**Course Outcome (COs)**

| At the end of the course, the student will be able to |   | Bloom's Level | POs   | PSOs |
|---|---|---------------|-------|------|
| 1.  | Valuation of the portfolios using futures and forwards and Apply strategies like hedging and arbitrage. | 5             | 1,2&6 | 1,3  |
| 2.  | Evaluate and determine option price.  | 4&5           | 2&4   | 3    |
| 3.  | Apply option trading to manage risk of the portfolio or securities.                                     | 3             | 1&2   | 2    |
| 4.  | Analyze the gain from entering into a swap agreement.   | 3&4           | 2&6   | 2    |
| 5.  | Determine the bond price; find the zero rates and coupon rate on the bonds.                             | 5             | 1,2,3 | 1    |

**Program Outcome of this course (POs)**

**PO No.**

|    |  |          |
|----|--|----------|
| 1. | Apply knowledge of management theories and practices to solve business | <b>1</b> |
|----|--|----------|



|    |  |          |
|----|--|----------|
|    | problem  |          |
| 2. | Foster analytical and critical thinking abilities for data based decision making.                      | <b>2</b> |
| 3. | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business | <b>4</b> |
| 4  | Ability to make use of relevant skills acquired during the programme for career advancement.           | <b>6</b> |

| <b>Program Specific Outcome of this course (PSOs)</b> |   | <b>PSO No.</b> |
|---|---|----------------|
| 1.  | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | <b>1</b>       |
| 2.  | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | <b>2</b>       |
| 3.  | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | <b>3</b>       |

**Mapping through Direct Assessment:**

**Rubrics:**

| <b>Levels</b> | <b>Target</b>   |
|---------------|---|
| <b>1</b>      | <b>50 % of the total marks are scored by 80% of the students.</b> |
| <b>2</b>      | <b>60% of total marks are scored by 75% of the students</b>       |
| <b>3</b>      | <b>65% of the total marks are scored by 70% of students</b>       |

|            | <b>CO-PSO Mapping(planned)</b>     |            |            |            |             |             |             |
|------------|------------------------------------|------------|------------|------------|-------------|-------------|-------------|
|            | <b>PO1</b>                         | <b>PO2</b> | <b>PO4</b> | <b>PO6</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
| <b>CO1</b> | <b>3</b>                           | <b>2</b>   |            | <b>1</b>   | <b>3</b>    |             | <b>1</b>    |
| <b>CO2</b> |                                    | <b>1</b>   | <b>2</b>   |            |             |             | <b>2</b>    |
| <b>CO3</b> | <b>3</b>                           | <b>2</b>   |            |            |             | <b>2</b>    |             |
| <b>CO4</b> |                                    | <b>2</b>   |            | <b>3</b>   |             | <b>2</b>    |             |
| <b>CO5</b> | <b>2</b>                           | <b>2</b>   | <b>2</b>   |            | <b>2</b>    |             |             |
|            | <b>Mention the levels: 1, 2, 3</b> |            |            |            |             |             |             |

**Scheme of Continuous Internal Evaluation (CIE):**

| <b>Components</b>   | <b>Addition of two IA tests</b> | <b>Addition of two assignments</b> | <b>Seminar/ Mini Project</b> | <b>Total Marks</b>              | <b>Final marks</b> |
|---|---------------------------------|------------------------------------|------------------------------|---------------------------------|--------------------|
| Theory  | 30+30                           | 10+10                              | 20                           | 100<br>( <b>reduced to 50</b> ) | 50                 |
| <ul style="list-style-type: none"> <li>➤ Writing two IA test is compulsory.</li> <li>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></li> </ul> |                                 |                                    |                              |                                 |                    |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |  |
|--|--|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.   | <b>Minimum marks required in SEE to pass: 40</b>   |
| 3.   | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> |

Part D contains twenty marks, this is compulsory to answer for all students.

### International Financial Management (Theory)

|                                |   |                    |           |                      |                 |
|--------------------------------|---|--------------------|-----------|----------------------|-----------------|
| <b>Course Code</b>             | <b>20MBAFM411</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | <b>3 – 0- 0</b> |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | <b>3</b>        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | <b>50 marks</b> |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | <b>50 marks</b> |

#### Course learning objectives

|    |  |
|----|--|
| 1. | To Analyze the financial management in the international context                           |
| 2. | To Analyze international economic and financial environment                                |
| 3. | To Evaluate an exposure to foreign exchange exposure measurement and management techniques |
| 4. | To Analyze financial management aspects of a MNC   |

**Pre-requisites :Function and Structure of the Forex markets, Foreign exchange market participants**

#### Unit – I

**Contact Hours = 8 Hours  
Flipped Classes Content = 2 Hours**

International financial Environment- The Importance, rewards & risk of international finance- Goals of MNC-International Business methods, International Monetary System: Evolution, Gold Standard, Bretton Woods system, International Flow of Funds: Balance of Payments (BOP), Fundamentals of BOP, Accounting components of BOP, Factors affecting International Trade and capital flows, Agencies that facilitate International flows. BOP, Equilibrium & Disequilibrium. Trade deficits. Capital account convertibility. (problems on BOP)

**Topics for Flipped Classes: Videos on International financial Environment**

#### Unit – II

**Contact Hours = 8 Hours  
Flipped Classes Content = 2 Hours**

Foreign Exchange Market: Function and Structure of the Forex markets, Foreign exchange market participants, Types of transactions and Settlements Dates, Exchange rate quotations, Nominal, Real and Effective exchange rates and Determination of Exchange rates in Spot markets. Exchange rates determinations in Forward markets. Exchange rate Behavior-Cross Rates- Arbitrage profit in foreign exchange markets, Swift Mechanism. Interest Rate Parity, Purchasing Power Parity & International Fisher effects. Covered Interest Arbitrage

**Topics for Flipped Classes: Videos on Foreign Exchange Market**

#### Unit – III

**Contact Hours = 8 Hours  
Flipped Classes Content = 2 Hours**

Foreign Exchange exposure: - Management of Transaction exposure- Management of Translation exposure-Management of Economic exposure- Management of political Exposure- Management of Interest rate exposure

**Topics for Flipped Classes: Videos on Foreign Exchange exposure**

#### Unit – IV

**Contact Hours = 8 Hours  
Flipped Classes Content = 2 Hours**

International Capital Budgeting: Concept, Evaluation of a project, Factors affecting, Risk Evaluation, Impact on Value, Adjusted Present Value Method

**Topics for Flipped Classes: Videos on International Capital Budgeting**

|   |  |
|---|--|
| <b>Unit – V</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| International Financial Markets and Instruments: - Foreign Portfolio Investment. International Bond & Equity market. GDR, ADR, Cross listing of shares Global registered shares. International Financial Instruments: Foreign Bonds & Eurobonds, Global Bonds. International Money Markets International Banking services – Forward Rate Agreements. Hedging against foreign exchange exposure – Forward Market- Futures Market- Options Market- Currency, Swaps-Interest Rate Swap (Only Theory, No Problems in this unit) |  |
| <b>Topics for Flipped Classes: Videos on International Financial Markets and Instruments</b>  |  |

| <b>Self Study Topics</b> |   |
|--------------------------|---|
| Unit No.                 | Topic description   |
| 1                        | International Monetary System: Evolution, Gold Standard, Bretton Woods System     |
| 2                        | Function and Structure of the Forex markets, Foreign exchange market participants |
| 3                        | Country Risk Analysis   |
| 4                        | Theory of Capital Budgeting Concepts  |
| 5                        | Various types of Bonds  |

| <b>Books</b>  |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Eun and Resnick. International Finance Management. Tata McGrawHill. 4/e   |
| 2.  | Jeff Madura. International Corporate Finance. Cengage Learning. 10/e(2012)  |
| 3.  | MadhuVij . (2010) International Financial Management. Excel Books   |
| 4.  | Jain, Peyrard&Yadav. (2010) International Financial Management. Tata Macmillan  |
| <b>Reference Books:</b>                                     |   |
| 1.  | Apte P. G. (2011) International Financial Management. 6/e, Tata McGrawHill  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://www.khanacademy.org/economics-finance-domain/ap-macroeconomics/ap-open-economy-international-trade-and-finance">https://www.khanacademy.org/economics-finance-domain/ap-macroeconomics/ap-open-economy-international-trade-and-finance</a> |
| 2.  | <a href="https://nptel.ac.in/courses/110105121/">https://nptel.ac.in/courses/110105121/</a>   |

| <b>Course delivery methods</b> |                          | <b>Assessment methods</b> |                          |
|--------------------------------|--------------------------|---------------------------|--------------------------|
| 1.                             | Black Board Teaching     | 1.                        | Internal Assessment Test |
| 2.                             | Power Point Presentation | 2.                        | Assignments              |
| 3.                             | Class Room Exercise      | 3.                        | Case Studies             |
| 4.                             |                          | 4.                        | Quizzes                  |
|                                |                          | 5.                        | Workshops                |
|                                |                          | 6.                        | Semester End Examination |

| <b>Course Outcome (COs)</b>                           |   |               |         |       |
|---|---|---------------|---------|-------|
| At the end of the course, the student will be able to |   | Bloom's Level | PO's    | PSO's |
| 1.  | Students will be able to <b>Analyze</b> international financial environment                         | 5             | 1,2,4,5 | 1     |
| 2.  | Students will be able to <b>demonstrate</b> skills to determine the foreign exchange rates and Risk | 5             | 1,2,4,5 | 2     |
| 3.  | Students will be able to <b>demonstrate</b> skill to describe the foreign exchange exposure         | 5             | 1,2,4,5 | 1     |

| <b>Program Outcome of this course (POs)</b> |  | <b>PO No.</b> |
|---|--|---------------|
| 1.  | Apply knowledge of management theories and practices to solve business.            | 1             |
| 2.  | Foster analytical and critical thinking abilities for data-based decision making   | 2             |
| 3.  | Ability to understand, analyze and communicate global, economic, legal and ethical | 4             |

|    |   |   |
|----|---|---|
|    | aspects of business   |   |
| 4. | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team. | 5 |
| 5. | Ability to make use of relevant skills acquired during the programme for career advancement                           | 6 |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 30 % of the total marks is scored by 30% of the students. |
| 2      | 30 % of the total marks is scored by 40% of the students. |
| 3      | 40 % of the total marks is scored by 30% of the students. |

| CO-PO Mapping (planned)     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO2                         | X   | X   |     | X   | X   | X                       |      | X    |      |
| CO3                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO4                         | X   | X   |     | X   | X   |                         |      | X    | X    |
| Mention the levels: 1, 2, 3 |     |     |     |     |     |                         |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks            | Final marks |
|------------|--------------------------|-----------------------------|-----------------------|------------------------|-------------|
| Theory     | 30+30                    | 10+10                       | 20                    | 100<br>(reduced to 50) | 50          |

Writing two IA test is compulsory.  
 **Minimum marks required to qualify for SEE : 20 out of 50**

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |   |
|---|---|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.  | <b>Minimum marks required in SEE to pass:</b>   |
| 3.  | Question paper contains four parts. <ul style="list-style-type: none"> <li>Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>Part C contains ten marks questions, students have to answer three questions out of four</li> </ul> |

questions.

- Part D contains twenty marks, this is compulsory to answer for all student

### Project Appraisal and Finance (Theory)

|                                |   |                    |           |                      |          |
|--------------------------------|---|--------------------|-----------|----------------------|----------|
| <b>Course Code</b>             | <b>20MBAFM412</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |  |
|----|--|
| 1. | To screen and assess project ideas.  |
| 2. | To plan, appraise and evaluate implementation of a project                 |
| 3. | To assess financial and social risk concerned with project Implementation. |
| 4. | To understand various aspects of project management                        |

**Pre-requisites :Students are required to have knowledge about finance and accounting**

|   |  |
|---|--|
| <b>Unit – I</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| Planning and Analysis Overview- Capital budgeting concepts, objectives and Phases, levels of decision making, Resource Allocation Framework: Key criteria for allocation of resource – elementary investment strategies. Generation and screening of project ideas: Generation of ideas – monitoring the environment – regulatory framework for projects corporate appraisal – preliminary screening – project rating index (Theory). |  |
| <b>Topics for Flipped Classes: Videos on Introduction to Capital budgeting</b>  |  |

|   |  |
|---|--|
| <b>Unit – II</b>  | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| Market and demand analysis, Technical analysis (steps to be discussed in detail). Financial Analysis: Estimation of cost of project and means of financing – estimates of sales and production – cost of production – working capital requirement and its financing – estimates of working results – breakeven points – projected cash flow statement – projected balance sheet. Project cash flows: Appraisal criteria: Net Present Value – benefit cost ratio –internal rate of returns urgency – payback period – accounting rate of returns– investment appraisal in practice. (Theory & Problems). |  |
| <b>Topics for Flipped Classes: Videos on Financial Analysis</b>   |  |

|   |  |
|---|--|
| <b>Unit – III</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| Types and measure of risk – simple estimation of risk – sensitivity analysis – scenario analysis – Monte Carlo simulation – Decision tree analysis –selection of projects under risk – risk analysis in practice. |  |
| <b>Topics for Flipped Classes: Videos on sensitivity analysis</b>   |  |

|  |  |
|--|--|
| <b>Unit – IV</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| Social Cost Benefit Analysis (SCBA):Rationale for SCBA – UNIDO approach to SCBA – Little and Mirle approach to SCBA. Multiple projects and constraints: Constraints – methods of ranking – mathematical programming approach – linear programming model – Qualitative Analysis: Qualitative factors in capital budgeting – strategic aspects – strategic planning and financial analysis – informational asymmetry and capital budgeting – organizational considerations. (Theory & Problems). |  |
| <b>Topics for Flipped Classes: Videos on Social Cost Benefit Analysis</b>  |  |

|                 |                                |
|-----------------|--------------------------------|
| <b>Unit – V</b> | <b>Contact Hours = 8 Hours</b> |
|-----------------|--------------------------------|

|  |
|--|
| <b>Flipped Classes Content = 2 Hours</b>   |
| Forms of project organization – project planning –project control – human aspects of project management – prerequisites for successful project implementation. Introduction, network construction - rules, Fulkerson’s rule for numbering the events, Critical path method to find the expected completion time of a project, floats; PERT for finding expected duration of an activity and project, determining the probability of completing a project, predicting the completion time of project; |
| <b>Topics for Flipped Classes: Videos on PERT and CPM</b>  |

| <b>Self Study Topics</b> |                               |
|--------------------------|-------------------------------|
| Unit No.                 | Topic description             |
| 1                        | Capital Budgeting concept     |
| 2                        | Demand Forecasting techniques |
| 3                        | Cashflow Management           |
| 4                        | Social Cost Benefit Analysis  |
| 5                        | Application of PERT & CPM     |

| <b>Books</b>  |  |
|---|--|
| <b>Text Books:</b>  |  |
| 1.  | Prasanna Chandra, Project Planning: Analysis, Selection, Implementation and Review ,Tata McGraw Hill, 2011.                  |
| 2.  | Narendra Singh, Project Management and Control, 2/e, HPH, 2003. Bhavesh M. Patel Project Management, 2/e, Vikas Publication. |
| <b>Reference Books:</b>                                     |  |
| 1.  | Nicholas, John, Project Management for Business and Technology: Principles and Practice, .2/e, Pearson.                      |
| 2.  | Gray& Larson, Project Management: The Managerial Process TMH, 2011.  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |  |
| 1.  |  |
| 2.  |  |

| <b>Course delivery methods</b> |                          | <b>Assessment methods</b> |                          |
|--------------------------------|--------------------------|---------------------------|--------------------------|
| 1.                             | Black Board Teaching     | 1.                        | Internal Assessment Test |
| 2.                             | Power Point Presentation | 2.                        | Assignments              |
| 3.                             | Class Room Exercise      | 3.                        | Case Studies             |
| 4.                             |                          | 4.                        | Quizzes                  |
|                                |                          | 5.                        | Workshops                |
|                                |                          | 6.                        | Semester End Examination |

| <b>Course Outcome (COs)</b>  |   |               |         |       |
|--|---|---------------|---------|-------|
| Outcomes usually follow the format: “At the end of the course, students will be able to ‘insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop’](Highlight the <b>action verb</b> representing the Bloom’s level.) |   |               |         |       |
| At the end of the course, the student will be able to  |   | Bloom’s Level | PO’s    | PSO’s |
| 1.   | Appraise the process of project planning                                    | 5             | 1,2,4,5 | 1     |
| 2.   | Apply Financial and technical analysis in project planning                  | 3             | 1,2,4,5 | 2     |
| 3.   | Analyze the risk of the project   | 4             | 1,2,4,5 | 1     |
| 4.   | Appraise the issue of social cost benefit analysis                          | 5             | 1,2,4,5 | 1,3   |
| 5.   | Evaluate the project time and apply techniques to reduce the completiontime | 5             | 1,2,4,5 | 2     |

| <b>Program Outcome of this course (POs)</b> |  |  | <b>PO No.</b> |
|---|--|--|---------------|
| 1.  | Apply knowledge of management theories and practices to solve business.                                |  | 1             |
| 2.  | Foster analytical and critical thinking abilities for data-based decision making                       |  | 2             |
| 3.  | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business |  | 4             |

|    |   |   |
|----|---|---|
| 4. | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team. | 5 |
| 5. | Ability to make use of relevant skills acquired during the programme for career advancement                           | 6 |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 30 % of the total marks is scored by 30% of the students. |
| 2      | 30 % of the total marks is scored by 40% of the students. |
| 3      | 40 % of the total marks is scored by 30% of the students. |

| CO-PO Mapping (planned)     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO2                         | X   | X   |     | X   | X   | X                       |      | X    |      |
| CO3                         | X   | X   |     | X   | X   |                         | X    |      |      |
| CO4                         | X   | X   |     | X   | X   |                         |      | X    | X    |
| Mention the levels: 1, 2, 3 |     |     |     |     |     |                         |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks            | Final marks |
|--|--------------------------|-----------------------------|-----------------------|------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>(reduced to 50) | 50          |
| <input type="checkbox"/> Writing two IA test is compulsory.<br><input type="checkbox"/> Minimum marks required to qualify for SEE : 20 out of 50 |                          |                             |                       |                        |             |

Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.

#### Scheme of Semester End Examination (SEE):

|    |   |
|----|---|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2. | <b>Minimum marks required in SEE to pass:</b>   |
| 3. | <p>Question paper contains four parts.</p> <ul style="list-style-type: none"> <li>Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>Part C contains ten marks questions, students have to answer three questions out of four questions.</li> </ul> |

- Part D contains twenty marks, this is compulsory to answer for all student

### Risk Management and Insurance(Theory)

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>18MBAFM413</b>                              | <b>Credits L-T-P</b> | 4- 0- 0  |
| <b>Course type</b>       | BS/ES/PC/PE/OE/HS                              | <b>Total credits</b> | 4        |
| <b>Hours/week: L-T-P</b> | 3-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40 Hrs; T = 0 Hrs;P = Hrs<br>Total = 40Hrs | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |  |
|----|--|
| 1. | The course helps students to develop a thorough, critical understanding of the basic concepts of Risk Management and Risk Management Techniques  |
| 2. | To make students understand the concept of Risk Measurement and evaluation of Risk measurement.  |
| 3. | The course helps students to get familiarize with the regulations of Insurance Industry and Reforms in Indian Insurance Sector.  |
| 4. | Overall, students understand the provisions and Classifications of life insurance and General Insurance and Insurance premium calculations.  |
| 5. | The course helps students to understand the Management of Insurance Companies Functions and Organization of Insurers, Underwriting, Claims Management, Insurance pricing and Insurance management. |

**Pre-requisites: Students needs to be aware of the fundamentals of Insurance and Risk Management.**

#### Unit - I

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

##### Introduction to Introduction to Risk Management:

**Risk and Uncertainty**-Types of Risk, Sources of Risk-Methods of handling Risk-Degree of Risk.

**Risk Management:** Risk Management Process-Identification Loss Exposures-Analyzing Loss Exposures-Objectives of Risk Management-Select the Appropriate Risk Management Technique-Implement and Monitor the Risk Management Program-Risk Management by Individuals and Corporations-Risk Management Objectives-Need for a Rationale for Risk Management in Organizations- Understanding the cost of Risk-Individual Risk Management.

**Risk Identification**-Business Risk Exposures-Individual Exposures-Exposures of Physical Assets - Exposures of Financial Assets -Exposures of Human Assets -Exposures to Legal Liability - Exposure to Work-Related Injury.

**Topics for Flipped Classes:** Business Risk Exposures-Individual Exposures-Exposures of Physical Assets -Exposures of Financial Assets -Exposures of Human Assets -Exposures to Legal Liability - Exposure to Work-Related Injury.

#### Unit - II

**Contact Hours = 6 Hours**  
**Flipped Classes Content = 2 Hours**

##### Risk Measurement:

Risk Measurement-Evaluating the Frequency and Severity of Losses-Risk Control-Risk Financing Techniques-Risk Management Decision Methods-Pooling Arrangements and Diversification of Risk.

**Advanced Issues in Risk Management:** The Changing Scope of Risk Management-Insurance Market Dynamics-Loss Forecasting-Financial Analysis in Risk Management --Decision Making- Other Risk Management Tools.

**Topics for Flipped Classes:**The Changing Scope of Risk Management-Insurance Market Dynamics-Loss Forecasting, Decision making and risk management tools.



|  |  |
|--|--|
| <b>Unit - III</b>  | <b>Contact Hours = 6 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <p><b>Introduction to Insurance:</b><br/> Definition and Basic Characteristics of Insurance-Requirements of an Insurable Risk-Adverse Selection and Insurance-Insurance vs. Gambling Insurance vs. Hedging- Types of Insurance-Essentials of Insurance Contracts.<br/> Indian Insurance Industry -Historical Framework of Insurance, Insurance sector Reforms in India-Liberalization of Insurance Markets-Major players of Insurance.<br/> Regulation of Insurance- Insurance Act 1938- eligibility-Registration and Capital requirement-Investment of assets-Approved Investments-Licensing of insurance agents- IRDA-Duties and powers of IRDA-IRDA Act 1999-IRDA regulations for general insurance-reinsurance, life insurance, micro insurance, licensing of insurance agents, registration of insurance companies and protection of policyholder's interest.</p> |  |
| <p><b>Topics for Flipped Classes:</b>IRDA-Duties and powers of IRDA-IRDA Act 1999-IRDA regulations for general insurance-reinsurance, life insurance, micro insurance, licensing of insurance agents, registration of insurance companies and protection of policyholder's interest.</p>   |  |

|   |  |
|---|--|
| <b>Unit - IV</b>  | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <p><b>Life Insurance &amp; General Insurance:</b><br/> D) Basics of Life Insurance-Growth of Actuarial Science-Features of Life Insurance-Life Insurance Contract-Life Insurance Documents-Insurance Premium Calculations.<br/><br/> I) Life Insurance Classification-Classification on the Basis –Duration-Premium Payment- Number of Persons Assured-Payment of Policy Amount-Money Back Policies-Unit Linked Plans.<br/> Annuities-Need of Annuity Contracts, Annuity V/s Life Insurance, Classification of Annuities.<br/><br/> II)General Insurance-Laws Related to General Insurance-General Insurance Contract-General Insurance Corporation (GIC)-Performance Private and Public General insurance companies.<br/><br/> Health Insurance-Individual Medical Expense Insurance – Long Term Care Coverage – Disability Income Insurance – Medi-claim Policy – Group Medi-claim Policy – Personal Accident Policy – Child Welfare Policy-Employee Group Insurance – Features of Group Health Insurance – Group Availability Plan.<br/> Fire Insurance-Essentials of Fire Insurance Contracts, Types of Fire Insurance Policies, Fire Insurance Coverage.<br/> Marine Insurance-Types of Marine Insurance– Marine Insurance Policies –Marine Risks-Clauses in Marine Policy.<br/> Motor Vehicles Insurance-Need for Motor Insurance, Types of Motor Insurance, Factors to be considered for Premium Fixing.</p> |  |
| <p><b>Topics for Flipped Classes:</b> Features of Life Insurance-Life Insurance Contract-Life Insurance Documents, Types of general and life insurance and its terms and conditions.</p>  |  |

|   |  |
|---|--|
| <b>Unit - V</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <p><b>Claims Management</b>-Claim Settlement in General Insurance-Claim Settlement in Life Insurance. Insurance Pricing-Insurance Cost and Fair Premiums, Expected Claim Costs, Investment Income and the timing of claims Payments, Administrative Costs, Profit Loading, Capital Shocks and Underwriting Cycles, Price Regulation.<br/> Underwriting-Principles of Underwriting, Underwriting in Life Insurance, Underwriting in nonlife Insurance.</p> |  |
| <p><b>Topics for Flipped Classes:</b>Underwriting-Principles of Underwriting, Underwriting in Life Insurance, Underwriting in nonlife Insurance.</p>  |  |

|                          |
|--------------------------|
| <b>Self-Study Topics</b> |
|--------------------------|

| Unit No. | Topic description   |
|----------|---|
| 1.       | Identify the objectives of Risk management, Meaning of Uncertainty  |
| 2.       | Identify the Issues in Risk Management, Studying the changing scope of Risk Management  |
| 3.       | Identify the major players in Insurance Sector, To Know the various Insurance policies available in market.                       |
| 4.       | Features of Life Insurance, Life insurance documents to be studied, Performance of Private and public general insurance companies |
| 5.       | To know the process of Claims Management of GIC and LIC .   |

| Books   |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | P.K. Gupta, Insurance and Risk Management, Himalaya Publishing House, (2010)  |
| 2.  | P. Periasamy, Principles and Practice of Insurance, Himalaya Publishing House, (2009)   |
| 3.  | Principles of Risk Management and Insurance, George E Rejda, (2009), Twelfth Edition, Pearson, New Delhi.   |
| 4.  | Risk Management and Insurance, Scott E. Harrington, Gregory R Niehaus, (2007), Second Edition, Tata McGraw Hill Publishing Company Limited, New Delhi.  |
| <b>Reference Books:</b>                                     |   |
| 1.  | Risk Management and Insurance, C. Arthur Williams, Jr. Peter Young, Michael Smith, (2007), Eighth Edition, Tata McGraw Hill Publishing Company Limited, New Delhi.  |
| 2.  | Risk Management and Insurance, James Trieschmann, Obert Hoyt, David Sommer, (2008), Twelfth Edition, Cengage Learning, New Delhi.   |
| 3.  | Risk management and Insurance: New Perspective in a Global Economy”, Harold D. Skipper, W. Jean Kwon, (2008), First Edition, Wiley India, New Delhi.  |
| 4.  | Fundamentals of Risk and Insurance, Emmett J. Vaughan, Therese Vaughan, (2007), First Edition, Wiley India, New Delhi.  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | Risk Management in Banking and Financial Markets, <a href="https://www.edx.org/professional-certificate/iimbx-risk-management-in-banking-and-financial-markets">https://www.edx.org/professional-certificate/iimbx-risk-management-in-banking-and-financial-markets</a> |

| Course delivery methods |                          | Assessment methods |                           |
|-------------------------|--------------------------|--------------------|---------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test  |
| 2.                      | Power Point Presentation | 2.                 | Assignments               |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies              |
| 4.                      | Seminar                  | 4.                 | Quizzes                   |
|                         |                          | 5.                 | Workshops                 |
|                         |                          | 6.                 | Semester End Examinations |

| Course Outcome (COs)                                  |  |                |      |       |
|---|--|----------------|------|-------|
| At the end of the course, the student will be able to |  | Learning Level | PO'S | PSO'S |
| 1.  | Identify and describe the nature of various types of risk                    | 2              | 1,3  | 1     |
| 2.  | Identify and assess the process of identifying and measuring the risk        | 3              | 2,4  | 3     |
| 3.  | Analyze the issues in risk management.                                       | 3              | 1    | 2     |
| 4.  | Identify the regulations of Insurance contract                               | 2              | 1    | 1     |
| 5.  | Analyze and evaluate the Investment Income and the timing of claims Payments | 5              | 1    | 3     |

| Program Outcome of this course (POs) |   | PO No. |
|--------------------------------------|---|--------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problem                          | 1      |
| 2.                                   | Foster analytical and critical thinking abilities for data-based decision making                        | 2      |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business. | 3      |
| 4.                                   | Ability to lead themselves and others in the achievement of organizational goals,                       | 4      |

|   |  |   |
|---|--|---|
|   | contributing effectively to a team.  |   |
| 5 | Ability to make use of relevant skills acquired during the programme for career advancement. | 5 |
| 6 | Ability to acquire entrepreneurial competencies to create value for the society.             | 6 |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 85% of the students. |
| 2      | 60% of the total marks are scored by 80% of the students  |
| 3      | 65% of the total marks scored by 70% of the students      |

| CO-PO Mapping (planned)     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6                     | PSO1 | PSO2 | PSO3 |
| CO1                         | 3   |     | 1   |     |     |                         | 1    |      |      |
| CO2                         |     | 1   |     | 1   |     | 1                       |      |      | 2    |
| CO3                         |     |     | 3   |     | 3   |                         |      | 1    |      |
| CO4                         |     |     |     | 1   |     |                         | 2    |      |      |
| CO5                         | 1   |     |     |     |     | 3                       |      |      | 1    |
|                             |     |     |     |     |     |                         |      |      |      |
| Mention the levels: 1, 2, 3 |     |     |     |     |     |                         |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components   | Addition of two IA | Addition of two assignments | Seminar/ Mini Project | Total Marks         | Final marks |
|--|--------------------|-----------------------------|-----------------------|---------------------|-------------|
| Theory   | 30+30              | 10+10                       | 20                    | 100<br>( reduced to | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                    |                             |                       |                     |             |

Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.

#### Scheme of Semester End Examination (SEE):

|    |   |
|----|---|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2. | <b>Minimum marks required in SEE to pass:</b>   |
| 3. | <p>Question paper contains four parts.</p> <ul style="list-style-type: none"> <li>Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>Part C contains ten marks questions, students have to answer three questions out of four questions.</li> <li>Part D contains twenty marks, this is compulsory to answer for all student</li> </ul> |

### International Human Resource Management (Theory)

|                          |   |                      |          |
|--------------------------|---|----------------------|----------|
| <b>Course Code</b>       | <b>20MBAHR414</b>                                   | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 4- 0- 0   | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40Hrs; T = 00Hrs; P = 00 Hrs<br>Total = 400 Hrs | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |  |
|----|--|
| 1. | The course is designed to develop both general and HR managers to act in a highly complex and dynamic international work environment. Focus is on identifying the influence of local economic, legal, and culture on IHRM. .   |
| 2. | The central aim of this course is to develop the student capacity to understand and analyze HR management challenges that the multi-national case organization faces with regard to managing people efficiently and effectively and to explore innovative options how to deal with these challenges. |
| 3. | To survey the functional aspects of IHRM   |
| 4. | To identify and discuss tools an IHR manager may use in the global marketplace.  |

**Pre-requisites:** The student should have basic knowledge about human resource management and international business.

#### Unit - I

**08 Hours**

**IHRM and International Operations:** Basic IHRM concepts - Differences between IHRM and HRM - The organizational context of IHRM

**Topics for Flipped Classes:** Models of IHRM.

#### Unit - II

**08 Hours**

**International Talent Management Cycle:** Recruiting and selecting for international assignments - Staffing international operations - International training and development - Repatriation process.

**Topics for Flipped Classes:** Career issues on repatriation

#### Unit - III

**08 Hours**

**International Compensation and Performance Management:** Components of an international compensation - Approaches to international compensation.

**Expatriate adjustment & performance** - International assignee role conception & identification Performance management

**Topics for Flipped Classes:** Expatriates and the Performance Management System

#### Unit - IV

**08 Hours**

**Strategic IHRM and Trends :** Strategic view of IHRM – Exploiting Global integration - Becoming locally responsive - Social capital and expatriate networks in MNCs - IHRM in cross-border alliances and SMEs

**Topics for Flipped Classes:** Managing Cultural Diversity

#### Unit - V

**08 Hours**

**International Labour law and HR Practices:** International Labour Law, HR practices in MNC's - HR Practices and Industrial relations different countries like India, China, Japan,

Europe, US, UK and Russia.

**Topics for Flipped Classes: Future HRM issues for China due to its ongoing economic reforms**

**Self Study Topics**

| Unit No. | Topic description                                 |
|----------|---|
| 1        | Strategic Models of IHRM                          |
| 2        | Knowledge Transfer Within A Multinational Company |
| 3        | ROI of expatriate assignments                     |
| 4        | Ethical issues in IHRM                            |
| 5        | Role of ILO                                       |

**Books**

| <b>Text Books:</b>  |   |
|---|---|
| 1.  | P. Dowling, M. Festing, A.D. Engle, International Human Resource Management, Thomson South-Western, 5th ed, 2009.                         |
| 2.  | Monir H. Tayeb, International Human Resource Management, Oxford University Press. 2005.   |
| <b>Reference Books:</b>                                     |   |
| 1.  | P. Evans, V. Pucik, and I. Bjorkman, "The Global Challenge. International Human Resource Management", McGraw-Hill, 2nd ed., 2011.         |
| 2.  | Anne-wil Harzing, Joris Van Ruysseveldt, International Human Resource Management. SAGE, 2011.   |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://www.coursera.org/learn/international-business-culture">https://www.coursera.org/learn/international-business-culture</a> |
| 2.  |   |

| <b>Course delivery methods</b> |                          | <b>Assessment methods</b> |                                 |
|--------------------------------|--------------------------|---------------------------|---------------------------------|
| 1.                             | Black Board Teaching     | 1.                        | Internal Assessment Test        |
| 2.                             | Power Point Presentation | 2.                        | Assignments                     |
| 3.                             | Class Room Exercise      | 3.                        | Case Studies                    |
|                                |                          | 4.                        | Quizzes                         |
|                                |                          | 5.                        | Workshops                       |
|                                |                          | 6.                        | Semester End Examination ( SEE) |

**Course Outcome (COs)**

Outcomes usually follow the format: "At the end of the course, students will be able to '*insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop*' (Highlight the **action verb** representing the Bloom's level.)

| At the end of the course, the student will be able to |   | Bloom's Level | PO(s) | PSO(s) |
|---|---|---------------|-------|--------|
| 1.  | Examine the cultural consequences and devise strategies in managing international human resource.   | 4             | 2     | 3      |
| 2.  | Make use of appropriate staffing approach for hiring international employees.   | 3             | 3     | 2      |
| 3.  | Examine strategic approach to manage IHRM in MNC's. Demonstrate understanding of HR practices and IR in MNC's and different countries to successfully manage expatriates. | 4             | 3     | 3      |
| 4.  | Evaluate expatriate performance.  | 5             | 2     | 2      |
| 5.  | Design effective expatriate compensation for attracting international employees.  | 6             | 2     | 2      |

**Program Outcome of this course (POs)**

| <b>Program Outcome of this course (POs)</b> |  | <b>PO No.</b> |
|---|--|---------------|
| 1.  | Apply knowledge of management theories and practices to solve business | <b>1</b>      |

|    |   |   |
|----|---|---|
|    | problems.   |   |
| 2. | Foster analytical and critical thinking abilities for data based decision making.   | 2 |
| 3. | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.                           | 4 |
| 4. | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment. | 5 |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

#### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | Low (L): If 50% of marks is scored by 85% of the students.    |
| 2      | Medium (M): If 60% of marks is scored by 65% of the students. |
| 3      | High (H): If 75% of marks is scored by 50% of the students.   |

| CO-PO Mapping (planned)     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|-----------------------------|-----|-----|-----|-------------------------|------|------|------|
|                             | PO1 | PO2 | PO4 | PO5                     | PSO1 | PSO2 | PSO3 |
| CO1                         | 2   |     |     | 3                       | 3    |      |      |
| CO2                         |     | 3   |     |                         |      | 2    |      |
| CO3                         |     |     | 3   |                         |      |      | 3    |
| CO4                         |     | 2   |     |                         | 2    |      |      |
| CO5                         |     | 2   |     |                         |      | 2    |      |
|                             |     |     |     |                         |      |      |      |
| Mention the levels: 1, 2, 3 |     |     |     |                         |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| > Writing two IA test is compulsory.<br>> <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |   |
|---|---|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.  | <b>Minimum marks required in SEE to pass:</b>   |
| 3.  | Question paper contains four parts. <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four</li> </ul> |

questions.

- Part D contains twenty marks, this is compulsory to answer for all student

### Training & Development (Theory)

|                          |   |                      |          |
|--------------------------|---|----------------------|----------|
| <b>Course Code</b>       | <b>20MBAHR415</b>                                   | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 4- 0- 0   | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40Hrs; T = 00Hrs; P = 00 Hrs<br>Total = 400 Hrs | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |   |
|----|---|
| 1. | The objective of this course is to provide an in-depth understanding to various stages in a training process  |
| 2. | To understand the catalytic role of training and development in the effective functioning of an organization. |
| 3. | The will facilitate the students to learn some of the tools and techniques of training process.               |

**Pre-requisites:** The student should have basic knowledge about human resource management and training and development.

#### Unit - I

**08 Hours**

**Introduction to Employee learning and Development:** Meaning and significance, The Forces Influencing Working and Learning, classification of learning capabilities, learning Theories, Pedagogy and Andragogy, The Learning Cycle. Training and Learning: Relationship, Work Environment, Characteristics influencing transfer of training, organizational environments encouraging transfer.

**Topics for Flipped Classes:** Transfer of training

#### Unit - II

**08 Hours**

**Training Needs Analysis** Meaning and significance of training needs types of needs, components of needs, data collection, analysis and interpretation.

**Training Design & Development:** Meaning and significance of training design and development, principles of training design, design process, identifying the training objectives, determining structure, content, duration, method, learning activities.

**Topics for Flipped Classes:** Six Component Model of need analysis

#### Unit - III

**08 Hours**

**Training implementation:** Meaning and significance of implementation, making or buying decision, implementation process for making and buying decisions,

**Training Methods:** Skills of effective trainer, Presentation Methods, Hands-on Methods, and Group Building Methods, Choosing Training methods. Technology-Based training methods, Out-bound training method.

**Topics for Flipped Classes:** Learning Management Systems

#### Unit - IV

**08 Hours**

**Training Evaluation:** Meaning, Reasons for Evaluating Training, Evaluation Process, and Outcomes used in evaluation of training programs, Donald Kirkpatrick's Evaluation Model, Evaluation Designs, Data collection for training evaluation, Determining Return on investment in Training, Measuring Human Capital and Training Activity.

**Topics for Flipped Classes:** Determining Return on investment in Training

|   |                 |
|---|-----------------|
| <b>Unit - V</b>   | <b>08 Hours</b> |
| <b>Future of Training &amp; Development:</b> Use of New Technologies for Training Delivery and Instruction, Speed in Design, Focus on Content, and Use of Multiple Delivery Methods, Use of Just-In-Time Learning and Performance Support and Social Learning, Use of Stakeholder-Focused Learning, Training Partnerships, and Outsourcing Training, Implications of Future Trends for Trainers’, Skills and Competencies |                 |
| <b>Topics for Flipped Classes:</b> Future Trends for Trainers   |                 |

| <b>Self Study Topics</b> |   |
|--------------------------|---|
| Unit No.                 | Topic description                               |
| 1                        | Strategic Training                              |
| 2                        | Models of Training Need Analysis                |
| 3                        | Platforms for Training Implementation           |
| 4                        | Evaluation Practices in different organizations |
| 5                        | Special Challenges in Career Management         |

| <b>Books</b>  |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Noe A Raymond, Employee Training & Development, McGraw Hill Publication, 2nd ed., 2011.   |
| 2.  | P Nick and Blanchard, Effective Training, Pearson Education/PHI, 2nd ed, 2005.  |
| 3.  | Dr. B. Janakiraman, Training & Development, Biztantra/Wiley Dreamtech, 2005.  |
| <b>Reference Books:</b>                                     |   |
| 1.  | G Pandu Naik, Training & Development. Excel Books, 1 <sup>st</sup> ed., 2009  |
| 2.  | Gupta B.L, Management Training and Development, Vrinda Publications, 1st ed., 2011.   |
| 3.  | Ratan Reddy, Effective HR Training Development Strategy, Himalaya Publishing House, 2005.   |
| 4.  | Rolf Lynton & Udai Pareek., Training for development, Sage Publications, 2011.  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://www.coursera.org/learn/learning-knowledge-human-development#syllabus">https://www.coursera.org/learn/learning-knowledge-human-development#syllabus</a> |
| 2.  |   |

| <b>Course delivery methods</b> |                          | <b>Assessment methods</b> |                                 |
|--------------------------------|--------------------------|---------------------------|---------------------------------|
| 1.                             | Black Board Teaching     | 1.                        | Internal Assessment Test        |
| 2.                             | Power Point Presentation | 2.                        | Assignments                     |
| 3.                             | Class Room Exercise      | 3.                        | Case Studies                    |
|                                |                          | 4.                        | Quizzes                         |
|                                |                          | 5.                        | Workshops                       |
|                                |                          | 6.                        | Semester End Examination ( SEE) |

| <b>Course Outcome (COs)</b>  |   |               |       |        |
|--|---|---------------|-------|--------|
| Outcomes usually follow the format: “At the end of the course, students will be able to‘ <i>insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop</i> ’](Highlight the <b>action verb</b> representing the Bloom’s level.) |   |               |       |        |
| At the end of the course, the student will be able to  |   | Bloom’s Level | PO(s) | PSO(s) |
| 1.   | Apply learning theories in designing effective training programs  | 3             | 3     | 2      |
| 2.   | Make use of training need analysis process to analyze the training needs of employees.                                      | 3             | 2     | 2      |
| 3.   | Make use of appropriate training methods for effective delivery of training content during the training program.            | 6             | 3     | 3      |
| 4.   | Evaluate the effectiveness of training programs and calculate the ROI   | 5             | 2     | 2      |
| 5.   | Develop multiple career options by choosing appropriate training and development programs for enhancing their competencies. | 6             | 2     | 3      |

|   |               |
|---|---------------|
| <b>Program Outcome of this course (POs)</b> | <b>PO No.</b> |
|---|---------------|



|    |  |          |
|----|--|----------|
| 1. | Apply knowledge of management theories and practices to solve business problems.             | <b>1</b> |
| 2. | Foster analytical and critical thinking abilities for data based decision making.            | <b>2</b> |
| 3. | Ability to make use of relevant skills acquired during the programme for career advancement. | <b>3</b> |

| Program Specific Outcome of this course (PSOs) |   | PSO No.  |
|--|---|----------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | <b>1</b> |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | <b>2</b> |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | <b>3</b> |

**Mapping through Direct Assessment:**

**Rubrics:**

| Levels   | Target  |
|----------|---|
| <b>1</b> | Low (L): If 50% of marks is scored by 85% of the students.    |
| <b>2</b> | Medium (M): If 60% of marks is scored by 65% of the students. |
| <b>3</b> | High (H): If 75% of marks is scored by 50% of the students.   |

|                                    | CO-PO Mapping (planned) |          |          | CO-PSO Mapping(planned) |          |          |
|------------------------------------|-------------------------|----------|----------|-------------------------|----------|----------|
|                                    | PO1                     | PO2      | PO3      | PSO1                    | PSO2     | PSO3     |
| CO1                                | <b>3</b>                |          |          | <b>2</b>                |          |          |
| CO2                                |                         | <b>2</b> |          |                         | <b>2</b> |          |
| CO3                                |                         |          | <b>3</b> |                         | <b>3</b> |          |
| CO4                                |                         | <b>2</b> |          |                         | <b>2</b> |          |
| CO5                                |                         |          | <b>2</b> |                         |          | <b>3</b> |
| <b>Mention the levels: 1, 2, 3</b> |                         |          |          |                         |          |          |

**Scheme of Continuous Internal Evaluation (CIE):**

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks                     | Final marks |
|--|--------------------------|-----------------------------|-----------------------|---------------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>( <b>reduced to 50</b> ) | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                          |                             |                       |                                 |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |   |
|---|---|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.  | <b>Minimum marks required in SEE to pass:</b>   |
| 3.  | <p>Question paper contains four parts.</p> <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> <li>• Part D contains twenty marks, this is compulsory to answer for all student</li> </ul> |

## Recruitment and Selection (Theory)

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | 20MBAHR416   | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 3-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | Lecture = 40 Hrs; Tutorial = 0 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

### Course learning objectives

|    |  |
|----|--|
| 1. | To teach and appraise on role of recruitment and selection in the organizations          |
| 2. | To appraise students on importance of methods of recruitment and selection               |
| 3. | To provide information on changing trends in employee hiring                             |
| 4. | To appraise students with regards to influence of skill gap on recruitment and selection |

**Pre-requisites:** Students should refresh recruitment and selection concepts studied in the second semester subject human resource management

### Unit - I

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

Strategic Human Resources Management, Human Resource Planning, Factors affecting HRP, Process of HRP. Employee Forecasting – Trend analysis, Ratio Analysis, Scatter Plot, Computerized Forecasting, Delphi Method, Manager Judgment, Supply forecasting. Barriers, requisites to successful HRP.

#### **Topics for Flipped Classes:**

Human Resource Planning, Factors affecting HRP, Process of HRP

### Unit - II

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

Impact of behavioral factors on job analysis. Role Analysis, Role Clarity, Role Mapping. Job Description – Contents, Writing Job Description, and Job Specification, and Job Enrichment, enlargement. Competency approach to job analysis. Job analysis in a “jobless world”. Problems with job description. Meaning & Importance of Job Evaluation.

#### **Topics for Flipped Classes:**

Job Description – Contents, Writing Job Description, and Job Specification, and Job Enrichment

### Unit - III

**Contact Hours = 8 Hours**  
**Flipped Classes Content = 2 Hours**

Recruitment Strategy, Sources of Recruitment, Internal and External Source, Modern Techniques of Recruitment, HR Chatbots, Sources- Internet Based, Placement Agencies. Selection - Meaning, Essentials of Selection Procedure, Selection Hurdles, Selection Procedure - Application Blank; Employment Tests- Utility and Validity. Employment Interviews- Principles and Techniques, Medical Text, Reference Check Appointment- Terms and conditions. Recruitment and selection in a “de- jobbed world”.

Topics for Flipped Classes:

Sources of Recruitment, Internal and External Source, Modern Techniques of Recruitment, HR Chatbots,

|   |  |
|---|--|
| <b>Unit - IV</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| Reference checking & Appointment orders: meaning, definition and purpose. Verification of character, criminal antecedents, previous work behavior and education qualifications. Verification of community certificates in public sector companies Meaning, definition, and purpose. Statutory requirements of appointment letter method of delivery and retrieving the acknowledgement copy. Medical Examination & acceptance of offer for joining. |  |
| <b>Topics for Flipped Classes:</b><br>Reference checking & Appointment orders, Medical Examination & acceptance of offer for joining  |  |

|   |  |
|---|--|
| <b>Unit - V</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| Induction Programme –Steps, Contents of orientation programs. Strategic choices of orientation-formal or informal, individual or collective, serial or disjunctive Investiture or Disinvestiture, Requisites of effective programme Problems of orientation. Analysis of effectiveness of recruitment & selection system. |  |
| <b>Topics for Flipped Classes:</b><br>Induction Programme –Steps, Contents of orientation programs, Problems of orientation   |  |

| <b>Self-Study Topics</b> |  |
|--------------------------|--|
| Unit No.                 | Topic description  |
| 1                        | Self-learning topics: Capital Land Ltd: CEO Selection – Harvard Publishing   |
| 2                        | Self-learning topics: Anjali Bank – IIM A Case Study,<br>Collect and study various Job Descriptions posted by Companies in their website |
| 3                        | Self-learning topics: Tata Motors ‘ Talent Management Fast Track Selection Scheme: The Road Ahead, Ivey Publishing                       |
| 4                        | Self-learning topics:naukri.com – IIM A Case Study   |
| 5                        | Self-learning topics: Regal Workshops – IIM A Case Study   |

| <b>Books</b>  |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Arthur Diane (2010).Recruiting, Interviewing,Selecting and Orienting New Employee, , JICO 5/e,  |
| 2.  | K Ashwatappa, (2013). Human Resource Management – Text And Cases — Tata McGraw Hill 7/E   |
| <b>Reference Books:</b>                                     |   |
| 1.  | Cynthia Fisher, James B. Shaw Lyle F Scheoenfeldt, (2013).Human Resource Management – Prentice India  |
| 2.  | Gatewood, Field & Barrick, (2008), Human Resource Selection, India Edition, South Western, Cengage Learning,  |
| <b>E-resources (NPTEL/SWAYAM. Any Other)- mention links</b> |   |
| 1.  | Edx – Essential Career Skills for Investment Banking and Finance<br><a href="https://www.edx.org/course/essential-career-skills-for-investment-banking-and- finance-2">https://www.edx.org/course/essential-career-skills-for-investment-banking-and- finance-2</a> |
| 2.  | Edx- Introduction to Inclusive Talent Acquisition<br><a href="https://www.edx.org/course/introduction-inclusive-talent-acquisition-4">https://www.edx.org/course/introduction-inclusive-talent-acquisition-4</a>  |

|                                |                           |
|--------------------------------|---------------------------|
| <b>Course delivery methods</b> | <b>Assessment methods</b> |
|--------------------------------|---------------------------|

|    |                          |    |                                |
|----|--------------------------|----|--------------------------------|
| 1. | Black Board Teaching     | 1. | Internal Assessment Test       |
| 2. | Power Point Presentation | 2. | Assignments                    |
| 3. | Class Room Exercise      | 3. | Case Studies                   |
| 4. | Case Based Teaching      | 4. | Quizzes                        |
|    |                          | 5. | Workshops                      |
|    |                          | 6. | Semester End Examination (SEE) |

### Course Outcome (COs)

Outcomes usually follow the format: “At the end of the course, students will be able to ‘insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop’”(Highlight the **action verb** representing the Bloom’s level.)

| At the end of the course, the student will be able to |  | Bloom’s Level | POs         | PSos  |
|---|--|---------------|-------------|-------|
| 1.  | Students would be able to <b>integrate</b> models of recruitment and selection                                     | L4            | 1,2,3,6,7   | 1,2,3 |
| 2.  | Students would be able to <b>select</b> methods of recruitment and selection in the organization                   | L4            | 1,2,3,4,7   | 1,2,3 |
| 3.  | Students would be able to <b>judging</b> between effective and ineffective methods of recruitment and selection    | L5            | 1,2,3,4,7   | 1,2,3 |
| 4.  | Students would be able to <b>plan and evaluate</b> effectiveness of recruitment and selection in the organizations | L5            | 1,2,5,6     | 1     |
| 5   | <b>Design &amp; develop</b> recruitment strategy   | L6            | 1,2,3,4,6,7 | 1,2,3 |

### Program Outcome of this course (POs)

|    |  | PO No. |
|----|--|--------|
| 1. | Apply knowledge of management theories and practices to solve business problems  | PO1    |
| 2. | Foster analytical and critical thinking abilities for data based decision making.  | PO2    |
| 3. | Ability to develop value based leadership ability.   | PO3    |
| 4  | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           | PO4    |
| 5  | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment | PO5    |
| 6  | Ability to make use of relevant skills acquired during the programme for career advancement                                      | PO6    |
| 7  | Ability to acquire entrepreneurial competencies to create value for the society at large   | PO7    |

### Program Specific Outcome of this course (PSOs)

|    |   | PSO No. |
|----|---|---------|
| 1. | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |
| 2. | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement   | 2       |
| 3. | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community   | 3       |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 60% of the students. |
| 2      | 40% Marks in projects                                     |

| CO-PO Mapping (planned)            |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-------------------------|------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7                     | PSO1 | PSO2 | PSO3 |
| CO1                                | 3   | 2   | 1   |     |     | 2   | 1                       | 3    | 2    | 1    |
| CO2                                | 1   | 3   | 2   | 1   | 2   |     |                         | 1    | 3    | 2    |
| CO3                                | 1   | 2   | 3   | 2   |     |     | 1                       | 1    | 2    | 3    |
| CO4                                | 2   | 1   |     |     | 3   | 1   | 2                       |      | 1    |      |
| CO5                                | 1   | 2   | 1   | 3   |     | 3   | 3                       | 2    | 1    | 2    |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |                         |      |      |      |

### Scheme of Continuous Internal Evaluation (CIE):

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|--|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                          |                             |                       |                         |             |

**Self-Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:</b>   |
| 3.   | <p>Question paper contains four parts.</p> <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> </ul> <p>Part D contains twenty marks, this is compulsory to answer for all student</p> |

## ORGANIZATIONAL DEVELOPMENT

|                          |   |                      |           |
|--------------------------|---|----------------------|-----------|
| <b>Course Code</b>       | <b>20MBAHR417</b>                                 | <b>Credits L-T-P</b> | 3 – 0 – 0 |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3         |
| <b>Hours/week: L-T-P</b> | 3-0-0   | <b>CIE Marks</b>     | 50 marks  |
| <b>Total Hours:</b>      | Lecture = 40Hrs; Tutorial =0Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks  |

| <b>Course learning Objectives</b> |  |
|-----------------------------------|--|
| 1.                                | To teach and appraise on role of organizational development in the organizations |
| 2.                                | To understand the bases pertaining to foundations of Organizational Development  |
| 3.                                | To appraise students on importance of interventions of organizations development |
| 4.                                | To acquaint the students with implications of Organizational Development         |

**Pre-requisites: Students should refresh organizational behavioral concepts studied in the second semester**

|   |  |
|---|--|
| <b>Unit - I</b>   | <b>4 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Introduction</b> -Field of Organization Development and definitions, history of organization development. Values, assumptions and Beliefs in Organizational Development.<br><i>Self-learning topics: Maharogi Sewa Samiti: Baba Amte's Ashram – IIM A Case</i> |  |
| <i>Topics for Flipped Classes: History of Organization Development</i>  |  |

|   |   |
|---|---|
| <b>Unit - II</b>  | <b>10 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| Foundations of Organization Development- Models and Theory of Planned Change, Systems Theory, Participation and Empowerment, Teams and Team work, normative re-educative Strategy, Applied Behavioral Science, Parallel Learning Structures, OD Process<br><i>Self-learning topics: Hindustan Petroleum Corporation Limited– IIM A Case</i> |   |
| <i>Topics for Flipped Classes: Team and Team work related concepts</i>  |   |

|  |   |
|--|---|
| <b>Unit - III</b>  | <b>10 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Interventions 1</b> – Overview, Individual Interventions, Team and interpersonal interventions and techniques, Third-Party Peacemaking Interventions<br><i>Self-learning topics: Voltas Limited (H): Human Resources Development – IIM A Case</i> |   |
| <i>Topics for Flipped Classes: Third-Party Interventions related concepts</i>  |   |

|   |  |
|---|--|
| <b>Unit - IV</b>  | <b>8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Intervention 2</b> -Structural and Comprehensive Interventions and the Applicability of OD, Consultant-Client Relationships.<br><i>Self-learning topics: Balancing Engagement and Innovation at Bharat Petroleum– Harvard Business Publication</i> |  |

**Topics for Flipped Classes: Consultant-Client Relationships issues in practical scenario**

|  |  |
|--|--|
| <b>Unit - V</b>  | <b>8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Implications of OD:</b> System Ramifications, Power, Politics, and Organization Development, Research on Organization Development. The Future and Organization Development. |  |
| <b>Self-learning topics: Implementing Fortis Operating System – Harvard Business Publication</b>   |  |
| <b>Topics for Flipped Classes: Research on Organization Development</b>  |  |

| <b>Books</b> |   |
|--------------|---|
|              | <b>Text Books:</b>  |
| 1.           | Wendell L. French and Cecil H. Bell, Organization Development: Behavioral Science Interventions for Organization Improvement, 5th Edition, Pearson Publication, New Delhi |
| 2.           | Cummings, T. G. & Worley, C. G. (2009). Organization development and change (9th edition). Canada: South-Western Cengage Learning   |
|              | <b>Reference Books:</b>   |
| 1.           | Newstrom, J. W., Organizational Behavior : Human Behavior at Work, 12 <sup>th</sup> Ed McGraw Hill Education.   |
| 2.           | Nelson, P. K. Organizational Behavior, 7 <sup>th</sup> Ed, South Western  |

| <b>Course delivery methods</b> |                            | <b>Assessment methods</b> |                      |
|--------------------------------|----------------------------|---------------------------|----------------------|
| 1.                             | <b>Lecture</b>             | 1.                        | <b>Internal Test</b> |
| 2.                             | <b>Case Studies</b>        | 2.                        | <b>Case studies</b>  |
| 3.                             | <b>Problem Solving</b>     | 3.                        | <b>Assignments</b>   |
| 4.                             | <b>Video Documentaries</b> | 4.                        | <b>Project</b>       |

| <b>Course Outcome (COs)</b>                           |  |               |       |        |
|---|--|---------------|-------|--------|
| At the end of the course, the student will be able to |  | Bloom's Level | PO(s) | PSO(s) |
| 1.  | <b>Understand</b> the basics of Organizational Development and <b>Apply</b> the concepts for organization growth | L2/L3         | 1     | 1      |
| 2.  | Students would be able to <b>outline</b> models of organizational development                                    | L4            | 2     | 2      |
| 3.  | Students would be able to <b>integrate</b> methods of organizational development through Interventions           | L4            | 3     | 2      |
| 4.  | <b>Develop</b> strategies to enhance client consultant relationship  | L6            | 4,5   | 3      |
| <b>5</b>  | <b>Analyze</b> and <b>Evaluate</b> implications of Organizational Development                                    | L4/L5         | 6,7   | 3      |

| <b>Program Outcomes(POs)</b> |  | <b>PO No.</b> |
|------------------------------|--|---------------|
| 1.                           | Apply knowledge of management theories and practices to solve business problems                        | PO1           |
| 2.                           | Foster analytical and critical thinking abilities for data based decision making.                      | PO2           |
| 3.                           | Ability to develop value based leadership ability.   | PO3           |
| 4                            | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business | PO4           |

|   |  |     |
|---|--|-----|
| 5 | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment | PO5 |
| 6 | Ability to make use of relevant skills acquired during the programme for career advancement                                      | PO6 |
| 7 | Ability to acquire entrepreneurial competencies to create value for the society at large   | PO7 |

| Program Specific Outcome of this course (PSOs) |  | PSO No. |
|--|--|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices |         |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement  |         |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community  |         |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks are scored by 75% of the students. ( It is example) |
| 2      | 60 % of the total marks are scored by 70% of the students.                  |
| 3      | 80 % of the total marks are scored by 65% of the students.                  |

| CO-PO Mapping (planned)            |     |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-------------------------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1                    | PSO2 | PSO3 |
| <b>CO1</b>                         |     |     | 2   | 3   | 1   |     | 2   |                         | 2    |      |
| <b>CO2</b>                         | 3   | 2   |     |     |     |     |     | 2                       |      |      |
| <b>CO3</b>                         | 2   |     | 2   |     |     | 2   | 1   |                         | 2    |      |
| <b>CO4</b>                         |     |     | 2   | 3   |     | 2   |     | 2                       |      |      |
| <b>CO5</b>                         | 2   | 2   |     | 2   | 2   | 2   | 2   |                         | 2    |      |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |     |                         |      |      |

### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ Minimum marks required to qualify for SEE : 20 out of 50</p> <p>➤ Total IA marks of 100 will be reduced to 50 marks</p> <p>Total IA marks of 100 will be reduced to 50 marks</p> |                          |                             |                       |                         |             |



**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |   |
|--|---|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.   | <b>Minimum marks required in SEE to pass:</b>   |
| 3.   | Question paper contains four parts. <ul style="list-style-type: none"><li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li><li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li><li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li></ul> Part D contains twenty marks, this is compulsory to answer for all student |

## Change and Knowledge Management

|                          |   |                      |          |
|--------------------------|---|----------------------|----------|
| <b>Course Code</b>       | <b>18MBAHR418</b>                               | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 3-0-0   | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40 Hrs; Tutorial = 00 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |  |
|-----------------------------------|--|
| 1.                                | Developing an understanding of the strategic role of change in the organization and the impact of change (or failure to change) on organizational performance.           |
| 2.                                | Developing a basic understanding and fundamental knowledge of the models and theories of change management.  |
| 3.                                | Acquainting the understanding and knowledge of various strategies to facilitate change in the organizational context through leadership and shared vision                |
| 4.                                | Apprising the understanding of Knowledge and the concept of Knowledge management and models of knowledge management.   |
| 5.                                | Appreciate the role and use of knowledge Management in organizations and institutions, emerging trends and challenges that the New Knowledge Management aims to overcome |

**Pre-requisites :** Student needs to be aware of basic understanding of Change and Knowledge Management

| Unit – I   | <b>Contact Hours: 06Hours</b><br><b>Flipped Class Content: 2 Hours</b> |
|--|--|
| <p><b>Understanding Change:</b> Nature of change, Forces of change, Types of change, Models of change - Lewis's Force field, Systems Model, Action research model, organizational vision and strategic planning.</p> <p><b>Communicating Change:</b> Need for Communicating Change, Factors Involved in Communicating Change, Methods and Techniques for Communicating Change, Role of Top Management in Communicating Change</p> <p><b>Flipped Class Content: Role of Top Management in Communicating Change.</b></p> |  |

| Unit – II   | <b>Contact Hours: 06 Hours</b><br><b>Flipped Class Content: 2 Hours</b> |
|---|---|
| <p><b>Process of Change Management:</b> Change Management Process, Phases of the Change Management Process, Change Management Process Control</p> <p><b>Resistance to change:</b> Concept of Resistance to Change, Forms of Resistance, Reactions to Change, systematic approach to making change- factors for effective change, skills of leaders in change management, designing the change, Overcoming the Resistance to Change, Techniques to Overcome Resistance.</p> <p><b>Flipped Class Content: Overcoming Resistance to Change and Techniques to Overcome Resistance</b></p> |   |

| Unit – III   | <b>Contact Hours: 04Hours</b><br><b>Flipped Class Content: 2 Hours</b> |
|--|--|
| <p><b>Strategies for Implementing Change:</b> Introduction, Types of Change Management Strategies, Factors Affecting the Choice of a Change Strategy, Formulating and Facilitating Change management</p> |  |

**Leading Changes:** Visionary Leadership, Leadership Framework, Creating Shared Vision, Role of Leaders in the Phases of Organizational Change

**Flipped Class Content: Role of Leaders in the Phases of Organizational Change**

|  |  |
|--|--|
| <b>Unit – IV</b>   | <b>Contact Hours 06Hours<br/>Flipped Class Content: 02 hours</b> |
| Concept of Knowledge: Data, Information & Knowledge, wisdom (Meaning, Need, Importance), Basic types of knowledge. Knowledge Management & Information Management |  |
| <b>Knowledge creation and capture:</b> Knowledge Creation, SECI Model, Other Theoretical Models of KM.   |  |
| <b>Flipped Class Content: Knowledge Management in Organizations</b>  |  |

|   |  |
|---|--|
| <b>Unit – V</b>   | <b>Contact Hours : 08Hours<br/>Flipped Class Content: 02 Hours</b> |
| <b>The knowledge management cycle:</b> Knowledge Management System Life Cycle, Major Approaches to the KM Cycle, The Zack KM Cycle, The Bukowitz and Williams KM Cycle.   |  |
| <b>Organizational knowledge management architecture:</b> Organizational knowledge management-need, benefits, drivers, approaches strategies, components and functions. Knowledge Management and organizational culture ( Intellectual capital, KM landscape, the open enterprise) |  |
| <b>Emerging Trends and Challenges in Knowledge Management:</b> Knowledge Mining, Knowledge Bots, Cloud Based Performance/ Knowledge, Ethical Issues, Emergence of Technology  |  |
| <b>Flipped Class Content:Trends in Knowledge Management and challenges faced by organizations</b>   |  |

| <b>Self Learning Topics</b> |  |
|-----------------------------|--|
| 1.                          | Change Agents                            |
| 2.                          | Maintaining Organizational Effectiveness |
| 3.                          | Evaluating Organizational Change         |
| 4.                          | Knowledge Maps                           |
| 5.                          | Developing KM Enterprise                 |

| <b>Books</b>                                 |   |
|--|---|
| <b>Text Books:</b>                           |   |
| 1.   | K.Harigopal, Management of Organizational Change, Sage Publications, Second Edition, 2006                               |
| 2.   | R L Nandeshwar, Balakrishna Jayasimha, Change & Knowledge Management, Excel Books, 2 <sup>nd</sup> Edition, 2010        |
| 3.   | Sudhir Warier, Knowledge Management, Vikas Publications.  |
| 4.   | Stuart Barnes, Knowledge Management Systems, Thomson Learning.  |
| 5.   | J.M. Firestone, M.W. Mcelroy, Key issues in the New Knowledge Management  |
| <b>Reference Books:</b>                      |   |
| 1.   | V.Nilakant, S. Ramnarayan, Managing Organization Change, Sage Publications, 2006  |
| 2.   | Dr. B. Ratan Reddy, Knowledge Management (Tool for business development), Himalaya Publishing House.                    |
|  | Elias M Awad Hassan M Ghazir, Knowledge Management Pearson Education, Pearson education, 2008                           |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)</b> |   |
| 1.   | <a href="https://onlinecourses.nptel.ac.in/noc17_mg07/preview">https://onlinecourses.nptel.ac.in/noc17_mg07/preview</a> |

| <b>Course delivery methods</b> |                          | <b>Assessment methods</b> |                          |
|--------------------------------|--------------------------|---------------------------|--------------------------|
| 1.                             | Black Board Teaching     | 1.                        | Internal Assessment Test |
| 2.                             | Power Point Presentation | 2.                        | Assignments              |
| 3.                             | Class Room Exercise      | 3.                        | Case Studies             |



|                             |  |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|--|
| Mention the levels: 1, 2, 3 |  |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|--|

### Scheme of Continuous Internal Evaluation (CIE):

| Components | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|------------|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory     | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |

➤ Writing two IA test is compulsory.  
➤ **Minimum marks required to qualify for SEE : 20 out of 50**

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

### Scheme of Semester End Examination (SEE):

|    |   |
|----|---|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2. | <b>Minimum marks required in SEE to pass:</b>   |
| 3. | Question paper contains four parts. <ul style="list-style-type: none"><li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li><li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li><li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li><li>• Part D contains twenty marks, this is compulsory to answer for all student</li></ul> |

### Family Business and Entrepreneurship (Theory)

|                                |   |                    |  |                      |          |
|--------------------------------|---|--------------------|--|----------------------|----------|
| <b>Course Code</b>             | <b>20MBAED419</b>                             | <b>Course type</b> |  | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |  | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |  | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |  | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |   |
|-----------------------------------|---|
| 1.                                | To empower students with the understanding of Corporate Governance and Corporate Sustainability.  |
| 2.                                | To sensitize students to the issues at various life cycle stages of the family business.  |
| 3.                                | To empower students to understand and handle family business issues.  |
| 4.                                | To assist family-owned businesses in understanding the changing dynamics of competition brought about by liberalization, privatization and globalization. |

**Pre-requisites :** Students should have basic knowledge about entrepreneurship and management.

|  |  |
|--|--|
| <b>Unit – I</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <p><b>Introduction to Family Business:</b> Definition, What constitutes a family business? Succession and Continuity, Economic impact, What Makes it Unique - The Nature, Importance, and Uniqueness of Family Business - Special strengths - family business culture and values, Dilemmas and challenges for family businesses- Business challenges, Emotional issues, Leadership. The system theory perspective, Blurred System Boundaries, The Alternative to Blurred system boundaries: joint optimization, The agency theory perspective, The strategic perspective: competitive challenges faced by family businesses, Competitive advantage: the resource based view, The stewardship perspective. Dynamics of Family Business Governance, Corporate Governance and Social Responsibility</p> |  |
| <p><b>Topics for Flipped Classes:</b> Dilemmas and challenges for family businesses</p>  |  |

|  |  |
|--|--|
|  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|--|--|

**Unit – II**

**Family business dynamics:** People, system and growing complexity: Family culture, organizational culture, and cultural blur in family firms, generational conflict and culture change, Family business people – Founders, Women in family businesses, Husband and wife teams, In-laws, Multifamily ownership, Non-family employees, Managing conflicts in family firms. Family business systems, ownership dimensions. Family business life cycles stages, Ownership transitions. The family’s relationship with business: developing a strategic vision and building teamwork: Articulating values and shared vision, Family emotional intelligence, Family Communication: Family Meetings, The family employment policy, Ownership and family policy making, Guidelines for policy making,. Unifying plans, processes and structures - Designing family governance.

**Topics for Flipped Classes:** Family business life cycle stages

|  |  |
|--|--|
|  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|--|--|

**Unit – III**

**Professionalizing the boardroom:** The role of balanced board of directors: Ownership of an Enterprise Built to Last, Shareholder priorities, Responsibilities of shareholders to the company, Effective governance of the shareholder-firm relationship, Information, communication, and education of shareholders, Family Business Governance - Advisory Boards and Boards of Directors, Recruitment and selection, Compensation and motivation, The rubber stamp board, Making the transition, Establishing a well-balanced board, Board composition, Organizing the board. Effective working boards -Relationship with the family. Two-tier boards. The impact of Sarbanes-Oxley on the family business and its board.

**Topics for Flipped Classes:** Recruitment and selection of manpower

|  |  |
|--|--|
|  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|--|--|

**Unit – IV**

**Cousin companies:** Cousin companies: family governance in multigenerational family firms: Introduction, Evolution of family business ownership, Culture shock. Complexity in cousin companies - Family complexity, Ownership complexity. Responding to growing complexity - Ownership policies, Business policies, Family policies. Setting up a family governance process - Recording decisions- the family constitution. Structuring family governance - Family council, Boundaries between the board and the family council, The family assembly, The annual shareholders meeting, The family office, The top management team. Other governance entities, Roles and membership. Getting the structure working. Mergers and Acquisitions, Sickness and Turnaround Strategies.

**Topics for Flipped Classes:** Setting up a family governance process

|  |  |
|--|--|
|  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
|--|--|

**Unit –V**

**Managing succession:** The succession paradox, Resistance to succession planning - The founder, The family, Employee and environmental factors. Leading the transition. Succession planning process in family business. Transfer of Power and Building financial security and relinquishing control. Building financial security. Change and Adaptation. Entrepreneurship: Intergenerational growth in entrepreneurial families, Global opportunities, Positive-Sum dynamics through family and enterprise leadership, Family firm recourses for the future.

**Topics for Flipped Classes:** Intrapreneurship

| Unit No. | Self-Study Component                        |
|----------|---|
| I        | Dilemmas and challenges for family business |
| II       | Family culture                              |
| III      | Family Business Governance                  |
| IV       | Complexity in cousin companies              |
| V        | Intrapreneurship                            |

| Books |   |
|-------|---|
|       | <b>Text Books:</b>  |
| 1.    | Anilkumar, S. C. Poornima, Abraham, Jayashree (2010) Entrepreneurship Development - Newage international.   |
| 2.    | Family business: The essentials by Peter Leach, Profile books Ltd. Family Business by Ernesto J. Poza   |
| 3.    | Robert Hisrich and Michael Peters: Entrepreneurship, Tata McGraw Hill, 2002 Jack Kaplan: Patterns of Entrepreneurship, Wiley, 2004  |
| 4.    |   |
|       | <b>Reference Books:</b>   |
| 1.    | Entrepreneurs: Talent, Temperament, Technique 2nd Edition. By – Bolton, Bill and John, Thompson. Butterworth-Heinemann, MA. 2004. ISBN: 978-81-312- 1366-7  |
| 2.    | Unleashing your Entrepreneurial Potential. By – Raghu Nanadan. Response Business Book from Sage, New Delhi.2009. ISBN: 978-81-7829-908-2 Peter Drucker: Innovation and Entrepreneurship – Practice and Principles, Affiliated East West Press, 1986 |
|       | <b>E-resources (NPTEL/SWAYAM.. Any Other)- mention links</b>  |
| 1.    | <a href="https://nptel.ac.in/course.php">https://nptel.ac.in/course.php</a>   |
| 2.    | <a href="https://www.coursera.org/in">https://www.coursera.org/in</a>   |

| Course delivery methods |                 | Assessment methods |   |
|-------------------------|-----------------|--------------------|---|
| 1.                      | Chalk and Talk  | 1.                 | IA tests                                |
| 2.                      | PPT and Videos  | 2.                 | Online Quizzes (Surprise and Scheduled) |
| 3.                      | Flipped Classes | 3.                 | Open Book Tests (OBT)                   |
| 4.                      | Online classes  | 4.                 | Course Seminar                          |
|                         |                 | 5.                 | Semester End Examination                |

#### Course Outcome (COs)

Outcomes usually follow the format: “At the end of the course, students will be able to ‘insert action verb here + insert knowledge, skills, or attitudes the student is expected to develop’](Highlight the **action verb** representing the learning level.)

| At the end of the course, the student will be able to |  | Learning Level | PO(s) | PSO(s) |
|---|--|----------------|-------|--------|
| 1.  | Understand operate as effective family business owner-manager. | 2,4            | 1,2   | 1      |



|    |  |       |     |   |
|----|--|-------|-----|---|
| 2. | Develop themselves as successful Entrepreneurs                         | 4     | 2   | 1 |
| 3. | Understand and use conceptual frameworks and best management practices | 2,4   | 3   | 2 |
| 4. | Evaluate and emerge as socially responsible business persons.          | 4,5   | 4   | 2 |
| 5. | Analyze, evaluate and develop effective succession plans.              | 3,4,5 | 5,6 | 3 |

### Rubrics:

| Levels           | Target  |
|------------------|---|
| <b>1(Low)</b>    | 50 % of the total marks is scored by 60% of the students.       |
| <b>2(Medium)</b> | 60 % of the total marks is scored by 50 to 70% of the students. |
| <b>3(High)</b>   | 60 % of the total marks is scored by 70% of the students.       |

| CO-PO Mapping (planned)            |     |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-------------------------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1                    | PSO2 | PSO3 |
| <b>CO1</b>                         | 2   | -   | 3   | 2   | 3   | -   | 3   | 2                       | -    | 3    |
| <b>CO2</b>                         | -   | 2   | 3   | -   | 3   | 3   | 2   | 3                       | 3    | 3    |
| <b>CO3</b>                         | 3   | 2   | -   | -   | 3   | 2   | 2   | 2                       | 3    | -    |
| <b>CO4</b>                         | -   | 2   | 3   | 3   | 2   | -   | 3   | -                       | 2    | 2    |
| <b>CO5</b>                         | 2   | 3   | -   | 2   | -   | 3   | 2   | 3                       | -    | 3    |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |     |                         |      |      |

### Scheme of Continuous Internal Evaluation (CIE):

| Components   | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|--|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory   | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <p>➤ Writing two IA test is compulsory.</p> <p>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b></p> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weight age shall be given in SEE question paper.**

| Scheme of Semester End Examination (SEE): |   |
|---|---|
| 1.  | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2.  | <b>Minimum marks required in SEE to pass:</b>   |
| 3.  | - Question paper contains four parts. <ul style="list-style-type: none"> <li>○ <i>Part A</i> contains three marks questions students have to answer five questions out of seven questions.</li> </ul> |

- *Part B* contains seven marks questions, students have to answer five questions out of seven questions.
- *Part C* contains ten marks questions, students have to answer three questions out of four questions.
- *Part D* contains twenty marks, this is compulsory to answer for all students.

### Financing the Entrepreneurial Business (Theory & Problems)

|                                |   |                    |    |                      |          |
|--------------------------------|---|--------------------|----|----------------------|----------|
| <b>Course Code</b>             | 20MBAED420                                    | <b>Course type</b> | PE | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |    | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |    | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |    | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

1. To develop a thorough understanding of the concepts of Entrepreneurship.
2. This course helps to identify the various sources of finance for Entrepreneurship development.
3. This course presents various financial aspects involved in a start up venture.
4. The course presents various project appraisal techniques.

**Pre-requisites:** The student should have basic knowledge about fundamentals of Financing options and the concepts of Entrepreneurship.

#### Unit - I

**8 Hours**

**Entrepreneurship:**

Introduction to entrepreneurship, evolution of the concept of entrepreneurship, entrepreneurship today. Types of entrepreneurs, Intrapreneurs entrepreneurial competencies.

**Topics for Flipped Classes:** Entrepreneurship today

#### Unit - II

**8 Hours**

**Sources of Finance:**

**Long term Financing,** Debt and equity financing, internal and external fund, personal funds, family and friends, Commercial Banks, Types of bank loan, Bank lending decision and **Government grants and Subsidies.**

**Topics for Flipped Classes:** Bank lending decision and Government grants and Subsidies.

#### Unit - III

**8 Hours**

**Venture Capital:**

**The concept of Venture Capital,** Nature of Venture capital, overview of venture capital industry, venture capital process. Locating the venture capitalists and approaching the venture capitalist.

**Topics for Flipped Classes:** Overview of venture capital industry

| Unit - IV  | 8 Hours |
|--|---------|
| <b>Project Financing:</b><br>The concept of Project Financing, Project evaluation and selection techniques: Payback period, Accounting rate of return, Net Present Value, Internal rate of return, benefit cost ratio and discounted payback period. |         |
| <b>Topics for Flipped Classes:</b> The concept of Project Financing  |         |

| Unit - V  | 8 Hours |
|---|---------|
| <b>Project Cash flows:</b><br>Elements of cash flow stream, Basic Principles of cash flow estimation, cash flow illustration and cash flow of replacement projects. |         |
| <b>Topics for Flipped Classes:</b> Elements of cash flow stream   |         |

| Self Study Topics |  |
|-------------------|--|
| Unit No.          | Topic description  |
| 1.                | Role of Entrepreneurship in Economic Development.                |
| 2.                | Identify the credit appraisal methods adopted by the banks.      |
| 3.                | Analyze the role of Venture Capitalists in investment market.    |
| 4.                | Analyze the role of credit rating agencies in investment market. |
| 5.                | Identify the features of cash flow statement.                    |

| Books  |  |
|--|--|
| <b>Text Books:</b>   |  |
| 1.   | Poornima Charantimath, Entrepreneurship and small business development. Pearson Publications (2005).   |
| 2.   | Robert D. Hisrich, Michael Peters and Dean, A Shepherd Entrepreneurship, 6th edition, McGraw-Hill Publications (2010).   |
| 3.   | Anilkumar, S. C. Poornima, Abraham, Jayashree Entrepreneurship Development. New age international (2011).  |
| 4.   | Mahendra Ramasinghani, The business of venture capital, Wiley (2012).  |
| <b>Reference Books:</b>                                      |  |
| 1.   | Raghu Nanadan, Unleashing your Entrepreneurial Potential, Sage, New Delhi (2009).  |
| 2.   | Peter Drucker, Innovation and Entrepreneurship – Practice and Principles, East West Press (2010).  |
| <b>E-resources (NPTEL/SWAYAM.. Any Other)- mention links</b> |  |
| 1.   | Entrepreneurial Operations: Launching a Startup, <a href="https://www.edx.org/course/operations-for-entrepreneurs">https://www.edx.org/course/operations-for-entrepreneurs</a> . |

| Course delivery methods |                          | Assessment methods |                                |
|-------------------------|--------------------------|--------------------|--------------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test       |
| 2.                      | Power Point Presentation | 2.                 | Assignments                    |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies                   |
|                         |                          | 4.                 | Quizzes                        |
|                         |                          | 5.                 | Workshops                      |
|                         |                          | 6.                 | Semester End Examination (SEE) |

| Course Outcome (COs)                                   |  |               |       |     |
|--|--|---------------|-------|-----|
|  |  | Bloom's Level | PO    | PSO |
| At the end of the course, the student will be able to, |  |               |       |     |
| 1.   | <b>Identify</b> the importance of entrepreneurship                 | 3             | 2,5   | 1,  |
| 2.   | <b>Analyze</b> various sources of finance                          | 4             | 1,3,6 | 2   |
| 3.   | <b>Analyze</b> the mechanism and functions of venture capital firm | 4             | 2,4   | 2   |
| 4.   | <b>Evaluate</b> various projects for profitability                 | 5             | 2,4   | 3,2 |
| 5.   | <b>Estimate</b> the cash flows of the firm                         | 5             | 2,4,6 |     |

| Program Outcome of this course (POs) | PO No. |
|--------------------------------------|--------|
|--------------------------------------|--------|

|    |  |   |
|----|--|---|
| 1. | Apply knowledge of management theories and practices to solve business problem.                                      | 1 |
| 2. | Foster analytical and critical thinking abilities for data based decision making.                                    | 2 |
| 3. | Ability to develop value based leadership ability  | 3 |
| 4. | Ability to understand, analyze and communicate global, economic, legal and ethical Aspects of business.              | 4 |
| 5. | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team | 5 |
| 6. | Ability to make use of relevant skills acquired during the programme for career advancement.                         | 6 |
| 7. | Ability to acquire entrepreneurial competencies to create value for the society at large                             | 7 |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical. | 1       |
| 2.   | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement.  | 2       |
| 3.   | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community.  | 3       |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target   |
|--------|--|
| 1      | Low (L): If 60% of marks is scored by less than 50% of the students. |
| 2      | Medium (M): If 60% of marks is scored by 50% to 70% of the students. |
| 3      | High (H): If 60% of marks is scored by 70% of the students.          |

|                             | CO-PO Mapping (planned) |     |     | CO-PSO Mapping(planned) |     |     |     |      |      |      |
|-----------------------------|-------------------------|-----|-----|-------------------------|-----|-----|-----|------|------|------|
|                             | PO1                     | PO2 | PO3 | PO4                     | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 |
| CO1                         |                         | 2   |     |                         | 3   |     |     | 3    |      |      |
| CO2                         | 2                       |     | 3   |                         |     | 3   |     |      | 3    |      |
| CO3                         |                         | 3   |     | 2                       |     |     | 2   |      | 2    |      |
| CO4                         |                         | 2   |     | 2                       |     |     | 3   |      | 3    | 2    |
| CO5                         |                         | 2   |     | 1                       |     | 3   |     | 3    |      |      |
| Mention the levels: 1, 2, 3 |                         |     |     |                         |     |     |     |      |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks            | Final marks |
|---|--------------------------|-----------------------------|-----------------------|------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>(reduced to 50) | 50          |
| ➤ Writing two IA test is compulsory.<br>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                        |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

#### Scheme of Semester End Examination (SEE):

|    |  |
|----|--|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA. |
| 2. | <b>Minimum marks required in SEE to pass:</b>  |

|    |  |
|----|--|
| 3. | <p>Question paper contains four parts.</p> <p>Part A contains three marks questions students have to answer five questions out of seven questions.</p> <p>Part B contains seven marks questions, students have to answer five questions out of seven questions.</p> <p>Part C contains ten marks questions, students have to answer three questions out of four questions.</p> <p>Part D contains twenty marks, this is compulsory to answer for all student</p> |
|----|--|

### Managing the Growing Business(Theory)

|                          |   |                      |          |
|--------------------------|---|----------------------|----------|
| <b>Course Code</b>       | 20MBAED421  | <b>Credits L-T-P</b> | 3- 0- 0  |
| <b>Course type</b>       | PE  | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 3-0-0   | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | Lecture = 40 Hrs; Tutorial = 0Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |  |
|----|--|
| 1. | The course explores the approach entrepreneurs use in identifying opportunities in creating and managing growing ventures  |
| 2. | The course is designed to acquaint the students with the terminology, organization and function of the business systems  |
| 3. | The course introduces the background knowledge and managerial skills that are necessary for dealing with setting up of a new and growing venture   |
| 4. | The course covers the aspects involved in starting, growing and harnessing the value of new ventures   |
| 5. | The course covers the aspect of managing the business in a global environment, starting and growing your business, management, marketing, managing technology and information, managing financial resources, business laws and risks |

**Pre-requisites :**Students should have basic knowledge about entrepreneurship and management.

|   |  |
|---|--|
| <b>Unit - I</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Elements of Entrepreneurship:</b><br>Scope and subject matter of Entrepreneurship, Entrepreneurship & Enterprise, Factors affecting Entrepreneurial Growth, Entrepreneurial Motivation, Entrepreneurial Competencies, forms of ownership. Characteristics of successful entrepreneurs, Corporate Entrepreneurship, Social Entrepreneurship |  |
| <b>Topics for Flipped Classes:</b><br>Characteristics of successful entrepreneurs, Corporate Entrepreneurship, Social Entrepreneurship  |  |

|   |  |
|---|--|
| <b>Unit - II</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Entrepreneurial Process and Business Management Process:</b><br>Entrepreneurial Process and Business Management Process; Growth, Maturity and Harvest; |  |

Contrast the nature of startups, rapidly growing companies, and mature companies. The five stages of small business growth: Stage 1 Existence; Stage 2 –Survival; Stage 3–Success; Stage 4 –Take Off; Stage 5 –Resource Maturity; The characteristics of business at each stage of development, Invention & Innovation in Business,

**Topics for Flipped Classes:**

The five stages of small business growth: Stage 1 Existence; Stage 2 –Survival; Stage 3–Success; Stage 4 –Take Off; Stage 5 –Resource Maturity;

|  |  |
|--|--|
| <b>Unit - III</b>  | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <b>Entrepreneurial Evolution:</b><br>The five stages of business growth; The evolution of companies, the relevance of the management factors across the stages; Why it is so hard to grow? The typologies of entrepreneurial ventures. Advantages and disadvantages of small firms vs. large firms<br>Technology a key driving force for Entrepreneurial Growth. |  |
| <b>Topics for Flipped Classes:</b><br>Advantages and disadvantages of small firms vs. large firms  |  |

|   |  |
|---|--|
| <b>Unit - IV</b>  | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <b>Business Entrepreneurship Development</b><br>An introductory framework, establishing an enterprise, financing the businesses, lease financing and hire purchase, working capital management, purchasing and inventory management, production and operation management, issues in business marketing, small entrepreneur in international business, profit planning and budgeting, accounting for small business, growth strategies for business, sickness in small sale industries, institutional assistance to small scale industries, policy support to small scale industries, business ethics and MRTP Act |  |
| <b>Topics for Flipped Classes:</b><br>Issues in business marketing, small entrepreneur in international business, , growth strategies for business, sickness in small sale industries   |  |

|   |  |
|---|--|
| <b>Unit - V</b>   | <b>Contact Hours = 8 Hours<br/>Flipped Classes Content = 2 Hours</b> |
| <b>Business and Economic Systems:</b><br>Economic systems in which businesses operate (free economy, mixed economy, planned economy), The impact of the economic system on business decision- making, Major Challenges and Opportunities faced by Small Businesses, Types and Nature of Assistance. |  |
| <b>Topics for Flipped Classes:</b><br>Major Challenges and Opportunities faced by Small Businesses  |  |

| <b>Self Study Topics</b> |   |
|--------------------------|---|
| Unit No.                 | Topic description   |
| 1                        | <b>Self learning topics:</b> Identify the Factors affecting Entrepreneurial Growth  |
| 2                        | <b>Self learning topics:</b> Carry out the environmental analysis for setting up of your own business                     |
| 3                        | <b>Self learning topics:</b> Identify the critical factors for managing the growing business                              |
| 4                        | <b>Self learning topics:</b> Identify the policy initiatives taken by the Government in supporting small scale Industries |
| 5                        | <b>Self learning topics:</b> Identify the Major Challenges and Opportunities faced by Small Businesses                    |

| <b>Books</b>       |   |
|--------------------|---|
| <b>Text Books:</b> |   |
| 1.                 | Vasant Desai, The Dynamics of Entrepreneurial Development & Management. Himalaya Publishing House, Delhi (2005) |
| 2.                 | Longenecker, Moore, Petty and Palich, Managing Small Business, Cengage Learning, India Edition(2011)            |

|   |   |
|---|---|
| 3.  | Poornima Charantimath, Entrepreneurship Development: Small Business Enterprises, Pearson Publication (2012) |
| <b>Reference Books:</b>                                     |   |
| 1.  | K Ramchandran, Entrepreneurship –Indian Cases on Change Agents, McGraw-Hill Education,(2008)                |
| 2.  | Satish Taneja, S.L.Gupta, Entrepreneurship Development New Venture Creation – Galgotia Publishing (2011)    |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | Entrepreneurial Operations: Launching aStartup,https://www.edx.org/course/operations-for-entrepreneurs      |

| Course delivery methods |                          | Assessment methods |                          |
|-------------------------|--------------------------|--------------------|--------------------------|
| 1.                      | Black Board Teaching     | 1.                 | Internal Assessment Test |
| 2.                      | Power Point Presentation | 2.                 | Assignments              |
| 3.                      | Class Room Exercise      | 3.                 | Case Studies             |
|                         |                          | 4.                 | Quizzes                  |
|                         |                          | 5.                 | Workshops                |

| Course Outcome (COs)                                  |   |               |             |       |
|---|---|---------------|-------------|-------|
| At the end of the course, the student will be able to |   | Bloom's Level | POs         | PSos  |
| 1.  | <b>Identify</b> the Business Trends: Cultivating a business in diverse, global environment                                      | L3            | 1,2,3,5     | 1,2,3 |
| 2.  | Able to <b>evaluate and create</b> Business Ownership: Starting a Business  | L5            | 1,2,3,4,6   | 1,2,3 |
| 3.  | <b>Create</b> a growth plan for a business applying relevant business strategies that are competitive in the global marketplace | L5            | 1,2,3,4,5,6 | 1,2,3 |
| 4.  | <b>Evaluate</b> the role of growth to long term business success  | L5            | 1           | 1     |
| 5.  | <b>Identify</b> proper processes to control and manage growth   | L3            | 2,3,4,5,6   | 1,2,3 |

| Program Outcome of this course (POs) |  | PO No.   |
|--------------------------------------|--|----------|
| 1.                                   | Apply knowledge of management theories and practices to solve business problem   | <b>1</b> |
| 2.                                   | Foster analytical and critical thinking abilities for data based decision making   | <b>2</b> |
| 3.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           | <b>3</b> |
| 4.                                   | Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business                           | <b>4</b> |
| 5.                                   | Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment | <b>5</b> |
| 6.                                   | Ability to make use of relevant skills acquired during the programme for career advancement                                      | <b>6</b> |
| 7.                                   | Ability to acquire entrepreneurial competencies to create value for the society at large   | <b>7</b> |

| Program Specific Outcome of this course (PSOs) |   | PSO No. |
|--|---|---------|
| 1.   | To groom students to manage, understand, develop and create competitive and sustainable advantage to organizations and society through managerial and technical skills, moral values and ethical practices. | 1       |

|    |   |   |
|----|---|---|
| 2. | To train students to acquire analytical and research competencies for continuous learning, professional growth and career advancement | 2 |
| 3. | To encourage entrepreneurial competences amongst learners to create, innovate and provide better service to community                 | 3 |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 60% of the students. |
| 2      | 40% Marks in projects                                     |
| 3      | 30% marks in internal assessments                         |

| CO-PO Mapping (planned)            |     |     |     |     |     |     |     | CO-PSO Mapping(planned) |      |      |
|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-------------------------|------|------|
|                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1                    | PSO2 | PSO3 |
| CO1                                | 3   | 2   | 1   |     | 2   |     |     | 3                       | 2    | 1    |
| CO2                                | 1   | 3   | 2   | 1   |     | 1   | 2   | 1                       | 3    | 2    |
| CO3                                | 1   | 2   | 3   | 3   | 1   | 3   | 3   | 1                       | 2    | 3    |
| CO4                                | 1   |     |     |     |     |     |     |                         | 1    |      |
| CO5                                |     | 1   | 1   | 2   | 3   | 2   | 1   | 1                       | 2    | 3    |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |     |     |     |     |                         |      |      |

#### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| ➤ Writing two IA test is compulsory.<br>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

#### Scheme of Semester End Examination (SEE):

|    |   |
|----|---|
| 1. | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.  |
| 2. | <b>Minimum marks required in SEE to pass:</b>   |
| 3. | Question paper contains four parts.<br>Part A contains three marks questions students have to answer five questions out of seven questions.<br>Part B contains seven marks questions, students have to answer five questions out of seven questions.<br>Part C contains ten marks questions, students have to answer three questions out of four questions.<br>Part D contains twenty marks, this is compulsory to answer for all student |



### Technology Management

|                                |   |                    |           |                      |          |
|--------------------------------|---|--------------------|-----------|----------------------|----------|
| <b>Course Code</b>             | <b>20MBAIT422</b>                             | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks |

#### Course learning objectives

|    |   |
|----|---|
| 1. | To introduce the students to the theoretical fundamentals of relational database design for business applications in organizations. |
| 2. | To introduce the students to application of relational model and ER diagrams  |
| 3. | To make the Students able to Design the database schema with the use of appropriate data types for storage of data in database      |
| 4. | To make the Students able to Design the database forms and tables using Ms Access   |

**Pre-requisites:** Students should have elementary knowledge about computers including some experience using UNIX or Windows. Knowledge about database base management system and its applications

|   |  |
|---|--|
| <b>Unit - I</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| Introduction; Database-Meaning an example; Characteristics of Database approach; Actors on the screen; Workers behind the scene; Advantages of using DBMS approach; when not to use a DBMS Manual Vs Software Database Management |  |
| <b>Topics for Flipped Classes:</b> DBMS, DBMS,Manual Vs Software Database Management  |  |

|  |  |
|--|--|
| <b>Unit - II</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| Data models, schemas and instances; Three-schema architecture and data independence; Database languages and interfaces; The database system environment; Centralized and client-server architectures; Classification of Database Management systems. |  |
| <b>Topics for Flipped Classes:</b> schema architecture and data independence   |  |

|   |  |
|---|--|
| <b>Unit - III</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| Using High-Level Conceptual Data Models for Database Design; An Example Database Application; Entity Types, Entity Sets, Attributes and Keys; Relationship types, Weak Entity Types; ER Diagrams, Naming Conventions and Design Issues. |  |

**Topics for Flipped Classes: ER Diagrams, Naming Conventions****Unit - IV****Contact Hours = 8 Hours****Flipped Classes Content = 2 Hours**

Unary Relational Operations: SELECT and PROJECT; Relational Algebra Operations from Set Theory; Binary Relational Operations: JOIN and DIVISION; SQL Data Definition and Data Types; Specifying basic constraints in SQL; Basic queries in SQL-Insert, Delete and Update statements in SQL

**Topics for Flipped Classes: SQL Basic Commands****Unit - V****Contact Hours = 8 Hours****Flipped Classes Content = 2 Hours**

Introduction of Ms Access -2013 ,Creating simple Tables & Forms ,Creating Simple Forms ,Generation of Reports

**Topics for Flipped Classes: MS Access 2013 basics****Self Study Topics**

| Unit No. | Topic description   |
|----------|---|
| 1        | A brief history of database applications  |
| 2        | A Basic Knowledge of Schemas & Models   |
| 3        | Relational Model Concepts; Relational Model Constraints and Relational Database Schemas |
| 4        | Examples of Queries in Relational Algebra; Relational Database Design                   |
| 5        | A Basics Knowledge of spreadsheet and Database software's                               |

**Books**

| <b>Text Books:</b>  |   |
|---|---|
| 1.  | Elmasri and Navathe: Fundamentals of Database Systems, 5th Edition, Pearson Education, 2007   |
| 2.  | Raghu Ramakrishnan and Johannes Gehrke: Database Management Systems, 3rd Edition, McGraw-Hill, 2003   |
| 3.  | C.J. Date, A. Kannan, S. Swamynatham: A Introduction to Database Systems, 8th Edition, Pearson education, 2006  |
| <b>Reference Books:</b>                                     |   |
| 1.  | Silberschatz, Korth and Sudharshan: Data base System Concepts, 5th Edition, Mc- GrawHill, 2006.   |
| 2   | Step by Step Microsoft Access-2013- Joyce Cox and Joan Lambert,1/e, Microsoft Press , 2013  |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | <a href="https://nptel.ac.in/noc/individual_course.php?id=noc17-cs33">https://nptel.ac.in/noc/individual_course.php?id=noc17-cs33</a>   |
| 2.  | <a href="https://www.khanacademy.org/computing/computer-programming/sql/sql-basics/v/welcome-to-sql">https://www.khanacademy.org/computing/computer-programming/sql/sql-basics/v/welcome-to-sql</a> |

**Course delivery methods****Assessment methods**

|    |                         |    |   |
|----|-------------------------|----|---|
| 1. | Chalk and Talk          | 1. | IA tests                                |
| 2. | PPT and Videos          | 2. | Online Quizzes (Surprise and Scheduled) |
| 3. | Flipped Classes         | 3. | Open Book Tests (OBT)                   |
| 4. | Online classes          | 4. | Course Seminar                          |
| 5  | Practical Demonstration | 5. | Semester End Examination                |

**Course Outcome (COs)**

| At the end of the course, the student will be able to |  | Learning Level | PO(s) | PSO(s) |
|---|--|----------------|-------|--------|
| 1.  | Students will be able to Analyze the uses of database schema and need for normalization.                                   | 5              | 1     | 1      |
| 2.  | Students will be able to Design the database schema with the use of appropriate data types for storage of data in database | 4              | 4     | 2      |

|    |   |   |   |   |
|----|---|---|---|---|
| 3. | Students will be able to apply relational model and ER diagrams | 3 | 6 | 3 |
| 4. | Student will able to develop small forms and database           | 6 | 1 | 1 |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target   |
|--------|--|
| 1      | <b>Low (L): If 60% of marks are scored by less than 50% of the students.</b> |
| 2      | <b>Medium (M): If 60% of marks are scored by 50% to 70% of the students.</b> |
| 3      | <b>High (H): If 60% of marks is scored by 70% of the students.</b>           |

| CO-PO Mapping (planned)            |     |     |     | CO-PSO Mapping(planned) |      |      |
|------------------------------------|-----|-----|-----|-------------------------|------|------|
|                                    | PO1 | PO2 | PO3 | PSO1                    | PSO2 | PSO3 |
| CO1                                |     |     | 2   | 3                       |      |      |
| CO2                                |     | 2   |     |                         | 2    |      |
| CO3                                | 3   |     |     |                         |      | 1    |
| CO4                                |     |     |     |                         | 2    |      |
| <b>Mention the levels: 1, 2, 3</b> |     |     |     |                         |      |      |

### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks                     | Final marks |
|---|--------------------------|-----------------------------|-----------------------|---------------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( <b>reduced to 50</b> ) | 50          |
| ➤ Writing two IA test is compulsory.<br>➤ <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                                 |             |

**Self Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.**

| <b>Scheme of Semester End Examination (SEE):</b> |  |
|--|--|
| 1.   | It will be conducted for 100 marks of 3 hours duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2.   | <b>Minimum marks required in SEE to pass: 40 (out of 100 marks)</b>  |
| 3.   | <b>Question paper contains 4 Parts</b> <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> <li>• Part D contains twenty marks, this is compulsory to answer for all students</li> </ul> |

### Social Media Analytics(Theory and Practical)

|                          |  |                      |          |
|--------------------------|--|----------------------|----------|
| <b>Course Code</b>       | <b>20 MBAIT423</b>                                 | <b>Credits L-T-P</b> | 4- 0- 0  |
| <b>Course type</b>       | PE   | <b>Total credits</b> | 3        |
| <b>Hours/week: L-T-P</b> | 4-0-0  | <b>CIE Marks</b>     | 50 marks |
| <b>Total Hours:</b>      | L = 40 Hrs; T = 0 Hrs; P = 0 Hrs<br>Total = 40 Hrs | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |   |
|-----------------------------------|---|
| 1.                                | Students should understand the fundamentals of social media             |
| 2.                                | Learners should know the different techniques of social media analytics |
| 3.                                | Students Should learn the nuances of Facebook marketing.                |
| 4.                                | Learners should remember techniques of LinkedIn and twitter Marketing.  |
| 5                                 | Students should understand video analytics concepts .                   |

**Pre-requisites : Students are expected to familiar with digital marketing basics.**

|  |  |
|--|--|
| <b>Unit - I</b>  | <b>Contact Hours = 6 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Introduction to Social Media:</b> What is social media?, History of social media marketing, Importance of social media marketing, SMO strategy for business, SMO concepts, Business profile creation, brand awareness, social engagement, viral marketing |  |
| <b>Topics for Flipped Classes: Viral marketing, Productivity measures.</b>   |  |

|   |  |
|---|--|
| <b>Unit - II</b>  | <b>Contact Hours = 6 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Social Media Analytics:</b> Tools for social media analytics, Productivity measures, traffic and volume measures, Audience analysis, performance metrics, competitive analytics, paid customer media analytics, Influencer analytics, sentimental analysis, mobile analytics |  |
| <b>Topics for Flipped Classes: Competitive analytics, Mobile analytics.</b>   |  |

|  |  |
|--|--|
| <b>Unit - III</b>  | <b>Contact Hours = 6 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Facebook Marketing analytics:</b> How to create a fan page, Facebook profiles, Facebook |  |

Pages, Facebook groups, Facebook communities, Adverts, creating campaigns, Facebook Apps, likes, page views, reach, posts , people, virality, and check ins

**Topics for Flipped Classes: Facebook Apps, Facebook profiles.**

|   |  |
|---|--|
| <b>Unit - IV</b>  | <b>Contact Hours = 6 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <p><b>Twitter Marketing Analytics:</b> Create twitter account for business, Hash tag, increase twitter followers, Sponsored tweets, Twitter account promotion, Twitter API, Twitter automation tools, impressions, engagement,</p> <p><b>LinkedIn Marketing Analytics:</b> History of LinkedIn, Premium account, ad campaign on LinkedIn, updates, reach, engagements, types of followers, follower demographics, follower trends, page views, career page clicks, unique visitors,</p> |  |
| <p><b>Topics for Flipped Classes: LinkedIn Marketing, Twitter marketing.</b></p>  |  |

|   |  |
|---|--|
| <b>Unit - V</b>   | <b>Contact Hours = 6 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <p><b>Video Marketing Analytics:</b><br/>Ranking factors of Video, Increase video views, Promote your videos, YouTube creator academy, YouTube analytics, Reach, Audience, Revenue and video engagement</p> |  |
| <p><b>Topics for Flipped Classes: YouTube analytics, Video engagement.</b></p>  |  |

| <b>Self-Study Topics</b> |   |
|--------------------------|---|
| Unit No.                 | Topic description                       |
| 1                        | Social Media Prism                      |
| 2                        | Social media Analytics using Hoot suite |
| 3                        | Facebook Insights                       |
| 4                        | Twitter Rathi                           |
| 5                        | YouTube Analytics                       |

| <b>Books</b>  |   |
|---|---|
| <b>Text Books:</b>  |   |
| 1.  | Sponder, M. (2011). Social Media Analytics: Effective Tools for Building, Interpreting, and Using Metrics. United Kingdom: McGraw-Hill Education.                     |
| 2.  | Gonçalves, A. (2017). Social Media Analytics Strategy: Using Data to Optimize Business Performance. United States: Apress.  |
| 3.  | Ganis, M., Kohirkar, A. (2015). Social Media Analytics: Techniques and Insights for Extracting Business Value Out of Social Media. United Kingdom: Pearson Education. |
| 4.  | Krishnan, K., Rogers, S. P. (2014). Social Data Analytics: Collaboration for the Enterprise. Netherlands: Elsevier Science.   |
| <b>Reference Books:</b>                                     |   |
| 1.  | Big Data and Social Media Analytics: Trending Applications. (2021). (n.p.): Springer International Publishing.  |
| 2.  | Boykin, P. O., Chalkiopoulos, A., Polatkan, G., Szabo, G. (2018). Social Media Data Mining and Analytics. United States: Wiley.                                       |
| <b>E-resources(NPTEL/SWAYAM.. Any Other)- mention links</b> |   |
| 1.  | Social Networks- <a href="https://onlinecourses.nptel.ac.in/noc20_cs78/preview">https://onlinecourses.nptel.ac.in/noc20_cs78/preview</a>                              |
| 2.  | Marketing Analytics: <a href="https://nptel.ac.in/courses/110/105/110105142/">https://nptel.ac.in/courses/110/105/110105142/</a>                                      |

| <b>Course delivery methods</b> |                     | <b>Assessment methods</b> |                       |
|--------------------------------|---------------------|---------------------------|-----------------------|
| 1.                             | <b>Case studies</b> | 1.                        | <b>Internal tests</b> |
| 2.                             | <b>Simulations.</b> | 2.                        | <b>Assignments</b>    |

|    |                        |    |              |
|----|------------------------|----|--------------|
| 3. | Applications and tools | 3. | Project work |
| 4. | Facilitating           | 4. |              |
| 5  | Flipped classroom      | 5  |              |

### Course Outcome (COs)

| At the end of the course, the student will be able to |   | Bloom's Level | POs   | PSOs  |
|---|---|---------------|-------|-------|
| 1.  | Apply social media concepts for campaigning   | Apply         | 1,2,6 | 1,2,3 |
| 2.  | Analyze suitable social network for companies | Analyze       | 1,2,6 | 1,2,3 |
| 3.  | Create Facebook dashboard                     | Create        | 2     | 2     |
| 4   | Develop Twitter and LinkedIn analysis reports | Apply         | 2     | 2     |
| 5   | Create YouTube Analytics insights documents   | Create        | 2     | 2     |

### Mapping through Direct Assessment:

#### Rubrics:

| Levels | Target  |
|--------|---|
| 1      | 50 % of the total marks is scored by 90% of the students. |
| 2      | 60 % of the total marks is scored by 80% of the students. |
| 3      | 65 % of the total marks is scored by 70% of the students. |

|                             | CO-PO Mapping (planned) |     |     | CO-PSO Mapping(planned) |      |      |
|-----------------------------|-------------------------|-----|-----|-------------------------|------|------|
|                             | PO1                     | PO2 | PO6 | PSO1                    | PSO2 | PSO3 |
| CO1                         | 2                       | 3   | 3   | 2                       | 2    | 2    |
| CO2                         | 2                       | 3   | 2   | 2                       | 2    | 2    |
| CO3                         |                         | 2   |     |                         | 2    |      |
| CO4                         |                         | 2   |     |                         | 2    |      |
| CO5                         |                         | 2   |     |                         | 2    |      |
| Mention the levels: 1, 2, 3 |                         |     |     |                         |      |      |

### Scheme of Continuous Internal Evaluation (CIE):

| Components  | Addition of two IA tests | Addition of two assignments | Seminar/ Mini Project | Total Marks             | Final marks |
|---|--------------------------|-----------------------------|-----------------------|-------------------------|-------------|
| Theory  | 30+30                    | 10+10                       | 20                    | 100<br>( reduced to 50) | 50          |
| <input type="checkbox"/> Writing two IA test is compulsory.<br><input type="checkbox"/> <b>Minimum marks required to qualify for SEE : 20 out of 50</b> |                          |                             |                       |                         |             |

Self-Study topics shall be evaluated during CIE (Assignments and IA tests) and 10% weightage shall be given in SEE question paper.

### Scheme of Semester End Examination (SEE):

|    |   |
|----|---|
| 1. | It will be conducted for 100 marks of 3 hours' duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA. |
| 2. | <b>Minimum marks required in SEE to pass:</b>   |

|    |   |
|----|---|
| 3. | <p><b>Question paper contains 4 Parts</b></p> <ul style="list-style-type: none"> <li>Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>Part C contains ten marks questions, students have to answer three questions out of four questions.</li> </ul> <p>Part D contains twenty marks, this is compulsory to answer for all students</p> |
|----|---|

## AI and Soft Computing in Business Applications

|                                |   |                    |           |                      |          |
|--------------------------------|---|--------------------|-----------|----------------------|----------|
| <b>Course Code</b>             | <b>20MBAIT4</b>                               | <b>Course type</b> | <b>PE</b> | <b>Credits L-T-P</b> | 3 – 0- 0 |
| <b>Hours/week: L-T-P</b>       | 3 – 0 – 0                                     |                    |           | <b>Total credits</b> | 3        |
| <b>Total Contact Hours</b>     | L = 40Hrs; T = 0Hrs;P = 0Hrs<br>Total = 40Hrs |                    |           | <b>CIE Marks</b>     | 50 marks |
| <b>Flipped Classes content</b> | 10 Hours                                      |                    |           | <b>SEE Marks</b>     | 50 marks |

| <b>Course learning objectives</b> |   |
|-----------------------------------|---|
| 1.                                | Introduce the ideas of fuzzy sets, fuzzy logic and use of heuristics based on human experience.   |
| 2.                                | Become familiar with neural networks that can learn from available examples and generalize to form appropriate rules for inference systems. |
| 3.                                | Provide the mathematical background for carrying out the optimization associated with neural network learning.                              |

**Pre-requisites : Basic understanding of machine learning, and programing languages.**

|   |   |
|---|---|
| <b>Unit – I</b>   | <p><b>Contact Hours = 8 Hours</b><br/> <b>Flipped Classes Content = 2 Hours</b></p> |
| <p><b>Section for Complete Content of the Unit</b><br/> <b>Introduction to Soft Computing:</b> What Fuzzy, Artificial Neural Networks, Evolutionary Search Strategies.<br/> <b>Fuzzy Set Theory: Crisp,</b> Fuzzy Sets, Fuzzy Membership Functions, Operations on Fuzzy Sets, Fuzzy Relations, Fuzzy Extension Principle.<br/> <b>Fuzzy Logic: Crisp,</b> Fuzzy Logic Basics, Fuzzy Truth in Terms of Fuzzy Sets, Fuzzy Rules, Fuzzy Reasoning.</p> |   |
| <b>Topics for Flipped Classes: Fuzzy logic basics, Fuzzy truth</b>  |   |

|  |   |
|--|---|
| <b>Unit – II</b>   | <p><b>Contact Hours = 8 Hours</b><br/> <b>Flipped Classes Content = 2 Hours</b></p> |
| <p><b>Section for Complete Content of the Unit</b><br/> <b>Fuzzy Inference Systems:</b> Introduction, Fuzzification of the Input Variables, Application of Fuzzy, Operators on the Antecedent Parts of the Rules, Evaluation of the Fuzzy Rules, Aggregation of Output Fuzzy Sets Across the Rules, Defuzzification of the Resultant</p> |   |

|   |  |
|---|--|
| <b>Unit – III</b>   | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Section for Complete Content of the Unit:</b><br><b>Artificial Neural Networks:</b> Basic Concepts- Introduction, Computation in Terms of Patterns, The McCulloch–Pitts Neural Model, The Perceptron, Neural Network Architectures, Activation Functions, Learning by Neural Nets. |  |
| <b>Topics for Flipped Classes: ANN, RNN</b>   |  |

|   |  |
|---|--|
| <b>Unit – IV</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Section for Complete Content of the Unit:</b><br><b>Backpropagation:</b> Multi-layer Feedforward Net, The Generalized Delta Rule, The Backpropagation Algorithm. |  |
| <b>Topics for Flipped Classes: Mutli layer , Feedforawrd</b>  |  |

|   |  |
|---|--|
| <b>Unit –V</b>  | <b>Contact Hours = 8 Hours</b><br><b>Flipped Classes Content = 2 Hours</b> |
| <b>Section for Complete Content of the Unit:</b><br>Fuzzy neural networks: Integration of fuzzy logic and neural networks, Fuzzy neurons, Hybrid neural nets, Computation of fuzzy logic inferences by hybrid neural net, Trainable neural nets for fuzzy IF-THEN rules, Implementation of fuzzy rules by regular FNN of Type 2, Implementation of fuzzy rules by regular FNN of Type 3, Timing fuzzy control parameters by neural nets, Fuzzy rule extraction from numerical data, Neuro-fuzzy classifiers, FULLINS, Applications of fuzzy neural systems. |  |
| <b>Topics for Flipped Classes: Fuzzy Neurons, Hybrid Neural nets.</b>   |  |

| Unit No. | Self-Study Component  |
|----------|---|
| 1        | <b>ANN in automobiles.</b>                                      |
| 2        | <b>Fuzzy controllers in Information technology</b>              |
| 3        | <b>Multilayer perceptron in business applications.</b>          |
| 4        | <b>Backpropagation applications in financial risk analysis.</b> |
| 5        | <b>Hybrid neural nets in data sciences.</b>                     |

| Books                   |  |
|-------------------------|--|
| <b>Text Books:</b>      |  |
| 1.                      | Samir Roy and Udit Chakraborty, “Introduction to Soft Computing- Neuro-Fuzzy and Genetic Algorithms”, Pearson, 2013 and onwards. |
| 2.                      | Fuller, Robert , Introduction to Neuro-Fuzzy Systems,Physica-Verlag Heidelberg, ISBN 978-3-7908-1852-9                           |
| <b>Reference Books:</b> |  |
| 1.                      | J. S. R. Jang, C. T. Sun and E. Mizutani, “Neuro-Fuzzy and Soft Computing”, PHI, 2004, Pearson Education 2004 and onwards.       |





**Scheme of Continuous Internal Evaluation (CIE):**

| Components  | Addition of two IA tests | Online Quiz | Addition of two OBTs | Course Seminar | Total Marks                   | Final Marks |
|---|--------------------------|-------------|----------------------|----------------|-------------------------------|-------------|
| Theory  | 20+20= 40                | 20          | 10+10 =20            | 20             | 100<br><b>(Reduced to 50)</b> | 50          |
| <b>Minimum score to be eligible for SEE: 20 out of 50</b> |                          |             |                      |                |                               |             |

**Self-Study topics could be evaluated during Quiz/ Assignments**

**Scheme of Semester End Examination (SEE):**

|    |   |
|----|---|
| 1. | It will be conducted for 100 marks of 3 hours' duration. It will be reduced to 50 marks for the calculation of SGPA and CGPA.   |
| 2. | <b>Minimum marks required in SEE to pass: 40 %</b>  |
| 3. | <p><b>Question paper contains 4 Parts</b></p> <ul style="list-style-type: none"> <li>• Part A contains three marks questions students have to answer five questions out of seven questions.</li> <li>• Part B contains seven marks questions, students have to answer five questions out of seven questions.</li> <li>• Part C contains ten marks questions, students have to answer three questions out of four questions.</li> <li>• Part D contains twenty marks, this is compulsory to answer for all students</li> </ul> |