MBA Program

Regulations and Curriculum

2021 (Amended)

As approved by

22nd Board of Studies (22.07.2022)

&

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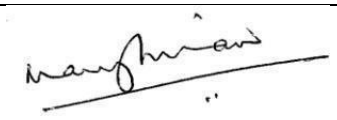
BOS Chairman Signature	 **Dr.Mary Cherian**

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PREAMBLE

Vision & Mission of KCT Business School

Vision:
To be a school of excellence by creating a transformative educational experience in order to shape future leaders

Mission:
Education focused on disciplinary knowledge, problem-solving, leadership, interpersonal skills, and wellbeing. Developing managers with professionalism and ethics.

Values

Be the Solution: Bring in new ideas and solutions that push our thinking into new territory.

Champion Change: Identify and implement external best practices, new ideas and plans that will prepare our organization for the future.

Agility: Successfully lead organizations in a world that's increasingly complex and uncertain.

Trust: Earn credibility and trust, influencing employees, members, and other stakeholders to support the organization

MBA program – PEOs and PLOs

The curriculum for the MBA program for 2021 batch was designed with several discussions with industry professionals, academic experts, entrepreneurs, alumni and students.

The curriculum was also developed and designed based on the Program Learning Outcomes and Program Educational Objectives which were developed through a series of discussions held with industry professionals, academic experts, entrepreneurs, alumni and students.

Program Educational Objectives

Within a few years of obtaining a master's degree in Business Administration from KCT Business School, the recent graduate shall.

PEO1: Demonstrate managerial abilities to improve business performance by driving client centric culture in the organisation.

PEO2: Exhibit high level of competencies required to manage multiple business sectors across the globe.
PEO3: Demonstrate ability to implement best corporate governance practices as a true leader by maintaining social values and Business ethics.
PEO4: Exhibit entrepreneurial and lifelong learning qualities for achieving continuous success in business.

Program Learning Outcomes

On completion of master's degree in Business Administration from KCT Business School, the student will be able to
PLO1: Demonstrate managerial competencies to overcome critical business challenges.
PLO2: Apply conceptual, analytical, and critical thinking skills for effective decision making with a global perspective
PLO3: Exhibit appropriate leadership skills to work with multidisciplinary team for the achievement of organization goal.
PLO4: Illustrate appropriate professionalism and ethical behaviour for an assigned situation
PLO5: Develop entrepreneurial and innovative thinking for business and socio-economic development.

Competencies - Holistic Knowledge, skill set and Behaviour level abilities that the student acquire on the completion of Master's degree in Business Administration			
C1	Business Acumen	C2	Legal aspects of Business
C1.1	Business -Core Knowledge	C2.1	Business Law
C1.2	Functional Knowledge	C2.2	Intellectual property rights
C1.3	Business Strategy	C2.3	Exim Policy
C1.4	Global Perspective	C2.4	Company registration
C1.5	Technology skills	C2.5	Quality standard certification
C1.6	Business current affairs		
C3	Problem solving & Decision-Making Skills	C4	Leadership & Behavioural Skills
C3.1	Business Research	C4.1	Communication
C3.2	Analytic Thinking	C4.2	Leadership & Peer collaboration
C3.3	Innovation	C4.3	Negotiation
C3.4	Critical thinking	C4.4	Conflict Management
		C4.5	Emotional Resilience
C.5	Business Ethics & Social Responsibility		
C5.1	Corporate governance		
C5.2	Professional Behaviour		
C5.3	Ethical Social responsibility		
C5.4	Environmental consciousness		
C5.5	Sustainable practices		

Performance Indicators

Concrete actions that the student is able to perform on the completion of Master's degree in Business Administration.

Competency code	**Performance Indicators**
Business Acumen (C1)	
C1.1	Demonstrate broad conceptual knowledge in various core managerial domains
C1.2	Demonstrate knowledge in the functional area of specialisation
C1.3	Provide evidence of practical application of Managerial knowledge to formulate an effective strategy to overcome the given Business challenges
C1.4	Demonstrate an ability to understand the emerging pattern in the global market and formulate strategies in line with these trends
C1.5	Display ability to use advanced technologies for executing various managerial functions
C1.6	Demonstrate knowledge in Business and economics current affair
Legal aspects of Business (C2)	
C2.1	Demonstrate an understanding of legal aspects of business
C2.2	Demonstrate knowledge on the procedure to be followed for obtaining Intellectual property rights
C2.3	Demonstrate an understanding of guidelines to be followed for import and export of goods
C2.4	Demonstrate knowledge on the procedural aspects to be followed for registering a company in India
C2.5	Demonstrate knowledge on the procedure to be followed for obtaining quality standard certificates
Problem solving & Decision-Making Skills(C3)	
C3.1	Propose a solution to a real problem of significance in business by conducting research studies.
C3.2	Display ability to Use appropriate analytic techniques to gain meaningful insights from the data for solving complex business problems

C3.3	Display abilities in proposing novel ideas or new knowledge that crosses boundaries in solving the given business problem.
C3.4	Display critical thinking abilities in evaluating the consequences of each possible solution for the given business problem
Leadership & Behavioural Skills (C4)	
C4.1	Display competence in oral and written communication (C4.P1)
C4.2	Display ability to achieve the organisation goals by leading self and others (C4.P2)
C4.3	Practice negotiation skills to build a long-term relationship with various stakeholders of professional and personal life (C4.P3)
C4.4	Solve the conflicting issues arising within the team more constructively. (C4.P4)
C4.5	Display ability to Manage stressful situations that arise in personal and professional life with ease and bounce back from hardship quickly (C4.P5)
Business Ethics & Social Responsibility (C5)	
C5.1	Provide evidence on the practical application of ethical principles to formulate corporate governance practices
C5.2	Display Professionalism in behaviour
C5.3	Demonstrate an ability to understand and imbibe ethical codes in Business practices and formulate strategies that are beneficial for the society
C5.4	Demonstrate an understanding and concern on ecological issues and display environmentally friendly behaviour in personal and professional life
C5.5	Apply principles of sustainable development to formulate business practices for the known case studies

Preamble

Based on KCT Business School Vision and Mission, along with MBA Program Educational Objectives and Program Learning Outcomes, the structure and curriculum were designed to align to the Choice Based Credit system (CBCS) suggested by UGC. The faculty team was formed into working groups based on functional areas/ specializations.

New structures, ideas and courses were presented to the Curriculum Redesign Steering Committee and discussed at length with each centre. The academic Model of the MBA program was designed as given below.

The program structure has Semester system which was designed based on the UGC's suggestion of CBCS and the courses were determined based on distribution of credits among the various types of courses vis-à-vis total credits. Several discussions were held to seek suggestions from stakeholders during January – May 2021

Nomenclature

- **University:** University means the affiliating university, Anna University, Chennai, which will award the MBA degree.
- **Institution:** Institution means Kumaraguru College of Technology, Coimbatore, an autonomous institution affiliated to Anna University, Chennai. Head of the Institution means the Principal of the College who is responsible for all academic activities and for the implementation of relevant rules of this regulation.
- **Academic Year**: Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester**: Each semester will consist of 90 working days. The Odd Semester may be scheduled from July to December and Even Semester from January to June.
- **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed bouquet of courses offered by the Program. The requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- **Program**: Educational program leading to award of MBA Degree.

- **Course**: Usually referred to, as 'subject' is a component of a program. All courses need not carry the same weight. The courses define learning objectives, contents, and course learning outcomes.
- **Credit Hours:** The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the mode of instruction, the amount of time spent in class, and the amount of outside preparatory work expected for the class. It determines the number of hours of instructions required per week.
- **Competencies:** Holistic Knowledge, skill set and Behaviour level abilities that the student acquire on the completion of master's degree in Business Administration
- **Performance Indicators:** concrete actions that the student able to perform on the completion of master's degree in Business Administration.
- **Examinations/ Assessments**

  - **Continuous Assessment Marks (CAM):** The formative assessments are the Continuous Assessment Marks (CAM) which assesses the students' learning during the course of study. This includes Continuous Assessment Tests (CAT) which may be paper/pencil based, computer based, report submission and viva voce. The other forms of assessments can be quiz, problem solving, cases, reports, presentations, simulations etc

  - **End Semester Exam (ESM)**: ESM, which are the Summative Assessment occur at the end of end of the semester and assess whether students have achieved the intended learning outcomes. The forms of exams may be paper/pencil based, computer based or through project report & viva voce. In some courses it may be through presentations and other oral assessment methods.

- **Course Learning Outcomes**: Articulate what a student does that demonstrates progress towards learning goals.
- **Grade**: It is the product of grade point and the number of credits for a course.

1. MBA Program Structure

1.1 Duration and structure of the Program

The KCT.BS MBA is a full time two-year, four semester programs. The program can be completed in a minimum of 4 semesters and a maximum of 8 semesters.

Semester 1	Core (M)
Semester II	Core (M)
	Functional Core (B)
	Functional Optional (C)
	Minor Elective (E)
Semester III	Core (M)
	Functional Core (B)
	Functional Optional (C)
	Open Elective (E)
	Project (J)
Semester IV	Core (M)
	Functional Optional (C)
	Minor Elective (E)
	Project (J)

1.2 Curriculum

The KCT.BS MBA curriculum, takes the student through an intellectual 'journey' - a series of experiences that will result in them learning what is intended for them. The curriculum is designed to be inclusive and flexible to cater to the diverse needs of the students. The curriculum has also been developed to be contextually relevant and is up to date, relevant, interesting, and stimulating for students.

1.3 Syllabus

A course syllabus is a document that explains what a student is going to study in that course. Each course will have a course code, course title, course prerequisites (if any), course objectives, Course learning outcome, short and detailed description of the topics the student will be exposed with timestamps, suggested text and reference books, and the mode of assessment adopted, details on the list of competencies that the students acquire through the course and the name of the faculty who designed the course. Course content developed by the course faculty has been validated by a Course Committee consisting of faculty members who have taught/ are teaching the course and industry mentors. This has been approved by the Board of Studies.

2. Choice Based Credit System

Choice Based Credit System (CBCS) is followed which provides choice for students to select from the prescribed courses and Open Electives. The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. It offers a 'cafeteria' approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses, and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

2.1 Classification of Credit Hours

Under the CBCS of UGC guidelines, the requirement for awarding a degree is prescribed in terms of number of credits to be completed by the students. Credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One Credit Unit will be equivalent to 10-12 hours of Classroom Teaching (Lecture-Tutorial) and 20-24 hrs of Lab practical's and 20-24 hrs of (Self work -Field work) and 50-60 hrs of Project work.

S.No	Course Delivery	One Credit Unit
1	Lecture (L)	10-12 Hours
2	Tutorial (T)	10-12 Hours
3	Practical (P)	20-24 Hours
4	Self-Work (SW)/ Field Work (FW)	20-24 Hours
5	Project Hours (J)	50-60 Hours

2.1.1 Lecture Credit Hours:

Lecture Credit Hours: The term 'lecture' covers everything from the traditional model, where a faculty introduces concepts and methods to a group of students, to approaches that might be much more interactive. Application based learning including Individual / Group presentations, interview skills, case study analysis, aptitude building, group discussions, soft skill sessions, games, activities, also can be integrated with the lecture hours. Further It could also make use of a range of media and technologies for facilitating teaching and learning process. Lectures are assumed, in general, to involve larger groups of but size will vary depending upon the nature of what is being taught, the medium, the size of the overall student cohort, and practical concerns.

2.1.2 Practice Credit Hours:

All courses which require computer lab hours for providing a hands-on experience to students on application of various analytical tools will be included in practical credit hours.

2.1.3 Project Credit Hours:

Project hours would typically include preparation/ planning, hours spent in the field or on actual project, meetings & discussions with a supervisors / academic guide and preparation of report and presentation report.

2.1.4 Tutorial credit Hours:

Course related discussions held with either individual or small group of students by the faculty will be included in the tutorial credit hours. Providing a remedial teaching to improve the understanding level and other academic abilities are the basic objective of tutorial session. Discussions on the course content, course activities and assessment will be included in the tutorial credit hours.

2.1.5 Field work Credit Hours

Individual / group Studies executed by the students in the field to gain practical experience and knowledge through observation / survey / Interview will be included in field work credit hours. The Examples of fieldwork might include survey work, Interview and other forms of data collection, visits to a business or industrial site. The work might be unsupervised or supervised, and supervision could be provided by faculty. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

2.1.6 Self-work Credit Hours:

Students learn and practice on the topics assigned by the course faculty by their own efforts outside the classroom and without direct supervision.

2.2 Minimum Credits to be Earned.

The total number of credits a student earns during the four semesters of study period is called the Total credits. A Student must earn minimum of 106 credits for successful completion of the MBA program. Further, the student must meet the course and credit distribution also as specified in clause 2.4. Credit flexibility is given in each semester for fast and slow learners, the students need to apply beforehand and this needs to be approved by the department.

2.3 Earning Extra Credits

Extra credits can be earned during any semester out of the courses offered. "Extra" courses are ones that do not count for degree credit. Such courses appear on a student's permanent academic record with the final course mark, and are noted as "EXT", but do not count as accumulated degree credits and are not included in calculating a student's Grade Point Average. Extra Credits may also be earned through the courses offered through Flexible and Comprehensive Learning Framework (FCLF) offered by KCT.

2.4 Types of Courses & Credit Distribution

Several types of courses are offered during the MBA program to build a holistic knowledge and skill set.

No	Type	Description	Mini Credits
1	Core (M)	Mandatory courses which are based on a central theme that focus to provide knowledge and analytical ability to understand the concepts of management.	58
2	Functional Core (B)	Elective courses that are considered mandatory for a student who desires to obtain a major specialization in a particular functional area	16
3	Functional Optional (C)	Elective courses which are offered in the functional areas other than the functional core subjects notified. Students can opt for such courses using CBCS scheme.	8
4	Minor Electives (E)	Elective Courses that are offered other than the functional core courses as notified in the curriculum. Such courses can be opted by the students additionally from their major specialization / from other exclusive functional areas (to earn a minor specialisation) /across functional areas to gain up to 10 credits under CBCS scheme	10

5	Project (J)	Project work is a special course aims in improving student's ability to identify, analyse, research, and propose a solution to a real problem of significance in business organisation.	14
6.	Value added Courses (VA)	Online and other equivalent courses approved by the department from time to time which support overall program learning outcomes but does not carry any credit.	-
Total			106
7	Extra Credit courses (EXT)	Courses opted by the students beyond the threshold limit of the total credit required (>**106**) that are included in the grade sheet but excluded from aggregation of CGPA. Such courses appear on a student's permanent academic record with the final course mark, and are noted as "EXT.	No Limit

2.6 Credit Transfers

In general, it is KCT's policy to accept credits earned from recognized Universities, which are equivalent to the courses offered through specific programs of KCT.

Students can transfer credits from National or International Universities/ Industry/ Professional Bodies with the approval of Department, (KCT International office in case of Partner) and COE and transfer the credits for courses or field experiences.

2.6.1 Types of Credit Transfers

2.6.1.1 Direct Credit Transfer (DCT). Credits earned from the National or International Universities/ Industry/ Professional Bodies will be transferred to the student after the equivalency process (no. of hours and course syllabi) is carried out by the appropriate committee. Students will be granted exemptions for registering in the equivalent course in their program at KCT because of having completed the same course (s) with another approved Institution. The course will be mapped with the course offered in the Department if, 80% of the contents are deemed to be common between courses subject , that the student submits the syllabus transcript of the completed learning hours.

2.6.1.2 Transfer of Learning Hours (LTH). When courses are taken from and approved National or International Universities/ Industry/ Professional Bodies but are not credited by the course offering body, the assessment will be carried out in KCT as per the assessment norms of the course/s. The Learning hours will be transferred, and the course shall be mapped with the equivalent course (no. of hours and course content) offered in specific program at KCT. Learning hours will be transferred to specific course if there is 80% of common contents between courses. Student should submit the syllabus transcript of the completed learning hours.

2.6.1.3 International Summer School. A student may opt for International Summer Program in Business and Entrepreneurship/ related domains for not less than 2 weeks and gain 1 extra credit upon submission of a report.

2.6.2 Norms for Credit Transfer

- Credits can be earned through National or International Universities/ Industry/ Professional Bodies with prior approvals of the Department.
- University Level Courses (ULC) equivalent to the courses in KCT are permitted for credit transfer.
- ULC should match with courses in specific programmes of KCT satisfying AICTE/ AU norms.
- A maximum of 8 credits can be earned from International / National recognized universities / Industry/ Professional Bodies, and the same can be transferred after normalizing process decided by Department committee.
- Credits for courses which have already been earned at KCT cannot be transferred.

2. 6.3 International Credit Transfer

2.6.3.1 Eligibility: The eligibility criteria to apply for International Exchange programs will be as per the norms of the partner/ host University.

2.6.3.2. Procedure for applying International Exchange Programs

2.6.3.2.1 Programs offered by partner Universities will be communicated to students by the KCT International Office through the department. Beyond the list of approved courses, based on interests and requirements, students can place a request to the department Head who will decide on the approval.

2.6.3.2.2 A student who is interested in credit transfer will register with the department for specific courses and approvals of class advisor, the department head, KCT International Office and the Principal need to be obtained.

2.6.3.2.3 Department/ Program Head shall communicate the details (student name & No, trade-off KCT course and the details of the course) that will be pursued with the International University to the COE through the KCT International office

2.6.3.2.4 Applicants for credit transfer must complete the credit transfer application form, attach a copy of the qualification, statement of results (academic transcript) or statement of attainment and submit the application to the Department/ Program Head

2.6.3.2.4 The Department/ Program Head who will audit the qualifications, statement of results (academic transcript) or statement of attainment and grant credit transfers for equivalent courses that have been completed at another approved Institution. Verified copies of qualifications, statement of results (academic transcript) and statements of attainment used as the basis for granting credit transfer must be placed in the student file.

2.6.3.2.5 The completed credit transfer record must be signed by the student and the Department / Program Head and submitted to Controller of Examination who will transfer the approved credits and grades.

3. Registration for Courses

3.1 Registration Process

It is mandatory for all students to register every semester till the end of his/her study, for courses that he/she is going to study in the semester through a Course Registration process. The Course Registration will be carried out on a specific day as declared by the Department in advance. For valid reasons, late registration for a maximum of seven calendar days from the commencement of the semester may be permitted only with the approval of the Department Head. However, a student shall not be allowed to register for courses in a semester if the semester has already advanced beyond 20% of instructional days or seven days whichever is higher. Generally, students will be offered more courses than what a normal student is expected to take. The list of courses offered by will be announced prior to the registration. Depending on academic and nonacademic resources available, courses offered may vary each year. A course will be offered with contact classes if there are minimum of 15 registered students.

3.2 Pre-requisite Courses

Some courses may have specific prerequisites to be met before a student can register for the course in the current semester. Generally, the student is expected to have cleared all the prerequisite courses at the time of Course Registration. Students who had received an 'F' grade in a prerequisite course are also permitted to register the next level course as they would have attained the required 'exposure' learning experience by attending that course.

3.3 Audit Courses

Auditing a course allows a student to take a class to acquire knowledge without the benefit of a grade or credit for a course. Audited courses do not count toward completing degree requirements. Students interested to audit the course must register for the courses and get the approval from the faculty. They must attend classes regularly, complete assigned reading, and participate in discussion and they are expected to secure at least 50% of the score in CAM. but they are exempted from appearing for End semester examinations. Audit courses will be included in the transcript with an indication, however, will not be included in CGPA

4. Attendance and Engagement

4.1 Attendance Expectations - Students are expected to demonstrate effective engagement with the course throughout their studies. All students are expected to show patterns of attendance consistent with full engagement with a full-time course of study. This forms part of the contract between the student and KCT, and students should ensure that they are familiar with all course expectations.

4.1.1 A student is expected to obtain 100% attendance in all courses. In case a student may need leave of absence due to ill-health or to attend some family emergency, he/she is permitted to maintain an attendance of 75% (i.e., absent for 25% of instructional hours) in each course. This 25% includes medical, personal, casual, and official on duty leave, leave of absence (OD) for organising events / seminars / workshops / competitions / participation in co-curricular / extracurricular events and any other valid reasons.

Attendance Eligibility to appear for End Semester Examination (ESE) for Regular semester

Test/Examination Type	Period of calculation	Minimum percentage of attendance required
End Semester Examination	From the date of commencement of the course to the last day of instruction.	75%
Continuous Evaluation Courses	From the date of commencement of the course to the last day of instruction.	

4.1.2 Apart from 25% margin in attendance, an additional 10% relaxation in attendance shall be provided only for students who secure attendance greater than or equal to 65% and less than 75% in any of the courses offered in the current semester due to prolonged hospitalization / accident / specific illness) / Participation in Sports events (National/ International) In such cases, the student should have submitted the required documents before availing the leave, through his/her Mentor, to the Department Committee for approval to avail exemption from the prescribed attendance requirement. The decision of the Department Committee is final.

4.1.3 Students who secure less than 65% of attendance in a course shall not be permitted to write the End Semester examination of the specific course. They are required to register for the course again when it is offered.

4.1.4 If a student has a lack of attendance in 4 or more courses offered in a particular semester, he/she will be detained in that semester and hence cannot proceed to the next semester. He/she shall seek re-admission as per the norms of the affiliating University.

4.1.5 The days of suspension of a student on disciplinary grounds will be considered as days of absence for calculating the percentage of attendance for each individual course.

4.1.6 If a student has been unable to attend a test on account of illness/ any other reason, he/she will not be permitted to re-take the test but has to improve his performance in CAM through the other assessments.

4.2. Temporary Break of Study from a Program

4.2.1 If a student intends to temporarily discontinue the program in the middle of the semester / year for valid reasons (such as accident or hospitalization due to prolonged ill health) and wish to rejoin the program in the next year, he / she shall apply in advance to the Principal through the Head of the Department stating the reasons. The application shall be submitted not later than the last date for registering for the semester examinations in that concerned semester. Break of study is permitted only once during the entire period of the degree program.

4.2.2 The student permitted to rejoin the program after the break shall be governed by the rules and regulations in force at the time of rejoining.

4.2.3 The duration specified for passing all the courses for the purpose of classification of degree shall be increased by the period of such break of study permitted.

4.2.4 If any student is detained for want of requisite attendance, progress and good conduct, the period spent in that semester shall not be considered as permitted Break of Study.

5. Assessments and Examination

5.1 Assessment Weightages

The program follows semester system, and the learning will be assessed continuously (formative) / and End of Semester (Summative) assessment.

Credits	Continuous Assessment			End Semester		
	Format	Course	Marks	Format	Marks	Duration
4/3 Credits	CAM (written/ computer based), and other course based assessments as indicated in course plan	Theory	40	Written/ Computer based Exam or Project Report & Viva Voce *(as applicable and approved from time to time*)	60	2 Hours
		Project / Practical	60		40	
		Embedded	50		50	
2/1 Credits	Decided by course committee and indicated in course plan	Theory/ Practical's /Embedded	50	No End Semester Examination required	-	NA

5.2 Procedure for Awarding Marks for Internal Assessment

For all the theory courses, laboratory courses, theory courses with laboratory component and project work the continuous assessment shall be awarded as per the procedure given below:

5.2.1 Theory Courses

Two assessments each carrying 100 marks shall be conducted during the semester by the Department / College concerned. The total marks obtained in all assessments put together out of 200, shall be proportionately reduced for 40 marks and rounded to the nearest integer (This also implies equal weightage to the two assessments).

Assessment I (100 Marks)		Assessment II (100 Marks)		Total
Individual Assignment / Case Study / Seminar / Mini Project	Written Test	Individual Assignment / Case Study / Seminar / Mini Project	Written Test	Internal Assessment
40	60	40	60	200
**The weighted average shall be converted into 40 marks for internal Assessment*.				

A minimum of two internal assessments will be conducted as a part of continuous assessment. Each internal assessment is to be conducted for 100 marks and will have to be distributed in two parts. Part 1 comprises assessments which may include Individual Assignment/Case study/Seminar/Mini project. Course facilitator can decide the assessment method based on the nature of the subject. Part II Comprises a written test. The weightage given for Part I and Part II is 40% and 60% respectively. The tests shall be in written mode. The total internal assessment marks of 200 shall be converted into a maximum of 40 marks and rounded to the nearest integer.

5.2.2 Practical's / Project Courses

The maximum marks for Internal Assessment shall be 60 marks in case of practical courses & Project based courses. Every assessment activity shall be evaluated based on conduct of prescribed exercise/ assignments and projects. There shall be at least one test. The criteria for arriving at the Internal Assessment marks of 60 is as follows: 75 marks shall be awarded for successful completion of all the prescribed exercises/assessment activities done and 25 marks for the test. The total mark shall be converted into a maximum of 60 marks and rounded to the nearest integer.

Internal Assessment (100 Marks) *	
Evaluation of Practical / project-based assignments	Written Test
75	**25**
Internal assessment marks shall be converted into 60 marks	

5.2.3 Theory Courses with Practical / Project Component

If there is a theory course with Practical's component, there shall be two assessments: the first assessment (maximum mark is 100) will be similar to assessment of theory course and the second assessment (maximum mark is 100) will be similar to assessment of Practical course respectively. The weightage of first assessment shall be 40 % and the second assessment be 60%.The weighted average of these two assessments shall be converted into 50 marks and rounded to the nearest integer

Assessment I (40% weightage) (Theory Component)		Assessment II (60% weightage) (Laboratory/ Project based Component)		Total Internal Assessment
Individual Assignment / Case Study / Seminar	Written Test	Evaluation of Practical / project-based assignments	Written Test	
40	60	40	60	200
The weighted average shall be converted into 50 marks for internal Assessment.				

5.3 Requirements for Appearing for End Semester Examination

A Student who has fulfilled the following requirements will be eligible to appear for End Semester Exam.
5.3.1 Attendance requirements as per Clause Nos.4.1.

5.3.2 Registration for all eligible courses in the current semester and arrear examination (wherever applicable). Students who do not register will not be permitted to proceed to the subsequent semester.

5.4 Provision for Withdrawal from End Semester Examination

5.4.1 A student may, for valid reasons (medically unfit / unexpected family situations/sports representing at state / National level), be granted permission to withdraw (after registering for the examinations) from appearing for any course or courses in the End Semester Examination of a particular semester. This facility can be availed only once during the entire duration of the degree program.

5.4.2 Withdrawal from ESE will be valid only if the student is, otherwise, eligible to write the examination and the application for withdrawal is made prior to the examination in the course or courses concerned. The application for withdrawal should be recommended by the Head of the Department concerned and approved by the head of the institution.

5.5. Embedded course

An embedded course is a combination of theory component with the other component – viz Practical's, Project (P, J). The type of Embedded course is as follows

1. Embedded Theory, Lab and Project
2. Embedded Theory and Lab
3. Embedded Theory and Project
4. Embedded Lab and Project

5.6 Passing Minimum

5.6.1 There is no minimum CAM requirement in a course

5.6.2 A student who secures not less than 50% of total marks prescribed for the course [Internal Assessment + End semester University Examinations] with a minimum of 45% of the marks prescribed for the end-semester University Examination, shall be declared to have passed the course and acquired the relevant number of credits.

5.6.3 This is applicable for both theory and laboratory courses (including project work) and embedded courses.

5.6.4 If a student fails to secure a pass in a theory course / laboratory course, the student shall register and appear only for the end semester examination in the subsequent semester.

5.6.5 In such case, the internal assessment marks obtained by the student in the first appearance shall be retained and considered valid for all subsequent attempts till the student secures a pass.

5.6.6 However, from the third attempt onwards if a student fails to obtain pass marks (IA + End Semester Examination), then the student shall be declared to have passed the examination if he/she secures a minimum of 50% marks prescribed for the University end semester examinations alone

5.6.7 in case if the student has failed to secure minimum required pass mark as specified above has to reappear for the exams conducted by the controller of examination in the subsequent semester.

5.6.8 The student can appear for special arrear exam as per the directions given by Anna University., in case if the student failed to secure pass marks in any course with in the maximum period of four years (from the commencement of MBA program)

5.7 Malpractice:

Students are prohibited from entering into the examination halls or Computer lab with any book or portion of book, manuscript or any unauthorized written / printed/ electronic content and communicating with or copying from each other or communicating with anyone outside the exam Hall or computer lab are also considered to be an offense. Electronic gadgets, programmable calculator and mobile phones shall not be permitted inside the exam hall or computer lab. However, any required code books and data sheet / Books as specified in the question paper will be provided inside the exam hall/ computer lab if found necessary and approved by the office of the controller of examination. The students are thus warned that such form of any malpractices shall be dealt seriously. The penalty for students involving in such activities may include debarring / cancelling the particular examination registered by the student in that semester and or award of zero marks to all registered courses of that semester. Severe violations would attract stringent actions. Disciplinary action will be taken against the students by the college authorities after conducting enquiries.

5.8. Grievance Redressal in Evaluation

Students who are not satisfied with the grades awarded can seek redressal by the methods given below**.** These are applicable only for theory courses in regular and arrear end semester examinations. All applications should be submitted to COE along with the payment of the prescribed fee.

No.	Redressal Sought	Process	
		Regular Exam	**Arrear exam**
1	Re - totaling	Apply for Photocopy of answer book / Then apply for the totaling (within 5 days of declaration of results)	Apply for Photocopy of answer book / Then apply for the totaling
2	Revaluation	Apply for Photocopy of answer book / Then apply for revaluation after course expert recommendation (within 5 days of declaration of results)	Not Permitted
3	Challenge of Evaluation	Apply for Photocopy of answer book / Then apply for revaluation after course expert recommendation / Next apply for the challenge of Evaluation (within 3 days of publication of revaluation of results)	Apply for Photocopy of answer book / Then apply for challenge of Evaluation after course expert recommendation

5.8.1 Challenge of Evaluation

a) A student may make an appeal to the COE for the review of answer scripts after paying the prescribed fee.
b) COE will issue the photocopy of answer script to the student.
c) The course faculty, who has not done the assessment will evaluate the script and HOD will recommend.
d) A Committee consisting of 2 experts appointed by COE will review and declare the result.
f) If the result is in favor of the student, the fee collected will be refunded to the student.
h) The final mark will be announced by COE.

5.9 Classification of Performance

5.9.1 AWARD OF LETTER GRADES

5.9.1.1 The award of letter grades will be decided based on relative grading principle. The relative grading is applicable to ONLY those students who have passed the examination as per the passing requirements enumerated above.

5.9.1.2 For those students who have not passed the examination, Reappearance (RA) shall be awarded as shown in the below Table.

5.9.1.3 For those students who have passed the course, the relative grading shall be done.

5.9.1.4 The marks of those students who have passed only shall be inputted in the software developed for relative grading. The evolved relative grading method normalizes the results data using the BOX-COX transformation method and computes the grade range for each course separately and awards the grade to each student.

5.9.1.5 For a given course, if the students' strength is greater than 30, the relative grading method shall be adopted. However, if the students' strength is less than 30 then the fixed grading shall be followed with the grade range as specified below.

O	A+	A	B+	B	C	RA
91-100	81-90	71-80	61-70	56-60	50-55	<50

5.9.1.6 The performance of a student shall be reported using letter grades, each carrying certain points as detailed below:

Letter Grade	Grade Points
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Average)	6
C (Satisfactory)	5
RA (Re-appearance)	0
SA(Shortage of Attendance)	0
W (Withdrawal)	0

5.9.1.7 A student is deemed to have passed and acquired the corresponding credits in a particular course if he/she obtains any one of the following grades: "O", "A+", "A", "B+","B", "C". 'SA' denotes shortage of attendance and hence prevented from writing the end semester examinations. 'SA' will appear only in the result sheet.

5.9.1.8 "RA" denotes that the student has failed to pass in that course. "W" denotes withdrawal from the exam for the particular course. The grades RA and W will figure both in the Grade Sheet as well as in the Result Sheet. In both cases, the student has to appear for the End Semester Examinations.

5.9.1.9 If the grade RA is given to Theory Courses/ Laboratory Courses it is not required to satisfy the attendance requirements,but has to appear for the end semester examination and fulfil the passing requirements to earn a pass in the respective courses.

5.9.1.10 If the grade RA is given to Two or One credit course, which are evaluated only through internal assessment, the student shall register for the course again in the subsequent semester, fulfil the passing requirements to earn pass in the course. However, attendance requirement need not be satisfied.

5.9.2 CLASSIFICATION OF THE DEGREE AWARDED

A student shall be declared to be eligible for the award of MBA Degree provided the student has successfully completed the course requirements and has passed all the prescribed examinations in all the four semesters within a maximum period of 4 years reckoned from the commencement of the first semester to which the candidate was admitted

5.9.2.1 FIRST CLASS WITH DISTINCTION

A student who satisfies the following conditions shall be declared to have passed the examination in First class with Distinction:

- Should have passed the examination in all the courses of all the four semesters. Withdrawal from examination will not be considered as an appearance.
- Should have secured a CGPA of not less than 8.50.
- Should NOT have been prevented from writing end semester examination due to lack of attendance in any semester.

5.9.2.2 FIRST CLASS:

A student who satisfies the following conditions shall be declared to have passed the examination in First class:

- Should have passed the examination in all the courses of all four semesters.
- Should have secured a CGPA of not less than 6.50.

5.9.2.3 SECOND CLASS:

- All other students who qualify for the award of the degree shall be declared to have passed the examination in Second Class.

The award of Degree will be approved by the Academic Council of the Institution. The degree will be issued by Anna University, Chennai. The consolidated Grade Sheet will be issued by the Institution.

5.9.3 Semester Grade Point Average (SGPA)

On completion of a semester, each student is assigned a Semester Grade Point Average which is computed as below for all courses registered by the student during that semester.

Semester Grade Point Average = $\sum (C_i \times GP_i) / \sum C_i$

Where C_i is the credit for a course in that semester and Gp_i is the Grade Point earned by the student for that course. The SGPA is rounded off to two decimals.

5.9.4 Cumulative Grade Point Average (CGPA)

The overall performance of a student at any stage of the Degree program is evaluated by the Cumulative Grade Point Average (CGPA) up to that point of time.

Cumulative Grade Point Average = $\sum (C_i \times Gp_i) / \sum C_I$

Where C_i is the credit for a course in any semester and Gp_i is the grade point earned by the student for that course. The CGPA is rounded off to two decimals.

5.9.5 Issue of Grade Sheet

- Separate grade sheet for each semester will be given to the students by the COE after the publication of the results.
- After the completion of the program a consolidated grade sheet will be issued to the student.

The award of Degree will be approved by the Academic Council of the Institution. The degree will be issued by Anna University, Chennai. The consolidated Grade Sheet will be issued by the Institution.

Program Structure

	Course Code	Course Type	Course Title	Credits	Credit Hours					
					L	T	P	SW	FW	PJ
Sem I	P21MBC1101	Core	Managerial Economics	3	2				2	
	P21MBC1102	Core	Accounting for Management	3	1	1		2		
	P21MBC1003	Core	Data Analysis I	2	1	1				
	P21MBC1004	Core	Principles and Practices of Management	2	2					
	P21MBC1105	Core	Human Resource Management	4	2	1			2	
	P21MBC1106	Core	Business Research Methods	3	2	1				
	P21MBC1507	Core	Financial Management	4	2	1		2		
	P21MBC1108	Core	Marketing Management	4	2	1		2		
	P21MBC1109	Core	Operations Management	4	2	1			2	

	Course Code	Course Type	Course Title	Credits	Credit Hours					
					L	T	P	SW	FW	PJ
Sem II	P21MBC2010	Core	Entrepreneurship Mindset & Methods	2	1	1				
	P21MBC2011	Core	Organisational Behaviour	2	2					
	P21MBC2212	Core	Data Analysis II	3	1	1			2	
	P21MBC2013	Core	Business communication	2	2					
	Functional Core*			12						
	Minor Elective **			4						

	Course Code	Course Type	Course Title	Credits	Credit Hours					
					L	T	P	SW	FW	PJ
Sem III	P21MBC3014	Project	Internship	2						10
	P21MBC3315	Project	Research Project I	3						15
	P21MBC3116	Core	Strategic Management	4	2	1		2		
	P21MBC3117	Core	Sustainable Development	3	3					
	P21MBC3018	Core	Capstone Simulation	2			2	2		
	Functional Core*			*						
	Functional Optional*			**						
	Minor Elective **			***						

	Course Code	Course Type	Course Title	Credits	Credit Hours					
					L	T	P	SW	FW	PJ
Sem IV	P21MBC4319	Project	Research Project II	3						15
	P21MBC4320	Project	Social Immersion Project	6						30
	P21MBC4121	Core	Business Ethics	3	2			2		
	P21MBC4122	Core	Legal aspects of Business	4	3			2		
	P21MBC4623	Core	International Business Management	4	3				2	
	Functional Optional*			*						
	Minor Elective **			**						

* Functional Core & Optional – 24 credits

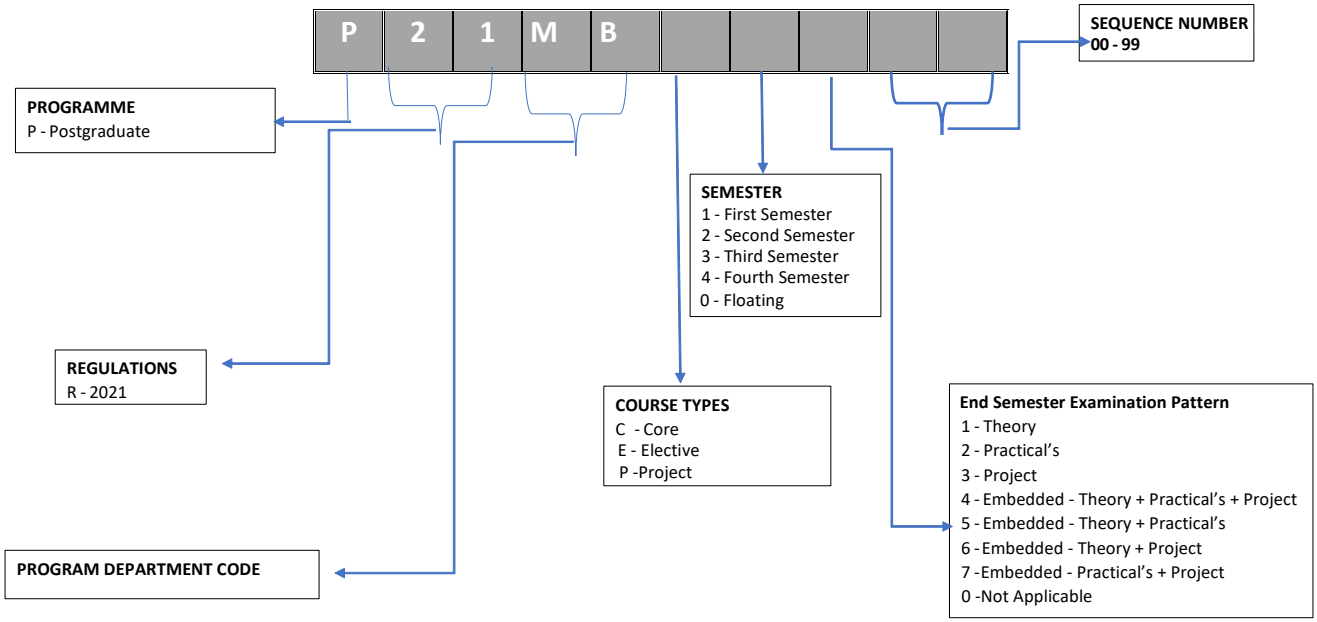
** Minor Elective – 10 credits

BOS Chairman Signature

Course Code	S.No	Course Title	Credits	Credit Hours					
				L	T	P	SW	FW	PJ
List of Electives – Operations									
P21MBE0224	Elective	Decision Models for Operations	4	3		2			
P21MBE0125	Elective	Supply Chain Management	4	2	1			2	
P21MBE0126	Elective	Lean Manufacturing	4	2	1			2	
P21MBE0127	Elective	Project Management	4	2	2				
P21MBE0128	Elective	Production Planning and Control	4	2	1			2	
P21MBE0129	Elective	Total Quality Management	4	2	1			2	
P21MBE0030	Elective	Business Process Reengineering	2	1				2	
P21MBE0031	Elective	Industry 4.0	2	1				2	
P21MBE0032	Elective	Services Operations Management	2	1			2		
P21MBE0033	Elective	Lean Six Sigma	1	1					
P21MBE0034	Elective	Value Stream Mapping	1						
List of Electives – Marketing									
P21MBE0135	Elective	Services Marketing	4	2			2	2	
P21MBE0136	Elective	Consumer Insights	4	2			2	2	
P21MBE0237	Elective	Digital Marketing	4	2		2	2		
P21MBE0138	Elective	Sales and Distribution Management	4	3				2	
P21MBE0139	Elective	Brand Management	4	2			2	2	
P21MBE0140	Elective	Integrated Marketing Communication	4	2	1		2		
P21MBE0141	Elective	Marketing Metrics and Analytics	4	2	1	2	1		
P21MBE0142	Elective	Technology for Marketing Decisions	4	2	1		2		
P21MBE0243	Elective	Social Media Marketing	4	2	1	2			
P21MBE0044	Elective	Personal Selling	2	1			1	1	
P21MBE0145	Elective	B2B Marketing	4	2	1		2		
List of Electives – Finance									
P21MBE0146	Elective	Commercial Banking	4	3			2		
P21MBE0647	Elective	Security Analysis and Portfolio Management	4	2	1			2	
P21MBE0248	Elective	Financial Modelling	4	2	1		2		
P21MBE0149	Elective	Corporate Finance	4	2	1			2	
P21MBE0150	Elective	International Finance	4	3	1				
P21MBE0151	Elective	Merchant Banking and Financial services	3	2			2		
P21MBE0152	Elective	Rural Banking & Microfinance	3	2			1	1	
P21MBE0553	Elective	Wealth Management	4	2	1		2		
P21MBE0154	Elective	Fixed Income Securities	4	2	1		2		
P21MBE0155	Elective	Equity Derivatives Management	4	2	1		2		
P21MBE0056	Elective	Introduction to Cryptocurrency and blockchain	1	1					
P21MBE0157	Elective	Mutual Funds	3	1	1		2		
ENTREPRENEURSHIP									
P21MBE0358	Elective	Applied Design Thinking	3	1	1			2	
P21MBE0359	Elective	Innovation and Venture Fundamentals	3	1	1			2	
P21MBE0060	Elective	Negotiation Fundamentals for Start ups	2	2					
P21MBE0161	Elective	Social Entrepreneurship Management	4	3				2	
P21MBE0362	Elective	Foundations for Management and Entrepreneurship 1	3	1		2		2	
P21MBE0363	Elective	Foundations for Management and Entrepreneurship 2	3	1		2		2	

	P21MBE0064	Elective	Entrepreneurial leadership: Values and Purpose	2	1			2		
	P21MBE0365	Elective	Business Modelling	4	2			2	2	
	P21MBE0166	Elective	Managing Innovation	4	2			2	2	
	P21MBE0067	Elective	Managing Franchising Businesses	2	1				2	
	P21MBE0068	Elective	Entrepreneurial Finance	2	2				2	
	HUMAN RESOURCE									
	P21MBE0169	Elective	Industrial Relations	4	3	1				
	P21MBE0170	Elective	Learning and Development	4	2	1			2	
	P21MBE0171	Elective	Talent Management	4	2	1			2	
	P21MBE0172	Elective	Organization Development	4	2			4		
	P21MBE0173	Elective	AI HRIS	4	2	2				
	P21MBE0074	Elective	Diversity , Equity & Inclusion	2	1			2		
	P21MBE0075	Elective	Emotional and Social Intelligence – ESI	2	1	1				
	P21MBE0076	Elective	Recruitment & Selection Lab	2	2					
	P21MBE0077	Elective	Employee Engagement	1	1					
	P21MBE0178	Elective	Cross Cultural Management	3	2	1				
	P21MBE0179	Elective	Legal Aspect of HR	4	2	2				
	List of Electives – Analytics and Systems									
	P21MBE0180	Elective	Introduction to Business Analytics	4	2	1		2		
	P21MBE0281	Elective	Programming for Business Analytics	4	2		2	2		
	P21MBE0282	Elective	Advanced Statistics & Data Mining	4	2		2	2		
	P21MBE0283	Elective	Machine Learning	4	2		2	2		
	P21MBE0184	Elective	Database Management Systems	4	2	1		2		
	P21MBE0185	Elective	Disruptive Technologies	4	2	1		2		
	P21MBE0286	Elective	Predictive Analytics	4	2		2	2		
	P21MBE0087	Elective	Enterprise Resource Planning	2	1			2		
	P21MBE0288	Elective	Data Visualization	4	2		2	2		
	P21MBE0289	Elective	Python for Data Science	4	2		2	2		

COURSE CODE NUMBERING SCHEME



SEMESTER-1

Course Title	**Managerial Economics**
Course Code	P21MBC1101
Credit Units	3

Course Objectives:
This course imparts the students' a rational approach in understanding how individuals and business units deal with the fundamental problems of scarce resources, competition, and Price fixation. It introduces with the macroeconomic concepts that enables the students to understand the role of monetary and fiscal policies in the economic development.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	-	2	3
Pre – Requisites		None			

Course learning Outcomes
On the successful completion of the course, students will be able to
CLO1: Explain the role of managerial economics in decision making.
CLO2: Infer the demand and supply conditions and assess the position of a company.
CLO3: Summarise the competitive strategies, including costing, pricing, product differentiation, and market environment according to the natures of products and the structures of the markets.
CLO4: Outline the National Income, Impact of Business cycles and the role of monetary and fiscal policy in the promoting the economic development.

Course Syllabus	**Weightage**
Module I: Introduction to Managerial Economics	5%
Introduction of Managerial Economics - Scope, Relationship with other Disciplines	
Module II: Microeconomics Concepts and Demand & Supply	20%
Microeconomics -Firms and Managerial Objectives Demand, Law of Demand, Determinants of demand, Elasticity of demand, Law of diminishing marginal utility - Exceptions of Demand - Demand forecasting techniques (only theory) Supply, Law of Supply, Elasticity of Supply	
Module III: Productions functions & cost- output relationship	15%
Production functions – Short and long run laws of production, law of returns to scale Cost - types of cost, short and long run cost output relationship, Economies, and diseconomies of Scale	
Module IV: Market structures & Price- output relationship	25%
Market Structure - Perfect Competition, monopoly, duopoly, oligopoly, Monopolistic market structures - characteristics & Price - Output determination, Pricing Methods	
Module V: Macroeconomics Concepts – Business cycle	20%
Macroeconomics - nature & importance. National Income - concepts - GNP, GDP, NNP. Business cycle - Phases of Business Cycle - Controlling Trade Cycle. -Inflation & Unemployment. Inflation - Definition, Kinds and effects of Inflation, Demand Pull & Cost Push Inflation - Policy Measures to control. Unemployment- Causes & Consequences	
Module VI: Monetary and Fiscal Policy – objectives, controlling mechanisms	15%
Indian Financial System, Fiscal Policy: Definition, Objectives. Monetary Policy- Meaning, Scope, Instruments	

Pedagogy for course Delivery *
The course would be conducted on discussion mode and has field study part of it. The sessions will incorporate the news article discussion in addendum.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)

100%				
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Course Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.1	C1. P1	PLO1	PEO1
CLO3	C1.1	C1. P1	PLO1	PEO1
CLO4	C1.6	C1. P6	PLO1	PEO1
Reference Books 1.D N Diwedi Managerial Economics. Eighth Edition, Vikas Publication ,2018. 2.Piyali Ghosh Geetika, Purba Roy Chowdhury, Managerial Economics, Third edition, McGraw-Hill Education 2017.				
Course Design		Dr S.Sangeetha		

Course Title	**Accounting for Management**
Course Code	P21MBC1102
Credit Units	3

Course Objectives
The course on Accounting for Management introduces the basic concepts on accounting for business decision making. The course is designed to familiarize various accounting tools and Techniques with respect to Financial Statements, Costing, Budgeting that will facilitate to enhance their analytical thinking and decision making.

L	T	P	SW	FW	TOTAL CREDITS
1	1	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes
On the successful completion of the course, students will be able to
CLO1: Outline the basic concepts of accounting for management.
CLO2: Interpret financial statements for decision making.
CLO3: Construct different types of cost and budget statements.

Course Syllabus	**Weightage**
Module I: Introduction to Accounting	10%
Fundamental Accounting concepts -Basic Accounting principles- Elements of accounting- Double entry system- accounting cycle-accounting equations.	
Module II: Financial Statements	45%
Financial Statements- Introduction-Overview-Income Statement /P&L account- Balance Sheet-Statement of cash flows- Ratio Analysis and Interpretation- key elements impacting financial Statements.	
Module III: Costing	30%
Cost-Definition-Elements of cost- cost centre and profit centre- cost unit- cost elements- cost classification- methods of costing- constructing a basic sheet- Marginal Costing- Standard costing	
Module IV: Budgeting	15%
Budgeting and Budgetary Control- Types of budgets- Zero based budgeting	

Pedagogy for course Delivery *
Accounting concepts shall be imparted during lecture and tutorial sessions. Case studies and assignments shall be used for anchoring concepts as a part of self-work activities.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.2	C1. P2	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2	PEO2

Reference Books:

1. Horngren T Charles, Introduction to Financial Accounting,11th Edition, Pearson Education, 2017
2. Maheshwari S N and S K Maheshwari 2013, Accounting for Management, 4th Edition, Vikas Pub. House, 2018

Course Design	Dr P Mohanamani

Course Title	**Data Analysis I**
Course Code	P21MBC1003
Credit Units	2

Course Objectives
The course on data analysis will familiarize the students to choose the most appropriate measure to analyse data in managerial decision making. The course will prepare the students to develop dashboards on various functional areas of management using excel spreadsheet.

L	T	P	SW	FW	TOTAL CREDITS
1	1	-	-	-	2

Pre – Requisites	None

Course Learning Outcomes
On the successful completion of the course, students will be able to
CLO1: Explain the measures of business statistics used for analysing data.
CLO2: Apply suitable statistical functions for various business scenarios.
CLO3: Build suitable charts of various business functions for decision making

Course Syllabus	**Weightage**
Module I: Introduction to Excel Functions	30%
Spread sheet; Data Types - Statistical Functions in Excel; Cell referencing, Arrays – H Lookup - V Lookup; Index and Match; Pivot Table	
Module II: Descriptive Statistics	50%
Measures of Central Tendency-Mean Median Mode; Measures of Position- Five number summary- Outliers; Measures of Dispersion-Standard Deviation -Variance – Range – Skewness-Kurtosis; Measures of Association - Covariance and Correlation	
Module III: Data Visualization	20%
Summarizing Data and Crosstabs, Graphical representation of data; Dashboards-Sales Management, Financial, Customer Service call	

Pedagogy for course delivery
Theoretical concepts shall be imparted during lecture and practical sessions. Data set on functional domains shall be used to analyse data to explain practical application of various statistical functions.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
50	NA	

Course Mapping

Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4

Reference Books:

1. David M. Levine, David F. Stephan, Kathryn A. Szabat, “Statistics for Managers using Microsoft Excel”, 8th Edition, Pearson, 2017
2. David Ray Anderson, Dennis J. Sweeney, Thomas Arthur Williams, “Essentials of Statistics for Business and Economics”,12/e, Cengage learning, 2018
3. Kirupa Priyadarsini, S. Jaisankar, A. Latha, B. Poongodi, “Business Statistics – Workbook using Excel”, Trinity Press, New Delhi, 2017

Course Design	Dr. S. Jaisankar

Course Title	**Principles and Practices of Management**
Course Code	P21MBC1004
Credit Units	02

Course Objectives:
This course is designed to provide an insight into the field of management in terms of theory, practice, and profession. It lays a basic framework to understand the various processes and components of management that impacts business. It provides an overview on the necessary skills and competencies required for a manager to function in a global environment.

L	T	P	SW	FW	TOTAL CREDITS
1	1	-	-	-	2
Pre – Requisites		None			

Course Level outcomes
At the end of the course students will be able to:
CLO1: Demonstrate a clear knowledge and understanding of various management concepts and practices.
CLO2: Identify and analyse relevant functions, roles and skills involved the practice of management.
CLO3: Apply management theories in business decision making with a global perspective

Course Syllabus	**Weightage**
Module I: Management Process (SW)	
Foundations of modern management thought – Process of Management - Scope of management functions. Approaches to Management: Scientific Approach, Systems Approach and Contingency Approach. Approach to Managerial Competencies:	30%
Module II: Management Functions	
PODSCORB – Concepts and Applications. Strategic Planning process – Management by Objectives. Decision Making-Techniques and Processes. Designing organizations- Types - Contemporary organization structures – Staffing Functions - Controlling – Systems and process of controlling – Techniques.	40%
Module III – Management in Practice changing scenarios	
Role of Multinational corporations – Contemporary Practices - Comparative Management Styles and Approaches – Overview of American Model, European Model - Chinese/Korean Models.	30%

End Semester Examination Scheme

NIL

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	Nil
30	20	

Course Mapping

Course level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes**	**Program Educational Outcomes**
CLO1	C1.1	C1. P1	PLO 1	PEO 1
CLO2	C1.1	C1. P1	PLO 1	PEO 1
CLO3	C1.6	C1. P6	PLO 1	PEO 1

Reference Books:
1. Harold Koontz, Heinz Weihrich, V. Cannice – Essentials of Management-An International. Innovation and Leadership Perspective, 11th edition (paperback), McGraw Hill, 2019.

Course Design	Dr.V. Kaarthiekheyan

Course Title	**HUMAN RESOURCE MANAGEMENT**
Course Code	P21MBC1105
Credit Units	4

Course Objectives

This course introduces students to the basics of Human Resource Management. As a part of the course the students will develop his conceptual knowledge towards Recruitment, Selection, Training and Development, Induction, Performance management, Compensation, Employee separation and Exit interviews. Upon completion of the course students should be able to understand the basics of Human Resource Management.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-		2	4

Pre – Requisites	None

Course learning Outcomes

On successful Completion of the course students will be able to

CLO1: Describe the role of Human Resource Functions in an Organisation.
CLO2: Enumerate the emerging trends and Practices in HRM.
CLO3: Identify and interpret the significance of ethical issues in HR practices and the management of people.

Course Syllabus	**Weightage**
Module I: Human Resource Management: Concept and Challenges	15%
Introduction, Objectives, Scope, Features of HRM, Role of HRM, Importance of HRM, Policies and Practices of HRM, Functions of HRM, Challenges of HRM. Introduction to SHRM: Define SHRM, importance and nature. HRM Models	
Module II: HR Acquisition & Retention	20%
Human Resource Planning: Definition, Objective, Need and Importance, HRP Process, Barriers to HRP. Job Analysis Process – Contents of Job Description & Job Specification, Job description Vs job specification, Job design, Factors affecting Job design, Job enrichment Vs job enlargement. Recruitment Introduction & Sources of Recruitment, Difference between recruitment and selection-Recruitment, Selection Process, Induction and Orientation. Career Planning-Process of career planning and development Succession Planning Process, Transfer and Promotion. Retention of Employees: Importance of retention, strategies of retention	
Module III: Managing Employee Performance and Training	15%
Performance Appraisal & Performance Management – Definition, Objective, Importance, Appraisal Process and Appraisal Methods. Why to measure performance and its purpose. Performance Appraisal Vs Performance Management, Potential Management. Training and Development - Definition – Scope – Conceptual framework of Training and development of Employees, Role of Training in Organizations, Objectives, The Training and Development Process, Training Need Assessment, Types of training, Difference between training and development, E-Learning. Benefits of training, Evaluation of Training Effectiveness: Kirkpatrick model.	
Module IV: COMPENSATION MANAGEMENT	25%
Concept, Objectives, Importance of Compensation Management, Process, Current Trends in Compensation. Factors in compensation plan. Wage/ Salary differentials, Components of salary. Incentives and Benefits – Financial & Nonfinancial Incentive, Fringe Benefits. Employees Separation - Retirement, Termination, VRS, Golden Handshake, Suspension, Concepts & Methods, Grievance Procedure in Indian Industry	

Module V: EMERGING TRENDS IN HRM:	25%
HRIS- Need, Advantages & Uses of HRIS. HR Accounting- Concepts, Objective, Advantage, Limitation & Method. HR Audit- Concept, Objective, Scope & Process. HR Shared ServicesConcept, Objective, Benefits, Issues creating HR Shared Services	

Pedagogy for course Delivery
Lecture, Discussion, Debate, Case Analysis and a field study.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.4	C1. P4	PLO1	PEO1
CLO3	C5.3	C5. P3	PLO4	PEO3

Reference Books:
1.Gary Dessler & Biju Varrkey Human Resource Management , Sixteenth Edition, Pearson(2020)
2.Ashly Pinnnington, Rob Macklin, Tom Campbell, Human Resource Management Ethics and Employment 2nd Edition, OUP Oxford
3.K. Aswathappa, Human Resource Management Text and Cases, 8th Edition, Mc Graw Hill Publication

Course Design	Dr. Deepa Manickam

Course Title	**Business Research Methods**
Course Code	P21MBC1106
Credit Units	3

Course Objectives

The course on Business research methods is intended to familiarise the students on the principles of adopting the scientific method in solving the business problem. Further the course equips the students on various fundamental concepts, tools and techniques required to translate an issue into a research question and design a research plan for conducting research study.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	-	3

Pre – Requisites	None

Course learning Outcomes

On successful Completion of the course students will be able to

CLO1: Understand the principles of business research and its role in supporting decision making.
CLO2: Interpret the research articles and other published sources for acquiring knowledge in the given filed of research.
CLO3: Develop research proposal for the given Industrial problem.

Course Syllabus	**Weightage**
Module I: Introduction to Research	30%
Introduction to Research – An overview of Research process – Application of research in other functional domains – Marketing, Human resources, finance, and Operations. Identifying of the problem – Formulating research questions, Review of Literature - Literature Search in database - Need for Literature Review, Research gap, Identifying variables, Reference Management Software Zotero/Mendeley - Usage of Mendeley web application tool.	
Module II: Research & sampling Design	20%
Research Designs – Types - Exploratory Studies, Descriptive Studies, Causal Studies –Experimental and factorial design. Choosing an appropriate design for the project – Measurement scales Sampling Design – Probability and Non-Probability sampling techniques, Determination of Sample size	
Module III: Research Instrument	20%
Formulation of a Research Instrument – Reliability and Validity Tests - Role of Validated Instruments.	
Module IV: Data Collection Methods	20%
Primary data collection methods – Focus group discussion, In depth interview, Projective techniques & questionnaire. secondary data collection Methods – classification of secondary data, Advantages, and disadvantages, Evaluating criteria.	
Module V: Reporting the Research Results	10%
Components of research report – Introduction, Methodology, Findings, Conclusions, Appendices, Bibliography. Presentation of statistics - Text, semi tabular presentation, Tabular presentation, and graphics. Format for publication in Journal and conference - Research Paper Writing, Journals in Management Sciences, Identifying Indexed Journals, Paper formatting, Reference Style of referencing, Conference Presentation, Ethical issues related to publishing, Plagiarism and SelfPlagiarism	

Pedagogy for course Delivery

BOS Chairman Signature

Theoretical concepts shall be imparted during lecture sessions. Course assignment shall be used for anchoring concepts and to elaborate on the application aspects				
End Semester Examination Scheme				
Theory (%)		Project (%)		
100%				
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Course Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.6	C1. P6	PLO1	PEO1
CLO3	C1.3	C1. P3	PLO1	PEO1
Reference Books: 1. Pamela S. Schindler, Business Research Methods, 13/e, McGrawhill Publications, New York,2021 2. Nunan, D., Malhotra, N. K., & Birks, D. F, Marketing research: Applied insight. Pearson UK,2020				
Course Design		Dr.A.Latha		

BOS Chairman Signature

Course Title	**Financial Management**
Course Code	P21MBC1507
Credit Units	4

Course Objectives

The Financial Management course introduces the framework of financial decision making in a business organisation. The course provides insights on investment, financing, Dividend and Liquidity decisions

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Explain the basic concepts of financial management.

CLO2: Display (Select) the best investment option among alternatives and choose on the best source of funds through leverage

CLO3: Construct the optimum capital structure and the working capital requirements

Course Syllabus	**Weightage**
Module I: Introduction to Financial Management	7%
Introduction – objectives of financial management – Profit Vs Wealth Maximization- Role of finance managers -: Basics of Time Value of Money.	
Module II: Investment Decisions	20%
Investment Decisions: Capital Budgeting – Importance – process – determining cash flows – Techniques using Excel Spreadsheets – Capital Rationing.	
Module III: Cost of Capital	18%
Financing Decisions: Sources of finance – Long term. Cost of capital: Concept and importance; Computations of cost of capital – Weighted Average Cost of Capital – Problems using Excel Spreadsheets.	
Module IV: Capital Structure	15%
Capital Structure – Meaning and factors – Theories of capital structure-NI, Traditional approach, NOI and MM approach- Optimum capital structure – Problems using Excel Spreadsheets.	
Module V: Leverage	12%
Leverage – types of Leverage – EBIT-EPS relationship – Point of Indifference– Problems using Excel Spreadsheets.	
Module VI: Dividend Decisions	15%
Dividend Decisions – factors – types – Models of dividend- Walter, Gordon and MM models – Problems using Excel Spreadsheets – Bonus shares.	
Module VII: Liquidity Decisions	13%
Liquidity Decisions: Management of working capital – Determinants – Forecasting of working capital – Problems using Excel Spreadsheets – Cash, Receivables, and Inventory Management. Sources of finance – Short term.	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application

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End Semester Examination Scheme				
Theory (%)		Practical (%)		
60		40		
Course Assessment				
Continuous Assessment Score components			End term Examination	
Other Assessments		Class tests	50	
20		30		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2	PEO2
Reference Book: 1. IM Pandey, Financial Management. 12th edition, Pearson, 2021. 2. Y.Khan & P.K.Jain, Financial Management: Text, Problems and Cases, 8th Edition, 2018				
Course Design		Dr.S.Sangeetha		

BOS Chairman Signature

Course Title	**Marketing Management**				
Course Code	P21MBC1108				
Credit Units	4				
Course Objectives The course will focus upon the working knowledge of different concepts, functions, and applications of marketing to formulate effective marketing programs. The course seeks to develop the student understanding on creating and delivering value to its customers through empirical and practice-based learning. The course introduces students to the fundamentals of key metrics to yield actionable marketing insights for decision making					
L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4
Pre – Requisites	None				
Course learning Outcomes **On the successful completion of the course, students will be able to** 1. Demonstrate a conceptual knowledge in the functional areas of marketing management and its application on business ventures. 2. Explain how marketing creates value for the consumer and managing customer relationships. 3. Design marketing plans using appropriate STP and Marketing Mix elements. 4. Apply skills to identify and resolve issues related to marketing management quantitatively.					

Course Syllabus	**Weightage**
Module I: Understanding Marketing Management	15%
Defining Marketing for new realities –Marketing concepts -Orientations- Understanding marketing environments and customer capabilities - Holistic marketing dimensions.	
Module II: Managing customer relationships	10%
Customer Value, Satisfaction, and loyalty – Delivery process – Maximising customer lifetime value through customer funnelling- Stakeholders involved in buying process. Consumer and business markets - Different types of buying motives	
Module III: Design, Launch and Management of Market Offerings	25%
Delivering value through: Product, Pricing, Promotion Place, People, Process and Physical evidence	
Module IV: Applying Strategies – The Art and Science of STP	30%
Segmentation of markets for consumer, industrial and institutional sales- Guidelines for selecting Target market, approaches to target market- Positioning – Strategies. Branding - important issues related to planning and implementing brand strategies	
Module V: Leveraging Metrics for Marketing decisions	20%
Using Metrics for Marketing Decisions: Market Potential – Market share – Share of hearts, minds and wallets. Customer Profitability – Margins and Profits and Customer Lifetime Value. Customer Retention.	

Pedagogy for course Delivery Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications	
End Semester Examination Scheme	
Theory (%)	Practical / Project (%)
100%	NA
Course Assessment	
Continuous Assessment Score components	End Semester Examination

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Other Assessments		Class tests	60	
16		24		
Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO2	PEO2
CLO3	C1.3	C3. P2	PLO2 & PLO5	PEO2
CLO4	C3.2	C1. P3	PLO2	PEO2
Reference Book 1. 1.Kotler, P., & Keller, K. L. Marketing management.,16th edition, Pearson. (2022). 2. 2.John A Davis, , Marketing Metrics: 103 Key Metrics Every Marketer Needs, John Wiley & Sons Inc 2006				
Course Design		Dr.V. Kaarthiekheyan		

BOS Chairman Signature

Course Title	**Operations Management**
Course Code	P21MBC1109
Credit Units	4

Course Objectives

The course on operations management familiarises the students on the concepts underlying effective operations of planning, operating, and controlling production of goods and services. The course includes approaches to forecasting, inventory management, aggregate planning, materials requirements planning, layout and location strategies and quality control practices that help to improve the productivity of an organisation.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	2	4

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course the students will be able to

CLO1: Explain the concepts and applications of operations management in business organizations for achieving competitive advantage.

CLO2: Propose suitable tools and techniques of operations management for productivity improvement.

CLO3: Display analytical thinking skills in the application of suitable tools governing quality for effective business decision making.

Course Syllabus	**Weightage**
Module I: Introduction to Operations Management	15%
Significance of Operations Function in an organisation; Challenges in global operations management; Products and Services – Concepts; Production System - Different types of production systems; Overview of cost of Production -Concept of Productivity- Relationship of production with other management functions	
Module II: Demand Forecasting	25%
Types of forecasting - Importance-Steps in forecasting -Quantitative Forecasting - Qualitative Forecasting – Methods - Monitoring and controlling forecast- Forecast Error– Simple problems	
Module III: Resource Planning	20%
Materials management - Objectives –- Aggregate Planning – Master Production Schedule – Bill of Materials – Materials Requirement Planning – Capacity PlanningEnterprise resource planning; Supply chain management- Basics	
Module IV: Location and Layout Strategy	15%
Location Strategy – Importance-Factors that affect location decisions -Evaluating methods – Factor Rating – Centre of Gravity - Service location strategy (simple problems) Layout Strategy – Importance- Types of Layouts – Cellular Layout - Advantages and disadvantages- Layouts in service / Retail sectors	
Module V: Quality and Safety Management	25%
Definition – Dimensions & Cost of quality - TQM Framework -7QC Tools - Statistical Process Control- X-bar and R charts – simple problems **Safety, Health and Environment –** Key elements of safety, Safety equipment - Health Management System	

Pedagogy for course delivery

Theoretical concepts shall be imparted during lecture and tutorial sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	

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100%				
course Assessment				
Continuous Assessment Score components				End Semester Examination
Course Assessments		Class tests		60
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.1	C1.P1	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
CLO3	C4.1	C4. P1	PLO3 & PLO5	PEO3 & PEO4
Reference Books: 1. Jay Heizer and Barry Render, Operations Management, Thirteenth edition, Pearson, 2020 2. Lee Krajewski, Larry Ritzman and Manoj Malhotra, Operations Management – Process a Supply Chain, 12th Edition, 2019 3. Chase, Aquilano, Operations Management for Competitive Advantage, Tenth Edition, Tata McGraw-Hill, 2004				
Course Design		Dr. S. Jaisankar		

BOS Chairman Signature

SEMESTER-2

Course Title	**Entrepreneurship Mindset & Methods**
Course Code	P21MBC2010
Credit Units	2

Course Objectives

A practice-based course to help innovators and founders think like entrepreneurs and practice entrepreneurship rather than learning entrepreneurship. They acquire the mindset to build skills & competencies to develop the resources and build capacity to transform their innovative ideas into high-growth enterprises. They are convinced to consistently practice the scientific method so that knowledge and expertise can be continuously developed and applied in future endeavor's dealing with unknowns.

L	T	P	SW	FW	TOTAL CREDITS
1	1			-	2

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course the students will be able to

CLO1: Develop an entrepreneurial mindset that will help them identify, assess, shape & act on opportunities in a variety of contexts & organization.

CLO2: Practice effectual reasoning to drive entrepreneurial success.

CLO3: Sketch the minds & methods of expert entrepreneurs to learn from their experience the lessons from failures & success.

CLO4: Display learning the entrepreneurial mindset and method by doing.

Course Syllabus	**Weightage**
Module I: Introduction to Innovation	15%
Introduction to Innovation-led, tech-powered entrepreneurship. The students are provided with practical proven tools for transforming an idea into a product or service that creates value for others. As students acquire these tools, they learn how to not just differentiate bad ideas from good, but actually how to refine the ideas or the get the potential enhanced, how to build a winning strategy, how to shape a unique value proposition, prepare a business model. Compare their innovation to existing solutions, build flexibility into their plan and determine when best to pivot/quit.	
Module II: Entrepreneurship mindset	30%
Entrepreneurship mindset - dealing with unknown. Entrepreneurial mindset is critical to being successful as an entrepreneur. The module provides the participants with an understanding of the attributes and perspectives of an entrepreneurial mindset, and the process to acquire one. The module introduces concepts that enables a person to start a transformative process in the way they think generally, and in the way they think about business specifically. This new way of thinking has the potential to positively impact not only them, but their business, and community.	
Module III: Effectuation	25%
Effectuation - The 5 principles of effectual entrepreneurship. Students have long been taught the principles and tools of causal reasoning, the exact inverse of the effectual reasoning that drives entrepreneurial success. In causal reasoning, it begins with a specific goal and a given set of means for reaching it but in effectual reasoning, it starts with only a set of means in the process of deploying them, and goals gradually emerge. Participants shall learn to apply the principles of effectuation as an approach to entrepreneurship and it shall help the students identify the next, best step in order to solve the problem that they are working on.	
Module IV: Startup is an Experiment	20%

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Startup is an Experiment - Learning from failures- Starting a technology powered innovation led enterprise comes with its share of risk. The rate of failure is high. Therefore, it is not just essential for the startup founders to learn from failures but also to actually fail fast to learn from his/her own failures. Hence it is important to read through many failure case studies and gain the knowledge to help them make better business decisions & to learn from failures.	
Module V: Pitch Presentation	10%
Case Discussion & Presentation, Pitch Presentation	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	-
30	20	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.4	C3. P4	PLO2 & PLO5	PEO2 & PEO4
CLO4	C4.5	C4. P5	PLO3 & PLO5	PEO3 & PEO4

Reference Books:

1. Steven Blank and Bob Dorf, (2012), The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company, K&S Ranch
2. Dr.SarasSarasvathy, (2008),Effectuation: Elements of Entrepreneurial Expertise, New Horizons in Entrepreneurship series.

Course Design	Dr Nalini P

BOS Chairman Signature

Course Title	**Organisational Behaviour**
Course Code	P21MBC2011
Credit Units	2

Course Objectives
The course introduces the students to gain a solid understanding of human behaviour in the workplace from an individual, group, and organizational perspective, it introduces frameworks and tools to effectively analyse and approach various Organizational situations.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-			2

Pre – Requisites	None

Course learning Outcomes:
On successful Completion of the course students will be able to
CLO1: Understand the theories and concepts of Organisational Behaviour
CLO2: Analyse how these theories and empirical evidence can help to understand contemporary organisational issues.

Course Syllabus	**Weightage**
Module I: FOCUS AND PURPOSE	10 %
Definition, need for and importance of organizational behaviour – Nature and scope – Framework – Organizational behaviour models	
Module II: INDIVIDUAL BEHAVIOUR	25 %
Personality – types – Factors influencing personality – Theories – Learning – Types of learners – The learning process – Learning theories – Organizational behaviour modification. Attitudes – Characteristics – Components – Formation – Measurement- Values. Perceptions – Importance – Factors influencing perception – Interpersonal perception. Impression Management. Motivation – importance – Types – Effects on work behavior.	
Module III: GROUP BEHAVIOUR	20%
Organization structure – Formation – Groups in organizations – Influence – Group dynamics – Emergence of informal leaders and working norms – Group decision making techniques – Team building - Interpersonal relations – Communication	
Module IV: LEADERSHIP AND POWER	20%
Meaning – Importance – Leadership styles – Theories – Leaders Vs Managers – Sources of power – Power centres – Power and Politics	
Module V: Organization System	25%
Organizational culture and climate – Factors affecting organizational climate – Importance. Job satisfaction – Determinants – Measurements – Influence on behavior. Organizational change – Importance – Stability Vs Change – Proactive Vs Reaction change – the change process – Resistance to change – Managing change. Stress – Work Stressors – Prevention and Management of stress – Balancing work and Life. Organizational development – Characteristics – objectives –. Organizational effectiveness.	

Pedagogy for course Delivery
Lecture, Discussion, Debate, Case Analysis and a field study.

End Semester Examination Scheme

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Theory (%)			Practical / Project (%)	
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments		Class tests	NA	
30		20		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
Reference Books: 1. Stephen P. Robins, Organisational Behavior, 18th edition, Pearson Education (2018) 2. Fred Luthans, Organisational Behavior, McGraw Hill, 12 th Edtion (2017)				
Course Design		Dr. Deepa Manickam		

BOS Chairman Signature

Course Title	**Data Analysis II**				
Course Code	P21MBC2212				
Credit Units	3				
Course Objectives Providing hands on experience on use of various statistical tools in decision making for business research problem is the major objective of this course. It will also enable the students to choose appropriate statistical measure to analyse data, interpret the results, and present the findings and offer feasible solution for the given business case studies.					
L	T	P	SW	FW	TOTAL CREDITS
1	1	-	-	2	3
Pre – Requisites	None				
Course Learning Outcomes **On successful completion of the course the students will be able to** CLO1: Display ability to perform various statistical tools on Research. CLO2: Solve using specific analytical and statistical tools and draw inference for decision making.					
Course Syllabus					Weightage
Module I: Descriptive Analysis of Data					20%
Variable creation in software and data entry; Data cleaning and organising; Descriptive analysis – Application of measures of Central Tendency, Dispersion, Location and association for data collected; Graphical representation of data - Cross tabulations - Charts using software;					
Module II: Application of Parametric Tests					20%
Performing Reliability and Validity test of research instrument – Cronbach alpha; Normality Test - Identification of suitable test; Hypothesis test – Formulation – Test statistics – Level of significance – Interpretation; ANOVA test; Pearson's Correlation; Simple and multiple Regression analysis – Dependant and Independent variables					
Module III: Application of Non-Parametric Tests					30%
Performing Chi-Square Test, Ordinal regression - Mann-Whitney Test – Kruskal Wallis Test -using appropriate software					
Module IV: Multivariate Analysis					30%
Performing Factor Analysis, Cluster Analysis, Discriminant Analysis using appropriate software					
Pedagogy for course delivery The course will be driven in practical mode accompanied with lectures and case studies for understanding the applications of statistical tools. Excel/SPSS/PSPP/Other software prescribed by the faculty. software's will be used to carryout data analysis and make interpretation.					
End Semester Examination Scheme					
Theory (%)		Practical (%)			
		100%			
Course Assessment					
Continuous Assessment Score components				End Semester Examination	
Course Assessments		Class Test		40	
45		15			
Course Mapping					

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Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.5	C1. P5	PLO1	PEO1
CLO2	C3.1	C3. P1	PLO2	PEO2
Reference Books: 1. Malhotra, N. K., Nunan, D., & Birks, D. F, Marketing research: An applied approach,5 th edition, Pearson Education Limited, 2017 2. Pamela S. Schindler, Business Research Methods, 13/e, McGrawhill Publications,2021 3. S. Jaisankar, Data Analysis for Management Research, Archers and Elevators Publishing House, Bangalore, 2016				
Course Design		Dr. D. Susana		

BOS Chairman Signature

Course Title	**Business Communication**
Course Code	P21MBC2013
Credit Units	2

Course Objectives
This course gives an understanding and demonstrates the use of proper Listening, Speaking, Reading, and Writing [LSRW] techniques that today's workplace demand with respect to business context. It enables the student to develop their interpersonal skills that contribute to effective and satisfying personal, social and professional relationships.

L	T	P	SW	FW	TOTAL CREDITS
2		-	-	-	2
Pre – Requisites		None			

Course Learning Outcomes
On Successful completion of the course the student will be able to
CLO1: Display competency in Listening, Speaking, Writing and Reading skills.
CLO2: Demonstrate knowledge in business current affairs.
CLO3: Calibrate information from variety of sources and present ideas accurately and efficiently so that others understand.

Course Syllabus	**Weightage**
Module I: READING	15%
Understanding short stories, notices, messages - comprehension of detailed factual material/ information; Understanding of gist and specific information.	
Module II: WRITING	30%
Internal communication-note, minutes-of-meeting, messages, memos, email- correspondence; report writing, blog & short case /story.	
Module III: LISTENING	25%
Understanding of short conversations or monologues -Conversation / Interview /Discussion.	
Module IV: SPEAKING	30%
Mini Presentation on Business theme- Discussion-Turn taking / negotiating/ exchanging information, expressing and justifying opinions or point of view / online meeting discussions & presentations.	

Pedagogy for course Delivery Newspaper Discussion, Analysis & Presentation, Short Story & Case Discussions / Written of Blog, Movie reviews.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
N/A	N/A

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessment	Class test	N/A
30	20	

Course Mapping

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Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO 1	C5.2	C5. P2	PLO4	PEO3
CLO 2	C1.6	C1. P6	PLO1	PEO1
CLO 3	C4.1	C4. P1	PLO3 & PLO5	PEO3 & PEO4
Reference Book: 1. Raymond V. Lesikar (Late), Marie E. Flatley, Kathryn Rentz; , Paula Lentz; Neerja Pande, Business Communication,McGraw Hill Education, 2. Business English Certificate Handbook for Teachers-University of Cambridge ESOL.				
Course Design		Mr. Sanjiv Srinivasan		

BOS Chairman Signature

SEMESTER III

Course Title	**Research Project -I**
Course Code	P21MBC3315
Credit Units	3

Course Objectives

The course provides an opportunity for the students to apply knowledge and skills acquired from the MBA Program and solve the recent challenges and issues facing the Industry/ business.

L	T	P	PJ	SW	FW	TOTAL CREDITS
			15			3

Pre – Requisites	

Course learning Outcomes

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

1. Formulate research problem, aim and objectives for the research study
2. Display ability to synthesize research gap after performing extensive review of literature
3. Develop appropriate research plan for conducting research in Business Management and develop a conceptual framework

Course Syllabus	Weightage
As a part of this course students are expected to propose a conceptual framework by conducting research study to a real problem of significance across different business application. Students are required to work on a challenging project in their major specialisation under the supervisory guidance of an experienced faculty or industry mentor. The research study will comprise of preparatory work, Field study/desk research/ industry study etc. and report preparation and students will be mentored throughout the research study at various phases viz. problem definition, review of literature and research design. The students will submit report on the rationale for the research, fully referenced literature review and research methodology.	100%

Pedagogy for course Delivery

The pedagogy for the course will be directed and Independent Learning.

End Semester Examination Scheme

Theory (%)	Project (%)
	100%

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C3.1	C3.P1	PLO5	PEO4
CLO2	C3.4	C3.P4	PLO2	PEO2
CLO3	C1.3	C1.P3	PLO1	PEO1

Reference Book

1 Pamela S. Schindler, Business Research Methods, 13/e, McGrawhill Publications, New York,2021
2.Nunan, D., Malhotra, N. K., & Birks, D. F, Marketing research: Applied insight. Pearson UK,2020

Course Design	Mr S N Vivek Raj and Dr D Susana

BOS Chairman Signature

Course Title	**Internship**
Course Code	P21MBC3014
Credit Units	2

Course Objectives

The internship offers students an opportunity to acquire and apply learnings from core and elective courses in a Business Management setting while working in a responsible role. Acquiring industry knowledge, career-oriented skills and getting a practical exposure are the major objectives of summer internship. Students during the internship are expected to involve in practical work under the supervision of industry guide in any chosen field in the area of their major specialisation.

L	T	P	SW	FW	PJ	C
-	-	-	-	-	10	2

Pre – Requisites	No

Course learning Outcomes

Upon completion of this course student will be able to

1. Develop and refine knowledge and carrier-oriented skills in specific field of Business.
2. Exhibit knowledge of current affairs in the chosen field of Internship
3. Display ability to do an effective presentation at workplace standard

Course Syllabus	Weightage
As a part of this course, students are expected to work on a real time project in any organisation under the supervision of industry mentor. The internship needs to have a well-defined task or job description, structured procedure to perform the task, and a clear measurable outcome. Students at the end of the project period need to document the details of the organisation in which he/she has executed internship, nature of work undertaken, suggestion for process improvement and learning experience in the form of report. A member of the academic staff may interact with the organizational supervisor for understanding the performance of the student during the Internship period. Students further are expected to adhere to the rules and regulations/ code of conduct of the Organization for carrying out Internship.	100%

Pedagogy for course Delivery

Students will take up a field study and mentored throughout internship at various phases by the organisation and academic guide.

End Semester Examination Scheme

Theory (%)	Project (%)
	100%

Theory Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1.P2	PLO1	PEO1
CLO2	C1.6	C1.P6	PLO1	PEO1
CLO3	C4.1	C4.P1	PLO4	PEO3

Reference Book - As needed for the Internship	
Course Design	Dr.A.Latha

BOS Chairman Signature

Course Title	**Strategic Management**
Course Code	P21MBC3116
Credit Units	4

Course Objectives

The course is aimed at providing students with an understanding of the significance of strategic planning process and how it can result in a sustainable competitive advantage for any organisation. The course will help students comprehend the creation, execution and evaluation of strategic plans.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4
Pre – Requisites		-			

Course learning Outcomes

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

1. Demonstrate a comprehensive knowledge of the process of strategic planning, the significance of several stakeholders' involvement as well as an integrated approach in strategic planning and its contribution to organisational success & growth
2. Explain the impact of Environmental, Social and Governance (ESG) factors on the formulation and implementation of strategic plans
3. Examine the influences on the choice of strategic alternatives for business and non-business organisations
4. Develop a suitable as well as viable strategic plan for any organisation and propose approaches for its implementation

Course Syllabus	**Weightage**
Module I: Introduction to Strategic Management	15%
The concept of strategy – evolution of strategic management – schools of thought on strategy formation – strategy levels – strategic intent – vision and mission statements – business model- incorporating Environmental, Social and Governance (ESG) principles in strategic planning.	
Module II: Internal and External Environmental Analysis	20%
Organisational Appraisal: Purpose and nature of Internal Audit - Dynamics of internal environment – resources of capabilities- sources of information - approaches to analysis External Environmental Appraisal: Purpose & nature of external audit- Environmental sectors/forces- sources of information – approaches to environmental scanning – methods and techniques	
Module III: Strategic Analysis	20%
Strategic analysis and choice - Evaluation of Strategic Alternatives – SWOT analysis – TOWS matrix – SPACE Matrix - Portfolio Analysis: BCG matrix, GE matrix, lifecycle analysis. Social, Cultural, Environmental, Political and Governance influences on strategic analysis and choice	
Module IV: Strategy Formulation	25%
Corporate-level strategies: intensive, integrative and diversification strategies – types and approaches- Retrenchment and Restructuring strategies-strategic alliances and joint ventures – mergers and acquisitions Business-level strategies- generic strategies – tactics – industry life cycle – internationalisation. Developing and communicating strategic plans	
Module V: Strategy Implementation and Evaluation	20%
Strategy implementation – nature – barriers- project implementation – procedural implementation – structural implementation – behavioural implementation – functional and operational implementation. Strategic evaluation and control – nature, importance, participants, barriers, techniques- strategic control – operational control	

Pedagogy for course Delivery

Discussions, Case Study Analysis, Field Work and Role Play

End Semester Examination Scheme

Theory (%)	Practical / Project (%)

BOS Chairman Signature

100%		NA		
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments		Class tests	60	
16		24		
Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLOs)**	**PEOs**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C5.3	C5. P3	PLO4	PEO3
CLO3	C1.6	C1. P6	PLO1	PEO1
CLO4	C1.3	C1. P3	PLO1	PEO1
Reference Books 1. Strategic Management, John A Pearce II, Richard B.Robinson and Amita Mital, McGrawHill Education,14th edition,2018. 2. Strategic Management, Azhar Kazmi and Adela Kazmi, McGrawHill Education,5th edition, 2020 3. Strategic Management Concepts – A Comparative Advantage Approach, Fred R. David and Forest R. David, 16th edition,Pearson 2016. 4. The Business Models Handbook: Templates, Theory and Case Studies, Paul Hague, KoganPage Publications, 1st edition, 2019				
Course Design		Dr.K.R.Senthilvelkumar		

BOS Chairman Signature

Course Title	**Sustainable Development**
Course Code	P21MBC3117
Credit Units	3

Course Objectives

This course focuses on inculcating the knowledge of Sustainable Development Goals and Targets for the student's community and vision towards creating better world. It aims to instil our students a sense of development mindset and become the responsible leaders.

L	T	P	SW	FW	TOTAL CREDITS
3					3
Pre – Requisites		None			

Course learning Outcomes

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

CLO1. Ability to Understand the importance of Sustainable development
CLO2. Apply the benefits of Impact measurement and ESG reporting framework
CLO3. Self reflection : Individuals contribution towards SDG and its relevance in ones day to day life

Course Syllabus	**Weightage**
Module I: Introduction to Sustainability	40%
Basic concepts – Sustainability Development Goals and its context – Its Global Targets – Strategies – Partnership for the Goals – CSR Practices – Integrating SDG's	
Module II: Impact Measurement	30%
Impact study for any social initiative – Direct and Indirect impacts – Measurement techniques – Impact Measurement Challenges – Social Impact measurement tools	
Module III: Basic view on ESG Framework	30%
Introduction & need for ESG – Environmental Factors – Social Factors – Governance Factors – Looking at Industries Through the Lens of ESG Risk ESG Integration to SDGs	

Pedagogy for course Delivery

Problem based learning

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	

Course Assessment

Assessment Score components		End Semester Examination
Other assessment	Test	
16	24	60

Course Mapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.4	C1.P4	PLO1, PLO2	PEO1, PE02
CLO2	C5.3	C5.P3	PLO4	PEO3
CLO3	C5.4	C5.P4	PLO4	PEO3

References :

- UN Sustainability Development Goals & Targets
- World Economic Forum reports
- ESG based company websites
- PRME
- Fulfilling the Sustainable Development Goals - Google Books

Course Design	Ranjith P, Vanitha N

BOS Chairman Signature

Course Title	Capstone Simulation
Course Code	P21MBC3018
Credit Units	2

Course Objectives

A major limitation of case pedagogy is its inability to bring into play the time dimension of decision making. The ability to respond to changes in the environment and the outcomes of earlier decisions cannot be adequately incorporated into the case pedagogy. The objective of this course is to give students hands on experience in strategy formulation, execution and mid-course correction as the environment and the outcomes of earlier decisions change from iteration to iteration as they play the game. They learn to appreciate the path dependence of the outcomes of strategic decisions for an organization.

L	T	P	SW	FW	TOTAL CREDITS
		2	2		2

Pre – Requisites	-

Course Learning Outcomes

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

1. Recognize the interrelationships between research and development, production, marketing, and finance
2. Explain how effective communication, both virtually and in-person, enhances the development of a sustainable, successful team
3. Develop strategic management skills of strategy analysis, strategy development, and strategy implementation

Course Syllabus	**Weightage**
Module I: Course introduction, Understanding the business scenario and key variables	15%
Practice Round 1: Getting used to Simulation platform Result Analysis 1: Understanding Results of Practice Round 1 Practice Round 2: Getting used to Simulation platform Practice Round 2: Getting used to Simulation platform and Result Analysis Doubt Solving; Can you say what your strategy is?: Creating a strategy road map in terms of objective, scope and advantage	
Module II: Horizons of Growth : Creating long , mid and short term strategy	20%
Actual Round 1: Integrated business analysis and decision making Result Analysis + DuPont Analysis: Understanding implications of actions of R1	
Module III: Theory of Business: Creating sound and economic business assumptions / Demand Forecasting	20%
Actual Round 2 : Integrated business analysis and decision making Result Analysis + Doubt Solving	
Module IV: An Overview Strategy Frameworks: Distinguish and discuss the various strategy frameworks	20%
Actual Round 3 : Integrated business analysis and decision making	
Module V: Pricing Techniques: Avoidance of Price war / Strategy Reorientation	25%
Actual Round 4 : Integrated business analysis and decision making Actual Round 5 : : Integrated business analysis and decision making Actual Round 6 : Understanding implications of actions of R6 Actual Round 7 : Understanding implications of actions of R6 Actual Round 7: Understanding implications of actions of R7 Actual Round 8 : Understanding implications of actions of R8 Actual Round 8 : Understanding implications of actions of R8	

Pedagogy for course Delivery

Case Discussions, Case Study Analysis, Simulation

End Semester Examination Scheme

BOS Chairman Signature

Theory (%)		Practical / Project (%)		
NA		NA		
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments		Class tests	NA	
50		---		
Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLOs)**	**PEOs**
CLO1	C1.2	C1.P2	PLO1	PEO1
CLO2	C4.2	C4.P2	PLO3	PEO4
CLO3	C1.3	C1.P3	PLO1	PEO1
Reference Books 1. Participant Handbook				
Course Design		Dr. Priyatej Kotipalli		

BOS Chairman Signature

SEMESTER - IV

Course Title	**Research Project -II**
Course Code	P21MBC4319
Credit Units	3

Course Objectives

The course on Research Project-II will develop the ability to analyse, research and propose a solution to a real problem of significance studied in Research Project – I course. It will also enable the students to choose appropriate statistical measure to analyse data, interpret the results, and present the findings of their project.

L	T	P	PJ	SW	FW	TOTAL CREDITS
			15			3

Pre – Requisites	Research Project - I

Course learning Outcomes

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

1. Display ability to use most appropriate analytic techniques for solving recent challenges and issues facing the Industry/ business.
2. Build inference for decision making in Management research using specific analytical and statistical tools
3. Propose viable solution for the problem identified and studied

Course Structure	Weightage
In Research Project -II course, students will propose a solution for the problem identified in Research Project- I. The students will undertake collection of data, data analysis, discussion and conclusions. Referencing will be in the international APA style format. Each student is allocated a project guide, with regular scheduled meeting throughout the semester. Each student will deliver a final presentation of the report prepared. By the end of this course each student will present and submit a 15,000-word dissertation plus a 5,000-word summary paper suitable for publication, The Components of research report shall include Introduction, Literature, Methodology, Analysis and Interpretation, Findings, Conclusions, Appendices, Bibliography after plagiarism check.	100%

Pedagogy for course Delivery

The pedagogy for the course will be directed and Independent Learning.

End Semester Examination Scheme

Theory (%)	Project (%)
	100%

Theory Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C3.2	C3.P2	PLO2	PEO2
CLO2	C3.4	C3.P4	PLO2	PEO2
CLO3	C3.1	C3.P1	PLO5	PEO4

Reference Books:

1. Nunan, D., Malhotra, N. K., & Birks, D. F, Marketing research: Applied insight. Pearson UK,2020
2. Pamela S. Schindler, Business Research Methods, 13/e, McGrawhill Publications, New York,2021
3. S. Jaisankar, Data Analysis for Management Research, Archers and Elevators Publishing House, Bangalore, 2016

Course Design	Dr.D.Susana and Mr S N Vivek Raj

BOS Chairman Signature

Course Title	**Social Immersion Project**
Course Code	P21MBC4320
Credit Units	6

Course Objectives

The course focuses on inculcating Social behaviour to students through various Social Immersion projects in the society. It aims to instil our students a sense of commitment to bring in social impact to become socially-conscious managers, leaders or entrepreneurs.

L	T	PJ	SW	FW	TOTAL CREDITS
		30			6

Pre – Requisites	None

Course learning Outcomes

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

CLO1. Understand the various social issues prevailing in rural areas

CLO2. Apply skills to identify and resolve societal issues strategically by integrating UN Sustainability development goals

CLO3. Build strategies to implement the identified solutions through thought leadership and peer working

Course Syllabus	**Weightage**
Module I: Understanding SIP	20%
Research about various social problem prevailing in rural areas – CSR knowledge	
Module II: Strategies for SIP	60%
Regular Village visits for transformation of an adopted village through participatory rural appraisal methods – External Collaboration efforts for implementations	
Module III: Reports for SIP	20%
Submission of professional report and Viva Voce presentation on identified problems and solutions	

Pedagogy for course Delivery

Problem based learning

End Semester Examination Scheme

Theory (%)	Project (%)
	100%

Course Assessment

Assessment Score components		End Semester Examination
Other Assessments	Class Test	40
45	15	

Course Mapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C5.3	C5.P3	PLO4	PEO3
CLO2	C5.5	C5.P5	PLO4 c	PEO3
CLO3	C4.2	C4.P2	PLO3, PLO5	PEO3 & PEO4

References :

- UN Sustainability Development Goals
- World Economic Forum reports, Previous year SIP reports

Course Design	Ranjith P, Vanitha N

BOS Chairman Signature

Course Title	**Business Ethics**
Course Code	P21MBC4121
Credit Units	3

Course Objectives

This course familiarises students on the basic concepts of business ethics and its significance in a competitive business environment. The course discusses the principles of personal, professional and corporate ethics and the causes of unethical behaviour for solving business ethical issues effectively. The course also outlines the stakeholder's liability in discharging their corporate social responsibility.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	-	3

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Explain the fundamental concepts of business ethics and its principles in business organisations.

CLO2: Propose suitable solutions for overcoming ethical dilemma situations in various functional areas and for implementing CSR activities and UN Sustainable Development Goals

CLO3: Display creative thinking skills in the application of ethical principles for solving ethical issues beneficial for the business and society.

Course Syllabus	**Weightage**
Module I: Introduction to Business Ethics	10%
Tools – concepts – principles – ethics and values - causes of unethical behaviour – Work Ethics – Whistle blowing issues	
Module II: Personal, Professional and Corporate Ethics	25%
Personal beliefs -Ethical climate – Ethical code of conduct - Basic principles governing professional ethics – Professional ethics at work place -Understanding core value statements of successful Global, National and Regional companies - Employment rights – Worker compensation , Work place democracy, Freedom of expression, Hazardous workplace - Role of leadership in establishing an ethical culture	
Module III: Ethical Dilemma	25%
Definition – Managing Ethical dilemma - Ethical dilemmas in Finance and Accounting, Marketing, Human Resource, Operations, Information Technology and Privacy	
Module IV: Corporate Social Responsibility and Sustainability	15%
CSR Theory - Triple Bottomline approach- Stakeholder Theory – Challenges in implementing Sustainable Development Goals of UN	
Module V: Global Business Ethics	25%
Ethics and globalization – Ethics in MNC's - specific ethical norms and behaviors- Countering Corruption, Harmful products, Unfair Pricing practices, Bribery, Racial and Sexual discrimination, Pollution – Impact on Business	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture sessions. Case studies shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

BOS Chairman Signature

Course Learning Outcomes (CLO's)	Competency	Performance Indicators	Program Learning Outcomes (PLO's)	Program Educational Objectives (PEO's)
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C5.3	C5. P3	PLO4	PEO3
CLO3	C4.1	C4. P1	PLO3	PEO3

Reference Books:
1.John R.Boatright ,Ethics and the conduct of Business – Pearson – VII edition,2012
2.Sanjay K Agarwal, 2008 – Corporate Social Responsibility in India – Response Books, First edition – ISBN 0761936289
3.Ferrell, O.C., Fraedrich, John and Ferrell, Linda (2010). Business Ethics, Ethical Decision Making & Cases, 8th Edition. Boston, MA: Prentice Hall. ISBN: 978-1-4390-4223-6
4.Makower, Joel, Beyond the Bottom Line: Putting Social Responsibility to Work for your Business and the World. Simon and Schuster,1995

Course Design	Dr.V. Kannan , Dr.S.Sangeetha,Dr.B.Poongodi

Course Title	**Legal Aspects of Business**
Course Code	P21MBC4122
Credit Units	4

Course Objectives

The course enables the student to acquire a basic and workable understanding of legal aspects of business that influences the business operation on day-to-day basis in India. Emphasis is placed on active, analysis of legal reasoning for a given legal scenario. Through a series of live discussion, students can contemplate on legal verses and other legal terms.

L	T	P	SW	FW	TOTAL CREDITS
3	-	-	2		4
Pre – Requisites		None			

Course learning Outcomes

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

1. Demonstrate an understanding of legal boundaries that define the execution of business,
2. Illustrate relevant legal insights into the formation process of a new company
3. Recommend appropriate actions on various legal issues relating to business decision making

Course Syllabus	**Weightage**
Module I: Indian Contract 1872 & Sale of Goods Act 1930	25%
Essential elements of a valid contract, Types of contracts, Capacities of parties' Free consent. Discharge of a contract, Breach of contract, Remedies to the breach of contract. Special contracts: Contingent contract, Contracts of indemnity and guarantee, Contracts of bailment and pledge, Contract of agency. Sale of Goods Act 1930: Formation of Contracts to Sale- Concept of Goods and Services – Sale and agreement to sell – Effects of contracts – Conditions and Warranties, Rights of unpaid seller and unpaid buyer- concept of Caveat Emptor and Seller	
Module II: The Companies Act 2013	15%
Nature and kinds of companies- Formation of a Company- Company Management – Governance – Winding up – Insolvency and bankruptcy code. Limited Liability Partnership (LLP) – Structure and procedure of formation of LLP in India	
Module III: : Negotiable Instruments Act 1881 & Payment and Settlement systems 2007	15%
Types of Negotiable Instruments, Types of Negotiable instruments and their essential features, Dishonour of instruments. Payment and Settlement systems 2007: Regulation of Digital and online payments	
Module IV: Competition Act 2002	15%
Anti-Competitive Agreements – Abusive conducts – Regulation of Abuse of dominant position-Regulations of combinations – Enforcement mechanisms	
Module V: Information Technology Act 2000, Right to Information Act 2005	15%
Salient features of Information Technology Act 2000 – Applicability and Non-Applicability- Cybercrimes and penalties. Right to Information Act: Objectives and provisions – Recent amendments – Applicability and Non-Applicability	
Module VI: Central Goods and Services Act 2017	**15%**
Objectives and main provisions – benefits of GST – Implementation Mechanism- Working of dual GST	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	Nil

BOS Chairman Signature

Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments		Class tests	60	
16		24		
Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C2.1	C2. P1	PLO1	PEO1
CLO2	C2.4	C2. P4	PLO1	PEO1
CLO3	C2.1	C2. P1	PLO1	PEO1
Reference Book 1.Inderjeet Dagar and Anurag Agnihotri - Business Laws: Text and Problems, Sage Publications 2020 2.PC Tulsian &Bharat Tulsian- Business Laws, McGraw Hill, 4 edition,2020 3.N.D.Kapoor – Elements of Business Law, Sultan Chand, 2018				
Course Design		Dr. V.Kaarthiekheyan		

BOS Chairman Signature

Course Title	**International Business Management**
Course Code	P21MBC4623
Credit Units	4

Course Objectives

Being a post graduate student of management, it is imperative to possess a significant understanding of international business and global business environment. The various concepts of international business, inclusive of various environmental forces, foreign direct investment, foreign exchange, organizational structures, strategies followed are being dealt to enable the students demonstrate and comprehend the current knowledge and application necessary to conduct the operations of an international business.

L	T	P	SW	FW	TOTAL CREDITS
3		1	-	-	4
Pre – Requisites		None			

Course learning Outcomes

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

1. Discuss the impact of globalization on MNE's and analyze their relative environmental influences impacting them.
2. Explain the role of international organizations/agreements that affect business organizations nationally and internationally.
3. Propose business strategies and operations for a new international business

Course Syllabus	**Weightage**
Module I: Introduction to International Business	10%
Era of Globalization – Types, Scenarios & Perspectives- Nexus between International Business and Globalization – Country differences - Profiling of cultural and economic audits of emerging countries – EPRG Framework- Operationalizing International Business strategies- CAGE Framework - Response strategies for emerging international business companies	
Module II: International Business Environment	20%
National regulation of International Business – Multilateral regulation of Trade and Investment – International Organizations- Global and Regional Economic Integrations- Types and associations- Dealing with Foreign Exchange – International Organizations for Trade and Finance.	
Module III: Building Functional Excellence for International Operations	25%
Scenario Analysis - Exporting, Importing, and Countertrade. Global Production, Outsourcing, and Logistics. Global Marketing and R & D. Global Human Resource Management Accounting Financial Management in the International Business – Corporate Governance. **Preparing for Global Operations**: Managing cost pressures – Localization Process- Selection and modification of products and services- Appraisal of Business and country risks – Cultural dimensions.	
Module IV: Global entry strategies	20%
Overview of Strategic alliances, Franchising, Licensing, Joint ventures, Collaborations, Mergers, Acquisitions and takeovers, Turnkey Projects, Management contracts. Subsidiaries. Porter's national competitive advantage theory	
Module V:	25%
.Assessing Global Business Markets and Opportunities- - identification of target countries and regions- Assessing the suitability of products and services- Estimation of business and market potential – Choosing business partners – Organizational readiness with respect to: Western Economics – USA, Latin America and Europe, Modern Middle east and Africa, Asia and Pacific Rim	

BOS Chairman Signature

Pedagogy for course Delivery Theoretical concepts are taught during lecture and practice sessions. Dedicated project studies shall be used for anchoring concepts and to elaborate practical applications				
End Semester Examination Scheme				
Theory (%)		Project (%)		
60%		40%		
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments		Class tests	50	
20		30		
Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.1	C1. P1	PLO1	PEO1
CLO3	C1.4	C1. P4	PLO1, PLO2	PEO1, PEO2
Reference Books 1. Charles W L Hill. Arun K Jain – International Business- Competing in the global marketplace, McGraw Hill, 12th edition, 2017 2. Sumathi Varma – International Business, Pearson, 2020. 3. Deresky Helen - International Management, Managing across borders and cultures, Pearson 9th ed. 4. Czinkota,Ronkainan- International Business, John Wiley, Paperback 2018				
Course Design		Dr. V.Kaarthiekheyan		

BOS Chairman Signature

OPERATIONS

Course Title	**Decision Models for Operations**
Course Code	P21MBE0224
Credit Units	4

Course Objectives
The course introduces the applications of operations research models pertaining to business situations. The course includes approaches to apply decision models and also prepares students to formulate linear programming models in various functional areas of management and find an optimal solution using TORA software.

L	T	P	SW	FW	TOTAL CREDITS
3	-	2	-	-	4
Pre – Requisites		None			

Course Learning Outcomes:
On successful completion of the course the students will be able to
CLO1: Explain the characteristics of decision models applied to business situations.
CLO2: Apply suitable decision models to determine an optimal solution for business problems using software CLO3: Construct a linear programming model for various business scenarios

Course Syllabus	**Weightage**
Module I: Linear Programming	30%
Application of Linear Programming in business functions – Objective Function – Constraints- Characteristics of LP Model – LP Formulation –Graphical and Simplex methods – Sensitivity analysis - Solving problems using software	
Module II: Transportation Model	20%
Transportation Network Model - Formulation – Demand and Supply – Balanced and Unbalanced problems - – Restricted routes– Maximisation problems - Determining Optimal solution; Assignment Model – Hungarian Method - Restricted and Maximization problems - Solving problems using software	
Module III: Queuing Theory	15%
Application of queuing models – Types of Models - Characteristics of MM1 Queuing model – Multiple servers - Queue discipline – Service Mechanism – Arrival rate and Service rate – Solving problems using software	
Module IV: Game Theory	15%
Two-person zero sum game – Pure and Mixed Strategies – Pay off Table - Formulation - Saddle point - Dominance property - Solving problems using software.	
Module V: Simulation	20%
Monte Carlo method using random numbers – Simulation for Demand Forecasting – Waiting line – Inventory Management	

Pedagogy for course delivery
Theoretical concepts shall be imparted during lecture and practical sessions. Data for the models shall be used to solve the problems to explain practical application of various business functions.

End Semester Examination Scheme

Theory (%)	Practical (%)
	100%

other Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

BOS Chairman Signature

Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
Reference Book: 1. Jaisankar S., Operations Research – Decision Models Approach, Excel Publications, New Delhi, 2009				
Course Design		Dr. S. Jaisankar		

BOS Chairman Signature

Course Title	**Supply Chain Management**
Course Code	P21MBE0125
Credit Units	4

Course Objectives
This course familiarises students on the basics of supply chain management and its significance in a competitive business environment. The course discusses the material and information flows in the supply chain process and provides insights on the supply chain drivers and other factors involved in designing a supply chain.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	2	4
Pre – Requisites		None			

Course learning Outcomes:
On successful completion of the course the students will be able to
CLO1: Explain the fundamental concepts in supply chain management and its applications in business organisations.
CLO2: Propose suitable tools and techniques of supply chain management for taking effective supply chain decisions.
CLO3: Display analytical thinking skills in the application of suitable supply chain tools and techniques for improving supply chain efficiency

Course Syllabus	**Weightage**
Module I: Introduction to Supply Chain Management	15%
Definition - Objectives- Importance – Decision phase - Process views – Competitive and supply chain strategies – Achieving Strategic Fit – Bull-whip effect	
Module II: Drivers of Supply Chain	25%
Framework for structuring drivers – Performance measures – Customer service and Cost Trade-offs – Order delivery lead time – Calculating the length of supply chain – SC Cost and Efficiency – Working capital productivity	
Module III: Sourcing Decisions	20%
Role of sourcing – In-house or outsource – Procurement process – Vendor Development and Localisation -Vendor Rating –Kraljic's supply matrix - Strategic Sourcing – Global sourcing decisions	
Module IV: Managing Material Flow	15%
Inventory Management – Types – Costs – Managing Stocks – Transportation - Modes of Transportation – Performance measures – Distribution models – Warehouse – functions - types	
Module V: Logistics Management	15%
Role of logistics in SCM – Inward and Outward logistics -Integrated logistics management – Transportation design decisions – INCO Terms -Third party logistics services and providers – Facilities management (Port/Airport/ICD)	
Module VI: Managing Information Flow	10%
Role of IT in supply chain – IT Framework – CRM – SRM – Future of IT in supply chain – Applications of IOT, Drones, RFID, Block Chain for improving supply chain efficiency - e-commerce supply chain	

Pedagogy for course Delivery
Theoretical concepts shall be imparted during lecture and tutorial sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical application

BOS Chairman Signature

End Semester Examination Scheme				
Theory (%)		Practical / Project (%)		
100%				
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Course Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
CLO3	C4.1	C4. P1	PLO3 & PLO5	PEO3 & PEO4
Reference Books: 1. Janat Shah, Supply Chain Management, Pearson Education,2009 2. Sunil Chopra, Supply Chain Management, Pearson Education sixth edition,2016				
Course Design		Dr.V.Kannan		

BOS Chairman Signature

Course Title		**Lean Manufacturing**			
Course Code		P21MBE0126			
Credit Units		4			
Course Objectives The course on lean manufacturing familiarizes the students the underlying principles of lean manufacturing and its application. This course discusses the concepts and techniques used to minimize waste in manufacturing and service organisations and provides insights on application of lean tools for productivity improvement.					
L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	2	4
Pre – Requisites		None			
Course Learning Outcomes: **On successful completion of the course the students will be able to** CLO1: Explain the fundamental concepts of lean manufacturing and its application in business organisations. CLO2: Propose suitable lean tools and techniques to eliminate waste in business processes for productivity enhancement. CLO3: Display critical thinking skills in the application of suitable lean tools for process improvement.					
Course Syllabus					**Weightage**
Module I: Introduction to Lean					20%
Evolution of Lean Manufacturing – Lean Principles – Framework of Lean Processes - Lean Production - 7 hidden wastes – Concepts of Cycle time and Takt time – Process mapping - The Lean Enterprise – Lean and Green Manufacturing					
Weightage					20%
Just-in-Time Inventory – Characteristics of JIT - Lean Production - Pull production – Toyota Production System - Heijunka – Point of use storage - Cellular Layout – Focused factory - Supermarket - Case studies					
Module III: Lean Concepts & Tools					30%
Kaizen events - 5S Housekeeping – Poka Yoke - SMED– Kanban system – Visual workplace – One-piece flow – Gemba – Andon – Shadow Board - Jidoka – Catch Ball – FMEA - Zero defects – Design of Experiments – Root Cause Analysis - Standardized work - Value Stream Mapping					
Module IV: Lean Manufacturing through TPM					15%
Principles of TPM – 8 TPM Pillars – Jishu Hozen - Planned and Quality Maintenance– Kobetsu Kaizen - 6 Big Losses - TPM in office functions – Overall Equipment Efficiency - OEE Goals – TPM implementation					
Module V: Lean in Service sector					15%
Lean wastes in service - Financial sector – Marketing sector – Retailing – Health care & Hospitality sector - Lean office – Lean suppliers - Internet of Things – IoT for Lean Production					
Pedagogy for course delivery Theoretical concepts shall be imparted during lecture and tutorial sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical application.					
End Semester Examination Scheme					
Theory (%)			Practical (%)		

BOS Chairman Signature

100%				
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.4	C3. P4	PLO2 & PLO5	PEO2 & PEO4
CLO3	C4.1	C4. P1	PLO3 & PLO5	PEO3 & PEO4
Reference Books: 1. S. R. Devadasan, Lean and Agile Manufacturing, PHI, 2012 2. Arun Desai, Lean Manufacturing: Perspectives and Application, IUP,2008				
Course Design		Dr. S. Jaisankar		

BOS Chairman Signature

Course Title	**Project Management**
Course Code	P21MBE0127
Credit Units	4

Course Objectives:
This course imparts the students' in providing insights on systematic management of projects from project identification till project termination, expose the techniques used for organizing, planning and scheduling in managing projects and emphasize the need for adopting an integrated approach for design and execution of projects.

L	T	P	SW	FW	TOTAL CREDITS
2	2	-	-		4
Pre – Requisites		None			

Course learning Outcomes
On the successful completion of the course, students will be able to:
CLO1: Explain the knowledge areas of project management
CLO2: Apply tools and techniques of project management to monitor and control projects
CLO3: Construct a project schedule and estimate cost using MS Project software.

Course Syllabus	**Weightage**
Module I: Basics to Project Management	15%
Definition - Program Management - Portfolio Management - Projects and Strategic Planning - Project Management Office - Operations and Project Management - Role of Project Manager – PMBOK - Project Management Processes - Groups – Process Mapping – Project Management – Project Team – Project Life Cycle – Stakeholders - Organizational Cultures and Styles - Organizational Communications - Organizational Structures - Organizational Process Assets, OPA - Enterprise Environmental Factors, EEF	
Module II: Project Integration Management & Project Scope Management	15%
Project Integration Management Process – Project Charter – Project Management Plan – Direct and Manage Project – Monitor and control Project – Change control – Close project – Tools and Techniques Project Scope Management Processes - Plan Scope Management - Collect Requirements - Define Scope - Create WBS - Validate Scope – Control Scope	
Module III: Project Time Management	25%
Project Time Management Processes - Plan Schedule Management - Define Activities - Sequence Activities - Estimate Activity Resources— Estimate Activity Durations—Develop Schedule- Control Schedule; PERT-CPM- Project Crashing	
Module IV: Project Cost Management & Project Quality Management	25%
Managing Project Cost - Plan Cost Management—Estimate Costs— Determine Budget – Control cost – Tools and Techniques – Earned Value Management Plan Quality Management- Perform Quality Assurance Control Quality, Tools, and Techniques	
Module V: Other Knowledge Areas	20%
Introduction; Project Human Resource Management – Project Communication Management - Project Risk Management - Project Procurement Management – Project Stakeholder Management - MS Project	

Pedagogy for course Delivery
The course would be conducted on discussion mode and class tutorials. The sessions will incorporate the document creation and practise sessions.

BOS Chairman Signature

End Semester Examination Scheme				
Theory (%)		Practical / Project (%)		
100%				
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Course Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.1	C1. P2	PLO2	PEO1
CLO3	C1.1	C1. P3	PLO3	PEO1
Reference Books Chandrasekaran, 2013, Road to Success, Info career Pvt. Ltd., 2nd Edition Joseph Phillips, 2013, Project Management Professional, Tata McGraw Hill Ltd.,4th edition				
Course Design		Dr S. Jaisankar		

BOS Chairman Signature

Course Title	**Production Planning and Control**
Course Code	P21MBE0128
Credit Units	4

Course Objectives

This course familiarizes students on the basic concepts of production planning and control and its significance in a competitive business environment. The course discusses the aggregate planning strategies, methods to manage inventory efficiently and provides insights on the use of information technology in production planning and control.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	2	4

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Explain the fundamental concepts in production planning and control and its applications in business organisations.

CLO2: Propose suitable tools and techniques of production planning and control for improving productivity.

CLO3: Display analytical thinking skills in the application of suitable production planning and control tools for effective business decision making.

Course Syllabus	**Weightage**
Module I: Introduction to Production Planning and Control	10%
Definition – Objectives – Importance – Functions – Productivity – Productivity ratios – simple problems – Sustainable resource planning for improved productivity - Energy, water and waste management	
Module II: Assembly Line Balancing	25%
Meaning – Objectives - Takt Time - simple problems – Introduction to Theory of Constraints	
Module III: Aggregate Planning	25%
Definition - Strategies – Master Production Schedule – Bill of Materials - Materials Requirement Planning- Procedure for computing MRP - problems	
Module IV: Process Design	15%
Process selection, Process flow design – Process planning components – Routing –Scheduling – simple problems – Dispatching - Progress control through records and charts	
Module V: Production and Inventory Control	25%
Inventory control models –Deterministic and Probabilistic - problems - Enterprise Resource Planning – Overview of functional modules	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and tutorial sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes (CLO's)	**Competency**	**Performance Indicators**	**Program Learning Outcomes (PLO's)**	**Program Educational Objectives (PEO's)**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2	PEO2
CLO3	C4.1	C4. P1	PLO3	PEO3

Reference Books:

1.Ajay K Garg, 2012, Production and Operations Management, McGraw Hill

2. R. Paneerselvam, 2012, Production and Operations Management, 3rd edition, PHI

Course Design	Dr.V. Kannan

BOS Chairman Signature

Course Title	**Total Quality Management**
Course Code	P21MBE0129
Credit Units	4

Course Objectives

Total Quality Management (TQM) is a philosophy, methodology and system of tools aimed to create and maintain mechanism of organization's continuous improvement. It involves all departments and employees into improvement of processes and products. It helps to reduce costs and to meet and exceed needs and expectations of customers and other stakeholders of an organization. TQM encompasses quality management methodology for the implementation of TQM in any sphere of business.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	2	4

Pre – Requisites	None

Course learning Outcomes

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

CLO1. Explain the concept of TQM and cost of quality
CLO2. Analyse process quality through quality management tools and technique
CLO3. Recommend a quality control system for improving process and product quality

Course Syllabus	Weightage
Module I: Introduction to Total Quality Management	15%
Definition – TQM framework, benefits, awareness and obstacles: Quality – vision, mission and policy statements: Customer Focus – customer perception of quality, Dimensions of product and service quality – Introduction to SERVQUAL	
Module II: Overview of the contributions	15%
Philosophies of Deming, Juran Crosby, Masaaki Imai, Feigenbaum, Ishikawa - Concept of Quality circle - Cost of quality	
Module III: TQM Framework	20%
Culture, Leadership – quality council, employee involvement, motivation, empowerment, recognition and reward	
Module IV: Tools & Techniques	25%
Kaizen, 5S, Quality function deployment (QFD) – Benefits, Voice of customer, information organization, Building a House of Quality (HOQ) , Bench marking and Poka-Yoke	
Module V: Quality Management	25%
Definition - Dimensions of quality - Cost of quality - TQM Framework -7QC Tools - Statistical Process Control – Variable and Attribute charts Quality Management system certifications – International quality standards – ISO 9000, ISO 14000 – ISO Audit in organisation and implementation	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and tutorial sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

BOS Chairman Signature

Course Mapping				
Course LearningOutcomes (CLO's)	**Competency**	**Performance Indicators**	**Program Learning Outcomes (PLO's)**	**Program Educational Objectives (PEO's)**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2	PEO2
CLO3	C4.1	C4. P1	PLO3	PEO3
Reference Books: 1. R. Ramakrishnan, 2005, Total Quality Management, Eswar Press 2. James Evans, Ninth edition, Total Quality Management, Rex Book store, Inc.				
Course Design		Dr.R.Vinayagasundaram		

BOS Chairman Signature

Course Title	**Business Process Reengineering**
Course Code	P21MBE0030
Credit Units	2

Course Objectives

This course familiarises students on the basic methodology of business process reengineering and its implementation in manufacturing / service organisations. The course discusses the role of information technology in business process reengineering and provides insights on value engineering for product / process improvement.

L	T	P	SW	FW	TOTAL CREDITS
1	-	-	-	2	2
Pre – Requisites	None				

Course learning Outcomes

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

CLO1: Explain the fundamental concepts and enablers of business process reengineering and its importance in achieving competitive advantage.

CLO2: Propose suitable tools and techniques of business process reengineering to improve existing process.

CLO3: Display analytical thinking skills in the application of suitable business process reengineering and value engineering tools for process improvement.

Course Syllabus	**Weightage**
Module I: Introduction to Business Process Reengineering	10%
Definition, Dimensions and History of BPR, Basic concepts and benefits of BPR, Guiding principles and key targets of BPR	
Module II: Enables of BPR	25%
Supply Chain Management – Lean manufacturing – Agile manufacturing– Just in time: Enablers of BPR in manufacturing, product design and development	
Module III: BPR Methodologies	20%
Reasons for implementation of BPR, Necessary attributes of BPR methodologies, BPR team characteristics, Different phases and steps for BPR implementation	
Module IV: Role of Information Technology in BPR	20%
Relationship between BPR and IT – Role of IT in reengineering – BPR tools and techniques - Criticality of IT in business processes	
Module V: Value Engineering	25%
Theory and fundamentals -Phases of value engineering job plan – General phase, Information phase, Function phase, Creation phase, Evaluation phase, Investigation phase, Implementation phase	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical applications.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
60%	40%	

Course Mapping

Course Learning Outcomes (CLO's)	**Competency**	**Performance Indicators**	**Program Learning Outcomes (PLO's)**	**Program Educational Objectives (PEO's)**
CLO1	C1.2	C1. P2	PLO1	PEO1

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CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2	PEO2
CLO3	C4.1	C4. P1	PLO3	PEO3
Reference Books: 1.R.Radhakrishnan & S.Balasubramanian,2008 , Business Process Reengineering, PHI 2. R. Srinivasan, 2012, BPR, Tata McGraw Hill				
Course Design		Dr.V. Kannan		

BOS Chairman Signature

Course Title	**Industry 4.0**
Course Code	P21MBE0031
Credit Units	2

Course Objectives

This course familiarises students on the basic methodology of a in manufacturing / service industry application, opportunities and challenges of Industry 4.0 and its implementation and discusses the role of IoT and AI in manufacturing / service industry. The course appreciate the power of Cyber security and Cloud Computing

L	T	P	SW	FW	TOTAL CREDITS
1	-	-	-	2	2

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Explain the fundamental concepts of Industry 4.0 and its importance, opportunities and challenges in manufacturing / service industry.

CLO2: Propose suitable IoT and AI tools and techniques of industry 4.0 for competing in an Industry 4.0 world.

CLO3: Display analytical thinking skills and the power of Cyber security and Cloud Computing.

Course Syllabus	**Weightage**
Module I: Introduction to Industry 4.0	10%
Application - Opportunities and Challenges, Comparison of Industry 4.0 factory and today's factory- Strategies for competing in an Industry 4.0 world.	
Module II: Road to Industry 4.0	25%
Internet of Things (IoT), Industrial Internet of Things (IIoT) & Internet of Services -Smart Manufacturing, Smart Devices and Products, Smart Logistics and Industrial 3D Printing	
Module III: Artificial intelligence	20%
Applications of AI – Robotics – advantages and disadvantages	
Module IV: Cyber Security and Cloud Computing	20%
Cyber Security - Security risks – Privacy risks Cloud Computing – Types – Architecture – Cloud storage	
Module V: Application of IOT	25%
IoT technology project ideas ,Case studies and IoT based industry visits	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture sessions. Case studies and IoT based industry visits shall be used for anchoring concepts and to elaborate practical applications.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
60%	40%	

Course Mapping

Course LearningOutcomes (CLO's)	**Competency**	**Performance Indicators**	**Program Learning Outcomes (PLO's)**	**Program Educational Objectives (PEO's)**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1

BOS Chairman Signature

CLO3	C3.2	C3. P2	PLO2	PEO2
CLO3	C4.1	C4. P1	PLO3	PEO3

Reference Books:

1.Bahga (Arshdeep), 2015 , Internet of Things A Hands on Approach, Universities Press,
2. Luger F George, 2008, Artificial Intelligence 6th edition, Addison-Wesley;
3. Nina Godbole, 2011, Cyber Security- Understanding Cyber Crimes, Computer Forensics and Legal Perspectives, Wiley
4. Alasdair Gilchrist, 2017,Industry 4.0: The Industrial Internet of Things, A press; 1st ed. edition (28 June 2016

Course Design	Dr. R. Vinayagasundaram

Course Title	**Services Operations Management**
Course Code	P21MBE0032
Credit Units	2

Course Objectives:
This course imparts students in understanding the concepts and practices of successful service operations management, preparing students to identify and apply appropriate technology and managing service processes. It also helps the students to ensure quality service operations and manage capacity problems to achieve operational excellence.

L	T	P	SW	FW	TOTAL CREDITS
1	-	-	2	-	2

Pre – Requisites	None

Course learning Outcomes
On the successful completion of the course, students will be able to:
CLO1: Familiarize basic concepts in designing and service facilities and outline role of technology in service encounters.
CLO2: Develop service strategy, examine the service quality rendered and apply queuing models to compute service system performance

Course Syllabus	**Weightage**
Module I: INTRODUCTION	15%
Understanding the nature of services, Nature & Role of Services in Economy; Service concept and operations strategy Service Operations and their Management Fundamentals; Challenges for operations manager, Value to customer	
Module II: SERVICE STRATEGY	15%
Developing a Service strategy – strategic service vision, competitive environment, Technology in the service encounter, emergence of self-service, automation in services, internet services, economics of scalability.	
Module III: SERVICE QUALITY MANAGEMENT	25%
Defining Service Quality – Dimensions, Measuring Service Quality – SERVQUAL, quality service by design - Quality Function Deployment, Walkthrough audit	
Module IV: SERVICE FACILITY DESIGN	25%
Services Layout - Office, Retail shop, Hospital, Mall, Warehouse, Banking & Hotel - Measuring and bench marking service performance- Redesign of service facility - Computer Aided Facilities Design	
Module V: MANAGING CAPACITY AND DEMAND	20%
Managing waiting lines, Essential Features of Queuing Models, Capacity Planning, Single Server and Multi Servers, Vehicle routing and scheduling,	

Pedagogy for course Delivery
The course would be conducted on discussion mode and class tutorials. The sessions will incorporate the document creation and practise sessions.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	NA
60%	40%	

BOS Chairman Signature

Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
Reference Books 1. James A. Fitzsimmons, Service Management – Operations, Strategy, Information Technology, Tata McGraw-Hill – 8th Edition 2018. 2. Richard Metters, Kathryn King-Metters, Madeleine Pullman, Steve Walton Successful Service Operations Management, South-Western, Cengage Learning, 2nd Edition ,2012 3. Cengiz Haksever, Barry Render, Roberta S. Russell, Rebert G. Murdick, Service Management and Operations, Pearson Education – Second Edition, 2000				
Course Design		Dr S. Jaisankar		

BOS Chairman Signature

Course Title	**Lean Six Sigma**
Course Code	P21MBE0033
Credit Units	1

Course Objectives

This course familiarizes students on the basic elements of Lean Six Sigma. The course discusses the sources of variations and provides insights into DMAIC methodology for achieving Lean Six Sigma

L	T	P	SW	FW	TOTAL CREDITS
1		-	-	-	1

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Develop step-by-step procedure for implementing Lean Six Sigma by applying DMAIC Methodology tools for process improvement

Course Syllabus	Weightage
Module I: Introduction to Lean Six Sigma	15%
Overview of Lean Six Sigma-Levels of Six-sigma – Voice of customer – SIPOC.	
Module II: Principles of Lean	15%
Defining value- mapping the value stream- creating flow- using a pull system, and pursuing perfection- ***Key Elements of Lean Six Sigma***	
Module III: Six Sigma Certification Levels	25%
Benefits of Six Sigma– Team – Champion- Master black belt – black belt- Green Belt – Yellow Belt	
Module IV: Six Sigma Team Training	15%
– Leadership Training – Black Belt Training - Green Belt Training – Skill needed – Evaluation – Reinforcement	
Module V: DMAIC Methodology	30%
Define – Problem – Mistakes and the steps – Understanding magnitude – Costs – Problem statement – Project objective – Project launch; Measure – Basic statistics – Process Metrics – Critical to cost, quality and time; Analyze –- Value stream analysis – Process complexities - Reducing Non-value adding activities – Sources of variations Improve - Control – Monitoring processes – Operational procedures – Importance of control plans	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture sessions. Green Belt Training certification shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
100%	NA	

Course Mapping

Course Learning Outcomes (CLO's)	Competency	Performance Indicators	Program Learning Outcomes (PLO's)	Program Educational Objectives (PEO's)
CLO1	C3.2	C3. P2	PLO2	PEO2
CLO1	C4.1	C4. P1	PLO3	PEO3

Reference Books:

1. Craig W.Baird 2011, The Six Sigma Manual, Yes Dee Publishing, Chennai

Course Design	Dr. R. Vinayagasundaram

BOS Chairman Signature

Course Title	**Value Stream Mapping**
Course Code	P21MBE0034
Credit Units	1

Course Objectives

This course familiarizes students on the basic concepts of value stream mapping and its significance in a competitive business environment. The course discusses value and non-value added activities and provides insights on the methods to develop current and future state map for a process.

L	T	P	SW	FW	TOTAL CREDITS
1		-	-	-	1
Pre – Requisites		None			

Course learning Outcomes

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

CLO1: Display analytical thinking skills in the application of suitable value stream mapping tools for improving productivity.

Course Syllabus	**Weightage**
Module I: Introduction to Value Stream Mapping	15%
Definition – Benefits – Cycle Time – Value adding and Non-Value adding activity – Takt time	
Module II: Charts and Symbols in Value Stream Mapping	15%
Charts – Symbols used in mapping process – customer demand - use of VSM software	
Module III: Value Stream Mapping Process	25%
Process identification – Data collection -Develop value stream information system	
Module IV: Process Mapping	35%
Flow chart preparation – Developing current and future state map	
Module V: Implementation	10%
Identifying opportunities and problem areas – assessing the impact of proposed changes in key processes – overcoming resistance to change	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
100%	NA	

Course Mapping

Course Learning Outcomes (CLO's)	**Competency**	**Performance Indicators**	**Program Learning Outcomes (PLO's)**	**Program Educational Objectives (PEO's)**
CLO1	C3.2	C3. P2	PLO2	PEO2
CLO1	C4.1	C4. P1	PLO3	PEO3

Reference Books:

1.Karen Martin, 2016, Value Stream Mapping, McGraw Hill

Course Design	Dr.V. Kannan

BOS Chairman Signature

MARKETING

Course Title	**Services Marketing**				
Course Code	P21MBE0135				
Credit Units	4				
Course Objectives To provide an in-depth appreciation of the challenges inherent in managing, delivering, and marketing quality services. Participants will work with tools and strategies that address these challenges.					
L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	2	4
Pre – Requisites	None				

Course level Outcomes:
On successful completion of the course, the student will be able to
CLO1: Understand the various theoretical frameworks and concepts of Services Marketing.
CLO2: Assess service strategy of an organisation using the Gaps model of Service Quality.
CLO3: Formulate a service strategy based on marketing research for a well-defined problem.
CLO4: Display an above average level of proficiency in presenting and writing a technical research report.
CLO5: Display ability to work collaboratively as a team.

Course Syllabus	**Weightage**
Module I: Introduction to services	6%
Service economy, definition, and characteristics of services, servuction model, services marketing mix, Gaps model of Service quality, using the Gaps model to assess service strategy.	
Module II: Focus on the consumer: Consumer Behaviour, Expectations & perceptions of a service	15%
Consumer evaluation of services, types & levels of service expectations, Factors that influence expectations, customer perceptions, satisfaction, Service quality, Service encounters	
Module III: Understanding & building customer requirements through research	24%
Marketing research to understand customer expectations, exposure to various tools and elements in an effective services marketing research program including SERVQUAL and ZOT, CRM, relationship value, customer profitability, relationship development strategies and challenges, service recovery strategies and the impact of service failure.	
Module IV: Alignment of Service design and standards	24%
New service development and design, types of service innovation, stages in service innovation and development, challenges, service blueprinting, Quality function deployment, deciding on the right service innovations, types of customers defined service standards and its development, physical evidence and services cape – frameworks and guidelines	
Module V: Delivering and performing service	13%
Employees and customers role in service delivery, delivering service through intermediaries and e-channels, managing demand and capacity, implementing yield management systems	
Module VI: Managing the Service Promise	13%
Need for IMC for services, challenges, strategies to match service promises with delivery; pricing of services, approaches and strategies	
Module VII: Financial and economic impact of services	5%
Service and profitability, company performance measurement	

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Pedagogy for course Delivery Theoretical concepts shall be imparted during lecture sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application.				
End Semester Examination Scheme				
Theory (%)		Practical / Project (%)		
100%				
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Course Assessments		Class tests	60	
16		24		
Course Mapping				
Course Outcomes	**Competency**	**Performance Indicators**	**PO's**	**PEO's**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.1	C3. P1	PLO2 &PLO5	PEO2 & PEO4
CLO4	C4.1	C4. P1	PLO3 & PLO5	PEO3 & PEO4
CLO5	C4.2	C4. P2	PLO3 & PLO5	PEO3 & PEO4
Reference Book 1. Zeithaml, Bitner, Gremler & Pandit, Services Marketing – Integrating customer focus across the firm, 4th edition, Tata McGraw-Hill.				
Course Design		Dr. Mary Cherian		

BOS Chairman Signature

Course Title	**Consumer Insights**
Course Code	P21MBE0136
Credit Units	4

Course Objectives:
This course familiarizes the basic concepts in consumer profiling and behaviour. It illustrates the science behind Consumer behaviour in both national and Global context. The course imparts knowledge on consumer decision making processes and its application in designing appropriate marketing strategies. The course helps the learners to appreciate ethical consumerism.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	2	4

Pre – Requisites	None

Course learning Outcomes
After successful completion of this course, the student will be able to
CLO1: Explain the rationale behind behaviour of consumers across segments.
CLO2: Exhibit analytical skills to address marketing challenges by analysing different aspects consumer behaviour.
CLO3: Relate the theories influencing consumer decision making process with the recent practices in persuading consumers.
CLO4: Evaluate the myths and reality in consumerism and contemporary practices in influencing consumers

Course Syllabus	**Weightage**
Module I: Customer Profiling	10%
Consumer vs Customer, Demographic Profiling – SEC, CWE, Rural HH classification, VALS Framework, Recent Developments in Consumer Profiling.	
Module II: Consumer Perception	15%
Indian Ads, Theory of Perception, Product/Brand positioning and repositioning, JND, using perceptual mapping	
Module III: Learning, Motivation & Attitude	20%
Application of Motivational theories - Cues, response, reinforcement as elements of learning, recognition and recall measures. Application of Learning theories in CB - Classical & instrumental conditioning, modelling or observational learning. Application of Attitude theories in CB - Tri-component Attitude Model, Multi attribute Attitude model - Theory of trying-to-consume model, Attitude-toward-the-Ad models, TORA	
Module IV: External Influences on Consumer Behaviour	15%
Changing society - values, demographics, social strata's, sub-cultures, families & households, influence of groups	
Module V: Consumer Decision Process& Models-	25%
Levels of consumer Decision making, four view of consumer decision making, Model of consumer decision making - Category based decision making (Durables and nondurables), Nicosia model, Howard Sheth, Engel Blackwell & Miniard model	
Module VI: Cross Cultural & Consumerism	15%
Cross culture consumer analysis – Hofstede Model, National, Global and Rural perspective, Global Vs Local Customers, Strategies to persuade Consumers, Neuromarketing. Consumerism, Green Consumerism, Consumer Ethics	

Pedagogy for course Delivery *
The course would be conducted on discussion mode, has field study, self-reflection exercise as part of it. The sessions will incorporate case discussion.

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End Semester Examination Scheme				
Theory (%)		Practical / Project (%)		
100%				
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Course Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program *Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.2	C1. P2,	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2 &PLO5	PEO2 & PEO4
CLO3	C1.4	C1. P4	PLO1, PLO2	PEO1, PEO2
CLO4	C5.4	C5. P4	PLO4	PEO3
Reference Books: 1. Ramesh Kumar S, Leon G. Schiff man, Joe Wisenblit, Consumer Behaviour, 12th Edition, Pearson Paperback, 31 December 2018 2. Ramesh Kumar S, Consumer Behaviour: the Indian Context (Concepts and Cases), 2nd Edition, Pearson Education, 30 June 2017				
Course Design		Dr B Poongodi		

BOS Chairman Signature

Course Title	**Digital Marketing**				
Course Code	P21MBE0237				
Credit Units	4				
Course Objectives The course on digital Marketing is intended to equip students with knowledge and skills required to execute digital marketing strategies and familiarise them with appropriate tools required to optimise the results of such initiatives.					
L	T	P	SW	FW	TOTAL CREDITS
2		2	2	-	4
Pre – Requisites	None				
Course learning Outcomes **On successful completion of the course students will be able to** CLO1: Demonstrate an understanding of Digital Marketing concepts. CLO2: Measure consumer digital action using appropriate web analytic tools. CLO3: Display ability to implement digital marketing initiatives in business organisation.					

Course Syllabus	**Weightage**
Module I: Introduction to Digital Marketing:	15%
Concepts, Key elements, Trends in Digital marketing, social media networking sites, website creation, Benefits of Virtual communities	
Module II: Search Engine Optimization:	20%
Overview, Benefits of SEO, Search Behaviour, online and offline optimisation techniques, Analysis, and review	
Module III: Pay per Click	20%
Concepts, Strength of pay per click, Keyword, Search Campaign Process, quality score, Analytics	
Module IV: Digital Display Advertising	10%
Concepts, advantages & Disadvantages of digital display, Ad formats, campaign planning and budget, campaign tracking and optimization	
Module V: Email Marketing	5%
Data Email Marketing Process, Design and Content, Delivery and Discovery.	
Module VI: Mobile Marketing:	15%
Concepts, SMS content, SMS Strategy, Mobile App promotion, Mobile Advertising &Analytics	
Module VII: Digital Analytics	15%
Dashboards, Bounce Rate, Site Speed, Site Search, Conversions, Real Time Reporting, Intelligence Reporting, Customized Reporting	

Pedagogy for course Delivery Theoretical concepts shall be imparted during lecture and practice sessions. Hands on exercise and course assignment shall be used for anchoring concepts and to elaborate practical application		
End Semester Examination Scheme		
Theory (%)	Practicals (%)	
Nil	100%	
Course Assessment		
Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

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Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
CLO3	C1.5	C1. P5	PLO1	PEO1
Reference Book: 1. Ian Dodson,The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns, Ist edition, John Wiley & Sons, New Jerssey,2016.				
Course Design		Dr.A. Latha		

BOS Chairman Signature

Course Title	**Sales and Distribution Management**
Course Code	P21MBE0138
Credit Units	4

Course Objectives

This course will help the participants to develop competencies in sales and distribution functions. The course shall offer intense knowledge for effective decision making on sales planning, team building, lead generation, distribution and channel functions.

L	T	P	SW	FW	TOTAL CREDITS
3	-	-	-	2	4

Pre – Requisites	None

Course learning Outcomes

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

1. Identify the key elements and functions involved in the development of sales processes
2. Classify the key functions for establishing and driving sales teams and organizations
3. Demonstrate the knowledge to integrate distribution functions with sales functions strategically
4. Assess sales and distribution metrics, technologies, and best practices that bring value for sales leaders

Course Syllabus	**Weightage**
Module I: Sales Function – Perspectives	15%
Foundations of Marketing and interlinkage with sales-Emerging trends in understanding customers - Foundations of Sales Management- Types of Sales organizations- Marketing Vs Sales Organization - Frameworks for Analyzing the Sales Environment. Sales structures - Introduction to the sales management model	
Module II: Sales Performance Management	20%
Application of Go to Market strategy - Defining sales operations – Setting the direction for the sales team- - Key processes and roles – Lead Generation through Sales Pipelines, Sales Funnelling and Sales forecasting. Recruitment and selection of sales force, Training of sales force. Sales force compensation – Development, measurement and mechanics - Creating and managing sales territories - Identification and management of Key accounts. Quota Setting – Types of sales quotas – Best practices – Using technology and gamification. Measuring sales performances	
Module III: : Integrating distribution functions with Sales domain	20%
Integration of sales and distribution strategy – Defining a distribution model -Distribution Planning and Control- components – Product portfolios, SKU's – Order processing and credit planning - Category management and competitor adjacency - Market planning – inventory reconciliation - Selling to distributors functions - Sale process and negotiations – managing accounts relationships – distribution promotion. Bargaining for margins and profitability. Competitive Gaming: working capital – productivity- Growth and sustainability. – Sales planning for industrial distributions	
Module IV: Choice of distributive systems - Direct, Indirect and Hybrid Channels – Decision criteria - Issues in Physical Distribution- Locational Demand, Product Characteristics, Pricing Policy, Speed or Efficiency, Distribution Cost. Distribution Channels for FMCG, consumer durables and Industrial Products, Evaluation and Control- Economics of channel designs - Direct Distribution - Designing field and inside sales forces- Optimizing sale locations -Indirect Distribution – Designing and implementation of channel mix (wholesaler, retailor), Grow points of distribution – Strategic Alignment Matrix – Market sizing and scaling, Target customer and geographics, Value addition and Preposition	20%
Module V: Optimizing sales success through sales analytics	15%

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. KPI's in sales – Annual recurring revenue, Quota attainment, Sales cycle length – Sales conversion rates – customer retention rate – customer lifetime value – Sales cycle length – Average profit margin – churn rate – pipeline coverage – Lead scoring KPI's in distribution: Inventory turnover, order accuracy rate, total units in storage, Average warehouse capacity used, Percentage of sales lost to out-of-stock product, Proposition of profitable SKU, Average delivery period, Return on Investment – Distribution Tracking metrics	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	0%

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.1	C1. P1	PLO1	PEO1
CL02	C1.2	C1. P2	PLO1	PEO1
CLO3	C1.3	C1. P3	PLO1	PEO1
CL04	C1.5	C1. P5	PLO1	PEO1

Reference Books

1. Tapan K.Panda, Sunil Sahadev- Sales and distribution management, Oxford publishing, 2019
2. Richard R. Still, Edward Cundiff. Norman.A.P. Govoni, Sandeep Puri – Sales and Distribution Management - Pearson 2017 6th ed.

Course Design	Dr. V. Kaarthiekheyan

BOS Chairman Signature

Course Title	Brand Management
Course Code	P21MBE0139
Credit Units	4

Course Objectives

This course aims to familiarize the students on branding concepts and help them to understand how to build a very successful brand by analyzing the real-world examples. Further the course also educates the participants on the tools and techniques used in measuring the Brand health. The course also provides an overview on the importance of bringing sustainability in branding by relating case studies in the field of fashion industries.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	2	4

Pre – Requisites	None

Course learning Outcomes

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

1. Summarize the concepts of Brand management from marketing perspective.
2. Display ability to interpret the health of brand by evaluating brand audit report.
3. Adapt sustainable practices in building the Brands for long-term success.

Course Syllabus	Weightage
Module I: Brand value	15%
Role of Brands, Brand elements, brand positioning, Gaining competitive advantage, Strategic Brand Management process, Primary and Secondary brand association in building brands, Role of Packaging in building brands	
Module II: Brand Metrics	25%
Brand health: Consumer perspective – Brand equity models – Brand asset valuator, Customer based brand equity, Brand Dynamics Pyramid, Brand resonance Pyramid, Brand Value chain. Employee perspective – Employee based brand equity. Market Performance – Brand valuation methods - cost approach, Market approach and Income approach.	
Module III: Brand Management	30%
Branding strategies - Product Brand matrix, Brand hierarchies, Brand extension, Reinforcement and Revitalization, Global Branding, Challenges & opportunities for globalizing the Brand, Standardization versus Customization.	
Module IV: Brand Storytelling	15%
Brand story – Brand storytelling through facts, reasons and emotions, power of visual storytelling, Branded entertainment, branded content, role of gamification in brand communication.	
Module V: Building Sustainable brands	15%
Significance of sustainability in branding, Principles of sustainability Branding, Sustainability through the lens of 6P's – Planet, People, Product, Packaging, Pricing and Promotion. Role of sustainability in improving brand value, sustainability in textile brands of Coimbatore region.	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

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Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P3	PLO2 &PLO5	PEO2 &PEO5
CLO3	C5.5	C5.P5	PLO4	PEO3
Reference Book 1. KevinLane Keller, Strategic Brand Management, Building, Measuring and Managing Brand Equity", 5th Edition Pearson Publishing 2020. 2. P Foroudi, M Palazzo,Sustainable Branding: Ethical, Social, and Environmental Cases and Perspectives, Routledge 2021				
,Course Design		Dr.A.Latha		

BOS Chairman Signature

Course Title	Integrated Marketing Communication
Course Code	P21MBE0140
Credit Units	4

Course Objectives

The course is aimed at providing students with an understanding of the significant role of Integrated Marketing Communication (IMC) in the effective implementation of a business firm's marketing strategy and familiarising them with the various IMC tools & techniques and their real-life applications. The course will help students understand the process of planning and execution of an IMC strategy.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4
Pre – Requisites		-			

Course learning Outcomes

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

CLO1.Demonstrate a comprehensive knowledge of IMC concepts, tools & techniques and their real-life applications

CLO2.Explain how IMC contributes to the effective implementation of a business firm's marketing strategy

CLO3.Assess the adequacy of an existing IMC strategy and identify the needed improvements

CLO4.Develop an Integrated Marketing Communication Strategy for a product or service offered by an organisation

Course Syllabus	Weightage
Module I: Introduction to Integrated Marketing Communication and challenges for marketers	30%
Introduction to integrated marketing communications function – involvement of multiple stakeholders – coordination and relationship – agency evaluation and compensation methods - role and objective of advertising, public relations, sales promotion and direct marketing – applications and limitations - determinants of selection of communication mix – factors influencing growth of IMC approach - economic, social and ethical effects of marketing communication– External regulation vs. Self-regulation - future directions	
Module II: Developing Advertising Strategy	20%
Consumer decision making process – Communication models – Response hierarchy models - Developing an advertising plan: message, source, channel decisions – target market characteristics – use of creativity – budgeting approaches - media planning and buying decisions –scope and relevance of broadcast, print, digital and support media - media rate calculations- programmatic media buying- implementation and evaluation	
Module III: Planning and Execution of Sales Promotion	10%
Developing a sales promotion plan: approaches – types - selection of tools – decisions related to incentives, period, dealer allocation, customer awareness, point-of-purchase promotion – implementation and evaluation of effectiveness	
Module IV: Planning and Execution of Public Relations Programmes and Direct Marketing	20%
Developing a Public Relations Programme: objectives and approaches – advantages and limitations - implementation and evaluation of effectiveness Direct Marketing: need, scope and approaches – selection of tools – implementation and evaluation	

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Module V: Formulating IMC Strategy and Measurement of its overall Effectiveness	20%
Development of Integrated marketing communication strategy: key decisions– planning creative strategy – effective execution for achieving synergy – research approaches to measurement of effectiveness of marketing communication programmes	

Pedagogy for course Delivery
Class Discussions, Case Study Analysis, Field Work and Role Play

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLOs)**	**PEOs**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.2	C1. P2	PLO1	PEO1
CLO3	C3.4	C3. P4	PLO2	PEO2
CLO4	C1.3	C1. P3	PLO1	PEO1

Reference Book

1.Advertising and Promotion, George E. Belch and Michael A.Belch, 12th edition,TATA McGraw-Hill Publication,2021.

2.Integrated Advertising, Promotion and Marketing Communications, Kenneth E.Clow and Donald Baack, Pearson Education, 8th Edition, Pearson Education, 2018.

Course Design	Dr.K.R.Senthilvelkumar

BOS Chairman Signature

Course Title	**Marketing Metrics and Analytics**
Course Code	P21MBE0141
Credit Units	4

Course Objectives

The course is aimed at demonstrating elective students with the fundamental knowledge on the concepts of Key Marketing Metrics that is a quantifiable way to track the marketing performance and gauge campaign effectiveness. The course will provide the students with insights on the practical aspects and to identify methods to perform marketing analytics.

L	T	P	SW	FW	TOTAL CREDITS
2	1	2	1	-	4

Pre – Requisites	Completion of Data Analysis Course

Course learning Outcomes

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

1. Analyze and interpret data using appropriate metrices for marketing decision
2. Develop strategies for a specific marketing scenario for a real time data using analytical tools

Course Syllabus	**Weightage**
Module I - Key Marketing Metrics :	10%
Introduction to marketing metrics, linking marketing to financial consequences, Share of heart, Share of mind and Share of market, Role and importance of marketing metrics in strategic marketing decisions.	
Module II - Value and Customer Profitability:	17%
Estimating Market Potential and Target volume, Analysing Customer Value – RFM Analysis. Retention, customer lifetime value. Trail, repeat, penetration, volume, Fair share draw, cannibalization rate. Conjoint utilities: segmentation, customer preference and volume projection.	
Module III - Marketing Analytics Overview:	10%
Introduction to Python Programming, Anaconda Installation and Overview of Google colab, Data Preparation and Manipulation Techniques in Python, Data Types, Analytical Models in Marketing. Pandas – Dataframes, Importing and Exporting data, Visualizing data with plots, Pandas, Seaborn and Matplotlib	
Module IV - Unsupervised Learning:	20%
Unsupervised Learning for Customer Segmentation, K-means clustering, High Dimensional (multiple variables) Data, Visualizing through seaborn, Interpretation	
Module V – Predicting Customer Revenue :	20%
Predicting using Linear Regression: Regression Hierarchy, Linear Regression, Building a linear model for prediction, Interpretation.	
Module VI – Supervised Learning:	23%
Predicting Customer Churn – Classification problems and types, Revisiting Linear Regression, Logistic Regression, Feature Selection and Building a Logistic Regression Model, Interpretation. Introduction to Deep Learning – Neural Networks Basics and Convolution Neural Networks. Overview on Decision Tree - Random Forest.	

Pedagogy for course Delivery

Class Discussion & Demonstration, Scenario Work outs caselets (kaggle.com)

End Semester Examination Scheme

Theory (%)	Practical / Project (%)

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100 %		-		
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments		Class tests	60	
16		24		
Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEOs**
CLO1	C 3.2	C3. P2	PLO2	PEO2
CLO2	C1.3	C1. P3	PLO1	PEO1
Reference Books 1. Measuring Marketing: 110+ Key Metrics Every Marketer Needs 2nd Edition by John A Davis, Feb 11, 2013, Published by Wiley, 2nd Edition 2. Data Science for Marketing Analytics: A practical guide to forming a killer marketing strategy through data analysis with Python, September 2021, Mirza Rahim Baig, Gururajan Govindan, Vishwesh Ravi Shrimali, Packt Publishing Limited				
Course Design		Dr.B.Poongodi & Dr. K.Maheswari		

BOS Chairman Signature

Course Title	Technology for Marketing Decisions
Course Code	P21MBE0142
Credit Units	4

Course Objectives

The course is aimed at providing students with an understanding of how technology can be used in the function of marketing for predicting consumers' needs & wants, grouping them into valid segments, examining their purchase behaviour and making right targeting & positioning decisions. The course will help students in the identification, selection and application of the right technology solutions for the marketing needs of business organisations.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4
Pre – Requisites		-			

Course learning Outcomes

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

1.Demonstrate a comprehensive knowledge of the existing technology options for making several marketing decisions and their real-life business applications

2.Explain how technology can complement human efforts in the acquisition and retention of customers

3.Develop a comprehensive Marketing Strategy integrating the application of right technological tools for addressing the unmet market needs

Course Syllabus	Weightage
Module I: Evolution of Marketing Function	10%
Emerging challenges to marketing function: coexistence of consumers from different generations – imbalanced wealth distribution in society – varied consumers' access to digital media – highly competitive environment – decreasing customer loyalty. Changing orientations in Marketing to address the new challenges: Product-centric Marketing 1.0, Customer-centric Marketing 2.0, Human-centric Marketing 3.0, Transition from traditional to digital platform in Marketing 4.0 and Adoption of technology for humanity in Marketing 5.0 – the increased role of technology and its significance in business.	
Module II: Dynamic Segmentation and Targeting	25%
Big data for decision-making: Drawing from major consumer touch points such as retail transactions, call centres, email queries, internet searches, online reviews, social media posts. Processing data for identifying valid segments and effective targeting – dynamic content marketing –dynamic pricing and customisation of marketing communications. Use of Natural Language Processing – voice technology -Big Data Analytics – Power BI- IoT – Geofencing – Cluster Analysis	
Module III: Predicting New Product Success and Campaign Effectiveness	25%
Gathering consumer ideas for new product development- measuring consumers' perception on new product features, brand names, advertising copy, visuals, creative appeal, celebrity endorsements, layout design, campaign timing. Use of Neuromarketing tools -Programmatic Media Buying- Predictive analytics- block chain - Regression analysis- Machine Learning	
Module IV: Enriching Customer Experience	20%
Technology for first level of interaction with potential customers- seamless experience across channels. Use of chatbots, sensors and augmented reality tools. Customising service quality according to customers' responses to stimuli. Use of service robots, drones for delivery, facial recognition, block chain, neuro-signals capture system and eye tracking devices	

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Module V: Synergising human efforts with technology for effective marketing outcomes	20%
Devising strategy for collaborative human marketing attempts with technology – gleaning insights from processed data and precise targeting- advertising creation and pretesting– qualifying leads and follow-up – human-technology joint interfaces in the customers' journey – improving pace of organisational innovation -Integrating technology in the formulation and implementation of overall marketing strategy - measurement of marketing outcomes	

Pedagogy for course Delivery
Class Discussions and Case Study Analysis

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100 %	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEOs
CLO1	C1.5	C1. P5	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2	PEO2

Reference Book
1.Marketing 5.0 – Technology for Humanity, Philip Kotler, Hermawan Kartajaya and Iwan Setiawan, first edition,John Wiley & Sons,2021.

Course Design	Dr.K.R.Senthilvelkumar

BOS Chairman Signature

Course Title	**Social Media Marketing**
Course Code	P21MBE0243
Credit Units	4

Course Objectives

This course aims to familiarize the students on how to uplift a brand by leveraging social media platforms. Educating the participants on various tools and techniques to execute campaigns and implement social media marketing institutive is the major objective of this course. This course further provides practical exposure through hands on activities and industry-oriented projects to test skills learned across various social media platforms.

L	T	P	SW	FW	TOTAL CREDITS
2	1	2	-	-	4
Pre – Requisites		Digital Marketing			

Course learning Outcomes

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

1.Demonstrate an understanding of Social Media Marketing concepts.
2.Display ability to implement social media strategies to fulfil the goals
3.Measure consumer action using appropriate social media analytic tools

Course Syllabus	**Weightage**
Module I: Introduction to social media	15%
Introduction to social media, landscape of social media, fundamentals of social media marketing, role of social media in B2B and B2C business, organic vs. paid, different uses of popular SM platforms, defining social media goals and developing social media strategy, social communities, SMM in the context of brand marketing.	
Module II: Facebook & LinkedIn & Twitter Marketing	25%
Facebook Marketing - Introduction to the Facebook Marketing, Managing online presence (branding, content, creatives), Facebook marketing tools(business manager, communities, stories, pages, commerce, resource tools, publishing tools), Facebook Live & Ads, Creating a Facebook Marketing Strategy, Insights & reporting **LinkedIn Marketing**: Introduction to Linkedin & building presence for brand awareness (profile, company page, groups), 8 step strategy for LinkedIn, Leveraging LinkedIn for B2B lead generation, introduction to Ads, LinkedIn Targeting, B2B social selling, personal branding **Twitter -** Understanding Twitter, Marketing on twitter, Twitter as new PR, Twitter Ad formats, Targeting, Analytics and Measurement	
Module III: Video, Influencer & Social advocacy	25%
Benefits of video-based social media, Creating youtube marketing strategy ,YouTube for business, video optimization, Youtube Ads trends in videos. Instagram for business, Challenges in Video Advertising, Emerging content platforms (short videos, audio etc.) Influencer marketing - Identifying influencers, B2B and B2C, influencer marketing, Creating brand advocates (C-suites, employees, customers)	
Module IV: Art of possible	15%
Content marketing on social media, step by step content marketing, content planning and scheduling. Building awareness to advocacy Data protection and privacy, copyright issues, role of GDPR & CCPA, Understanding a Marketer's Responsibilities	
Module V: Social Media Management and Analytical Tools	20%

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applications of social media management tools, social media listening, social care & CRM, understand customer insight, Social Media Metrics, crisis management & communication, Major Industry Archetypes measuring social media ROI Hootsuite, Talkwalker, simply measured, nonlytic, Twitonomy, agora pulse etc	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical
	100%

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4

Reference Book

1. Marc Opresnik, Philip Kotler, Svend Hollensen (2022), Social Media Marketing: A Practitioner Approach: The ultimate strategy guide for social media success to grow your business, Opresnik Management Consulting (2022).
2. Ian Dodson,The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns. New Jerssey: John Wiley & Sons (2016)
3. Jamie Shanks (2016),Social Selling Mastery: Scaling up your sales and Marketing Machine for the Digital Buyer, Willey publications

,Course Design	Dr.A.Latha

BOS Chairman Signature

Course Title	Personal Selling
Course Code	P21MBE0044
Credit Units	2

Course Objectives

The course is planned to provide an intensive and hands on knowledge that focuses on deepening one's practical skills and theoretical orientation. The students are required to meet and shadow the sales experts and sales supporting functional experts. Attention is devoted to the art of persuasion as a life-skill and to the need to develop personal selling skills and closing the sales successfully.

L	T	P	SW	FW	TOTAL CREDITS
1		-	1	1	2

Pre – Requisites	Marketing Management

Course learning Outcomes

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

1.Plan, manage and conduct sales work
2.Apply various argumentation techniques in personal selling
3.Identify and differentiate between various sales logics, approaches and strategies
4.Provide and defend the sales project presentations in a more scientific way.

Course Syllabus	Weightage
Module I: Personal Selling Process – Understanding and Adoption	10 %
Building professional relationships – Communication styles – Understanding products and services features and benefits – Buyer behaviour - Selling and Technology interface.	
Module II: Interactive Presentations	20%
Individual and Group Presentations - Prospecting and preparing the pre-approach to a sales call- Sales presentation – Handling objections – Closing the sales	
Module III: Team Role Play	20%
Preparation of Sales script - Role play - Individual and Mock Sales calls, Role Play – Group Presentation – Existing products, Concept selling	
Module IV: Term Project- Preparation of a sales plan	50%
Shadowing the Sales Team – Preparation for shadowing – Best practices – Joining the call – Identification of sales goals, competitors' analysis- Sales escalation – Objection handling- Preparation of a sales plan.	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Course assignments and field work shall be used for anchoring practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
Nil	Nil

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	-
50	-	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C4.1	C4. P1	PLO3 & PLO5	PEO3 & PEO4
CLO2	C4.3	C4. P3	PLO3 & PLO5,	PEO3 & PEO4
CLO3	C4.4	C4. P4	PLO3 & PLO5	PEO3 & PEO4

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CLO4	C4.2	C4. P2	PLO3 & PLO5,	PEO3 & PEO4
Reference Book 1. David Hoffeld- The Science of Selling: Proven strategies your pitch, influence decisions and close the deal, Penguin U.S 2016 2. Zig Zigler- Secrets of closing the sale, Embassy books, 2016 3. Brain Tracy- The psychology of selling: Increase your sales faster and easier than you ever thought possible, Harper Collins Leadership, 2022 4. Og Mandino- The greatest salesman on the earth, Jaico Publishing House,2007				
Course Design		Dr.V. Kaarthiekheyan		

BOS Chairman Signature

Course Title	B2B Marketing
Course Code	P21MBE0145
Credit Units	4

Course Objectives

The course is aimed at providing students with an understanding of the unique characteristics of business/organisational/industrial markets and the major challenges involved in marketing products & services to them. The course will help students understand the process of formulation and implementation of an effective B2B marketing strategy.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4
Pre – Requisites		-			

Course learning Outcomes

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

CLO1.Demonstrate a comprehensive knowledge of the business customers' decision-making process related to the purchase of products & services and the major influences on their purchase decisions

CLO2.Explain the need and significance of a long-term sustainable relationship between business buyers and marketers

CLO3.Assess the adequacy of an existing B2B marketing strategy and identify the scope of improvement

CLO4.Develop a comprehensive B2B marketing strategy for any product or service

Course Syllabus	Weightage
Module I: Introduction to Business/Organisational/Industrial Markets	20%
Understanding business markets-differences between business and consumer markets -types of business customers-classification of business products & services-complex business exchanges-customer value expectations and delivery-purchase decision making process- buy phases and buy classes- buy grid framework-key members of buying centre in organisations-business buyer behaviour - factors affecting buyer-seller relationships	
Module II: Segmentation of Business Markets and Targeting Decisions	15%
Strategic planning – competitor analysis - Primary/Secondary and Internal/External Sources of information about business buyers- criteria for evaluation of segments – identification macrolevel segmentation bases– dividing macrosegments into microsegments - business marketers' orientations and targeting decisions-implementation of targeting strategy	
Module III: Business Product and Pricing Decisions	25%
Types of business product/service qualities-value proposition-standardisation vs. customisation in offerings-product line types-business customers' technology adoption - business product lifecycle-new product development –innovation for business markets-product management - building brand equity – positioning strategy. Factors influencing business product pricing decisions – estimation of costs-markup/margin & breakeven calculations-commercial terms & conditions - formulating pricing strategy for domestic and export markets	
Module IV: B2B Distribution and Promotion Decisions	25%
Factors influencing marketing channel decisions –levels of marketing channels – types of intermediaries – cost /benefit analysis - channel member selection & management – designing marketing channels- sales force management- supply chain management- E-Commerce-logistics management	

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Business product promotion mix – role and relevance of tools & techniques: advertising-sales promotion-public relations programmes- direct marketing -trade fairs-digital promotion	
Module V: Formulating B2B Marketing Strategy and Implementation	15%
Significance of Key Account Management (KAM)- Types of Key Accounts -Approaches to selection & evaluation of Key Accounts-Building a KAM team - service support decisions-Customer Relationship Management - tapping global markets for business products & services- developing comprehensive business marketing strategy-implementation-evaluation and control of business marketing activities – sustainable business practices	

Pedagogy for course Delivery
Class Discussions, Case Study Analysis, Field Work and Role Play

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLOs)	PEOs
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.4	C3. P4	PLO2	PEO2
CLO4	C1.3	C1. P3	PLO1	PEO1

Reference Books

1. Business Marketing – Texts and Cases, Krishna K Havaldar, 5th edition,TATA McGraw-Hill Publication (2021).
2. Business -to-Business Marketing: Analysis and Practice, Robert Vitale, Joseph Giglierano and Waldemar Pfoertsch, Pearson Education,2011

Course Design	Dr.K.R.Senthilvelkumar

BOS Chairman Signature

FINANCE

Course Title	**Commercial Banking**
Course Code	P21MBE0146
Credit Units	4

Course Objectives

The course commercial banking introduces the banking concepts, varied retail and wholesale products and fund and fee-based services offered by banks. It is designed to familiarise on management of asset-liability of banks and enhance knowledge on credit appraisal and the recovery mechanism adopted by banks.

L	T	P	SW	FW	TOTAL CREDITS
3	-	-	2	-	4

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Explain various banking concepts, retail cum wholesale products and services offered by banks
CLO2: Compile the credit appraisal techniques and recovery techniques adopted by banks.
CLO3: Interpret the asset liability management of selected banks and modern banking services

Course Syllabus	**Weightage**
Module I: Introduction to Money and commercial banking	13%
Money - Banks and bankers. Commercial banking - Overview – Functions- commercial banking in India- banking in modern era, Small Banks, Payment Banks - Customer relationship.	
Module II: Retail banking - Deposit	17%
Retail banking- Type of consumer loans- evaluation- credit analysis-credit scoring and consumer credit regulations. Deposit products in India and abroad – types of bank deposits, computation of interest on deposits- composition of bank deposits. Loan Pricing – objectives, methodology, pricing models, priority sector lending.	
Module III: Retail - Credit and Priority Sector Lending	17%
Credit- Characteristics of credit - Cardinal Principles- credit appraisal and analysis and Appraisal Techniques; Credit assessment- Credit disbursal & monitoring – NPA Assessment & provisioning- Recovery procedures - CIBIL -Priority Sector Advances	
Module IV: Non-fund-based Services and Recent developments	10%
Non-fund Based Limits; estimation of WC; Term Loans; Base Rate	
Module V: Asset Liability Management in Banks	13%
Asset Liability Management in Banks, Reading and interpreting bank Balance Sheet – BASEL CAR Norms	
Module VI: Fee based services & Wholesale banking	15%
Fee based services – L/C, Bank guarantees, subsidiary services, - Corporate banking – nature - development in corporate banking- Consortium finance.	
Module VII: Negotiable Instruments and Modern Banking Services	15%
Payment and Collection of Cheques and Other Negotiable Instruments - NI Act; Role & Duties of Paying & Collecting Banks - Technology in Banking – Core Banking solutions- payment systems and Electronic banking - Data Communication Network and EFT systems – security considerations – IT act- modern banking services- Challenges and prospects for modern banking.	

Pedagogy for course Delivery *

Sessions will be conducted through group-based learning based on videos shared in advance.
The sessions will incorporate the news article discussion in addendum.

End Semester Examination Scheme

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Theory (%)		Practical / Project (%)		
100%				
Course Assessment				
Continuous Assessment Score components			End Semster Examination	
Other Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C1.6	C1. P6	PLO1	PEO1
Reference Book: 1. Indian Institute of Banking (IIBF) - Principles and practices in banking – 5th edition- Macmillan education, 2021				
Course Design		Dr S.Sangeetha		

BOS Chairman Signature

Course Title	**Security Analysis and Portfolio Management**
Course Code	P21MBE0647
Credit Units	4

Course Objectives

The course on Security Analysis and Portfolio Management will introduce the concept of Investment, Products, Institutions, market mechanisms including regulations, Provide global perspective on the capital markets. In this course, analytical techniques for investing will be discussed and Construction, Evaluation and Revision of financial portfolio will be carried out.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	2	4

Pre – Requisites	None

Course Learning Outcomes:

On successful completion of the course the students will be able to

CLO1: Outline the functioning of the capital market and define the products traded in the Indian Capital Market.
CLO2: Formulate Fundamental and Technical analyses for investments.
CLO3: Construct optimal portfolios for making investment decisions.

Course Syllabus	**Weightage**
Module I: Introduction to Capital Markets	20%
Investment – types of Investment-Capital market- Structure - Primary and Secondary Market – Primary Market – functions, participants, - new issues. Secondary market - Stock exchanges - Functioning of BSE & NSE - Online trading & settlement procedure in BSE & NSE. Listing-procedure for listing in NSE & BSE. Stock market indicators – Indices – BSE Sensex & NSE nifty & briefing on other Sectoral indices, Method of construction w.r.t Free float market capitalization - Evolution of Indian Stock market.	
Module II: Fundamental and Technical Analysis	30%
Security Analysis – Fundamental & technical analysis –EIC framework – concept and linkage to stock market - Economic Analysis -Industry Analysis –Models available for Analysis (Industry Life Cycle; 5 forces model) - Company Analysis: Tools & Techniques available for Analysis; with respect to the Ratio Analysis.	
Module III: Capital Market Theories	25%
Risk and Return of securities - Computation of Intrinsic Value for Equity Shares, Bonds - CAPM – APT– Assumptions, implications & Difference between CAPM & APT (Only Theory)	
Module IV: Portfolio Management	25%
Portfolio Management Process - Markowitz Theory- Sharpe's Single Index Model - Computation of Optimal Portfolio Performance evaluation – concept and parameters - Problems on Assessing the performance of portfolios- Portfolio Revision – strategies - Portfolio Management Services –Services offered.	

Pedagogy for course delivery

In this course, the students will be introduced to the Capital markets, Capital market Theories, Fundamental and Technical analysis and Portfolio construction during the Lecture and Tutorial sessions. The students will have real time on-line share trading exposure for identification, selection of securities and construction of portfolio as per part of their Field work activity.

End Semester Examination Scheme

Theory (%)	Project (%)
60	40

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class Test	50
20	30	

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Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PL01	PEO1
CLO2	C3.1	C3. P1	PL02	PEO2
CLO3	C3.2	C3. P2	PL02	PEO2
Reference Books 1. Bhalla, V.K, Investment Management. New Delhi, S.Chand & Company Ltd., 2010 2. Prasanna Chandra, Investment Analysis and Portfolio Management, MC Graw Hill , 2017				
Course Design		Dr. P Mohanamani		

BOS Chairman Signature

Course Title	**Financial Modelling**
Course Code	P21MBE0248
Credit Units	4

Course Objectives

The course on Financial Modelling will help the students to learn the model building skills in Financial Statement Analysis, Portfolio, Valuation, Project Appraisal and Risk Analysis with the help of Excel.

L	T	P	SW	FW	TOTAL CREDITS
2	1		2	-	4

Pre – Requisites	Accounting for Management and Financial Management

Course Learning Outcomes

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

CLO1: Demonstrate ability to perform analytical tools for Finance functions.(K2)

CLO2 :Construct models in different areas of Finance including Portfolio management and Valuation. (K6)

CLO3: Measure the key sensitivities and risk in Financial models.(K5)

Course Syllabus	Weightage
Module I: Introduction on Features of Excel for Financial modelling	15%
Finance Functions in Excel- Macros, Scenario and Sensitivity Analysis, Model Building and Simulation. Charts.	
Module II: Financial Statement Analysis	20%
Firm and Competitor Analysis using Key Financial ratios -Forecasting using Financial Statements, Ratio analysis - Comparative statement - Common size statement – Trend Analysis - Du Pont analysis - Concepts on sickness and distress.	
Module III: Portfolio Theory	15%
Determining Efficient Portfolio - Creating Dynamic Portfolios – CML, SML - Fixed Income Portfolio Management.	
Module IV: Value at Risk	15%
Risk, return and volatility measurement. Computation of Value of Risk, Value at Risk of a Firm, Portfolio	
Module V: Valuation	20%
Different valuation methods, Valuing the company using Discounted Cash flow, method, Comparable Companies method, Cost Method. Comparative analysis of different valuation methods	
Module VI: Project Appraisal	15%
Determining Project Viability, Risk Analysis in Project Appraisal, Monte Carlo Simulation in Project Appraisal	

Pedagogy for course delivery

Training on various excel functions shall be provided during the Lecture and Tutorial sessions. The students will be guided for building models in various financial applications. Students will work hands on with financial case students to have a better understanding on financial modelling,

End Semester Examination Scheme

Theory (%)	Practical (%)
	100

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class Test	40
45	15	

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Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.5	C1.P5	PLO1	PEO1
CLO2	C3.4	C3.P4	PLO2	PEO2
CLO3	C3.2	C3.P2	PLO2	PEO2
Reference Book: Fairhurst, D. S. (2019). *Using Excel for business analysis: a guide to financial modelling fundamentals*. John Wiley & Sons. Rees, M. (2018). *Principles of financial modelling: model design and best practices using Excel and VBA*. John Wiley & Sons. Day, A. L. (2001). Mastering financial modelling. *A Practitioner's Guide to Applied* Corporate Finance				
Course Design		Dr. D.Susana		

BOS Chairman Signature

Course Title	**Corporate Finance**
Course Code	P21MBE0149
Credit Units	4

Course Objectives

In this course students will learn on the fundamentals of Corporate finance, Capital structure theories, Capital Budgeting and Business Valuation. The course also eloborate on the dividend policy, mechanics of dividends, Long term and short term financing and on Mergers and Acquisitions in the Corporate arena,

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4

Pre – Requisites	Financial Management

Course Learning Outcomes

1. Explain the concepts of Corporate Finance (K2)
2. Appraise the Capital structure theories and Dividend theories (K6)
3. Explain Capital budgeting, Long term and short term financing (K6)

Course Syllabus	**Weightage**
Module I: Introduction to Corporate Finance	10%
Corporate Finance- Scope and Importance of Corporate Finance – Forms of Business Organisations- Goals of Financial Management- Role of Financial Manager- Agency Problem- Corporate Governance- Organisation of Finance functions in an organisation. Environmental, Social, and Governance (ESG)	
Module II: Capital structure	15%
Modigliani–Miller Propositions: MM Proposition I and II, Costs of Financial Distress, agency costs, asymmetric information-static trade-off model and pecking order theory. Optimal and Target Capital structure	
Module III: Capital Budgeting and Valuation	15%
Managing Capital Investment decisions- Project Analysis -Incremental cash flows- Risk analysis – Scenario, sensitivity and break-even analysis. Bond valuation. Stock valuation	
Module IV: Dividend Policy	10%
Dividend Policy of a Firm- Irrelevance- Dividend payouts- Stock repurchases- taxation-Stock split- Dividend reinvestment plans	
Module V: Long Term and Short Term Finance	25%
Long Term Finance - Venture capital- Public Issue- Initial Public Offering-Seasoned Equity offering- Rights – Dilution- Shelf registration. Leasing. Short term Finance - Operating and Cash cycles-Short term Financial Policy- Financing Current Assets – Cash Budgeting- Cash Management – Float. Credit and Receivables- Credit Policy -Credit Analysis-. Inventory Management.	
Module VI: Mergers and Acquisitions	25%
Corporate Restructuring- Types of Mergers-Other forms of Corporate Restructuring- Motives for Mergers and Acquisitions. Synergy- Sources of Synergy- Revenue enhancement- Cost reduction- Tax gain. value creation in M&A. Takeovers, types- Friendly vs Hostile, takeover strategies, - Takeover defenses –Preventive and reactive defense strategies. Corporate restructuring -Meaning, significance and forms of restructuring–sell-off, spin-off, divestitures, demerger, Equity Carve Out (ECO), Leveraged Buy Outs (LBO), Management Buy Out (MBO), Master Limited Partnership (MLP), Limited Liability Partnership (LLP) and joint ventures. (only Theory)	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture sessions. Case studies and course assignments shall be used for practical application of the concepts.

End Semester Examination Scheme

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Theory (%)	Practical / Project (%)
100% Theory	

Theory Assessment		
Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	60 Marks
16 Marks	24 Marks	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C1.2	C3. P2	PLO1	PEO1
CLO2	C3.2	C1. P2	PLO2	PEO2
CLO3	C1.3	C1. P3	PLO1	PEO1

Reference Books:

1. Ross, S. A., Westerfield, R., Jaffe, J. F., Jordan, B. D., Jaffe, J., & Jordan, B. (2019). *Corporate finance* (pp. 880-86). McGraw-Hill Education.-12th edition
2. Brealey, R. A., Myers, S. C., Allen, F., & Mohanty, P. (2020). Principles of corporate finance, 13/e (Vol. 12). McGraw-Hill Education
3. Kumar, V., & Sharma, P. (2019). *An insight into mergers and acquisitions: A growth perspective*. Springer.
4. Steven, M. (2009). *Mergers & Acquisitions: A Condensed Practitioner's Guide*. Wiley.

Course Design	Dr.D.Susana

BOS Chairman Signature

Course Title	**International Finance**
Course Code	P21MBE0150
Credit Units	4

Course Objectives

This course introduces to the students the foreign exchange market, evolution of international trade and settlements and determination of exchange rates between currencies. It also provides an overview about Balance of Payment and its impact on forex rates and the International Parity Theories. It also facilitates the learners about the International Risk Management and the role of various International Financial Institutions

L	T	P	SW	FW	TOTAL CREDITS
3	1	-	-	-	4
Pre – Requisites		Financial Management			

Course Learning Outcomes

4. Explain the concepts of International Finance , Exchange rates ,Exchange rate systems basics of Behavioural Finance and Behavioural biases (K2)
5. Appraise the International Parity Theories and Balance of Payments (K6)
6. Explain the International risk management and the functions of International financial institutions (K6)

Course Syllabus	**Weightage**
Module I: Overview of International Finance	15%
Globalisation- International trade- Theory of Comparative Advantage,-Imperfect Markets Theory- firms engagement in International Business-Foreign- Exchange Markets- Multi Lateral Financial Institutions-WTO- Overview of foreign trade policy of India - DGFT -FEMA.	
Module II: Foreign Exchange and Exchange rate systems	25%
Foreign Exchange Markets - structure - Market Players – Determination of Foreign Exchange rates International Monetary system – Gold standard, Gold Exchange standard, The Bretton woods system. Exchange rate systems – Fixed, Free float, Managed Float- Pegged- Currency board, Dollarisation – Currency boards, Currency unions- Currency basket- Crawling band. Exchange rate policy, and monetary policy, International Liquidity and International reserves.	
Module III: International Trade Theories	15%
International Trade Theories, conditions leading to international arbitrage - Purchasing power parity theory, Interest Rare parity theory, International Fischer effect.	
Module IV: International Trade finance and Risk Management	15%
Foreign Exchange Exposure and risk management- Risks involved in trade finance - country risk, currency risk, credit risk, counter party risk, exchange risk, legal risk. - Managing Economic, Translation and Transaction Exposures Hedging- Currency derivatives-Currency Futures-Currency options- Currency Swaps	
Module V: Balance of Payments	15%
Key components of Balance of payment, balance of trade, Current account and capital account convertibility	
Module VI: International Financial Markets and Financing Trade	15%
International Credit Policy Agencies and Global Capital Markets - International credit and Money markets- International bond Market – International Equity Market. Equity and debt products like ECBs, ADRs, GDRs - ECCBs and other types of Bonds etc.,	

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Syndication of loans- - Role of banks in foreign trade; methods of financing - forfeiting and factoring - Documents used in Trade	

Pedagogy for course Delivery
Theoretical concepts shall be imparted during lecture sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical application.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100% Theory	

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	60 Marks
16 Marks	24Marks	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C1.2	C3. P2	PLO1	PEO1
CLO2	C3.2	C1. P2	PLO2	PEO2
CLO3	C1.4	C1. P4	PLO2	PEO2

Reference Books:

1. Madura, J. (2020). International financial management. Cengage Learning.
2. Bhogal, T., & Trivedi, A. (2019). International trade finance: A pragmatic approach. Springer Nature.
3. Siddaiah, T. (2009). International financial management. Pearson Education India.

Course Design	Dr.D.Susana

BOS Chairman Signature

Course Title	**Merchant Banking and Financial services**
Course Code	P21MBE0151
Credit Units	3

Course Objectives

This courses introduces the Merchant banking and its role in Issue management at a large. It is designed to enhance knowledge on varied fund based and fee based financial services offered by the financial institutions

L	T	P	SW	FW	C
2	-	-	2	-	3

Pre – Requisites	None

Course learning Outcomes

CLO1: Outline the contribution of various financial services to Indian Economy (K2)
CLO2: Explain the issue management process (K6)
CLO3: Appraise the role of merchant bankers in a real time in Initial Public Offering (K5)

Course Syllabus	**Weightage**
Module I: Introduction to Merchant Banking	**15%**
Indian Financial System - Merchant Banking -Introduction, Concept of merchant banking, Development of merchant banks and regulations – SEBI regulations – Registration of Merchant Bankers-Code of conduct for Merchant Bankers	
Module II: Pre and Post Issue management	**30%**
Issue Management - Pre-issue and Post-issue management activities performed by merchant banks. – Role of underwriters and responsibilities. Credit rating agencies- Marketing of New issues – Process – Methods of Marketing securities –Public issue proposals – e-IPO -Post issue activities – share allotment – listing in stock exchanges.	
Module III: Introduction to Financial Services	**10%**
Financial Services - financial services in India, types, and importance	
Module IV: Fund Based Financial Services	**25%**
Lease - leasing, benefits and limitations, types of leasing (only Theory) Hire Purchase— lease financing Vs hire-purchase financing, Bills discounting – Factoring- Venture Capital- Real estate Financing. (only Theory).	
Module V: Fee Based Financial Services	**20%**
Fee Based functions: Consulting/ Advisory services Asset Securitization – features-need- mechanism- SPV - Loan Syndication- types – services – syndication of working capital loans –Portfolio management Services, Bancassurance, Mutual Funds.	

Pedagogy for course Delivery *

Sessions will be conducted through group-based learning based on videos shared in advance.
The sessions will incorporate the news article discussion in addendum.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	

Theory Assessment

Continuous Assessment Score components	End Semester Examination

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Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.2	C1. P2	PLO1	PEO1
CLO3	C1.3	C1. P3	PLO1	PEO1

Reference Books

1.Dr.S.Gurusamy (2014) Merchant Banking and Financial Services, 4th edition, TMH
2.K. Ravichandran (2017) Merchant Banking and Financial Service Paperback – 1 May 2017, Himalaya Publishing House

Course Design	Dr S.Sangeetha

BOS Chairman Signature

Course Title	**Rural Banking & Microfinance**				
Course Code	P21MBE0152				
Credit Units	3				
Course Objectives To introduce and strengthen the operational capacity of future branch personnel and to enhance their knowledge on nuances / specialties of rural banking and microfinance.					
L	T	P	SW	FW	C
2	-	-	1	1	4
Pre – Requisites	None				
Course learning Outcomes CLO1: Explain the rural banking institutions and their role in rural development (K2) CLO2: Identify the different credit lending models and risk minimization strategies adopted by micro finance institutions. (K3) CLO3: Explain the methods of Agricultural advances and Financing for Non-farm activities by rural banks. (K2)					
Course Syllabus					Weightage
Module I: Introduction to Rural Banking					10%
Introduction- Rural Banking Needs-provisions of RRB act 1976 Role of Commercial Banks in rural credit Organisation Structure , Performance Role of Government, RBI and NABARD in monitoring					
Module II: Rural Banking Products					15%
Rural Credit, refinance and other supports New initiatives in rural banking. Deposits and Ancillary Services Banker -Customer relationship, Rights and responsibilities of a bank, Mandates, Indemnity, Garnishee / Attachment Orders, Various Deposit Schemes & Different types of customers Safe Deposit Lockers and safe custody of articles Closure of Accounts					
Module III: Rural Banking Products					10%
KYC norms, Aadhar enabled accounts, Net Banking, mobile banking and e-Wallet, RTGS / NEFT Agricultural advances for Production of Crops, Allied Activities and Investment Credit					
Module IV: Rural Banking Products- credit					10%
General features of agricultural loans, schemes and advances Debt Swap scheme. PMJDY Role of Business Correspondents / Business Facilitator. Financing for Non-farm activities Credit to small and micro enterprises in rural areas, indirect advances to agriculture Artisans credit cards, swarojgar credit cards, Laghu Udhami credit Cards, General Credit Card Scheme, Financing under Govt. sponsored schemes					
Module V: Rural Banking Products- credit process & documentation					10%
Various types of Loan Securities, Loan documentation,					

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Role of farmers' club, Rural Branch management and profitability. Anti-Money Laundering	
Module VI: Microfinance – Introduction , Models & Models	20%
Microfinance-Microfinance as a Development Tool: The Indian Experience Evolution – disaster Microfinance Models - Supply Intermediation and Regulation of Microfinance Credit Lending and Revenue Models of Microfinance Risks involved in Lending, Strategies for risk minimization Product development in MFI Marketing MFIs	
Modue VII:: Microfinance -Regulations, Recent trends & challenges	25%
Legal and Regulatory Framework Self-regulatory mechanism Recent strategies in outreach- social, credit rating Challenges faced by Microfinance Industry Emerging issues	

Pedagogy for course Delivery *

Sessions will be conducted through group-based learning based on videos shared in advance.
The sessions will incorporate the news article discussion in addendum.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	

Theory Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	**60**
16	**24**	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C1.2	C1. P2	PLO1	PEO1

1.IIBF (2017) -Rural Banking Operations–2nd edition- Macmillan education

2.Micro-Finance: Perspectives and Operations Second Edition- Macmillan education

Course Design	Dr S.Sangeetha

BOS Chairman Signature

Course Title	**Wealth Management**				
Course Code	P21MBE0553				
Credit Units	4				
Course Objectives					
L	T	P	SW	FW	C
2	1		2		4
Pre – Requisites	None				

Course learning Outcomes

CLO1: Introduce the characteristics of financial products which includes AIFs as well. (K2)
CLO2: Provide basic understanding on personal financial planning and wealth management (K3)
CLO3: Comprehend the process of financial planning and investment advice. (K4)

Course Syllabus	Weightage
Module I: Indian Financial Market	10%
Introduction - Understand the macro- economic parameters of Indian Economy - Features and Structure - Role of the participants - role of various Regulators. Types of various - Corporate Actions.	
Module II: Investment Products	30%
Types of small savings instruments - types of fixed income / debt instruments - types of alternate investments - concept of direct equity as an investment option. Mutual Funds - features - concepts – types -regulatory framework – Alternative Investment Funds - Computation of Real rate of return vs. nominal return - computation of Tax adjusted return - Understand the concept of Risk-adjusted returns	
Module III: Retirement Planning	25%
Retirement Planning - process - estimation and determining retirement corpus - retirement products and their features. Tax and Estate Planning - Income tax principles - Tax aspects of Investment products - Wealth Tax Act and its implication for clients - Estate Planning.	
Module IV: Insurance Planning	25%
Insurance Planning - need for insurance in personal finance - requirements for a risk to be insurable - role of insurance in personal finance - steps involved in Insurance Planning - types of Insurance Products - Life Insurance Products - Non-Life Insurance Products – life insurance needs analysis (Human life approach, Needs approach	
Module V: Alternative Investment Fund	10%
Introduction to Alternative Investment -Alternative Investment Avenues – Types and categories of AIFs – Valuation of AIFs	

Pedagogy for course Delivery *

Sessions will be conducted through group-based learning based on videos shared in advance.
The sessions will incorporate the news article discussion in addendum.

End Semester Examination Scheme

Theory (%)	Practical (%)
60	40

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	**50**
20	**30**	

BOS Chairman Signature

Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2	PEO2
Reference Book IM Pandey (2021), Financial Management ,12th edition, Pearson, **Recommended reading material** NISM XA, XB and NISM XIX – A Series Workbook				
Course Design		V S Binu CFPCM		

BOS Chairman Signature

Course Title	**Fixed Income Securities**
Course Code	P21MBE0154
Credit Units	4

Course Objectives

This course introduces the core concepts of Fixed income securities. The risk return associated with the Fixed income securities and analysis of the performance of fixed income securities is also provided to the students in this course.

L	T	P	SW	FW	C
2	1		2		4

Pre – Requisites	None

Course learning Outcomes

CLO1: Understand fixed income securities, its classifications and risk associated with investing in the same (K2)
CLO2: Develop methods to price the fixed income securities on the basis of expected returns of the investors(K3)
CLO3: Analyse the performance of fixed income securities in money market and debt market. (K4)

Course Syllabus	Weightage
Module I: Overview of The Indian Debt Market	10%
Role and importance of Debt Market – Ecosystem of Bond Markets – Regulators of Debt Markets – Credit Rating Agencies – Classifications of Fixed Income Securities based on type of issuer, maturity, coupon, currencies, security and embedded options	
Module II: Risk associated with Bonds and Bond Pricing	25%
Risk in fixed income securities and mitigation tools – Concept of par value –Time Value of Money – Cashflows and yield of bonds – Pricing of different bonds – Price yield relationship – Pricing of a floating rate bonds	
Module III: Term Structure of interest rates and measuring interest rate risk	25%
Yield Curve and Term Structure - Relationship between Spot and Forward Rates - Determinants of the Shape of the Term Structure - Concept of Duration - Difference between Modified Duration and Effective Duration - Price Value of Basis Point	
Module IV: Indian Money Market	20%
Introduction to Money Market - Types of Instruments in Money Market - Trends in the Indian Money Market - Importance of the Call Money Market - Important Rates in the Indian Inter-Bank Call Market	
Module V: Government & Corporate Debt Markets	20%
Introduction to Government Debt Market - Types of Instruments in Government Debt Market - Trends in the Indian G-Sec Market - The Issuance Mechanism - The Indian Corporate Debt Market - Types of Instruments in Corporate Debt Market - Trends in Indian Corporate Debt Market - The Issuance Mechanism	

Pedagogy for course Delivery *

Sessions will be conducted through group-based learning based on videos shared in advance.
The sessions will incorporate the news article discussion in addendum.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100	

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	**60**

BOS Chairman Signature

16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2	PEO2

Reference book

Frank Fabozzi (2012), The Handbook of Fixed Income Securities, McGraw – Hill Education (8e,)

Reference Reading Material

NISM XXII Series Workbook

Course Design	V S Binu CFPCM

BOS Chairman Signature

Course Title	**Equity Derivatives Management**
Course Code	P21MBE0155
Credit Units	4

Course Objectives

The main aim of this course is to equip the students with the basics of derivatives practices, especially about the equity derivatives in India. Importance of the hedgers, speculators and arbitragers in the market is introduced. Different types of equity derivative products will be discussed. Regulatory framework of these markets and domestic and international historical developments in equity derivative market will also be highlighted.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4

Pre – Requisites	Financial Management

Course Learning Outcomes

1. Understand the basics of equity derivatives in Indian Equity Derivatives market (K2)
2. Apply the various trading strategies in equity derivatives (K4)
3. Outline legal and regulatory environment pertaining to derivatives market (K2)

Course Syllabus	**Weightage**
Module I: Introduction to Derivatives	20%
Basics of Derivatives – Market Participants – Types – Significance - risks	
Module II: Forwards and Futures Contract	25%
Forward contracts – Future contracts – Margin Requirements – marking to market – Delivery options – Relationship between future prices, forward prices and spot prices	
Module III: Options	25%
Basics – Payoff charts – Fundamentals of Option pricing – Binomial and Black Scholes option pricing models – Trading strategies	
Module IV: SWAPS	20%
Basics – Interest rate Swap- Currency Swap - Valuation of Interest rate swaps and currency swaps – Floating Rate Notes – Credit Risk	
Module V: Legal and Regulatory environment	10%
Overview of SCRA, 1956, SEBI – 1992 – Importance of rules and regulations in equity derivatives trading	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical (%)
100	

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	60
16 Marks	24 Marks	

Course Mapping

Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.2	C3. P2	PLO1	PEO1
CLO2	C3.2	C1. P2	PLO2	PEO2
CLO3	C2.1	C2.P1	PLO1	PEO1

Reference Books:

1. John. C. Hull, Options, Futures, and other Derivative Securities", PHI Learning, 11th Edition, 2021
2. Keith Redhead, Financial Derivatives – An Introduction to Futures, Forwards, Options and SWAPs – PHI Learning.

Course Design	Dr.Mohanamani.P

BOS Chairman Signature

Course Title	**Introduction to Cryptocurrency and blockchain**
Course Code	P21MBE0056
Credit Units	1

Course Objectives

This course introduces the students the basics of cryptocurrencies, block chain ecosystem. A preface on the cryptocurrency trading is also provided to the students

L	T	P	SW	FW	C
1					1

Pre – Requisites	None

Course learning Outcomes

CLO1: Understand the basics of cryptocurrency and navigate investments in the same (K2)
CLO2: Understand the concept and framework of Blockchain (K3)
CLO3: Analyse the different platforms of cryptocurrency trade. (K4)

Course Syllabus	Weightage
Module I: Introduction to Cryptocurrency	15%
Origin of Crypto currency – Types of Cryptocurrencies – Crypto mining	
Module II: Decentralized Finance (DeFi)	15%
Existing finance system – Introduction to DeFi – DeFi Companies	
Module III: Introduction to blockchain ecosystem	20%
Blockchain in finance – Blockchain in banking – Blockchain in Crypto trade – Blockchain development companies	
Module IV: Crypto trading platforms	25%
Crypto trading platform providers – registration procedures – investment modes – trade using AI	
Module V: Crypto transaction and Taxation	25%
Payments using cryptocurrencies – Swapping of cryptocurrencies – transacting between wallets – P2P transactions – Withdrawal – Capital Gain Tax in India	

Pedagogy for course Delivery *

Peer Group Discussion and Case Discussions

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	**NA**
100%		

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2	PEO2

Reading Material

Daniel Van Flymen, (2020), Learn Blockchain by Building One: A Concise Path to Understanding Cryptocurrencies, Apress.

Course Design	V S Binu CFPCM

BOS Chairman Signature

Course Title	**Mutual Funds**
Course Code	P21MBE0157
Credit Units	3

Course Objectives

This course provides the learners the basics of Mutual Funds, their role and structure, different kinds of mutual funds and their features. Understand how mutual funds are distributed in the marketplace, how to evaluate mutual fund schemes, choosing suitable products, get oriented to the legalities, accounting, valuation, and taxation aspects and get acquainted with financial planning as an approach to invest in Mutual Funds.

L	T	P	SW	FW	TOTAL CREDITS
1	1	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes

CLO1.Explain the basics of mutual funds and its management of funds. (K5)
CLO2.Assess the types and evaluation of mutual fund products. (K5)
CLO3.Outline the legalities, accounting, and taxation aspects of mutual funds. (K2)

Course Syllabus	**Weightage**
Module I: Introduction to Mutual Funds	20%
Mutual Fund Structure and Constituents - Role of the sponsor, trustee, and Asset Management Company (AMC). Investment objectives – Types & categorization of funds - Marking to market - Assets under management (AUM) - Fund running expenses.	
Module II: Offer Document	25%
Offer Document - Regulations with respect to drafting and filing of an Offer Document for NFO - Process of NFO and steps involved in marketing an NFO - Objectives of information disclosure in an offer document - Statement of Additional Information (SAI) - Scheme Information Document (SID) - Key Information Memorandum (KIM)	
Module III: NAV and Risk - Return Evaluation	25%
Net asset value (NAV) – Computation - Factors affecting the NAV - Pricing of transactions in a mutual fund - Timestamping of transactions - Charging of expenses. Risk, Return, Risk Adjusted Returns and Performance of Funds- SEBI norms for return representation – Benchmarking	
Module IV: Scheme Selection	20%
Scheme Selection - factors impacting their performance -evaluating balanced mutual funds - Sources of data to track mutual fund performance. Selecting the Right Investment products for Investors - Basics of financial planning - Recommending Model Portfolios and Financial Plans.	
Module V: Legal and Regulatory environment	10%
Key accounting and reporting requirements - Valuation process carried out by mutual funds - Applicability of taxes in mutual funds - Investor Services -KYC requirements - Process for fresh and additional purchase in a mutual fund - Acceptable payment instruments - Processes related to SIP, STP and SWP.	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	

Theory Assessment

BOS Chairman Signature

Continuous Assessment Score components				End Se,Examination
Other Assessments		Class tests		60
16 Marks		24 Marks		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C2.1	C2.P1	PLO1	PEO1
Reference Books: 1. Indian Mutual Funds Handbook – A guide for Industry professionals and Intelligent Investors, Sundar Sankaran, 5th Edition, Vision Books. 2. Mutual Funds Yearbook 2020-21, Shashi Kant Singh, Notion Press. Reading Material: NISM series VA – handbook				
Course Design		Dr.Mohanamani.P		

BOS Chairman Signature

ENTREPRENEURSHIP

Course Title	**Applied Design Thinking**
Course Code	P21MBE0358
Credit Units	3

Course Objectives

The course enables product innovators & early-stage start-up founders to learn the customer development process, tools & techniques to identify the potential customers & validate the inherent risks by linking their progress to customer-motivation, customer-commitment & customer-acceptance and there by evaluating the true market potential of product innovation.

L	T	P	SW	FW	TOTAL CREDITS
1	1			2	3

Pre – Requisites	None

Course learning Outcomes

On successful completion of the course students will be able to

CLO1: Apply a scientific method to define & test various hypotheses to mitigate the inherent risks in product innovations.
CLO2: Demonstrate the learning to identify different beneficiaries & market segments, define the early adopters and design the plan to target user/buyer from the selected market.
CLO3: Build the solution concept based on the proposed value defined for the target customer exploring various alternate solutions to achieve value-price fit.
CLO4: Display skills in empathizing, critical thinking, analysing, storytelling & pitching.

Course Syllabus	**Weightage**
Module I: Customer-Centric Innovation	30%
Introduction to Customer-Centric Innovations- Validation Risk vs Valuation Risk, Metrics that matter for evaluating the risk of innovations on the dimensions of Customer Commitment, Customer Acceptance & Customer Motivation, Assess the success potential of product innovations.	
Module II: Problem Validation and Customer Discovery	20%
Problem Validation and Customer Discovery - Tools and techniques of the managed innovation process, Principles of design thinking for need-finding; innovation tools and techniques for problem validation and user discovery; right buyer/beneficiary; selection, user personas, user stories and the use-cases	
Module III: Value Proposition	30%
Value Proposition - Designing and Testing Value Proposition; Design a compelling value proposition; Quantify and validate value proposition; Value-Price fit. Process, tools and techniques of Value Proposition Design; Build a compelling value proposition for product/ service.	
Module IV MUP Design	10%
MUP Design -Solution Exploration, Concepts Generation and MUP design- Conceptualize the solution concept; explore, iterate and learn; build the right prototype; Assess capability, usability and feasibility. Systematic concept generation; evaluation technology alternatives and the solution concepts; apply metrics for evaluation.	
Module V: 3Min Pitch Canvas	10%
3Min Pitch Canvas; art and science of pitching; storytelling; pitch practice & presentation, body language & effective communication skills for a successful pitch presentation.	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application

BOS Chairman Signature

End Semester Examination Scheme				
Theory (%)		Project (%)		
-		100%		
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments		Class tests	40	
45		15		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.4	C3. P4	PLO2 & PLO5	PEO2 & PEO4
CLO4	C4.2	C4. P2	PLO3 & PLO5	PEO3 & PEO4
Reference Book: 1. Vivek Singh, (2020), Presentation Masala, Amazon Kindle Steve Blank, (2013), The four steps to epiphany: Successful strategies for products that win, Wiley. Alexander Osterwalder, Yves Pigneur, Gregory Bernarda, Alan Smith, Trish Papadakos, (2014), Value Proposition Design: How to Create Products and Services Customers Want, Wiley				
Course Design		Dr.Nalini P		

BOS Chairman Signature

Course Title	**Innovation and Venture Fundamentals**
Course Code	P21MBE0359
Credit Units	3

Course Objectives
The course provides a complete overview of all aspects of a startup venture. It will introduce the concept of a spiral model of enterprise creation, and how this successive refinement process is fundamental to understanding and mitigating risk.

L	T	P	SW	FW	TOTAL CREDITS
1	1			2	3

Pre – Requisites	None

Course learning Outcomes:
On successful completion of the course students will be able to
CLO1: Demonstrate and Outline the fundamentals of a venture and how to eliminate the unknown
CLO2: Organize and Plan the big picture and scope to scale all aspects of an organization and the interrelationships between them.
CLO3: Display learning of introductory concepts in innovation, product design & development, company types, product pricing & strategy, sales channels, product roadmaps, and start-up financials.

Course Syllabus	**Weightage**
Module I: Introduction to the Spiral Model of development;	25%
Introduction to the Spiral Model of development; its importance and how it affects the holistic view of the company. The three axes of the Spiral Model of Development. Introduction to various risks involved in Innovation & Growth and learn how to adapt, change, & pivot.	
Module II: Achieving Product Readiness	20%
Understand the stages of a Startup Product Roadmap, learn to design product/service. Understand new product development methods & strategies, Role of technology and planning for product design & development.	
Module III: Achieving Commercial Readiness	20%
Customer Development, Production & Distribution channels, Product Market fit, Open Innovation Strategies, Ecosystem Development & Partnerships, Alternate Markets & Growth plans.	
Module IV: Achieving Company Readiness	20%
Knowhow on company registration, business planning, the trading off-risks and beyond. Team formation, Intellectual Property, Manning Investments, Business planning, Tradeoff between Risk / Reward	
Module V:	15%
Doing Business in India-Support, Financial institutions and banks- Role of incubators, accelerators, mentors and government.	
Pitch Presentation, Venture case study	

Pedagogy for course Delivery
Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Project (%)
	100%

Course Assessment

Continuous Assessment Score components	End Semester Examination

BOS Chairman Signature

Other Assessments		Class tests	40	
45		15		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2, C2.4	C1.P2, C2. P4	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.3	C3. P3	PLO2 & PLO5	PEO2 & PEO4
CLO3	C4.2	C4. P2	PLO3 & PLO5	PEO3 & PEO4
Reference Books: 1. Ben Horowitz, (2014), The Hard Thing about Hard Things: Building a Business When There are No Easy Answers, Harper Collins 2. Steve Blank & Bob Dorf, (2012), The Start-up Owner's Manual: The step-by-step guide for building a great company, K&S Ranch				
Course Design		Dr Nalini.P		

BOS Chairman Signature

Course Title	**Negotiation Fundamentals for Start ups**
Course Code	P21MBE0060
Credit Units	2

Course Objectives
This course enables the student to understand the nuances in negotiation. Prepares the student to face a negotiation by understanding the process, analyse, prepare for, and execute negotiations.

L	T	P	SW	FW	TOTAL CREDITS
2		-		-	2

Pre – Requisites	None

Course learning Outcomes
On successful completion of the course students will be able to
CLO1: Understand the fundamentals of Negotiation strategy in business; its barriers in Negotiation and develop the negotiation process.
CLO2: Display critical skills in value creation and value claiming in Negotiations and build Negotiation process and provide results.

Course Syllabus	**Weightage**
Module I: Introduction to Negotiation	20%
Overview of Negotiation Strategy, Types of negotiations – key concepts: BATNA, Reservation Price, ZOPA. The three dimensions of any negotiation: People, Problem, and Process. Two fundamental tools of the negotiator: active listening, and effective speaking.	
Module II: Understanding Barriers	20%
Barriers to agreements: lack of trust, informational vacuum, structural impediments, cultural, language & gender differences; Mental errors: escalation, partisan perception, irrational expectation, unchecked emotions.	
Module III: Value creation	20%
Value creation through trades, techniques to create value through negotiation., typical bargaining techniques - and strategy to counter the bargaining tactics. Prepare for flexibility. Table Tactics: Win-lose tactics, tactics for integrative negotiation	
Module IV: Negotiation process	20%
Plan the necessary sequence of a negotiation, and organise them effectively in scheduled phases, analyse the typical factors of failure or deadlock in negotiation, and develop proper responses. negotiate on behalf of others: getting the right instructions and respecting negotiation mandate	
Module V: Practice	20%
Role plays and case studies in effectuation of key resources in start-ups.	

Pedagogy for course Delivery
Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
30	20	

BOS Chairman Signature

Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO1	C1.3	C1. P3	PLO1	PEO1
CLO2	C3.4	C3. P4	PLO2 & PLO5	PEO2 & PEO4
CLO2	C4.3	C4. P3	PLO3 & PLO5	PEO3 & PEO4
Reference Book				
1. Harvard Business Essentials: Guide to Negotiation Paperback – 28 Apr 2010 by Harvard Business Essentials 2. Thompson Leigh (2013), The Truth About Negotiations (2nd Edition), Pearson 3. Singh B.D (2010), Negotiation & Counselling: Text and Cases, Excel Books				
Course Design		Dr Shripria V		

BOS Chairman Signature

Course Title	**Social Entrepreneurship Management**				
Course Code	P21MBE0161				
Credit Units	4				
Course Objectives To enable students to understand fundamental concepts of social entrepreneurship. To imbibe skillset required in making of a social entrepreneur and how he works in pursuit of his venture with interest of solving problems of society.					
L	T	P	SW	FW	TOTAL CREDITS
3		-	-	2	4
Pre – Requisites	None				
Course learning Outcomes **On successful completion of the course students will be able to** CLO1. Understand social entrepreneurship and distinguish its elements from across a continuum of organizational structures from traditional non-profits to social enterprises. CLO2- Build a social business canvas. CLO3- Develop an application of Social Business Model Canvas and lean start-up methods for planning, developing, testing, launching and evaluating social change ventures.					

Course Syllabus	**Weightage**
Module I: Introduction to social entrepreneurship	10%
Conceptual Framework: Non for profits and sustainable social ventures Social entrepreneurship and innovation within various social issues. Seven tools or models of social entrepreneurship.	
Module II: Mapping the Social Entrepreneurship Ecosystem	20%
Social problem identification and need study. Identification of social issues with UN Impact goals, assessing social change opportunities and designing social change ventures to meet unmet needs.	
Module III Planning for a Social Venture	15%
Market and industry analysis, Business planning for social entrepreneurs	
Module IV: Structuring for a Social Venture	10%
Structuring social change ventures and other organization planning and managerial considerations. Social Start up.	
Module V: Funding for a Social Venture	15%
Funding social venture- profit/ not for profit –hybrid model. Scaling Up & Impact Investing. Revenue Models for social enterprises.	
Module VI: Impact metrics for social enterprise.	15%
5C's of social change, methods to assess and evaluate social entrepreneurship. Evaluating outcomes and measuring impact.	
Module VII Social Business Plan	15%
Social Innovation, Jugaad, Bottom of the pyramid, Social Value Proposition, Social Business Model canvas, Validation.	
Pedagogy for course Delivery Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application a social business plan will be worked out.	

End Semester Examination Scheme	
Theory (%)	Practical / Project (%)
100%	

BOS Chairman Signature

Course Assessment			
Continuous Assessment Score components			End Semester Examination
Other Assessments		Class tests	60
16		24	

Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO1	C2.4	C2. P4	PLO1	PEO1
CLO2	C3.3	C3. P3	PLO2 & PLO5	PEO2 & PEO4
CLO3	C5.5	C5. P5	PLO4	PEO3

Reference Books:

1. David Bornstein and Susan Davis, 2010 Social Entrepreneurship: What Everyone Needs to Know
2. Teresa Chahine (2016), Introduction to Social Entrepreneurship
3. David Bornstein (2004), How to Change the World: Social Entrepreneurs and the Power of New Ideas

Course Design	Dr Shripria V

BOS Chairman Signature

Course Title	**Foundations for Management and Entrepreneurship 1**
Course Code	P21MBE0362
Credit Units	3

Course Objectives

Entrepreneurial education is about action, doing and sometimes failing yet learning from it. This course creates the environment within which the students are put thorough a full cycle of ideating a business idea, creating a business model, scaling, and winding it down in an experience that spans two semesters. It will create a sandbox with in which encourages its takers to experience and express their entrepreneurial abilities by working on and developing a new venture in a team. The theme for Foundations for Management and Entrepreneurship 1 is develop , pitch and pivot

L	T	P	SW	FW	TOTAL CREDITS
1		2		2	3

Pre – Requisites	-

Course Learning Outcomes

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

1 Experiment with the nature of business as an integrated enterprise (K3)
2. Practice entrepreneurial thought and action (K3)
3. Identify, develop, and assess entrepreneurial opportunities that create social and economic value (K4)

Course Syllabus	**Weightage**
Module I: Creating the Mindset	15%
Discovering your entrepreneurial mindset, Introduction to ET&A methodology Team formation -Impact statements	
Module II: Human-centric design for Entrepreneurs	20%
Empathy, Idea generation, Design Thinking, Ideation and Problem solving, Prototyping	
Module III: Fundamentals of Market Research	20%
Basics of qualitative market research, Quantitative market research, and sizing	
Module IV: Opportunity Evaluation	25%
Opportunity evaluation worksheet, Economics of Business models, MVP	
Module V: Pitch	20%
Preparing project plan, basics of rocket pitch, raising funding	

Pedagogy for course Delivery

Discussions, Case Study Analysis, Field Work and Role Play

End Semester Examination Scheme

Theory (%)	Project (%)
	100

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLOs)	PEOs
CLO1	C1	C1.1	PLO1	PEO1
CLO2	C3.2	C3.P2	PLO2 &PLO5	PEO2 & PEO4
CLO3	C1.4	C1.P4	PLO1, PLO2	PEO1, PEO2

Reference Books

1.Entrepreneurship: The Practice and Mindset - by Christopher P. Neck, Emma L. Murray, and Heidi M. Nec
2.The Field Guide to Human-Centered Design - By IDEO

Course Design	Dr. Priyatej Kotipalli

BOS Chairman Signature

Course Title	**Foundations for Management and Entrepreneurship 2**
Course Code	P21MBE0363
Credit Units	3

Course Objectives

Entrepreneurial education is about action, doing, and sometimes failing yet learning from it. This course creates the environment within which the students are put through a full cycle of ideating a business idea, creating a business model, scaling, and winding it down in an experience that spans two semesters. It will create a sandbox that encourages its takers to experience and express their entrepreneurial abilities by working on and developing a new venture in a team. The theme for Foundations for Management and Entrepreneurship 2 is Launch Manage and Donate

L	T	P	SW	FW	TOTAL CREDITS
		-		-	3

Pre – Requisites	Foundations for Management and Entrepreneurship 1

Course Learning Outcomes

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

1 Analyze local and global context as it relates to entrepreneurial opportunities (K4)
2. Function as a founding member of new ventures and exhibit leadership potential (K4)
3. Develop the ability to learn from failure and identify best practices for success. (K 5)

Course Syllabus	**Weightage**
Module I: Recap and Updates	15%
Revisiting ET&A and venture Updates, Problem-solving, Flow motivation, and engagement	
Module II: Venture Launch	20%
Fundamentals of Marketing, Basics of digital marketing, Constructing financial statements, Launch Planning	
Module III: Running the venture	50%
Problem-Solving, Financial Reporting, and Analysis, Managing conflict, Interim venture reports	
Module IV: Harvesting	15%
Closing the venture, Final financial statements, Analysing success and failures, Debriefing	

Pedagogy for course Delivery

Discussions, Case Study Analysis, Field Work

End Semester Examination Scheme

Theory (%)	Project (%)
	100

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLOs)	PEOs
CLO1	C1.4	C1.P4	PLO1, PLO2	PEO1, PEO2
CLO2	C4.2	C4.P2	PLO3 & PLO5	PEO3 & PEO4
CLO3	C4.5	C4.P5	PLO3 & PLO5	PEO3 & PEO4

Reference Books

1. Entrepreneurship: The Practice and Mindset - by Christopher P. Neck, Emma L. Murray, and Heidi M. Nec

Course Design	Dr. Priyatej Kotipalli

BOS Chairman Signature

Course Title	**Business Modelling**
Course Code	P21MBE0365
Credit Units	4

Course Objectives

This course is designed for students who want to apply their skills and knowledge in the development of a business idea and its implementation in a successful intrapreneurial or entrepreneurial innovation project.

L	T	P	SW	FW	C
2		-	2	2	4

Pre – Requisites	None

Course Learning Outcomes

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

CLO1- Understanding of business models and changes due to disruptive technology
CLO2- Develop Skills for modeling financial effects and risk management.
CLO3- Design an integrated business plan
`

Course Syllabus	Weightage
Module I: Introduction to Business Modelling	10%
Understand the difference between two innovation approaches: intrapreneurship Vs entrepreneurship. Key formats of business ideas, Knowledge of value engineering, and product definition.	
Module II: Industry and Market Analysis	10%
Market Need analysis, Industry Analysis- Competitor and environment analysis.	
Module III: Business Model Generation	15%
Business Model Generation – 9 building blocks – Business model canvas – constituents of a successful business model.	
Module IV: Customer Discovery	20%
Value proposition and customer segments: identified product/ service, means of reaching the customer, Market testing and experimentation: Creating end-user demand.	
Module V: Revenue Modelling	25%
Risks sources and types. Risk assessment and mapping. Minimum Viable Business – Revenue Model, types, assessment of revenue streams, Key partners –strategic alliances, joint ventures buyers, suppliers – Resources and cost structure analysis, Impact of innovation on cost structure.	
Module VI: Business pitching	20%
Scenario analysis, Business Plan structure, Creating a Business plan, Strategic narrative structure, Convincing narrative for Investors.	

Pedagogy for course Delivery

Lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications a business plan will be worked out.

End Semester Examination Scheme

Theory (%)	Project (%)
	100%

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

BOS Chairman Signature

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.3	C3. P3	PLO2 & PLO5	PEO2 & PEO4
CLO3	C5.5	C5. P5	PLO4	PEO3

Reference Book

1. Howard Podeswa, The Agile Guide to Business Analysis and Planning: From Strategic Plan to Detailed Requirements ©2021, Addison-Wesley Professional.
2. Stefano Mastrogiacomo , Alexander Osterwalder, 2021, High-Impact Tools for Teams: 5 Tools to Align Team Members, Build Trust, and Get Results Fast (Strategyzer)
3. Barringer, R. B. (2015), Preparing Effective Business Plan, an Entrepreneurial Approach, Pearson, Upper Saddle River, N. J.
4. SSaras D. Sarasvathy (2022) , Effectuation: Elements of Entrepreneurial Expertise (New Horizons in Entrepreneurship Series) ,Edward Elgar

Course Design	Dr Shripria V

BOS Chairman Signature

Course Title	**Entrepreneurial leadership: Values and Purpose**					
Course Code	P21MBE0064					
Credit Units	2					
Course Objectives How does one develop their leadership potential, and what is the role of credibility in one's ability to lead? How do personal values and articulating purpose help you in becoming a good leader? There are the questions that this module will help its participants explore while enabling them to understand their leadership potential						
L	T	P	SW	FW		TOTAL CREDITS
1		-	2	-		2
Pre – Requisites	-					
Course Learning Outcomes **On the successful completion of the course, students will be able to** 1 Examine the relationship between credibility, values, and purpose with leadership and articulate them 2. Formulate a strategy to articulate their values and purpose						
Course Syllabus						**Weightage**
Module I: What is leadership						15%
Definitions, debates, theories						
Module II: Role of Values and Purpose						20%
Values-based approach, Understanding what is important to you? , articulation of values and shared goods						
Module III: Leading with credibility						20%
Role of credibility in leadership, understanding values, and purpose as the foundations of credibility						
Module IV: Five practices and 10 Commitments						25%
Model the Way, inspire a Shared Vision, Challenge the Process, Enable Others to Act Encourage the Heart						
Module V: Understanding your potential: leading with values						20%
How to exhibit your values, and purpose and co-create shared goods						
Pedagogy for course Delivery Discussions, Case Study Analysis, Field Work, and Role Play						
End Semester Examination Scheme						
Theory (%)			Practical / Project (%)			
Nil			Nil			
Course Assessment						
Continuous Assessment Score components				End Semester Examination		
Other Assessments		Class tests		Nil		
50		0				
Course Mapping						
Course Level Outcomes	**Competency**	**Performance Indicators**		**Program Level Outcomes (PLOs)**		**PEOs**
CLO1	C1.2	C1.P2		PLO1		PEO1
CLO2	C4	C4.2		PLO1		PEO1
Reference Books Doing the Right Thing: A Value-Based Economy - Arjo Klamer The leadership challenge- APA. Kouzes, J. M., & Posner, B. Z. (2017), John Wiley & Sons.						
Course Design		Dr. Priyatej Kotipalli				

BOS Chairman Signature

Course Title	**Managing Innovation**
Course Code	P21MBE0166
Credit Units	4

Course Objectives

To Introduce the concepts of innovation networks, idea brokering, and open innovation and apply new concepts and theoretical frameworks to students in managing Innovations.

L	T	P	SW	FW	C
2		-	2	2	4

Pre – Requisites	None

Course Learning Outcomes

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

CLO1- Demonstrate an understanding of the characteristics of innovative organizations and apply creativity models to assist the creative front end of innovation.

CLO2- Bring out the strategies most effective for exploiting innovations.

CLO3- Integrate and apply the knowledge of innovation management in an innovative organization

Course Syllabus	Weightage
Module I: Introduction to Innovation	10%
The law of diffusion of innovation. Life Span of an Innovation. Breakthrough, Disruptive, Gamechanger, and incremental innovations.	
Module II: Executing Innovation	10%
Drucker's Seven Sources of Innovation Opportunity, Innovation in the Value Chain, How to Recognize a Winning Innovation Idea, Technology as a source of Innovation, Three Framed Views of the Innovation Process, TRIZ.	
Module III: Exploiting Innovation	15%
Open Innovation, Blue Ocean Strategy, Elements of an Innovation Portfolio, Frugal innovation, Innovation for the Bottom of the Pyramid	
Module IV: **Renewing Innovation**	15%
Developing Products and Services to fit the Market, Keys to Developing Winning Business Models, Organizing innovation, Management of Research & Development for Innovation.	
Module V: Managing Innovation	25%
Innovation as a core business processes-Developing Businesses and Talent through Corporate Venturing - Growing the Enterprise- Intellectual Capital and Intellectual Property.	

Pedagogy for course Delivery

Lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications an Innovation business plan will be worked out.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1.P2	PLO1	PEO1
CLO2	C1.3	C1.P3	PLO1	PEO1

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CLO3	C3.3	C3P3	PLO2 &PLO5	PEO2 & PEO4

Reference Book

1. Carla Johnson 2021, RE:Think Innovation: How the World's Most Prolific Innovators Come Up with Great Ideas that Deliver Extraordinary Outcomes
2. Jan van den Ende, 2021. Innovation Management, Macmillan education Ltd.
3. Frederic Etiemble, Alan Smith, Yves Pigneur, Alexander Osterwalder, 2020, The Invincible Company: How to Constantly Reinvent Your Organization with Inspiration From the World's Best Business Models, Edward Elgar publishing.
4. Karen Hold, Jessica Eldridge, Jeanne Liedtka, 2021, Experiencing design, Columbia University Press.

Course Design	Dr Shripria V

BOS Chairman Signature

Course Title	**Managing Franchising Businesses**
Course Code	P21MBE0067
Credit Units	2

Course Objectives

To understand the process of franchising, negotiate the franchising agreement and engage in operations of a franchise business

L	T	P	SW	FW	C
1		-	-	2	2

Pre – Requisites	None

Course Learning Outcomes

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

CLO1- To understand and develop a franchise system from the perspective of a franchisor who wants to pursue growth through the franchising route.

CLO2: To understand the financial aspects of managing an outlet with a viable franchise agreement.

Course Syllabus	Weightage
Module I: Introduction and Selection	30%
Choosing the Franchise: Franchising myths and reality, why be a franchise- finding the right franchise, costs of being a franchise, Demand for franchise product/ service, Deciding the location.	
Module II: Process and Documentation	40%
Acquiring a Franchise: Understanding franchise documents, negotiating the franchise document, negotiating a lease, selecting the best entity, funding for franchising, franchise business plan, income and cash flow projections	
Module III- Managing	30%
Managing the Franchise: Finding the right employees, handling taxes, bank, and insurance, profitable relationship with the franchise, Customer retention, and Viable business model.	

Pedagogy for course Delivery

Lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	NA
50		

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1.P2	PLO1	PEO1
CLO2	C4.2	C4.P2	PLO3 & PLO5	PEO3 & PEO4

Reference Book

1. Ray Titus , Jason R Anderson 2020, How to Franchise Your Successful Business: A 4-Phase Guide to Business Expansion.
2. Rick Grossmann , Michael J. Katz 2021, Franchise Bible: How to Buy a Franchise or Franchise Your Own Business, Entrepreneur press publication.

Course Design	Dr Shripria V

BOS Chairman Signature

Course Title	**Entrepreneurial Finance**
Course Code	P21MBE0068
Credit Units	2

Course Objectives

To help students understand raising investments and enabling working capital management and making better financing decisions.

L	T	P	SW	FW	C
2		-	-	2	2

Pre – Requisites	None

Course Learning Outcomes

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

CLO1- To understand the sources and challenges of fundraising for business ventures.

CLO2: Develop skills to manage the finance of a business.

Course Syllabus	Weightage
Module I Investments for Start-ups	10%
Finance options for entrepreneurs. Understanding the process, agencies and support system. Comparison of various sources and options for financing. Growth prospects.	
Module II: Financing Options for Start-ups	40%
Pre-seed funding, Angel investing, Bootstrapping, crowdfunding, seed funding, Series A, B, C funding, hedge funds, private equity and IPO-Debt financing and capital budgeting techniques.	
Module III: Venture Capital	10%
Understand the structure & activities of VC firms. Evaluating investment opportunities from the investor's perspective. Strategies adopted by leading VC firms to mitigate risk in Start-up investments	
Module IV: Operational Finance	40%
Understanding financial statements using Ratios and Working capital analysis.	

Pedagogy for course Delivery

Lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	NA
50		

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1.P2	PLO1	PEO1
CLO2	C4.2	C4.P2	PLO3 & PLO5	PEO3 & PEO4

Reference Book

1. M.Y. Khan), P. K Jain, 2020, Financial Management , Mc Graw Hill.
2. I M Pandey, 2021, Financial Management, 12th Edition Pearson.
3. M.Y. Khan), P. K Jain , 2021, Management Accounting , Mc Graw Hill.
4. Winter Mead, 2021, How To Raise A Venture Capital Fund: The Essential Guide on Fundraising and Understanding Limited Partners,

Course Design	Dr Shripria V & Dr Mohanamani P

BOS Chairman Signature

HUMAN RESOURCE

Course Title	**Industrial Relations**				
Course Code	P21MBE0169				
Credit Units	4				
Course Objectives The course provides an Understanding of the Interaction pattern among Labours, Management and the Government, it explains the importance and critical issues in Industrial Relations.					
L	T	P	SW	FW	TOTAL CREDITS
3	1	-		-	4
Pre – Requisites	None				

Course learning Outcome
On successful Completion of the course students will be able to
CLO1: Explain the basic knowledge of the Indian Industrial Relations System and its distinctive features.
CLO2: Describe the Role of Trade Union and outline the causes and effects of Industrial Disputes.
CLO3: Outline the various components involved in the economic, political, and social circumstances governing industrial relations.

Course Syllabus	**Weightage**
Module I: INTRODUCTION TO INDUSTRIAL RELATIONS:	10%
Industrial Relations–Basic Concept and Philosophy of Industrial Relations– Evolution and Growth of Industrial Relation in India–Factor Influencing Industrial Relation, Scope & Aspects of Industrial Relations, Causes & effects of Poor Industrial Relation in India	
Module II: TRADE UNIONS	20%
Definitions. Characteristics of Trade Unions. Types of Trade Unions, Reason for Employees Joining Trade Unions, Trade Union Movement in India Problems of Indian Trade Unions. Trade Union Federations in India.	
Module III: Industrial Disputes	15%
Industrial Disputes & Employee Participation: Industrial Disputes in India; Causes of disputes, Methods for the settlement of industrial disputes; Definitions and aims of Workers participation, Worker participation in Management in India	
Module IV: Industrial Safety	20%
Accidents - Causes – Prevention – Safety Provisions - Industrial Health and Hygiene – Importance – Problems – Occupational Health and Hazards – Diseases – Psychological problems – Counselling – Statutory Provisions	
Module V: COLLECTIVE BARGAINING	15%
Concept. Essential Prerequisites for Collective Bargaining. Levels of Collective Bargaining Plant Level, Industry Level and National Level. The Collective Bargaining Process Advantages and Disadvantages of Collective Bargaining	
Module VI: STANDING ORDERS AND GRIEVANCE PROCEDURE	10%
Standing Orders- Objectives, Evaluation of Standing Orders, Grievances- Concept, Causes of Grievances, Procedure of Settlement	
Module VII: Introduction to Labour Codes	10%
Introduction to Labour code on Wages, Introduction to Labour code on Industrial Relations, Introduction to Labour code on Social Security, and Introduction to Labour code on Occupational Safety, Health and Working Conditions.	
Pedagogy for course Delivery Lectures, Discussion, Debate, Case study	
End Semester Examination Scheme	

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Theory (%)		Practical / Project (%)	
100%			
Course Assessment			
Continuous Assessment Score components			End Semester Examination
Course Assessments		Class tests	60
16		24	
Course Mapping			
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C2.1	C2. P1	PLO1	PEO1
CLO3	C1.6	C1. P6	PLO1	PEO1

Reference Books:

1. CB Mamoria, Satish Mamoria and S V Gankar, "Dynamics of Industrial Relations", Himalaya Publishing House, 2008
2. T. N. Chabra, R.K. Suri, "Industrial Relations- Concepts and Issues", 2000, Dhanpat Rai & Co. Private Ltd

Course Design	Dr.Deepa Manickam

BOS Chairman Signature

Course Title	**Learning and Development**
Course Code	P21MBE0170
Credit Units	4

Course Objectives

To know the role and function of Learning and development in organization, learning theories, and principles and their implications for the effectiveness of training programs

L	T	P	SW	FW	TOTAL CREDITS
2	1	-		2	4

Pre – Requisites	None

Course learning Outcome

On successful completion of the course the students will be able to

CLO1: Describe the key concepts associated with Learning & Development.

CLO2: Explain the training process and the various methods of training for various categories of employees in a variety of organizational contexts.

CLO3: Design a training programme for various categories of employees in a variety of organizational contexts.

Course Syllabus	**Weightage**
Module I: INTRODUCTION to LEARNING	20%
INTRODUCTION – Nature of learning, Learning-its influence on employee behavior, Learning Process, Learning and HRD, learning styles, elements and profile, Types of Learning, Adult Learning, Androgogy, Implementing g/HRD needs. Learnin Introduction to Training: Definition, Concept, Meaning, Nature, Needor Training and Development, Types of Training, Effective Learning and Training	
Module II: TRAINING NEEDS ANALYSIS	20%
Identification of job competencies, Training Need Analysis and Assessment, Training for Performance, Steps in Training, Role and Responsibilities of HRDand Training Specialist	
Module III: DESIGNING AND IMPLEMENTATION OF TRAINING PLAN	25%
Objectives of Designing Training Plan, Budgeting of Training, Trainer and Trainee Identification, Designing Module, Designing and Conducting Specific Training and Development Programme. Methods of Training: Methods & Techniques of Training, On Job Training, and Competency based training, Online Training, E-Learning, Multimedia Training, Management Development Program, New Employee Training.	
Module IV: EVALUATION OF TRAINING PROGRAM	15%
Introduction, concept & principles, Evaluating Training and Results- Kirkpatrick Model of Evaluation, CIRO of Training, ROT of Training, Cost-Benefitanalysis	
Module V: MANAGEMENT DEVELOPMENT	20%
Training and Coaching, Mentoring, Training Practices, Train the trainer, Training for Diversity, Impact of Training on HRD	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	

Course Assessment

Continuous Assessment Score components	End Semester Examination

BOS Chairman Signature

Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.4	C3. P4	PLO2	PEO4
CLO3	C4.1	C4. P1	PLO3	PEO3

Reference Book:

1. Raymond Noe, Amtabh Deo Kodwani , Employee Training and Development,7th Edition, McGraw Hill Education

Course Design	Dr.Deepa Manickam

BOS Chairman Signature

Course Title	**Talent Management**
Course Code	P21MBE0171
Credit Units	4

Course Objectives

The Course introduces students to Talent Management, it focuses on the attraction, acquisition, and retention of talent in Organisation. It also helps them to understand the process of identifying and developing the potential talent to fulfil the present and future need of the organisation. The course will provide the students an understanding of talent Management and its linkage with Organisational strategy and other HR practices.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-		2	4

Pre – Requisites	None

Course Learning Outcome

On successful completion of the course the student will be able to

CLO1: Demonstrate the knowledge of Talent Management Process
CLO2: Interpret the impact of Talent Management practices on Organisational strategy.
CLO3: Demonstrate an Understanding on Retaining the talent in the Organisation.
CLO4: Identify and strategically formulate talent Management Tools

Course Syllabus	**Weightage**
Module I: Introduction to Talent Management	20%
INTRODUCTION – Introduction, 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, Talent vs. knowledge people, Source of Talent, Consequences of Failure in Managing Talent, some suggestive tools for Managing Talent.	
Module II: Talent Acquisition	25%
Job analysis-Method of collecting information, developing questionnaires, interviews, developing job description & job specification. Developing HR planning process Talent acquisition management solutions; 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 centres, selection errors & minimising selection errors, Reliability & Validity tests, Choosing the types of interviews	
Module III: Talent Management Strategy	25%
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, Talent Management Strategy Building the talent pipeline; Employee engagement; Employee engagement strategies; Talent management to drive culture of excellence, Leadership development	
Module IV: Talent Retention:	20%
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	
Module V: Contemporary Talent Management Issues and challenge	10%
Introduction, Organisational Issues, Talent Management Challenges, Best Practices of Talent Management, Talent Management in India	

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Pedagogy for course Delivery Theoretical concepts shall be imparted during lectures, Discussion, Case study.				
End Semester Examination Scheme				
Theory (%)		Practical / Project (%)		
100%				
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.6	C1. P6	PLO1	PEO1
CLO3	C1.2	C1. P2	PLO1	PEO1
CLO4	C3.1	C3. P1	PLO2	PEO2
Reference Books: 1. Lance A Berger, Dorothy R Berger, Talent Management Handbook, 13th edition, Mc. Graw Hill 2. Hasan, M., Singh, A. K., Dhamija.Talent management in India: Challenges and opportunities, Atlantic Publication				
Course Design		Dr. Deepa Manickam		

BOS Chairman Signature

Course Title	**Organization Development**
Course Code	P21MBE0172
Credit Units	4

Course Objectives

Upon Completion of the course Students should have acquired sufficient knowledge in the field of organization development that they should have developed an understanding of the challenges of leading a planned change initiative and methods to increase the likelihood of success, have developed a working knowledge of all aspects of the OD intervention process including entering and contracting, data collection and diagnosis, intervention methodologies, implementation, and sustaining change, understand the unique challenges of attempting an organization transformation, understand the roles that consultants, internal or external, can play in the OD process, and should have a fair understanding about the sustainable and green Environment for the development of Futuristics Organization.

L	T	P	SW	FW	TOTAL CREDITS
2		-	4	-	4
Pre – Requisites		HRM			

Course learning Outcomes

1. Demonstrate an understanding of the concepts that direct change in organizations and its implications for organizations
2. Demonstrate conceptual knowledge of the characteristics and processes of organizational development.
3. Investigate and discuss Process Intervention in managing change and evaluate them from an Organizational Development perspective.
4. Understand the modern Business Models of Sustainable Organizational Development.

Course Syllabus	Weightage
Module I: Organizational change	10%
Organizational change- Introduction, nature of change, Internal & External changes, types of change. **Models of change-** Lewis's Force field, Systems Model, Action research model, organizational vision and strategic planning.	
Module II: **Resistance to change**	10%
Resistance to change- reasons for the resistance, overcoming resistance for the change, change and person and manager, systematic approach to making change- factors for effective change, skills of leaders in change management, designing the change.	
Module III: Organization development	20%
Organization development-Introduction, history, evolution of OD, OD interventions: Definition, actors to be considered, choosing and sequencing, intervention activities, classification of OD interventions, results of OD, typology of interventions based on target groups. **Process of Organization Development:** Entering OD relationship, developing a contract.	
Module IV: Diagnosing Organizations	20%
Diagnosing Organizations- Need for diagnostic models, organization, group, individual level diagnosis, Collecting and analyzing the diagnostic information, Feeding Back of diagnostic	

BOS Chairman Signature

information, designing interventions, overview of interventions, evaluating and Institutionalizing OD Interventions.	
Module V: Human Process Interventions	15%
Human Process Interventions: Human process interventions (individual, group and inter-group human relations): **Individual based:** coaching, counselling, training, behavioural modelling, delegating, leading, morale boosting, mentoring, motivation, etc., **Group based:** conflict management, dialoguing, group facilitation, group learning, self-directed work teams, large scale interventions, team building, and virtual teams. **Inter-group based:** Organization mirroring, third party peace-making interventions.	
Module VI: Techno-structural Interventions and Future of OD	15%
Techno-structural Interventions and Future of OD: Restructuring Organizations, Employee Involvement, work Design, Balanced scorecard; business process reengineering; downsizing and outsourcing. **Strategic Interventions:** Competitive and Collaborative Strategies, Organization Transformation. **The Future of OD:** The changing environment, Fundamental strengths of OD, Implications of OD for the client, ethical standards in OD, OD's future.	
Module VII: Sustainable Organisational Development	10%
Economic aspects of sustainable development, Socio-political aspects of sustainable development , Ecologic aspects of sustainable development , Green organisations ,Modern business models for sustainable development	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	**C3.4**	**C3.P4**	PLO2	PEO2
CLO2	C3.2	C3.P2	PLO2	PEO2
CLO3	C3.3	C3.P3	PLO2	PEO2
CLO4	C5.3	C5.P3	PLO4	PEO3

Reference Book

1.Wendell L French cooil H. Bell. Jr – organisation development, PHI fourth edition.
2. French, Bell and Zawacki – Organisation development Theory, Practice and Research, Universal Stall 3rd Edition.
3. Rasabeth Moss Kanter, the change masters, simson & Schaster.

Course Design	Dr.Deepa Manickam & Ms.Vanitha

BOS Chairman Signature

Course Title	**AI - HRIS**
Course Code	P21MBE0173
Credit Units	4

Course Objectives

The course focuses on different concepts of AI & HRIS. It acts as a tool for understanding the challenges related to HR analytics, techniques and practices which needs to be adopted at workplace .

L	T	P	SW	FW	TOTAL CREDITS
2	2				4
Pre – Requisites	None				

Course learning Outcomes

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

CLO1: Demonstrate the knowledge of AI – HRIS concepts

CLO2: Interpret the impact of AI – HRIS concepts for Organisational development.

CLO3: Demonstrate an Understanding AI & HRIS tools

CLO4: Identify and strategically formulate reports.

Course Syllabus	**Weightage**
Module I: Understanding AI HRIS	20%
Defining Artificial Intelligence & HRIS - Perceptive of AI in HR – Its Uses in HR life Cycle – AI & Human decision making process	
Module II: HRIS & Data Management	30%
HRIS & Data management – Cleaning & Manipulating data – Corporate HR reports & Dashboards – Basic Statistical tool for HR analytics- Workforce Analytics	
Module III: AI Tools	30%
AI tools for HR – Purpose of the tool – Elements of the tool – Risk of using AI tool – Responsible usage of AI in HR – Mitigating Bias – Assessment of the selected tool	
Module IV: Reporting	20%
Predictive HR Analytics - Reporting & data visualization – Data exploration and understanding the data – Graphs & charts	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.1	C1.P2	PLO1	PEO1
CLO2	C3.2	C3.P2	PLO2 & PLO5	PEO2 & PEO4
CLO3	C3.2	C3.P2	PLO2 & PLO5	PEO2 & PEO4
CLO4	C3.2	C3.P2	PLO2 & PLO5	PEO2 & PEO4

BOS Chairman Signature

Reference Book 1. Richard D. Johnson, Kevin D. Carlson , Michael J. Kavanagh, Human Resource Information Systems: Basics, Applications, and Future Directions, Sage Pubns; 5th edition (2020) 2. Bernard Marr, Data-Driven HR: How to Use Analytics and Metrics to Drive Performance, Kogan Page; 1st edition (2018) 3. Ben Eubanks, Artificial Intelligence for HR: Use AI to Support and Develop a Successful Workforce, Kogan Page; 1st edition (2018) 4. Dr Martin Edwards, Kirsten Edwards, Predictive HR Analytics: Mastering the HR Metric, Kogan Page; 1st edition (2016)	
Course Design	Dr. Deepa M & Vanitha N

BOS Chairman Signature

Course Title	**Diversity, Equity & Inclusion**
Course Code	P21MBE0074
Credit Units	2

Course Objectives

The course focuses on different concepts of Diversity, Equity & Inclusion. It acts as a tool for understanding the challenges related to DEI and the techniques and practices needs to be adopted to promote DEI at workplace .

L	T	P	SW	FW	TOTAL CREDITS
1			2		2

Pre – Requisites	None

Course learning Outcomes

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

CLO1.Demonstrate a conceptual knowledge in the functional areas of Diversity, Equity & Inclusion
CLO2. Explain how this concept creates value for the organization in the current era
CLO3. Apply skills to identify and resolve issues related to DEI

Course Syllabus	**Weightage**
Module I: Understanding DEI	30%
Defining Diversity Equity & Inclusion, Its need in the current Scenario –DEI concepts – Ageism, Racial justice, Gender parity, Disability inclusion, LGBTQ equality and inclusion	
Module II: Strategies for DEI	40%
Inclusive workspace- DEI at Talent Management, DEI as an Organizational Behavior tool, DEI as an Employee engagement tool, DEI as reward and development tool	
Module III: Technology for DEI	30%
Role of Technology in DEI , AI and Machine language usage for DEI, Challenges and opportunities provided by these DEI technologies	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
30	20	

Course Mapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.4	C1.P4	PLO1 & PLO2	PEO1 & PEO2
CLO2	C4.5	C1.P5	PLO3 & PLO5	PEO3 & PEO4
CLO3	C3.4	C1.P4	PLO2 & PLO5	PEO2 & PEO4

BOS Chairman Signature

Reference Book :

1. Stefanie K. Johnson, Inclusify: The Power of Uniqueness and Belonging to Build Innovative Teams Hardcover – Harper Business; Illustrated edition (2020)
2. M.V. Lee Badgett, “The Economic Case for LGBT Equality” Why fair and equal benefits us all, Beacon Press (2020)
3. Carol Fulp , "Success Through Diversity, Why the Most Inclusive Companies Will Win, Beacon Press (2018)
4. Jennifer Brown , Inclusion: Diversity, The New Workplace & The Will To Change, Publish Your Purpose Press; 2nd edition (2017)
5. Laura A. Liswood ,The Loudest Duck: Moving Beyond Diversity while Embracing Differences to Achieve Success at Work, Wiley; 1st edition (2009)

Course Design	Dr. Deepa M & Vanitha N

BOS Chairman Signature

Course Title	**Emotional and Social Intelligence - ESI**
Course Code	P21MBE0075
Credit Units	2

Course Objectives

The course focuses on different concepts of ESI. It acts as a tool for understanding the challenges related emotional and Social Intelligence and the ESI practices which needs to be adopted at workplace.

L	T	P	SW	FW	TOTAL CREDITS
1	1				2
Pre – Requisites	None				

Course learning Outcomes

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

CLO1: Demonstrate a conceptual knowledge in the functional areas of ESI

CLO2. Explain how this concept creates value for the organization in the current era

CLO3. Apply skills to identify and resolve issues related to ESI

Course Syllabus	**Weightage**
Module I: Understanding ESI	30%
Defining Emotional and Social Awareness – ESI, Its need in the current scenario –ESI concepts - Current emotional and social intelligence skills and discover the four quadrants of ESI	
Module II: Self Management and Models of EI	40%
Self Management theories - Reflect and discuss cognitive distortion – Stress – Impact of stress on application of emotional and social intelligence skills - Goleman's EI performance model, Bar-On's EI competencies model and Mayer, Salovey, and Caruso's EI ability model	
Module III: Interpersonal Awareness and Building Rapport	30%
Philosophy and Goal of Transactional Analysis - Strokes Theory by Eric Berne - Types of Strokes, - Strokes Economy - Strokes profile	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme	
Theory (%)	Practical / Project (%)
NA	NA

Course Assessment		
Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
30	20	

Course Mapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**

BOS Chairman Signature

CLO1	C1.1	C1.P1	PLO1	PEO1
CLO2	C5.2	C1.P2	PLO4	PEO3
CLO3	C4.5	C1.P1	PLO3 & PLO5	PEO3 & PEO4

Reference Book :

1. Daniel Goleman, Emotional Intelligence: Why It Can Matter More Than IQ- Bloomsbury Publishing (IN)
2. Emma.M.Seppälä, Emiliana Simon-Thomas , Stephanie.L.Brown , Monica C. Worline , C. Daryl Cameron, James R. Doty, The Oxford Handbook of Compassion Science, Oxford University Press; 1st edition (2017)
3. Daniel Goleman ,Emotional Intelligence and Social Intelligence: The New Science of Human Relationships: Bantam; Reprint edition (2007)

Course Design	Dr. Deepa M & Vanitha N

BOS Chairman Signature

Course Title	**Recruitment & Selection Lab**
Course Code	P21MBE0076
Credit Units	2

Course Objectives
The course introduces the students to simulate real world corporate environment and challenges faced by HR professionals in diverse industries and organizations. It focuses on creating the work ready HR professionals in various fields of HR

L	T	P	SW	FW	TOTAL CREDITS
2					2
Pre – Requisites	None				

Course learning Outcomes:
On successful Completion of the course students will be able to
CLO1: Practically understand the Recruitment concepts
CLO2: Analyse how effective hiring helps to solve contemporary organisational issues.
CLO3 : : Identify and strategically formulate recruitment reports

Course Syllabus	**Weightage**
Module I: Introduction/Simulation	30 %
Introduction to HR Recruitment Lab – Importance, Nature and scope – Framework – Its models - Real life Case Studies to be solved through Recruitment Lab - Recruitment case studies in relation to Job specification/ Description –Initial screening - Selection mode - HR Gamification/Artificial Intelligence on Recruitment	
Module II: Profiling	30 %
Profiling – Its techniques – Personality – Aptitude – Competency – Interview methods & Modes – study on questions for interviewing – Telephonic/Personal interviews – Stress / Panel interview – Methods to handle different kinds of interview	
Module III: Research	40%
Experimental Research on Recruitment topics of interest	

Pedagogy for course Delivery
Lecture, Discussion, Debate, Case Analysis and field studies

End Semester Examination Scheme

Theory (%)	Practical (%)
NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
30	20	

Course Mapping

Course Learning Outcomes	Competency	PerformanceIndicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.4	C1. P1	PLO1 & PLO2	PEO1 & PEO2

BOS Chairman Signature

CLO3	C3.4	C1.P4	PLO2 & PLO5	PEO2 & PEO4
Reference Books: 1. Gerardus Blokdyk, Hiring For Diversity A Complete Guide, 5STARCooks (2020) 2. Katrina Collier, Shannon Pritchett, The Robot-Proof Recruiter: A Survival Guide for Recruitment and Sourcing Professionals, Kogan Page; 1st edition 2019) 3. Tim Sackett, The Talent Fix: A Leader's Guide to Recruiting Great Talent – Society For Human Resource Management; 1st edition (2018) 4. Alan Nankervis, Robert Compton, Bill Morrissey, Effective Recruitment & Selection process 5th edition, CCH Australia (2009)				
Course Design		Dr. Deepa M & Vanitha N		

BOS Chairman Signature

Course Title	**Employee Engagement**				
Course Code	P21MBE0077				
Credit Units	2				
Course Objectives Employees spend half of their life at the workplace, so technically the workplace is their second home. It is essential for them to have a good understanding of the place as well as the relationship with it. Employee Engagement course enables the students to understand the organizational practices, policies, benefits, of engaging employees in an Organisation.					
L	T	P	SW	FW	TOTAL CREDITS
1	1				2
Pre – Requisites	None				
Course learning Outcomes: **On successful Completion of the course students will be able to** **CLO1** Understand the Importance of Employee Engagement in an Organisation **CLO2** Basic Models of Engagement and its Barriers					
Course Syllabus					**Weightage**
Module I: An Introduction to Employee Engagement					30 %
What is Workplace Engagement, Engagement Outcomes, Improving Health and well-being.					
Module II: The Theoretical Models of Engagement					30 %
Social Exchange Theory, The Job Demands- Resources Model, The Needs-satisfying Approach.					
Module III: How to Drive Engagement and Engagement Barriers					40%
Well Defined Job Roles, Educating employees for Engagement, Fostering Personal Connections. Communication Barriers, Ineffective Leadership, Engagement as a Priority					
Pedagogy for course Delivery Discussion, Debate, Case Analysis and field studies					
End Semester Examination Scheme					
Theory (%)		Practical / Project			
NA		NA			
Course Assessment					
Continuous Assessment Score components				End Semester Examination	
Other Assessments		Class tests		NA	
50					

Course Mapping

Course Learning Outcomes	Competency	PerformanceIndicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.4	C1. P1	PLO1 & PLO2	PEO1 & PEO2

Reference Books:

1. Employee Engagement : A recipe to boost Organisational Performance by VipulSaxena by Notion press.
2. Employee Engagement A Practical Introduction By Emma Bridger , 3rd Edition.

Course Design	Dr. Deepa M & Vanitha N

BOS Chairman Signature

Course Title	**Cross Cultural Management**
Course Code	P21MBE0178
Credit Units	3

Course Objectives

This course provides a fundamental approach to cross culture differences and the ways to manage it in a multicultural system. It educates on the competencies required for cross culture management and enhances cultural intelligence.

L	T	P	SW	FW	TOTAL CREDITS
2	1				3

Pre – Requisites	None

Course learning Outcomes

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

CLO1.Demonstrate a conceptual knowledge on the role of Cross culture dimensions in global era
CLO2. Explain how this concept creates value for the organization by effectively managing the cultural differences
CLO3. Apply skills to identify and resolve issues and challenges related to cross culture

Course Syllabus	**Weightage**
Module I: Understanding Cross Culture	30%
Definitions and concepts of Culture – Cross cultural theories – Cross cultural Variables – Understanding Cross-cultural differences - Cross cultural analysis - Concept of cosmopolitanism in management -The changing role of the manager	
Module II: Managers for Intercultural Context	40%
The manager as an intercultural communicator -The manager as an agent of change -The manager as a cultural transmitter - Skills necessary within a cross-cultural setting - Adaptation skills - Relationship skills - Communication skills	
Module III: Management Practices Across Cross Cultural Contexts	30%
Management of cultural shock -Perspectives of cultural shock -Re-entry shock -Organisation shock -Mass culture shock - Need for acculturation -Inculcating acculturation -Basic orientations to acculturation – Emerging trends	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.4	C1.P4	PLO1 & PLO2	PEO1 & PEO2
CLO2	C4.5	C1.P5	PLO3 & PLO5	PEO3 & PEO4
CLO3	C3.4	C1.P4	PLO2 & PLO5	PEO2 & PEO4

BOS Chairman Signature

Reference Book :

1. Sana Reynolds and Deborah Valentine, Guide to Cross – Cultural Communication, Pearson India (2011)
2. Betina Szkudlarek, Laurence Romani, Dan Caprar, Joyce Osland, The SAGE Handbook of Contemporary Cross-Cultural Management,SAGE Publications Ltd; 1st edition (2020)
3. Rabi S. Bhagat , Richard M. Steers, Cambridge Handbook of Culture, Organization, and Work, Cambridge University Press; 1st edition (2009)
4. Jasmin Mahadevan, Henriett Primecz, Laurence Romani, Cases in Critical Cross-Cultural Management: An Intersectional Approach to Culture, Routledge; 1st edition (2019); CBS Publishers & Distributors Pvt. Ltd

Course Design	Dr. Deepa M & Vanitha N

BOS Chairman Signature

Course Title	**Legal Aspect of HR**
Course Code	P21MBE0179
Credit Units	4

Course Objectives

The Main objective of the course is to make the students know about various laws prevalent to correct the imbalance of power between the worker and the employer; to prevent the employer from dismissing the worker without good cause; to set up and preserve the processes by which workers are recognized as 'equal' partners in negotiations about their working conditions etc.

L	T	P	SW	FW	TOTAL CREDITS
2	2				4

Pre – Requisites	None

Course learning Outcomes

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

CLO1 : Understand the development and the judicial setup of Labour Laws

CLO2 : Understand the application of some of the learnt Labour laws in Organisation.

Course Syllabus	**Weightage**
Module I: Code on Wages, 2019,	20%
Payment of Wages Act, 1936, the Minimum Wages Act, 1948, the Payment of Bonus Act, 1965 and the Equal Remuneration Act, 1976	
Module II: Industrial Relations Code, 2020	20%
The Industrial Disputes Act, 1947. The Trade Unions Act, 1926. Industrial Employment (Standing Orders) Act, 1946.	
Module III: Code on Social Security, 2020	40%
The Employees' Compensation Act, 1923, The Employees' State Insurance Act, 1948,The Employees' Provident Funds and Miscellaneous Provisions Act, 1952, The Employment Exchanges (Compulsory Notification of Vacancies) Act, 1959, The Maternity Benefit Act, 1961, The Payment of Gratuity Act, 1972, The Cine Workers Welfare Fund Act, 1981, The Building and Other Construction Workers Welfare Cess Act, 1996 and the Unorganised Workers' Social Security Act 2008.	
Module IV: Occupational Safety, Health and Working Conditions Code, 2020	20%
Factories Act, 1948; Mines Act, 1952; Dock Workers Act, 1986; Contract Labour Act, 1970; and Inter-State Migrant Workers Act, 1979.	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

BOS Chairman Signature

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C2.1	C2. P1	PLO1	PEO1
CLO2	C2.1	C2. P1	PLO1	PEO1
Reference Book : 1. New Labour and Industrial Law by Taxmann, 2022 edition 2. New Labour & Industrial Code along with Draft Rules 2nd Edition 2022				
Course Design		Dr. Deepa M & Vanitha N		

BOS Chairman Signature

ANALYTICS & SYSTEMS

BOS Chairman Signature

Course Title	**Introduction to Business Analytics**
Course Code	P21MBE0180
Credit Units	4

Course Objectives

The Course Introduction to Business analytics provides students with a fundamental understanding of various Business Analytics concepts and components. The course introduces basic technologies in Business analytics projects and applications, and various challenges faced by organisation while integrating Business analytics into the business process.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4

Pre – Requisites	None

Course learning Outcomes

On successful completion of the course students will be able to

CLO1: Explain the understanding of the fundamental Business Analytics Frameworks.
CLO2: Display the competence to assess the usage of various Business Analytics Technologies.
CLO3: Build a Business Analytics Plan to solve a business problem by integrating business analytics into core business process.

Course Syllabus	**Weightage**
Module I: Overview of Business Analytics	10%
Introduction to Analytics, The Paradigm Shift- From Data to Insight, From Business Intelligence to Business Analytics, Levels of "Intelligence", Opportunities and avenues in Business Analytics	
Module II: The Business Analytics Cycle	30%
Objective, Data, Analytic Tools and Methods, Implementation, Guiding Questions, Requirements for Integrating Business Analytics, Common Questions, Digital Transformation - Evolution of ERP, Big Data & Data Science	
Module III: Data Mining and Data Analytics	20%
Predictive Analytics, Forecasting, Optimization, Simulation, Network Analytics, Text Analytics	
Module IV: Data Issues & Management	20%
Organization/sources of data, Importance of data quality, Dealing with missing or incomplete data & Data Classification, Importance of Data Visualization.	
Module V: Applications in Business Domains	20%
Social Media Analytics -Customer Satisfaction, Mining Online Buzz, Operational Analytics - Inventory Management, Marketing Optimization, Predictive Maintenance, Human Resources and Workforce Management.	

Pedagogy for course Delivery

The Course will provide a platform and strong fundamentals required for integrating business analytics solutions into business process. The Course Delivery will have emphasis both on theory and practical applications. Theoretical concepts shall be imparted through lecture and practice sessions. Scenario Analysis, Case Study discussions and Live Demonstrations using analytics tools shall be used for anchoring concepts and to elaborate practical applications of Business Analytics.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
100%	-

Course Assessment

BOS Chairman Signature

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C 3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4

Reference Books:

1. Hardoon R., David and Shmulei G, Getting Started with Business Analytics: Insightful Decision-Making, Boca Raton Florida, Chapman and Hall/CRC, 2013.
2. Dean Abbott, Applied Predictive Analytics: Principles and Techniques for the Professional Data Analyst, John Wiley & Sons, Inc,2014.

Course Design	S.N. Vivek Raj

BOS Chairman Signature

Course Title	**Programming for Business Analytics**
Course Code	P21MBE0281
Credit Units	4

Course Objectives
The Course Programming for Business Analytics familiarizes students with R programming environment. It introduces the students with needed understanding of various R programming constructs and libraries required for solving business problems and making informed decisions.

L	T	P	SW	FW	TOTAL CREDITS
2	-	2	2	-	4

Pre – Requisites	None

Course learning Outcomes
On successful completion of the course students will be able to
CLO1: Display the competence to use the R Programming environment for data analytics.
CLO2: Explain the understanding of key programming constructs and methods required for carrying out an analytics project.
CLO3: Build a business analytics project by applying appropriate techniques to solve business problems.

Course Syllabus	**Weightage**
Module I: Introduction to R	5 %
Understanding the tool user interface, Getting helps on tool, Installing Packages.	
Module II: Understanding Data Structures	25 %
Data Types, Importing Data (CSV, Excel, Fixed Width Formats), Data Manipulation, Combining Data Sets, Sub-setting Data, Data Sorting, Data Aggregations, Relabelling the Columns	
Module III: Exploring Data	20%
Exploratory Data Analysis, Programming Structures, Plotting Charts and Graph with ggplot2: Graphing Template, Aesthetic mapping, Facets.	
Module IV: Univariate Descriptive Statistics	10%
Graphs and distribution of shapes, Measures of center and spread, The Normal distribution, Z-scores.	
Module V: Bivariate Distributions	15%
The scatterplot, Bivariate Distributions (Categorical Data), Contingency tables, Conditional probability, Examining independence – Overview	
Module VI: Hypothesis Testing	15 %
Errors in testing, Alpha and critical values, Single sample test, independent ttest and Dependent t-test, Hypothesis Testing (Categorical Data), The chisquare test Goodness-of-Fit, Test-of-Independence, Hypothesis Testing (More Than Two Group Means), The ANOVA, One-way ANOVA, Two-way ANOVA, Post-Hoc Testing, Interaction Plots.	
Module VII: Correlation and Regression	10 %
Correlation, Simple (single variable) regression, Multiple regression, Model Diagnostics.	

Pedagogy for course Delivery
The Course Will be driven in the Practical Mode accompanied with lectures and case studies for explanation of theoretical concepts. R Studio IDE will be used for analysing the business datasets and making the required interpretations.

End Semester Examination Scheme

BOS Chairman Signature

Theory (%)		Practical (%)	
-		100 %	
Course Assessment			
Continuous Assessment Score components			End Semester Examination
Other Assessments		Class tests	40
45		15	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.5	C1. P5	PLO1	PEO1
CLO2	C1.2	C1. P2	PLO1	PEO1
CLO3	C 3.4	C3. P4	PLO2 & PLO5	PEO2 & PEO4

Reference Books:

1. Mark Gardener, Beginning R, The Statistical Programming Language, John Wiley & Sons, Inc, 2018.
2. Paul E. Johnson, Rtips. Revival 2014! (http://pj.freefaculty.org/R/Rtips.pdf), 2014.
3. Garrett Grolemund, Hadley Wickham, R for Data Science, O'Reilly Media, Inc., 2016.

Course Design	S.N. Vivek Raj

BOS Chairman Signature

Course Title	**Advanced Statistics & Data Mining**
Course Code	P21MBE0282
Credit Units	4

Course Objectives

The Course provides a platform for the students to learn applications of Data mining for informed decision making. The Course starts off with some basic data mining techniques and then moves on to a higher plane to learn and build predictive models using techniques like Decision Tree and Logistic Regression.

L	T	P	SW	FW	TOTAL CREDITS
2	-	2	2	-	4

Pre – Requisites	None

Course learning Outcomes

On successful completion of the course students will be able to

CLO1: Explain the understanding of the principles and concepts in Datamining.
CLO2: Display the ability to work in an appropriate analytics tool for data mining.
CLO3: Build various Data mining models based on the problems identified.
CLO4: Display the competence to assess the various Data mining methods for solving domain related business problem in an organization.

Course Syllabus	**Weightage**
Module I: Introduction to Data Mining	10%
What is Data Mining? Concepts of Data Mining, Data Mining Process – CRISP DM, Supervised & Unsupervised Learning Techniques, Training & Testing, Modelling Window Concepts, Target Variable, Applications of Data Mining, Challenges	
Module II: Data Understanding	25%
Types of Variables, Distributions and Summary Statistics, Visualization, Data Integrity Check, Variable Standardization and Normalization, Extent of Missing Data, Segmentation, Outlier detection, Automated Data Preparation, Combining data files, Sampling.	
Module III: Introductory Data Mining Techniques	20%
K Nearest Neighbour Technique, Euclidean Distance Measure; Market Basket Analysis: Support, Lift, Confidence.	
Module IV: Decision Tree	25%
Classification Tree Techniques (CHAID, CART, C4.5), Splitting Criteria (Chi-SQ, Entropy, Gini Gain), Merging Criteria, Cultivating Decision Trees, Pruning a Decision Tree, Cross-Validation, Confusion Matrix and Performance metrics	
Module V: Logistic Regression	20%
Logistic Regression: Log Odds, Hypothesis Testing, Selecting Regression Inputs, Transforming Inputs: Continuous and Categorical Inputs, Model Performance: Rank Ordering, KS, Concordance, Model Validation	

Pedagogy for course Delivery

The Course Will be driven in the Practical Model accompanied with lectures and case studies for explanation of theoretical concepts. R Studio IDE or other relevant Data analytics tools (based on the instructor's choice) will be used for analysing the business datasets and making the required interpretations. The students are expected to have a prior and working knowledge of R programming / other Relevant Data Analytics tools to be used for course delivery.

End Semester Examination Scheme

Theory (%)	Practical (%)
-	100 %

Course Assessment

BOS Chairman Signature

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO2	C 3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
CLO4	C 3.4	C3. P4	PLO2 & PLO5	PEO2 & PEO4

Reference Book:

1. Larose T & Larose C, Data mining & predictive analytics, Utah, John Wiley & Sons,2015.

Course Design	S.N.Vivek Raj

BOS Chairman Signature

Course Title	**Machine Learning**
Course Code	P21MBE0283
Credit Units	4

Course Objectives

The course will focus on the application of knowledge of Machine Learning techniques in solving business problems. The course seeks to develop the student's understanding of the science behind Machine learning algorithms and foster delivery value to businesses through empirical and practice-based learning.

L	T	P	SW	FW	TOTAL CREDITS
2	-	2	2	-	4

Pre – Requisites	Programming for Business Analytics (if Course Delivery based on R) Or / and Python for Data Science (if Course Delivery based on Python)

Course learning Outcomes

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

CLO1: Explain the understanding of Machine Learning Techniques
CLO2: Apply Machine Learning techniques for the appropriate problem scenarios
CLO3: Analyze the data and build models for evidence-based decisions in real time data

Course Syllabus	**Weightage**
Module I: Random Forest Algorithm	20%
Overview - Ensemble technique – Bagging and Boosting - Gini Index – Random Forest Classifier – Out of Bag Error – Tuning Trees - Error metrics for classification - Confusion Matrix – Accuracy measures – Boosting techniques.	
Module II: Naïve Bayes and SVM	20%
Naïve Bayes Classifier – Overview – Assumptions - Conditional Probability – Support Vector Machine - Hyper plane - Support Vectors – Kernel - SVM for more than 2 classes	
Module III: Clustering	20%
Unsupervised learning – K means clustering – Uses of Clustering - Statistical method to decide K – Euclidean distance – Manhattan distance - Modelling – Accuracy Measures – H clust	
Module IV: Principal Component Analysis	20%
Overview of Principal Component Analysis – Use cases – Feature relationships – Dimensionality reduction- Feature elimination – Feature extraction	
Module V: Neural Network	20%
Advanced Machine Learning Techniques: Neural Networks: What is Artificial Neural Network, Perceptron, Hidden Layers, Single / Multi-Layer Neural Network, Activation Function, Backward Propagation	

Pedagogy for course Delivery

The course will be driven through practical mode of learning. Case Studies shall be incorporated to anchor the real-world use cases of analytical tools and techniques.

Software's for Course Delivery*: R (R Studio) or/and Python / Other Relevant Analytics Software's
*Based on the Course Instructor's Choice.
The Course Instructor will intimate the software/software's to be used for course delivery and pre-requisite course/courses required for registration.

End Semester Examination Scheme

Theory (%)	Practical (%)
NA	100%

Course Assessment

Continuous Assessment Score components	End Semester Examination

BOS Chairman Signature

Other Assessments			Class tests	
45			15	40
Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
Book for reference: • Business Analytics (1st or 2nd edition) – Author: U Dinesh Kumar – Publication: WILEY – 1st edition year: 2017 – 2nd edition year: 2021 • Machine Learning for Dummies (1st or 2nd edition) - Authors: John Mueller and Luca Massaron – Publisher: Dummies – 1st edition year: 2016 – 2nd edition year: 2021				
Course Design		P Ranjith		

BOS Chairman Signature

Course Title	**Database Management Systems**
Course Code	P21MBE0184
Credit Units	4

Course Objectives

The Course on Database Management Systems will introduce the students the principles and concepts behind the efficient storage and retrieval of structured data using Relational Database Management Systems. The Course Starts with Database Concepts and proceeds to a higher plane discussing Database design, SQL Queries & Transaction Management

L	T	P	SW	FW	C
2	1	-	2	-	4

Pre – Requisites	None

Course learning Outcomes

On successful completion of the course students will be able to

1. Explain the understanding of the fundamental principles of Database Management systems
2. Display the competence to manage data using Database Management Systems.
3. Build an appropriate Database Design based on the business problem

Course Syllabus	Weightage
Module I: Introduction to Databases and Transactions	15%
What is database system, purpose of database system, view of data, relational databases, database architecture, transaction management	
Module II: Data Models	10%
The importance of data models, Basic building blocks, Business rules, The evolution of data models, Degrees of data abstraction.	
Module III: Database Design	30%
ER-Diagram and Unified Modelling Language Database design and ER Model: overview, ER-Model, Constraints, ER-Diagrams, ERD Issues, weak entity sets, Cod's rules, Relational Schemas, Introduction to UML, Relational database model: Logical view of data, keys, integrity rules., Relational Database design: features of good relational database design, atomic, Domain and Normalization	
Module IV: Constraints, Views, and SQL	30%
What is constraints, types of constrains, Integrity constraints, Views: Introduction to views, data independence, security, updates on views, comparison between tables and views, SQL: data definition, aggregate function, Null Values, nested sub queries, Joined relations. Triggers	
Module V: Transaction management and Concurrency control	`15%
Transaction management: ACID properties, serializability and concurrency control, Lock based concurrency control (2PL, Deadlocks), Time stamping methods, optimistic methods, database recovery management.	

Pedagogy for course Delivery

The Course Will provide a platform and strong fundamentals required organising data for a business analytics project. The Course Delivery will have emphasis both on theory and practical applications. Theoretical concepts shall be imparted through lecture and practice sessions. Case Study discussions and Live Demonstrations using tools like mysql and other DBMS software's shall be used for anchoring concepts and to elaborate practical applications of Data base Management systems

Recommended Software's: MySQL/ PostgreSQL/ Microsoft SQL / other Relevant Database Management Software*

* Based on Course Instructor's Choice

End Semester Examination Scheme

BOS Chairman Signature

Theory (%)		Practical / Project (%)		
100%		-		
Theory Assessment				
Continuous Assessment Score components			End term Examination	
Other Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C 3.2	C3. P2	PLO2	PEO2
Reference Books 1. A Silberschatz, H Korth, S Sudarshan, “Database System and Concepts”, fifth Edition McGraw-Hill 2. Rob, Coronel, “Database Systems”, Seventh Edition, Cengage Learning				
Course Design		Prof. S.N.Vivek Raj		

BOS Chairman Signature

Course Title	**Disruptive Technologies**
Course Code	P21MBE0185
Credit Units	4

Course Objectives

L	T	P	SW	FW	C
2	1	-	2	-	4

Pre – Requisites	None

Course learning Outcomes

On successful completion of the course students will be able to

1. Explain the understanding of the fundamental principles behind the disruptive technologies.
2. Display the competence to assess the usage and requirements for various disruptive technologies
3. Build a Digital Transformation Strategy by integrating the appropriate disruptive technologies into the business process.

Course Syllabus	Weightage
Module I: Cloud	20 %
Cloud: Basics of the Cloud model, Services and shared resources, Cloud and Virtualization, Mobility and scalability, Micro services, Server less functions, Everything as a Service (EaaS), Impacts on Work Force and Societies	
Module II: Internet of Things	20 %
IoT Ecosystem: Functioning Framework, Things in IoT, IoT Stack, Connections and interoperability, Data collection and management, Enabling Technologies, Challenges, Privacy and security concerns, Data Analytics, IoT cybersecurity, Impacts on Work Force and Societies.	
Module III : Edge Computing & Cyber Security	20 %
Edge Computing: Concept, Basic Characteristics and Attributes, Edge and Real Time, Network Edge, Benefits of Edge Computing, "CROSS" value of Edge Computing, Collaboration of Edge Computing & Cloud Computing, Fog and Edge Computing, Use cases of Edge Computing , Drawbacks. Impacts on Work Force and Societies **Cyber Security:** Introduction to Cyber Security, Password hacking, Browser privacy, VPNs, Cyber-attack patterns, Cyber Security Initiatives in India.	
Module IV: Block Chain	20%
Block chain- An Introduction, Distinction between databases and Block chain- Distributed Ledger-Block chain ecosystem-Block chain structure- Block chain technology- Working -Permissioned and permissionless Block Chain, Non-fungible tokens, Impacts on Work Force and Societies	
Module V: Artificial Intelligence	20%
Artificial Intelligence and the Future of Work: Changing labour force, Human augmentation, Defence, and Cyber security. Artificial Intelligence and Data Science Applications - Chatbots, Virtual assistants, medical diagnosis, Biometric recognition, Language translation, Personalization, Fraud detection and Autonomous machines. Artificial Intelligence Ethics. Risks and Opportunities of applying Artificial Intelligence and Data Science. Impacts on Work Force and Societies.	

Pedagogy for course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

BOS Chairman Signature

Theory (%)	Practical / Project (%)	
100 %	-	
Theory Assessment		
Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C1.5	C1. P5	PLO1	PEO1
CLO2	C1.2	C1. P2	PLO1	PEO1
CLO3	C 3.2	C3. P2	PLO5	PEO4

References

1. Ajit Singh, Edge Computing Simply In Depth: 2nd Edition,2020.
2. Imran Bashir, Mastering Blockchain, Packt Publishing,2017
3. Shriram K Vasudevan, Abhishek S Nagarajan, RMD Sundaram, Internet of Things, 2nd edition, Wiley, (2020).
4. Kumar Saurabh, Cloud Computing: Insights into New-Era Infrastructure, Wiley India, 2011.
5. Magnus Unemyr, The Internet of Things – The Next Industrial Revolution Has Begun: How IoT, big data, predictive analytics, machine learning and AI will change our lives forever,2017.
6. Bob Mather, Artificial Intelligence Business Applications Artificial Intelligence Marketing and Sales Applications, (2018).
7. Edge Computing Reference Architecture 2.0, Jointly issued by the Edge Computing Consortium (ECC) and Alliance of Industrial Internet (AII) (2017).
8. Srikanth Gaddam, The Future of Disruptive Technologies, Impacts on Business, Work Force and Societies, (2020).

Course Design	Prof. S.N.Vivek Raj

BOS Chairman Signature

Course Title	**Predictive Analytics**
Course Code	P21MBE0286
Credit Units	4

Course Objectives

The Course provides a platform for the students to learn applications of Predictive Analytics for Data based decision making. The Course starts off with advanced linear regression techniques and then moves on to other analytical models like Time Series, Survival Analysis and Text Mining.

L	T	P	SW	FW	C
2	-	2	2	-	4

Pre – Requisites	Programming for Business Analytics (if Course Delivery based on R) **Or / and** Python for Data Science (if Course Delivery based on Python)

Course learning Outcomes

On successful completion of the course students will be able to

1. Explain the understanding of the principles and concepts in predictive analytics
2. Display the ability to work in an appropriate predictive analytics tool for business decision making
3. Build various Predictive analytics models based on the problems identified.

Course Syllabus	Weightage
Module I: Advanced Regression Methods	30%
Polynomial Regression, Stepwise Regression, Lasso Regression, Elastic Net Regression	
Module II: Time Series	20%
Introduction to Time Series, Reading Time Series Data, Plotting Time Series Data, Forecasts using Exponential Smoothing- Simple Exponential Smoothing, Holt's Exponential Smoothing, Holt- Winters Exponential Smoothing.	
Module III: ARIMA Model	20%
Differencing a Time Series, selecting a Candidate ARIMA Model, Forecasting using ARIMA Model, Analysis of Autocorrelations and Partial Auto Correlations, Diagnostic checking	
Module IV: Survival Analysis	20%
Survival Rate, Censoring, Time to Event, Hazard Rate, Kaplan Meier Estimate, Hazard Ratio, Cox Proportional Hazard Regression	
Module V: Text Mining	10%
Corpus Building - Bag of words model, Document Term Matrix, Frequency analysis - Word clouds, Bigrams & Trigrams, Sentiment Analysis- Introduction	

Pedagogy for course Delivery

The Course Will be driven in the Practical Model accompanied with lectures and case studies for explanation of theoretical concepts. Relevant Data analytics tools (based on the instructor's choice) will be used for analysing the business datasets and making the required interpretations.

Software's for Course Delivery*: R (R Studio) or/and Python / Other Relevant Analytics Software's

*Based on the Course Instructor's Choice.

The Course Instructor will intimate the software/software's to be used for course delivery and pre-requisite course/courses required for registration.

End Semester Examination Scheme

Theory (%)	Practical (%)
-	100 %

BOS Chairman Signature

Theory Assessment		
Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	40
45	15	

Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C 3.2	C3. P2	PLO2	PEO2

Reference Book

1. Seema Acharya, Data Analytics using R, McGraw Hill Education ,2018.
2. Jared P. Lander, R for Everyone, Pearson India Education Services, 2018.
3. Jake VanderPlas, Python Data Science Handbook: Essential Tools for Working with Data, 1st Edition
4. Manaranjan Pradhan, U Dinesh Kumar, Machine Learning using Python , Wiley ,2020.

Course Design	S.N.Vivek Raj

BOS Chairman Signature

Course Title	**Enterprise Resource Planning**
Course Code	P21MBE0087
Credit Units	2

Course Objectives

The Course on Enterprise Resource Planning introduces the students with the basics of ERP in an organization with prime focus to understand and analyse different phases involved in ERP Implementation. In the Later Part, the course also focuses on the current ERP Trends in the Market place.

L	T	P	SW	FW	CREDITS
1	-	-	2	-	2

Pre – Requisites	None

Course learning Outcomes

On successful completion of the course students will be able to

1.Explain the understanding of the fundamental concepts behind ERP.

2. Display the competence to assess the ERP implementation Strategies and Process.

Course Syllabus	Weightage
Module I: Introduction to ERP	20%
Concepts – Risks - Benefits – Related Technologies - Workflow	
Module II: ERP Implementation	50%
Implementation Challenges – Implementation Life cycle- Pre-implementation-Package selection-ERP project team-vendors and consultant-Change Management-Training-Data migration –Project Management & Monitoring –Post Implementation Activities – Operation and Maintenance of ERP	
Module III: ERP Market and Future Trends	30%
ERP Business Modules Summary -ERP Market - Enterprise application Integration-ERP and E-Business- Future Directions and Trends in ERP- Cloud Based ERP- ERP Add-Ons.	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Case studies and scenario analysis shall be used for anchoring concepts and to elaborate practical application.

End Semester Examination Scheme

Theory (%)	Practical / Project (%)
NA	NA

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	NA
100 %	NA	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1.P5	PLO1	PEO1

Reference Book

1.Leon A, ERP Demystified, Kolkata, 3rd Edition, Tata McGraw-Hill Education,2014

Course Design	Prof . S.N.Vivek Raj & Ranjith .P

BOS Chairman Signature

Course Title	**Data Visualization**
Course Code	P21MBE0288
Credit Units	4

Course Objectives

The course will focus on the working knowledge of Data Visualization techniques to derive meaningful insights from the dataset. The course seeks to develop the student's understanding of creating and delivering values through Data Visualization to business leadership. The course also facilitates the students to present evidence-based stories for decision making.

L	T	P	SW	FW	TOTAL CREDITS
2	-	2	2	-	4

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Explain the data visualization abilities in various business scenarios
CLO2: Analyze data using logical visualizations to solve business problems
CLO3: Design dashboard and make stories to facilitate decision making

Course Syllabus	**Weightage**
Module I: Introduction to Data Visualization	10%
Introduction to BI – Data Visualization – Getting started with Visualization tool – Load data from excel – Data Sources – Data Connections – Data Blending	
Module II: Principles and Calculations	20%
Visualization Principles - Data Types – Numerical data – Non numerical data – Time series - Data Grouping –Aggregations- List – Crosstabs – Sorting – Filtering	
Module III: Charts and Graphs for Data Explorations	30%
Univariate and Multivariate visualization - Bar chart - Line chart – Pie chart – Histogram - Geospatial visualizations- Scatter Plot – Formatting visualizations	
Module IV: Advanced Charts and Analytics	20%
Box and Whiskers plot - Waterfall chart – Gantt chart - Descriptive Statistics – Predictive analytics- Trend line - Forecasting - Clustering	
Module V: Dashboard	20%
Dashboard design and development – Introducing KPIs – Layout – Objects – Formats – Best Practices - Story board – Story telling with data – Analytics to action	

Pedagogy for course Delivery

The course will be driven through practical mode of learning. Project based learning to foster the practical applications of Data Visualization in real world scenario.

Software's for Course Delivery*: TABLEAU or Power BI or any other Data Visualization tools

*Based on the Course Instructor's Choice. The Course Instructor will intimate the software/software's to be used for course delivery.

End Semester Examination Scheme

Theory (%)	Practical(%)
NA	100%

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	
45	15	40

BOS Chairman Signature

Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.5	C1. P5	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
CLO3	C3.4	C3. P4	PLO2 & PLO5	PEO2 & PEO4
Reference Books: • Fundamentals of Data Visualization – Author: Claus O. Wilke – Publisher: O'REILLY– Year: 2019 • Story Telling with Data – Author: Cole Nussbaumer Knaflic – Publisher: Wiley – Year: 2015				
Course Design		P Ranjith		

BOS Chairman Signature

Course Title	**Python for Data Science**				
Course Code	P21MBE0289				
Credit Units	4				
Course Objectives This course provides students with working knowledge in an Analytical tool. The course introduces the students to work on different packages and libraries to perform data explorations and proceed with Modelling in the analytical tool.					
L	T	P	SW	FW	TOTAL CREDITS
2	-	2	2	-	4
Pre – Requisites	None				
Course learning Outcomes **On the successful completion of the course, students will be able to** CLO1: Explain the working ability and competence to use Python for analytical activities CLO2: Analyze the data using various exploratory techniques CLO3: Prepare analytical model using real world data					
Course Syllabus					**Weightage**
Module I: Getting started with Python					10%
Introduction to Python – Setting up the Environment – Basic Python Syntax - Data Types – List – Tuple – Sets- Dictionary – If else – Basic Loops and functions					
Module II: Working with NumPy and Pandas					25%
Working directory Set up - NumPy – ndarray – Data Types - Random number generation - Indexing and Slicing - Sorting – Unique Values- Arithmetic Operations - Pandas - Data frame creation – Loading the data – Data explorations – dimension – select specific rows and columns					
Module III: Data Visualization using Matplotlib and Seaborn					20%
Matplotlib for plotting – Bar graph - Box plot – Histogram - Seaborn for statistical plots – Multiple plot - Line plot - Distribution plot - Pair plot - Scatter plot - Heat maps					
Module IV: Statistical analyses					20%
Understanding the data - Descriptive statistics – Summary – Relation between variables using Covariance, Correlation – Coefficient of Variation - Sampling					
Module V: Scikit learn library for ML					25%
Scikit learn - Introduction to Linear Regression - Multiple Linear Regression – Assumptions – Modelling - Evaluation Metrics – MAE- MAPE					
Pedagogy for course Delivery The course will be driven through practical mode of learning. Case Studies shall be incorporated to anchor the real-world use cases of analytical tools and techniques. Tool to be used: Python					
End Semester Examination Scheme					
Theory (%)		Practical (%)			
NA		100%			
Course Assessment					
Continuous Assessment Score components				End Semester Examination	
Other Assessments		Class tests			
45		15		40	

Course Outcomes	**Level**	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1		C1.2	C1. P2	PLO1	PEO1
CLO2		C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
CLO3		C3.4	C3. P4	PLO2 & PLO5	PEO2 & PEO4

Book for reference:

- Python Data Science Handbook – Author: Jake Vander Plas – Publication: O'REILLY – Year: 2016

Course Design	P Ranjith

BOS Chairman Signature

Annexure

Rubric – Oral Communication

Adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics

Definition- Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors

Framing Language - Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and including a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone	Milestones		Benchmark
Score	4	3	2	1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

BOS Chairman Signature

Rubric – Written Communication

Adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics

Definition- Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language - This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing—in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary)*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

BOS Chairman Signature

Rubric – Critical and Innovative Thinking

Adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics

Definition- Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Innovative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language - This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical and Innovative thinking can be demonstrated in any assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and other alternative solutions are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts and other alternative solutions are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts and other alternative solutions are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts and other alternative solutions are taken as fact, without question.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Innovative Thinking *Novelty or uniqueness (of idea, claim, question, form, etc.)*	Student has proposed a novel or unique idea, format, or product to create new knowledge or knowledge that crosses boundaries as a solution for the given problem	The student has attempted to Creates a novel or unique idea as a solution for the problem	Experiments with creating a novel or unique idea, question, format, or product while proposing a solution for the given problem	Reformulates a collection of available ideas.
Conclusions and Related Outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

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Rubric – Data literacy & Problem Solving

Adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired outcome & Data literacy refers to competency, and comfort in working with numerical data. This rubric is designed to measure the quality of a process rather than the quality of an end-product. As a result, work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution, steps in a problem-based learning assignment, record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/ Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Application/Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions about each alternative solution	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions about each alternative solution	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plassible conclusions about each alternative solution	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions about each alternative solution
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work.

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Rubric – Teamwork

Adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.) rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a process, rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written report) is insufficient, as it does not provide insight into the functioning of the team.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

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Rubric – Integrative learning

Adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

This rubric is meant to assess the assignments which aims to foster the learning between courses or by connecting the courses through experience-based work. Interdisciplinary or capstone project which requires a small group of students to propose an innovative solution for the real-life problems which requires to apply the concepts leaned from different disciplines of management could be considered as an example.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/ frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences as well as similarities and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Knowledge in core and functional area of Management *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	In a basic way, uses skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in a way that enhances meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (e.g., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Rubric – Ethical Reasoning

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Adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyse positions on ethical issues.

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyse positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

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Rubrics – Internship

Criteria	Excellent	Good	Marginal	Unsatisfactory
Mark Range(50 pts maximum)	10 -8 marks	7 – 5 marks	5-3 marks	<3 marks
Scope of Internship 10 marks	The topic or area of the internship chosen provides opportunity to apply theoretical knowledge and gain practical insight from the organisation. The task/role performed aids in sharpening the skill and knowledge and provides an edge in the job market	The topic or area of the internship chosen provides an opportunity to link theoretical knowledge. Most of the job roles and task performed are relevant and helpful in improving the managerial skills	The topic or area of the internship chosen provides less opportunity to link theoretical knowledge. Few job roles / task performed are relevant and useful in improving the managerial skills .	The topic or area of the internship choses has little application of theory. The job roles and task performed are not relevant and not useful in improving the managerial skills
Knowledge regarding Industry/ Organisation 10 marks	CThe candidate has demonstrated complete knowledge about the industry and the organisation. Fully compliant with the required sections and all sections have been addressed.	The candidate has demonstrated good knowledge about the industry and the organisation. Mostly compliant with the required sections with very one or two sections not necessarily addressed.	The candidate has demonstrated fair knowledge about the industry and the organisation. Mostly compliant with the required sections with very one or two sections not necessarily addressed.	The candidate has exhibited little knowledge about the industry and the organisation. Does not comply with the prescribed structure and sections that are required.
Quality of the work 10 Marks	The task executed meets the productivity standards, the work has been completed in time. the student has demonstrated accuracy and thoroughness throughout and achieved the given target	The task executed meets the productivity standards, most of the work has been completed in time. the student has demonstrated accuracy and thoroughness all through the work and all most achieved the given target	The task executed meets the productivity standards, a large amount of the work has been completed in time. committed errors in a few tasks. Though not achieved all most nearing to achieve the given target	The task executed failed to meet the productivity standards, only very few tasks were completed in time. the student has failed to execute the work accurately and was unable to achieve the target
Knowledge gained through internship 10 marks	It is evident that the student had a complete understanding of the topic, subject, task, and the process involved in executing the task.	The student had mastered much of the relevant aspects of their topic, task and the process and are able to give coherent description	The student seemed to have a pretty good knowledge of the topic, task and process However the description was found to be difficult to follow at times	The student has not fully grasped the topic, and not familiar with the process
Effectiveness of presentation	The students has used a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

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Rubrics - Research Project I

Continuous Assessment Component - CAM

Criteria	Excellent	Good	Marginal	Unsatisfactory
	50 - 40 marks	**40-30 marks**	**30-10 marks**	**<10marks**
Mid-Term Review (50% of the work completion) ***(50 marks)***	All work completed as per the norms given by the guide	Most of the work completed as per the norms given by the guide	Limited work completed as per the norms given by the guide	Very less or no work completed as per the norms given by the guide
End Term Review (100% of work completion) ***(50 marks)***	All work completed as per the norms given by the guide	Most of the work completed as per the norms given by the guide	Limited work completed as per the norms given by the guide	Very less or no work completed as per the norms given by the guide

Component 1: (ESM)

50 Marks provided for the report by the examiner.

Criteria	Excellent	Good	Marginal	Unsatisfactory
	10 -8 marks	7 – 5 marks	5-3 marks	<3 marks
Introduction 10 marks	Clearly identified research purpose of research. Relevant literature review. Significance of the research is clearly Identified. Hypotheses are clearly articulated	Limited discussion of research purpose. Less previous research relevant literature. Significance of the research is not as clearly identified. Hypotheses are described but not as well articulated	Minimal discussion of research purpose. Minimal previous research relevant literature. Significance of the research is not clearly identified. Hypotheses are not well articulated	No discussion of research purpose / previous research relevant literature. Significance of the research is not identified. Hypotheses are not well articulated/ absent
Research methods 10 marks	Provides accurate, thorough description of how the data will be collected, what/how many data sources will be analyzed, plan of analysis or measurement instrument, research context	Description of how the data will be collected, what/how many data sources will be analyzed, plan of analysis or measurement instrument, research context is adequate but limited	Description of how the data will be collected, what/how many data sources will be analyzed, plan of analysis or measurement instrument, research context is not clear	Description of how the data will be collected, what/how many data sources will be analyzed, plan of analysis or measurement instrument, research context is not sufficient/ absent
Research framework 10 Marks	Research Framework is well-constructed and meets all the research objectives	Research framework is adequate to meet the objectives, but leaves some unanswered questions.	Research framework is moderately relevant, and does not meet all the research objectives	Research framework is not relevant to the objectives
Conclusion 10 marks	The report clearly identifies research gap and objectively analyzes and discusses the topic.	The report clearly identifies research gap and analyzes and discusses the topic to an extent	The report moderately identifies research gap and analyzes and discusses the topic, but context is not clear	The report shows little to no identification of research gap and discussion of topic
Sources and documentation 10 marks	Cites all data obtained from other sources. APA citation style is accurately used in both text and bibliography. Sources are all scholarly and	Cites most data obtained from other sources. Sources are primarily scholarly and relate to the research focus	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. Sources mostly	Does not cite sources. Citation style is either inconsistent or incorrect. Sources seldom scholarly and

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	clearly relate to the research focus		scholarly and relate to the research focus	relate to the research focus

Component 2 : (ESM)

For **Presentation & Viva-Voce** –by Examiner

Criteria	Excellent	Good	Marginal	Unsatisfactory
	10 -8 marks	7 – 5 marks	5-3 marks	<3 marks
Organization ***10 marks***	Presents information in logical, interesting sequence which audience can follow.	Presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because presenter jumps around.	Audience cannot understand presentation because there is no sequence of information.
Content Knowledge ***10 marks***	Demonstrates full master's level knowledge (more than required) by articulately addressing all aspects of the plan with explanations and elaboration in the allotted timeframe.	Mostly demonstrates master's level knowledge and is relatively at ease while addressing relevant aspects of the plan with explanations and some elaboration.	Somewhat demonstrates master's level knowledge and is somewhat at ease while addressing mostly relevant aspects of the plan with some explanations and some elaboration.	Does not demonstrate a master's level knowledge and is not at ease while addressing minimal or no relevant aspects of the plan without explanations and some elaboration.
Visual Aids ***10 marks***	The overall business plan presentation effectively uses visual aids that explains, supports and reinforces the presentation.	The overall business plan presentation uses some visual aids that explains, supports and/or reinforces the presentation.	The overall business plan presentation minimally uses visual aids that explains, supports and reinforces the presentation.	Mostly ignored or very superficially provided, but does not provide support for the presentation.
Verbal Techniques ***10 marks***	Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Voice is clear and pronounces most words correctly. Most audience members can hear presentation.	Voice is low and incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Mumbles, incorrectly pronounces terms, and speaks too quietly for audience to adequately hear and comprehend what is being presented.
Effectiveness ***10 marks***	Clearly and articulately answered all discussion questions	Clearly answered all questions with minor items not fully presented.	Answered the questions but did not fully address all the key aspects of the question.	Did not answer the questions clearly or left many questions unanswered

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Research Project II

Continuous Assessment Component - CAM

Criteria	Excellent	Good	Marginal	Unsatisfactory
	80 - 60 marks	**60-40 marks**	**40-20 marks**	**<20marks**
Review (100% of work completion) ***(80 marks)***	All work completed as per the norms given by the guide	Most of the work completed as per the norms given by the guide	Limited work completed as per the norms given by the guide	Very less or no work completed as per the norms given by the guide
	20-15 marks	**15-10marks**	**10-5 marks**	**<5 marks**
Journal Article ***(20 marks)***	Evidence for Article sent, and acceptance received	Evidence for Article sent	Complete article is ready for presentation/ publication	Article is half done or not ready

Component 1: (ESM)

50 Marks provided for the report by the external examiner.

Criteria	Excellent	Good	Marginal	Unsatisfactory
	10 -8 marks	7 – 5 marks	5-3 marks	<3 marks
Introduction 10 marks	Clearly identified research purpose of research. Relevant literature review. Significance of the research is clearly Identified. Hypotheses are clearly articulated	Limited discussion of research purpose. Less previous research relevant literature. Significance of the research is not as clearly identified. Hypotheses are described but not as well articulated	Minimal discussion of research purpose. Minimal previous research relevant literature. Significance of the research is not clearly identified. Hypotheses are not well articulated	No discussion of research purpose / previous research relevant literature. Significance of the research is not identified. Hypotheses are not well articulated/ absent
Research methods 10 marks	Provides accurate, thorough description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context	Description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context is adequate but limited	Description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context is not clear	Description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context is not sufficient/ absent
Results 10 marks	Results are clearly explained in a comprehensive level of detail and are well organized. Tables/figures clearly and concisely convey the data. Statistical analyses are appropriate tests and are accurately interpreted	Results are explained but not clearly in a comprehensive level of detail and are fairly organized. Tables/figures are not as clear and concise to convey the data. Statistical analyses are appropriate tests and but not accurately interpreted	Results are not explained comprehensive level of detail and are not well organized. Tables/figures are not clear and concise to convey the data. Statistical analyses are inappropriate and not accurately interpreted	Results are not explained detail and are not well organized. Tables/figures are not present to convey the data. Statistical analyses are inappropriate interpretations are absent
Conclusion 10 marks	Interpretations/analysis of results are thoughtful and	Interpretations/analysis of results are sufficient but	Interpretations/analysis of results are limited and	Interpretations/analysis of results are poor and

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	insightful, are clearly informed by the study's results, and thoroughly address how they supported, refuted, and/or informed the hypotheses.	lacking in insightfulness, and fairly address how they supported, refuted, and/or informed the hypotheses.	lacking in insightfulness, and poorly address how they supported, refuted, and/or informed the hypotheses.	does not bring insights and fairly address how they supported, refuted, and/or informed the hypotheses.
Sources and documentation 10 marks	Cites all data obtained from other sources. APA citation style is accurately used in both text and bibliography. Sources are all scholarly and clearly relate to the research focus	Cites most data obtained from other sources. Sources are primarily scholarly and relate to the research focus	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. Sources mostly scholarly and relate to the research focus	Does not cite sources. Citation style is either inconsistent or incorrect. Sources seldom scholarly and relate to the research focus

Component 2 : (ESM)

For **Presentation & Viva-Voce** –by External Examiner

Criteria	**Excellent**	**Good**	**Marginal**	**Unsatisfactory**
	10 -8 marks	7 – 5 marks	5-3 marks	<3 marks
Organization 10 marks	Presents information in logical, interesting sequence which audience can follow.	Presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because presenter jumps around.	Audience cannot understand presentation because there is no sequence of information.
Content Knowledge 10 marks	Demonstrates full master's level knowledge (more than required) by articulately addressing all aspects of the plan with explanations and elaboration in the allotted timeframe.	Mostly demonstrates master's level knowledge and is relatively at ease while addressing relevant aspects of the plan with explanations and some elaboration.	Somewhat demonstrates master's level knowledge and is somewhat at ease while addressing mostly relevant aspects of the plan with some explanations and some elaboration.	Does not demonstrate a master's level knowledge and is not at ease while addressing minimal or no relevant aspects of the plan without explanations and some elaboration.
Visual Aids 10 marks	The overall business plan presentation effectively uses visual aids that explains, supports and reinforces the presentation.	The overall business plan presentation uses some visual aids that explains, supports and/or reinforces the presentation.	The overall business plan presentation minimally uses visual aids that explains, supports and reinforces the presentation.	Mostly ignored or very superficially provided, but does not provide support for the presentation.
Verbal Techniques 10 marks	Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Voice is clear and pronounces most words correctly. Most audience members can hear presentation.	Voice is low and incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Mumbles, incorrectly pronounces terms, and speaks too quietly for audience to adequately hear and comprehend what is being presented.
Effectiveness 10 marks	Clearly and articulately answered all discussion questions	Clearly answered all questions with minor items not fully presented.	Answered the questions but did not fully address all the key aspects of the question.	Did not answer the questions clearly or left many questions unanswered

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Assessment Criteria – Social Immersion Project (SIP)

S.no.	Component	Criteria	Marks
1	Component 1 (Overall attendance should be at least 75 %)	Attendance	50
2	Component 2 (This is done on the final viva voce day)	Significance and impact of the project (Ideation/Strategy/Solution/Implementation)	10
		Association with Corporate Mentors/ SMEs	10
		Managerial Skills (Thought Leadership and Innovation)	10
		Sustainability Factors in the project	10
		Report/ Viva Voce	10

Assessment Rubrics

Criteria	Low (0 to 4 marks)	Medium (5 to 8 marks)	High (9 to 10 marks)	Max. Marks
Significance and Impact of the project	Low significant with low impact • Understanding of the problem and the importance of it.	Moderately significant with medium impact	Highly significant with high impact	10
Association with Corporate	Low/ no integration with corporate mentors or SMEs • Identification of corporate mentors or SMEs	Moderate integration with corporate mentors or SMEs • Interaction with corporate mentors or SMEs.	High integration with corporate mentors or SMEs • Integration of Corporate interactions in the project activities	10
Exhibiting Managerial skills	Low level of Thought leadership. Low level of Planning, Poor execution and contribution. Poor ideation.	Average Thought leadership. Average level of Planning , fairly good execution and contribution. Proposal of Innovative ideas	High level of Thought leadership High level of Planning, good execution and contribution. Strategies and feasibility aspects of the innovative ideas.	10
Sustainability	SDG Linkage in the project Understanding of their domain and respective UN SDGs	Sustainable nature of the project content for the future course of action	Sustainable nature of the proposed ideas or implementations done.	10
Report , Viva Voce	Incomplete report without impact analysis. Answered only some of the questions with less clarity.	Report with partial contents but contains impact analysis, answered most of the questions correctly.	Report completed with high quality including Impact analysis. Answered all questions and gave information much beyond the expectation.	10

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Suggested Assessment Tools

S.No	Assessment Method	Type of Assessment	Description
1	Assignment	Written	Students are given a written task on a particular topic to be submitted in a specific format.
2	Seminar/Presentation	Oral	Students are expected to make a presentation and discuss/share information on a chosen topic.
3	Case study – Application based.	Problem based/Concept Based	students in a team are expected to work through a case study to identify the problem and offer potential solutions. Case studies are given to assess the students' understanding and their ability to establish the link between theory and practice.
4	Class test	Written/Quiz	Is an assessment intended to measure learners remembrance/understanding of concepts.
5	Project	Written / Practical/ Oral Report	Projects are intended to test the wide range of analytical, practical and interpretative skills of the learner. It is used to assess wide application of knowledge and skills.
6	Quiz	Oral/Written	Quizzes are conducted as a part of formative assessment process to monitor students' learning and adjust instruction during the course.
7	MOOC	Written	Students are encouraged to do an online course in MOOC platform to gain international perspectives in a course. Certificate gained through such courses are considered while assessing the internal score.
9	Field Study	Practical/Oral/Written report	students' are encouraged to go for a field study to understand the concepts discussed in the course through the interaction with the industry experts.
10	Business Plan	Practical/Written report/Oral	As a part of course work in entrepreneurship learners are instructed to submit a business plan built based on the business idea.
11	Entrepreneur business interface	Oral	Students are encouraged to interact with entrepreneurs to learn and demonstrate entrepreneurial thinking in the form of challenges faced and the strategies practiced to overcome the challenges.
12	Class participation	Oral	students' are assessed based on their contribution in the discussion led by the facilitator.

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