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MBA - Project Management Program

Regulations and Curriculum

2022 (Amended)

As approved by 24th Board of Studies meeting / 29.11.2023 &

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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 creating transformative educational experience shaping future leaders

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

Values

Be the Solution: Brings in new ideas and solutions that push our thinking into new territory.
Champion Change: Identifies and implements external best practice, new ideas and plans that will prepare our organisation for the future.
Agility: successfully lead organizations in a world that's increasingly complex and uncertain.
Trust: Earns credibility and trust, influencing employees, members, and stakeholders to support organisation

MBA - Project Management Program – PEOs and PLOs

The curriculum for the MBA-PM program for 2022 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 (Project Management) from KCT Business School, the recent graduate shall:

PEO1: Demonstrate abilities to manage and prioritise project needs from concept through completion by adopting a client centric culture in the organization
PEO2: Exhibit the ability to apply best practices to manage projects in different sectors and culture across the globe
PEO3: Demonstrate the ability to execute projects as a leader by maintaining social values and business ethics
PEO4: Exhibit entrepreneurial and continuous learning qualities for implementing projects successfully minimising environmental and social risk.

Program Learning Outcomes On completion of Master's degree in Business Administration (Project Management) from KCT Business School, the student will be able to:

PLO1: Demonstrate knowledge and skills required to manage projects successfully
PLO2: Critically analyse, synthesise and reflect on project management theory and developments, both local and international, to extend and challenge knowledge and practice
PLO3: Exhibit leadership skills and teamwork skills to plan and guide the implementation of projects across diverse project management contexts
PLO4: Demonstrate professional conduct and ethical behaviour during the management of technical activities and projects
PLO5: Exhibit intrapreneurial abilities to navigate the project through environmental and legal aspects that minimises risk and optimises impact on the society

S.No.	PMI Knowledge Areas
1.	Project Integration Management
2.	Project Scope Management
3.	Project Time Management
4.	Project Cost Management
5.	Project Quality Management
6.	Project Human Resource
7.	Project Communications
8.	Project Risk Management
9.	Project Procurement Management
10.	Project Stakeholder Management

Competencies - Holistic Knowledge, Skill set and Behaviour level abilities that the students acquire on the completion of MBA - Project Management

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		
C1.7	Risk Management		
C3	**Problem solving & Decision-Making Skills**	**C4**	**Leadership & Behavioural Skills**
C3.1	Business Research	C4.1	Communication
C3.2	Analytical Thinking	C4.2	Leadership & Peer collaboration
C3.3	Innovation	C4.3	Negotiation
C3.4	Critical thinking	C4.4	Change Management
		C4.5	Emotional Resilience
C.5	**Business Ethics & Social Responsibility**		
C5.1	Professional Behaviour		
C5.2	Ethical Social responsibility		
C5.3	Environmental consciousness		

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Performance Indicators

Concrete actions that the student is able to perform on the completion of MBA- Project Management

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 areas
C1.3	Provide evidence of practical application of Managerial knowledge to formulate an effective strategy to execute projects
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 projects
C1.6	Demonstrate knowledge in Business and economics current affair
C1.7	Demonstrate ability to understand risks involved in a project and develop measures to mitigate them
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 project solution to a real problem of significance by conducting research studies.
C3.2	Display ability to use appropriate analytical techniques / project management tools to complete a project on time and on budget
C3.3	Display innovative thinking abilities in executing projects
C3.4	Display critical thinking abilities during project planning and control
Leadership & Behavioural Skills (C4)	
C4.1	Display competence in oral and written communication
C4.2	Display ability to achieve the organisation goals by leading self and others
C4.3	Practice negotiation skills to build a long-term relationship with various stakeholders of professional and personal life
C4.4	Solve the conflicting issues arising within the team more constructively
C4.5	Display ability to manage stressful situations that arise in personal and professional life with ease and bounce back from hardship quickly
Business Ethics & Social Responsibility (C5)	
C5.1	Display Professionalism in behaviour
C5.2	Demonstrate an ability to understand and imbibe ethical codes in Business practices and formulate strategies that are beneficial for the society
C5.3	Demonstrate an understanding and concern on ecological issues and display environmentally friendly behaviour in personal and professional life

Preamble

Based on KCT Business School Vision and Mission, along with MBA -PM 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 - Project Management was designed as given below.

The program structure has the 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 April – June 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 (Project Management)

- **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 acquires on the completion of Master's degree in Business Administration (Project Management)

- **Performance Indicators:** concrete actions that the student is able to perform on the completion of Master's degree in Business Administration (Project Management)

- **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 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 -PM Program Structure

1.1 Duration and structure of the Program
The KCT.BS MBA - Project Management 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 (Foundation) (F)
	Functional Core (B)
	Core – Professional Development (PD)
	Industrial Immersion Project (J)
Semester II	Core (Integrated) (B)
	Functional Core (B)
	Core – Professional Development (PD)
Semester III	Core (Integrated) (B)
	Functional Core (B)
	Core – Professional Development (PD)
	Electives (E)
	Project (J)
Semester IV	Core (Integrated) (B)
	Functional Core (B)
	Core – Professional Development (PD)
	Electives (E)
	Project (J)

1.2 Curriculum
The KCT.BS MBA (Project Management) 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.

2. Credit System
Choice Based Credit System (CBCS) is followed which provides choice for students to select from the prescribed courses and 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 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 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 of 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 and visits to a business or industrial sites. 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 105 credits for successful completion of the MBA- PM program. Further, the student must meet the

course and credit distribution also as specified in 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

A student may earn extra credits of up to a maximum of 6 credits. These course/ (s) can be taken in any semester through self-study / enroll in the course if 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 be earned either through the courses offered in the MBA - PM program or the 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 -PM program to build a holistic knowledge and skill set.

No	Type	Description	Mini Credits
1	Core Foundation (F)	Course at a basic level, preparing students for more advanced study	12
2	Functional Core / Core (Integrated) (B)	Course, which is fundamental for the program and should be mandatorily studied	47
3	Core-Professional Development (PD)	Courses which will instill professional skills	7
4	Electives (E)	Course that enriches and presents divergent perspectives to career and life - which are open to all students	16
5	Project (J)	Course involving application of knowledge in solving / analyzing /practicing/ exploring real life business situations in the field for a considerable period of time	23
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 credits			105
7	Extra Credit courses (EXT)	Courses opted by the students beyond the threshold limit of the total credit required (>105) that are included in the grade sheet but excluded from aggregation of CGPA	06

2.6 Credit Transfers

In general, it is KCT's policy to accept credits earned at recognized Universities, provided that such credits have been earned through university-level courses equivalent to the courses in specific programs of KCT.

Students can transfer credits from National or International Universities/ Industry/ Professional Bodies with the approval of the 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 common between courses and the Learning Hours will be transferred. Student should submit the syllabus of the course and the completed learning hours.

2.6.1.2 Transfer of Learning Hours (LTH). When courses are taken from 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 policy of the course/s. The Learning hours will be transferred, and the course mapped with the equivalent course (no. of hours and course content) at KCT. The course will be mapped with the course offered in the Department if there is 80% of common contents between courses and the Learning Hours will be transferred. Student should submit the syllabus of the courses and the completed learning hours.

2.6.1.3 International Summer School. A student may opt for International Summer Program in Business and Entrepreneurship in related domain 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 from 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 the courses in specific programmes of KCT satisfying AICTE/ AU norms.
- 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 for 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. 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. 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 a minimum of 15 registered students.

3.2 Pre-requisite Courses

Some elective 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.

3.2.a However student is expected to clear **P22MPJ3323 Project Management Research 1** before registering in **P22MPJ4328 Project Management Research 2** .

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 in audit courses must register for the courses and get the approval from the faculty. They must attend classes regularly, complete assigned reading, and participate in discussions, but they are exempted from 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.

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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	3 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).

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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.				

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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 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)

5.6.9 Minimum CAM mark is required for Project Management Research I & II. If the student fails to obtain 50% of the internal assessment marks or falls short of the attendance requirement, in the Final Project work of the MBA (PM) program, the student will not be permitted to submit the project report in that semester and has to re-enroll for the same in the subsequent semester.

5.7 Malpractice:

Students taking exams shall be 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, communicating with or copying from each other or communicating with any one outside the exam Hall or computer lab. 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 supplied inside the exam hall/ computer lab by the office of the controller of examination. The students are warned that any form of malpractice will be delt with severely. The punishment may include debarring / cancelling the particular examination registered for by the students in that semester and or award of zero marks to all registered courses of that semester. Severe violations would attract stricter punishments, 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 inputed 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 –PM 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.

6.Program Structure

	Course Code	Course Type	Course Title	Credit Hours				Credits
				L	T	P	SW / FW	
Semester I	P22MPF1401	Core - F	Managerial Economics	2			2	3
	P22MPF1502	Core - F	Accounting for Management	1	1		2	3
	P22MPF1103	Core - F	Managing People and Organisations	2	1			3
	P22MPF1904	Core - F	Marketing for Managers	2			2	3
	P22MPB1105	Core - B	Principles of Project Management	2	1			3
	P22MPB1106	Core - B	Project Portfolio Management & Program Management Office	2	1			3
	P22MPB1107	Core - B	Project Integration and Stakeholder Management	2	1			3
	P22MPB1108	Core - B	Project Scope and Schedule Management	2	1			3
	P22MPP1909	Core- PD	Project Leadership Skills	1			2	2
	P22MPJ1310	Project- J	Industrial Immersion Project					2
			Total credits in semester 1					**28**

	Course Code	Course Type	Course Title	Credit Hours				Credits
				L	T	P	SW / FW	
Semester II	P22MPB2911	Core - B	Research Methodology	2			2	3
	P22MPB2112	Core - B	Decision Models for Projects	2	1			3
	P22MPB2413	Core - B	Procurement and Supply Chain Management	2			2	3
	P22MPB2114	Core - B	Cost Management in Projects	2	1			3
	P22MPB2115	Core - B	Project Design for Quality	2	1			3
	P22MPB2116	Core - B	Project Planning and Control	2	1			3
	P22MPB2117	Core - B	Project Selection and Appraisal	2	1			3
	P22MPP2018	Core- PD	Project Communication Skills	2				2
	P22MPB2219	Core - B	Project Management Capstone Simulation	1		2		2
			Total credits in semester 2					**25**

	Course Code	Course Type	Course Title	Credit Hours				Credits
				L	T	P	SW / FW	
Semester III	P22MPB3120	Core - B	Strategic Project Management	2	1			3
	P22MPB3221	Core - B	Practical Application of Project Management Software	2		2		3
	P22MPP3022	Core- PD	Project Negotiation Skills	2				2
	P22MPJ3323	Project - J	Project Management Research 1					6
		Elective - E	Elective 1(Open elective)					4
		Elective – E	Elective 2 (Optional Elective)					4
	P22MPJ3324	Project - J	Summer Internship					3
			Total credits in semester 3					**25**

	Course Code	Course Type	Course Title	Credit Hours				Credits
				L	T	P	SW / FW	
Semester IV	P22MPB4925	Core - B	Business Law and Ethics	2			2	3
	P22MPB4126	Core - B	Project Risk Management	2	1			3
	P22MPP4027	Core- PD	Managing Project Team Skills	1				1
		Elective - E	Elective 3 (Open elective					4
		Elective – E	Elective 4 (Optional Elective)					4
	P22MPJ4328	Project - J	Project Management Research 2					12
			Total credits in semester 4					**27**

Total Cumulative Credits		**105**

COURSE CODE (10 characters)

No. of character	Code	Details
First	P	Post - Graduate
Second and third	22	Regulations R- 2022
Fourth and fifth	MP	MBA (Project Management)
Sixth	Course Type	F- Core - Foundation
		B – Core - Functional / Integrated
		P – Core - Professional Development
		J - Project
		E - Elective
Seventh	1	First semester
	2	Second semester
	3	Third semester
	4	Fourth semester
	O	Open Elective
	P	Optional Elective
Eigth	0	Lecture
	1	Lecture + Tutorial
	2	Lecture + Practical
	3	Project
	4	Lecture + Field work
	5	Lecture + Tutorial + Self work
	6	Lecture + Tutorial + Field work
	7	Lecture + Self work + Field work
	8	Lecture + Practical +Self work
	9	Lecture + Self work
Ninth and tenth	00 - 99	Course sequence number

ELECTIVES OFFERED

	Course Code	Course Type	Course Title	Credit Hours				Credits
				L	T	P	SW / FW	
Open Electives	P22MPEO529	Elective -O	Buyer Behaviour	2	1		2	4
	P22MPEO530	Elective -O	Strategic Human Capital Management	2	1		2	4
	P22MPEO631	Elective -O	Operations Management	2	1		2	4
	P22MPEO532	Elective -O	Corporate Finance	2	1		2	4

	Course Code	Course Type	Course Title	Credit Hours				Credits
				L	T	P	SW / FW	
Optional Electives	P22MPEP533	Elective -P	Agile Project Management	2	1		2	4
	P22MPEP534	Elective -P	Knowledge Management	2	1		2	4
	P22MPEP635	Elective -P	Project Contract Management	2	1		2	4
	P22MPEP736	Elective -P	Project Innovation and Entrepreneurship	2		2	2	4

BOS Chairman Signature

SEMESTER-I

Course Title	Managerial Economics
Course Code	P22MPF1401
Credit Units	3

Course Objectives:

This course imparts the knowledge on individual behaviour theories and business units deal with the fundamental problems of scarce resources, competition and Price fixation. It familiarises with the macro-economics concepts that qualifies 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 successful completion of the course the students will be able to:

CLO1: Explain the role of managerial economics in decision making. (K2)

CLO2: Infer the demand - supply concepts and appraise the position of a company. (K2)

CLO3: Identify competitive strategies, including costing, pricing, product differentiation, and market environment according to the natures of products and the structures of the markets. (S5)

CLO4: Outline the macro-economic drivers and how the outcomes relate to policy making, and the economic development. (K2)

Course Syllabus	Weightage
Module I: Framework to Managerial Economics	5%
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, Market equilibrium	
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 & Competition	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: Public finance & Central bank policies	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%	

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	C1.1,	C1.P1,	PLO1	PEO1
CLO2	C1.1,	C1.P1,	PLO1	PEO1
CLO3	C1.1, C4.1,	C1.P1, C4.P1,	PLO1, PLO3 & PLO5,	PEO1, PEO3 & PEO4
CLO4	C1.6	C1.P6	PLO1	PEO1

Reference Books

D N Diwedi (2009). Managerial Economics. Seventh Edition, Vikas Publication

Piyali Ghosh Geetika, Purba Roy Chowdhury (2017).Managerial Economics, 3 e, McGraw-Hill Education

Course Design	Dr S.Sangeetha

Course Title	Accounting for Management
Course Code	P22MPF1502
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 related to Project Management.

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: Outline the basic concepts of accounting for project management. (K2)
CLO2: Interpret financial statements for decision making. (K2)
CLO3: Construct different types of cost and budget statements. (S5)

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 – Sustainability Accounting.	
Module II: Financial Statements	45%
Financial Statements- Introduction- 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%	

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	C1.1	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

BOS Chairman Signature

Course Title	Managing People and Organisations
Course Code	P22MPF1103
Credit Units	3

Course Objectives:

The primary objective of the course is to provide a basic introduction on how to approach project management and to contemplate all essential concepts from both theoretical and applied perspective.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Outline the conceptual framework of Project Management.

CLO2: Identify the elements of planning, organizing, and controlling in project management

CLO3: Develop the various practices, and exercises of Project Management Environment

Course Syllabus	Weightage
Module I: Frontiers of Project Management	20%
Concept of Management – Functions of Management – Dimensions of Project Management – Functionality of a Project Management –Project Management Principles. Project management in different sectors: Construction, Services Sector, Public sector and Government Projects. Systems approach to project management.	
Module II: Development of a Project Plan	20%
Introduction to POSDC: Project Execution Plan- Activity Planning, Policy and Procedures – Budgeting – Tasking and Assignment – Scheduling of activities- Concept of Value Engineering- Preparation of a Project Manual.	
Module III: Creating Project Organizations	20%
Typologies of Project Organizations – International Perspectives- Functional Organizational structure – Project Organizational structure – Matrix Organizational structure. Relationship of Project Manager and Line managers. Setting the Authority- Responsibility- Accountability Matrix- Integration Vs Disintegration – Managing the size	
Module IV: People in Product Organizations	20%
Creation of teams: Talent Identification - Leveraging Technical Vs Managerial Talents - Team Building process - Understanding Communication at Work – Inter process Communication- Effective Attitude building - – Leadership styles for Project Managers.	
Module V: Project Execution and Control Mechanisms	20%
Identification of critical control components – Risk – Escalation – Scope creeps. Types of control mechanisms – Cost, Time and Risk. – Preventive mechanisms – Breakdown mechanisms- Cost/Time Mitigation techniques –Usage of software in project control mechanisms	

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%	0

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	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.2	C1. P2	PLO1	PEO1
CLO3	C1.3	C1.P3	PLO1	PEO1

Reference Books

1. Jack R. Meredith, Scott M. Shafer, Samuel J. Mantel Jr. - Project Management: A Strategic Managerial Approach, Wiley ,Tenth edition
2. Larson, E.W. and Gray, C.F. (2018), Project management the managerial process. McGraw-Hill Seventh Edition
3. K. Nagrajan, Project Management, New Age International Publishers, 7e 2015.

Course Design	Dr. V. Kaarthiekheyan

Course Title	Marketing for Managers
Course Code	P22MPF1904
Credit Units	3

Course Objectives

 The course is designed to introduce the new age marketing practices generally adopted by project and other B2B organizations. The course aims to make the student understand about the various environmental factors that influences marketing functions in an international perspective. The course also emphasises more upon the integration of various marketing mixes specifically for a project organization.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Demonstrate an understanding of Marketing conceptual framework.
CLO2: Interpret the various issues and deliverables in a marketing environment
CLO3: Display ability to examine different types of marketing processes in a project organization.

Course Syllabus	Weightage
Module I: Understanding Project Marketing Management	20%
Defining Marketing for projects–orientations- Developing Marketing strategies and plans- 6P's of marketing for projects- Types of project marketing managers- Inhouse project marketing manager, Marketing program manager, International marketing project manager, Digital Marketing Project Manager- Relative skill sets.	
Module II: Managing Projects Environments	20%
Internal and External factors – Emerging project structures - Global Practices Adopting— Marketing Interventions – Marketing for Project management setting	
Module III: Planning for project marketing programs	20%
Creation of project timelines and budgets – Resource allocation, Building and maintaining external vendor relationships – Generating leads – Creating marketing teams. Cross country segmentation, Negotiation and conflict management – Service Level Agreements – Components.	
Module IV: Pricing and Promotion decisions	20%
Designing pricing policies – Objectives – Procedures – Bases for and Methods of price fixing. Pricing Strategies-Value based, Cost based, Functionality based, Competitor based, Pricing Procedure. Essentials of a Bidding Process. Key account management Project Promotions – Campaign Planning, Building Referrals, Creation of content calendars, Creation and maintenance of social media accounts, , Interactive Marketing, Networking – Managing publicity	
Module V: Distribution Strategies for Projects	
Partnering with suppliers- Establishing point of contacts -– Warehouse Management Systems – Agile Methodologies – Third party logistics and providers - Strategic alliances – Vertical Marketing Systems	20%
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%				
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	C1.1	C1.P1	PLO1	PEO1
CLO2	C1.2	C1.P2	PLO1	PEO1
CLO3	C3.3	C3.P3	PLO2	PEO2
CLO3	C4.1	C4.P1	PLO3	PEO3
Reference Book 1. Kotler, P., & Keller, K. L. (2016). Marketing management., Pearson Prentice Hall. 15th Edition 2. Ramasamy & Namakumari (2018) Marketing Management: Indian Context, Global Perspective, Sage Texts. 3. Olivier Mesly(2020) – Marketing projects , Auerbach Publications,1st Edition				
Course Design		Dr. V.Kaarthiekheyan		

Course Title	Principles of Project Management
Course Code	P22MPB1105
Credit Units	3

Course Objectives

The course on principles of project management familiarises the students on the essential elements of project management and leadership skills. Through class engagement the students will understand the project management framework and further understand the roles of a project manager working in project-based organisations

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

Pre – Requisites	None

Course Learning Outcomes

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

CLO1: Understand the knowledge areas of project management (PO1)

CLO2: Explain process of interaction with the knowledge areas of project management (PO1)

Course Syllabus	Weightage
Module I: Introduction	25%
Definition of Project – Characteristics of a Project - Project Vs Process - Project Management – Knowledge areas – Project Management Processes - Relationship with other disciplines – Triple constraints – Reasons for Project Failure	
Module II: Project Phases and Project Life Cycle	20%
Characteristics of Project Phases – Project deliverables - PLC – Definition - Cost and Staffing Levels – Fast Tracking – Milestones	
Module III: Project Management Framework	20%
Project Management Office - Stakeholders – Project Manager: Qualities of Project Manager, Role of Project Manager – Project Sponsor - Organisational Structures	
Module IV: PM Processes	20%
Project processes - Process Groups – Process interactions - Mapping Process Groups with Knowledge areas	
Module V: Project Environment	15%
Enterprise Environmental Factors - Organizational Process Assets -Organisational Culture and Style	

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	C1.1	C1.P1	PLO1	PEO1
CLO2	C1.2	C1.P2	PLO1	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

- " Road to Project Success" by A.Chandrasekaran et.al., Published by Info Career Pvt. Ltd., 3rd Edition -2018.

Course Design	Dr. S. Jaisankar

Course Title	Project Portfolio Management and Program Management Office
Course Code	P22MPB1106
Credit Units	3

Course Objectives

The course on Project Portfolio Management and Program Management office familiarises the students on various aspects of project execution from initiation to close out. The course provides inputs on fundamentals knowledge of project, program and portfolio engagement where the students will learn process and framework followed for successful conduct of projects throughout life cycle of project and see how they fit in different analytical framework through practice-based learning.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1. Demonstrate an understanding of project and portfolio management framework throughout project life cycle.

CLO2. Develop project charter, manage change and its governance.

CLO3. Display ability to contrast various domains of portfolio management.

Course Syllabus	Weightage
Module I: Introduction to Project Portfolio and Program Management	20%
Basics of portfolio management, components of portfolio management and their interrelationships, portfolio management process groups and information system (PMIS), stakeholders in portfolio management, portfolio life cycle. Introduction to program management	
Module II: Portfolio Strategic management and it's Governance	30%
Guiding principles for portfolio strategic management and its governance, developing portfolio strategic plan and objectives, develop portfolio charter, define portfolio roadmap, manage strategic change, concept and role of portfolio governance, development of portfolio management plan, defining, optimizing, and authorizing portfolio, oversight of portfolio.	
Module III: Extension of Portfolio Management	35%
Extension of portfolio management in various domain such as portfolio performance management, portfolio communication management, portfolio capacity and capability management, portfolio stakeholder management, portfolio value management, portfolio risk management.	
Module IV: Program Management	15%
Need of program management at organization level, roles and responsibility of PMO in portfolio management, various types of project management office.	

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	C1.3	C1.P3	PLO1	PEO1
CLO2	C4.4	C4.P4	PLO3 & PLO5	PEO3 & PEO4
CLO3	C4.2	C4.P2	PLO3 & PLO5	PEO3 & PEO4

Reference Book
1. The Standard for PORTFOLIO MANAGEMENT., Project Management Institute.
2. The Standard for Portfolio Management – Third Edition by Project Management Institute.

BOS Chairman Signature

Course Title	Project Integration and Stakeholder Management
Course Code	P22MPB1107
Credit Units	3

Course Objectives

The course on Project Integration and Stakeholder Management exposes the students on the need of integration management in complex projects and the processes followed throughout the life cycle. It familiarises the students on how stakeholders are vital to any project's success. The course deals with the identification, management, and control of internal and external stakeholders central to the project through case-based learning and application exercises.

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

Pre – Requisites	None

Course Learning Outcomes

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

1. Formulate integration of management processes at project level
2. Display ability to integrate learnings at various knowledge areas of project management.
3. Create and plan the stakeholder management process.
4. Display the ability to monitor stakeholder engagement.

Course Syllabus	Weightage
Module I: Project integration management – Process & tools	20%
Importance of project charter, develop project charter, develop project management plan, direct and manage project work, tools for integrated project management system (linkage with software).	
Module II: Integration Management with Project Management Knowledge Areas	15%
Integrated Program and Project Management, Quality and Project Integration, Risk and Project Integration, Strategic Integration, Integration Issues in Portfolio and Project Planning Life Cycles.	
Module III: Stakeholder Management Theories and Practice	25%
Stakeholder Theory, Freeman's Model, Stakeholder, Stake-watcher, and Stake-keeper, Stakeholder view of the Firm and Project (Donaldson's Theory), PI Matrices	
Module IV: Stakeholder Engagement Process	20%
Public Engagement Process, Social analysis- CLIP tool, Information and Communication Management Systems for Stakeholder Management, Value creation for stakeholders-Corporate Social Responsibility, Resettlement and Rehabilitation.	
Module V: Monitoring Stakeholder Engagement	20%
Tools to monitor and control stakeholder engagement viz. project management plan, work performance data, project documents gathered through information management systems	

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	C1.3	C1.P3	PLO1	PEO1
CLO2	C4.2	C4.P2	PLO3 & PLO5	PEO3 & PEO4
CLO3	C1.3	C1.P3	PLO1	PEO1
CLO4	C3.4	C3.P4	PLO2 & PLO5	PEO2 & PEO4

Reference Book

1. Eskerod, P., & Jepsen, A. L. (2013). Project Stakeholder Management., Routledge. PMBOK (6th Edition)
2. Barkley, B. (2006). Integrated Project Management., Mc Graw Hill.

Course Title	Project Scope and Schedule Management
Course Code	P22MPB1108
Credit Units	3

Course Objectives

The course on project scope and schedule management familiarises the students in determining the project goals, tasks, deliverables, deadlines, and budgets as a part of the scope plan to satisfy the expectations of the stakeholders. The course will prepare the students in estimating, developing and controlling project schedule.

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

Pre – Requisites	None

Course Learning Outcomes

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

CLO1: Explain the concepts of project scope and schedule management in project management
CLO2: Apply tools and techniques in projects for estimating project duration
CLO3: Establish suitable WBS charts for projects for the given project scope

Course Syllabus	Weightage
Module I: Project Scope Management	15%
Objectives – Types of scope - Project Scope Management - Processes – Project Charter - Scope Management Plan: importance - Collect Requirements: Inputs, Tools & Techniques, Output from scope planning - Define Scope	
Module II: Work Breakdown Structure	25%
Work Breakdown Structure - Create WBS: Deliverables, Levels, Work Packages - Validate Scope – Control Scope – Scope Creep	
Module III: Project Time Management Processes	20%
Project Time Management Processes - Plan - Define Activities - Sequence Activities - Estimate Activity Resources— Estimate Activity Durations—Develop Schedule- Control Schedule	
Module IV: Network Models	25%
CPM/PERT Network components - Constructing a Network diagram – Time estimates - Numbering events using Fulkerson's Rule – Determining Project Duration & Critical Path - Float and Slack Times - Critical Path Analysis – Problems	
Module V: Project Crashing	15%
Cost analysis: Cost Slope, Crash Time & Crash Cost – Project Crashing - Problems	

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	C1.2	C1.P2	PLO1	PEO1
CLO2	C1.3	C1.P3	PLO1	PEO1
CLO3	C3.2	C3.P2	PLO2	PEO2
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 - Jaisankar S. 2009, Operations Research – Decision Models Approach, Excel Publications, New Delhi				
Course Design		Dr. S. Jaisankar		

Course Title	Project Leadership Skills
Course Code	P22MPP1909
Credit Units	2

Course Objectives

Project Leadership skill course provides a wide opportunity for the students to equip the skill of leadership. The course will help students to know themselves and to bring out the best in others. The students will be able to formulate and develop critical thinking skills, they will
adapt their leadership style to achieve greater business results

L	T	P	SW	FW	TOTAL CREDITS
1			2		2

Pre – Requisites	None

Course learning Outcomes

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

CLO1: To Exhibit the knowledge of Leadership and Practice to decision making

CLO2: To be able to effectively delegate work and motivate people at workplace

CLO3: To be able to Express strategically and is able to take future-oriented decisions

Course Syllabus	Weightage
Module I: FUNDAMENTALS OF LEADERHIP AND KNOWING SELF	15%
- Knowing yourself – Self-awareness and Self-management - Knowing yourself – Emotional and social intelligence	
Module II: DEALING WITH PEOPLE AT WORKPLACE	20%
- Delegating effectively and motivating people - Building a high-performance team - Managing interpersonal conflicts - Decision Making and Biases - Moral dilemmas and Ethical leadership	
Module III: STRATEGIC THINKING FOR LEADERSHIP AND THE POWER OF PURPOSE	25%
- The exponential power of a clear purpose - Strategic thinking from the future vs operational focus - Turning scenarios into leadership actions - The end of global best practices and SWOT - EVUCA leadership qualities• Unleashing the power of your people for exponential outcomes	
Module IV: AMBIDEXTROUS LEADERSHIP	20%
- Balancing the two organisations - Being guided by purpose - Managing your time	
Module V: 21ST CENTURY MINDSET	20%
- Shedding the burden of the Industrial Age - Developing a mindful mindset - Practicing a beginner's mind	

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 (%)

BOS Chairman Signature

NA		NA		
Theory Assessment				
Continuous Assessment Score components			End term Examination	
Other Assessments		Class tests	NA	
60 % (30 marks)		40% (20marks)		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.1	C1.P1	PLO1	PEO1
CLO2	C4.2	C4.P2	PLO3	PEO3
CLO3	C4.5	C4.P5	PLO3	PEO3
Reference Book Maxwell, John (2005) ,The 360-Degree Leader Developing Your Influence from Anywhere in the Organization,Thomas Nelson, Inc				
Course Design		Dr.Deepa Manickam & Mr.Sanjiv Srinivasan		

Course Title	Industry Immersion Project
Course Code	P22MPJ1310
Credit Units	2

Course Objectives

The Industry Immersion Project provides the students with an extensive exposure and hands-on experience of the functional areas of management in a corporate or an entrepreneurial environment hence enabling the students to apply the management principles to practise.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Explain the understanding of the various management principles and practices

CLO2: Describe the knowledge of the current business affairs and its applications in the business environment.

CLO3: Formulate an effective Oral and Written Communication elucidating the key learning and applications from the internship.

Course Syllabus	

CONTENT	**About the Organization** • Vision, Mission, Values • Governance • Structure • Services/ Products offered • SWOT • Share/position/ competitiveness in the industry	**Marketing** • Marketing manager's roles and responsibilities • Products and product policies • Pricing policies • Distribution structure • Advertising policies & procedures • Sales promotion activities • Marketing research activities	**Finance** • Sources of capital • Role of Finance manager • Cost of capital • Allocation of funds to various departments • Credit policy • Payment & collection procedure • Budgeting method • Cash management • Control process
	Human Resource • Role of HR Manager • Human Resource planning • Recruitment & selection • Training & development • Performance appraisal • Career planning & development • Compensation plan • Financial/ Non-financial incentives • Welfare benefits • Discipline administration	**IT/ Systems** • Systems & Processes • Information Technology • Management of Information systems • Software's used • Disruptive Technologies used • Use of Artificial Intelligence/Machine Learning Tools. • Decision Support systems/ Analytics Tools used	**Production** • Production process • Receiving and processing orders • Types of production systems • Production planning procedures • Inventory management • Record keeping • Wastage management • Quality control techniques • Efficiency analysis

Pedagogy for course Delivery

The Industry Immersion Project provides the students with a platform to immerse themselves with the key business functions and there by gaining real time experience and exposure to the business environment and management practises. The Project is scheduled for 2 weeks which comprises of 10 hours of preparatory work, 80 hours of Field work and 10 hours for report preparation. The students will be assessed with a viva -voce examination at the end of their project.

End Semester Examination Scheme

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

Theory Assessment				
Continuous Assessment Score components			End term Examination	
Other Assessments		Class tests	NA	
100 % Assessment: Report – 25 marks; Presentation & Viva-voce – 25 marks;		NA		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.6	C1. P6	PLO1	PEO1
CLO3	C4.1	C4. P1	PLO3	PEO3
Reference Book As needed for the Project				
Course Design		Dr.A.Latha & Mr. S.N.Vivek Raj		

SEMESTER-II

Course Title	Research Methodology
Course Code	P22MPB2911
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 problems in Project Management. Further the course equips the students on various fundamental concepts, tools and techniques of Research. The course will introduce the data analysis and will provide hands on experience on use of various statistical tools.

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

Pre – Requisites	None

Course Learning Outcomes

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

CLO1: Explain the principles of research and its role in supporting decision making.

CLO2: Formulate the foundations for carrying out research

CLO3: Display ability to perform various statistical tools on Research.

Course Syllabus	Weightage
Module I: Introduction to Research	15%
Introduction to Research – An overview of Research process – Application of research in Project Management. Identifying of the problem – Formulating research questions, Review of Literature - Literature Search in database - Need for Literature Review, Research gap, Identifying variables	
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:	20%
Formulation of a Research Instrument – Reliability and Validity Tests - Role of Validated Instruments	
Module IV: Data Collection Methods	15%
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: Descriptive and Inferential Statistics	30%
Measures of Central Tendency-Mean Median Mode; Measures of Position- Five number summary- Outliers; Measures of Dispersion-Standard Deviation -Variance – Range – Skewness-Kurtosis; Univariate and Bivariate Analysis -Cross tabulations Chi-Square Test - Mann-Whitney Test – Kruskal Wallis Test; Measures of Association - Covariance and Correlation – Regression; Data visualisation- Graphical representation of data	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture sessions. Data set shall be used to analyse data to explain practical application of various statistical functions.

End Semester Examination Scheme

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

Theory Assessment

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

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BOS Chairman Signature

16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.1	C1.P1	PLO1	PEO1
CLO2	C1.3	C1.P3	PLO1	PEO1
CLO3	C1.5	C3.P5	PLO1	PEO1
Reference Books 1. Donald R. Cooper and Pamela S. Schindler, Business Research Methods, 12/e, McGrawhill Publications,New York,2018 2. Daniel Nunan, Naresh K. Malhotra, David F. Birks ,Marketing Research An Applied Approach, 5/e,Pearson,UK,2017 3. S. Jaisankar, Data Analysis for Management Research, Archers and Elevators Publishing House, Bangalore, 2016				
Course Design		Dr.D.Susana		

Course Title	Decision Models for Projects
Course Code	P22MPB2112
Credit Units	3

Course Objectives

The course on decision models for projects will familiarize the students to identify the problem, gather relevant information, understand the constraints, analyse all the alternatives, and select the best solution in managerial decision making. The course will prepare the students to implement various decision models and to decide rationally about different aspects of the projects.

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

Pre – Requisites	None

Course Learning Outcomes

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

CLO1: Explain the concepts and characteristics of decision models in managing projects

CLO2: Propose appropriate decision models in projects for arriving at an optimal solution using software

CLO3: Establish suitable decision-making models in project management within the given
          conditions and constraints to arrive at rational decisions

Course Syllabus	Weightage
Module I: Linear Programming	30%
Application of LP – Objective Functions – Constraints- Formulation of LP model–Graphical method and Simplex method of solving LPP – Sensitivity analysis	
Module II: Transportation Model	20%
Formulation – Determining initial solutions -Unbalanced – Restricted – Maximisation problems - Determining Optimal solution – Assignment Model – Hungarian Method - Maximization and Restricted problems	
Module III: Queuing Theory	20%
Characteristics of MM1 Queuing model – Multiple servers - Application of Queuing Models - Queue discipline – Service Mechanism – Arrival rate and Service rate – Queuing System - Waiting Time – Server Utilization	
Module IV: Game Theory	15%
2-person zero sum game – Strategies – Pay off table - Formulation - Saddle point - Dominance property	
Module V: Simulation	15%
Monte Carlo method using random numbers – Simulation for Demand Forecasting – Queuing – Inventory	

Pedagogy for course Delivery

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

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	C1.2	C1.P2	PLO1	PEO1
CLO2	C1.3	C1.P3	PLO1	PEO1
CLO3	C3.2	C3.P2	PLO2	PEO2

Reference Book
Jaisankar S. 2009, Operations Research – Decision Models Approach, Excel Publications, New Delhi

Course Design		Dr. S. Jaisankar

Course Title	Procurement and Supply Chain Management
Course Code	P22MPB2413
Credit Units	3

Course Objectives

This course familiarises students on the basics of procurement and 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		-	-	2	3

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

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	C1.3	C1.P3	PLO1	PEO1
CLO3	C3.2	C3.P2	PLO2	PEO2
CLO3	C4.1	C4.P1	PLO3	PEO3
Reference Books: 1. Janat Shah, Supply Chain Management, Pearson Education,2009 2. Sunil Chopra, Supply Chain Management, Pearson Education, 2012				
Course Design		Dr.V.Kannan		

Course Title	Cost Management in Projects
Course Code	P22MPB2114
Credit Units	3

Course Objectives

The course focusses on the aspects of the importance of cost management in accomplishing the project objectives. This shall help them to apply various cost management processes such as plan cost management, cost estimation, cost budgeting and cost control. The students would also apply earned value management to understand the progress and forecast the cost to be incurred in future.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Demonstrate an understanding of cost management processes namely plan cost management, cost estimation, cost budgeting, and cost control.

CLO2: Build cost management plan, apply cost estimation techniques, and establish a cost baseline

CLO3: Display ability to analyse the performance of the project through techniques of cost control

CLO4: Display ability to analyse the importance of cashflow and manage the change

CLO5: Display ability to appraise the integration of cost and value in the projects

Course Syllabus	Weightage
Module I: Introduction to project cost management and Plan cost management	25%
Significance of cost management, Life cycle of the cost management, Key concepts, significance, trends and emerging practices, Needs identification, management, Plan cost management tools, Inputs and outputs	
Module II: Project Cost Estimation and budgeting	30%
Categories of costs, scope, inputs required for cost estimate, tools for estimation, Costing and Cost Modelling (Cost estimation system; Use of cost models; Establishing cost targets; Objectives of costing; Cost target team and organization; Classification of costs based on complexity, Learning curve and impact on cost estimates, Budget, cost baseline, top down and bottom up budgeting, activity vs program budgeting, prepare a cost budget as per PMBOK; tools and techniques for cost baseline	
Module III: Project Cost Control	25%
Process of cost control, time cost and performance linkage, scope creep, S Curve, earned value management technique, projects performance in terms of cost, Variance and forecast costs	
Module IV: Cost Value Integration	20%
Cashflow, capital cost, operational cost and breakeven point, Value management, change management plan, impact on cost, configuration management, Integration of cost and value	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and tutorial 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 & CLO2	C1.1, C1.2	C1.P1, C1.P2		PLO1	PEO1
CLO3	C3.2	C3.P2		PLO2	PEO2
CLO4	C3.3	C3.P3		PLO2 & PLO5	PEO2 & PEO4
CLO5	C3.4, C4.4	C4.P4.C3.P4		PLO5	PEO4

Reference Book

1. Meredith, J., Shafer, S., Mantel S.J.,(2017). Project Management in Practice, Wiley.
2. Rad, P. (2002). Project Estimating and cost management, Management Concepts.
3. Manzoor, A. (2019). Project Cost Management. Pakistan: Amazon Digital Services LLC - KDP Print US.
4. Venkataraman, R., Pinto, J. (2012). Cost and value management in projects. Hoboken, NJ: John Wiley & Sons, Inc.
5. A Guide to the project management body of knowledge (PMBOK Latest edition)

Course Title	Project Design for Quality
Course Code	P22MPB2115
Credit Units	3

Course Objectives

The course intends to imbibe the culture of quality aspects into the projects. The course deals with deployment of the concepts of Total quality management using traditional and modern tools for enhancing the effectiveness in the projects.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Demonstrate knowledge and understanding of contribution of quality theorists to implement quality in the organisation

CLO2: Demonstrate knowledge and understanding about various ISO Standards and Quality Management system, Quality Policy and documentation at different stages of time.

CLO3: Display ability to demonstrate the knowledge of Total quality management (TQM) concepts and the associated challenges in deployment of TQM

CLO4: Display ability to analyse the cost associated with quality and perform quality costing analysis for the projects.

CLO5: Evaluate the suitability of tools related to TQM for application in their projects

Course Syllabus	Weightage
Module I: Introduction and overview	20%
Concept of Quality. Definition of quality. Customer focus. Product and Process Quality. Classification of ways of Looking at Quality. Key Quality Theorists and their contribution. Evolution post Deming and Juran Quality Policy and Plan: Quality Objectives. Fundamental principles of Quality Assurance. Process model approach to Quality Assurance. Quality Control. Quality Audit. Relationship between Quality and cost.	
Module II: Quality Management systems	25%
Project Quality Management System. Quality Management Salient features of ISO 9001-2008 and key issues linked to implementation of same in a construction organisation. Project Environment Management system: Product Cost Benefit analysis. Quality costs, model for quality costing, quality costing analysis, pareto principle	
Module III: Total Quality Management	20%
Total Quality Management. (Total. Quality. Management.) Quality Definitions for TQM. Simplified concept of TQM . Linkage between TQM and competitive advantage. Problems associated with TQM deployment., PDCA Cycle, System approach to management theory, Total Quality Management vs Total Project Management.	
Module IV: Tools for Total Quality Management	20%
Traditional tools – scatter diagram, checklists, cause and effect diagram, flow charts, histogram, control charts, Modern tools – Affinity diagram, Diagraph, Tree diagram, Process decision program chart. Prioritisation matrix, activity network diagram, force field analysis Kaizen – continuous improvement, 5S, Six sigma, Lean management – drivers, components, road map, Benchmarking, Quality function development	
Module V: Design for Quality	15%
Introduction, design for six sigma (DFSS), methodologies for DFSS, DMADV phases, Scope and benefits for DFSS, Value engineering,	
Pedagogy for course Delivery	
Theoretical concepts shall be imparted during lecture and tutorial 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 & CLO2	C1.1, C2.5	C1.P1, C2.P5	PLO1	PEO1	
CLO3	C3.2	C3.P2	PLO2	PEO2	
CLO4	C3.3	C3.P3	PLO2 & PLO5	PEO2 & PEO4	
CLO5	C3.4, C3.1	C4.P4.C3.P1	PLO5	PEO4	
Reference Books: 1. Kiran, D. (2016). Total Quality Management: Key Concepts and Case Studies. United Kingdom: Elsevier Science. 2. Matar, J. E., Lochner, R. H. (1990). Designing for Quality. United Kingdom: Taylor & Francis. 3. A Guide to the project management body of knowledge (PMBOK Latest edition)					

Course Title	Project Planning and Control
Course Code	P22MPB2116
Credit Units	3

Course Objectives

The course intends to impart basic knowledge, skills, tools and techniques involved in planning and control of projects within the estimated time and as per the specified scope. This course shall introduce all the aspects of planning, scheduling, monitoring and control of the project. The students would also gain knowledge in application of advance tools to the project process and deal with uncertainty in projects.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Demonstrate an understanding of project schedule management processes namely plan time management, define and sequence activities, estimate durations, develop and control schedule.
CLO2: Construct WBS for projects and convert scope of work into activities
CLO3: Display ability to create schedule management plan, apply tools and techniques, and establish a schedule baseline
CLO4: Display ability to analyse the resource requirements and optimise the resources utilisation
CLO5: Display ability to update the project schedules and monitor them for variance and deviations
CLO6: Evaluate the project control techniques and mitigate the time overrun

Course Syllabus	Weightage
Module I: Introduction and overview	25%
Concept of project management and phases of a project, Definition and scope of a project, parameters affecting a project, Project planning and implementation cycle, role of project manager, strategic planning and projects, phases of a project - Identification, execution, completion and commissioning, organizations for project. Key processes for schedule management, key concepts, trends and emerging practices	
Module II: Work breakdown structure	20%
Definition, concept; Rules facilitating the preparation of WBS; Typical hierarchy in the WBS of a project; RACI Matrix, Design structure matrix, Desirable characteristics of work packages, Determinants having critical influence on the work packages; Project oriented WBS; Functionally oriented WBS; Integration of WBS and organization structure	
Module III: Project Scheduling and Planning	30%
Project scoping, Scheduling principles; Bar charts (Gantt charts); Milestone charts, S-curve, Line of Balance (LOB), Project network representation laddering and tags, Critical Path method: Arrow diagram; Network logic diagram, Time estimates; Slack; Total, free and independent floats, Crashing of Activities and Resource Levelling, PERT Network Analysis, Resource management and Scheduling techniques, Simulation analysis	
Module IV: - Project Monitoring and Control	25%
Concept, Plan- monitor - control cycle, Basic controlling parameters, Role of project management of control cycle, Basic planning and developing a classification system for controlling, communication management, performance management, time control, Project variance and performance indices, Corrective actions and updating project plans, Influence of decision making authority in project monitoring, Earned Value Analysis, Optimization models for decision making, Project auditing and project closure	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and tutorial 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 & CLO2	C1.1, C1.2	C1.P1, C1.P2	PLO1	PEO1
CLO3	C3.2	C3.P2	PLO2	PEO2
CLO4	C3.3	C3.P3	PLO2	PEO2
CLO5& CLO6	C3.4, C3.1	C3.P4,C3.P1	PLO5	PEO4
Reference Book				

6. Meredith, J., Shafer, S., Mantel S.J.,(2017). Project Management in Practice, Wiley.
7. Manzoor, A. (2019). Project Schedule Management. Pakistan: Amazon Digital Services LLC - KDP Print US.
8. A Guide to the project management body of knowledge (PMBOK Latest edition)

Course Title	Project Selection and Appraisal
Course Code	P22MPB2117
Credit Units	3

Course Objectives

The course on Project Selection and Appraisal familiarises the students on varied requisites for a project's conception, its need, its feasibility, and the commercial case for its existence. The course provides inputs on fundamentals of project selection where the students would learn about project proposals and the baseline conditions needed for its success. The students would also understand the appraisal systems, viz. economic, financial, legal, institutional, socio-cultural, and environmental, required to substantiate the project's survival over its life cycle.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Demonstrate an understanding of feasibility models.

CLO2: Display the ability to implement appraisal systems for a project.

CLO3: Create a sound and robust project proposal considering all appraisal systems and the prospect of eventual commercial success.

CLO4: Develop methods to take decisions under risk and uncertainty

Course Syllabus	Weightage
Module I: Understanding Need for the Project	20%
Defining Project Proposal and its objectives. Aligning the immediate and long-term goals of the organization with the project's intents	
Module II: Describing Baseline Conditions	25%
Analysing the following: Study Area/Location, Environmental Impact, Beneficiaries, Social costs, Commercial viability, Legal issues, Demand, Other Constraints, Favourable and Unfavourable conditions Comparison with Competing Projects	
Module III: Appraisal Systems	20%
Economic, financial, legal, institutional, socio-cultural, and environmental appraisal systems and models prevalent in the market.	
Module IV: Risk Appraisal for Projects	20%
Project Risk Considerations; Risk and Contingency Analysis; Thought Leadership on Risk and Uncertainty in Projects; Selecting Projects to Meet Organizational Goals; Decisions under Certainty	
Module V: Analysis and Evaluation Systems	15%
Project cash flow analysis and evaluation systems like NPV, IRR, Scenario Analysis and other 'What if?' analyses	

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	C1.2	C1.P2	PLO1	PEO1
CLO2	C1.6, C2.1 & C5.3	C1.P6, C2.P1 & C5.P3	PLO1 & PLO4	PEO1 & PEO3
CLO3	C1.3	C1.P3	PLO1	PEO1
CLO4	C1.7	C1.P7	PLO5	PEO4

Reference Book

1. Graves, Samuel B., Ringuest, Jeffrey L. (2003). Models & Methods for Project Selection., Springer.

Course Title	Project Communication Skills
Course Code	P22MPP2018
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 students will be able to:

CLO1: Display competency in Listening, Speaking, Writing and Reading skills. [C4.1]

CLO2: Demonstrate knowledge in business current affairs. [C1.6]

CLO3: Calibrate information from variety of sources and present ideas accurately and efficiently so that others understand. [C4.1]

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	

Theory Assessment

Continuous Assessment Score components	End term Examination
Class Assessment	
100% (50 marks)	N/A

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO 1	C4.1	C4.P1	PLO3	PEO 3
CLO 2	C1.6	C1.P6	PLO1	PEO1
CLO 3	C4.1	C4.P1	PLO3	PEO3

Reference Book
1.Business English Certificate Handbook for Teachers-University of Cambridge ESOL.

Course Design	Sanjiv Srinivasan

BOS Chairman Signature

Course Title	Project Management Capstone Simulation
Course Code	P22MPB2219
Credit Units	2

Course Objectives

The course on project management capstone simulation provides hands-on experience on the problems, uncertainties and dynamics associated in managing projects in a competitive simulated environment. The course familiarises the students to comprehend the budget, quality, motivation and scheduling areas in project management.

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

Pre – Requisites	None

Course Learning Outcomes

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

CLO1: Demonstrate the process of making day-to-day operating decisions under constraints of time, cost and scope of a project

CLO2: Display the ability to interpret the impact of cross functional relationships and evaluate the performance of the project

Course Syllabus	Weightage
The project management capstone simulation course seeks to demonstrate the effective use of simulation and gaming technique in providing and engaging a high-energy approach to teaching the concepts and best practices of project management that will have practical and lasting value. The project management game provides a means of immersing people in situations that mimic the complexities of the real world, challenging them to take risks and make mistakes without real consequences. The course covers the core knowledge areas, viz, time, HR, cost and quality of project management.	100%

Pedagogy for course Delivery
Computer-based simulation and gaming technique

End Semester Examination Scheme

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

Theory Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	---
100 % (50 marks)	--	

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	PEO2

Reference:
1. Spreadsheet based experiential learning environment for project management, Wee-Leong Lee, Singapore Management University, School of Information Systems, Singapore

Course Design	Dr. S. Jaisankar

BOS Chairman Signature

SEMESTER III

Course Title	Strategic Project Management
Course Code	P22MPB3120
Credit Units	3

Course Objectives

The course on Strategic Project Management enables the students to think critically for the effective delivery of projects and programmes that have recognisable benefits to a wide range of stakeholders. This course covers the fundamental aspects of strategic business management and its alignment with project goals and objectives to ensure sustainable organizational growth derived from the project.

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

Pre – Requisites	None

Course learning Outcomes

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

1. Develop strategic planning and thinking skills in both formal and informal ways
2. Display the ability to align project goals to the organizational strategy through effective leadership and necessary change management
3. Display ability to create a strategic cost management plan for the project
4. Display ability to evaluate approaches to strategic implementation through programme and portfolio management techniques

Course Syllabus	Weightage
Module I: Introduction to Strategic Planning	20%
Strategic analysis of internal and external factors that could affect project progress selected by using tools like PESTLE and Porter's Five Forces to make the right strategic choice Corporate Level Strategy, the Corporate portfolio, Growth Share Matrix, BCG, GE, Arthur D. Little Business Level Strategy, forces influencing business strategy.	
Module II: Strategic Implementation	20%
Portfolio, program, and project goal outlining; use of collaborative tools in projects. Utilisation and integration of organizational structure, culture, resources, people, and control systems to implement strategy.	
Module III: Strategic Cost Management	20%
Strategic Cost Management (SCM) and Control; Strategic Costing – life cycle costing, target costing, Kaizen Costing, JIT; Business Process Re-engineering (BPR) and Benchmarking;	
Module IV: Leadership and Organisational Change Management	25%
Strategic leadership; Organizational politics; Logical incrementalism; The learning organization-imposed strategy; Organisational structures; Organizational design and culture Adaptive change; transformational change; communicating change	
Module V: Measuring the Success of Strategic Project Management	15%
Measuring performance of strategy through factors like finance, customer feedback, learning and growth, and internal business processes, through project dashboards and KPIs. Recreating strategies after review. Communication of strategic changes to relevant stakeholders	

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

BOS Chairman Signature

16			24		

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C1.3, C1.4, C5.2	C1.P3, C1.P4, C5.P2	PLO1, PLO2 & PLO4	PEO1, PEO2 & PEO3
CLO2	C4.2, C4.4	C4.P2, C4.P4	PLO3 & PLO5	PEO3 & PEO4
CLO3	C3.2	C3.P2	PLO2 & PLO5	PEO2 & PEO4
CLO4	C3.4	C3.P4	PLO2 & PLO5	PEO2 & PEO4

Reference Book

1. Callahan, K.R. & Brooks, L.M. (2004), Essentials of Strategic Project Management, Wiley.

Course Title	Practical Application of Project Management Software
Course Code	P22MPB3221
Credit Units	3

Course Objectives

The course on Practical Application of Project Management Software familiarises the students on technological advancement at project management level and provide exposure to demonstrate capabilities of the software. The course provides inputs on project planning and monitoring aspect where the students will learn various interfaces and need based application through practice-based learning.

L	T	P	SW	FW	TOTAL CREDITS
2	0	2	-	-	3

Pre – Requisites	None

Course learning Outcomes

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

1. Display ability to select need based project management software.
2. Display hands on application of project management software for project plan and project control phase.
3. Display ability to recognize and judge technological advancement based on industry needs.

Course Syllabus	Weightage
Module I: Case Studies related to Project Management	35%
Introduction to use of various project management software, Blockchain management, big data Management, Artificial Intelligence MS Project, ERP, @RISK, Power BI, Tableau, Rally – Agile based IT tool, MS Excel.	
Module II: MS Project	15%
Interface discussion, Software's capabilities, demonstration on time-based schedule, demonstration of resource-based schedule, project monitoring with actual input scenarios, report generation.	
Module III: ERP - SAP	20%
ERP fundamentals, business proposition for various sectors, demonstrate application of ERP to various project management knowledge areas such as procurement, risk and communication management.	
Module IV: @RISK	15%
Interface discussion, software's capabilities, various distribution patterns, cash flows and financial analysis, enterprise risk management, cost estimation, portfolio optimization.	
Module V: Advanced visualization tools	15%
Various data visualization charts and supporting software's such as MS Excel and Power BI, Tableau	

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	C1.5	C1.P5	PLO1	PEO1
CLO2	C3.4	C3.P4	PLO2 &PLO5	PEO2 & PEO4
CLO3	C3.3	C3.P3	PLO2 &PLO5	PEO2 & PEO4
Reference Book : 1. Joseph Philip (2013), Project Management Professional, Tata Mcgraw Hill,4th edition				

Course Title	Project Negotiation Skills
Course Code	P22MPP3022
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 the students will be able to:

CLO1: Understand the fundamentals of Negotiation skills & strategy in business; its barriers in Negotiation and develop the negotiation processes.

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: Thomas Kilmann Conflict Mode Instrument, 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, culture and diversity, 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, Ethics, 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	

Theory Assessment

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

60% (30 marks)			40% (20 marks)	
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C4.3	C4.P3	PLO3 & PLO5	PEO3 & PEO4
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

Singh B.D (2010), Negotiation & Counseling: Text and Cases, Excel Books

Course Design	Dr Shripria V & Mr Sanjiv Srinivasan

Course Title	Project Management Research 1
Course Code	P22MPJ3323
Credit Units	6

Course Objectives

The course provides an opportunity to the students to apply knowledge and skills acquired from other theory courses offered as a part of project management program across first and second year and work to solve the industry aligned issues faced in project management.

L	T	P	SW	FW	TOTAL CREDITS
-	-	-	-		6

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Formulate appropriate research plan for conducting research in project management
CLO2: Exhibit knowledge of current affairs on the research area of study
CLO3: Display ability to use most appropriate analytic techniques for solving project management issues
CLO4: Propose viable solution for the problem faced by the organisation in project management

Course Syllabus	Weightage
Research in project management: Phase I	100%
As a part of this course students are expected to propose a solution by conducting research study to a real problem of significance required to manage projects in different business application. Students are required to work on a challenging project in any sector of their choice under the supervisory guidance of an experienced faculty and industry mentor.	

Pedagogy for course Delivery

Students will take up a field study for 6 weeks which comprises of 30 hours of preparatory work, 240 hours of Field work and 30 hours for report preparation and mentored throughout project at various phases viz. problem definition, review of literature and research design.

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	C1.1	C1.P1	PLO1	PEO1
CLO2	C1.6	C1.P3	PLO1	PEO1
CLO3	C3.2	C3.P2	PLO2 &PLO5	PEO2 & PEO4
CLO4	C3.1	C3.P1	PLO2 &PLO5	PEO2 & PEO4

Reference Book
1.Business Research Methods, 11/e Donald R. Cooper and Pamela S. Schindler, McGrawhill Publications
2.Marketing Research Applied Insight by Daniel Nunan, Naresh K. Malhotra, David F. Birks · 2020

Course Design	Dr.A.Latha & Dr.D.Susana

Course Title	Summer Internship
Course Code	P22MPJ3324
Credit Units	3

Course Objectives

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 guides in any chosen area in the field of Project management.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Develop and refine knowledge and carrier-oriented skills in the filed of project management
CLO2: Exhibit knowledge of current affairs in the chosen field of Internship
CLO3: Display ability to prepare professional report and 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 can opt to work on multiples task including budget preparation, risk management, scheduling, Cost and Quality management and so on… 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. The internship is scheduled for 3 weeks which comprises of 15 hours of preparatory work, 120 hours of Field work and 15 hours for report preparation.

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	C1.1	C1.P1	PLO1	PEO1
CLO2	C1.6	C1.P3	PLO1	PEO1
CLO3	C4.1	C4.P1	PLO3 & PLO5	PEO3 & PEO4

Reference Book As needed for the Internship	
Course Design	Dr.A.Latha & Mr.Vivekraj

SEMESTER IV

Course Title	Business Law and Ethics
Course Code	P22MPB4925
Credit Units	3

Course Objectives:

This course is intended to provide the student with knowledge of the legal environment in which a business operates. The courses also discusses the fundamental contractual obligations and execution of business transactions. It also includes the functions and operations of a company and its management. The course also outlines the stakeholder's liability in discharging their corporate social responsibility and corporate compliance procedures.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Explain the basic elements of forming an enforceable contract and agreement.

CLO2: Illustrate the types of companies its management and its rules of corporate governance

CLO3: Discuss ethical issues and relate it to specific objectives in organizations

Course Syllabus	Weightage
Module I: Law of Contracts	25%
Definition of contract and agreement – Classification of contracts, Essential elements of a valid contract – Offer - Acceptance - Consideration - Capacity to contract - Free consent, Void contracts– Legality of object - Performance of contract – Remedies for breach of contract - Quasi contracts.	
Module II: Laws relating to special contracts	20%
Salient features of contract of agency, Bailment and pledge, Indemnity, and guarantee. Contract of Agency - Sale of Goods Act – Distinction between sale and agreement to sell - Conditions and warranties – Overview of Insurance Laws – Contract Management in Projects – Sales Level Agreements	
Module III: Company Law	25%
Definition of company – Characteristics - Classification of companies - Formation of company – Principle Documents - Memorandum and Articles of association – Registration and Incorporation of a Company- Raising of capital – Various modes of raising capital – Management of the company – Governance and Winding up/	
Module IV: Ethics in Organizations	15%
Tools, concepts and Principles – Ethical Vs Unethical practices – Ethical Dilemma – Managing Ethical Dilemmas - Corporate Social Responsibility – International framework – Identifying key stakeholders- Performance in major business and programs.	
Module V: Corporate Compliance	15%
Corporate Governance and Compliance – Compliance Framework - Role of compliance in accountability chain – Regulatory compliance audit and Proprietary compliance audit – Overview of compliance audit process	

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	C2.1	C2. P1	PLO1	PEO1
CLO2	C2.1 & C2.4	C2.P1, C2.P4	PLO1	PEO1
CLO3	C5.2	C5. P2	PLO4	PEO3
Reference Book				
1. N.D. Kapoor - Mercantile Law, Sultan Chand & Sons				
2. Ravindra Kumar - Legal Aspects of Business, Cengage				
3. Ramaswamy,B. S - Contracts and their Management - Lexis Nexis				
Course Design		Dr.V. Kaarthiekheyan		

Course Title	Project Risk Management
Course Code	P22MPB4126
Credit Units	3

Course Objectives:

The aim of this course is primarily to allow you to develop managerial and technical skills in critical appraisal and examination of investment options; analysis and synthesis of information; isolation of factors, constraints and uncertainty involved in decision making processes; and production of value management report.

As part of the initiative, technical knowledge and managerial skills must be combined with an understanding of the client's needs. Not only that, competitive advantage and increased profitability that can be derived from undertaking risk management and value management of projects that they are involved with.

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

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Demonstrate understanding and knowledge of risks in the projects

CLO2: Develop measures to identify appropriate factors to conduct risk assessments and to mitigate them

CLO3: Display analytical thinking skills in the application of suitable techniques used to measure and quantify risk

Course Syllabus	Weightage
Module I - Overview of project risk management	35%
Introduction to Project Risk Management. Risk definition. Strategy of Risk management. Identification of risk. Approach and Sources of Risk/Events and Classification of Risks. Project risk to stakeholders, risk during project proposal preparation, completion and technical failures, selection of contractors, sub-contractors and vendors. Risk Register. And Risk Management Plan.	
Module II - Risk assessment and approaches	30%
Risk Assessment-Approaches: Qualitative and Quantitative, sensitivity analysis of various identified risk. Quantification of Uncertainty in Time estimation/project duration and Cost Estimation. Contingency allowances.	
Module III – Risk Mitigation and Control	35%
Risk Mitigation strategy. Apportionment and Allocation of Risks. Development of Risk Response Plan. Project Risk Control methodology. Project Manager and Risk Management. Benefits of Managing Project Risks.	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and tutorial 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	C1.1	C1.P1	PLO1	PEO1
CLO2	C1.7	C1.P7	PLO5	PEO4
CLO3	C3.2	C3.P2	PLO2	PEO2
CLO3	C4.1	C4.P1	PLO3	PEO3

Reference Book

1. Kohli Udesh, Chitkara KK. (2008), Project Management Handbook, Tata McGraw-Hill Publishing Company Limited, New Delhi.
2. Project Management Body of Knowledge (PMBOK), (5th Ed.), Published by Project Management Institute, USA, 2013
3. Burtonshaw-gunn, S.A. (2010), Risk and Financial Management in Construction, Gower Publishing Ltd, 2010

Course Title	Managing Project Team Skills
Course Code	P22MPP4027
Credit Units	1

Course Objectives

This course gives the ability to work better in a group, establish clear and well defined goals and plan of action to achieve them. Also, improve their communication within the team and develop their interpersonal skills that contribute to individual and group productivity.

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

Pre – Requisites	None

Course Learning Outcomes - On Successful completion of the course the student will be able to:

1. Equip students with better team managing skills [C5.1]
2. Exhibit Leadership Skills & Peer Collaboration [C4.2]
3. Calibrate information from variety of sources and present ideas accurately and efficiently so that others understand. [C4.1]

Course Syllabus	Weightage
Module I: Introduction	25%
Team building, leadership skills, motivation skill, conflict management skills, decision-making, change management, positive attitude, personality types	
Module II: Team Management Skills	75%
Group Discussion, Time Management, Stress Management, Problem Solving Ability, Art of delegation and feedback , Continuous Learning & Self-Development	

Pedagogy for course Delivery → Group Discussion, Presentation, Case Discussions, Movie reviews - Apollo 13

End Semester Examination Scheme

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

Theory Assessment

Continuous Assessment Score components		End term Examination
Class Assessment		N/A
100% (50 marks)		

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO 1	C5.1	C5.P1	PLO4	PEO 3
CLO 2	C4.2	C4.P2	PLO3 & PLO5	PEO3 & PEO4
CLO 3	C4.1	C4.P1	PLO3 & PLO5	PEO3 & PEO4

Reference Book → Business English Certificate Handbook for Teachers-University of Cambridge ESOL.

Course Design	Sanjiv Srinivasan

Course Title	Project Management Research 2
Course Code	P22MPJ4328
Credit Units	12

Course Objectives

The course on Project Management Research 2 will develop the ability to analyse, research and propose a solution to a real problem of significance studied in Project Management Research 1 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	SW	FW	TOTAL CREDITS
-	-	-	-		12

Pre – Requisites	Project Management Research 1

Course learning Outcomes

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

CLO1: Develop a research proposal for the given Project Management problem identified in Project Management Research 1 course

CLO2: Build inference for decision making in Project Management research using specific analytical and statistical tools

CLO3: Construct a Project Management Research project.

Course Structure

In Project Management Research 2 course, students will prepare the report of the research work undertaken in Project Management Research 1. The students will work on the rationale for the research, fully referenced literature review, research methodology, collection of primary data, analysis, discussion and conclusions. Referencing will be in the international APA style format. Each student is allocated a personal supervisor to provide guidance in this task, with regular scheduled meeting throughout the semester. This course is treated like a project, including demonstration of fundamental initiating, planning, executing, monitoring and controlling, and closing project management processes. 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 future conference publication, The Components of research report will include Introduction, Methodology, Findings, Conclusions, Appendices, Bibliography after plagiarism check.

Pedagogy for course Delivery

Pedagogy: The pedagogy for the course will be directed and Independent Learning undertaken for 8 weeks.

End Semester Examination Scheme

Theory (%)	Practical / 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 Outcomes
CLO1	C3.1	C3.P1	PLO2	PEO2
CLO2	C3.2	C3.P2	PLO2	PEO2
CLO3	C4.1	C4.P1	PLO5	PEO4

Reference Books:

1. Malhotra, N. K., Nunan, D., & Birks, D. F. (2017). Marketing research: An applied approach. Pearson Education Limited, 2017
2. Donald R. Cooper and Pamela S. Schindler ,Business Research Methods, 11/e, McGrawhill Publications,2013
3. S. Jaisankar, Data Analysis for Management Research, Archers and Elevators Publishing House, Bangalore, 2016

Course Design	Dr.D.Susana

OPEN ELECTIVES

Course Title	Buyer Behaviour
Course Code	P22MPEO529
Credit Units	4

Course Objectives

This course familiarizes the basic concepts in consumer profiling and industrial buying behaviour. It illustrates the science behind buyer/consumer behaviour in the context of disposing the end products/services of project management. The course imparts knowledge on buyer decision making processes and its application in designing appropriate marketing strategies.

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 rationale behind behaviour of industrial buyers.

CLO2: Exhibit analytical skills to address marketing challenges by analysing different aspects of consumer behaviour in B2C and B2B context.

CLO3: Analyse the theories influencing industrial buying and decision-making process, CRM in persuading buyers.

Course Syllabus	Weightage
Module I: Customer Profiling	20%
Consumer vs Customer, Definition for Industrial Products, Aspects of Marketing and Industrial Marketing Management. Demographic Profiling – SEC, CWE classification, Personality, VALS framework for Profiling, Degree of Centralization.	
Module II: Consumer Perception, Learning, Motivation and Attitude	25%
Perception - Theory of Perception, Product/Brand positioning and repositioning, JND, using perceptual mapping. Learning - Motivation, Cues, response, reinforcement as elements of learning, recognition and recall measures, Application of learning theories in CB -Classical and instrumental conditioning. Application of attitude theories in CB - Tri-component Attitude Model, Multi attribute Attitude model, Theory of Reasoned Action	
Module III: Industrial Buying Behavior & Decision Making Process	20%
Consumer Vs Industrial Buyer Behavior; Factors affecting industrial buying decision; environmental factors; organisational environment; buying centre factors; roles in buying process; structural dimensions; individual factors; buying objectives/criteria; non-economic objectives, Webster-Wind model; Sheth model; the buy grid model; P.K.Ghosh's Model; buy classes; buy phases; appropriate marketing strategies over various buying situations and phases; business buying process complexity.	
Module IV: Industrial Market Segmentation, Targeting and Positioning	20%
Market Segmentation; requirements for effective segmentation; macro and micro segmentations; intermediate segmentation; nested approach to segmentation variables; market targeting, differentiation; positioning.	
Module V: Relationship based buying	15%
Customer motivations for relationship-based buying, Key Account Management, The IMP Model – Process of Relationship Buying; Reasons for relationship development in business buying, determinants of trust and commitment from business customers, determinants of suppler trust in customers, supplier-customer partnering.	
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%			NA	
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	C3.2	C3.P2	PLO2	PEO2
CLO3	C4.2	C4.P2	PLO3	PEO3

Reference Books

1. Leon G. Schiff man, (2010) "Consumer Behaviour", Springer India Private Limited, India
2. P.K.Gosh, "Industrial Marketing", 1e, published by Oxford University Press, 2005
3. Consumer Behavior: A Managerial Perspective , by Dheeraj Sharma (Author), Jagdish N. Sheth (Author), Banwari Mittal (Author), published by CL India, 2015
4. Arch G. Woodside, Jagdish N. Sheth, Peter D. Bennett, "Consumer and Industrial Buying Behaviour", published by Elsevier Science Limited, 1977.
5. Francis Cherunilam,(2011), "Industrial Marketing: Text and Cases", Himalaya Publishing House, Mumbai.

Course Design	Dr. B. Poongodi

Course Title	Strategic Human Capital Management
Course Code	P22MPEO530
Credit Units	4

Course Objectives

Strategic Human Resource Management is an approach to managing human resources that supports long-term organizational goals and objectives with a strategic outlook. It is inter-twining of the strategic objectives of an organization along with its Human Resources for the furtherance of business performance and efficiency.

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:

COL1: To understand the strategic approach to Human Capital Management.
COL2: To understand the relationship of HR strategy with overall Corporate Strategy.
COL3: Ability to develop a plan of strategic HR Initiatives to achieve and promote the behaviours and competencies needed to achieve Organisational goals.

Course Syllabus	Weightage
Module I: Strategic Human Resource Management-Basics and Framework	15%
HRM and Strategic HRM, Importance of Strategic HR Management, The framework of strategic HR Management, Key stakeholders in Strategic HR Management.	
Module II: Key Steps in Planning Strategic HRM	15%
Assessing the Current situation- HR and the Organisation, Envision and articulate a desired future/ Outcome, Conceptualise and Implement an HR Strategy, Establish a mechanism to evaluate progress	
Module III: Human Capital Planning, Talent Acquisition, and Employer Branding	15%
Key aspects of workforce Planning Process, Designing robust and time bound recruitment process, Various innovative and effective hiring channels, Improving the quality of the hiring process, Use of psychometric assessment/ tools in the selection process. Various Branding initiatives	
Module IV: Holistic Onboarding and Orientation Process	10%
Importance of new joinee, Onboarding & Orientation, Integrated Onboarding process, Various initiatives to offer Integrated Onboarding Experience to prospective employees	
Module V: Talent Performance Management & Performance Management system	15%
Performance Management cycle, Selection of appropriate Performance management system, A Critical aspect of performance goal setting exercise, Importance and implementation of Frequent Quality Dialogue between employee and manager, Importance and Implementation of calibration process- Performance and Potential Calibration	
Module VI: Strategic Implementation Reward and Development	15%
Strategically Oriented Performance Measurement System, Strategically Oriented Compensation System, Employee Development	
Module VII: The Performance Impact of Human Resource Practices	15%
Individual High-Performance Practices, Limitation of Individual Practices, Evolution of Practices, Systems of High Performance Human Resource Practices, Individual best Practices vs. System of practices, Universal Practices Vs. Contingency Perspective	

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 (%)

BOS Chairman Signature

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
CO1	C1.1	C1.P1	PL01	PE01
CO2	C1.2	C1.P2	PL01	PE01
CO3	C3.4	C3.P4	PL02	PE02
Reference Book Essential of Strategic Human Resource Management by Dr.Anjali Ghanekar, 2009 , Everest Publishing. Strategic Human Resource Management 2003 by Paul Boselie, MCgraw hill education India				
Course Design		Dr.Deepa Manickam		

Course Title	Operations Management
Course Code	P22MPEO631
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: Appreciate the strategic role of OM in creating and enhancing a firm's competitive advantages and issues of OM
CLO2: Propose suitable tools and techniques of operations management for productivity improvement and operational issues in the value addition processes of a firm
CLO3: Display analytical skills in the application of problem-solving tools to resolve the operational issues.

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, Operations Strategy-Competitive priorities and capabilities, Strategies for change: Process improvement	
Module II: Capacity Planning and Inventory Management	25%
Long-term capacity. Systematic approach to long-term capacity, Strategic capacity planning challenges in business Inventory Management basics, Types and classifications, ABC analysis; EOQ model and variants, Continuous review system; Periodic Review System	
Module III: Resource Planning and Networking	20%
Materials management - Objectives -– Aggregate Planning – Master Production Schedule – Bill of Materials – Materials Requirement Planning – Capacity Planning-Enterprise resource planning; Supply chain management- Basics. Networking-Pert and CPM	
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 Lean Systems	25%
Definition – Dimensions & Cost of Quality, TQM and Six Sigma -7QC Tools - Statistical Process Control- X-bar and R charts – simple problems Lean seven wastages, Lean tools and techniques to improve productivity.	

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 / 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	C1.1	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: •Lee J. Krajewski, Manoj KMalhotra, Larry P. Ritzman & Samir K. Srivastav, Operations Management: Process and Supply Chains, Eleventh Edition, Pearson, 2015 • Jay Heizer and Barry Render, Operations Management, Ninth edition, Pearson, 2009 • Lee Krajewski, Larry Ritzman and Manoj Malhotra, Operations Management – Process and Value Chains, Eigth Edition, Pearson Education South Asia, 2008 • Chase, Aquilano, Operations Management for Competitive Advantage, Tenth Edition, Tata McGraw-Hill, 2003				
Course Design		Dr. R.Vinayagasundaram		

Course Title	Corporate Finance
Course Code	P22MPEO532
Credit Units	4

Course Objectives

The Corporate Finance course ponders on financial decision making in a Corporate. The course provides cognizance on Time Value of Money, Investment, Financing, Dividend and Liquidity decisions.

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 cardinal concepts of Corporate Finance (K2)

CLO2: Display (Select) the best investment option among alternatives and choose on the best source of funds through leverage (S5)

CLO3: Construct the optimum capital structure and the working capital requirements (S5)

Course Syllabus	Weightage
Module I: Introduction to Corporate Finance	7%
Introduction – Goals of financial management – Agency Problem and control of corporations - Role of finance managers - Basics of Time Value of Money – Securities Contracts (Regulation) 1956.	
Module II: Investment Decisions	20%
Investment Decisions: Capital Budgeting – Importance – process – determining cash flows – Techniques - Capital Rationing. Sensitivity Analysis- Scenario Analysis and Break-Even Analysis.	
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.	
Module IV: Capital Structure	15%
Capital Structure – Meaning and factors – Theories of capital structure-NI, Traditional approach, NOI and MM approach- Optimum capital structure –- Market Efficiency – Types.	
Module V: Leverage	12%
Leverage – types of Leverage – EBIT-EPS relationship – Point of Indifference.	
Module VI: Dividend Decisions	15%
Dividend Decisions – factors – types – Models of dividend- Walter, Gordon, and MM models– Bonus shares- Dividends and other pay-outs-Repurchase of Stock- Stock Dividends – Stock Split.	
Module VII: Liquidity Decisions	13%
Liquidity Decisions: Management of working capital – Determinants – Forecasting of working capital – Cash, Receivables, and Inventory Management. Sources of finance – Short term.	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Analytical part of problem solving will be dealt using Excel spreadsheets. 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

Continuous Assessment Score components	End term Examination

BOS Chairman Signature

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	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2	PEO2
Reference Book Stephen A. Ross, Randolph W. Westerfield, et al., Corporate Finance. 12th edition, McGraw Hill, 2021. Y.Khan & P.K.Jain, Financial Management: Text, Problems and Cases, 8th Edition, 2018.				
Course Design		Dr.S.Sangeetha and Dr.Mohanamani.P		

BOS Chairman Signature

OPTIONAL ELECTIVES

Course Title	Agile Project Management
Course Code	P22MPEP533
Credit Units	4

Course Objectives

The course on Agile Project Management focuses on application of various concepts and principles of Agile project management to deliver value to customer. This course familiarises student with Agile framework and its implementation at project level to see how they fit in different analytical framework through practice-based learning.

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: Compare benefits from Agile implementation and various frameworks.

CLO2: Display ability to demonstrate step by step implementation of Agile philosophy with respect to various projects.

CLO3: Display ability to appraise role of various stakeholders for effective implementation of agile practices.

Course Syllabus	Weightage
Module I: Fundamentals and Principals of Agile management	30%
Introduction to Agile Management, History of Agile evolution, Life Cycle Selection, Relevance and Principals of Agile Project Management, Scrum overview, Scrum terminologies, Traditional V/s Agile methodology.	
Module II: Agile Project Management Framework	30%
Introduction to Various frameworks, Kanban framework, Scrum framework, Hybrid framework, Lean framework, Bi-model framework. Developing an Agile environment. Steps for Agile implementation, Common Agile Practices	
Module III: Organizational Consideration for Agile Implementation	20%
Organisation change management, Culture and Leadership, Procurement, Contracts, Multi-team coordination, Agile and PMO	
Module IV: Case Studies for Agile Implementation	20%
Case studies of Agile implementation. Application of Agile Techniques to various project management knowledge areas.	
Developing pricing strategies and programs	

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	C1.4	C1.P4	PLO1, PLO2	PEO1, PEO2
CLO2	C3.2	C3.P2	PLO2 &PLO5	PEO2 & PEO4
CLO3	C4.2 & C4.4	C4.P2 & C4.P4	PLO3 & PLO5	PEO3 & PEO4

Reference Book

1. Stern, T. V., (2016). Lean and Agile Project Management., Taylor and Francis.
2. Agile Practice Guide., PMI (Project Management Institute)

BOS Chairman Signature

Course Title	Knowledge Management
Course Code	P22MPEP534
Credit Units	4

Course Objectives

The course intends to impart detailed insights into the contemporary knowledge management. This course covers concepts, theories, and technologies that build up the knowledge management. This course focusses on technologies and systems constituting knowledge along with the assessment and future possibilities

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: Demonstrate knowledge and understanding of principles and concepts of knowledge management processes
CLO2: Apply the knowledge management technologies and systems in the projects to accomplish the project objectives
CLO3: Display ability to analyse the impact of knowledge management on the project objectives and suggest solutions
CLO4: Display ability to assess the impact of knowledge management solutions in projects
CLO5: Develop framework for the emerging knowledge management process for adoption in projects

Course Syllabus	Weightage
Module I: Introduction and Principles of Knowledge Management	25%
Definition, concepts, Forces driving KM, Issues in KM, Alternate views of knowledge, different types of knowledge, Knowledge management foundation, KM Infrastructure, KM Technologies, KM Mechanism, KM processes, KM Systems, Alignment between KM and business, Organisational impact of KM on people, processes, products and performance	
Module II: Knowledge management technologies and systems	20%
Technologies for applying knowledge, developing knowledge application systems, types of knowledge application systems, Knowledge capture systems – concept map, techniques, barriers and trends, Knowledge sharing system – concept, design, barriers and shortcomings, knowledge discovery systems,	
Module III: Knowledge management assessment	25%
Importance of knowledge management assessment, types of knowledge management assessment, assessment of KM solutions, Assessment of impacts, Contingency view of knowledge management, effect of task characteristics, effect of knowledge characteristics, leadership of knowledge assessment	
Module IV: Future of Knowledge management	15%
Emergent knowledge management practices – web 2.0, social networking, virtual worlds, open-source developments, Involving internal and external knowledge creators, Barriers to knowledge sharing and creation with strategies to overcome	
Module V: Case studies	15%
Knowledge Management in Support of Organizational Learning, Support of Knowledge Transfer, issues in KM, Outcomes of KM	

Pedagogy for course Delivery

Theoretical concepts shall be imparted during lecture and tutorial 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 & CLO2	C1.1, C1.2	C1.P1, C1.P2	PLO1	PEO1
CLO3	C1.5	C1.P5	PLO1	PEO1
CLO4	C3.3,C 4.2	C3.P3,C4.P2	PLO2 & PLO3	PEO2 & PEO3
CLO5	C3.4, C3.1	C3.P4,C3.P1	PLO5	PEO4

Reference Book

1. Becerra-Fernandez, I. (n.d.). Knowledge Management: Systems and Processes. (n.p.): Unknown Publisher.
2. Jennex, M. E. (2005). Case Studies in Knowledge Management. United Kingdom: Idea Group Pub..
3. Rhem, A. J. (2016). Knowledge Management in Practice. United States: CRC Press.
4. A Guide to the project management body of knowledge (PMBOK Latest edition)

Course Title	Project Contract Management
Course Code	P22MPEP635
Credit Units	4

Course Objectives

This course examines project contracts and procurement processes and explores the stages of contracting and procurement in the project environment. The course includes skills and techniques designed to develop a procurement plan, contract statement of work, contract evaluation criteria, request for proposals and project management plans. The course also includes the process of contract administration and closure.

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:
1. Explain the fundamental concepts in project contract management and its applications in business organisations
2. Propose the process of soliciting seller response and selecting sellers
3. Display analytical thinking skills int the process of contract administration and contract closure

Course Syllabus	Weightage
Module I: Procurement Management	15%
Understanding Procurement – Conveying requirements – Creating strategic plan – Placing orders – Budgets and expense allocation	
Module II: Contracting	25%
Sourcing management- seller response solicitation – seller selection – supplier relationship management – risks involved – tendering process	
Module III: Contract Administration	25%
Contract administration – process of administering contracts for optimum supplier performance – project procurement management	
Module IV: Contract Closure	20%
Evaluating contracts- Process of contract closure - Ethical considerations	
Module V: Claim Management	15%
Definitions and perquisites – contract performance and breach of contract - description of the promised scope – requirements of a successful claim – defence against unfounded claims – service level agreement	

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	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. Sollish, Fred B., and John Semanik. *The Procurement and Supply Manager's Desk Reference.* Hoboken, New Jersey: John Wiley & Sons, 2007. 2.Project Management Institute, Inc. *A Guide to the Project Management Body of Knowledge (PMBOK® Guide).* 4th ed. Newtown Square, PA: PMI Publications,2008				
Course Design		Dr.V.Kannan		

Course Title	Project Innovation and Entrepreneurship
Course Code	P22MPEP736
Credit Units	4

Course Objectives

The course provides a complete overview of all aspects of a Project venture. It will introduce the concept of creating new enterprise and the process of managing innovation.

L	T	P	SW	FW	C
2			2	2	4

Pre – Requisites	None

Course learning Outcomes

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

CLO1: Understand and articulate the impact of innovation and entrepreneurship process.
CLO2: Integrate entrepreneurial thinking and problem-solving into professional aspirations

Course Syllabus	Weightage
Module I: Innovation and New Venture Creation	25%
Introduction to the Spiral Model of development. The three axes of the Spiral Model of Development. Sources of Innovation, Introduction to various risks involved in Innovation & Growth and learn how to adapt, change, & pivot.	
Module II: Ideation	20%
Designing a product/service. New product development methods & strategies, Role of technology and planning for product design & development.	
Module III: Achieving Commercial Readiness	20%
Customer Development and validation, Production & Distribution channels, Product Market fit, Open Innovation Strategies, Ecosystem Development & Partnerships and exploiting networks, Alternate Markets & Growth plans.	
Module IV: Achieving Company Readiness	20%
Creating new ventures-Knowhow on company registration, business planning, the trading off-risks and beyond. Leadership and Team formation, Intellectual Property, Manning Investments, Business planning, Tradeoff between Risk / Reward	
Module V: Corporate Venturing	15%
Developing Businesses and Talent through Corporate Venturing - Implementing and managing Innovation	
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 (%)	Practical / 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	C1.2 , C2.4	C1.P2, C2.P4	PLO1	PEO1
CLO2	C1.3	C1.P3	PLO1	PEO1
CLO2	C3.3	C3.P3	PLO2 & PLO5	PEO2 & PEO4
CLO2	C4.2	C4.P2	PLO3 & PLO5	PEO3 & PEO4
Reference Book Ben Horowitz, (2014), The Hard Thing about Hard Things: Building a Business When There are No Easy Answers, Harper Collins Steve Blank & Bob Dorf, (2012), The Startup Owner's Manual: The step-by-step guide for building a great company, K&S Ranch				
Course Design		Dr Shripria V		

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,	Supporting materials (explanations, examples, illustrations,	Supporting materials (explanations, examples, illustrations,	Insufficient supporting materials (explanations, examples, illustrations,

	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.	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.	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.	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.

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.

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.

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	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.

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

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	Capstone 4	**Milestones** 3	2	**Benchmark** 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*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments,	Uses the quantitative analysis of data as the basis for competent judgments, drawing	Uses the quantitative analysis of data as the basis for workmanlike	Uses the quantitative analysis of data as the basis for tentative, basic

conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis	drawing insightful, carefully qualified conclusions about each alternative solution	reasonable and appropriately qualified conclusions about each alternative solution	(without inspiration or nuance, ordinary) judgments, drawing plassible conclusions about each alternative solution	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.

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:	Supports a constructive team	Supports a constructive team	Supports a constructive team climate by doing any one of the following:

		climate by doing any three of the following:	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.	• 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.	• 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.	• 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.

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**	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.**

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	issues in original ways.			
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

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

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	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 Perspective/Concept	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 Perspective/Concept	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	Student states a position and can state the objections	Student states a position and can state the objections	Student states a position and can state the objections	Student states a position but cannot state the objections to

Perspectives/Concept	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.	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.	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.)	and assumptions and limitations of the different perspectives/concepts.

Rubrics – Industrial Immersion Project

Criteria for assessment

S.No.	Criteria	Max.Marks
1	Industry Background	7
2	Organisation Background	7
3	Department wise functional aspects	7
4	Overall quality of the report	4
	Presentation Total	25
5	Organisation	7
6	Knowledge	7
7	Preparedness & Participation	7
8	Visual appeal	4
	Report total	25
	Total	50

Annexure I - Assessment Rubrics

Assessment Rubrics for Industry Immersion Project Report (Internal)			
Criteria	**Excellent**	**Good**	**Unsatisfactory**
score	score [6- 7]	Score [3-5]	Score [0 - 2]
Criteria 1,2, and 3 [Industry Background, Organisation Background and Department wise functional aspects (7 Marks for each criteria)	Fully compliant with the required sections and all sections have been addressed.	Mostly compliant with the required sections with very one or two sections not necessarily addressed.	Does not comply with the prescribed structure and sections that are required.
score	score [3-4]	Score [2-3]	Score [0 - 1]
Overall quality of the report 4 Marks	Report as per the format with complete content and good vocabulary	Report as per the format covering most of the content	Report Does not comply with the prescribed format.
Assessment Rubrics for Presentation & Viva-Voce – Industry Immersion Project (Internal)			
score	score [6- 7]	Score [3-5]	Score [0 - 2]
Organization 7 marks	Presents information in logical, interesting sequence which audience can follow.	Presents information in logical sequence which audience can follow.	Audience cannot understand presentation because there is no sequence of information
score	score [6- 7]	Score [3-5]	Score [0 - 2]
Knowledge 7 marks	Demonstrates full master's level knowledge (more than required) by articulately addressing all aspects of the report 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 report with 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 report without explanations and some elaboration.
score	score [3-4]	Score [2-3]	Score [0 - 1]
Preparedness & Participation 7 marks	Clearly and articulately answered all discussion questions	Clearly answered all questions with minor items not fully presented.	Did not adequately questions clearly or articulately leaving many questions unanswered
score	score [6- 7]	Score [3-5]	Score [0 - 2]
Visual Aids 4 marks	The overall presentation effectively uses visual aids that explains, supports and reinforces the presentation.	The overall presentation uses some visual aids that explains, supports and/or reinforces the presentation.	Mostly ignored or very superficially provided but does not provide support for the presentation.

Rubrics – Summer 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	The 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 10 marks	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.

BOS Chairman Signature

Rubrics - Project Management Research 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 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

BOS Chairman Signature

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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Project Management Research II

Continuous Assessment Component - CAM

Criteria	Excellent	Good	Marginal	Unsatisfactory
	100 - 75 marks	**75-50 marks**	**50-25 marks**	**<25 marks**
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

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

	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

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.