



MBA Program

Regulations and Curriculum

2017 onwards

(As proposed by the 18th Board of Studies meeting and amended by the 17th Academic Council with effect from April 15, 2019)

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PREAMBLE

Vision & Mission of KCT Business School

Vision: To become the knowledge hive of managerial excellence

Mission: We exist to make an impact on all our stakeholders through advancement, integration and application of knowledge

Values

Every stakeholder dealing with KCT BS will associate us the values of **Learning, Trust and Competence**

We constantly **remind** ourselves and **live** by our **non-negotiable** values that we will demonstrate in good as well as in difficult times. The KCT.BS values will define our DNA and will be our **compass for decisions** and behaviour of our faculty, staff and students while dealing with each other and every one of our stakeholders

Learning: *Our learning will be*

- **Creative** – We will demonstrate judicious flexibility and encourage innovativeness in all processes; we will exhibit a culture of creativity in all our initiatives.
- **Continuous** – We will continually learn from all our stakeholders through effective feedback; we will make deliberate effort to learn from world class Institutions; we will celebrate all who demonstrate habits of continuous learning and development.
- **Shared** – Knowledge & skill will be shared among the Institutional constituents as well as with our external stakeholders, helping one another to grow.
- **Enjoyable** – We will make learning delightful so that the quest for knowledge is stimulated.

Trust: *We will exhibit trust through*

- **Honesty** – We will be truthful in all our communications and dealings; we will be sincere and authentic in all our activities and initiatives; we will walk the talk.
- **Dignity** – We will treat all our internal and external stakeholders with dignity; we will be respectful of each other's space and time.
- **Belongingness** – We will build a culture of belongingness by involving our stakeholders in decision making.
- **Openness** - We will be open and transparent in all our communications with all our stakeholders; we will be open to the ideas and suggestions of students & faculty.

Competence: *Our competency will be reflected through*

- **Pro-activeness** – We will think and plan ahead of anticipated changes; we will speak up about changes and issues; we will take initiative to improve our processes.
- **Perseverance** – We will be committed to our stakeholders; we will show discipline and patience to achieve our goals; we will not be discouraged by difficult situations.
- **Achievement** - We will nurture and foster a climate of meritocracy; we will set benchmarks for us and strive to accomplish them.
- **Recognition** - We will celebrate excellence and achievements; Outstanding contributions will be appreciated.

MBA program – PEOs and POs

The curriculum for the MBA program for 2017 batch was designed with several discussions with industry professionals, academic experts, entrepreneurs, alumni and students. It was ensured that the curriculum and pedagogy were in alignment with the Vision 2020 of the academics of KCT.BS

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

Program Educational Objectives

Within a few years of obtaining a Master's Degree in Business Administration from KCT Business School, the recent graduate

1. Exhibit specialized knowledge in the functional area of work through continuous learning.
2. Assess the business environment, and integrate the understanding in their roles, and contribute effectively to the organization's goals by being customer centric.
3. Exhibit well developed interpersonal skills to interact with groups and individuals at all levels.
4. Act ethically, respectfully and responsibly in all situations.

Program Objectives

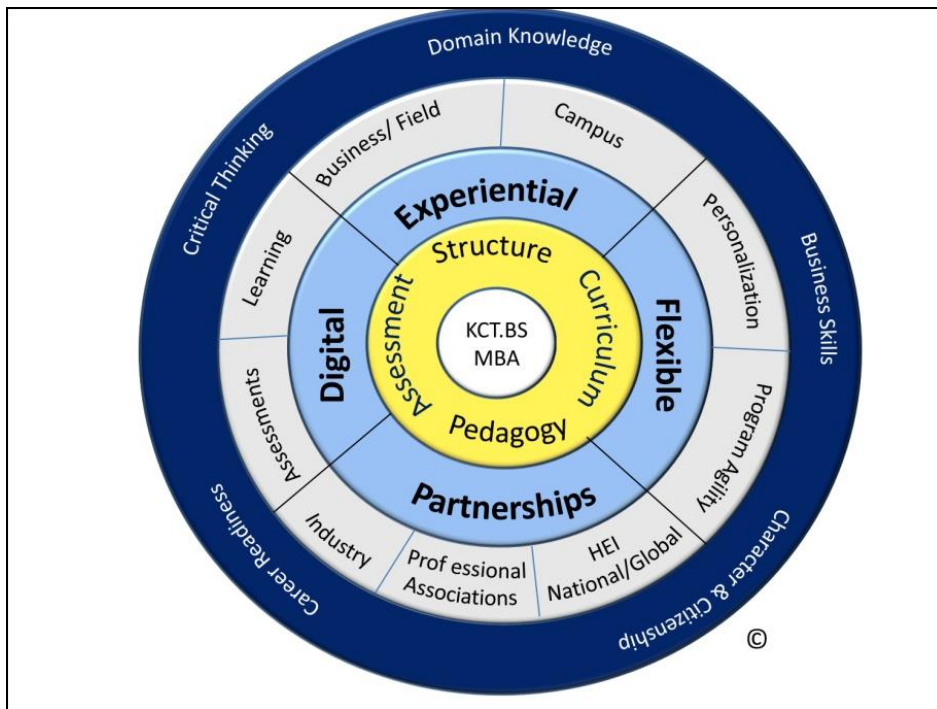
On completion of Master's Degree in Business Administration from KCT Business School, the student will be able to

1. Exhibit managerial **knowledge and its integrated application** in the business context for effective decision making
2. Demonstrate **analytical, critical and creative thinking** abilities for problem solving
3. **Lead self and others** in the achievement of goals while contributing effectively to a team environment
4. Present information accurately, clearly, logically and concisely in oral and written **communications**.
5. Manifest appropriate **professional and ethical behaviour**

Preamble

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

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



The program structure has Semester system which was designed based on the UGC’s suggestion of CBCS and the courses were determined based on distribution of credits among the various types of courses vis-à-vis total credits. Several discussions were held to seek suggestions from stakeholders during December – Feb2017

During December – March, 2017, based on the courses identified, the detailed course content was developed depending on credits assigned. The instructional hours in the form of Lecture – Peer learning – Field study (LPF) hours for the course as suggested by CBCS were adhered and the reference books were recommended. Feedbacks on the course content were obtained from the Industry and Academic Mentors of each center between April-May, 2017. Several concentration wise workshops and discussions were held during this period to discuss further on Pedagogy and Assessment processes Curriculum Redesign Steering Committee gave the final consent on June 17, 2017 to place the new Regulation 2017 to the Board of Studies for approval.

The structure, curriculum and assessments were presented for approval to the Board of studies and then presented to Academic Council on July 15, 2017

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 15-18 weeks. The Odd Semester may be scheduled from July to December and Even Semester from January to June.
- **Choice Based Credit System (CBCS) :** The CBCS provides choice for students to select from the prescribed bouquet of courses offered by the Program. The requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- **Program:** Educational program leading to award of MBA Degree.
- **Course:** Usually referred to, as 'subject' is a component of a program. All courses need not carry the same weight. The courses define learning objectives, contents and 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.
- **Examinations/ Assessments**
 - ▶ **Continuous Assessment Marks (CAM):** The formative assessments are the Continuous Assessment Marks (CAM) which assesses the students' learning during the course of study. This includes Continuous Assessment Tests (CAT) which may be paper/pencil based, computer based, report submission and viva voce. The other forms of assessments can be quiz, problem solving, cases, reports, presentations, simulations etc
 - ▶ **End Semester Exam (ESM):** ESM, which are the Summative Assessment occur at the end of end of the semester and assess whether students have achieved the intended learning outcomes. The forms of exams may be paper/pencil based, computer based or through project report & viva voce. In some courses it may be through presentations and other oral assessment methods.
- **Learning outcomes:** Articulate what a student does that demonstrates progress towards learning goals
- **Grade:** It is the product of grade point and the number of credits for a course.

1. MBA Program Structure

1.1 Duration and structure of the Program

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

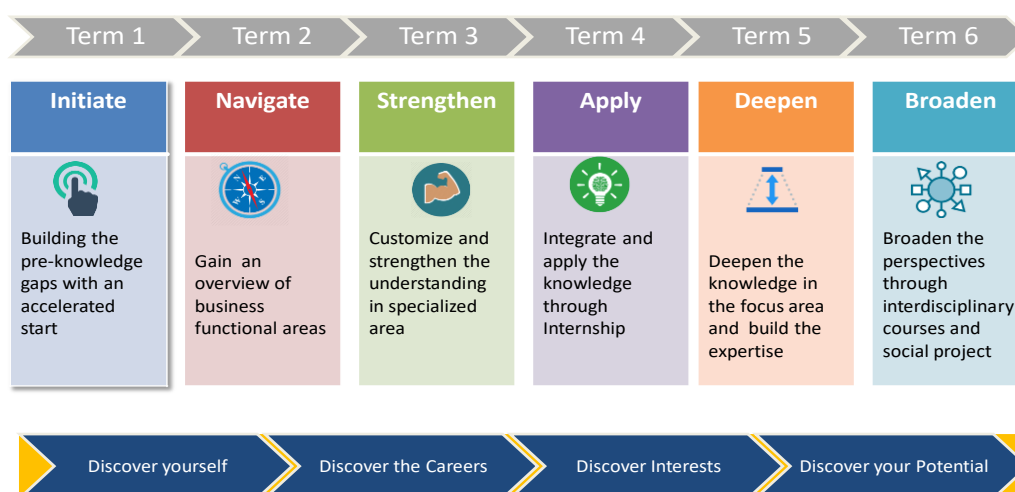
| | |
|--------------|---|
| Semester 1 | Term I – Accelerated Foundation |
| | Term II – Functional Courses |
| Semester II | Term III - Concentration |
| | Term IV – Field Experience |
| Semester III | Term V - Concentration |
| Semester IV | Term VI – Open Electives & Social Immersion |

Semester I and II are sectioned into smaller terms to enable better and sharper learning. Semester 1 has two terms: Term 1 is an accelerated foundation for 30 days and in Term II functional courses will be offered. Semester 2 also has two terms: In Term 3 concentration courses will be offered and Term IV will be for 10 weeks Internship.

1.2 Curriculum

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

The KCT.BS MBA – Student Journey



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, expected outcome, short and detailed description of the topics the student will be exposed with timestamps, suggested text and reference books, and the mode of evaluation adopted 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 have validated the syllabus. This has been approved by the Board of Studies.

2. Credit System

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

2.1 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 is equivalent to one hour of lecture/ practice and two hours of field project per week.

One credit hour is equal to 60 minutes. A maximum of 20% of the total credit hours can be earned through self-learning or MOOC.

- ▶ **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. It could also involve a variety of contributors, and make use of a range of media and technologies. Lectures are assumed, in general, to involve larger groups of but size will vary depending upon the nature of what is being taught, the medium, the size of the overall student cohort, and practical concerns.
- ▶ **Practice Credit Hours:** Application/ Project Based Learning will be included in Practice credit hours. Examples are wide ranging and could include presentations, interview skills, tutorials, cases, aptitude building, group discussions, soft skill sessions, games, activities, field surveys and studies which are integrated with the lecture hours. Examples of fieldwork might include survey work and other forms of data collection, excavations and explorations through visits to a business or industrial site. The work might be unsupervised or supervised, and supervision could be provided by faculty. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved. Tests, assessments and exams will be included in Practice credit hours.
- ▶ **Project Credit Hours:** Project hours will include Dissertation/Project Supervision hours would typically include preparation/ planning, hours spent in the field or on actual project, meetings & discussions with a supervisors and preparation of report and presentation report.
- ▶ **Independent Learning Credit Hours:** Credit hours associated with this type of instruction will be assigned credit depending upon the amount of activity associated with the course, faculty supervision, and students outside work activity. Usually the credits awarded will be same as the taught course.

| Contact Period per week | Credits |
|---|---------|
| One Lecture/ Practice session/ week (Lecture, Tutorial, problem solving, case studies, activities, Games, presentations, field learning, desk research, skill development) | 1 |
| Two Project sessions/ week (Project, Industry/ Social Immersions). Includes preparatory, on field and Report/ Presentation Preparation) | 1 |

*Indicative: 15 weeks/ semester; One session is equal to 60 minutes

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 **100 credits** for successful completion of the MBA program. Further, the student has to meet the course and credit distribution also as specified below. Credit flexibility is given in each semester for fast and slow learners. A maximum of 20% of the total credits can be earned through online courses by SWAYAM / NPTEL / International Universities.

2.3 Earning Extra Credits

A student may earn extra credits of up to a maximum of **115 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 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 program to build a holistic knowledge and skill set.

| No | Type | Description | Mini Credits |
|----|----------------|--|--------------|
| 1 | Foundation | Course at a basic level, preparing students for more advanced study | 08 |
| 2 | Core | Course, which is fundamental for the program and should be mandatorily studied | 40 |
| 3 | Electives | Electives allow students to tailor their studies to their specific career goals and interests through specializations | 24 |
| 4 | Project | Course involving application of knowledge in solving / analyzing /practicing/ exploring real life business situations in the field for a considerable period of time | 18 |
| 5 | Open Electives | Course that enriches and presents divergent perspectives to career and life - which are open to all students from different specializations | 10 |
| | | | 100 |

2.4.1 Foundation. The Foundation Term offers bridging courses to prepare the students from diverse academic backgrounds to successfully embark on to the MBA program. The **2 credit courses** are designed to give the business basics in an **accelerated format** in the I Term (30 days) of the I semester. Students will have to earn **8 credits** by undergoing 4 courses through classroom learning, self study and activity based learning. Continuous assessments will be carried during the course of study and students are required to **pass (50% of marks)** In case a student is unable to gain the required credits within 30 days because of valid reasons, with the approval of the Head of the Department he/she has to earn the credits **within 60 days** to gain a clear understanding of the basics.

2.4.2 Core. The Core Curriculum is the set of common courses required of all students and considered **mandatory**, irrespective of their choice in concentrations. The **communal learning**--with all students encountering the same texts and issues at the same time-- and the critical dialogue experienced in small classes are the distinctive features of the Core. The core courses are spread through the 4 semesters and a minimum of **40 credits** will have to be earned

2.4.3 Concentration. Concentration is the area of specialization, which allows the student to specialize in an area of his/her choice based on her/his career interest. The concentrations offered are **Analytics and Systems, Entrepreneurship, Finance, Human Resource, Marketing, Operations**. In the concentration of his/her choice, the students can choose from the courses offered and **a minimum of 24 credits** will have to be earned in the area of concentration. In addition the Internship can also be carried out in the concentration area. Students specializing in entrepreneurship will be free to choose courses across specializations to strengthen the entrepreneurial aspirations.

2.4.4 Projects. A student has to earn a **minimum of 18 credits** in Projects. Courses include Industry Immersion, Internship/ research project and Social Immersion Projects. With the approval of the Department Head and faculty committee, a student may be permitted for **Field Practice** in the Industry in last semester and appear only for the assessments of courses taken to earn the credits. The attendance in the industry is considered for those courses. This will be permitted only on the approval of the student advisor and the Department Head is satisfied about the learning during the period and also the ability of the student to take the exams through independent study.

2.4.5 Open Electives. Open (free choice) elective courses widen the scope of learning and can be chosen from the Business School or any department in the College, where courses are not restricted. A student has to earn **minimum 09 credits** in open electives and students have the option of completing **a minor** specialization. An additional **01 Credit** can be earned through General Interest Courses. This can complement a student's concentration area, help them develop another area of professional expertise, or enable them to pursue an area of personal interest. However, students may also choose **multiple interdisciplinary courses** to widen their exposure.

2.5 Credit Flexibility

Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student learning ability. It encourages student self-direction and motivates learners to develop new skills and fulfil their potential. All students will have opportunities to earn credits through flexible method.

| Semester | Suggested Credits | Suggested Credit Flexibility |
|----------|-------------------|------------------------------|
| I | 33 | 33 |
| II | 23 | 18 - 26 |
| III | 32 | 29 – 40 |
| IV | 12 | 12 - 18 |

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 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 (1ECTS = 28 hours). Students will be granted exemptions for registering in the equivalent course in their program at KCT as a consequence of having completed the same course (s) with another approved Institution. The course will be mapped with the course offered in the Department if there is 80% of the contents are common between courses, the credits 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, 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.

2.6.1.4 Online courses. Courses approved by faculty/ centre heads offered by NPTEL/ Swayam/ Coursera/ Edx may be taken by students. Students can gain 1 credit through 3 on-line courses and can forego 1 credit fulltime course/ gain it as extra credit.

2.6.2 Norms for Credit Transfer

- Credits can be earned from National or International Universities/ Industry/ Professional Bodies with prior approvals of Credit Transfer Committee 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 recognized universities and the same can be transferred after normalizing process decided by KCT credit Transfer 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 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 Director 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 get the approval of class advisor, the department head, Director of International Partnerships and the Principal.

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 a qualification, statement of results (academic transcript) or statement of attainment and submit the application to the Department/ Program Head

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

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

3. Registration for Courses

3.1 Registration Process

It is mandatory for all students to **register every semester** till the end of his/her study, for courses that he/she is going to study in the semester through a Course Registration process. The Course Registration will be carried out on a specific day as declared by the Department in advance. For valid reasons, **late registration for a maximum of seven calendar days** from the commencement of the semester may be permitted only with the approval of the School Director. 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**. Students will get a chance to make their own plan of study by changing the pace with which they study (fast/slow). A course will be offered with contact classes if there are minimum of 15 registered students.

3.2 Pre-requisite Courses

Some courses may have specific prerequisites to be met before a student can register for the course in the current semester. Generally the student is **expected to have cleared all the prerequisite courses** at the time of Course Registration. Students who had received an 'F' grade in a prerequisite course are also **permitted to register the next level course** by assuming that they had attained the **required 'exposure'** by attending that course. In case the student has met the minimum attendance as stipulated, it will be assumed that the student has met the prerequisite condition by obtaining the required 'exposure' in that course. Under such circumstances, the student is permitted to register a higher level course having this course as prerequisite. Similar to prerequisite, a course may have an **anti-requisite and/ or co-requisite**. When two courses having almost similar/ same course contents and considered as equivalent are made available to a student to choose, and to prevent students crediting both the courses, the anti-requisite option can be used.

3.3 Registration with a faculty for a course

If the course is offered by more than one faculty, the student will have the **choice of registering with a specific faculty**. However the **maximum number of seats for each faculty** will be decided in advance by the department and the seats will be filled on first come first served basis. The registrations with a faculty will close once the maximum number of seats are filled.

3.4 Minimum/ Maximum Credit Limits for Course Registration

As per Clause 2.5 there is **suggested number of credits** to register in a semester so that they complete the programme within the specified duration of the programme. However, a student can **choose to register** for a maximum or a minimum credits in III and IV semesters. The credit flexibility also gives opportunity for students to earn **extra credits**.

3.5 Add/ Drop Courses

A student can add to or drop from the registered courses within first **5 instructional days** from the commencement of a regular semester, subject to the availability of resources and the minimum/ maximum number of credits required to be registered in a semester as specified in Clause 2.2 Only those courses that stand registered at the end of Add/Drop process will be considered as final for that semester. The **courses thus dropped will not appear in the semester Grade Sheet** of the student. Add/ Drop is only an option given to the student. While exercising this option, the student is likely to lose attendance in those courses added during the add/drop period and no compensation/ transfer of attendance shall be permitted.

3.6 Auditing 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. Auditors 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 a indication, however will not be included 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 maintain 100% attendance in all courses. Considering the fact that a student may need leave 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 / extra-curricular events and any other valid reasons.

Attendance Eligibility to appear for 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% (including On-duty and Medical Leave as approved by Mentor and HoD concerned) |
| 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 From 3rd semester onwards, students with CGPA 8.5 & above, and with no history of arrears, are also allowed 10% relaxation in attendance. It is expected that these students will continue to attend all classes and continuous assessment tests without absence and will not take undue advantage of this provision to skip the classes and assessment tests. If the CGPA of such a student falls below 8.5, he/she will be subjected to minimum attendance requirements again. Hence, the exemption status may change depending on the declaration of results. However, no retrospective effect shall be given to earlier decisions of inclusion/ exclusion from the exempted list based on the CGPA the students had at that time.
- 4.1.4 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.
- 4.1.5 If a student has a lack of attendance in 4 or more courses which have 4 or 3 credits (1 credit industry courses not taken into account) offered in a particular semester, he/she will be detained in that semester and hence cannot proceed to the next semester. He/she shall seek re-admission as per the norms of the affiliating University
- 4.1.6 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.

4.2 Communication of Absence

- 4.2.1 **Planned absence (asking for time off)**. Where a student is likely to miss a class, they should use the self-certification form and inform their course faculty and seek approval as far in advance as possible.
- 4.2.2 **Planned extended absence**. Students requesting a leave of absence for more than 5 days should be discussed with the class advisor in the first instance and get the approval from all faculty whose classes will be missed.
- 4.2.3. **Unplanned absence** (unforeseen emergency) Where prior approval is not possible (e.g. in event of illness or an emergency), taught students are expected to complete a self-certification form which is available via Moodle within 24 hours
- 4.2.4. **Timescales for reporting absence**. Absences of less than 5 working days do not require supporting evidence and will normally be considered to be 'self-certified'. Parents must be notified of absences of **more than 5 working days**. Students are expected to report by completion of a self-certification form as soon as possible and to submit appropriate and relevant supporting documentation.
- 4.2.5. **Illness affecting submission of Continuous Assessment Work**. Where a deadline for submission of assessed work falls immediately **after a period of absence certified by a doctor**, students should normally be granted an extension of up to five days following the expiry of the medical certificate. 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.
- 4.2.6 **Temporary Break of Study from a Program**
- 4.2.6.1 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 Director 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.
- 4.2.6.2 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.
- 4.2.6.3 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.

4.2.6.4 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

Testing not only lets you and your students know how much they have learned, it also provides a chance for more learning to take place, by reinforcing course material or by requiring students to use or think about what they have learned in a new way. Tests should be designed with primary course objectives in mind and should cover material from all components of a course (sections, lectures, textbooks, etc.).

5.1 Assessment Weightages

The program follows semester system and the learning will be assessed **continuously (formative) / and End of Semester (Summative) assessment**. End semester exams may be paper based/ computer based or integrated.

| Credits | Continuous Assessment | | End Semester | |
|---|--|-------|--|-----|
| | Format | Marks | Format | ESM |
| 4 Credits | CAT-I & CAT II (written/ computer based), and other course based assessments as indicated in course plan | 50 | Written/ Computer based Exam or Project Report & Viva Voce | 50 |
| 3 Credits | CAT-I & CAT II (written/ computer based), and other course based assessments as indicated in course plan | 50 | Written/ Computer based Exam or Project Report & Viva Voce | 50 |
| 3 Credits (Prof Development Courses) | Decided by course committee and indicated in course plan | 50 | | |
| 2 Credits | Decided by course committee and indicated in course plan | 50 | | |
| 1 Credit | Decided by course committee and indicated in course plan | 50 | | |

5.2 Categories of Courses and assessments

5.2.1 Exam Based Courses (E): 4 or 3 credit Exam based Courses are integrated theory and application orientation and are predominantly learnt through class classroom interactions. This category of courses has

- (i) **Continuous Assessment Marks (CAM):** Students can gain a maximum of 50 marks through CAM. This can include minimum **two tests and other assessments** decided by the course faculty. Test can be Written / Computer Based / Project Reviews and will carry a total of 15 marks towards the CAM. It is suggested that one test will be conducted in the End semester pattern. The balance 35 marks can be gained through a variety of assessments as decided by the course committee and indicated in course plan. This can include Tests, Quizzes, MCQ, case studies, take-home tests, open book exams, on-line discussion forums, field assignments, oral / poster presentations etc. There is no minimum CAM requirement to appear for the END semester exam.
- (ii) **End Semester Exam (EoS):** All End Semester Exams for 4 or 3 credit courses will be conducted for 50 marks for duration of 3 hours by the Controller of Examinations. The exam can be Computer based or in paper-pen form or a combination of both.

The question paper pattern will be course dependent and decided by the course faculty and included in the course plan, which will be approved by the Centre Head and the Department Director and informed to the students at the commencement of the semester. The question paper for the current courses will be set by internal faculty and submitted to CoE confidentially along with the answer scheme. To ensure quality and consistency of the question paper, CoE will appoint an external audit team to check the validity, quality and completeness of the question paper. It is suggested that the QP has 3 sections: Part A for CO1 (concepts); Part B for CO2 (application); Part C for CO3 (design). The question paper for all arrears and supplementary exams (except computer or project based courses) will be set by the external examiners appointed by the Controller of Examination.

Single valuation will be done for all courses. The evaluation of answer scripts / Computer outputs / viva voce for current course will be done by the internal faculty, appointed by the Controller of Examinations. The evaluation of arrears (except computer or project based courses) will be done by the external examiners, appointed by the Controller of Examination. The answer scheme given by the QP setter will guide the evaluation. The quality check will be conducted by an audit team appointed by the Controller of Examination.

5.2.2 Projects Based courses (P): Projects include Field Projects (FP) and Project Based learning (PBL). All courses with 3 or more credits in this category have CAM which will be assessed through review I and II. EoS assessment will be done through the project report and viva/ oral/ poster presentation. A minimum of 50% should be secured in EoS assessment and a 50% out the total marks. If the student fails to submit the report of FP on time / if the report is not prepared as per requirements/ is unable to express the learning in the viva-voce he/she shall submit a redrafted project report as recommended by the examiners and reappear for viva voce in supplementary exam (if offered) or in the next semester when the project is offered. Failure in PBL courses will be treated as arrears.

5.2.3 Continuous Evaluation Courses (C): Courses in this category - Professional Development (3 credits) or FP/PBL/others which carry 2 or 1 credit - will be assessed through continuous evaluation. There will not be EoS examination for these courses.

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), 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 Passing Minimum

5.5.1 There is **no minimum CAM** requirement in a course

5.5.2 Pass minimum for all courses is **50%** (aggregate of CAM and ESM or CAM only or ESM only as applicable)

5.5.3 When less than 50% is obtained in the end semester examinations/ Aggregate the term **“RA”** against the concerned course will be indicated on the grade sheet. If it is a 4 credit course, the student will reappear for supplementary exam conducted. If the course is assessed through CAM only, the student will reappear for the internal assessments in the semester to gain the minimum marks and credits.

5.5.4 For a student who is absent for theory / practical / project viva- voce, the term **“AB”** will be indicated against the corresponding course. The student can reappear for the supplementary exam, as announced by the CoE.

5.5.5 The letter grade **“W”** will be indicated for the courses for which the student has been granted authorized withdrawal.

5.5.6 If a student fails to clear a course in 2 attempts (1 regular + 1 supplementary/arrears) in a particular course through supplementary / end semester exams, the CAM of that course is nullified the students' performance in the end semester exam alone and the result will be declared (that is, the student has to score a minimum of 50 out of 100 in the end semester exam for being declared to have passed in that course).

5.6. Supplementary Exam

- 5.6.1 The arrear course (practical / theory) examinations of odd semesters will be conducted soon after the publication of odd semester regular exam (Nov / Dec) results. Similarly the arrear course examinations of even semesters will be conducted soon after the publication of even semester regular exam (April / May) results. The failed candidates in the regular examinations should compulsorily **register** for all the practical / theory courses in the supplementary examinations.
- 5.6.2 The institution will conduct only the odd semester exams (one regular exam + one supplementary exam for arrears of the odd semesters) during November / December and will conduct only the even semester exams (one regular exam + one supplementary exam for arrears of the even semesters) during April / May of an academic year.
- 5.6.3 Students who have completed the fourth semester will be eligible for attending the **special supplementary exam for all semester arrear papers** (from I to IV semesters) in the ensuing even semester examination session soon after their IV semester regular examination results. Students who have less than three arrears (theory courses only) are eligible to appear for the special supplementary exam. However students who have failed in courses due to disciplinary action will not be permitted to take special supplementary exam.
- 5.6.4 Controller of Examination (CoE) will publish a schedule of supplementary examinations after the last date of registering for the examinations. The pattern of evaluation will be the same as that of end semester examinations.
- 5.6.5 The **revaluation of answer script will not be applicable** for supplementary exam, however challenge of evaluation of answer script is allowed. The Arrear examination will be termed as supplementary examinations and such appearance in supplementary exam will be treated as another attempt and will be reflected in the grade sheet

5.7. 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 |

5.7.1 Challenge of Evaluation

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

5.8 Classification of Performance

5.8.1 Grades and grade Points.

Classification of performance of students in the examinations pertaining to the courses in a program is done on the basis of the numerical value of a Cumulative Grade Point Average (**CGPA**). The concept of CGPA is based on Marks, Credits, Grade and Grade points assigned for different mark ranges. Table below shows the relation between the range of marks, Grades and Grade points assigned.

| Range of Marks | Grade | Grade Points (GP) |
|-----------------------------|------------------------|-------------------|
| 91-100 | O (Outstanding) | 10 |
| 81-90 | A+ (Excellent) | 9 |
| 71 - 80 | A (Very Good) | 8 |
| 61 - 70 | B+ (Good) | 7 |
| 50 - 60 | B (Average) | 6 |
| < 50 | RA (Fail) | 0 |
| Absent | AB | |
| SA | Shortage of Attendance | |
| Withdrawal from examination | W | - |

5.8.2 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.

$$\text{Semester Grade Point Average} = \frac{\sum (C_i \times GP_i)}{\sum C_i}$$

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.

5.8.3 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.

$$\text{Cumulative Grade Point Average} = \frac{\sum (C_i \times GP_i)}{\sum C_i}$$

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.

5.8.4 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.
- No separate grade sheet for **special supplementary examination** will be issued to the students by the CoE after the publication of special supplementary examination result. The result of the special supplementary examination will get reflected only in the consolidated statement of grade (that is, consolidated grade sheet)

6. Honours Track

For students looking for a challenge over and above what their curriculum offers, the Honours Track offers an additional opportunities for students with higher than average performance. The Honours certificate will be issued by the Department along with the Degree.

6.1 Eligibility for enrollment

| | |
|--|-----|
| Registrations/ batch (Max) | 15 |
| Minimum CGPA | 7.5 |
| Engagement of Extra & Co-curricular Activities | |

Enrolled will be done after Term 1 in Semester who have CGPA 7.5 and have actively involved in co and extra-curricular activities. A faculty committee will select if there are more than 10 student enrollments based on above criteria

6.2 To earn Honours Credentials

To earn the Honours Credentials, the enrolled students should be an overall achiever, which would include academics, co-curricular and extra-curricular activities. A selection process will be carried out by a selection committee

6.3 Benefits for the students

Honours certificate given by KCT.BS along with the Degree, First preference for part-time jobs in KCT, First preference in placements, Sponsorships for events, conferences/ scholarships, Invitee for special meetings, discussions in KCT, Leadership roles in KCT.BS, Mentoring by Industry professionals, Job shadowing etc

7. Eligibility for the Award of Degree

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

8. Classification and Award of Degree

The degree awarded to eligible students will be as follows

| S.No. | Class Awarded | Criteria |
|-------|------------------------------|---|
| 01. | First class with distinction | a) Should have passed the examination in all the courses of all the four semesters in First Appearance within three years, which includes authorized break of study of one year (if availed). Withdrawal from examination will not be considered as an appearance b) Should have secured a CGPA of not less than 8.50. c) Should NOT have been prevented from writing end Semester examination due to lack of attendance in any of the courses. |
| 02. | First class | a) Should have passed the examination in all the courses of all four semesters within three years, which includes one year of authorized break of study (if availed) or prevention from writing the End Semester Examination due to lack of attendance b) Should have secured a CGPA of not less than 7.00 |
| 03. | Second class | a) All other students (not covered in clauses at S.No.1 & 2 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

Program Structure

| Sem1 – Term 1 | Course Code | Course Type | Course Title | Credits | Max Marks | | |
|------------------|-------------|-------------------|---------------------------|---------|-----------|-----|-------|
| | | | | | CAM | ESM | Total |
| | P17BACC112 | Core - Foundation | Managerial Economics | 3 | 50 | 50 | 100 |
| | P17BACC113 | Core - Foundation | Business Organizations | 1 | 50 | - | 50 |
| | P17BACC114 | Core - Foundation | Accounting for Management | 3 | 50 | 50 | 100 |
| | P17BACC115 | Core - Foundation | Human Behaviour at Work | 1 | 50 | - | 50 |

| Sem 1 - Term 2 | Course Code | Course Type | Course Title | Credits | Max Marks | | |
|----------------|-------------|-------------------|---|---------|-----------|-----|-------|
| | | | | | CAM | ESM | Total |
| | P17BACE105 | Core - Functional | Data Analysis | 4 | 50 | 50 | 100 |
| | P17BACE116 | Core - Functional | Marketing Management | 4 | 50 | 50 | 100 |
| | P17BACE107 | Core - Functional | Financial Management | 4 | 50 | 50 | 100 |
| | P17BACE108 | Core - Functional | Human Resource Management | 4 | 50 | 50 | 100 |
| | P17BACE117 | Core - Functional | Operations Management | 4 | 50 | 50 | 100 |
| | P17BACE110 | Project | Industry Immersion Project | 2 | 50 | - | 50 |
| | P17BACE111 | Core | Professional Development I- Career Skills | 3 | 50 | - | 50 |

| Sem 2 - Term 3 | Course Code | Course Type | Course Title | Credits | Maximum Marks | | |
|----------------|-------------|---------------|--|---------|---------------|-----|-------|
| | | | | | CAM | ESM | Total |
| | P17BACP204 | Core | Research Methodology | 4 | 50 | 50 | 100 |
| | P17BACC202 | Core | Professional Development II - Career Exploration | 3 | 50 | - | 50 |
| | | Concentration | Concentration 1 | | | | |
| | | Concentration | Concentration 2 | | | | |
| | | Concentration | Concentration 3 | | | | |
| | | Elective | Open Elective 1 | | | | |

| Sem 3 - Term 4 | Course Code | Course Type | Course Title | Credits | Maximum Marks | | |
|----------------|-------------|---------------|---|---------|---------------|-----|-------|
| | | | | | CAM | ESM | Total |
| | P17BACP304 | Major Project | Major Project (Corporate Project/ Industry Research Project/ Business Plan) | 13 | 100 | 100 | 200 |

| Sem 3 – Term 5 | Course Code | Course Type | Course Title | Credits | Maximum Marks | | |
|----------------|-------------|---------------|---|---------|---------------|-----|-------|
| | | | | | CAM | ESM | Total |
| | P17BACE305 | Core | Strategic Management | 4 | 50 | 50 | 100 |
| | P17BACC302 | Core | Professional Development III- Career Planning | 3 | 50 | - | 50 |
| | | Concentration | Concentration course 4 | | | | |
| | | Concentration | Concentration course 5 | | | | |
| | | Elective | Open Elective 2 | | | | |

| Sem 4 - Term 6 | Course Code | Course Type | Course Title | Credits | Maximum Marks | | |
|----------------|-------------|---------------|--|---------|---------------|-----|-------|
| | | | | | CAM | ESM | Total |
| | P17BACE401 | Core | Business Ethics | 3 | 50 | 50 | 50 |
| | P17BACC402 | Core | Professional Development IV-Career Readiness | 1 | 50 | - | 50 |
| | P17BACP403 | Project | Social Immersion Project | 2 | 50 | | 50 |
| | | Concentration | Concentration 6 | | | | |
| | | Elective | Open Elective 3 | | | | |
| | | Elective | Open Elective 4 | | | | |

Course code (10 Characters)

| No. Of character | Code | Details |
|------------------------|------|---|
| 1st | P | Post graduate |
| 2 nd & 3rd | 17 | Regulations 2017 |
| 4 th & 5th | BA | Business Administration |
| 6th | C | Core |
| | E | Elective |
| 7th | E | Exam based |
| | P | Project based |
| | C | Continuous evaluation |
| 8th | 1 | First semester |
| | 2 | Second semester |
| | 3 | Third semester |
| | 4 | Fourth semester |
| | F | Finance specialization course |
| | M | Marketing specialization course |
| | O | Operations specialization course |
| | H | HR specialization course |
| | E | Entrepreneurship specialization course |
| | A | Analytics & Systems specialization course |
| 9 th & 10th | O1 | Course no in the semester/ specialization |

ELECTIVES OFFERED

Finance Electives

| S.No | Course Code | Course Title | Credits | Assessment | |
|------|-------------|--|---------|------------|-----|
| | | | | CAM | EoS |
| 1 | P17BAEEF01 | Commercial Banking | 4 | 50 | 50 |
| 2 | P17BAEEF02 | Retail Banking | 4 | 50 | 50 |
| 3 | P17BAEEF03 | Accounting for Banking | 4 | 50 | 50 |
| 4 | P17BAEEF04 | Credit Management | 3 | 50 | 50 |
| 5 | P17BAEEF05 | Legal & Regulatory Aspects of Banking | 4 | 50 | 50 |
| 6 | P17BAEEF06 | Trade Finance | 4 | 50 | 50 |
| 7 | P17BAEEF07 | International Finance | 4 | 50 | 50 |
| 8 | P17BAEEF08 | Rural Banking and Micro Finance | 3 | 50 | 50 |
| 9 | P17BAEEF09 | Merchant Banking and Financial Services | 3 | 50 | 50 |
| 10 | P17BAECF10 | Consumer Lending | 1 | 50 | - |
| 11 | P17BAEEF11 | Security Analysis and Portfolio Management | 4 | 50 | 50 |
| 12 | P17BAEEF12 | Securities Operations and Risk Management | 3 | 50 | 50 |
| 13 | P17BAEEF13 | Wealth Management 1 | 4 | 50 | 50 |
| 14 | P17BAECF14 | Behavioural Finance | 1 | 50 | - |
| 15 | P17BAEEF15 | Wealth Management 2 | 4 | 50 | 50 |
| 16 | P17BAEEF16 | Mutual Funds | 4 | 50 | 50 |
| 17 | P17BAEEF17 | Equity Derivatives Management | 3 | 50 | 50 |
| 18 | P17BAEEF18 | Taxation | 3 | 50 | 50 |
| 19 | P17BAECF19 | Personal Financial Planning | 1 | 50 | - |

Marketing Electives

| S.No | Course Code | Course Title | Credits | Assessment | |
|------|-------------|---|---------|------------|-----|
| | | | | CAM | EoS |
| 1 | P17BAEEM18 | Product and Services Management | 4 | 50 | 50 |
| 2 | P17BAEEM02 | Global Marketing Management | 4 | 50 | 50 |
| 3 | P17BAEEM03 | Retail Management | 4 | 50 | 50 |
| 4 | P17BAEEM04 | Channel Management | 4 | 50 | 50 |
| 5 | P17BAEEM05 | Brand Management | 4 | 50 | 50 |
| 6 | P17BAEEM06 | Digital Marketing | 3 | 50 | 50 |
| 7 | P17BAEEM07 | Marketing Metrics and Analytics | 4 | 50 | 50 |
| 8 | P17BAEEM08 | Retail Sales Metrics and Analytics | 4 | 50 | 50 |
| 9 | P17BAECM09 | E-CRM | 1 | 50 | - |
| 10 | P17BAEEM10 | Consumer behaviour | 4 | 50 | 50 |
| 11 | P17BAECM11 | Creative Writing for Media | 2 | 50 | - |
| 12 | P17BAEEM12 | Integrated Marketing Communication | 4 | 50 | 50 |
| 13 | P17BAEEM19 | Professional Selling and Sales Management | 4 | 50 | 50 |
| 14 | P17BAEEM14 | Pricing Strategies | 4 | 50 | 50 |
| 15 | P17BAEEM20 | Industrial Marketing | 4 | 50 | 50 |
| 16 | P17BAEPM16 | Sponsorship and Event Management | 1 | 50 | - |
| 17 | P17BAEPM17 | Social Media Selling | 2 | 50 | - |

HR Electives

| S.No | Course Code | Course Title | Credits | Assessment | |
|------|-------------|------------------------------|---------|------------|-----|
| | | | | CAM | EoS |
| 1 | P17BAEEH20 | Recruitment and Selection | 4 | 50 | 50 |
| 2 | P17BAEEH02 | Legal Aspects of HR | 4 | 50 | 50 |
| 3 | P17BAEEH03 | Industrial Relations | 4 | 50 | 50 |
| 4 | P17BAEEH04 | Organization Development | 4 | 50 | 50 |
| 5 | P17BAEEH05 | Performance Management | 4 | 50 | 50 |
| 6 | P17BAEEH06 | Learning and Development | 4 | 50 | 50 |
| 7 | P17BAEEH19 | HR Analytics | 4 | 50 | 50 |
| 8 | P17BAEEH08 | Compensation Management | 4 | 50 | 50 |
| 9 | P17BAEEH09 | Cross Cultural Management | 3 | 50 | 50 |
| 10 | P17BAEEH10 | Organizational Behaviour | 4 | 50 | 50 |
| 11 | P17BAEPH11 | Employee Engagement | 2 | 50 | - |
| 12 | P17BAEPH12 | Organizational Culture | 2 | 50 | - |
| 13 | P17BAEPH13 | Career Management | 2 | 50 | - |
| 14 | P17BAEPH14 | Transaction Analysis | 1 | 50 | - |
| 15 | P17BAEPH15 | 360 Degree Leadership | 1 | 50 | - |
| 16 | P17BAEPH16 | Psychometric Testing | 3 | 50 | 50 |
| 17 | P17BAEPH17 | Neuro Linguistic Programming | 1 | 50 | - |
| 18 | P17BAEPH18 | Emotional Intelligence | 1 | 50 | - |

Operations Electives

| S.No | Course Code | Course Title | Credits | Assessment | |
|------|-------------|---------------------------------|---------|------------|-----|
| | | | | CAM | EoS |
| 1 | P17BAEEO01 | Supply Chain Management | 4 | 50 | 50 |
| 2 | P17BAEEO02 | Lean Manufacturing | 4 | 50 | 50 |
| 3 | P17BAEEO03 | Project Management | 4 | 50 | 50 |
| 4 | P17BAEEO04 | Total Quality Management | 4 | 50 | 50 |
| 5 | P17BAEEO05 | Industrial Management | 3 | 50 | 50 |
| 6 | P17BAECO06 | Logistics Management | 2 | 50 | - |
| 7 | P17BAECO07 | Project Control Techniques | 2 | 50 | - |
| 8 | P17BAECO08 | Facilities Layout Design | 1 | 50 | - |
| 9 | P17BAEEO09 | Production Planning and Control | 4 | 50 | 50 |
| 10 | P17BAEEO10 | Technology Management | 3 | 50 | 50 |
| 11 | P17BAEEO11 | Decision Models for Operations | 4 | 50 | 50 |
| 12 | P17BAEEO12 | Business Process Re-engineering | 3 | 50 | 50 |
| 13 | P17BAEEO13 | Intellectual Property Rights | 3 | 50 | 50 |
| 14 | P17BAECO14 | Lean Six Sigma | 2 | 50 | - |
| 15 | P17BAECO15 | Value Stream Mapping | 1 | 50 | - |
| 16 | P17BAEEO16 | Industry 4.0 | 2 | 50 | - |

Entrepreneurship Electives

| S.No | Course Code | Course Title | Credits | Assessment | |
|------|-------------|------------------------------------|---------|------------|-----|
| | | | | CAM | EoS |
| 1 | P17BAEEE01 | Entrepreneurship Management | 4 | 50 | 50 |
| 2 | P17BAEEE02 | Managing Innovation | 4 | 50 | 50 |
| 3 | P17BAEPE03 | Design thinking | 4 | 50 | 50 |
| 4 | P17BAEEE11 | New Venture Tools & Methods | 4 | 50 | 50 |
| 5 | P17BAEEE05 | Social Entrepreneurship Management | 4 | 50 | 50 |
| 6 | P17BAEEE06 | Family Business Management | 4 | 50 | 50 |
| 7 | P17BAEPE07 | Business Launch Pad | 4 | 50 | 50 |
| 8 | P17BAECE08 | Negotiation Skills | 1 | 50 | - |
| 9 | P17BAECE09 | Managing Franchising business | 1 | 50 | - |
| 10 | P17BAECE12 | Entrepreneurial Finance | 2 | 50 | - |

Analytics & Systems Electives

| S.No | Course Code | Course Title | Credits | Assessment | |
|------|-------------|--|---------|------------|-----|
| | | | | CAM | EoS |
| 1 | P17BAEEA01 | Introduction to Business Analytics | 4 | 50 | 50 |
| 2 | P17BAEEA02 | Database Management System | 4 | 50 | 50 |
| 3 | P17BAEEA03 | Business Intelligence | 4 | 50 | 50 |
| 4 | P17BAEEA04 | Enterprise Resource Planning | 4 | 50 | 50 |
| 5 | P17BAEEA05 | Big Data Platforms | 4 | 50 | 50 |
| 6 | P17BAEEA06 | R for Business analytics | 4 | 50 | 50 |
| 7 | P17BAEEA07 | Advanced Statistics and Data Mining* | 4 | 50 | 50 |
| 8 | P17BAEEA08 | Predictive Analytics | 4 | 50 | 50 |
| 9 | P17BAEEA09 | Machine Learning | 4 | 50 | 50 |
| 10 | P17BAEEA10 | Digital Analytics | 4 | 50 | 50 |
| 11 | P17BAEEA11 | Web and Social Media Analytics | 4 | 50 | 50 |
| 12 | P17BAEEA12 | Programing Language for Business Analytics | 4 | 50 | 50 |
| 13 | P17BAECA12 | Advance Excel | 1 | 50 | - |
| 14 | P17BAEEA13 | Digital Transformation | 1 | 50 | - |
| 15 | P17BAEEA14 | Text Mining | 1 | 50 | - |

General Interest Courses

| S.No | Course Code | Course Title | Credits | Assessment | |
|------|-------------|---|---------|------------|-----|
| | | | | CAM | EoS |
| 1 | P17BAECG01 | Warli Art - An Introduction | 1 | 50 | - |
| 2 | P17BAECG02 | Theatre | 1 | 50 | - |
| 3 | P17BAECG03 | Elementary Hindi | 1 | 50 | - |
| 4 | P17BAECG04 | Yoga | 1 | 50 | - |
| 5 | P17BAECG05 | Wellness - a Basic understanding | 1 | 50 | - |
| 6 | P17BAECG06 | Business Avenues in Organic Agriculture | 1 | 50 | - |

Semester 1 (Term 1)

| P17BACC112 | Managerial Economics | 3 credits | | |
|--------------------------------|--|-----------------------|-----------|-----------|
| Objectives | 1. Introduce the microeconomic concepts - demand, pricing, cost determination, entry into and exit from markets, price - output decisions. 2. Illustrate market structures and discuss on cost price behaviour in each structures 3. Introduce the Macro Economic Concepts governing business and economy | | | |
| Pre-requisite Courses | None | | | |
| Contents | Topics | No of sessions | L* | P* |
| | <ul style="list-style-type: none"> Introduction of Managerial Economics - Scope, Relationship with other Disciplines | 2 | 2 | 0 |
| | <ul style="list-style-type: none"> Micro Economics -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 | 6 | 6 | 0 |
| | <ul style="list-style-type: none"> 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 | 10 | 4 | 7 |
| | <ul style="list-style-type: none"> Market Structure - Perfect Competition, monopoly, duopoly, oligopoly, Monopolistic market structures - characteristics & Price - Output determination Pricing Methods | 14 | 4 | 10 |
| | <ul style="list-style-type: none"> Macroeconomics - nature & importance. National Income - concepts - GNP, GDP, NNP. Business cycle - Phases of Business Cycle - Controlling Trade Cycle. Inflation - Definition, Kinds and effects of Inflation, Demand Pull & Cost Push Inflation - Policy Measures to control. Indian Financial System, Fiscal Policy: Definition, Objectives. Monetary Policy- Meaning, Scope, Instruments | 12 | 12 | 0 |
| | Total Hours | 45 | 28 | 17 |
| Course outcomes | 1. Explain the concepts revolving around Micro Economics. 2. Apply the concept in real time production and market environment. 3. Explain the concepts concerning to Macro Economics. | | | |
| Reference Books | D N Diwedi (2009). Managerial Economics. Seventh Edition, Vikas Publication Piyali Ghosh Geetika, <u>Purba Roy Chowdhury</u> (2017).Managerial Economics, 3 e, McGraw-Hill Education | | | |
| Pedagogy and Assessment | Pedagogy: Lectures, Discussions and Field study Assessment : Report, presentation, Quiz | | | |
| Course Design | Dr.S.Sangeetha & Dr.B.Poongodi | | | |

| P17BACC113 | Business Organizations | 1 Credit | | |
|--|---|------------------------|-----------|-----------|
| Objectives | 1. Understand the role of business and identify major business functions 2. Classify various types of business ownerships/organizations in diverse global environments 3. Outline the importance of social responsibilities of business | | | |
| Pre-req. Course | None | | | |
| Contents | Topics | No. Of sessions | L* | P* |
| | Overview of Business systems: Recent trends in business world. - Emergence of MNC's - Globalization & Changing scenarios for Business in New Millennium. | 3 | 3 | 0 |
| | Managerial roles: PODSCORB - Functional areas -Hierarchical Levels and Types. | 3 | 3 | 0 |
| | Forms of Organizations: Typologies | 3 | 3 | 0 |
| | Corporate Structures and Governance – Framework and legal compliances | 3 | 3 | 0 |
| | Social responsibilities of Business: Need for CSR - Business practices, Challenges and implementation | 3 | 3 | 0 |
| | Total hours | 15 | 12 | 3 |
| Course outcomes | 1. Outline the basic principles of key business functions and practices 2. Analyse the various typology of organisations. 3. Examine the different CSR activities of organisation. | | | |
| Reference Books | Bhushan Y K - Fundamentals of Business Organization and management, Sultan Chand & Sons | | | |
| Recommended Pedagogy and Assessment | Pedagogy: Lecture, Discussion, Company visits Assessment: Field Visit Report, Class Presentations | | | |
| Course Design | Dr. V.Karthikeyan | | | |

| P17BACC114 | Accounting for Management | 3 credits | | |
|--------------------------------|---|------------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Introduce the basic concepts of financial accounting. 2. Discuss and interpret financial and cost statements. 3. Outline the basic concepts of budgeting | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No. Of sessions | L | P |
| | Fundamental Accounting concepts-Basic Accounting principles- Elements of accounting- Double entry system- accounting cycle- accounting equations. | 10 | 5 | 5 |
| | Financial Statements- Introduction-Overview-Income Statement /P&L account- Balance sheet-Statement of cash flows and fund flows- Ratio Analysis and Interpretation- key elements impacting financial Statements. | 10 | 5 | 5 |
| | Cost-Definition-Elements of cost- cost centre and profit centre- cost unit- cost elements- cost classification- methods of costing- constructing a basic cost sheet – Marginal Costing. | 10 | 5 | 5 |
| | Budgeting and Budgetary Control- Types of budgets- Zero based budgeting – Standard costing | 15 | 8 | 7 |
| | Total hours | 45 | 23 | 22 |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Outline the basic concepts of accounting for management. 2. Analyse financial statements and interpret the findings. 3. Understand the different types of cost and budgets in decision making process. | | | |
| Reference Books | Sharma & Gupta, Shashi K (2012), Management Accounting. New Delhi. Kalyan Publishers Ltd. S.N.Maheswari (2018), Financial Accounting, Vikas Publishing House; Sixth edition | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Hands-on training. Assessment: MCQs and Financial and cost statement Preparation and Presentation, Assignments, End Semester Exams | | | |
| Course Design | Dr.V.R.Nedunchezian | | | |

| P17BACC115 | Human Behaviour at Work | 1 Credit | | |
|--------------------------------|---|----------------------|----------|----------|
| Objectives | To describe how people behave in organisations under different conditions and understand why people behave as they do | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of session | L | P |
| | Introduction to OB - Concept, Importance – OB Model Individuals at Work - Attitudes – Components of Attitudes – Behaviour and Attitudes – Major Job Attitudes | 3 | 3 | |
| | Personality – Big Five Personality – Impact of how Big Five predicts behaviour at work. Perceptions and Judging Others, Shortcuts in judging others | 3 | 3 | |
| | Motivation - Theories of Motivation – Hierarchy of Needs Theory, McClelland’s theory of Needs – Alderfer’s ERG theory | 3 | 3 | |
| | Groups at Work - Groups and Classifying Groups – Stages of Group Formation | 2 | 2 | |
| | Leadership - Blake and Mouton Managerial Grid | 2 | 2 | |
| | Organisation - Organisation culture and its characteristics – Understanding Culture and Role of Culture | 2 | 2 | |
| | Total hours | 15 | 15 | |
| Course outcomes | To understand the basic concept of Organisation Behaviour. | | | |
| Reference Books | Organisational Behaviour by Stephen P Robbins , 15th edition, Pearson publication. Handbook of Principles of Organisational Behaviour by Edwin Locke, 7th edition, Wiley Publication | | | |
| Pedagogy and Assessment | Pedagogy : Lectures, Discussion, Case lets Assessment : Quiz | | | |
| Course Design | Ms. Deepa Manickam | | | |

Semester 1 (Term 2)

| P17BACE105 | Data Analysis | 4 - Credits | | |
|--------------------------------|---|------------------------|-----------|-----------|
| Objectives | 1. Present and describe the basic concepts in business statistics 2. Application of appropriate statistical techniques and hypothesis testing to functional areas in management. 3. Support decision making through data analysis | | | |
| Pre-req Courses | None | | | |
| Content | Topics | No. Of sessions | L | P |
| | Introduction to excel Cell referencing, Arrays – H Lookup, V Lookup, Index and Match, Statistics Functions, Pivot tables, | 12 | 6 | 6 |
| | Business Statistics Introduction Data types, Scales of Measurement, Summarizing data and crosstabs. Data Visualization -- Graphical Methods | 10 | 5 | 5 |
| | Descriptive Statistics – Measures of Central Tendency - Measures of Location - Measures of Variability - Detecting Outliers - Exploratory Data Analysis - Weighted Mean. Measures of Association - Covariance and Correlation | 10 | 5 | 5 |
| | Hypothesis testing – Sampling Distribution and Statistical Inference about Means. Analysis of Variance – One Way Classification. Testing of Goodness of Fit and Independence – Chi Square. | 16 | 8 | 8 |
| | Forecasting - Smoothing Methods and Trend Projections. Simple & Multiple Linear Regression. Seasonal Index | 12 | 6 | 6 |
| | Total | 30 | 30 | 30 |
| Course outcomes | 1. Understand and explain the concepts of Business statistics , tools and techniques 2. Identify and Apply suitable statistical tests for various business scenarios 3. Interpret and make recommendations for business decisions based on statistical analysis | | | |
| Text Book | 1. David M. Levine, David F. Stephan, Kathryn A. Szabat, “ Statistics for Managers Using Microsoft Excel”, Pearson,ISBN-10: 8120348133, ISBN-13: 978-8120348134 2. David Ray Anderson, Dennis J. Sweeney, Thomas Arthur Williams, “Statistics for Business and Economics”,12/e, Cengage learning, ISBN-10: 1305264339ISBN-13: 978-1305264335 | | | |
| Pedagogy and Assessment | Pedagogy: Cases, Hands-on training in SPSS Assessments: Report, Research paper presentation, tests, end semester exam | | | |
| Course Designed by | Dr.Kirupa Priyadarsini | | | |

| P17BACE116 | Marketing Management | 4 - Credits | | |
|--------------------------------|--|------------------------|----------|----------|
| Objectives | 1. Familiarize the students with the contemporary marketing concepts & practices. 2. Illustrate the applications of Marketing Mix decisions. | | | |
| Pre-req Courses | Managerial Economics | | | |
| Contents | Topics | No. Of sessions | L | P |
| | Understanding Marketing Management –Defining Marketing for new realities –Marketing concepts -orientations-Developing Marketing strategies and plans, Ethics in Marketing. | 6 | 2 | 4 |
| | Marketing opportunities & customer value - scanning the environment, relating to demand. Customer perceived value, Lifetime value, CRM. Influencers of consumer behaviour, buying decision process for consumer & business markets | 8 | 3 | 5 |
| | STP -Segmenting, Targeting & Market Positioning, Point of Parity (POP) , Point of Differences (POD) , Marketing Mix decisions [4P’s – Product, Place, Price and Promotion], Additional 3 Ps (People, Process and Physical Evidence) | 9 | 3 | 6 |
| | Product: classification, characteristics, Differentiation, Product hierarchy, Product life cycle, Product & Brand relationship, Packaging, labelling, warranties, & Guarantee. | 9 | 3 | 6 |
| | Price : Developing pricing strategies and programs | 7 | 1 | 6 |
| | Promotion Mix: Advertising and sales promotion, Public relation, Personal selling and Direct marketing (inclusive of Online marketing) , Managing Integrated Marketing Communications. | 12 | 3 | 9 |
| | Place : Marketing channels, types, roles, functions, Managing retailing, wholesaling & logistics, Long Tail Distribution | 9 | 3 | 6 |
| | Total hours | 60 | 18 | 42 |
| Course outcomes | 1. Explain the Marketing conceptual frame work. 2. Appraise the various aspects of consumer behaviour 3. Analyse the marketing plan of real-life companies through the lenses of STP and 4P’s of Marketing. | | | |
| Reference Books | Marketing Management, 15/e, Kotler and Keller, Pearson 2016 | | | |
| Pedagogy and Assessment | Pedagogy : Concept maps, Cases, market studies Assessment : Market study Report & Presentation, quiz, tests, end semester exam | | | |
| Course Design | Dr.P.Nalini | | | |

| P17BACE107 | Financial Management | 4 credits | | |
|-------------------------|--|------------------------|-----------|-----------|
| Objectives | <ul style="list-style-type: none"> Introduce the broad framework of financial decision-making in a business unit. Discuss the capital budgeting process and techniques. Overview of cost of capital and leverage on capital structure. Describe the components of working capital. Use Microsoft Excel for financial decision making. | | | |
| Pre-requisite Courses | Accounting for Management | | | |
| Content | Topics | No. Of sessions | L | P |
| | Introduction – objectives of financial management – Profit Vs Wealth Maximization- Role of finance managers - : Basics of Time Value of Money. | 6 | 6 | 0 |
| | Investment Decisions: Capital Budgeting – Importance – process – determining cash flows – Techniques using Excel Spreadsheets – Capital Rationing. | 10 | 4 | 6 |
| | Financing Decisions: Sources of finance – Long term. Cost of capital: Concept and importance; Computations of cost of capital – Weighted Average Cost of Capital – Problems using Excel Spreadsheets. | 10 | 4 | 6 |
| | Capital Structure – Meaning and factors – Theories of capital structure- NI, Traditional approach, NOI and MM approach- Optimum capital structure – Problems using Excel Spreadsheets. | 9 | 4 | 5 |
| | Leverage – types of Leverage – EBIT-EPS relationship – Point of Indifference– Problems using Excel Spreadsheets. | 8 | 4 | 4 |
| | Dividend Decisions – factors – types – Models of dividend- Walter, Gordon and MM models – Problems using Excel Spreadsheets – Bonus shares. | 9 | 4 | 5 |
| | Liquidity Decisions: Management of working capital – Determinants – Forecasting of working capital – Problems using Excel Spreadsheets – Cash, Receivables and Inventory Management. Sources of finance – Short term. | 8 | 4 | 4 |
| | Total hours | 60 | 30 | 30 |
| Learning Outcomes | <ol style="list-style-type: none"> Outline the basic concepts of financial management Compare investment alternatives to select best investment alternative and decide on the best source of funds through leverage Evaluate different sources of finance to decide the optimum capital structure and plan for the working capital requirements for business operations | | | |
| Reference Books | Pandey, IM (2015). Financial Management. New Delhi. Vikas Publishing. | | | |
| Pedagogy and Assessment | Pedagogy: Discussion, Case study, Problem solving using MS Excel. Assessment: Tests, Assignments, Analysis Reports/ Presentations, End semester Exam | | | |
| Course Design | Dr.V.R.Nedunchezian | | | |

| P17BACE108 | Human Resource Management | 4 credits | | |
|--------------------------------|---|------------------------|-----------|-----------|
| Objectives | 1. Introduce the basic concepts, structure and functions the HR System 2. To familiarize the students with procedures and practices of people management in organizations | | | |
| Pre-req Courses | None | | | |
| Content | Topics | No. Of sessions | L | P |
| | Introduction to HRM Role of a HR Professional & HR Policies. | 5 | 3 | 2 |
| | HR Planning and Forecasting Job Analysis -Need, Writing Job Specification and Job Description, Manpower Planning Process, Assessing Demand and Supply, Methods of Forecasting. | 6 | 4 | 2 |
| | Recruitment and Selection Concept, Sources of Recruitment, Selection Process. | 5 | 3 | 2 |
| | Training and Development Training Process, Induction, Methods, Management Development. | 7 | 5 | 2 |
| | Performance Management: Process, Appraisal Tools and Appraisal Errors. | 7 | 5 | 2 |
| | Compensation Job Evaluation: Identifying compensable factors, Establishing Pay rates, Competency based pay, Variable pay and Incentives, Benefits and Services. Employee Separation and Exit Interviews | 6 | 4 | 2 |
| | Industrial Relations Nature, Importance, Approaches, Role of Trade Unions. Ethics in HR. | 4 | 3 | 1 |
| | Emerging Trends in HR Managing HR in Small and Medium Enterprises Managing Employees in the Global Context IT for HR, Employee Engagement Practices and Retention Management Role of HR in CSR | 5 | 3 | 2 |
| | Field Learning | 15 | 0 | 15 |
| | | Total hours | 60 | 30 |
| Course outcomes | 1. To understand the concepts and functions of HRM 2. Apply and Interpret HR Policies and current concepts. | | | |
| Reference Books | <ul style="list-style-type: none"> Biju Varkkey, Gary Dessler, 2011, Human Resource Management Interpret (Twelfth Edition) ISBN 10: 813175426X / ISBN 13: 9788131754269, Pearson Education Ashwathappa.K ,2013, Human Resource Management: Text And Cases, Edition 7, Himalaya Publishing House , ISBN: 9781259026829 | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Discussions, cases, role plays, Desk research/ interviews on HR practices in organizations Assessments: HR Practices Learning report, Presentations, Tests, End Semester Exam | | | |
| Course Design | Dr. Kirupa Priyadarsini. M | | | |

| P17BACE117 | Operations Management | 4 credits | | |
|--------------------------------|--|------------------------|-----------|-----------|
| Objectives | 1. Provide insights on the concepts, techniques of operations management 2. Introduce the demand forecasting methods 3. Explain MRP, Network models, plant location and layout strategies 4. Discuss the basic tools governing quality | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No. of sessions | L | P |
| | Introduction – Significance of Operations Function in Organisation; Challenges in 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 –Basics of Supply chain management | 10 | 5 | 5 |
| | Demand forecasting - Types of forecasting - Importance-Steps in forecasting -Quantitative Forecasting - Qualitative Forecasting – Methods - Monitoring and controlling forecast- Forecast Error– simple problems | 11 | 7 | 4 |
| | Materials Requirement Planning - Objectives of materials management – Aggregate Planning – Master Production Schedule – Bill of Materials – Materials Requirement Planning – Capacity Planning-Enterprise resource planning (theory) Networking Models - Introduction to Project Management – Drawing Network - Basics of PERT & CPM (theory) | 12 | 7 | 5 |
| | Location Strategy – Importance-Factors that affect location decisions - Evaluating methods – Factor Rating – Service location strategy (simple problems) Layout Strategy – Importance- Types of layout - Layouts in service / retail sectors - Line Balancing - (theory) Work Measurement – Time study – Method study – Motion study (theory) | 12 | 5 | 7 |
| | Quality Management – Definition – Dimensions & Cost of quality - TQM Framework -7QC Tools - Statistical Process Control- X-bar and R charts – simple problems Safety, Health and Environment – Key elements of safety, Safety equipment - Health Management System – EMS | 15 | 6 | 9 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | 1. Explain the fundamental concepts in operations management 2. Apply tools and techniques of operations management for effective business decision making | | | |
| Reference Books | <ul style="list-style-type: none"> Jay Heizer and Barry Render, 2009, Operations Management, Pearson, Ninth edition Lee Krajewski, Larry Ritzman and Manoj Malhotra, 2008, Operations Management – Process and Value Chains, Pearson Education South Asia, Eighth Edition Chase, Aquilano, 2003, Operations Management for Competitive Advantage, Tata McGraw-Hill, Tenth Edition | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Class Discussion, Videos, Case study Assessment: Presentation, Quiz, Tests, End semester Exam | | | |
| Course Design | Dr. S. Jaisankar | | | |

| P17BACE111 | Professional Development I - Career Skills | 3 credits | | |
|--------------------------------|--|------------------------|----------|-----------|
| Objectives | 1. Understand the meaning of business reports and letters. 2. Express the opinion or have a discussion about the factual issues. 3. Give a short prepared presentation and write a brief proposal. | | | |
| Pre-req Courses | None | | | |
| | Topics | No. Of sessions | L | P |
| | Reading: Understanding short real- world notices, messages - Comprehension of factual material;- Reading for detailed factual information-Reading for gist and specific information -Reading and information transfer | 10 | 0 | 10 |
| | Writing: Internal communication-note, message, memo or email- Business correspondence-Blog & short case writing | 10 | 0 | 10 |
| | Listening: Listening for specific information-short conversations or monologues -Conversation/interview/discussion. | 10 | 0 | 10 |
| | Speaking: Conversation –Mini Presentation on Business theme- Discussion-Turn taking/Negotiating/ exchanging information, expressing and justifying opinions. | 10 | 0 | 10 |
| | Specialties: Guidance Program to choose the specialisation | 5 | 0 | 5 |
| | Total hours | 45 | 0 | 45 |
| Course outcomes | 1. Improve the effectiveness of business communication and develop the presentation skill for professional development. | | | |
| Text Book | 1. Business English Certificate Handbook for Teachers-University of Cambridge ESOL. 2. www.cambridgeenglish.org/exams/business-certificates/business-vantage/how-to-prepare/ | | | |
| Pedagogy and Assessment | Pedagogy: Business/Newspaper Discussion, Audio Video, Workshop Assessment: News analysis & Presentation, Short case/Blog Write-ups, Movie/Book/newspaper reviews. | | | |
| Course Design | Dr.R.Gokilavani | | | |

| | | | | |
|--------------------------------|---|--|---|------------------|
| P17BACE110 | Industry Immersion Project | 60 Hours (Prep work - 05 hours Field work - 40 hours (1 week) Report prep -15 hours) | | 2 credits |
| Objectives | Provide an extensive exposure to the students and hands-on experience of the functional areas of management in a corporate or an entrepreneurial environment. | | | |
| Content | About the Organization <ul style="list-style-type: none"> • Vision, Mission, Values • Governance • Structure • Services/ Products offered • SWOT • Share/position/ competitiveness in the industry | Marketing <ul style="list-style-type: none"> • Marketing manager's roles and responsibilities • Products and product policies • Pricing policies • Distribution structure • Advertising policies & procedures • Sales promotion activities • Marketing research activities | Finance <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Systems & Processes • Information Technology • Management of Information systems • Softwares used | Production <ul style="list-style-type: none"> • Production process • Receiving and processing orders • Types of production systems • Production planning procedures • Inventory management • Record keeping • Wastage management • Quality control techniques • Efficiency analysis | |
| Learning Outcome | 1.Application of management concepts in the organizations | | | |
| Reference Books | As needed for the Project | | | |
| Pedagogy and Assessment | Pedagogy: Supervised independent study in an organization Assessment: Report – 25 marks ; Presentation & Viva-voce – 25 marks | | | |

Semester 2 (Term 3)

| P17BACP204 | Research Methodology | 4 credits | | |
|--------------------------------|---|------------------------|----------|----------|
| Objectives | 1. Approaches available to take up Business Research systematically 2. Create awareness on various research approaches 3. Apply specific analytical tools using SPSS to draw inferences for decision making 4. Present the results of the research | | | |
| Content | | No. Of sessions | L | P |
| | Introduction to Research - Identifying of the problem – Formulating research questions | 4 | 4 | |
| | Review of Literature – Significance and Reporting | 2 | 2 | |
| | Research Designs – Types – Choosing an appropriate design for the project – Sampling Design | 2 | 2 | |
| | Formulation of a Research Instrument – Role of Validated Instruments | 9 | 2 | 7 |
| | Data Collection Methods | 13 | 3 | 10 |
| | Analysis using appropriate software. | 8 | 1 | 7 |
| | Univariate and Bivariate Analysis using appropriate software | 9 | 2 | 7 |
| | Multivariate Analysis – Multiple Linear Regression, Factor Analysis, Cluster Analysis , Discriminant Analysis | 9 | 3 | 6 |
| | Reporting the Research Results – Format of Project Reports | 4 | 1 | 3 |
| | Total | 60 | 20 | 40 |
| Course outcomes | <ul style="list-style-type: none"> Design and Carryout a Business research project to support Organisational decision making. Apply specific analytical tools using any statistical software to draw inference for decision making | | | |
| Text Book | Business Research Methods, 11/e Donald R. Cooper and Pamela S. Schindler, McGrawhill Publications | | | |
| Pedagogy and Assessment | Pedagogy: Research project, lecture, Discussions, Hands-on training in SPSS Assessment: Tests, Research Report and Viva Voce, End Semester exam | | | |
| Course Design | Dr. B. Poongodi | | | |

| P17BACC202 | Professional Development II - Career Exploration | 3 credits | | |
|--------------------------------|---|------------------------|----------|-----------|
| Objectives | 1. Identify own personality skills and potentials for holistic development. 2. Imbibe team working skill & Familiarize events in business/Industry/Current Affairs. 3. Provide experiential learning to enhance the personal and career interest | | | |
| Pre-req Courses | None | | | |
| Content | Topics | No. Of sessions | L | P |
| | Professional Portfolio: Professional Career Development Plan- Myfolio – Resume building-Are you Linked in? | 10 | 0 | 10 |
| | Networking with Industry Professional: Career opportunities- Understanding the skill gap -psychometric test - skill building | 10 | 0 | 10 |
| | Professional skills for success: Team building - Interpersonal Skill-Time management | 5 | 0 | 5 |
| | Critical thinking Skills: Aptitude Skills- Numerical ability-Logical reasoning- Verbal Ability-Data interpretation-Analysing the business & economic trends | 15 | 0 | 15 |
| | Guidance for internship Program | 5 | 0 | 5 |
| | Total hours | 45 | 0 | 45 |
| Course outcomes | 1. Apply critical thinking for analysing business situations. 2. Develop Professional skills to lead self and team. | | | |
| Text Book | <ul style="list-style-type: none"> Barun K Mitra, "Personality Development and soft skills, Published by Oxford higher education-Edition 2012. Patterson, "Quantitative Aptitude" Published by R G Books India- Edition May, 2014. | | | |
| Pedagogy and Assessment | Pedagogy: Discussion & Presentation, Workshop, Experiential learning, Audio/Video, Workbook/Worksheet. Assessment: Website/Blog/Case Write-ups, Environmental analysis & Presentation, Business Magazine /newspaper reviews e-Portfolio., Online Aptitude test | | | |
| Course Design | Dr.R.Gokilavani | | | |

Semester 3 (Term 4)

| | | | |
|-------------------------|---|---|------------|
| P17BACP304 | Project (Corporate Project/ Industry Research Project/ Business Plan) | Total: 390 Hours (10 weeks) Prep work – 40 hours Field work – 310 (60 days) Report Prep & Viva – 40 Hours (1 week) | 13 credits |
| Objective | 1. To develop the ability to identify, analyse, research and propose a solution to a real problem of significance in business or administration. | | |
| Pre-req Courses | Functional Courses | | |
| | <p>Undertaking the Field Experience Course requires the student to develop a deep level of analysis and understanding of the theory and processes of organisations and the business environment through the completion of a piece of individual research. Students work individually on their Projects, under the supervisory guidance of an experienced member of faculty. Students are required to keep in regular contact with their Advisor. As a minimum they should meet with their Advisor three times. Students can work on one of three types of Project:</p> <p>Corporate Project Analysis of an issue chosen by a business that provides data for analysis, which the student reintegrates with issues or gaps in general literature. This type of Project can also be the result of a work-based project and suggests solutions for the problems faced by the company or creates plans for new business opportunities. The students can take up the project in a corporate or with an entrepreneur</p> <p>Industry Research Project The project will focus on research in one / many industries (and not attached to one company) based on the interest of the student and faculty guide the survey / study will be submitted as a project.</p> <p>Business Plan During the first half of the project period, the student scout for business ideas and will identify business ideas (5-6) using design thinking models. In the second half, one (or two) business idea will be brought to life with a compelling and detailed business plan which will include financial models, organizational setup, and marketing and launch plans. The project will culminate with an elevator pitch for VC/Banker/ Government funding agencies.</p> | | |
| Course outcomes | <ol style="list-style-type: none"> 1. Study in depth a topic of particular interest to the student, within the field of business. 2. Plan, design, execute and report a significant piece of individual research. 3. Apply the processes involved in research, such as obtaining information from people, securing their co-operation, analysing and evaluating data, framing recommendations, and other methods of field study and data collection. 4. Communicate, via a report, complex ideas and information in a coherent and structured manner. 5. To exhibit appropriate professional & ethical behaviour at workplace and documentation | | |
| Text Book | Reading will be based on the research work. | | |
| Pedagogy and Assessment | <p>Pedagogy: Directed and Independent Learning</p> <p>CAM – 100 marks (40 marks for Mid-term Review + 40 marks for end-term review + 20 marks for Journal Article)</p> <p>ESM – 100 Marks (50 marks by Company Guide for Corporate Project / External or Internal examiner for Industry Research and Business Plan + 50 marks for Presentation & Viva-voce by external Examiner (Rubrics given in annexure)</p> | | |

Semester 3 (Term 5)

| P17BACE305 | Strategic Management | 4 credits | | |
|--|--|------------------------|----------|----------|
| Objectives | <ol style="list-style-type: none"> 1. Explain the basic concepts, principles and practices relating to strategic management. 2. Present a credible business analysis in a competitive setting 3. Analyze alternatives to choose appropriate strategies 4. Understand and implementation of strategy in a multi-functional perspectives. | | | |
| Pre-req Courses | Functional Courses | | | |
| Contents | Topics | No. Of Sessions | L | P |
| | Foundations of Strategic Management: Strategic Planning Process, Levels of Strategy - Strategic Intent through Vision, Mission and Value Statement – Building business model –Business Model canvas, Typologies | 5 | 3 | 2 |
| | Internal Environment Analysis: Core competence, Distinctive Competencies, Resource Based View of the firm - Resource-Capabilities – Firm specific resources, VRIO Framework. External Environment Analysis: PESTEL, ETOP Analysis - Competitive Profile analysis - Porters Five Force Model | 18 | 4 | 14 |
| | Building blocks of Competitive Advantage - Value Creation and Value Preposition approach. Portfolio analysis - SWOT, TWOS Matrices, BCG Growth share Matrix – A.D. Little’s Life cycle approach, GE Nine Cell Matrix- Porters Value Chain Model. | 6 | 2 | 4 |
| | Strategy Formulation: Generic strategies, Functional strategies-Components - Relevant Techniques. Corporate Strategies, Disruptive strategies- Blue Ocean strategy. Global strategies. Termination strategies – Strategic choices. | 16 | 3 | 13 |
| | Strategy Implementation: Managing Change - Activating Strategies-Project Implementation – Procedural Implementation – Resource Allocation - Organisational Design – Structure, Control and Culture. | 8 | 2 | 6 |
| | Strategy Evaluation and Control: Process of evaluation - Strategic and Operational controls - 7S Framework, Balanced Score Card. Benefit Cost analysis, Performance Gap Analysis, Responsibility Centres. | 7 | 1 | 6 |
| | Total hours | 60 | 15 | 45 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain strategy and strategic management process 2. Analyse various environment and portfolio scenarios for effective strategy formulation 3. Formulate and implement corporate, business and functional strategies with global outlook | | | |
| Reference Books | <ol style="list-style-type: none"> 1. Azhar Kazmi, Strategic Management & Business Policy, 3rd edition, 2011, TMH 2. Arthur A. Thompson, Jr., A. J. Strickland III, John E. Gamble, Arun K Jain, Crafting and Executing Strategy (SIE) : The Quest for Competitive Advantage: Concepts and Cases, 16/e TMH. 3. Charles W.L.Hill, Gareth R.Jones, Mellissa A. Schilling – Strategic Management: An integrated approach Cengage, 9th edition. 2012 | | | |
| Recommended Pedagogy and Assessment | Pedagogy: Discussion, Case Studies, Corporate Strategy Tracker, Assessments: Tracker Reports, tests, End semester examinations | | | |
| Course Design | Dr. V.Kaarthikheyam and Dr.S.Swaminathan | | | |

| P17BACC302 | Professional Development III- Career Planning | 3 credits | | |
|--------------------------------|---|------------------------|----------|-----------|
| Objectives | 1. Understand the current job market and develop skills 2. Familiarize events in business/Industry/Current Affairs. 3. Develop confidence and presenting ability required to face interview. | | | |
| Pre-req Courses | None | | | |
| Content | Topics | No. of sessions | P | F |
| | Career Navigator: Mapping the Career path-Job analysis- Job search-experience with Alumni | 10 | 0 | 10 |
| | Develop Your Professional Edge: Effective Group Discussion- Interview skills-Advanced aptitude skills | 20 | 0 | 20 |
| | Critical & Current Thinking in Management: Business Industry Trends-Analysing the market, business economic trends – linking to management concepts. | 10 | 0 | 10 |
| | Business etiquettes & Professionalism : Networking for Success-Meet & Greet -Office space etiquette-Telephone Etiquette-Business Attire and Professionalism-Manners on the Job-Dinning etiquette | 5 | 0 | 5 |
| | Total hours | 45 | 0 | 45 |
| Course outcomes | 1. Enhance career development skills and appreciate the elements of Professional behaviour in a corporate environment. | | | |
| Text Book | <ul style="list-style-type: none"> Barun K Mitra, “ Personality Development and soft skills”, Published by Oxford higher education-Edition 2012 Patterson, “ Quantitative Aptitude” Published by R G Books India- Edition May, 2014 | | | |
| Pedagogy and Assessment | Pedagogy: Discussion & Presentation, Workshop, Group discussions Assessment: Business/Environment analysis, Group Discussion, Mock Interview., Online Aptitude test | | | |
| Course Design | Dr.R.Gokilavani | | | |

Semester 4 (Term – 6)

| P17BACE401 | Business Ethics | 3 credits | | |
|--------------------------------|--|-----------------------|----------|-----------|
| Objectives | 1. Examine Ethics from both personal and professional perspectives. 2. Understand the decision process one goes through in determining what is right and wrong, and how those decisions affect professional life. 3. Explore successful ethical values of visionary companies. | | | |
| Pre-req Courses | None | | | |
| | Topics | No.Of sessions | L | P |
| | Introduction to Business Ethics Tools, Concepts and Principles. Causes of unethical behaviour; | 2 | 2 | 0 |
| | Ethical Dilemmas: Ethical Dilemmas in Finance and Accounting, Marketing, HR, Operations (Cases). -Managing Ethics in organizations | 22 | 2 | 20 |
| | Corporate Social Responsibility and Sustainability: CSR Theory, Triple Bottom-line, Stakeholder Theory; Sustainable Development Goals of UN | 7 | 2 | 07 |
| | Global Business Ethics: culture-specific ethical norms and behaviours Countering Corruption – impact on Business | 12 | 2 | 10 |
| | Total hours | 45 | 8 | 37 |
| Course outcomes | 1. identify and analyze ethical issues in business, and understand some decision-making tools | | | |
| Text Book | <ul style="list-style-type: none"> Ferrell, O.C., Fraedrich, John, and Ferrell, Linda (2010). Business Ethics, Ethical Decision Making & Cases, 8th Edition. Boston, MA: Prentice Hall. ISBN: 978-1-4390-4223-6 Makower, Joel. Beyond the Bottom Line: Putting Social Responsibility to Work for your Business and the World. Simon and Schuster, 1994 | | | |
| Pedagogy and Assessment | Pedagogy: Cases, Debates, discussions Assessment: Ethical Reflection Papers, Case analysis, Situation Analysis, End semester Exam | | | |
| Course Design | Dr. Vijila Kennedy | | | |

| P17BACC402 | Professional Development IV-Career Readiness | 1 credit | | |
|--------------------------------|--|------------------------|----------|-----------|
| Objectives | 1. Develop confidence that will position them for success in life and the marketplace. 2. Equip the graduates with the necessary skills, intellect and character to lead a business or enterprise effectively. | | | |
| Pre-req Courses | None | | | |
| | Topics | No. of sessions | L | P |
| | Campus to Career – Getting ready for transition – Managing the period of transition –managing work stress – managing time – work life balance | 3 | 0 | 3 |
| | Competencies in Career – Knowledge up gradation and continuing education – employability, technical and job-related skill to function at the workplace -- Work place behaviour, Attitude and selling yourself | 5 | 0 | 5 |
| | Leadership - understanding 360° leadership | 3 | 0 | 3 |
| | Networking –Building connect within and outside an organization - alumni – corporate bodies/associations | 2 | 0 | 2 |
| | Beyond the Workplace - To create awareness about being Socially Responsible and sensitization of social, cultural, economic and environmental issues | 2 | 0 | 2 |
| | Total hours | 15 | 0 | 15 |
| Course outcomes | 1. Develop confidence and be ready to take up career in an organisation | | | |
| Text Book | <ul style="list-style-type: none"> Lisa vento Nielson, “The Book on Career Readiness: The Prof's Guide to Graduating College with a Job Offer “ 2016 | | | |
| Pedagogy and Assessment | Pedagogy: Workshop and Discussion Assessment: Self Reflection Worksheets | | | |
| Course Design | Prof. Swaminathan | | | |

| | | | |
|--------------------------------|---|---|------------------|
| P17BACP403 | Social Immersion Project | 60 Hours (Prep work - 10 hours Field work - 40 hours (1 week) Report prep -10 hours) | 2 credits |
| Objectives | <ul style="list-style-type: none"> • To sensitize students on civic and community issues. • To enhance problem solving, interpersonal and team skills • To understand the problems of marginalized community and enhance their status through capacity building. | | |
| Details | <ul style="list-style-type: none"> ▪ The team will focus on self sustainable projects. ▪ The project will be carried out during the IV semester in association with a NGO. The project preparatory work will commence from the beginning of IV semester and actual field work will be done for 1 week ▪ Funds to be raised through the CSR funds of corporates ▪ Project shall be carried out in teams in the areas of UN sustainability goals framework ▪ Management domain knowledge should be used in the project for a social cause, which are sustainable. ▪ Can be carried out in urban or rural areas ▪ Projects to be approved by faculty supervisor | | |
| Course Outcome | 1. Develop the civic responsibility for development of the society through applying managerial knowledge for problem solving | | |
| Pedagogy and Assessment | Pedagogy: Independent supervised study Assessment: Project Report & Viva voce | | |

Finance Electives

Finance Electives

| S.No | Course Code | Course Title | Credits | Assessment | | Page No. |
|------|-------------|--|---------|------------|-----|----------|
| | | | | CAM | EoS | |
| 1 | P17BAEEF01 | Commercial Banking | 4 | 50 | 50 | 51 |
| 2 | P17BAEEF02 | Retail Banking | 4 | 50 | 50 | 52 |
| 3 | P17BAEEF03 | Accounting for Banking | 4 | 50 | 50 | 53 |
| 4 | P17BAEEF04 | Credit Management | 3 | 50 | 50 | 54 |
| 5 | P17BAEEF05 | Legal & Regulatory Aspects of Banking | 4 | 50 | 50 | 55 |
| 6 | P17BAEEF06 | Trade Finance | 4 | 50 | 50 | 56 |
| 7 | P17BAEEF07 | International Finance | 4 | 50 | 50 | 57 |
| 8 | P17BAEEF08 | Rural Banking and Micro Finance | 3 | 50 | 50 | 58 |
| 9 | P17BAEEF09 | Merchant Banking and Financial Services | 3 | 50 | 50 | 59 |
| 10 | P17BAECF10 | Consumer Lending | 1 | 50 | - | 60 |
| 11 | P17BAEEF11 | Security Analysis and Portfolio Management | 4 | 50 | 50 | 61 |
| 12 | P17BAEEF12 | Securities Operations and Risk Management | 3 | 50 | 50 | 62 |
| 13 | P17BAEEF13 | Wealth Management 1 | 4 | 50 | 50 | 63 |
| 14 | P17BAECF14 | Behavioural Finance | 1 | 50 | - | 64 |
| 15 | P17BAEEF15 | Wealth Management 2 | 4 | 50 | 50 | 65 |
| 16 | P17BAEEF16 | Mutual Funds | 4 | 50 | 50 | 66 |
| 17 | P17BAEEF17 | Equity Derivatives Management | 3 | 50 | 50 | 67 |
| 18 | P17BAECF18 | Taxation | 3 | 50 | 50 | 68 |
| 19 | P17BAECF19 | Personal Financial Planning | 1 | 50 | - | 69 |

| P17BAEEF01 | Commercial Banking | 4 credits | | |
|-------------------------|--|-----------------------|-----------|-----------|
| Objectives | 1. Introduce the concept of banking and its varied products. 2. Overview on asset liability management of banks. 3. Highlight the fee based services and corporate banking 4. Outline the types of risk and mitigation strategies and the credit appraisal criteria. | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No.of sessions | L | P |
| | Money - Banks and bankers. Commercial banking - Overview – Functions- commercial banking in India- banking in modern era, Small Banks, Payment Banks - Customer relationship. Retail banking- Type of consumer loans- evaluation- credit analysis- credit scoring and consumer credit regulations. | 8 | 4 | 4 |
| | Deposit products in India and abroad – types of bank deposits, computation of interest on deposits- composition of bank deposits. Loan Pricing – objectives, methodology, pricing models, priority sector lending. | 10 | 5 | 5 |
| | Asset Liability Management in Banks, Reading and interpreting bank Balance Sheet – BASEL CAR Norms, CIBIL. | 10 | 5 | 5 |
| | Fee based services – L/C, Bank guarantees, subsidiary services, modern banking services- Challenges and prospects for modern banking. Corporate banking – nature - development in corporate banking- Consortium finance. | 8 | 4 | 4 |
| | General appraisal criteria – Characteristics of credit- credit appraisal and analysis- principles of lending. Credit assessment- Fund & Non fund based limits. Credit disbursement & monitoring – NPA Assessment & provisioning- Recovery procedures. | 8 | 4 | 4 |
| | Payment and Collection of Cheques and Other Negotiable Instruments - NI Act; Role & Duties of Paying & Collecting Banks - Technology in Banking – Core Banking solutions- payment systems and Electronic banking -Data Communication Network and EFT systems – security considerations – IT act. | 8 | 4 | 4 |
| | Lending – principles and Credit Monitoring - Cardinal Principles; Non-fund Based Limits; estimation of WC; Term Loans; Credit Appraisal Techniques; Credit Monitoring & Its Management; Base Rate -Priority Sector Advances – Recent Developments | 8 | 4 | 4 |
| | Total Hours | 60 | 30 | 30 |
| Learning Outcomes | 1. Explain the concept of banking and its varied products. 2. Examine the credit appraisal techniques used by banks. 3. Appraise asset liability management of selected banks. | | | |
| Reference Books | IIBF - Principles and practices in banking - 3 rd edition- Macmillan education, | | | |
| Pedagogy and Assessment | Pedagogy: Lectures, Discussion , cases, Bank visit Assessment: MCQ tests, Case Based Assignments / Paper Presentation/ MOOC, Credit Transfer (IIBF) , End semester exam | | | |
| Course Design | Dr.S.Sangeetha | | | |

*credit transfer option will be given (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or IIBF. IIBF marks will be converted to grades and submitted to CoE)

| P17BAEEF02 | Retail banking | 4 credits | | |
|--------------------------------|--|------------------------|-----------|-----------|
| Objectives | 1. To enable the students familiarizing with operational aspects of retail banking products 2. Developing suitable strategies to broaden the retail client base. | | | |
| Pre req. Course | None | | | |
| Content | Topics | No. of sessions | L | P |
| | Concept of Retail Banking-Distinction between Retail and Corporate/Wholesale Banking; Retail Products Overview: Customer requirements, products development process, Liabilities and Assets Products, Approval process for retail loans, credit scoring | 13 | 5 | 8 |
| | Important Retail asset products: Home loans, Auto/vehicle loans, Personal loans, Educational loans -Study of these products in terms of Eligibility, Purpose, Amounts, Margin, Security, Disbursement, Moratorium, Prepayment issues, Repayments/Collection; Credit/Debit Cards-Eligibility, Purpose, Amounts, Margin, Security, Process of using the cards, Billing Cycle, Credit Points; Other products/Remittances/Funds Transfer | 12 | 7 | 5 |
| | Retail Strategies: Tie-up with institutions for retail loans; Delivery Channels Branch, Extension counters, ATMs, POS, Internet Banking-Banking; Selling process in retail products; Customer Relationship Management-Role and impact of customer relationship management, stages in CRM process; Technology for retail banking | 11 | 7 | 4 |
| | Trends in Retailing-New products like insurance, Demat services, online/phone banking, property services, investment advisory/wealth management, Reverse Mortgage-Growth of e-banking, Cross selling opportunities | 14 | 7 | 7 |
| | Recovery of Retail Loans-Defaults, Rescheduling, recovery process-SARFAESI Act, DRT Act, use of Lok Adalat forum, Recovery Agents-RBI guidelines | 10 | 6 | 4 |
| | Total hours | 60 | 32 | 28 |
| Learning Outcomes | 1. Classify the retail banking functions and products. 2. Examine the roles & responsibilities and the key laws governing the banking industry. 3. Importance of payment systems in retail banking. | | | |
| Reference Books | Agarwal, O.P. et.al., (2006). Principles of Banking, Indian Institute of Banking and Finance, New Delhi: Macmillan Publication. | | | |
| Pedagogy and Assessment | Pedagogy: Discussion, Simulation lab for banking, Bank visit/ surveys Assessment: Report submission, presentation, Simulation assessment, tests, End semester exam | | | |
| Course Design | Dr.S.Sangeetha | | | |

| P17BAEEF03 | Accounting for Banking* | 4 credits | | |
|--------------------------------|--|-----------------------|-----------|-----------|
| Objectives | 1. Introduce the concept and accounting standards 2. Familiarize with the procedures bank I accountancy 3. Understand the importance of bill of exchange and BRS 4. Familiarizing the final accounts of banking companies and its operations. | | | |
| Pre req Course | Pre requisite course: Bridge course – Accounting | | | |
| Content | Topics | No.of sessions | L | P |
| | PRINCIPLES OF BOOKKEEPING & ACCOUNTANCY: Definition, Scope and Accounting Standards: Nature and Purpose of Accounting; Origins of Accounting Principles; Accounting Standards in India; Transfer Pricing; Overview of IFRS; Difference between GAAP & IFRS. | 2 | 2 | 0 |
| | Basic Accountancy Procedures: Concepts, Maintenance of Cash / Subsidiary Books and Ledger Record Keeping Basics; Account Categories; Debit and Credit Concepts; Accounting and Columnar Accounting Mechanics; Journals; Ledgers; subsidiary books. | 6 | 3 | 3 |
| | Bank Reconciliation Statement: Need, Causes of Differences ,Preparation. Adjusting the Cash Book Balance. Trial Balance, Features and Purpose, Types and Preparation Disagreement; Classification of Errors; Location of Errors; Rectification of Errors; Suspense Account, Adjusting and Closing Entries. Capital and Revenue Expenditure. Distinction. Deferred Revenue Expenditure; Receipts; General Illustrations. | 6 | 3 | 3 |
| | Bills of Exchange: Types of Instruments of Credit; Term and Due Date of a Bill; Certain Important Terms; Accounting Entries to be Passed; Accommodation Bill. | 4 | 3 | 1 |
| | FINAL ACCOUNTS : Balance Sheet Equation; Computation of Balance Sheet Equation - Preparation of Final Accounts ; | 11 | 5 | 6 |
| | Ratio Analysis: Meaning, Classification, Uses, Limitations of Accounting Ratios; Calculation and interpretation. | 13 | 6 | 7 |
| | Final Accounts of Banking Companies: Definition and Functions of a Bank; Requirements – Accounts and Audit. Significant Features; Principal Books of Accounts; Preparation and Presentation of Financial Statements of Banks; CMA Format; Accounting Treatment of Specific Items; Preparation of Profit and Loss Account; Comments on Profit and Loss Account; Important Items of Balance Sheet; Disclosure Requirements of Banks; Additional Disclosures prescribed by RBI; Disclosures required under BASEL norms. | 18 | 8 | 10 |
| | Total hours | 60 | 30 | 30 |
| Learning Outcomes | 1. Understand the concepts and accounting standards. 2. Construct Bills of exchange, Bank Reconciliation Statement and Final Accounts. 3. Compare and evaluate the performance of public and private sector banks. | | | |
| Reference Books | IIBF (2015) , Accounting & Finance For Bankers - 3 rd edition- Macmillan education | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Discussion and problem solving Assessment: Problem based Assignments, MCQ tests, end semester exam | | | |
| Course Design | Dr.V.R.Nedunchezian | | | |

*credit transfer option will be given (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or IIBF. IIBF marks will be converted to grades and submitted to CoE)

| | | | | |
|--------------------------------|---|-----------------------|-----------|-----------|
| P17BAEEF04 | Credit Management | 3 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Develop a basic understanding of credit management 2. Provide an overview of organization of credit function 3. Understand credit documents and systems | | | |
| Pre req. Course | Commercial Banking | | | |
| Content | Topics | No.of sessions | L | P |
| | Credit Management in Banks – screening of applications – appraisal of credit – sanction limit-post sanction compliance – monitoring supervision – review – Government policies for credit expansion – credit institutions – principles of good lending – Borrower study and bankers opinion – credit policy for banks – prudential norms. | 9 | 6 | 3 |
| | Credit policy – credit process – features of loans – evaluating commercial loan requests – Financial statements and cash flow analysis -projections – feasibility study – fundamental credit issues – credit analysis – forms of advances | 9 | 6 | 3 |
| | Evaluating consumer loans – types of consumer loans – risk – return analysis of consumer loans – customer profitability analysis – loan pricing - Fixed vs floating rates. | 9 | 6 | 3 |
| | Loans and advances – Hypothecation– Pledge – Lien – Mortgage – Advances against goods – document to title to goods – Life insurance policies – Stock exchange securities – Fixed receipts – book debts – real estates | 9 | 6 | 3 |
| | NPA Management – Introduction – asset classification – Capital adequacy – Effect of NPA on profitability- Assessment procedure – Tools to manage NPA – SARFAESI Act - CIBIL | 9 | 6 | 3 |
| Total Hours | | 45 | 30 | 15 |
| Reference Books | Chartered Institute of Credit Management study materials. | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Able to provide essential knowledge on credit functions. 2. Classify the different methods of collections and legal actions. 3. Determine the quality of assets maintained by Public and Private sector banks. | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Discussion and Asset liability management analysis Assessment: Report and presentation; tests, end semester exams | | | |
| Course Design | Dr.V.R.Nedunchezian | | | |

| P17BAEEF05 | Legal & Regulatory Aspects of Banking* | 4 credits | | |
|--------------------------------|---|---|-----------|-----------|
| Objectives | 1. Provision of required level of basic knowledge in banking and financial services, 2. Provide an overview of banking technologies, 3. Understanding basic accountancy and legal aspects necessary for carrying out day to day banking operations | | | |
| Pre-requisite Courses | Commercial banking | | | |
| Content | Topics | No.of sessions | L | P |
| | Regulations and Compliance Legal Framework of Regulation of Banks - Business of Banking; Constitution of Banks; RBI Act, 1934; Banking Regulation Act, 1949; Role of RBI; Govt. as a Regulator of Banks; Control over Cooperative Banks; Regulation by other Authorities. | 4 | 4 | 0 |
| | Legal Aspects Of Banking Operations Different Types of Borrowers - Types of Borrowers - Limited Liability Partnership -Types of Credit Facilities -Cash Credit, Overdraft, Demand Loans, Term Loans, Bill Finance | 9 | 4 | 5 |
| | Secured and Unsecured Loans -Definition of Secured and Unsecured loans; Need for Secured Loans; Registration of Firms; Consequences of Non-registration of Firms; Incorporation of a Company –Indemnities - Definition of Contract of Indemnity; Features of Indemnity Contract & Guarantee; Scope and Application of Indemnity Contracts to Banks; Obligations of a Banker; Precaution & Rights of an Indemnity Holder | 11 | 6 | 5 |
| | Bank Guarantees -Definition and Types of Bank Guarantees; Banker's Duty to Honour Guarantee - Precautions to be taken for Issuance of Bank Guarantee; Precautions to be taken for Payment under Bank Guarantee; Invocation & Enforcement. Letters of Credit -General Considerations of Letters of credit; Parties to a Letter of credit; Types of Letters of credit; Documents under a Letter of credit; UCPDC 600; Banks obligation for payment of Letter of credit. Deferred Payment Guarantees -Purpose of DPGs; Methods of Payment | 20 | 8 | 12 |
| | Laws Relating to Bill Finance Class of Bills and Laws Governing Bills; Classification of Bills; Categories of Bill Finance; Bill Finance and Legal Position of Banker Various Types of Securities -Types of Securities; Escrow Arrangements; Trust and Retention Arrangement - Recent amendments-Case Studies. | 16 | 8 | 8 |
| | Total Hours | 60 | 30 | 30 |
| | Learning Outcomes | 1. Outline the regulatory and compliance of banks. 2. Classify the bank guarantees and letter of credit. 3. Discuss the various laws related to different types of bills. | | |
| Reference Books | IIBF (2015) ,Legal and Regulatory Aspects of Banking - 3 rd edition- Macmillan education | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Discussion, cases Assessment: Case studies, MCQ tests, end semester exam | | | |
| Course Design | Dr.V.R.Nedunchezian | | | |

*credit transfer option will be given (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or IIBF. IIBF marks will be converted to grades and submitted to CoE)

| P17BAEEF06 | Trade Finance | 4 credits | | |
|--------------------------------|--|------------------------|-----------|-----------|
| Objectives | 1. Introduce the role of trade finance 2. Familiarize with theories of International trade 3. Understand the basic methods of trade Finance 4. Identify the role of Financial Institutions in trade finance. | | | |
| Pre-requisite Courses | Financial Management | | | |
| Content | Topics | No. of sessions | L | P |
| | Domestic trade-method of financing - Working Capital - Appraisal and sanction - Deferred payment guarantee - Securitization – Factoring. | 6 | 4 | 2 |
| | Theories of International Trade - Terms of Trade -WTO - Its Impact-INCO terms Meaning - Obligation of buyers and sellers - Meaning -Exports Pre Shipment - Credit Post Shipment - Credit- Imports. | 6 | 4 | 2 |
| | Role of banks in foreign trade; methods of financing - Uniform rules for bank - to - bank reimbursements under Documentary Credits - Various facilities to Exporters and Importers including forfeiting and factoring. - Counter trade and Merchant trade. Documentary Letters of Credit – Uniform Customs and Practice for Documentary Credit (UCPDC 600) - Letter of Credit -Parties to Letter of credit, Different types of LC, Mechanics of LC, Articles of UCPDC. | 16 | 5 | 11 |
| | International Finance - method of finance - syndication - LIBOR - Documents used in Trade - Bill of Exchange, Invoice, Bill of Lading, Airway Bill, Insurance Policy -insurance including marine insurance. | 13 | 4 | 9 |
| | Risks involved in trade finance - country risk, currency risk, credit risk, counter party risk, exchange risk, legal risk. | 6 | 4 | 2 |
| | International Banking -Role of EXIM Bank - Role of ECGC in trade finance. | 4 | 3 | 1 |
| | The laws governing trade finance - FEMA, NIACT, Indian Stamp Act, EXIM policy RBI Guidelines, FEDAI guidelines. | 9 | 6 | 3 |
| | Total hours | 60 | 30 | 30 |
| Learning Outcomes | 1. Understand the role of banks in trade finance. 2. Compare and Contrast the different theories of International trade. 3. Explain the various risks in trade finance in real time. | | | |
| Reference Books | T.Bhogal, A.Trivedi (2008) International Trade Finance, Palgrave Macmillan Publications, First Edition. | | | |
| Pedagogy and Assessment | Pedagogy: Lectures, case discussions, Visit to export houses Assessment: EXIM documentation report, Presentation, MOOC course, tests, end semester exam | | | |
| Course Design | Dr.P.Mohanamani | | | |

| P17BAEEF07 | International Finance | 4 credits | | |
|-------------------------|---|------------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Introduce Foreign exchange market concepts and evolution of monetary systems and mechanisms of international trade and settlements 2. Discuss various theoretical models for determining exchange rates 3. Overview of BoP and its impact on Forex rates 4. Introduce the role of derivatives and hedging instruments | | | |
| Pre-requisite Courses | Financial Management | | | |
| Content | Topics | No. of sessions | L | P |
| | Foreign Exchange Markets - structure - Market Players – Determination of Foreign Exchange rates – FEMA – Overview of foreign trade policy of India - DGFT. | 9 | 6 | 3 |
| | International Monetary system – Gold standard, Gold Exchange standard, The Bretton woods system, Exchange rate regimes, Exchange rate policy, and monetary policy, International Liquidity and International reserves. | 12 | 8 | 4 |
| | International Trade – Theories, WTO-its impact - Balance of payment, balance of trade, Current account and capital account convertibility - Documents used in Trade. | 9 | 7 | 2 |
| | International Credit Policy Agencies and Global Capital Markets - International credit and Money markets- International bond Market – International Equity Market. Equity and debt products like ECBs, ADRs, GDRs - ECCBs and other types of Bonds etc., Syndication of loans. | 12 | 10 | 2 |
| | Foreign Exchange Exposure and risk management- Hedging- Overview- techniques- forwards- futures- options and swaps. | 9 | 7 | 2 |
| | Multi Lateral Financial Institutions- World Bank- IMF- ADB- IBRD- IFC- New Development Bank | 9 | 7 | 2 |
| | Total hours | 60 | 45 | 15 |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Explain the basic concepts behind Forex market operations. 2. Solve simple Forex related problems in spot and forward transactions 3. Explain the functions of international financial institutions and their settlement mechanisms. | | | |
| Reference Books | Thummuluri Siddaih (2010) , International Financial Management, New Delhi, Pearson. | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, discussion, problem solving, desk research, workshop Assessment: International Monetary system Report , MOOC/ NISM –currency derivatives, tests, end semester exams | | | |
| Course Design | Dr.P.Mohanamani | | | |

| P17BAEEF08 | Rural Banking and Micro Finance | 3 credits | | |
|--------------------------------|---|------------------------|-----------|-----------|
| Objectives | 1. To introduce and strengthen the operational capacity of future branch personnel 2. To enhance their knowledge on nuances / specialties of rural banking. | | | |
| Pre req course | Commercial Banking | | | |
| Content | Topics | No. of sessions | L | P |
| | Rural Banking – needs-provisions of RRB act 1976 - Role of Commercial Banks in rural credit – organisation Structure – performance - Role of Government, RBI and NABARD in monitoring Rural Credit, refinance and other supports- New initiatives in rural banking. | 3 | 3 | 0 |
| | Deposits and Ancillary Services Banker-Customer relationship, rights and responsibilities of a bank, Mandates, Indemnity, Garnishee / Attachment Orders, Various Deposit Schemes, Different types of customers, Closure of Accounts - AML and KYC norms, Aadhar enabled accounts, Net Banking, mobile banking and e-Wallet, RTGS / NEFT, Safe Deposit Lockers and safe custody of articles, | 7 | 3 | 4 |
| | Agricultural advances for Production of Crops, Allied Activities and Investment Credit - General features of agricultural loans, schemes and advances, Debt Swap scheme. PMJDY, Role of Business Correspondents / Business Facilitator. | 4 | 1 | 3 |
| | Financing for Non-farm activities - Credit to small and micro enterprises in rural areas, indirect advances to agriculture, artisans credit cards, swarojgar credit cards, LaghuUdhmi credit Cards, General Credit Card Scheme, financing under Govt. sponsored schemes - Various types of Loan Securities, Loan documentation, role of farmers' club, Rural Branch management and profitability. | 2 | 2 | 0 |
| | Microfinance-Microfinance as a Development Tool : The Indian Experience –Evolution – disaster- Legal and Regulatory Framework - Microfinance Models - Supply, intermediation and Regulation of Microfinance - Credit Lending and Revenue Models of Microfinance-Risks involved in Lending – strategies for risk minimization | 13 | 3 | 10 |
| | Product development in MFI -Marketing MFIs - recent strategies in outreach- social, credit rating - Emerging issues. | 16 | 3 | 13 |
| | Total hours | 45 | 15 | 30 |
| Learning Outcomes | 1. Explain the rural banking institutions and their role in rural development. 2. Identify the different credit lending models and risk minimization strategies adopted by micro finance institutions. 3. Discuss and Explain the methods of Agricultural advances and Financing for Non-farm activities by rural banks. | | | |
| Reference Books | IIBF (2017) -Rural Banking Operations–2 nd edition- Macmillan education, | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Discussion, Survey for rural banks Assessment: Survey Report, Poster Presentation, tests and end semester exam | | | |
| Course Design | Dr.S.Sangeetha | | | |

| P17BAEEF09 | Merchant Banking and Financial Services | 3 credits | | |
|--------------------------------|---|-----------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Introduce the concept of Merchant banking 2. familiarize with the procedures of Issue Management 3. understand the Fee based and fund based services 4. identify the role of micro finance in the development of Indian economy | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No.of sessions | L | P |
| | Merchant Banking and Financial Services: Introduction, concept of merchant banking, financial system in India, development of merchant banks and regulations – SEBI regulations – registration of Merchant Bankers-Code of conduct for Merchant Bankers | 4 | 3 | 1 |
| | Issue Management - pre-issue and post-issue management activities performed by merchant banks. – role of underwriters and responsibilities. Marketing of New issues – process – methods of marketing securities – public issue proposals – e-IPO -Post issue activities – share allotment – listing in stock exchanges. | 13 | 2 | 11 |
| | Financial Services - financial services in India, types, and importance | 6 | 3 | 3 |
| | Fund Based functions: Lease - leasing, benefits and limitations, types of leasing (only Theory) Hire Purchase— lease financing Vs hire-purchase financing, Bills discounting – Factoring- Venture Capital- Real estate Financing. (only Theory) | 12 | 4 | 8 |
| | Fee Based functions: Consulting/ Advisory services Asset Securitization – features-need- mechanism- SPV - Loan Syndication- types – services – syndication of working capital loans – credit rating agencies | 10 | 3 | 7 |
| | Total hours | 45 | 15 | 30 |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Outline the contribution of various financial services to Indian Economy 2. Explain the issue management process 3. Discuss the role of merchant bankers in a real time in Initial Public Offering. | | | |
| Reference Books | Dr.S.Gurusamy (2014) Merchant Banking and Financial Services, 4 th edition, TMH | | | |
| Pedagogy and Assessment | Pedagogy : Lectures, Discussion, Desk research on IPOs Assessment: Research report, Presentation, tests, end semester exams. | | | |
| Course Design | Dr.P.Mohanamani | | | |

| P17BAECF10 | Consumer Lending | 1 credit |
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| Objectives | 1. To understand the consumer lending processes and documentation involved. | | | |
| Pre.req. Course | Commercial Banking | | | |
| Content | Topics | No.of sessions | L | P |
| | Asset Products - Generic Concepts -Loan Life Cycle- Personal Loans - Business loans - Educational Loans | 3 | 3 | 0 |
| | CDL - Product & Process - - Program Variants - Role of an RM | 3 | 3 | 0 |
| | Two-wheeler Lending - Auto Loans - Mortgages. | 3 | 3 | 0 |
| | Sales In Retail Assets - Credit Documentation and Collections Part – I and II - Organizational Structure and CIBIL | 3 | 3 | 0 |
| | Case Study | 3 | 3 | 0 |
| | Total hours | 15 | 15 | 0 |
| Learning Outcomes | 1. Explain the different types of loans and documentation work involved in the loan lending process provided by banks. | | | |
| Reference Books | Online content (Finitiatives Learning India Pvt Ltd) | | | |
| Pedagogy and Assessment | Learning: online/ classroom teaching Assessment: Online quiz, case study. | | | |
| Course Design | Dr.V.R.Nedunchezian | | | |

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|-------------------|---|------------------|
| P17BAEEF11 | Security Analysis and Portfolio Management | 4 credits |
| Objectives | 1. Introduce the concept of Investment, Products, Institutions, market mechanisms including | |

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|--------------------------------|--|-----------------------|-----------|-----------|
| | regulations. 2. Provide global perspective on the capital markets. 3. Discuss the analytical techniques for investing. 4. Illustrate through different models for valuing equity shares and bonds. 5. Enable Construction, Evaluation and Revision of financial portfolio | | | |
| Pre-req Courses | Financial Management | | | |
| Content | Topics | No.of sessions | L | P |
| | Investment – types of Investment-Capital market- Structure - Primary and Secondary Market –Primary Market – functions, participants, - new issues. Secondary market - Stock exchanges - Functioning of BSE & NSE - Online trading & settlement procedure in BSE & NSE. Listing- procedure for listing in NSE & BSE. Stock market indicators – Indices – BSE Sensex & NSE nifty & briefing on other Sectoral indices, Method of construction w.r.t Free float market capitalization - Evolution of Indian Stock market. | 14 | 8 | 6 |
| | Security Analysis – Fundamental & technical analysis –EIC framework – concept and linkage to stock market - Economic Analysis -Industry Analysis –Models available for Analysis (Industry Life Cycle; 5 forces model) - Company Analysis: Tools & Techniques available for Analysis; w.r.t. Ratio Analysis. | 11 | 5 | 6 |
| | Technical Analysis : Dow theory - Efficient Market Hypothesis-Charting Methods – Charting Patterns - Technical Indicators- SMA, EMA, ROC, RSI, MACD, Oscillators. | 11 | 5 | 6 |
| | Risk and Return of securities - Computation of Intrinsic Value for Equity Shares, Bonds - CAPM – APT– Assumptions, implications & Difference between CAPM & APT (Only Theory) | 11 | 5 | 6 |
| | Portfolio Management Process - Markowitz Theory- Sharpe’s Single Index Model - Computation of Optimal Portfolio Performance evaluation – concept and parameters - Problems on Assessing the performance of portfolios- Portfolio Revision – strategies - Portfolio Management Services –Services offered. | 13 | 7 | 6 |
| | Total hours | 60 | 30 | 30 |
| Learning Outcomes | 1. Outline the functioning of the capital market, recall its evolution, define & distinguish the products traded therein, and recognize the capital market indicators. 2. Apply Fundamental and Technical analyses for investments. 3. Construct optimal portfolios through and Use Microsoft Excel for making investment decisions. | | | |
| Reference Books | Bhalla, V.K (2010). Investment Management. New Delhi, S.Chand & Company Ltd. | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, workshop, Construction of mock portfolio Assessment: Portfolio Report Presentation, tests, End semester exam | | | |
| Course Design | Dr.A.Senthil Kumar | | | |

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|-------------------|---|------------------|
| P17BAEEF12 | Securities Operations and Risk Management* | 3 credits |
| Objectives | 1. Introduce the front and back office operations in Securities Market. | |

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|--------------------------------|---|------------------------|-----------|-----------|
| | 2. Examine the risk management techniques adopted by broking houses. | | | |
| Pre-req Courses | Security Analysis and Portfolio Management | | | |
| Content | Topics | No. of sessions | L | P |
| | Securities Market - Introduction - its role in Indian economy - Structure of Securities market - Money market and its key features - Products traded in the securities market. Market Participants - Types of investors - Issuers - Intermediaries - Regulators and regulatory framework. | 9 | 6 | 3 |
| | Securities Broking Operations - Introduction - Trade life cycle - Front office operations - Risk management practices - Surveillance mechanism - Back-office operations. Risk Management - Introduction - Risk Management practices - Capital adequacy requirements - Client account control -Margin requirements - Compliances and regulatory reporting. | 9 | 6 | 3 |
| | Clearing Process - Introduction - Role of clearing agency in clearing of trades - Role of clearing banks in clearing of trades- Role of clearing members / Custodians in clearing of trades - Role of depositories and depository participants in clearing of trades - Clearing process for equities trading - Clearing process for derivatives trading. | 9 | 6 | 3 |
| | Settlement Process - Introduction - Settlement cycle - Settlement of Internet based trading and order placed on phone - Settlement of funds - Settlement of securities - Corporate actions adjustment - Auction of securities. | 9 | 6 | 3 |
| | Investor Grievances and Arbitration - Introduction - Redressal of investor grievance - Procedure of arbitration - Role of appellate arbitration. | 9 | 6 | 3 |
| | Total hours | 45 | 30 | 15 |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Know the basics of the Indian securities market, products traded and market participants in the Indian securities market. 2. Analyse the trade life cycle and risk management practices in the Indian securities market. | | | |
| Reference Books | NISM-Series-VII: Securities Operations and Risk Management Workbook. | | | |
| Pedagogy and Assessment | Pedagogy: Discussion, Study Visit to broking firms Assessment: Stock market operations report, tests, end semester exams | | | |
| Course Design | Dr.A.SenthilKumar | | | |

*credit transfer option will be given transfer from NISM-Series-VII: Securities Operations and Risk Management Certification Examination (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or NISM. NISM marks will be converted to grades and submitted to CoE)

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|-------------------|---|------------------|
| P17BAEEF13 | Wealth Management – 1* | 4 credits |
| Objectives | 1. Introduce the characteristics of financial products. | |

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|--------------------------------|--|------------------------|-----------|-----------|
| | 2. Provide basic understanding on personal financial planning and wealth management 3. Comprehend the process of financial planning and investment advice. | | | |
| Pre-req Courses | Security Analysis and Portfolio Management | | | |
| Content | Topics | No. of sessions | L | P |
| | Indian Financial Market - Introduction - Understand the macro-economic parameters of Indian Economy - Features and Structure - Role of the participants - role of various Regulators. Types of various Corporate Actions. | 4 | 3 | 1 |
| | Investment Products - types of small savings instruments - types of fixed income / debt instruments - types of alternate investments - concept of direct equity as an investment option. Mutual Funds - features - concepts – types -regulatory framework. | 6 | 4 | 2 |
| | Computation of Real rate of return vs. nominal return - computation of Tax adjusted return - Understand the concept of Risk-adjusted Returns. | 6 | 4 | 2 |
| | Financial Planning – components - need - scope - business model for the delivery of financial advice to client - assets, liabilities and net worth - preparation of budget - financial planning delivery process. | 8 | 3 | 5 |
| | Asset Allocation and Investment Strategies - Asset classes - Portfolio construction - Practical asset allocation and Rebalancing Strategies - need for portfolio monitoring and re-balancing. | 8 | 3 | 5 |
| | Insurance Planning - need for insurance in personal finance - requirements for a risk to be insurable - role of insurance in personal finance - steps involved in Insurance Planning - types of Insurance Products - Life Insurance Products - Non-Life Insurance Products - life insurance needs analysis (Human life approach, Needs approach) . | 8 | 3 | 5 |
| | Retirement Planning - process - estimation and determining retirement corpus - retirement products and their features. Tax and Estate Planning - Income tax principles - Tax aspects of Investment products - Wealth Tax Act and its implication for clients - Estate Planning. | 10 | 5 | 5 |
| | Regulatory Environment and Ethical Issues - provisions of the SEBI (Investment Advisers) Regulations, 2013 - overall framework of the regulatory system - roles of regulators: MoF, MCA, SEBI, RBI, IRDA, PFRDA - role of Self-regulatory organizations - provisions of PMLA, 2002 - codes of conduct by SEBI, AMFI - ethical issues in providing financial advice - investor complaint redressal mechanism. | 10 | 5 | 5 |
| | Total hours | 60 | 30 | 30 |
| Learning Outcomes | 1. Understand the basics, steps and implementation of financial plan. 2. Compare different investment products suitable for wealth management. 3. Develop investment advice inclusive of Insurance and Retirement Planning. | | | |
| Reference Books | NISM-Series-X-A: Investment Adviser (Level 1) Certification Examination Workbook | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Discussion, cases, study visits to broking firms Assessment: Wealth Management report, cases, tests, end semester exams | | | |
| Course Design | Dr.A.SenthilKumar | | | |

*credit transfer option will be given from NISM-Series-X-A: Investment Adviser (Level 1) (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or NISM. NISM marks will be converted to grades and submitted to CoE)

| | | |
|-------------------|--|------------------|
| P17BAEEF15 | Wealth Management – 2* | 4 credits |
| Objectives | 1. Provide an advanced understanding on the personal financial planning and wealth management 2. Introduce the operational flow of financial transactions in financial markets. | |

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|--------------------------------|--|------------------------|-----------|-----------|
| | 3. Provide comprehensive wealth management services with an understanding of regulatory environment. | | | |
| Pre-req Courses | Security Analysis and Portfolio Management, Wealth Management 1 | | | |
| Content | Topics | No. of sessions | L | P |
| | Securities Markets and working of equity markets - key equity market indicators - debt market analytics and indicators - interpretation of derivative indicators. | 5 | 4 | 1 |
| | Operational Aspects of financial transactions - Investor types and the acquisition process - PAN, KYC and other processes - processes of Dematerialization and Rematerialisation - PoA and other agreements - processes involved for account opening of NR investors - Consolidating, reorganizing and folio-keeping - process flow in Special situations: minor turns major, NRI to RI and RI to NRI - Operational aspects related to joint accounts, lien, nomination, transmission - documentation required for financial advice. | 7 | 4 | 3 |
| | Personal Financial Planning - computation and interpretation of personal finance ratios - cash flow analysis and determine surplus - Budgetary mechanism for households - contingency planning. | 9 | 5 | 4 |
| | Comprehensive Financial Planning - Leverage and debt counseling - Interpretation of liquidity, investment and long-term needs - Prioritizing and Financing the financial goals - Risk profiling and processes in financial planning - evaluating insurance needs for life and general insurance - evaluating choices in retirement planning - comprehensive financial planning solutions for the household. | 12 | 6 | 6 |
| | Product analysis and selection - risk, return and portfolio construction principles - Return targets, risk profile and optimization - impact of market cycles and macroeconomic policies on asset allocation, product selection, evaluation, revision and rebalancing -behavioral biases in decision making and portfolio management. | 14 | 6 | 8 |
| | Regulatory and Compliance Aspects - Disclosure requirements-compliances related to transactions - document costing, taxation and procedures - Regulation relating to insurance, pension and investment products - Investor queries, grievance redressal, and service elements. | 13 | 5 | 8 |
| | Total hours | 60 | 30 | 30 |
| Learning Outcomes | <ol style="list-style-type: none"> Understand the comprehensive financial planning in the context of households. Analyse the asset allocation methods and impact of the market movement on the assets performance. Design investment advice for clients incorporating the compliance, operations and service elements in investment advice. | | | |
| Reference Books | NISM-Series-X-B: Investment Adviser (Level 2) Certification Examination Workbook | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Discussion, cases, study visits to broking firms Assessment: Wealth Management report, cases, tests, end semester exams | | | |
| Course Design | Dr.A.Senthil Kumar | | | |

*credit transfer option will be given from NISM-Series-X-B: Investment Adviser (Level 2) (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or NISM. NISM marks will be converted to grades and submitted to CoE)

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| P17BAECF14 | Behavioural Finance | 1 credit |
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| Objectives | 1. Introduce the basics of Behavioural Finance. 2. Analyse the market anomalies and bubbles | | | |
| Pre-req Courses | Security Analysis and Portfolio Management | | | |
| Content | Topics | No.of sessions | L | P |
| | Behavioural Finance - Introduction, assumptions, Investment Decision Cycle. Causes of Behaviour difference, Biases in decision making. Evolution of Behavioural Finance - Evolution, Assumptions and Building blocks. | 2 | 2 | 0 |
| | Financial Market Anomalies, Market Bubbles Anomalies and bubbles- Indian and International Context. Causes and Types of Anomalies and Market Bubbles. | 4 | 2 | 2 |
| | Theories of Behavioural Finance (meaning, assumptions, implications only) Egocentricity, Human Behavioural theories, Heuristics, Biases, Prospect theory. Investing Styles and Behavioural Finance. | 4 | 2 | 2 |
| | Data Analytics in Behavioural Finance - Using big data analytics in pattern identification and profiling of investors. | 5 | 2 | 3 |
| | Total hours | 15 | 8 | 7 |
| Learning Outcomes | 1. Discuss the framework of market anomalies and bubbles. 2. Apply the data analytics and understanding the investors' behaviour. | | | |
| Reference Books | Sulphey M.M (2014). Behavioural Finance. New Delhi. PHI Learning | | | |
| Pedagogy and Assessment | Pedagogy: Lectures, discussions Assessment: Assignment on investor behaviour, MCQs. | | | |
| Course Design | Dr.A.Senthil Kumar | | | |

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|-------------------|---|-----------|
| P17BAEEF16 | Mutual Funds* | 4 credits |
| Objectives | 1. Introduce the concept and working mechanism of mutual funds. 2. Assess the net asset value of a mutual fund & identify the suitable mutual fund for investment. | |

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|-------------------------|---|------------------------|-----------|-----------|
| | 3. Understand the selling practices in mutual fund industry. | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No. of sessions | L | P |
| | Mutual Fund - Investment objectives – Types & categorization of funds - Marking to market - Assets under management (AUM) - Fund running expenses - Net asset value (NAV) . | 4 | 4 | 0 |
| | Mutual Fund Structure and Constituents - Role of the sponsor, trustee and Asset Management Company (AMC) and related regulations - Role of other fund constituents and related regulations. | 4 | 4 | 0 |
| | Legal and Regulatory Environment - Role and functions of SEBI - SROs-AMFI - Code of Ethics - Investment restrictions - Investor rights and obligations. | 3 | 2 | 1 |
| | Offer Document - Regulations with respect to drafting and filing of an Offer Document for NFO - Process of NFO and steps involved in marketing an NFO - Objectives of information disclosure in an offer document - Statement of Additional Information (SAI) - Scheme Information Document (SID) - Key Information Memorandum (KIM) . | 4 | 2 | 2 |
| | Fund Distribution and Sales Practices - Types of investors and eligibility - Distribution channels for mutual funds - Types of commissions and transaction charges - AMFI Code of Conduct - Process for KYD. | 9 | 4 | 5 |
| | Accounting, Valuation and Taxation - Introduction - Computation of net assets and NAV - Factors affecting the NAV - Pricing of transactions in a mutual fund - Time-stamping of transactions - Charging of expenses - Key accounting and reporting requirements - Valuation process carried out by mutual funds - Applicability of taxes in mutual funds. | 11 | 4 | 7 |
| | Investor Services -KYC requirements & Demat Account concept - Process for fresh and additional purchase in a mutual fund - Acceptable payment instruments - Processes related to systematic investment plans. | 11 | 4 | 7 |
| | Risk, Return and Performance of Funds- SEBI norms for return representation – Benchmarking. | 4 | 2 | 2 |
| | Scheme Selection - factors impacting their performance -evaluating balanced mutual funds - Sources of data to track mutual fund performance. Selecting the Right Investment products for Investors - Basics of financial planning - Recommending Model Portfolios and Financial Plans. | 10 | 4 | 6 |
| | Total hours | 60 | 30 | 30 |
| Learning Outcomes | <ol style="list-style-type: none"> Understand the basics of mutual funds and management. Assess the distribution and evaluation of mutual fund products. Analyse the legalities, accounting and taxation aspects of mutual funds. | | | |
| Reference Books | NISM-Series-V-A: Mutual Fund Distributors Certification Examination Workbook. | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Discussion, self-study and Study visits to mutual fund firms Assessment: Study visit report, conference presentation/MOOC, tests, End semester exam | | | |
| Course Design | Dr.A.Senthil Kumar | | | |

*credit transfer option will be given from NISM-Series-V-A: Mutual Fund Distributors (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or NISM. NISM marks will be converted to grades and submitted to CoE)

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| P17BAEEF17 | Equity Derivatives Management* | 3 credits |
| Objectives | <ol style="list-style-type: none"> Introduce the concepts of equity derivative products and management. Discuss the types of equity derivative products Provide overview on the trading systems in derivatives and regulatory framework. | |

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| Pre-requisite Courses | None | | | |
| Content | Topics | No.of sessions | L | P |
| | Basics of Derivatives – Evolution of derivatives market - Indian derivatives Market - Market participants - Types – Significance- risks. | 2 | 2 | 0 |
| | Understanding Index - Significance and economic purpose - Types of Indices - Attributes of an Index and concept of impact cost - Index management - Major Indices in India - Applications of Index. | 3 | 2 | 1 |
| | Forwards and Futures contract - Payoff Charts for Futures contract - Futures pricing - Cash and carry / Non-arbitrage model for futures pricing - Expectancy model - Concept of convergence of cash and futures prices - Basic differences in Commodity, Equity and Index Futures - Uses of futures. | 5 | 3 | 2 |
| | Options - Basics - Payoff Charts - Basics of options pricing and option Greeks - Fundamentals of options pricing - Overview of Binomial and Black-Scholes option pricing models - Uses – Trading Strategies. | 11 | 2 | 9 |
| | Trading Systems –corporate hierarchy, order types and conditions - Selection criteria of Stock for trading - Selection criteria of Index for trading - Adjustments for Corporate Actions - Position Limits. | 7 | 2 | 5 |
| | Clearing and Settlement system –Clearing Members -role and eligibility norms - Clearing Mechanism and computation of open positions - Settlement Mechanism for stock and index futures and options - Understanding margining and mark to market under SPAN - Risk Management features and position limits. | 6 | 2 | 4 |
| | Legal and Regulatory Environment – SC (R) A, 1956 - SEBI, 1992 - Important rules and regulations in derivatives trading - Regulation in clearing & settlement and risk management - Major recommendations of the L C Gupta, J R Verma Committee. | 1 | 1 | 0 |
| | Accounting and Taxation - Accounting of Futures and Options contracts - Taxation of Derivative transaction in securities. | 4 | 1 | 3 |
| | Sales Practices and Investors Protection Services - Risk profile of the investors - Importance of profiling clients in sales process - Importance of KYC - Documents required by the investors to trade in Derivatives contract - Best practices in derivatives sales - Investors Grievance Mechanism. | 5 | 0 | 5 |
| | Total hours | 45 | 15 | 30 |
| Learning Outcomes | <ol style="list-style-type: none"> Understand the basics, clearing, settlement and risk management operations in the Indian equity derivatives market. Apply the various trading strategies in equity derivatives | | | |
| Reference Books | NISM-Series-VIII: Equity Derivatives Certification Examination Workbook | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Discussion, self-study, Derivatives workshop. Assessment: presentations, workshop outcomes, tests, end semester exam | | | |
| Course Design | Dr.A.Senthil Kumar | | | |

*credit transfer option will be given from NISM-Series-VIII: Equity Derivatives (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or NISM. NISM marks will be converted to grades and submitted to CoE)

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|-------------------|--|------------------|
| P17BAEEF18 | Taxation | 3 credits |
| Objectives | <ol style="list-style-type: none"> Introduce the basic concepts of Taxation Outline the basic provisions related to direct tax Highlight the basics of Goods and Services Tax | |

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|--------------------------------|--|------------------------|-----------|-----------|
| Pre-requisite Courses | Accounting for Management | | | |
| Content | Topics | No. Of sessions | L | P |
| | Introduction to Taxation Management -types of Taxes, Tax Planning. Tax Evasion and Tax Avoidance. Exempted Incomes – Residential status. | 10 | 5 | 5 |
| | Income from Salary – Framework – Computation - Fringe benefits and perquisites, Profit in lieu of salary - income from house property- Problems | 10 | 5 | 5 |
| | Income from business or profession -Taxation on Capital Gains - -Provisions relating to Capital Gains -Exemptions from Capital Gains Tax- Problems | 10 | 6 | 4 |
| | Indirect Taxation: Introduction to GST - Key Concepts - Phases of GST, GST Council – Tax levy - Registration rules – Returns filing Process- Negative List - Input Tax Credit Utilization Reversal overview. | 10 | 6 | 4 |
| | International taxation - transfer pricing – tax heaven- Double taxation avoidance agreements. | 05 | 3 | 2 |
| | Total hours | 45 | 25 | 20 |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Explain the basic concepts of taxation. 2. Understand the different provisions of direct taxation 3. Appraise the recent developments of GST. | | | |
| Reference Books | Vinod Singhanian, “Income Tax including GST” Taxman publications. | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Hands on training. Assessment: MCQs Assignment, Problem based assignment, End Semester Exam. | | | |
| Course Design | Dr.V.R.Nedunchezian | | | |

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| P17BAECF19 | Personal Financial Planning | 1 credit |
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| Objectives | 1. Introduce the basic concepts of financial planning | | | |
| Pre-requisite Courses | Financial Management | | | |
| Content | Topics | No. Of sessions | L | P |
| | Personal financial planning – meaning – objectives, process- concept of time value of money- its applications in financial planning- Types of investments. | 5 | 3 | 2 |
| | Personal tax planning for individuals – Basics of tax I- Deductions and relief available, Tax savings avenues for individuals. | 5 | 3 | 2 |
| | Life insurance – tools for financial planning, different schemes and their implications for tax saving | 5 | 3 | 2 |
| | Total hours | 15 | 9 | 6 |
| Learning Outcomes | 1. Able to plan for personal financial planning through different types of investments , Insurance... | | | |
| Reference Books | Indian Institute of Banking and finance – Introduction to Financial Planning | | | |
| Pedagogy and Assessment | Pedagogy: Discussion, Guest Lectures, News Paper Updation Assessment: MCQs and Assignments. | | | |
| Course Design | Dr.V.R.Nedunchezian | | | |

Marketing Electives

| S.No | Course Code | Course Title | Credits | Assessment | | Page No. |
|------|-------------|---|---------|------------|-----|----------|
| | | | | CAM | EoS | |
| 1 | P17BAEEM18 | Product and Services Management | 4 | 50 | 50 | 72 |
| 2 | P17BAEEM02 | Global Marketing Management | 4 | 50 | 50 | 73 |
| 3 | P17BAEEM03 | Retail Management | 4 | 50 | 50 | 74 |
| 4 | P17BAEEM04 | Channel Management | 4 | 50 | 50 | 75 |
| 5 | P17BAEEM05 | Brand Management | 4 | 50 | 50 | 76 |
| 6 | P17BAEEM06 | Digital Marketing | 3 | 50 | 50 | 77 |
| 7 | P17BAEEM07 | Marketing Metrics and Analytics | 4 | 50 | 50 | 78 |
| 8 | P17BAEEM08 | Retail Sales Metrics and Analytics | 4 | 50 | 50 | 79 |
| 9 | P17BAECM09 | E-CRM | 1 | 50 | - | 80 |
| 10 | P17BAEEM10 | Consumer behaviour | 4 | 50 | 50 | 81 |
| 11 | P17BAECM11 | Creative Writing for Media | 2 | 50 | - | 82 |
| 12 | P17BAEEM12 | Integrated Marketing Communication | 4 | 50 | 50 | 83 |
| 13 | P17BAEEM19 | Professional Selling and Sales Management | 4 | 50 | 50 | 84 |
| 14 | P17BAEEM14 | Pricing Strategies | 4 | 50 | 50 | 85 |
| 15 | P17BAEEM20 | Industrial Marketing | 4 | 50 | 50 | 86 |
| 16 | P17BAEPM16 | Sponsorship and Event Management | 1 | 50 | - | 87 |
| 17 | P17BAEPM17 | Social Media Selling | 2 | 50 | - | 88 |

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|-------------------|--|------------------|
| P17BAEEM18 | Product and Services Management | 4 Credits |
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| Objectives | <ol style="list-style-type: none"> Understand and familiarize the concepts of product and service management Evaluate the product management process and models To enable creation of service design and development | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of sessions | L | P |
| | Prerequisites to Product Planning and Management: Contributing disciplines to product management, Product dimensions, Customer profile analysis- Defining the competitive set – Category Attractiveness analysis- Role of Co-creation - Product Development economics, Product Innovation | 7 | 7 | 0 |
| | Product Management Process: System Integration – Outsourcing and managing suppliers – Managing product upgrades - Disruptive innovation and planned obsolescence- Life cycle cost – P&L Management - ROI | 5 | 5 | 0 |
| | Product Management Models: Sentimental Analysis, Conjoint Analysis, Application of Ansoff Product Market growth matrix. | 6 | 2 | 4 |
| | Service Metaphors: Differentiating the product and service context, Managing the intangibles for developing service products, Core and supplementary elements. | 9 | 5 | 4 |
| | Creation of service environment: Service encounters – Enhancing service quality through gap analysis – Customization vs standardization- Developing customer value proposition | 9 | 5 | 4 |
| | Service Design and Development: Service scape, Blueprinting, Facilities planning, Technology and automation. Service process control. - Demand and capacity management – Yield management | 18 | 3 | 15 |
| | Legal Issues: Identification of appropriate IPR- Copyrights, Patents, Industrial Designs, and Certification marks, Geographical Indications, Relevant environmental laws. | 6 | 3 | 3 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | <ol style="list-style-type: none"> Explain the key considerations in managing and marketing of products and services Analyse and apply the tools for successful product and services launch and management Create service protocols using blueprinting and service process initiatives for competitive advantage | | | |
| Reference Books | <ul style="list-style-type: none"> Michael Baker and Susan Hart – Product Strategy and Management, Pearson Donald R.Lehman, Russell S. Winner – Product Management, Pearson Zeithamlet.al, Services Marketing, McGraw-Hill Education India Christopher Lovelock, JochenWirtz, Jayanta Chatterjee, Services Marketing, Pearson | | | |
| Recommended Pedagogy and Assessment | Pedagogy: Concept Maps, Case studies, SERQUAL Studies Assessment: Serqual reports, presentations(poster/ oral) | | | |
| Course Design | Dr.V.Karthikeyan | | | |

| P17BAEEM02 | Global Marketing Management | 4 Credits | | |
|--------------------------------|--|------------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Explore and classify global market and competitive scenarios 2. Develop a conceptual framework that provides an understanding of global business prospects 3. Assess and analyze product and service adaptation requirements, pricing issues, challenges in logistics and distribution 4. Test the potential market segments for market entry and operations | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No. of sessions | L | P |
| | Globalization of Markets: Marketing relativism - Competency and Intelligence- Multinational market regions and market groups – Major emerging markets - Profiling and economic audits of Emerging Countries – CAGE framework | 7 | 7 | 0 |
| | Cultural and Social forces: Operational considerations – Managing cultural diversity, buying behaviour and business customs | 6 | 0 | 6 |
| | Preparing for Global Market Operations: Global Strategic cost pressures – Localisation Process - Selection of Product and markets for global markets– Marketing research for global entry - Appraisal of Business and country risks - Management and coverage | 6 | 0 | 6 |
| | Competitive Forces: Product Adaptation, Cross border Pricing Issues, Legal and economic compliance – Logistics challenges - Negotiations | 6 | 0 | 6 |
| | Global Entry Strategies: Overview of Strategic alliances, Franchising, Licensing, Joint ventures, Collaborations, Mergers, Acquisitions and takeovers, Turnkey Projects, Management contracts. Subsidiaries. Porter's national competitive advantage theory. | 6 | 0 | 6 |
| | Legal Aspects: Overview on the Law relating to Bailment and Pledge, Sale Agreements and Contracts, Carriage and Freight rules, Customs duty and tariffs, Legal claims and settlements | 8 | 8 | 0 |
| | Assessing Global Markets 1: Western economics – America, Europe | 8 | 0 | 8 |
| | Assessing Global Markets 2: Modern Middle east and Africa | 7 | 0 | 7 |
| | Assessing Global Markets3: Asia and Pacific ring | 7 | 0 | 7 |
| | Total hours | 60 | 15 | 45 |
| Course outcomes | <ol style="list-style-type: none"> 1. Relate various cultural and consumer preferences for competing globally 2. Identify and examine market entry strategies to target appropriate global markets 3. Develop strategies for global business operations. | | | |
| Reference Books | <ul style="list-style-type: none"> • Kristiaan Helsen, Masaaki Kotabe – Global Marketing Management - Wiley and Sons • Warren Keegan and Naval K. Bhargava – Global marketing management – Pearson | | | |
| Pedagogy and Assessment | <ul style="list-style-type: none"> • Learning Format: Cases, Discussion, desk research • Assessment: Presentations, tests, end semester exam | | | |
| Course Design | Dr.V.Kaarthikeyan | | | |

| P17BAEEM03 | Retail Management | 4 Credits | | |
|--------------------------------|---|------------------------|-----------|-----------|
| Objectives | 1. Describe and analyse the way retailing works 2. Apply effective methods and strategies required for retail management. 3. Analyze and evaluate the economies of Store operations, visual merchandising and customer behaviour 4. Understand and contemplate latest retail technologies that drives the present and future | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No. of sessions | L | P |
| | Understanding Retailing: Retailer's Role and Relevance. Functions & Trends. Types of modern retail institutions: By ownership, Store based, Non Store based, Web based – Omni channel retailing | 5 | 5 | 0 |
| | Retail Store Operations: Everyday Operations of a Retail Store, Store recording and accounting system - Category management - Assortment planning – Store logistics - Servicing the retail customer - POP and POS marketing | 12 | 6 | 6 |
| | Visual Merchandising: Experience Shopping - Types of Stores Layout –Store Design and Display- Image and visual mix - Thematic Communication - Graphics, Signage - Consumer analysis through Neuro marketing – techniques. | 14 | 6 | 8 |
| | Technology in Retail: Customer Tracking, Bar coding, PDA, RFID, GPS and GIS, Near Field Communication, Visual Stores. | 6 | 4 | 2 |
| | Retail hyper Markets: , Concept of Life style shopping - Managing Malls - Mall positioning strategies – Strategic location planning - Footfall measurement- Tenant management- Compliance and Issues-- - Tenant mix – Measuring mall performance | 13 | 5 | 8 |
| | Industry Analysis and Trends: Fashion and apparel retailing, Food retailing, Super market retailing. | 5 | 2 | 3 |
| | E-commerce in Retail : Internet of things – SMAC - Mobile and social engagement – chat- bot technology - Intelligent automation – platform economy – predictable disruption – Digital trust | 5 | 2 | 3 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | 1. Demonstrate the understanding of holistic retail management 2. Identify and examine critical functional areas of retail management 3. Develop retail plans for competitive decision making | | | |
| Reference Books | 1. Bajaj, Chetan, Tuli, Rajnish and Srivastava, Nidhi; Retail Management; OUP; New Delhi 2. Berman, Barry & Evans, Joel R.; Retail Management – A strategic approach; Pearson Education 3. Levy, Michael & Weitz, Barton A.; Retailing Management; Tata McGraw Hill; New Delhi | | | |
| Pedagogy and Assessment | Pedagogy: Discussions, cases, Retail Plan Study for a select retail outlet Assessments: Retail plan report, presentations, tests, end semester exam | | | |
| Course Design | Dr.V.Kaarthiekheyam | | | |

| P17BAEEM04 | Channel Management | 4 Credits | | |
|--------------------------------|---|------------------------|-----------|-----------|
| Objectives | <ul style="list-style-type: none"> Outline the basic operations involved with channel management. Identify the strengths and weaknesses of various channel arrangements Evaluate and justify the practices involved with the development of channel structure. | | | |
| Pre-req Courses | Marketing Management | | | |
| Contents | Topics | No. of sessions | L | P |
| | Overview: Concept and Format of channels, Functions Challenges, Typical channel decisions. Environmental and Behavioral processes in marketing channels | 5 | 4 | 1 |
| | Mapping Channel Institutions: Distribution systems (wholesalers) , Front end distribution (retailers) , Moving goods (Logistics) Direct Marketing systems – selecting appropriate channel partners | 9 | 7 | 2 |
| | Managing Micro Level channels: In-house vs Outsourced distribution – Management of intermediaries – Sales force automation – FMCG, Industrial products, Agri channels, Global channels, Rural channels, Electronic and Mobile channels. | 8 | 6 | 2 |
| | Multichannel Management: Designing the channel mix – Identification and implementation of new channels and touch points - Managing channel conflicts – Customer channel preferences and right channelling – Channel performance measurement | 7 | 5 | 2 |
| | Channel Operations: Target markets and their Value proposition, Channel adaptation, alignment and flow, Closing channel gaps, channel conflicts - governance and control of channels | 7 | 6 | 1 |
| | Resolving Channel Conflicts: Balancing channel powers, Increasing channel coordination, Leveraging distribution intensity and vertical restraints, Strategic alliances in distribution, Managing legal constraints on market channel policies. | 8 | 5 | 3 |
| | Field Study – Designing a channel mechanism for a select organization | 30 | 0 | 16 |
| | Total hours | 60 | 33 | 27 |
| Course outcomes | <ol style="list-style-type: none"> Explain and outline on channel problems and conflicts Identify and examine channel options and recommend effective channel strategies Assess performance of channels in terms of cost and profitability Design and develop channels mechanisms with appropriate channel intermediaries | | | |
| Reference Books | <ol style="list-style-type: none"> Erin Anderson, Louis W. Stern, Adel I El-Ansary, R. C. Natarajan, Anne Coughlan – Marketing Channels, Pearson India, Dinesh Kumar - Marketing channels, Oxford University Press, | | | |
| Pedagogy and Assessment | Pedagogy: Discussions, Case Studies, Channel plan study Assessments: Channel Plan Report & Presentation, tests and end semester exam | | | |
| Course Design | Dr.V.Kaarthikeyan | | | |

| P17BAEEM05 | Brand Management | 4 Credits | | |
|--------------------------------|---|-----------------------|-----------|-----------|
| Objectives | 1. To familiarize the concepts and its applications in brand management. 2. To provide knowledge on assessing brand equity using the appropriate metrics. 3. To illustrate strategies and tactics involved in building successful brand | | | |
| Pre-req Courses | Marketing Management | | | |
| Contents | Topics | No.of sessions | L | P |
| | Introduction : Role of Brands, Brand elements, Scope of Branding, ; Strategic Brand Management process; Role of Brand Manager : Budgeting& Planning, Co Branding in Brand Management | 7 | 7 | 1 |
| | Brand Building: Sources, brand positioning, role of brand elements, IMC, Primary and Secondary brand association in building brands, Role of Packaging in building brands. | 10 | 7 | 3 |
| | Measuring Brand Equity: Brand equity concept, Role of Brand equity in Marketing Metrics system, Brand equity models – Brand asset valuator, Customer based brand equity, Brand Dynamics Pyramid, Brand resonance Pyramid, Brand Value chain. Marketing Performance Management for Brands, CD/CI – Corporate Design and Corporate Identity Guidelines, Branding Services, ROI of a brand. | 22 | 7 | 15 |
| | Growing & Sustaining Brands: Branding strategies - Product Brand matrix, Brand hierarchies, Brand extension, Reinforcement and Revitalization | 10 | 7 | 3 |
| | Global Branding : Rationale for Going International, Global Branding strategy, Challenges & opportunities for globalizing the Brand, Standardization versus Customization, Emerging versus Developed Markets, Building Global Customer-Based Brand Equity, Legal Issues in Branding – trade marks | 10 | 7 | 3 |
| | Total hours | 60 | 35 | 25 |
| Course outcomes | 1. Summarize the concepts of Brand management from marketing perspective. 2. Evaluate the key variables in building the Brands for long-term success. 3. Discuss the health of the brand through the evaluation of Brand audit report | | | |
| Reference Books | KevinLane Keller, (2008) ,” Strategic Brand Management, Building, Measuring and Managing Brand Equity”, Pearson Publishing | | | |
| Pedagogy and Assessment | Pedagogy: Discussions, Case study, Brand Audit study, Desk research Assessment: Brand audit report, poster presentation, tests, end semester exam | | | |
| Course Design | Ms. A.Latha | | | |

| P17BAEEM06 | Digital Marketing | 3 Credits | | |
|--------------------------------|---|-----------------------|-----------|----------|
| Objectives | 1. Familiarise the students on digital marketing concepts 2. Equip the students on designing content for digital marketing 3. Enable the students to develop and implement digital marketing initiatives | | | |
| Pre-req Courses | Marketing Management | | | |
| Contents | Topics | No.of sessions | L | P |
| | Introduction to Digital Marketing: Concepts, Key elements, Social media networking sites, characteristics & Implications of Digital Marketing | 3 | 1 | 2 |
| | Search Engine Optimization: Concepts, Benefits of SEO, Search Behaviour, Optimization process, Analysis and review | 6 | 2 | 4 |
| | Pay per Click: Concepts, Strength of pay per click, Keyword, Search Campaign Process, Analytics | 5 | 2 | 3 |
| | Digital Display Advertising: Concepts, advantages & Disadvantages of digital display, Ad formats, campaign planning and budget, campaign tracking and optimization. | 6 | 2 | 4 |
| | Ecommerce : Portals and Communities – tie ups | 2 | 2 | 0 |
| | Email Marketing: Data Email Marketing Process, Design and Content, Delivery and Discovery | 4 | 1 | 3 |
| | Social Media Marketing: Goals, channels – Face book, Twitter, LinkedIn, Google+, YouTube, insights and analytics | 5 | 2 | 3 |
| | Mobile Marketing: Concepts, SMS content, SMS Strategy, Mobile App, Mobile Advertising | 4 | 1 | 3 |
| | Digital Analytics: Dashboards, Bounce Rate, Site Speed, Site Search, Conversions, Real Time Reporting, Intelligence Reporting, Customized Reporting | 10 | 2 | 8 |
| Total hours | 45 | 15 | 30 | |
| Course outcomes | 1. Summarise the Digital Marketing concepts 2. Apply the Digital Marketing concepts in various business situations. 3. Develop and implement effective digital marketing strategies in business organisation. | | | |
| Reference Books | Ian Dodson (2016) , The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns, New Jersey, John Wiley & Sons. | | | |
| Pedagogy and Assessment | Pedagogy :Discussions, Case studies, Digital Marketing Plan Assessment : Digital market report, Presentations, tests, end semester exam | | | |
| Course Design | Ms. A.Latha | | | |

| P17BAEEM07 | Marketing Metrics and Analytics | 4 Credits | | |
|--------------------------------|---|-----------------------|-----------|-----------|
| Objectives | 1. Demonstrate the fundamental conceptual knowledge about the concept of Marketing analytics 2. Provide insights on the practical aspects and to identify methods need to perform Marketing Analytics | | | |
| Pre-req Courses | Data Analysis | | | |
| Contents | Topics | No.of sessions | L | P |
| | Introduction to marketing metrics, linking marketing to financial consequences, Share of heart, Share of mind and Share of market, Role and importance of marketing metrics in strategic marketing decisions. | 8 | 2 | 4 |
| | Unit II Margins & Profits and Customer Profitability, Selling Price, variable cost, average variable cost, market spending, Breakeven point and Target volume, customer, recency, retention, customer life time value, prospect life time value, acquisition versus retention spending. | 17 | 8 | 9 |
| | Trail, repeat, penetration, volume, CAGR, fair share draw, cannibalization rate, brand equity metrics, conjoint utilities: segmentation, customer preference and volume projection. | 7 | 5 | 7 |
| | AI approach for Sales Analytics: Clustering, Classification Tree, Neural Network | 15 | 10 | 5 |
| | Marketing Campaign Management: Types of Campaigns, Campaign Design, Business Rules, Applications of Predictive Models, Next Best Action, Design of Experiment, Test & Control Framework, A/B Testing, Campaign List Generation, Campaign Quality Check, Campaign Rollout, Campaign Tracking | 10 | 6 | 4 |
| | Total hours | 60 | 31 | 29 |
| Course outcomes | 1. Analysis of data using marketing metrics and analytics tools for marketing decision 2. Construct a project plan to solve domain related business problem in a organization | | | |
| Reference Books | <ul style="list-style-type: none"> Marketing Analytics Data Driven Techniques with Micro soft Excel - Wayne <i>Winston</i>- John Wiley & Sons, Inc. Philip Kotler & Ned Roberto , December 2006, Marketing Metrics: 103 Key Metrics Every Marketer Needs, John Wiley & Sons Inc | | | |
| Pedagogy and Assessment | Pedagogy: Class Discussion, Scenario Work outs caselets (kaggle.com) Assessment: Scenario presentation, tests, End semester exam | | | |
| Course Design | Mr. Anshul Saxena | | | |

| P17BAEEM08 | Retail Sales Metrics and Analytics | 4 Credits | | |
|--------------------------------|---|------------------------|-----------|-----------|
| Objectives | 1. To introduce and delve into the intricacies of the rare combination of sales and channel management 2. Demonstrate the applications of sales analytics as an aid for sales decisions | | | |
| Pre-req Courses | Data Analysis | | | |
| Contents | Topics | No. of sessions | L | P |
| | Channel Dynamics: Introduction to Channel Structures –Design – Intermediaries and their function – Types– Criteria for Selecting – Managing Channel intermediaries – Managing Channel Relationships | 12 | 6 | 6 |
| | Retail Location: Types. Site Selection: Factors affecting the Attractiveness of a Site. Trading Area Analysis: Factors affecting the Demand for a Trade Area, Estimating Demand for a New Location. Trade Area Modeling: Real Estate Site Selection Modeling, Competitor Threat Analytics, Merchandise Mix Modeling. GIS Tools & Analytics: Understanding the Tools and the Data Requirements. Geography Fit to Retail Location. | 12 | 6 | 6 |
| | Retail Merchandise Management: Objectives, Assortment Plan & Optimization. Retail Pricing: Factors affecting Retail Price, Developing Retail Pricing Strategies, Approaches for Setting Prices, Price Adjustments, Pricing Optimization. Strategic Uses of Data in Store Operations: Labor Forecasting, Consumer Differentiation at the Point of Sale, Intra-store Communication, Demand Forecasting, Replenishment and POS Sales. | 12 | 6 | 6 |
| | Retail Communication Mix: Elements. Loyalty Marketing: Loyalty Programmes and Segments, Relevance of Social Media. Retail Management Information System: Importance of IT in Retail, Factors affecting the use of Technology. E-Tailing: Trends, Scope. | 12 | 6 | 6 |
| | Marketing Campaign Management: Types of Campaigns, Campaign Design, Business Rules, Applications of Predictive Models, Next Best Action, Design of Experiment, Test & Control Framework, A/B Testing, Campaign List Generation, Campaign Quality Check, Campaign Rollout, Campaign Tracking | 12 | 6 | 6 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | 1. Outline the various tools applicable to the retail business. 2. Analyse data using sales metrics and analytics tools for sales decision. 3. Ability to construct appropriate metrics for a given retail business. | | | |
| Reference Books | 1. Eric Siegel & Thomas H. Davenport, Predictive Analytics, Wiley Publications, 2013 2. James Wu and Stephen Cogges hall, Foundations of Predictive Analytics, CRC Press, 2012 3. Internet-Based Customer Value Management, Doligalski , Tymoteusz | | | |
| Pedagogy and Assessment | Pedagogy: Class Discussion, Case studies, Retail Analytics Project – using MS Excel (based on given data) Assessment: Project Presentation, Quiz, tests, End semester exam | | | |
| Course Design | Mr. Anshul Saxena | | | |

| P17BAECM09 | E- CRM | 1 Credit | | |
|--------------------------------|---|------------------------|----------|-----------|
| Objectives | 1. Outline the concepts and practices of CRM in modern businesses 2. Illustrate suitable practices and programs for CRM | | | |
| Pre-req Courses | Basic Knowledge on Marketing Management | | | |
| Contents | Topics | No. of sessions | L | P |
| | Introduction to CVM: Definitions, Customer Life Cycle, Zone of tolerance, Stakeholders, Types & Implementation – Salesforce.com (software) | 3 | 0 | 3 |
| | Sales Force Automation based on Salesforce.com: Sales Process, Activity, Contact- Lead And Knowledge Management - Field Force Automation. CRM Links In E-Business - E-Commerce And Customer Relationships On The Internet - Enterprise Resource Planning (ERP) | 2 | 0 | 2 |
| | Supply Chain Management based on Salesforce.com - Supplier Relationship Management (SRM) , - Partner Relationship Management (PRM) . | 2 | 0 | 2 |
| | Technology Dimensions: E- CRM, Voice Portals, Web Phones, BOTs, Virtual Customer Representative, Customer Relationship Portals Analytical CRM - Managing and sharing customer data - Customer information databases - Ethics and legalities of data use | 4 | 0 | 4 |
| | Data Warehousing and Data Mining: Concepts - Data analysis - Market Basket Analysis (MBA) , Click stream Analysis, Personalization and Collaborative Filtering. | 4 | 0 | 4 |
| | Total hours | 15 | 0 | 15 |
| Course outcomes | 1. Apply the critical skills necessary for building and managing partnering relationships with customers | | | |
| Reference Books | 1. 2. Alok Kumar Rai, Customer Relationship Management Concept & Cases, Prentice Hall of India Private Limited, New Delhi 3. V. Kumar & Werner J., Customer Relationship Management, Willey India | | | |
| Pedagogy and Assessment | Pedagogy: Online Exercises from based on Salesforce.com Assessment: Online Practicals | | | |
| Course Design | Mr. Anshul Saxena | | | |

| P17BAEEM10 | Consumer Behaviour | 4 Credits | | |
|--------------------------------|--|-----------------------|-----------|-----------|
| Objectives | 1. Familiarize the basic concepts in consumer Behaviour 2. Explain Consumer behaviour theories and models in both National and Global context 3. Deliberate consumer decision making and its implications in designing marketing strategies. | | | |
| Pre-req Courses | Marketing Management | | | |
| Contents | Topics | No.of sessions | L | P |
| | Customer Profiling : Consumer vs Customer, Demographic Profiling, Psychographic, Personality, Lifestyle based Profiling, Recent Developments in Consumer Profiling. | 11 | 9 | 2 |
| | Perception - Indian Ads, Product/Brand positioning and repositioning, JND, using perceptual mapping | 4 | 4 | 0 |
| | Learning - Motivation, Cues, response, reinforcement as elements of learning, recognition and recall measures, Application of theories in CB -Classical conditioning, instrumental conditioning, modelling or observational learning. | 4 | 4 | 0 |
| | Attitude : Application of theories in CB - Tri-component Attitude Model, Multi attribute Attitude model, Theory of trying-to-consume model, Attitude-toward-the-Ad models | 4 | 2 | 2 |
| | External Influences on Consumer Behaviour - Changing society - values, demographics, social strata's, sub-cultures, families & households, influence of groups | 4 | 2 | 2 |
| | Consumer Decision Process& Models -Levels of consumer Decision making, Four view of consumer decision making, Model of consumer decision making - Category based decision making (Durable and nondurable) , Nicosia model, Howard Sheth, Engel Blackwell &Miniard model | 29 | 21 | 8 |
| | Cross Cultural Consumer Behaviour : Cross culture consumer analysis – National, Global and Rural perspective, Global Vs Local Customers, Developing Multinational marketing strategies. | 2 | 2 | 0 |
| | Consumer Protection law : Definition, Consumer Protection Councils, Consumer Disputes, Redressal Agencies, | 2 | 1 | 1 |
| | Total hours | 60 | 45 | 15 |
| Course outcomes | 1. Explain the rationale behind behaviour of consumers various segments. 2. Exhibit analytical skills to address marketing challenges through consumer research 3. Analyse various perspectives of consumer behaviour to design marketing strategies. | | | |
| Reference Books | Leon G. Schiff man, (2010) "Consumer Behaviour", Springer India Private Limited, India | | | |
| Pedagogy and Assessment | Learning Format : Class Discussion, Shadowing a consumer/ Consumer behaviour research study, desk research Assessment : Consumer behaviour report, Video Presentation, tests, End semester exam | | | |
| Course Design | Dr.B.Poongodi & Dr. P.Nalini | | | |

| P17BAECM11 | Creative Writing for Media | 2 Credits | | |
|--------------------------------|---|-----------------------|-----------|-----------|
| Objectives | 1. Explain key elements of creative strategies for making effective advertisements 2. Developing content for Print, Radio and TV using appropriate layout, techniques and styles and carry out copy testing 3. Design Print, TV, Radio Commercials for publishing | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No of sessions | L | P |
| | Creative Advertising: The Big idea, The Creative Leap, Creative Process, Creative Strategy, Head and Heart Creative Strategies, Legal aspects in creative writing. | 2 | 2 | 0 |
| | The Creative Brief : Message Approaches, Message Execution, Ads that drive Perception & Learning, Persuasive Ads, Stimulating Ads | 6 | 3 | 3 |
| | The Art of Copywriting: Copywriter, Copywriting for Print, How to write Radio Copy, Illustrating, Layout, Techniques and Styles | 7 | 3 | 4 |
| | Testing and Diagnosis : Total Testing, Diagnostic Tests, Tracking Studies, Test Report | 6 | 3 | 3 |
| | Design and Production: Radio Commercials, Documentary Production, Print Production, Publishing. | 9 | 4 | 5 |
| | Total hours | 30 | 15 | 15 |
| Course outcomes | 1. Develop Copy write content and test for Print / Radio and TV 2. Create Effective Advertisements for various Media | | | |
| Reference Books | Sandra Moriarty, Nancy Mitchell, William Wells, (2015) . Advertising & IMC – Principles & Practice. England : Pearson Education | | | |
| Pedagogy and Assessment | Pedagogy : Discussions, creative writing practice, workshops Assessment : Ad creation and plan report | | | |
| Course Design | Dr.B.Poongodi | | | |

| P17BAEEM12 | Integrated Marketing Communication | 4 Credits | | |
|--------------------------------|--|-----------------------|-----------|-----------|
| Objectives | 1. Describe the components involved in Integrated Marketing communication 2. Outline the media options and communication tools. 3. Illustrate the planning, implementation, and evaluation process of IMC Communications. | | | |
| Pre-req Courses | Marketing Management | | | |
| Contents | Topics | No.of sessions | L | P |
| | Introduction : Overview of IMC, Role of IMC in Marketing Process, IMC Mix | 1 | 1 | 0 |
| | Advertising : Setting objectives, Media mix and Plans, Strategy and Implementation | 2 | 2 | 0 |
| | Sales Promotion : Sales promotion planning, Strategy, Consumer & Trade promotion execution, Measurement & Evaluation, | 9 | 4 | 5 |
| | Personal Selling : Types, Strategies, Roles & Responsibilities, Evaluation of selling | 9 | 4 | 5 |
| | Online & Interactive Communications : Concepts, Planning, Objectives, Strategies, Mobile & social Media Networks, Public relation: concepts, Planning, Measurement | 7 | 5 | 2 |
| | Media strategies : Broadcast media, Print & Support media, Technology based marketing communications, Media planning & Analysis | 6 | 4 | 2 |
| | Measuring Reach & Frequency : Understanding of Broadcast audience research council India (BARC) , Target Group Index (TGI) , The Indian Readership Survey (IRS) , Radio Audience Measurement (RAM) , Gross Rating Point (GRP) models, Cost Per Rating Point (CPR) models, Advertising agency, compensation, Agency evaluation | 11 | 3 | 8 |
| | Measuring IMC Program Effectiveness : Measuring & Evaluating Sales promotion, Direct marketing, Public relation Communication. | 12 | 4 | 8 |
| | Cultural/Ethical/Legal Aspects : Managing Cross cultural, Ethical and Legal issues | 3 | 3 | 0 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | 1. Understanding the various elements of IMC mix 2. Identify appropriate media and evaluate performance of IMC program 3. Formulate an IMC plan for an organization | | | |
| Reference Books | Keith J. Tuckwel, (2013) . Integrated Marketing Communications. Canada: Pearson Prentice Hall | | | |
| Pedagogy and Assessment | Learning Format: Videos, Class Discussion, cases, Building IMC plan for a company Assessment :IMC plan presentation, tests, End Semester Exam | | | |
| Course Design | Ms.A.Latha & Dr B.Poongodi | | | |

| P17BAEEM19 | Professional Selling and Sales Management | 4 Credits | | |
|--------------------------------|---|--|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Develop competency professional selling approaches, conversations and sales presentations 2. Explore and understand successful sales and sales management behaviours | | | |
| Pre-req Courses | Marketing Management | | | |
| Contents | Topics | No.of sessions | L | P |
| | Selling- Selling process –Key success factors for contemporary selling-Types of selling jobs-Prospecting and sales call planning -Sales presentation – Sales Negotiation for Win Win solutions –Closing sale and follow up | 12 | 3 | 9 |
| | Strategic role of Sales Organisation- Corporate strategy and sales function-Business strategy and sales function-Marketing strategy and sales function-Sales strategy framework. Sales Management – Process-Challenges in Sales Organisation Environment | 12 | 3 | 9 |
| | Sales Organisation- Setting Up a Sales Organisation, Types, Field Organisation, Centralisation Vs Decentralisation, Line Authority, Sales Department Relations, Distributive network Relations | 10 | 2 | 8 |
| | Developing Sales force- Acquiring sales talents-role of sales training in sales force socialisation-managing the training process, sales force deployment | 2 | 2 | 0 |
| | Sales administration - Territory Management, selling to channels - Distributor - Retailers – Intermediaries. Institutional selling. Key account Administration Legal implications of Contract of Sale Act, Sale of Goods act 1930, The new Consumer Protection Bill 2015. | 12 | 2 | 10 |
| | Directing Sales Force- Sales Leadership-Functions-sales force Compensation-Motivation and reward system Sales force Evaluation- Identifying and evaluating sales force-Sales Organisation Audit-Sales organisation Effectiveness evaluation | 12 | 3 | 9 |
| | Total Hours | 60 | 15 | 45 |
| | Course outcomes | <ol style="list-style-type: none"> 1. Relate conceptual and applied knowledge in the area of Sales management. 2. Plan sales process, Practice Selling skills and show ethical behaviour. 3. Evaluate the various facets of sales force control system. | | |
| Reference Books | <ul style="list-style-type: none"> • Thomas N. Ingram, Raymond W. LaForge, Ramon A. Avila, Charles H. Schwepker Jr., Michael R. William, Sales Management: Analysis and Decision Making, 9th Edition, Routledge,2015 • Mark W. Johnston, Greg W. Marshall, Contemporary Selling: Building Relationships, Creating Value, Routledge,2016 | | | |
| Pedagogy and Assessment | Pedagogy: Class Discussion, Video posters, Practice selling with an organization Assessment : Practice selling report, tests, end semester exam | | | |
| Course Design | Dr.P.Nalini | | | |

| P17BAEEM14 | Pricing Strategies | 4 Credits | | |
|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | 1. Infer concepts, approaches and problems in pricing decisions 2. Analyze different methods of pricing and pricing strategies for different marketing situations 3. Evaluate the financial implications of pricing decisions | | | |
| Pre-req Courses | Marketing Management and Economics Foundation | | | |
| Contents | Topics | No.of session | L | P |
| | Leveraging Price and Value Offering: Value creation, Price structure, Price and value communication, Pricing policy, Price levels. Creation of Economic Value and Monetary Value through pricing | 6 | 4 | 2 |
| | Pricing and Revenue – Price offer configuration - Methods, Price metrics types, Price fences – types of barriers | 6 | 4 | 2 |
| | Managing Pricing Tactics: Tactics for different customer segments, to manage price escalation, pricing during PLC - tactics for market leaders, manage price transitions, pricing tactics for economic downturn, pricing policies for trade promotions, to offset sales and distribution expenses | 9 | 6 | 3 |
| | Price Sensitivity Analysis: Experimental and uncontrolled studies to measurement - purchases, preferences and intentions | 19 | 5 | 14 |
| | Price Integration with Marketing Plan: Embedding pricing strategy and techniques to organization structure, cost structures, Financials, Competition | 12 | 6 | 6 |
| | Ethics and Law in Pricing Practices: Operation of Maximum Retail Price Maintenance, Price fixing, Price Discrimination, Predatory pricing and price signaling | 8 | 5 | 3 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | 1. Outline basic frameworks and options for pricing goods and services. 2. Analyze pricing options to recommend appropriate pricing strategies for an organization | | | |
| Reference Books | Thomas Nagle, John Hogan, Joseph Zale, The Strategy and Tactics of Pricing: New International Edition, Routledge, 2016 | | | |
| Pedagogy and Assessment | Pedagogy: Discussions, Cases, Pricing Analysis of a select product/ service Assessment: Pricing Analysis report, presentations, tests, end semester exam | | | |
| Course Design | Dr.P.Nalini | | | |

| P17BAEEM20 | Industrial Marketing | 4 Credits | | |
|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | 1. Demonstrate the fundamental conceptual knowledge about the mechanisms of industrial marketing functions 2. Provide insights on the practical aspects and to identify key decision making variables in organisational buying process | | | |
| Pre-req Courses | Marketing Management | | | |
| Contents | Topics | No.of session | L | P |
| | Understanding Business Markets- Customer Value in Business Markets -Type of Business Customers-Classification of industrial products and services – Purchase practises of business customers –contemporary purchasing activities-the organisation buying process- Business Marketing intelligence system. Industrial Buying Behaviour. Tender – Quotation based selling, Competition Analysis, Capital Goods STP in Business Markets- Market segmentation bases-Targeting and positioning-Key Account Management. | 4 | 2 | 2 |
| | Product and Brand Strategy –Industrial product life cycle and stages-Branding decisions-New product development-Product and service quality | 5 | 2 | 3 |
| | Pricing- Factors influencing pricing decision-Pricing strategies and polices – commercial terms and conditions in business Markets-Role of Leasing | 5 | 2 | 3 |
| | Promotions- Developing business Communication program-Role of Promotion mix in Business Markets, Industrial Marketing Communication | 4 | 2 | 2 |
| | Channel and Logistics- Participants in Business Marketing channels-Channel design-Managing and administering channel members-Logistics Management- Major cost centres of market logistics- | 6 | 3 | 3 |
| | Industrial Marketing through Electronic commerce –Forms of E-commerce of industrial Marketing-Electronic Data interchange (EDI) -Electronic Fund Transfer (EFT) -Future outlook of E-commerce industrial Marketing | 4 | 2 | 2 |
| | Legal implications: Goods and Services Tax Act 2016, The Legal Metrology Act, 2009, The Contract Act 1872. | 2 | 2 | 0 |
| | Industrial marketing Plan of a company | 30 | -- | 30 |
| | Total hours | 60 | 15 | 45 |
| Course outcomes | 1. Explain the underlying concepts in industrial marketing 2. Organize Key Account Management (KAM) . 3. Develop a marketing plan by adopting marketing mix and STP Model for an organization | | | |
| Reference Books | Krishna K Havaladar (2014) , Industrial Marketing, McGraw Hill Education (India) | | | |
| Pedagogy and Assessment | Pedagogy: Lectures, discussions, cases, B-B marketing for a company Assessment: B-B marketing Plan report, poster presentation/viva, tests, end semester exam | | | |
| Course Design | Dr.P.Nalini | | | |

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|--------------------------------|--|-----------------------|----------|-----------|
| P17BAEPM16 | Sponsorship and Event Management | 1 Credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Familiarize the students Understand how to create an event that achieves specific objectives for the host/client. 2. Design a planning process that incorporates budgeting, project management, communication and evaluation tools. | | | |
| Pre-req Courses | Not Applicable | | | |
| Contents | Topics | No. of session | L | P |
| | Principles of Event Management: Role of the Event Manager. Event laws, Licenses and liasoning – Risk Management. | 2 | 2 | 0 |
| | From Concept to Reality : Conducting market research - Establishing viability - capacities - costs and facilities - plans - timescales - contracts. | 2 | 1 | 1 |
| | Preparing a Proposal: Clarity - SWOT analysis - estimating attendance - media coverage - advertising - budget - special considerations - evaluating success. | 3 | 1 | 2 |
| | Crisis Management Plan: Crisis planning - prevention - preparation - provision - action phase - handling negative publicity - structuring the plan. | 1 | 0 | 1 |
| | Seeking Sponsors: Different types of sponsorship - definition - objectives - target market - budget - strategic development - implementation - evaluation. | 3 | 1 | 2 |
| | Organising the Event - Purpose - venue - timeline - guest and audience protocol - hospitality - equipment - media - Safety and security. | 1 | 0 | 1 |
| | Marketing Tools -Types of advertising - merchandising – give-aways - competitions - promotions - website and text messaging. | 1 | 0 | 1 |
| | Media Tools -Media invitations - photo-calls - press releases - TV opportunities - radio interviews. Promotional tools -Flyers - posters - invitations - website - newsletters – Ezines - blogs – tweets. Specialist areas -Celebrity endorsement. | 2 | | 2 |
| | Total Hours | 15 | 5 | 10 |
| Course outcomes | Creation of blue print to organize an event plan that showcases sponsorships and event management perspectives | | | |
| Reference Books | <ul style="list-style-type: none"> • The Event Manager's Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event, D. G. Conway, Paperback • Sport Facility and Event Management, By Thomas J Aicher, Amanda L. Paule-Koba, Brianna Newland • Events Management: An International Approach, edited by Nicole Ferdinand, Paul J. Kitchin, Sage | | | |
| Pedagogy and Assessment | Learning Format: workshop, visit to an event Assessment : Poster Presentation of the event management blue print | | | |
| Course Design | Dr.P.Nalini | | | |

| P17BAEPM17 | Social Media Selling | 2 Credits | | |
|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | 1. Familiarise the students on the fundamental concepts of social media selling 2.To enable the students to monitor, measure and take corrective action towards social media sales initiative | | | |
| Pre-req Courses | Marketing Management | | | |
| Contents | Topics | No.of session | L | P |
| | Introduction to Social Media Selling: Concepts, Traditional Vs Social media Selling, Advantages of social media selling, Social Media Platforms | 6 | 3 | 3 |
| | Prospecting: Develop buyer centric profiles in social media platforms, Join buyer groups, building networks, finding viable prospects | 8 | 4 | 4 |
| | Social Media Engagement: Social Media content, Messaging, Engagement, Evaluation of customer journey, Turning customers and prospects into followers and friends | 8 | 4 | 4 |
| | Research in Social Media: Metrics, Tools and Techniques, Competitor analysis, Forecasting through Digital sales pipeline, Measuring ROI | 8 | 4 | 4 |
| | Total hours | 30 | 15 | 15 |
| Course outcomes | 1. Develop Social media selling strategies for an organisation | | | |
| Reference Books | Social Selling Mastery: Scaling up your sales and Marketing Machine for the Digital Buyer, Willey publications | | | |
| Pedagogy and Assessment | Pedagogy: Discussion, Case studies, Social Media sales campaign for an event/ product/service Assessment : Quiz, Social Media sales campaign report | | | |
| Course Design | Ms. A.Latha | | | |

Human Resource Electives

HR Courses

| S.No | Course Code | Course Title | Credits | Assessment | | Page No. |
|------|-------------|------------------------------|---------|------------|-----|----------|
| | | | | CAM | EoS | |
| 1 | P17BAEEH20 | Recruitment and Selection | 4 | 50 | 50 | 91 |
| 2 | P17BAEEH02 | Legal Aspects of HR | 4 | 50 | 50 | 92 |
| 3 | P17BAEEH03 | Industrial Relations | 4 | 50 | 50 | 93 |
| 4 | P17BAEEH04 | Organization Development | 4 | 50 | 50 | 94 |
| 5 | P17BAEEH05 | Performance Management | 4 | 50 | 50 | 95 |
| 6 | P17BAEEH06 | Learning and Development | 4 | 50 | 50 | 96 |
| 7 | P17BAEEH19 | HR Analytics | 4 | 50 | 50 | 97 |
| 8 | P17BAEEH08 | Compensation Management | 4 | 50 | 50 | 98 |
| 9 | P17BAEEH09 | Cross Cultural Management | 4 | 50 | 50 | 99 |
| 10 | P17BAEEH10 | Organizational Behaviour | 4 | 50 | 50 | 100 |
| 11 | P17BAEPH11 | Employee Engagement | 2 | 50 | - | 101 |
| 12 | P17BAEPH12 | Organizational Culture | 2 | 50 | - | 102 |
| 13 | P17BAEPH13 | Career Management | 2 | 50 | - | 103 |
| 14 | P17BAEPH14 | Transaction Analysis | 1 | 50 | - | 104 |
| 15 | P17BAEPH15 | 360 Degree Leadership | 1 | 50 | - | 105 |
| 16 | P17BAEPH16 | Psychometric Testing | 4 | 50 | 50 | 106 |
| 17 | P17BAEPH17 | Neuro Linguistic Programming | 1 | 50 | - | 107 |
| 18 | P17BAEPH18 | Emotional Intelligence | 1 | 50 | - | 108 |

| P17BAEEH20 | Recruitment and Selection * | 4 credits | | |
|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | 1. To gain a conceptual understanding on recruitment and selection 2. To carry out a job analysis and identify motivational elements 3. To develop and apply behavioural event interviewing techniques | | | |
| Pre-req Courses | Human Resource Management | | | |
| Content | Topics | No.of session | L | P |
| | Recruitment Analytics Recruitment and Selection – Concept - Strategic Issues in Recruitment – Recruitment Sources an overview - Recruitment Metrics – Bad Recruitment – What is Competency – Competency Measurement and BARS Overview of Hiring Process | 10 | 4 | 6 |
| | Requirement Analysis Fundamentals of Job Description – Functional Analysis – Behavioral Analysis – Threshold Trait Analysis Definitions of QuanCom | 16 | 8 | 8 |
| | Short listing and Filtering Short listing – Knowledge of Matching CVs – Process of Shortlisting – Filtering – Knowledge based filtering – skill based filtering – behavioral filtering | 16 | 8 | 8 |
| | Interviewing and Probing Techniques Introduction to Interviewing – the overall interview Process – Stages of the interview – QuanCom Questions and Behavioral Indicators – 4 Key Interview Skills – Body Language – Different types of Questioning methods – evaluation of the interview process | 18 | 10 | 8 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | 1. Understand the concepts and Process of Recruitment and Selection 2. Apply recruitment tools in analysing and shortlisting candidates 3. Develop appropriate techniques for hiring employees | | | |
| Reference Books | 1. Lilly M Berry, Employee Selection ,Cengage learning ISBN-13: 978-0534580957 2. Steven Hunt , Hiring Success: The Art and Science of Staffing Assessment and Employee selection, Wiley Publications, ISBN 13 978-0787996482 | | | |
| Pedagogy and Assessment | Learning: Workshop and Project Assessment: Presentations, Cases, Role plays, Project Report and viva | | | |
| Course Design | Dr.Kirupa Priyadarsini.M | | | |

*credit transfer option will be given by any professional certifying organization (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or the respective professional certifying organization in which case marks from external partner will be converted to grades and submitted to CoE)

| P17BAEEH02 | Legal Aspects of HR* | 4 credits | | |
|--------------------------------|--|--|-----------|-----------|
| Objectives | 1. To understand the critical compliances of legal HR regulations. 2. To apply the knowledge of Legal aspects of HR to work place situations 3. To relate legal implications of common workplace situations. | | | |
| Pre-requisite Courses | Human Resource Management | | | |
| Content | Topics | No.of session | L | P |
| | Factories Act,1948 | 7 | 5 | 2 |
| | Minimum Wages Act, 1948 | 4 | 3 | 1 |
| | Equal Remuneration Act 1976 | 3 | 2 | 1 |
| | Employees state insurance act, 1948 | 5 | 3 | 2 |
| | Employee's Provident Funds and Miscellaneous Provision Act, 1952 | 5 | 3 | 2 |
| | Payment of Bonus Act, 1965 | 4 | 3 | 1 |
| | Payment of Gratuity Act, 1972 | 3 | 2 | 1 |
| | Employees Compensation Act, 1923 | 4 | 2 | 2 |
| | Contract Labour Act, 1970 | 4 | 3 | 1 |
| | Maternity Benefit Act, 1961 | 3 | 2 | 1 |
| | The Child Labour Prohibition and Regulation Act, 1986 | 3 | 2 | 1 |
| | Application of selected Acts in an Organization | 15 | - | 15 |
| | Total hours | 60 | 30 | 30 |
| | Course outcomes | 1. Understand key concepts relating to laws governing employment 2. To remember and apply the key provisions of HR legislations | | |
| Reference Books | Prabhjit Gill, Legal Framework of HR Management, Neha Publishers & Distributors (2014) , ISBN-10: 9351133907, ISBN-13: 978-9351133902 | | | |
| Pedagogy and Assessment | Pedagogy - Live Case Discussion/ Industry practices Assessment – Industry Practices Report , Cases, Tests, End Semester exam | | | |
| Course Design | Ms.Deepa Manickam | | | |

*credit transfer option will be given transfer from Vskills (students will attend the classes and take the continuous assessments. The End semester exam may be taken with CoE of KCT or Vskills. Marks from external partner will be converted to grades and submitted to CoE)

| P17BAEEH03 | Industrial Relations | 4 Credits | | |
|--------------------------------|--|---|----|----|
| Objectives | 1. To build awareness of certain important and critical issues in Industrial Relations 2. To impart basic knowledge of the Indian Industrial Relations System and its distinctive features | | | |
| Pre requisite | Co Course – Legal Aspects of Business | | | |
| Content | Topics | No. of session | L | P |
| | Introduction Industrial Relations - Approaches – The system model, The Pluralist Approach, The Structural Contradictions Perspective | 6 | 6 | 0 |
| | IR - Participants Trade Union :Trade Unionism in India – Emergence, History, Growth Trade Unions - Structure, Size, Affiliation, Membership, Leadership, recognition and registration, White collar Unionism, Trade Union in Unorganised sector, Rise and statues of Trade Unions in other countries. The State - Constitution, The Indian IR framework, The role of the state in Indian IR Regulative and Participative bodies. Employers / Management: Employers’ Associations, Objectives, Structure, Activities, Major approaches in managing employees | 18 | 18 | 0 |
| | Industrial Safety Accidents - Causes – Prevention – Safety Provisions - Industrial Health and Hygiene – Importance – Problems – Occupational Health and Hazards – Diseases – Psychological problems – Counselling – Statutory Provisions. | 12 | 7 | 5 |
| | Industrial Conflict Conflict –Meaning, trends and Resolution Dispute resolution and Industrial harmony – Industrial dispute Act 1947 Industrial Dispute,- Strike, Lockout, Retrenchment, Dispute Resolution Machinery : Negotiation, Voluntary settlement, Mediation, Conciliation | 10 | 5 | 5 |
| | Collective Bargaining Concept, Importance, negotiation process, Types of Contracts, Collective bargaining agreements, Prerequisites and Trends | 10 | 5 | 5 |
| | Contemporary Issues in Industrial Relations- Industrial Relations in the emerging scenario, The Future Trends | 4 | 4 | 0 |
| | Total hours | 60 | 45 | 15 |
| | Course outcomes | 1. Explain the fundamental concepts governing Indian Industrial relations System 2. Interpret IR compliances in organizational context | | |
| Text Book | Mamoria C.B. and Sathish Mamoria, Dynamics of Industrial Relations, Himalaya Publishing House Arun Monappa, Ranjeet Nambudiri, Patturaja Selvaraj. Industrial relations & Labour Laws. Tata McGraw Hill. 2014 C.S. Venkata Ratnam, Industrial Relations,Oxford University Press, ISBN 978-0-19-567108-7 | | | |
| Pedagogy and Assessment | Learning: Lectures, cases, role paly Assessment – Cases, tests, end semester exam | | | |
| Course Design | Ms.Deepa Manickam | | | |

| P17BAEEH04 | Organisation Development | 4 Credits | | |
|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | 1. Impart the knowledge and understanding of foundations of organisation development. 2. Understand individual and team interventions for enhancing effectiveness | | | |
| Pre requisite Courses | Organizational Behaviour | | | |
| Content | Topics | No.of session | L | P |
| | Overview of OD Definition, Growth and Relevance of OD, Evolution of OD - Theories of Planned Change – Lewins Model, -Action Research model, General Model - Role of OD Practitioner | 13 | 10 | 3 |
| | OD Process Entering and Contracting, Developing a Contract - Diagnosis – Need for Diagnostic Models, Organisational level, Group Level and individual Level Diagnosis - Diagnostic Information – Collecting, Analysing, Feedback, Survey Feedback | 19 | 15 | 4 |
| | Designing and Implementing Interventions Human Process Interventions – Interpersonal and Group, and Organisational Process - Techno structural Intervention – Organisational Design and Restructuring, Work design and Responsibility charting HR Management Interventions | 15 | 10 | 5 |
| | Evaluating and Institutionalising OD Interventions Evaluation Feedback, Measurement, Institutionalisation framework, Indicators of institutionalisation | 13 | 10 | 3 |
| | Total hours | 60 | 45 | 15 |
| Course outcomes | 1. Understand the theories, process and models in Organisation development 2. Analyse appropriate intervention techniques in the organisational context 3. Design a simple intervention strategy to organisational situation | | | |
| Text Book | 1. Donald R.Brown, An Experiential Approach to Organization Development, 8/e, Pearson, ISBN 9789332518339 2.Thomas Cummings, Christopher Worley Organization Development and Change, 10/e, Cengage, ISBN 1305143035, 9781305143036 | | | |
| Pedagogy and Assessment | Learning: Lecture, Discussions, Designing interventions, Case Discussion Assessments: Quiz, OD Design report, tests, end semester exams | | | |
| Course Design | Dr.Kirupa Priyadarsini.M | | | |

| P17BAEEH05 | Performance Management | 4 credits | | |
|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | 1. Outline the performance management process 2. Provide insights on the Performance management system implementation and development of employees. | | | |
| Pre-req courses | HRM | | | |
| Content | Topics | No.of session | L | P |
| | Introduction Concept, Aims and Role of PMS, Characteristics,- Integration with other HR Functions and strategic planning | 9 | 5 | 4 |
| | PMS Process PM Process -Defining performance and measurement approach- Defining Performance, Determinants, Dimensions, Measuring Performance Measuring results & behaviour Setting Goals and Performance Standards- Performance information collection- Appraisal Forms - Characteristics - Identifying source of Information – Rater Motivation -Preparing the Appraiser | 17 | 7 | 10 |
| | Performance implementation Preparation, Communication and Pilot Testing - Implementation of PMS Ongoing Monitoring and Evaluation - Managing Team performance - Purposes and Challenges of Assessing Team Performance, Rewarding Team Performance | 18 | 10 | 8 |
| | Employee Development Performance Review Meetings - Personal Development Plans - Performance Coaching & mentoring – Coaching Styles - Performance management skills | 16 | 8 | 8 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | 1. Concepts and trends in Performance appraisals 2. Planning and Designing a simple appraisal system | | | |
| Text Book | 1. Michael, Armstrong, Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance, Koganpage, ISBN-10: 0749453923,ISBN-13: 978-0749453923 2.Herman Aguinis, Performance management,3/e, Pearson, ISBN 9789332518155 | | | |
| Pedagogy and Assessment | Learning: Lecture, Discussions, cases, desk research Assessment: Design report, presentation and tests, end semester exams | | | |
| Course Design | Ms.Deepa Manickam | | | |

| P17BAEEH06 | Learning and Development | 4 credits | |
|-------------------|---|-----------|--|
| Objectives | 1. Designing a Training session 2. Select appropriate Instructional methods. | | |

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|--------------------------------|--|----------------------|-----------|-----------|
| | 3. Describe evaluation procedures for L and D Program for increased effectiveness. | | | |
| Pre-req Courses | HRM | | | |
| Content | Topics | No.of session | L | P |
| | Introduction Basics of Learning process – Understanding Learning Concepts- Learning Curve and theories of Learning - Role of Organizational Strategy in L&D | 9 | 3 | 6 |
| | Learning Needs Assessment Methods and Techniques for assessments– Competency mapping – Developing training frame work - Role of internal and external partners | 12 | 6 | 6 |
| | Learning Theories and Program Design Learning Theories, The Learning process, Course outcomes Identifying and Formulating Learning objectives - Principles of effective planning, design and delivery of planned learning events, - Learning and talent development strategies, planning, interventions and activities. | 12 | 6 | 6 |
| | Delivery of Learning and development Transfer of Learning, Work Environment characteristic that influence transfer, Organisational Environments that encourage transfer. | 12 | 6 | 6 |
| | Evaluation and assessment of L & D outcomes Reasons for Learning Evaluation, Outcomes used in the Evaluation of Training Program, Evaluation. | 12 | 6 | 6 |
| | E- Learning and Use of Technology in Learning Technology influence on learning, Technology and Multimedia, Developing Effective Online Learning. | 6 | 6 | 0 |
| | Total hrs | 60 | 30 | 30 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the key concepts and theories in learning and development 2. Analyse and Apply various methods and techniques in learning and development 3. Develop a training needs analysis framework and design a training module | | | |
| Reference Books | Employee Training and Development by Raymond A Noe, McGraw –Hill Companies Lalitha Balakrishnan , Gowri Ramachandran, 2015, Training and Development Publisher: Vijay Nicole Imprints Pvt Ltd, ISBN-10: 8182092914 ISBN-13: 978-8182092914 | | | |
| Pedagogy and Assessment | Learning: Lecture, cases, Designing L&D sessions (practice) Assessments: Demonstration & Practice report, tests, end semester exam | | | |
| Course Design | Ms.Deepa Manickam | | | |

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|-------------------|---|------------------|
| P17BAEEH19 | HR Analytics | 4 credits |
| Objectives | <ol style="list-style-type: none"> 1. To gain proficiency in handling HR application related data 2. To gain exposure towards various methods and tools for HR data management 3. To support HR in data driven decisions | |

| Pre-requisite Courses | Data Analysis | | | |
|-------------------------|--|----------------|-----------|-----------|
| Content | Topics | No. of session | L | P |
| | Introduction to HR analytics and Data Sourcing and management -cleaning and manipulating data – treating outliers and missing values – dashboard creation. | 12 | 3 | 9 |
| | Basic statistical tools for HR analytics – Descriptive - Recruitment and organizational fit analysis - supply and demand forecasting techniques | 12 | 3 | 9 |
| | Analytic Techniques for Predictive Modelling - Trend Analysis - Predictive analytics using Regression and Correlation | 12 | 3 | 9 |
| | Supervised and unsupervised methods – Classification – cluster and Principal component analysis | 12 | 3 | 9 |
| | Reporting & Data Visualization – Defining the purpose of the report; Basic data exploration and understanding the data - Visualization basics-types of graphs and charts | 12 | 3 | 9 |
| | Total hours flip | 60 | 15 | 45 |
| Course outcomes | 1. Analyze and interpret the HR Data for better decision making 2. Develop appropriate tools for easy access and retrieval of data | | | |
| Reference Books | HR Analytics – Ramesh soundararajan – sage publication | | | |
| Pedagogy and Assessment | Learning: Case study using dataset Assessment: Data set analysis report, tests and end semester exam (computer based) | | | |
| Course Design | Lakshmi Subramani | | | |

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| P17BAEEH08 | Compensation Management | 4 Credits |
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|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> To learn basic compensation concepts and the context of compensation practice To illustrate different ways to strengthen the pay-for-performance link. To learn the concepts of Payment and employee benefits issues for contingent workers. | | | |
| Pre-req Courses | None | | | |
| Content | Topics | No.of session | L | P |
| | Introduction Compensation – Definition and Meaning, Total Rewards – Concept and Statement - Linking Strategy with Compensation, Organisational and Industry Focused policies, Compensation plans for different sectors | 14 | 6 | 8 |
| | Types and bases of pay system - Traditional Pay System - Merit Pay – Elements of Merit Pay, Pay for Performance, skill based pays, Variable Pay schemes | 14 | 8 | 6 |
| | Incentive and Person Focused Pay - Building Pay Structures That Recognize Employee Contributions - Concept of Variable pay and performance pay Incentive Schemes - Incentive pay – individual Plans, group plans, companywide incentives –ESOP- Person Focused Pay | 12 | 6 | 6 |
| | Benefits -Sponsored Retirement Plans and Health Insurance Programs Discretionary | 9 | 4 | 5 |
| | Workforce Compensation Executive Compensation - Compensating Flexible workforce - International Compensation - Expatriate Compensation | 12 | 6 | 6 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | <ol style="list-style-type: none"> Explain the different forms of compensations based on industry trends Design a simple payroll system | | | |
| Reference Books | Joseph J Martocchio, Strategic Compensation – A HRM Approach, Pearson Education, ISBN 9788131761021 | | | |
| Pedagogy and Assessment | Learning: Lecture, Cases, desk research Assessment: Quiz , Payroll design report, presentations, tests, end semester Exam | | | |
| Course Design | Ms.Lakshmi Subbramani | | | |

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|-------------------|---|------------------|
| P17BAEEH09 | Cross Cultural Management | 3 credits |
| Objectives | 1. Introduce a cognitive framework to appreciate the impact of culture on managerial behavior | |

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|--------------------------------|--|----------------------|-----------|-----------|
| | and business processes 2. Provide insights on behavioral and cognitive skills to operate in other cultures | | | |
| Pre-req Courses | None | | | |
| Content | Topics | No.of session | L | P |
| | Introduction Global managers, Concepts of culture, cultural competence continuum, Models of Culture, Cross Cultural management | 4 | 4 | 0 |
| | Dimensions of Cultures Models: Hofstede's, Hall, Trompenaars, Kluckhohn, Culture differences | 10 | 8 | 2 |
| | Cross cultural differences Values, Rituals, norms, diplomacy; differences across India; Cultural stereotypes and biases | 11 | 4 | 7 |
| | Cross- cultural communication Verbal, non-verbal communication across cultures | 10 | 6 | 4 |
| | International assignments Cross cultural training - Culture shock & adjustment - Repatriation | 10 | 6 | 4 |
| | Total hours | 45 | 28 | 17 |
| Course outcomes | 1. Understanding the concepts and models of cross- culture 2. Compare the similarities and differences among the cultures | | | |
| Text Book | Shobahana Madhavan (2012) Cross-cultural Management: Concepts and Cases, 1/e ISBN 9780198066293 | | | |
| Pedagogy and Assessment | Learning: Lectures, Desk research, Real time International experience / Learning through Movie Assessment: Field report/ Movie presentation, tests, end semester exam | | | |
| Course Design | Ms.Lakshmi Subbramani | | | |

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|------------|--------------------------|-----------|
| P17BAEEH10 | Organisational Behaviour | 4 credits |
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|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | Understand how people and groups in organisation behave, react and interpret events in a work place. | | | |
| Prerequisites | None | | | |
| Content | Topics | No.of session | L | P |
| | Introduction to OB - Focus and Purpose -Need, importance, Nature, Scope, Framework of OB. | 7 | 3 | 4 |
| | Individual Behaviour - Attitudes: sources and changing attitude– Personality: personality traits; attributes influencing OB; Perception: process, distortion, changing perception – Motivation: Theories and techniques in practice. | 15 | 7 | 8 |
| | Group Behaviour -Organisation structure, Influence, Group decision making techniques, Team building, Interpersonal relations, communication. | 14 | 8 | 6 |
| | Leadership and Power -Importance, Organizational power, sources of power, and political behaviour. | 12 | 6 | 6 |
| | Organisational Processes - Creation, maintenance and changing organizational culture, Organizational change: Sources, Approaches, resistance to change. | 12 | 6 | 6 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the concept of OB 2. Analysing and application of OB frameworks | | | |
| Text Book | <ul style="list-style-type: none"> • Stephen P Robbins, Timothy A.Judge and Neharika Vohra, Organisational Behavior, Pearson Education, ISBN 9789332500334. • Fred Luthans, Organisational Behavior, McGraw Hill, ISBN: 9781259097430. • Aswathappa K, 2014 Organisational Behaviour: Text, Cases & Game, Himalaya Publishing House, ISBN : 9789350515884 | | | |
| Pedagogy and Assessment | <p>Learning: Lecture, cases, Activities, Behavioural surveys</p> <p>Assessment : Behavioural surveys reports, presentations, tests, end semester exams</p> | | | |
| Course Design | Ms.Deepa Manickam | | | |

| P17BAEPH11 | Employee Engagement | 2 Credits | | |
|--------------------------------|---|----------------------|-----------|-----------|
| Objectives | 1. Overview of employee engagement concepts and practices 2. Discuss engagement strategies and outcomes of Employee engagement | | | |
| Pre requisite Courses | Organizational Behaviour | | | |
| Content | Topics | No.of session | L | P |
| | Understanding Employee Engagement Concept – Origin, Evolution and Scope, Implications for Business Success, Aligning to Employees to Business Goals | 6 | 3 | 3 |
| | Approaches Drivers and Outcomes of employee engagement, Models of Engagement – Gallops Model – Levels of Engagement, Roffee Park’s Model, Job Engagement, Wifi Model, Zinger Model | 12 | 6 | 6 |
| | Measurement Measuring - Survey and Metrics, Engagement and Employer Branding | 6 | 3 | 3 |
| | Future of Engagement and Role of HR Employee centric EE activities, Return On Investment on EE activities Predictions & views for the future. Paradox in the International context | 6 | 3 | 3 |
| | Total hours | 30 | 15 | 15 |
| Course outcomes | 1. Understand the Concepts and Models of Employee Engagement 2. Assess/ Measure the level of Employee Engagement 3. Identify simple employee engagement interventions | | | |
| Text Book | 1.Sarah Cook, The essential guide to employee engagement,1/e, Kogan page ISBN-10: 0749449446, ISBN-13: 978-0749449445 | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, discussion, cases, Engagement surveys and model development Assessment: Engagement survey report, presentations | | | |
| Course Design | Ms.Deepa Manickam | | | |

| P17BAEPH12 | Organisational Culture | 2 Credits | | |
|--------------------------------|---|----------------------|-----------|----------|
| Objectives | 1. Provide knowledge on organization cultural through frameworks 2. Familiarise the theory of building and changing organization culture 3. Deliberate the impact of culture on performance and on contemporary issues in organizations | | | |
| Pre requisite Courses | Organizational Behaviour | | | |
| Content | Topics | No.of session | L | P |
| | Introduction Concept, Typology (Harrison & Handy; Deal & Kennedy; T.J Peters; Hellrigne and Slocam) -Models of Organizational culture – Schein, Hatch, Cameron and Quinn; Organizational culture assessment, diagnostic methods | 12 | 5 | 7 |
| | Building culture – Origin, sustaining culture, ethics | 5 | 5 | 0 |
| | Changing organizational culture Models and Tools, Leadership and organizational culture | 5 | 5 | 0 |
| | Organizational culture, performance and strategy Impact; Managing culture during mergers and acquisitions; | 5 | 5 | 0 |
| | Contemporary Issues in Organizational culture - New forms of organizations and their culture – Virtual, flat, network, Organizational network analysis; Managing workplace Diversity – Primary and secondary | 3 | 3 | 0 |
| | Total hours | 30 | 23 | 7 |
| Course outcomes | 1. Explain the concepts and frameworks of organizational culture 2. Evaluate the types of organizational culture and how it is created, maintained, changed and assessed | | | |
| Text Book | Andrew Brown (1998) Organizational Culture, Pearson (2 nd edition) ISBN-13: 978-0273631477 | | | |
| Pedagogy and Assessment | Learning: Lecture, cases, ,Campus culture surveys Assessment : Quiz, Culture survey report presentation | | | |
| Course Design | Ms.Deepa Manickam | | | |

| P17BAEPH13 | Career Management | 2 Credit | | |
|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | 1. Obtain knowledge about models of career management. 2. Relate Career management as a subject and provide a framework for students to manage career related issues in the organisation 3. To understand and use appropriate methods and tools for determining personal career path | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No.of session | L | P |
| | Introduction Career management and talent management – basic concepts and differences - components - Need and Scope of personal career management | 8 | 5 | 3 |
| | Career Planning - Career Literacy – career anchors - Methods of career planning - Self-Assessment - Personality - Identifying personal and professional Talents | 8 | 5 | 3 |
| | Career research – Setting objectives – identifying domain, job and career planning barriers | 4 | 1 | 3 |
| | Career mapping – planning checklist – Designing career chart - The Big Picture - Review and adjust | 4 | 1 | 3 |
| | Career Management and Decision Making – Aligning with organisation goals – handling performance review – continuous learning – discussing career progression – career plateauing - Managing career change. | 6 | 3 | 3 |
| | Total hours | 30 | 15 | 15 |
| Course outcomes | 1. Identifying career choices based on Individual traits and talents 2. Design a individual Career path | | | |
| Text Book | Jeffrey.H Greenhaus, Gerard A. Callanan, Veronica M. Godshalh, Career Management, Thomson South Western, e/3, ISBN:981-254-895-5 | | | |
| Pedagogy and Assessment | Learning: Discussions with corporate professionals, classroom discussions, desk research Assessment : personal development plan, Reflection Diary | | | |
| Course Design | Ms.Lakshmi Subbramani | | | |

| P17BAEPH14 | Transaction Analysis | 1 credits | | |
|--------------------------------|---|----------------------|-----------|----------|
| Objectives | 1. To increase awareness of self and others 2. To improve communication skills for excellence in human relations 3. To improve motivational skills when transacting with people 4. .Enhancing interpersonal relationships for personal and professional development | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No.of session | L | P |
| | Philosophy, history and principles of transactional analysis | 1 | 1 | 0 |
| | Ego states as a model of personality | 2 | 0 | 2 |
| | Functional Ego states | 2 | 0 | 2 |
| | Contamination | 1 | 0 | 1 |
| | Transactional analysis proper | 2 | 1 | 1 |
| | Strokes and Stroke economy | 2 | 0 | 2 |
| | Life positions | 1 | 0 | 1 |
| | Time Structuring | 2 | 0 | 2 |
| | Drivers and Working styles | 1 | 0 | 1 |
| | Building competency | 1 | 0 | 1 |
| | | Total hours | 15 | 2 |
| Course outcomes | 1. Reflect on their lives, understand their personality and explore options to change their behaviour patterns. 2. Identify effective ways to improve their Interpersonal relationships and motivate self and others 3. Devise strategies to manage time and cope stress. | | | |
| Reference Books | 1. Hay, J. (1996) , “Transactional Analysis for Trainers “; Sherwood Publishing UK | | | |
| Pedagogy and Assessment | Learning: workshop, self-profiling Assessments: Reflection Diary, quiz | | | |
| Course Design | Dr.Kirupa Priyadarsini.M | | | |

**Course offered by KCT BS / Center for Holistic Integrated Learning and Development / any other external partner*

| P17BAEPH15 | 360 Degree Leadership | 1 credit | | |
|--------------------------------|--|-----------------------|----------|-----------|
| Objectives | 1. Understand the value of increasing your influence with others at every level in the organisation 2. Discover how to improve interpersonal relationships with others regardless of their title 3. Create practical strategies for leading down, across and up in a specific situation | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No. of session | L | P |
| | Introduction to 360 Degree Leader/ Opening Case Study Leadership-How to Gain Influence? - John Maxwell on 360° Leadership - Leadership Myths & Challenges Introduction to Action Plan Leading Up- A Leader's Greatest Challenge Lighten the Load Strategy - Characteristics of Lightening & Weighing the Load. Lightening your leaders load – Understanding your leader – Leaders 5 Rules – What does the leader need from you - Influence with a purpose | 7 | 2 | 5 |
| | Leading Across: Peer-to-Peer Influence & Collaborative Strategy Leading Across – Challenges to Leading Across – The Leadership Loop Relationship Mapping- Competing vs. Completing – Expanding Your Circle of Influence Leading Down: Influence and People Development Possessing a Non-Positional Mindset – The TEN Treatment – Models for Successful Feedback – Asking Others to Lead Up to You | 8 | 3 | 5 |
| | Total hours | 15 | 5 | 15 |
| Course outcomes | 1. Understand self and others better 2. Apply appropriate techniques to support and lead peers and subordinates | | | |
| Reference Books | Maxwell, John (2005) ,The 360-Degree Leader Developing Your Influence from Anywhere in the Organization,Thomas Nelson, Inc | | | |
| Pedagogy and Assessment | Learning: Interactive Activities and Discussions Assessment – Situation analysis, Self Reflection Diary & Personal Development Plan | | | |
| Course Design | Dr.Kirupa Priyadarsini.M | | | |

| P17BAEPH16 | Psychometric Testing | 3 credits | | |
|--------------------------------|---|----------------------|-----------|-----------|
| Objectives | 1. Impart the knowledge and understanding of foundations of psychometric assessments (check) 2. Demonstrate specific psychometric tools for increased understanding of the individual. | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No.of session | L | P |
| | Introduction Meaning & Concept of Psychometric Test – Functions & Origin The importance of Psychometric Testing - Ability and Aptitude Tests | 7 | 2 | 5 |
| | Personality Testing What is Personality & Personality Tests - Understanding the basis of Psychometric Tests - Selecting Psychometric Tests -The uses / applications of Psychometric Tests | 12 | 2 | 10 |
| | Tools and Interpretations Psychometric Tools : Big Five – MBTI – Holland’s Career Interest Inventory – Thomas Profiling – 16PF – FIRO B – Multiple Intelligence Test – DISC profiling | 26 | 6 | 20 |
| | Total hours | 45 | 10 | 35 |
| Course outcomes | 1. Explain the basics of Psychometric testing 2. Apply and analysis of psychometric profiling | | | |
| Reference Books | R K Sahu, Psychometric Testing, Excel Books. ISBN 8174468994 | | | |
| Pedagogy and Assessment | Learning: Discussion, Self and group Profiling Assessment: Self Reflection Diary, Psychometric Profiling Report of selected class students | | | |
| Course Design | Dr.Kirupa Priyadarsini.M | | | |

| P17BAEPH17 | Neuro Linguistic Programming | 1 credits |
|------------|------------------------------|-----------|
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|--------------------------------|--|----------------------|-----------|----------|
| Objectives | <ol style="list-style-type: none"> Understanding the basic principles and techniques of NLP Nourishing the body and Mind Tools for Improving communication and Managing conflicts Facilitating Change and Improve self esteem | | | |
| Pre-requisite Courses | Nil | | | |
| Content | Topics | No.of session | L | P |
| | Roots and Origin | 1 | 0 | 1 |
| | 4 Pillars | 1 | 0 | 1 |
| | Presuppositions | 1 | 0 | 1 |
| | Map is not the territory | 1 | 0 | 1 |
| | How we take in Reality | 1 | 0 | 1 |
| | Communication Model | 2 | 0 | 2 |
| | Learning Styles | 1 | 0 | 1 |
| | Left Brain and Right Brain functions | 1 | 0 | 1 |
| | Handling Criticism (Positive Intention) | 2 | 0 | 2 |
| | Eye Accessing Cues | 1 | 0 | 1 |
| | Anchoring | 1 | 0 | 1 |
| | Pacing and Reframing | 2 | 0 | 2 |
| Total hours | 15 | 0 | 15 | |
| Course outcomes | <ol style="list-style-type: none"> Explain the basics of NLP Identify the situations and areas to apply NLP Analyse and choose appropriate techniques of NLP. | | | |
| Reference Books | Introducing NLP: Psychological Skills for Understanding and Influencing People (Neuro-Linguistic Programming) Paperback – May 1, 2011 by Joseph O'Connor (Author) , John Seymour | | | |
| Pedagogy and Assessment | Pedagogy: Workshop Assessment : Activity assessments, Reflection Diary | | | |
| Course Design | Ms.Deepa Manickam | | | |

**Credit Transfer option given to students from Center for Holistic Integrated Learning and Development / any other external partner*

| | | |
|-------------------|--|-----------------|
| P17BAEPH18 | Emotional Intelligence | 1 credit |
| Objectives | 1. Understand the four core skills required for emotional intelligence | |

| | | | | |
|--------------------------------|--|----------------------|----------|-----------|
| | 2. Discuss various challenges faced by organisation. | | | |
| Pre-requisite Courses | Nil | | | |
| Content | Topics | No.of session | L | P |
| | Emotional Intelligence – Introduction – Need for Understanding emotions and how to manage them in the workplace - Role of emotional intelligence at work - Self management - Self-awareness - Self regulation - Self motivation – Empathy. | 3 | 1 | 2 |
| | Four Skills in Emotional Intelligence - How to accurately perceive emotions - Use emotions to facilitate thinking - Understand emotional meanings - Manage emotions. | 3 | 1 | 2 |
| | Verbal Communication Skills - Focused listening - Asking questions - Communicating with flexibility and authenticity. | 3 | 1 | 2 |
| | Non-verbal Communication Skills - Body language - It's not what you say, it's how you say it. | 3 | 1 | 2 |
| | Tools to Regulate Your Emotions - Seeing the other side - Self management and self-awareness - Giving in without giving up. | 3 | 1 | 20 |
| | Total hours | 15 | 5 | 10 |
| Course outcomes | 1. Design simple action plan for improving interpersonal effectiveness through emotional intelligence framework | | | |
| Reference Books | Daniel Goleman , First Initial., (2009) . Working with Emotional Intelligence, A&C Black publication. | | | |
| Pedagogy and Assessment | Learning: Lecture, discussion Assessment: Quiz, situation analysis | | | |
| Course Design | Ms.Lakshmi Subbramani | | | |

Operations Electives

Operations Courses

| S.No | Course Code | Course Title | Credits | Assessment | | Page No. |
|------|-------------|---------------------------------|---------|------------|-----|----------|
| | | | | CAM | EoS | |
| 1 | P17BAEEO01 | Supply Chain Management | 4 | 50 | 50 | 111 |
| 2 | P17BAEEO02 | Lean Manufacturing | 4 | 50 | 50 | 112 |
| 3 | P17BAEEO03 | Project Management | 4 | 50 | 50 | 113 |
| 4 | P17BAEEO04 | Total Quality Management | 4 | 50 | 50 | 114 |
| 5 | P17BAEEO05 | Industrial Management | 3 | 50 | 50 | 115 |
| 6 | P17BAECO06 | Logistics Management | 2 | 50 | - | 116 |
| 7 | P17BAECO07 | Project Control Techniques | 2 | 50 | - | 117 |
| 8 | P17BAECO08 | Facilities Layout Design | 1 | 50 | - | 118 |
| 9 | P17BAEEO09 | Production Planning and Control | 4 | 50 | 50 | 119 |
| 10 | P17BAEEO10 | Technology Management | 3 | 50 | 50 | 120 |
| 11 | P17BAEEO11 | Decision Models for Operations | 4 | 50 | 50 | 121 |
| 12 | P17BAEEO12 | Business Process Re-engineering | 3 | 50 | 50 | 122 |
| 13 | P17BAEEO13 | Intellectual Property Rights | 3 | 50 | 50 | 123 |
| 14 | P17BAECO14 | Lean Six Sigma | 2 | 50 | - | 124 |
| 15 | P17BAECO15 | Value Stream Mapping | 1 | 50 | - | 125 |
| 16 | P17BAEEO16 | Industry 4.0 | 2 | 50 | - | 126 |

| P17BAEE001 | Supply Chain Management | 4 credits | | |
|--------------------------------|---|--|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Provide the basics of supply chain management and its significance in a competitive business environment. 2. Discuss the material and information flows in the supply chain process. 3. Familiarize the factors involved in designing an efficient supply chain | | | |
| Pre-req Courses | Operations Management | | | |
| Contents | Topics | No.of session | L | P |
| | Supply Chain Framework – Definition - Objectives- Importance – Decision phase - Process views – Competitive and supply chain strategies – Achieving Strategic Fit | 5 | 4 | 1 |
| | Drivers of supply chain – Framework for structuring Drivers – Performance measures – Customer service and Cost Trade-offs – Order delivery lead time – Calculating the length of supply chain – SC Efficiency – Working capital productivity | 18 | 8 | 10 |
| | Sourcing Decisions - Role of sourcing – In-house or outsource – Procurement process – Supplier Evaluation – Selection and Measurement - Global sourcing decisions | 12 | 4 | 8 |
| | Managing material flow – Inventory Management – Types – Costs – Managing Stocks – Transportation - Modes of Transportation – Performance measures Network design – Network operations planning – Relevant costs for Network Decisions | 14 | 8 | 6 |
| | Logistics Management – Role of logistics in SCM – Integrated logistics management – Transportation design decisions – Third party logistics services and providers – Facilities management (Port/Airport/ICD) Managing information flow – Role of IT in supply chain – IT Framework – CRM – SRM – Future of IT in supply chain | 11 | 6 | 5 |
| | Total hours | 60 | 30 | 30 |
| | Course outcomes | <ol style="list-style-type: none"> 1. Explain the fundamental concepts in supply chain management 2. Apply tools and techniques of supply chain management for taking effective supply chain decisions 3. Develop a suitable supply chain model for improving SC efficiency | | |
| Reference Books | <ul style="list-style-type: none"> • Janat Shah, 2009, Supply Chain Management, Pearson Education • Sunil Chopra, 2012, Supply Chain Management, Pearson Education | | | |
| Pedagogy and Assessment | Learning: Lectures, Class Discussion, study visits for SCM, cases Assessment: Study visit Report, presentation, Quiz ,tests, end semester exam | | | |
| Course Design | Dr. V. Kannan | | | |

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|--------------------------------|--|----------------------|-----------|-----------|
| P17BAEE002 | Lean Manufacturing | 4 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Familiarize the lean manufacturing principles and its application 2. Discuss the Pull production process to minimize wastes 3. Explain the lean tools for productivity enhancement | | | |
| Pre-req Courses | Nil | | | |
| Contents | Topics | No.of session | L | P |
| | Introduction – Emergence of Lean Manufacturing Paradigm - Lean Manufacturing through waste elimination – 7 wastes – Tools and Techniques | 5 | 4 | 1 |
| | Just-in-Time Inventory – Characteristics of JIT - Pull production – Concept of Cellular Layout – Focused factory | 9 | 6 | 3 |
| | Lean Tools – 5S concept– Kaizen - Poka Yoke – Value Stream Mapping – Single Minute Exchange of Dies – Kanban – Visual Management – One-piece flow | 20 | 8 | 12 |
| | Lean Manufacturing through TPM – Principles of TPM – 8 Pillars – 6 major losses – Overall Equipment Efficiency | 11 | 6 | 5 |
| | Lean in Service sector – Application of Lean concepts for service organisations - Banks – Hospitals Internet of Things – Concept of IoT to improve Lean Manufacturing | 15 | 6 | 9 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the fundamental concepts of lean manufacturing and its application 2. Apply tools and techniques of lean manufacturing practices to identify and eliminate waste 3. Develop appropriate Lean tools for process improvement to address specific problems | | | |
| Reference Books | <ul style="list-style-type: none"> • S.R.Devadasan, 2012, Lean and Agile Manufacturing, PHI • Arun Desai, 2008, Lean Manufacturing: Perspectives and Application, IUP | | | |
| Pedagogy and Assessment | Learning: Class Discussion, study visits for Learn manufacturing practices, cases Assessments: Study visit Report , Online Quiz, tests, end semester exam | | | |
| Course Design | Dr. S. Jaisankar | | | |

| P17BAEEO03 | Project Management | 4 credits | | |
|--------------------------------|---|--|-----------|-----------|
| Objectives | 1. Provide insights on systematic management of projects from project identification till project termination 2. Expose the techniques used for organizing, planning and scheduling in managing projects 3. Emphasize the need for adopting an integrated approach for design and execution of projects | | | |
| Pre-req Courses | Nil | | | |
| Contents | Topics | No.of session | L | P |
| | Introduction – Definition - Program Management - Portfolio Management - Projects and Strategic Planning - Project Management Office - Operations and Project Management - Role of Project Manager – PMBOK - Project Management Processes - Groups – Process Mapping – Project Management – Project Team – Project Life Cycle – Stakeholders - Organizational Cultures and Styles - Organizational Communications - Organizational Structures - Organizational Process Assets- Enterprise Environmental Factors | 6 | 6 | 0 |
| | Project Integration Management – Project Integration Management Process – Project Charter – Project Management Plan – Direct and Manage Project – Monitor and control Project – Change control – Close project – Tools and Techniques Project Scope Management - Project Scope Management Processes - Plan Scope Management - Collect Requirements - Define Scope - Create WBS - Validate Scope – Control Scope | 16 | 6 | 10 |
| | Project Time Management – Project Time Management Processes - Plan Schedule Management - Define Activities - Sequence Activities - Estimate Activity Resources— Estimate Activity Durations—Develop Schedule- Control Schedule | 16 | 6 | 10 |
| | Project Cost Management – Managing Project Cost - Plan Cost Management— Estimate Costs— Determine Budget – Control cost – Tools and Techniques – PERT-CPM- Project Crashing Project Quality Management- Plan Quality Management- Perform Quality Assurance Control Quality, Tools and Techniques | 12 | 6 | 6 |
| | Other Knowledge Areas - Project Integration Management -Project Human Resource Management – Project Communication Management - Project Risk Management - Project Procurement Management – Project Stakeholder Management - Introduction and basic concepts – Introduction to MS Project – Exercise problems | 10 | 6 | 4 |
| | Total hours | 60 | 30 | 30 |
| | Course outcomes | 1. Explain the knowledge areas of project management 2. Apply tools and techniques of project management to monitor and control projects 3. Construct a project schedule and estimate cost using MS Project software | | |
| Reference Books | <ul style="list-style-type: none"> Chandrasekaran, 2013, Road to Success, Info career Pvt. Ltd., 2nd Edition Joseph Phillips, 2013, Project Management Professional, Tata McGraw Hill Ltd., 4th edition | | | |
| Pedagogy and Assessment | Learning: Class Discussion, Company study for resource optimization Assessments: Company study report, Quiz , tests, end semester exam | | | |
| Course Design | Dr. S. Jaisankar | | | |

| P17BAEE004 | Total Quality Management | 4 credits | | |
|--------------------------------|---|----------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Provide knowledge on various quality concepts 2. Introduce TQM concept and the techniques used for improving quality 3. Demonstrate cost of non-quality in an organisation 4. Discuss ISO related quality certification systems | | | |
| Pre-req Courses | Operations management | | | |
| Contents | Topics | No.of session | L | P |
| | Introduction - Definition – TQM framework, benefits, awareness and obstacles: Quality – vision, mission and policy statements: Customer Focus – customer perception of quality, Dimensions of product and service quality – Introduction to SERVQUAL | 6 | 4 | 2 |
| | Overview of the contributions – Philosophies of Deming, Juran Crosby, Masaaki Imai, Feigenbaum, Ishikawa - Concept of Quality circle - Cost of quality | 10 | 6 | 4 |
| | TQM Framework - culture, Leadership – quality council, employee involvement, motivation, empowerment, recognition and reward. | 12 | 8 | 4 |
| | Tools & Techniques - Kaizen, 5S, Quality function deployment (QFD) – Benefits, Voice of customer, information organization, Building a House of Quality (HOQ) , Bench marking and Poka-Yoke | 8 | 6 | 2 |
| | Quality Management – Definition - Dimensions of quality - Cost of quality - TQM Framework -7QC Tools - Statistical Process Control – Variable and Attribute charts Quality Management system certifications – International quality standards – ISO 9000, ISO 14000 – ISO Audit in organisation and implementation | 24 | 6 | 18 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the concept of TQM and cost of quality 2. Analyse process quality through quality management tools and techniques 3. Recommend a quality control system for improving process and product quality | | | |
| Reference Books | <ul style="list-style-type: none"> • R. Ramakrishnan, 2005, Total Quality Management, Eswar Press • James Evans, Ninth edition, Total Quality Management, Rex Bookstore, Inc. | | | |
| Pedagogy and Assessment | Learning: Lectures, Class Discussion, study visits for SPC, 7QC tools and ISO documentation Assessments: Study report, presentations, quiz, tests, end semester exam | | | |
| Course Design | Dr.R.Vinayagasundaram | | | |

| P17BAEE005 | Industrial Management | 3 Credits | | |
|--------------------------------|---|--|----------|----------|
| Objectives | <ol style="list-style-type: none"> 1. Familiarise the concepts of Industrial Management 2. Provide insights on Work Measurement methods 3. Introduce Total Productive Maintenance concepts and techniques 4. Enhance knowledge on Environment, Health & Industrial Safety | | | |
| Pre-req Courses | Operations Management | | | |
| Contents | Topics | No.of session | L | P |
| | Introduction – Management and Industrial Engineering and relation with other fields – Techniques of Industrial Engineering – Industrial Engineering in service sector | 3 | 3 | 0 |
| | Work measurement – Time Study, Method Study, Motion Study – Objectives and Procedure – Problems Job Evaluation and Merit Rating – Objectives – Procedure – Evaluation systems – Incentive plans - Ergonomics and work place design | 13 | 8 | 5 |
| | Industrial Psychology – Employee relationship – Motivation – Work Teams – Organisational culture – Managing change | 11 | 6 | 5 |
| | Maintenance Management – Objectives, functions, types -TPM – Objectives, Pillars, Stages, OEE – calculation – simple problems- Condition monitoring techniques - Vibration monitoring, corrosion monitoring, temperature monitoring techniques - FMEA- Elements, Steps, Requirements and Benefits | 7 | 7 | 0 |
| | Environment, Health & Industrial Safety - Key elements of a safety and Health Management System- Policy & commitment.-Safety and Health Management System records: Operational Control Workplace, Hazard Identification and Precautions | 11 | 6 | 5 |
| | Total hours | 45 | 30 | 15 |
| | Course outcomes | <ol style="list-style-type: none"> 1. Explain the concepts, tools and techniques of industrial management 2. Apply tools and techniques of industrial management for effective work environment management 3. Evaluate the performance of a machine through OEE technique | | |
| Reference Books | Martand Telsang, S.Chand, 2008, Industrial Engineering and Production Management | | | |
| Pedagogy and Assessment | Learning: Class Discussion, Work study in an organization, cases, self study Assessment: Work Study Report , Presentation, cases, tests, end semester exam | | | |
| Course Design | Dr.V.Kannan | | | |

| P17BAECO06 | Logistics Management | 2 credits | | |
|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Provide insights on the fundamentals of Logistics Business 2. Explain the process involved in logistics planning 3. Familiarize the role of distributors, distribution channels and networking with transportation agencies | | | |
| Pre-req Courses | Operations Management | | | |
| Contents | Topics | No.of session | L | P |
| | Concepts of logistics management – Introduction to logistics - Scope and definition – Importance – Structure - Competitive advantage through logistics – Channels of distribution – Channel selection – Outsourcing channels; Planning for logistics – Framework – Processes - Segmentation | 5 | 2 | 3 |
| | Warehousing and storage – Principles – Storage and handling systems – Order picking and packing – Receiving and despatch | 5 | 3 | 2 |
| | Freight Transport - Modes of transport and selection – International logistics– Maritime – Air- Rail – Road Freight; Logistics performance monitoring – Detailed metrics and KPIs | 7 | 4 | 3 |
| | Logistics outsourcing - Benefits – Types – Value added services and drawbacks – Selection process | 6 | 3 | 3 |
| | International and Global issues in Logistics - Issues in Global Logistics – International logistics and sourcing – Reverse Logistics- Documents required for clearance of goods for export –overview | 7 | 3 | 4 |
| | Total hours | 30 | 15 | 15 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the fundamental concepts of Logistics Management 2. Apply tools and techniques of logistic management for taking effective warehousing and distribution management decisions 3. Develop a suitable warehousing and distribution management plan | | | |
| Reference Books | <ul style="list-style-type: none"> • Alan Rushton, 2010, The Handbook of Logistics and Distribution Management, Koganpage | | | |
| Pedagogy and Assessment | Learning: Discussion, Study visit to Warehouses Assessment: Study visit Report and Poster Presentation | | | |
| Course Design | Dr.V.Kannan | | | |

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|--------------------------------|---|-----------------------|----------|-----------|
| P17BAECO07 | Project Control Techniques | 2 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Provide insights on the fundamentals of MS Project 2. Familiarize working with Task Duration, Constraints, Dependencies and resources | | | |
| Pre-req Courses | Operations management | | | |
| Contents | Topics | No. of session | L | P |
| | Creating and Defining Projects – Activity estimation – WBS - Entering and Scheduling Tasks – Calendars – MS Project | 5 | 2 | 3 |
| | Working with Task Duration, Constraints, and Deadlines – PERT CPM | 10 | 2 | 8 |
| | Introducing Dependencies - Working with Resources – Critical Path – Project Duration | 8 | 2 | 6 |
| | Resource Management – Resource Levelling - Tracking Work in Project | 5 | 2 | 3 |
| | Running Reports - Consolidating Projects and Resources | 2 | 1 | 1 |
| | Total hours | 30 | 9 | 21 |
| Course outcomes | Develop a PERT/ CPM network diagram and resource plan for a project | | | |
| Reference Books | <ul style="list-style-type: none"> • Carl Chatfield, PMP, 2013, MS Project 2013, Microsoft Press | | | |
| Pedagogy and Assessment | Learning: Project study and MS project software Assessment: Report , Presentation | | | |
| Course Design | Dr. S. Jaisankar | | | |

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|-------------------------|--|----------------------|----------|-----------|
| P17BAECO08 | Facilities Layout Design | 1 credit | | |
| Objectives | <ol style="list-style-type: none"> 1. Familiarize basic ideas and concepts in designing Manufacturing and service facilities 2. Provide information on technologies used for improving service processes | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of session | L | P |
| | Facility design – Objectives - Facilities requirement, need for layout study – Types of layout | 2 | 2 | 0 |
| | Systematic Layout Planning - Procedure -Facility planning process–Flow, Space and activity relationship - Software packages - ALDEP, CORELAP, CRAFT | 4 | 1 | 3 |
| | Material Handling - Principles, unit load concept, material handling techniques & equipment-types, selection and specification, containers and packaging | 3 | 1 | 2 |
| | Layout design – Plant layout – Services Layout - Office, Retail shop, Hospital, Mall, Warehouse, Banking & Hotel - Measuring and bench marking service performance-Redesign of service facility | 4 | 0 | 4 |
| | Technologies for facilities – Computer Aided Facilities Design - ASRS – Robot- RFID – Case Picking | 2 | 0 | 2 |
| | Total hours | 15 | 4 | 11 |
| Course outcomes | Design a service layout through Corelap | | | |
| Reference Books | James A Tompkins, 2010, Facilities Planning,, Wiley, 3rd edition | | | |
| Pedagogy and Assessment | Learning Format: Discussion, Study visits for layouts to service/ manufacturing industry Assessment: Study visit report & poster presentation | | | |
| Course Design | Dr.R.Vinayagasundaram | | | |

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|-------------------------|--|-----------------------|-----------|-----------|
| P17BAEE09 | Production Planning and Control | 4 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Familiarise the concepts of production planning and control 2. Explain the aggregate planning strategies 3. Provide insights on use of information technology in production planning and control | | | |
| Pre-req Courses | Operations management | | | |
| Contents | Topics | No. of session | L | P |
| | Introduction – objectives – Functions – Productivity – Productivity ratios | 3 | 3 | 0 |
| | Demand Forecasting – Types – Factors – Qualitative and Quantitative methods of forecasting – Forecast error – Seasonal forecasting - problems | 11 | 8 | 3 |
| | Aggregate Planning – Strategies – Master Production Schedule – Bill of Materials - Materials Requirement Planning- Procedure for computing MRP - problems | 17 | 8 | 9 |
| | Process Design: Process selection, Process flow design – Process planning components – Routing –Scheduling – simple problems - Dispatching | 14 | 6 | 8 |
| | Production and Inventory control – Progress control through records and charts – Inventory control models –Deterministic and Probabilistic - problems - Enterprise Resource Planning – Overview of functional modules | 15 | 5 | 10 |
| | Total hours | 60 | 30 | 30 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the tools and techniques of production, planning and control 2. Analyse the production planning process and apply control techniques for improving productivity. 3. Develop a suitable production planning and control model for improving productivity | | | |
| Reference Books | Ajay K Garg, 2012, Production and Operations Management,, McGraw Hill | | | |
| Pedagogy and Assessment | Learning: Lecture, Class Discussion, Study visit for Aggregate Planning strategies Assessments: Study visit Report, Quiz , presentation, tests, end semester exam | | | |
| Course Design | Dr.V.Kannan | | | |

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|--------------------------------|---|-----------------------|-----------|-----------|
| P17BAEE010 | Technology Management | 3 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Familiarize the concepts in management of technology and its life cycle 2. Discuss the process of aligning business strategy with technology strategy 3. Introduce the technology framework 4. Provide insights on transfer of technology and its commercialization | | | |
| Pre-req Courses | Nil | | | |
| Contents | Topics | No. of session | L | P |
| | Technology and its importance in Business – Definition – Features - Importance - Benefits - Achieving competitive advantage through technology - Types of technologies - Technology portfolio - Technology life cycle - Technology as an investment | 6 | 4 | 2 |
| | Management of Technology – Overview - Objectives of MOT – Strategic Management of Technology (SMOT) - Exploitation of Technology - Principles of MOT - The role of R&D in an organization - New product development process | 10 | 8 | 2 |
| | Technology forecasting - Methods of forecasting technology – Technology obsolescence - Technology discontinuity - Technology audit – Technology scouting | 9 | 6 | 3 |
| | Technology absorption and Technology diffusion – Technology transfer- Technology evaluation - Technology absorption - Technology adoption - Technology diffusion - Technology cycles - Technology commercialization Business strategy and Technology strategy - Strategy and strategic management - Technology strategy - Linking business and technology strategy | 12 | 8 | 4 |
| | Organizational structure - Organizational learning and leadership - Human technology - The importance of organizational resource for managing structure - The structure of an innovative organization - The role of a leader in an innovative organization - Risks and uncertainties associated with technology | 8 | 4 | 4 |
| | Total hours | 45 | 30 | 15 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the basic concepts of technology management 2. Analyse and select a suitable technology by applying technology evaluating techniques | | | |
| Reference Books | K.Nagarajan, 2015, A Brief Course on Technology Management,, New Age International, First edition | | | |
| Pedagogy and Assessment | Learning : lecture, Class Discussion, cases Assessments: Presentation, Quiz, test, end semester exam | | | |
| Course Design | Dr.R.Vinayagasundaram | | | |

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|--------------------------------|---|----------------------|-----------|-----------|
| P17BAEEO11 | Decision Models for Operations | 4 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Introduce operations research models pertaining to business situations. 2. Discuss the formulation of transportation models and determine optimal transportation cost. 3. Familiarise decision making criteria in various business conditions. | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of session | L | P |
| | Linear Programming – Application of LPP – Objective Functions – Constraints-Formulation –Graphical and Simplex methods of solving LPP using TORA software. | 16 | 4 | 12 |
| | Transportation Model - Formulation – Determining IBFS -Unbalanced – Restricted – Maximisation problems Determining Optimal solution Assignment Model – Hungarian Method - Maximization and Restricted problems using TORA software. | 16 | 4 | 12 |
| | Queuing Theory – Application - Characteristics of MM1 Queuing model – Multiple servers - Queue discipline – Service Mechanism – Concept of Arrival rate and Service rate – Solving problems using TORA software | 12 | 3 | 9 |
| | Game Theory – 2 person zero sum game – Strategies – Pay off table - Formulation - Saddle point - Dominance property - solving problems using TORA software. | 8 | 2 | 6 |
| | Simulation – Monte Carlo method using random numbers – Simulation for Demand Forecasting – Queuing – Inventory | 8 | 2 | 6 |
| | Total hours | 60 | 15 | 45 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the concepts and application of decision models in business situations 2. Apply decision models for arriving at an optimal solution using software 3. Formulate a linear programming model for various business scenarios | | | |
| Reference Books | <ul style="list-style-type: none"> • Jaisankar S. 2009, Operations Research – Decision Models Approach, Excel Publications, New Delhi | | | |
| Pedagogy and Assessment | Learning: Computer Based Learning, tutorial, cases Assessment: Quiz, test, end semester Exam (computer based) | | | |
| Course Design | Dr. S. Jaisankar | | | |

| P17BAEEO12 | Business Process Re-engineering | 3 credits | | |
|--------------------------------|--|----------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Familiarize the Business Process Re-engineering methodology and its implementation in manufacturing / service organisation 2. Discuss the role of IT in BPR 3. Provide insight on value engineering for product/process improvement | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of session | L | P |
| | Introduction - Definition, Dimensions & History of BPR, Basic concepts & benefits of BPR, Role of leader and manager, Guiding principles of BPR, Key targets of BPR | 5 | 4 | 1 |
| | Enablers of BPR – SCM – Lean – Agile – JIT: Enablers of BPR in manufacturing, product design and development | 7 | 4 | 3 |
| | BPR methodologies -Reasons for implementation of BPR, Necessary attributes of BPR methodologies, BPR team characteristics, Different phases of BPR, Steps of Process Reengineering | 9 | 6 | 3 |
| | Role of information technology -BPR and IT- Relationship between BPR and IT - Role of IT in Reengineering, BPR tools and techniques - Criticality of IT in Business process | 12 | 8 | 4 |
| | Value engineering - concepts - theory and fundamentals, Phases of Value Engineering Job plan - General phase, Information phase, Function phase, Creation Phase, Evaluation phase, Investigation phase, Implementation phase | 12 | 8 | 4 |
| | Total hours | 45 | 30 | 15 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the concepts and enablers of BPR and its importance in achieving competitive advantage 2. Apply BPR tools and techniques to improve existing processes. 3. Recommend process improvements using BPR and Value engineering | | | |
| Reference Books | R. Radhakrishnan & S. Balasubramanian 2008, Business Process Re-engineering,, PHI | | | |
| Pedagogy and Assessment | Learning: Lecture, Class Discussion, study visits for process improvement Assessment: Field Study Report , Quiz , Presentation, tests, end semester exam | | | |
| Course Design | Dr.R.Vinayagasundaram | | | |

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|--------------------------------|--|----------------------|-----------|-----------|
| P17BAEEO13 | Intellectual Property Rights | 3 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Introduce and create awareness on forms of Intellectual Property Rights 2. Explain the various aspects to intellectual property rights | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of session | L | P |
| | Fundamentals of IPR - Introduction to IPR- Need for IPR-General framework of IPR- IPR Legislations in India- related Agreement on Trade aspects of IPR- WIPO | 5 | 4 | 1 |
| | Patents and Design - Patents and Patent information - Need for Patent- Patentable and Non- Patentable Invention - Types of Patent application in India- PCT System - Guidelines for Registration of Patent- Patent filing, Opposition and Grant – US and Europe Patenting Concept of design. Design Act 2000- Need for protection of design- Essential Requirements for Registration of Design | 14 | 10 | 4 |
| | Trademarks - Concept, Purpose, Characteristics and functions of Trademark - Trademark Act-Trademark Search Trade Secret- Guidelines for Registration of Trademark -NICE Classification- Collective Trademark- Community Trademark- Sales, Transfer and Licensing of Trademark - Registration of Integrated Circuit Layout design | 9 | 6 | 3 |
| | Copyright and Geographical Indications - Concept of Copyright- Works Protected and Not Protected by Copyright- India Copyright Law – Rights Conferred by Copyright- Copyright infringement- Concept of Geographical Indications- Geographical Indications Act- Filling and Granting of Geographical Indications in India | 10 | 6 | 4 |
| | IP Management - IPR Audit- Trademark Audit- Range of IP Services - Classification of IP Services- IPR Regime- Important Principles of IP Management- Sectoral IPR | 7 | 4 | 3 |
| | Total hours | 45 | 30 | 15 |
| Course outcomes | <ol style="list-style-type: none"> 1 Explain the various forms of IPR, Patenting and IPR audit 2. Prepare the documents requirement for IPR filing | | | |
| Reference Books | P. Narayanan, 2002, Intellectual Property Rights,, Eastern Law House, Third Edition | | | |
| Pedagogy and Assessment | Learning Format: lecture, Discussion, workshops Assessment: Presentation, Quiz, tests, end semester exam | | | |
| Course Design | Dr. S. Jaisankar | | | |

| P17BAECO14 | Lean Six Sigma | 2 credits | | |
|--------------------------------|---|----------------------|-----------|-----------|
| Objectives | 1. Familiarise the basic elements of Lean Six Sigma 2. Provide insights into DMAIC methodology for achieving Lean Six Sigma | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of session | L | P |
| | Lean Six Sigma - Overview of Lean Six Sigma- Innovation of Six-sigma – Language of Six Sigma – Design of Experiments - PPM – Voice of customer - SIPOC– Six Sigma Modelling | 4 | 2 | 2 |
| | Principles of Lean - Lean wastes - Defects – Overproduction – Inventories – Unnecessary processing - Unnecessary movement - Unnecessary transportation – waiting – Laws of lean six sigma – Lean lessons Kaizen Methodology – Lean Business | 4 | 2 | 2 |
| | Six Sigma - Benefits of Six Sigma– Team – Master black belt – Green Belt – Yellow Belt | 6 | 3 | 3 |
| | Six Sigma Team Training – Leadership Training – Black Belt Training - Green Belt Training – Skill needed – Evaluation - Reinforcement | 8 | 4 | 4 |
| | DMAIC Methodology – Define – Problem – Mistakes and the steps – Understanding magnitude – Costs – Problem statement – Project objective – Project launch; Measure – Basic statistics – Process Metrics – Critical to cost, quality and time; Analyze – Value stream analysis – Process complexities - Reducing Non-value adding activities – Sources of variations Improve - Control – Monitoring processes – Operational procedures – Importance of control plans | 8 | 4 | 4 |
| | Total hours | 30 | 15 | 15 |
| Course outcomes | 1. Explain the concepts of Lean six sigma 2. Apply DMAIC tools for process improvement 3. Develop step-by-step procedure for implementing Lean Six Sigma program | | | |
| Reference Books | <ul style="list-style-type: none"> Craig W.Baird 2011, The Six Sigma Manual, Yes Dee Publishing, Chennai | | | |
| Pedagogy and Assessment | Learning: Discussion, study visits to understand DMAIC, desk research Assessment: DMAIC Study report, presentation, quiz | | | |
| Course Design | Dr. S. Jaisankar | | | |

| P17BAECO15 | Value Stream Mapping | 1 credit | | |
|--------------------------------|---|----------------------|----------|-----------|
| Objectives | 1. Knowing how to identify processes and collecting data to apply recognised industry standard analysis techniques using VSM tool 2. Knowing how to construct the Current State Map and Future State map for the processes | | | |
| Pre-req Courses | Course on Business Process Re-engineering | | | |
| Contents | Topics | No.of session | L | P |
| | Introduction – Definition – Benefits – Cycle Time – Value adding and Non-Value adding activity – Takt Time | 2 | 0 | 2 |
| | Charts - Symbols used in mapping processes – Customer demand – use of VSM Software | 2 | 0 | 2 |
| | Process Identification – Data Collection – Develop value stream information system | 3 | 0 | 3 |
| | Develop Current state mapping – Future state mapping | 5 | 0 | 5 |
| | Identifying opportunities and problem areas – assessing the impact of proposed changes in key processes | 3 | 0 | 3 |
| | Total hours | 15 | 0 | 15 |
| Course outcomes | Develop a Value Stream Map to improve a process | | | |
| Reference Books | <ul style="list-style-type: none"> Karen Martin, 2014, Value Stream Mapping, McGraw Hill | | | |
| Pedagogy and Assessment | Learning: Value stream mapping in a company, VSM software Assessment: Report, presentation | | | |
| Course Design | Dr. S. Jaisankar | | | |

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|--------------------------------|--|------------------------|----------|----------|
| P17BAEEO16 | Industry 4.0 | 2 credits | | |
| Objectives | 1. Understand the application, opportunities and challenges of Industry 4.0 2. Familiarise the concepts of IoT and AI in manufacturing / service industry 3. Appreciate the power of Cyber security and Cloud Computing | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No. Of sessions | L | P |
| | Introduction to Industry 4.0 – Application - Opportunities and Challenges, Comparison of Industry 4.0 Factory and Today's Factory-Strategies for competing in an Industry 4.0 world. | 4 | 4 | 0 |
| | Road to Industry 4.0 -Internet of Things (IoT), Industrial Internet of Things (IIoT) & Internet of Services -Smart Manufacturing, Smart Devices and Products, Smart Logistics and Industrial 3D Printing | 6 | 6 | 0 |
| | Artificial intelligence –Applications of AI – Robotics – advantages and disadvantages | 6 | 6 | 0 |
| | Cyber Security - Security risks – Privacy risks Cloud Computing – Types – Architecture – Cloud storage | 6 | 6 | 0 |
| | Application of IOT -Case studies and Field Studies | 8 | 0 | 8 |
| | Total hours | 30 | 22 | 8 |
| Course outcomes | 1. Explain the fundamental concepts in Industry 4.0 2. Apply tools and techniques of Industry 4.0 for effective manufacturing processes | | | |
| Reference Books | 1. Bahga (Arshdeep), 2015, Internet of Things A Hands on Approach, Universities Press, 2. Luger F George, 2008, Artificial Intelligence 6th edition, Addison-Wesley; 3. Nina Godbole, 2011, Cyber Security- Understanding Cyber Crimes, Computer Forensics and Legal Perspectives, Wiley 4. Alasdair Gilchrist, 2017, Industry 4.0: The Industrial Internet of Things, Oxford | | | |
| Pedagogy and Assessment | Pedagogy: Lecture, Class Discussion, Videos, Case study Assessment: Presentation, Tests, Field study | | | |
| Course Design | Dr. R. Vinayagasundaram | | | |

Entrepreneurship Electives

Entrepreneurship Concentration

| S.No | Course Code | Course Title | Credits | Assessment | | Page No. |
|------|-------------|------------------------------------|---------|------------|-----|----------|
| | | | | CAM | EoS | |
| 1 | P17BAEEE01 | Entrepreneurship Management | 4 | 50 | 50 | 129 |
| 2 | P17BAEEE02 | Managing Innovation | 4 | 50 | 50 | 130 |
| 3 | P17BAEPE03 | Design thinking | 4 | 50 | 50 | 131 |
| 4 | P17BAEEE11 | New Venture Tools & Methods | 4 | 50 | 50 | 132 |
| 5 | P17BAEEE05 | Social Entrepreneurship Management | 4 | 50 | 50 | 133 |
| 6 | P17BAEEE06 | Family Business Management | 4 | 50 | 50 | 134 |
| 7 | P17BAEPE07 | Business Launch Pad | 4 | 50 | 50 | 135 |
| 8 | P17BAECE08 | Negotiation Skills | 1 | 50 | - | 136 |
| 9 | P17BAECE09 | Managing Franchising business | 2 | 50 | - | 137 |
| 10 | P17BAECE12 | Entrepreneurial Finance | 2 | 50 | - | 138 |

| P17BAEEE01 | Entrepreneurship Management | 4 credits | | |
|--------------------------------|---|----------------------|-----------|-----------|
| Objectives | 1. Understand concepts and techniques from functional areas of management in the context of entrepreneurial ventures. 2. Identify many contexts in which entrepreneurship manifests, including start-up, family business, corporate, social, and public sector. 3. To impart the fundamentals of launching and growing a venture. | | | |
| Pre-req Courses | None | | | |
| Content | Topics | No.of session | L | P |
| | Introduction: Fundamentals of entrepreneurship, Entrepreneurial mind set, Doing business in India - Support | 4 | 4 | 0 |
| | Idea generation and evaluation, Opportunity recognition and steps in tapping the opportunity. | 14 | 6 | 8 |
| | Launching a venture – Business models, Understanding the market and the team, managing cash, Implementation plan. Business Model, Business Plan, Marketing plan, Operations and production plan, Venture team and organizational plan, financial projections, Risk evaluation. | 19 | 8 | 11 |
| | Managing the growth - Preparing for growth by creating synergy in vision, values and strategies, Stages of growth, Strategies for growth, Accessing resources for growth, Global expansions. Role of incubators, accelerators, mentors and government | 15 | 6 | 9 |
| | Legal aspects – Formation, Taxation, Procedures for setting business in India, Legal Acts governing business in India. Revival, Exit and End Strategies- Key strategies to turn around a company, Liquidation, Exit strategies for entrepreneurs. | 8 | 6 | 2 |
| | Total hrs | 60 | 30 | 30 |
| Course outcomes | 1. Demonstrate entrepreneurial thinking and approach 2. Develop a model business plan 3. Relate the concepts of various functional areas of management in an entrepreneurial context. | | | |
| Reference Books | <ul style="list-style-type: none"> Entrepreneurship – second edition, 2013 - Rajeve Roy, oxford university press Entrepreneurship –Creating and leading an entrepreneurial organisation – Arya Kumar, Pearson publication, 2013 | | | |
| Pedagogy and Assessment | Pedagogy : Case method teaching, Project work – team – Business plan Assessment: Assignments, Field Study Report, Team Presentation, tests and end semester Examination | | | |
| Course Design | Dr. Lakshmi Meera | | | |

| P17BAEEE02 | Managing Innovation | 4 credits | | |
|-------------------|---|-----------|--|--|
| Objectives | 1. Introduce the concepts of innovation networks, idea brokering and open innovation 2. Bring out the strategies most effective for exploiting innovations | | | |

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|--------------------------------|--|-----------------------|-----------|-----------|
| Prerequisite | None | | | |
| Content | Topics | No. of session | L | P |
| | Explore Innovation: Define Innovation, Innovation's Value Proposition for Entrepreneurs, Life Span of an Innovation. Breakthrough, Disruptive, Game changer and incremental innovations. | 12 | 4 | 8 |
| | Executing Innovation: Drucker's Seven Sources of Innovation Opportunity, Innovation in the Value Chain, How to Recognize a Winning Innovation Idea, Technology as source of Innovation, Three Framed Views of the Innovation Process, TRIZ. | 17 | 4 | 13 |
| | Exploiting Innovation: Strategic Alliances and Open Innovation, Blue Ocean Strategy, Get an Innovation to Market, Benchmarking, Lead User Research, Elements of an Innovation Portfolio, Frugal innovation, Innovation for the bottom of the Pyramid | 17 | 4 | 13 |
| | Renewing Innovation: Developing Products and Services to fit the Market, Keys to Developing Winning Business Models, Organizing innovation, Management of Research & Development. | 14 | 3 | 11 |
| | Total hrs | 60 | 15 | 45 |
| Course outcomes | <ul style="list-style-type: none"> • Demonstrate an understanding of the characteristics of innovative organisations. • Apply creativity models to assist the creative front end of innovation. • Integrate and apply their knowledge of innovation management in an innovative organization | | | |
| Reference Books | <ul style="list-style-type: none"> • Bessant, J. R. , Tidd, Joseph (2011); Innovation and entrepreneurship; Third Edition • C. K. Prahalad, M. S. Krishnan (2008) ,The New Age of Innovation: Driving Cocreated Value Through Global Networks, Tata McGrawHill • Vinay Dabholkar & Rishiksha T.Krishnan (2013) , 8 steps to Innovation:, Collins Business | | | |
| Pedagogy and Assessment | Pedagogy : Discussions, cases, Desk research – study of a highly innovative global company Assessment: Research report, Presentations, tests and end semester Exams | | | |
| Course Design | Dr. Lakshmi Meera | | | |

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|-------------------|--|------------------|
| P17BAEPE03 | Design Thinking | 4 credits |
| Objectives | <ol style="list-style-type: none"> 1. Introduce key tenets of design thinking 2. Involve students in research to understand the problem and the users for the designed environment. 3. Build a rigorous and elegant argument for design | |

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|--------------------------------|--|-----------------------|-----------|-----------|
| Prerequisite | None | | | |
| Content | Topics | No.of sessions | L | P |
| | The Need for Creative and Design Thinking, Mental Models of Creativity. Creating better business and the double loop framework | 2 | 2 | 0 |
| | Empathize: Problem, define the challenge and the context | 12 | 5 | 7 |
| | Define: Research, observe, understand the customer, business | 12 | 5 | 7 |
| | Ideate: Learn to ideate, expand ideas, select ideas | 12 | 5 | 7 |
| | Prototype: Bringing ideas to life, sketch and prototype | 12 | 5 | 7 |
| | Test: Share prototype with customer, feedback, improve | 10 | 3 | 7 |
| | Total hrs | 60 | 25 | 35 |
| Course outcomes | <ol style="list-style-type: none"> 1. Understand the concept of design thinking and its framework 2. Demonstrate the skill of problem identification & design Process 3. Design solution for a problem identified based on design thinking framework | | | |
| Reference Books | <ul style="list-style-type: none"> • Patrick Van Der Pijl, Justin Lokitz , Lisa Kay Solomon (2016) Design a Better Business: New Tools, Skills, and Mindset for Strategy and Innovation, Wiley • Tim Brown (2009) , Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, Harper Collins http://www.ideo.com/images/uploads/hcd_toolkit/IDEO_HCD_ToolKit.pdf | | | |
| Pedagogy and Assessment | Pedagogy : Discussions, Design challenge (Double loop model), field observations Assessment: Design Challenge folio, Presentation and Idea Pitch | | | |
| Course Design | Dr. Lakshmi Meera and Sandeep Frank | | | |

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|---------------------|---|------------------|
| P17BAEEE11 | New Venture Tools & Methods | 4 credits |
| Objectives | <ol style="list-style-type: none"> 1. Discuss methods to define, document and validate a business model 2. Enable students get, keep and grow customers 3. Gain insights on how to raise capital | |
| Prerequisite | Business Launchpad | |

| Content | Topics | No.of sessions | L | P |
|-------------------------|--|----------------|-----------|-----------|
| | Tools for Planning – Business model exploration, defining a business plan – markets and customers, market expansion strategies. Business model canvas, value proposition canvas. | 5 | 1 | 4 |
| | Tools for launching – Registration, Banking, Licenses and Agreements, Action documents, Government Schemes and subsidies, finding a cofounder, inventory and vendor policies. | 15 | 7 | 8 |
| | Tools for marketing –Tools to validate the prototype, Digital marketing strategy, customer discovery, customer development & analytics, marketing plan, Branding, Channels decisions | 20 | 10 | 10 |
| | Tools for Finance – Raising startup capital, Financial statements for the future, Cash flow and Ratios, Risk and return, Cost of capital, Tax planning and legal framework for starting a venture. Working capital analytics, Credit collection. | 20 | 12 | 08 |
| | Total hrs | 60 | 30 | 30 |
| Course outcomes | 1. Design a business model using the planning, marketing and the financial tool kit. | | | |
| Reference Books | <ul style="list-style-type: none"> • Alistair Croll, Benjamin Yoskovit (2013) , Lean Analytics: Use Data to Build a Better Startup Faster, OReilly Media • Brant Cooper and Patrick Vlaskovits (2013) , The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Markets, John Wiley & sons • Alexander Osterwalder, Yves Pigneur (2013) , Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers | | | |
| Pedagogy and Assessment | Pedagogy : Discussions, cases, desk research Assessment: Assignment, tests, End semester exam | | | |
| Course Design | Mr. Sandeep Frank | | | |

| P17BAEEE05 | Social Entrepreneurship Management | 4 credits |
|------------------------|---|-----------|
| Objectives | 1. To gain managerial and leadership skills necessary for building organizations and ecosystems that address social problems. 2. To develop and scale high-performing social enterprises - be they nonprofit, for-profit, or hybrid organizations. | |
| Pre-req courses | None | |

| | Topics | No.of sessions | L | P |
|-------------------------|---|--|-----------|-----------|
| Content | Introduction to social entrepreneurship: Theory and practices of social entrepreneurship and innovation within various social issues, Impact metrics for social enterprise. | 7 | 3 | 4 |
| | Conceptual Framework: Non for profits and sustainable social ventures, Methods to identify potential social venture opportunities- Social problem identification and need study. | 7 | 3 | 4 |
| | Assessment and Evaluation: Capacity building - 5C's of social change, methods to assess and evaluate social entrepreneurship, Impact financing | 14 | 3 | 11 |
| | Tools Seven tools or models of social entrepreneurship, Key components of planning, financing, leading, managing, accounting and evaluating a social venture. | 14 | 3 | 11 |
| | Practical Study: Cases on social venture in diverse sectors -health, education, environment, youth, poverty alleviation etc - successes and challenges | 18 | 3 | 15 |
| | Total hrs | 60 | 15 | 45 |
| | Course outcomes | <ol style="list-style-type: none"> 1. Discuss mission and strategy that integrates business models with social change models. 2. Model the performance management systems to measure and generate social returns for society. 3. Build business models that impact the society. | | |
| Reference Books | David Bornstein (2004) , How to Change the World: Social Entrepreneurs and the Power of New Ideas | | | |
| Pedagogy and Assessment | Pedagogy : Discussions, desk research, Social enterprise field studies, business plan for a social enterprise Assessment: Business plan, Team Presentation, tests, end semester exam | | | |
| Course Design | Dr. Lakshmi Meera | | | |

| P17BAEEE06 | Family Business Management | 4 credits | | |
|-----------------|--|----------------|---|---|
| Objectives | <ol style="list-style-type: none"> 1. Introduce family business management, its opportunities and challenges. 2. Develop and strengthen theory and practices in FOB. | | | |
| Pre-req Courses | None | | | |
| Content | Topics | No.of sessions | L | P |

| | | | | |
|--------------------------------|---|-----------|-----------|-----------|
| | Family owned Businesses - Three circle model, - strengths, challenges | 12 | 6 | 6 |
| | Family Business Dynamics: People- Founders, multifamily ownership, non-family employees: systems; family business life cycle. Developing strategic vision: Successful planning, unifying plans, processes and structures | 12 | 6 | 6 |
| | The next generation: Join or not join – importance of outside experience- working in the business – Getting outside help: Non family members, non-executive directors, professional advisors | 12 | 6 | 6 |
| | Balanced board of Directors, Family governance in multigenerational family firms: Complexities in cousin companies, setting up family governance process, structuring family governance. | 12 | 6 | 6 |
| | Managing succession: Resistance to succession planning, selecting the successor, leading the transition, preparing the next generation. Building financial security: selling the business, passing down the business, ownership and control, implementing the estate plan | 12 | 6 | 6 |
| | Total hrs | 60 | 30 | 30 |
| Course outcomes | <ol style="list-style-type: none"> Understand the concepts of family business. Analyze business, personal and family issues found in family owned and managed companies. | | | |
| Reference Books | <ul style="list-style-type: none"> Peter leach (2007), The Family Business Essentials J. Ernesto Poza (2015) , Family Business, Cengage Learning | | | |
| Pedagogy and Assessment | Pedagogy : Cases, Interactions with family owned businesses, study of FoB of batchmates Assessment: FoB Consulting report, test, end semester Exams | | | |
| Course Design | Sandeep Frank | | | |

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|---------------------|---|------------------|---|---|
| P17BAEPE07 | Business Launch Pad | 4 credits | | |
| Objectives | To enable the students to design a integrated business plan | | | |
| Prerequisite | Design Thinking | | | |
| Content | Topics | No.of sessions | L | P |
| | Business Model Generation – 9 building blocks – Business model canvas – | 6 | 6 | 0 |

| | | | | |
|--------------------------------|--|-----------|-----------|-----------|
| | hypotheses – minimum feature set – constituents of successful business model | | | |
| | Value proposition and Customer segments: identified product/ service, its need, competition, market type, assumptions, customers and means of reaching them, | 18 | 6 | 12 |
| | Market test and experimentation: Creating end user demand, Evangelism vs existing need, marketing channel – direct, indirect, OEM, BtoB vs B to C, | 18 | 6 | 12 |
| | Minimum Viable Business – Revenue Model, revenue streams, partners – strategic alliances, joint ventures buyers, suppliers – Resources and cost structure, Pitch Clinic | 18 | 6 | 12 |
| | Total hrs | 60 | 24 | 36 |
| Course outcomes | 1. Gain understanding of an integrated approach to Business Plan 2. Build a business plan for a new venture | | | |
| Reference Books | <ul style="list-style-type: none"> • https://steveblank.com/2010/12/07/the-lean-launchpad-%E2%80%93-teaching-entrepreneurship-as-a-management-science/ • Eric Ries (2011) , The Lean Startup, Penguin • Steve Black and Bob Dorf (2012) , The Startup owner’s manual, K&S Ranch • Saras D. Sarasvathy (2009) , Effectuation: Elements of Entrepreneurial Expertise (New Horizons in Entrepreneurship Series) ,Edward Elgar | | | |
| Pedagogy and Assessment | Pedagogy : Discussion and business plan preparation Assessment: Business Plan presentation and pitch | | | |
| Course Design | Dr. Lakshmi Meera and Sandeep Frank | | | |

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|---------------------|---|-----------------|---|---|
| P17BAECE08 | Negotiation Skills | 1 credit | | |
| Objectives | 1. Introduce the concepts of negotiation. 2. Relate people’s backgrounds, expectations, perspectives, values, and ethical standards in negotiations. | | | |
| Prerequisite | None | | | |
| Content | Topics | No.of sessions | L | P |
| | Introduction to Negotiation - Definition and types of negotiations – key concepts: BATNA, Reservation Price, ZOPA, Value creation through trades- negotiation Process | 4 | 2 | 2 |
| | Preparation: the steps to prepare for a deal – good outcome, BATNA, | 5 | 2 | 3 |

| | | | | |
|--------------------------------|--|-----------|----------|----------|
| | learn about other side, prepare for flexibility. Table Tactics: Win-lose tactics, tactics for integrative negotiation | | | |
| | Barriers to agreements: lack of trust, informational vacuum, structural impediments, cultural, language & gender differences; Mental errors: escalation, partisan perception, irrational expectation, unchecked emotions | 6 | 3 | 3 |
| | Total hours | 15 | 7 | 8 |
| Course outcomes | <ol style="list-style-type: none"> 1. Outline the basic principles of Negotiation process 2. Analyse, prepare for, and execute negotiations. | | | |
| Reference Books | <ol style="list-style-type: none"> 1. Harvard Business Essentials: Guide to Negotiation Paperback – 28 Apr 2010 by Harvard Business Essentials 2. Thompson Leigh (2013) , The Truth About Negotiations (2nd Edition) ,Pearson 3. Singh B.D (2010) , Negotiation & Counseling: Text and Cases, Excel Books | | | |
| Pedagogy and Assessment | Pedagogy : Discussions, cases, role plays , workshop Assessment: Situation/ case based exercises | | | |
| Course Design | Sandeep Frank | | | |

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|---------------------|---|------------------|---|---|
| P17BAECE09 | Managing Franchising Businesses | 2 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. To provide an overview of franchising as a concept, 2. To develop a franchise system from the perspective of a franchisor who wants to pursue growth through the franchising route. 3. To understand the financial aspects of managing a franchise from a perspective of a franchisee. | | | |
| Prerequisite | NIL | | | |
| Content | Topics | No.of sessions | L | P |
| | Choosing the Franchise: Franchising myths and reality, why be a franchise- finding the right franchise, costs of being a franchise, Demand | 10 | 5 | 5 |

| | | | | |
|--------------------------------|---|----|----|----|
| | for franchise product/ service, Deciding the location | | | |
| | Acquiring a Franchise: Understanding franchise documents, negotiating the franchise document, negotiating a lease, selecting best entity, funding for franchising, franchise business plan, income and cash flow projections | 12 | 6 | 6 |
| | Managing the Franchise: Finding right employees, customers, handling taxes, banks, insurance, profitable relationship with franchise | 8 | 4 | 4 |
| | Total hrs | 30 | 15 | 15 |
| Learning Outcomes | 1. Explain the franchising principle 2. Analyse and Evaluate franchise opportunities | | | |
| Reference Books | <ul style="list-style-type: none"> Franchising 101: The Complete Guide to Evaluating, Buying and Growing Your Franchise Business Paperback – April 1, 1998 by The Association of Small Business Development Centers (Author), Ann Dugan (Editor) Franchising, Dec 14, 2007, by Richard J. Judd and Robert T. Justis | | | |
| Pedagogy and Assessment | Pedagogy: Discussions, desk research, visits to franchise Assessment: Situation analysis, presentation of new franchise plan/ existing franchise model | | | |
| Course Design | Sandeep Frank | | | |

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|---------------------|---|------------------|---|---|
| P17BAECE12 | Entrepreneurial Finance | 2 credits | | |
| Objectives | To help students make better investment and financing decisions in entrepreneurial settings. | | | |
| Prerequisite | None | | | |
| Content | Topics | No. of sessions | L | P |
| | Business Evaluation and Valuation: Tools to value early stage business opportunity. | 12 | 6 | 6 |
| | Financing: Finance options for entrepreneurs. Understanding the process, agencies and support system. Comparison of various sources and options for financing. Venture Capital Funds: Fund raising process. Corporate venture | 12 | 6 | 6 |

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|--------------------------------|---|-----------|-----------|-----------|
| | capital and private equity funds in emerging market economies | | | |
| | Operational Finance: OPEX, EBITA, Understanding financial results, Ratios – Credit/Debit, Working capital analysis, ROI | 6 | 3 | 3 |
| | Total hrs | 30 | 15 | 15 |
| Course outcomes | Understand the Financing landscape as a founder, early employee, advisor or investor. (1.3,2.3) | | | |
| Reference Books | <ol style="list-style-type: none"> 1. https://ocw.mit.edu/courses/sloan-school-of-management/15-431-entrepreneurial-finance-spring-2011/index.htm 2. Levin, Jack S. <i>Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions</i>. Aspen Publishers, 2009. 3. Metrick, Andrew, and Ayako Yasuda. <i>Venture Capital and the Finance of Innovation</i>. Wiley, 2010. | | | |
| Pedagogy and Assessment | Pedagogy : Discussion, Evaluation of their own businesses and preparing the pitch Assessment: Funding Pitch to a potential funding agency | | | |
| Course Design | Mr. Sandeep Frank | | | |

Analytics & Systems Electives

Analytics & Systems Courses

| S.No | Course Code | Course Title | Credits | Assessment | | Page No. |
|------|-------------|--------------------------------------|---------|------------|-----|----------|
| | | | | CAM | EoS | |
| 1 | P17BAEEA01 | Introduction to Business Analytics | 4 | 50 | 50 | 141 |
| 2 | P17BAEEA02 | Database Management System | 4 | 50 | 50 | 142 |
| 3 | P17BAEEA03 | Business Intelligence | 4 | 50 | 50 | 143 |
| 4 | P17BAEEA04 | Enterprise Resource Planning | 4 | 50 | 50 | 144 |
| 5 | P17BAEEA05 | Big Data Platforms | 4 | 50 | 50 | 145 |
| 6 | P17BAEEA12 | Programing for Business Analytics | 4 | 50 | 50 | 146 |
| 7 | P17BAEEA07 | Advanced Statistics and Data Mining* | 4 | 50 | 50 | 147 |
| 8 | P17BAEEA08 | Predictive Analytics | 4 | 50 | 50 | 148 |
| 9 | P17BAEEA09 | Machine Learning | 4 | 50 | 50 | 149 |

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|----|------------|---|---|----|----|-----|
| 10 | P17BAEEA10 | Digital Analytics | 4 | 50 | 50 | 150 |
| 11 | P17BAEEA11 | Web and Social Media Analytics | 4 | 50 | 50 | 151 |
| 12 | P17BAECA12 | Advance Excel | 1 | 50 | - | 152 |
| 13 | P17BAEEA13 | Digital Transformation | 1 | 50 | - | 153 |
| 14 | P17BAEEA14 | Programming language for Business Analytics | 1 | 50 | - | 154 |
| 15 | P17BAEEA15 | Text Mining | 4 | 50 | 50 | 155 |
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|------------------------|---|---|-----------------------|----------|----------|
| P17BAEEA01 | Introduction to Business Analytics | 4 credits | | | |
| Objectives | <ol style="list-style-type: none"> 1. Provide fundamental understanding of various BA concepts and components. 2. Introduce basic technologies in BA. 3. Discuss various challenges faced by organisation. | | | | |
| Pre-req Courses | None | | | | |
| Contents | Topics | <table border="1"> <tr> <td>No.of Sessions</td> <td>L</td> <td>P</td> </tr> </table> | No.of Sessions | L | P |
| No.of Sessions | L | P | | | |

| | | | | |
|--------------------------------|---|-----------|-----------|-----------|
| | Overview of Business Analytics - Introduction to Analytics, The Paradigm Shift- From Data to Insight, From Business Intelligence to Business Analytics, Levels of "Intelligence", Opportunities and avenues in Business Analytics | 6 | 2 | 4 |
| | The Business Analytics Cycle - Objective, Data, Analytic Tools and Methods, Implementation, Guiding Questions, Requirements for Integrating Business Analytics, Common Questions, Digital Transformation - Evolution of ERP, Big Data & Data Science | 17 | 8 | 9 |
| | Data Mining and Data Analytics - Predictive Analytics, Forecasting, Optimization, Simulation, Network Analytics Text Analytics | 12 | 5 | 7 |
| | Visualization/ Data Issues - Organization/sources of data, Importance of data quality, Dealing with missing or incomplete data & Data Classification | 15 | 10 | 5 |
| | Social Analytics - Customer Satisfaction, Mining Online Buzz Operational Analytics -Inventory Management, Marketing Optimization, Predictive Maintenance, Human Resources and Workforce Management | 10 | 6 | 4 |
| | Total hours | 60 | 31 | 29 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the role of BA in an organisation. 2. Analyze the need to implement the business analytics process in organization. 3. Develop a simple BA strategy for a business domains. | | | |
| Reference Books | <ul style="list-style-type: none"> • Hardoon R., David and Shmulei G., 2013, Getting Started with Business Analytics: Insightful Decision-Making, Boca Raton Florida, Chapman and Hall/CRC | | | |
| Pedagogy and Assessment | Learning Format :Lecture, Scenario Analysis Assessment Format : Quiz, ScenarioPresentation, MOOC Course Completion, tests, end semester Exam | | | |
| Course Design | Anshul Saxena | | | |

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|------------------------|--|-----------------------|----------|----------|
| P17BAEEA02 | Database Management System | 4 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. To familiarise the students with major DBMS concepts 2. To emphasise effective ways of building a model of the real world and optimising it through normalisation algorithms | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of Sessions | L | P |

| | | | | |
|--------------------------------|---|-----------|-----------|-----------|
| | Introduction to Databases and Transactions: What is database system, purpose of database system, view of data, relational databases, database architecture, transaction management | 8 | 3 | 5 |
| | Data Models: The importance of data models, Basic building blocks, Business rules, The evolution of data models, Degrees of data abstraction. | 4 | 2 | 2 |
| | Database Design: ER-Diagram and Unified Modelling Language Database design and ER Model: overview, ER-Model, Constraints, ER-Diagrams, ERD Issues, weak entity sets, Cod's rules, Relational Schemas, Introduction to UML, Relational database model: Logical view of data, keys, integrity rules., Relational Database design: features of good relational database design, atomic, Domain and Normalization (1NF, 2NF, 3NF, BCNF) . | 18 | 3 | 15 |
| | Constraints, Views and SQL: What is constraints, types of constrains, Integrity constraints, Views: Introduction to views, data independence, security, updates on views, comparison between tables and views, SQL: data definition, aggregate function, Null Values, nested sub queries, Joined relations. Triggers | 15 | 4 | 11 |
| | Transaction management and Concurrency control: Transaction management: ACID properties, serializability and concurrency control, Lock based concurrency control (2PL, Deadlocks) , Time stamping methods, optimistic methods, database recovery management. | 15 | 5 | 10 |
| | Total hours | 60 | 17 | 43 |
| Course outcomes | <ol style="list-style-type: none"> 1. Students can apply knowledge of computing and mathematics appropriate to the discipline. 2. Students can analyse a problem, and identify and define the computing requirements appropriate to its solution. 3. Design the database system for the smaller organization using MS-SQL. | | | |
| Reference Books | <ul style="list-style-type: none"> • A Silberschatz, H Korth, S Sudarshan, "Database System and Concepts", fifth Edition McGraw-Hill, • Rob, Coronel, "Database Systems", Seventh Edition, Cengage Learning | | | |
| Pedagogy and Assessment | <ul style="list-style-type: none"> • Learning Format : Project Based Learning • Assessment: Project Report, Online Exercises, tests, end semester exam (on-line) • Tool - MySQL | | | |
| Course Design | Anshul Saxena | | | |

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|------------------------|---|-----------------------|----------|----------|
| P17BAEEA03 | Business Intelligence | 4 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Design, develop, and deploy BI plan 2. Relate BI to data warehousing, ERP, CRM, and e-commerce 3. Analysis of emerging trends and developing BI tools to see what else may be useful | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of Sessions | L | P |

| | | | | |
|--------------------------------|--|-----------|-----------|-----------|
| | <p>Introduction to BI: Components and architecture, previewing the future of BI. BI Systems: Functional Area of BI Tools, Query Tools and Reporting, Source systems, Business Data, OLTP data model (E-R Model), Data Warehouse, Data Mart, Typical Data Warehouse architecture, OLAP data model (Dimensional).</p> | 6 | 6 | 0 |
| | <p>Project Planning: Collecting User Requirements, Requirements-Gathering Techniques; Prioritizing & Validating BI Requirements, Changing Requirements. Resource Planning: Project Resources; Project Tasks, Risk Management and Mitigation, Cost-justifying BI solutions and measuring success</p> | 7 | 7 | 0 |
| | <p>Data Management: Reports & ad hoc queries; Analyse OLAP data. Data Visualization: Data Grouping & Sorting, Filtering Reports, Adding Calculations to Reports, Conditional formatting, Adding Summary Lines to Reports. Charting Techniques: List, crosstabs, Statistics, Chart, map,</p> | 17 | 2 | 15 |
| | <p>Design principles for charts and graphs: Common tools for creating data visualizations (Excel, PowerPoint, and Google Visualization API) ,The process creating visualizations and selecting the appropriate visual display, Designing effective digital presentations, Telling stories with data Drilling the data: Drill-up, drill-down, drill-through capabilities,</p> | 15 | 3 | 12 |
| | <p>Visualization as exploration: Categorical data, time series data, multiple variables, geospatial data, Dashboard design, Web-based visualizations, Interactive visualizations and motion Creating Dash Boards: Dashboards & Scorecards development, Metadata Models</p> | 15 | 6 | 9 |
| | Total hours | 60 | 24 | 36 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the role of BI in an organisation 2. Analyze the need of implementing BI strategy in organization. 3. Develop a simple BI strategy for a small business. | | | |
| Reference Books | <ul style="list-style-type: none"> • Scheps S, 2007, Business Intelligence for Dummies, Indianapolis, Wiley Publications • Yau N., 2011, Visualize This: The Flowing Data Guide to Design, Visualization and Statistics, Indianapolis, Wiley Publications. | | | |
| Pedagogy and Assessment | <ul style="list-style-type: none"> • Learning Format : Project Based Learning • Assessment: Project Report, Online Exercises, exam (on-line) • Tool –Tableau, Qlikview | | | |
| Course Design | Anshul Saxena | | | |

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|-------------------|---|------------------|
| P17BAEEA04 | Enterprise Resource Planning | 4 credits |
| Objectives | <ol style="list-style-type: none"> 1. Introduce basics of ERP in an organization 2. Take through different phases of ERP implementation 3. Introduce various functional modules in ERP 4. Discuss different ERP packages and current trends | |

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| Pre-req Courses | None | | | |
| Contents | Topics | No. of Sessions | L | P |
| | Introduction to ERP : Concepts-Risks-benefits-technology | 4 | 4 | 0 |
| | ERP Implementation: lifecycle-package selection-pre-implementation-ERP project team-vendors and consultant-change management-training- data migration –operations and maintenance- measuring the performance | 5 | 5 | 0 |
| | Business modules: Overview of functional modules Finance manufacturing, human resource, plant maintenance, materials management, quality management, marketing, sales distribution and service | 12 | 10 | 2 |
| | ERP Market: Introducing various Packages SAP AG, Oracle, People soft, JD Edwards, QAD Inc.,SSA Global, MS dynamics | 24 | 2 | 22 |
| | ERP present and future : Enterprise application integration, ERP and E-Business, ERP internet and WWW, ERP and total quality management, trends | 25 | 11 | 4 |
| | Total hours | 60 | 32 | 28 |
| Course outcomes | <ol style="list-style-type: none"> 1. Outline various phases of ERP implementation. 2. Interpret the functions of each module and its integration with other modules. 3. Compare various ERP packages in market. | | | |
| Reference Books | <ul style="list-style-type: none"> • Leon A, 2007, ERP Demystified, Kolkata, Tata McGraw-Hill Education. | | | |
| Pedagogy and Assessment | Learning Format :Lecture, Scenario Analysis Assessment Format: Quiz, Scenario Analysis Presentation, MOOC Course Completion, tests, end semester Exam | | | |
| Course Design | Anshul Saxena | | | |

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|------------|---------------------------|------------------|
| P17BAEEA05 | Big Data Platforms | 4 credits |
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|--------------------------------|--|-----------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> 1. Introduce foundation of big data 2. Discuss technology behind big data analytics 3. Describe text analytics 4. Explain big data management environment | | | |
| Pre-req Courses | DBMS | | | |
| Contents | Topics | No.of Sessions | L | P |
| | Big Data Concepts: What Is Big Data, Volume, Velocity, and Variety- Why Its Important, Risks Of Big Data, Need Of Big Data, Structure Of Big Data- Exploring Big Data, Filtering Big Data, The Need For Standards- Big Data and Analytics, Adoption Architecture, Benefits & Barriers, Trends for Big Data Analytics. | 14 | 14 | 0 |
| | Technology foundations for big data -Big data technology components Virtualisation, Cloud and big data Big data management – Operational databases, MapReduce fundamentals, The Hadoop foundation and Ecosystem | 16 | 16 | 0 |
| | Approaches to Big Data reporting and analysis: Big Data Access Technologies for Reporting and Analysis, Business Intelligence and Hadoop Architecture | 6 | 6 | 0 |
| | Hadoop Fundamentals: Direct Batch Reporting on Hadoop, Live Exploration of Big Data and Indirect Batch Analysis on Hadoop | 15 | 3 | 12 |
| | Analytics for Big Data at Rest & in Motion: Data Stream overview- Streams Processing Language Basics -Streams Processing Language Development | 9 | 3 | 6 |
| | Total hours | 60 | 42 | 18 |
| Course outcomes | <ol style="list-style-type: none"> 1. Understand the concept and challenge of big data and why existing technology is inadequate to analyse the big data; 2. Analyse the impact of big data for business decisions and strategy 3. Develop the Big data plan that can be implemented in organisation to do the social media analysis for the specific domain. | | | |
| Reference Books | <ul style="list-style-type: none"> • Hurwitz J, Nugent A, Halper F & Kaufman M, 2013, Big Data For Dummies, Baltimore, John Wiley & Sons. | | | |
| Pedagogy and Assessment | Learning Format : Lecture, Discussions, Case Studies Assessment Format: Quiz, Case Presentation, MOOC Course Completion, tests, end semester Exam | | | |
| Course Design | Anshul Saxena | | | |

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| P17BAEEA12 | Programing for Business Analytics | 4 credits |
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| Objectives | <ol style="list-style-type: none"> Learn tools - layout and basic commands of R Learn tools - Practice writing basic R scripts | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of Sessions | L | P |
| | Introduction to R - Understanding the tool user interface, Getting help on tool, Installing Packages | 8 | 0 | 8 |
| | Understanding Data Structures - Data Types, Importing Data (CSV, Excel, Fixed Width Formats) ,Data Manipulation, Combining Data Sets, Sub-setting Data, Data Sorting, Data Aggregations, Relabeling the Columns | 11 | 0 | 11 |
| | Exporting Data - Exploratory Data Analysis, Programming Structures,, Charts and Graph | 10 | 0 | 10 |
| | Introduction to Data -Univariate Descriptive Statistics : Graphs and distribution shapes, Measures of center and spread, The Normal distribution, Z-scores, Bivariate Distributions : The scatterplot, Correlation, Bivariate Distributions (Categorical Data) : Contingency tables, Conditional probability, Examining independence – Overview | 15 | 0 | 15 |
| | What makes a hypothesis test? : Errors in testing, Alpha and critical values Single sample test, Independent t-test and Dependent t-test, Hypothesis Testing (Categorical Data) :The chi-square test Goodness-of-Fit, Test-of-Independence, Hypothesis Testing (More Than Two Group Means) :The ANOVA, One-way ANOVA Two-way ANOVA, Hypothesis Testing (Quantitative data) :Correlation, Simple (single variable) regression, Multiple regression - - Overview | 16 | 0 | 16 |
| | Total hours | 60 | | 60 |
| Course outcomes | <ol style="list-style-type: none"> Understand the algorithm used in R programming. Utilize R to apply appropriate techniques to solve business problems. Design and carryout a Business analytics project on the provided live data set. | | | |
| Reference Books | <ul style="list-style-type: none"> R for Beginners - Emmanuel Paradis (https://cran.r-project.org/doc/contrib/Paradis-rdebuts_en.pdf) Rtips. Revival 2014! Paul E. Johnson March 24, 2014 (http://pj.freefaculty.org/R/Rtips.pdf) | | | |
| Pedagogy and Assessment | Pedagogy: Active Learning & Project Based Learning Assessment: Project Report and Viva Voce <ul style="list-style-type: none"> Tool - R | | | |
| Course Design | Anshul Saxena | | | |

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| P17BAEEA07 | Advanced Statistics& Data Mining | 4 credits |
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|--------------------------------|--|------------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> To learn application of analytics in industry. To start off with some basic data mining techniques and then move on to a higher plane to learn and build predictive models using techniques as Decision Tree and Logistic Regression. | | | |
| Pre-requisite Courses | Data Analysis | | | |
| Contents | Topics | No. of Sessions | L | P |
| | Introduction: What is Data Mining? Concepts of Data Mining, Data Mining Process – CRISP DM, Supervised & Unsupervised Learning Techniques, Training & Testing, Modelling Window Concepts, Target Variable, Applications of Data Mining, Challenges | 7 | 7 | 0 |
| | Data Understanding: Types of Variables, Distributions and Summary Statistics, Visualization, Data Integrity Check, Variable Standardization and Normalization, Extent of Missing Data, Segmentation, Outlier detection, Automated Data Preparation, Combining data files, Sampling. | 15 | 0 | 15 |
| | Introductory Data Mining Techniques: Linear Regression K Nearest Neighbour Technique Euclidean Distance Measure; Market Basket Analysis: Support, Lift, Confidence | 18 | 3 | 15 |
| | Decision Tree: Classification Tree Techniques (CHAID, CART, C4.5) , Splitting Criteria (Chi-SQ, Entropy, Gini Gain) , Merging Criteria, Cultivating Decision Trees, Pruning a Decision Tree, Cross-Validation | 10 | 1 | 9 |
| | Logistic Regression: Log Odds, Hypothesis Testing, Selecting Regression Inputs, Transforming Inputs: Continuous and Categorical Inputs, Model Performance: Rank Ordering, KS, Concordance, Model Validation | 10 | 2 | 8 |
| | Total hours | 60 | 13 | 47 |
| Course outcomes | <ol style="list-style-type: none"> Explain the concepts behind data mining. Utilize appropriate tool to apply appropriate techniques to solve business problems. Construct a project plan to solve domain related business problem in a organization | | | |
| Reference Books | <ul style="list-style-type: none"> Larose T & Larose C, 2015, Data mining & predictive analytics, Utah, John Wiley & Sons | | | |
| Pedagogy and Assessment | <ul style="list-style-type: none"> Learning Format : Data Analysis, Mini Project Assessment: Research Paper (Based on mini Project), tests, end semester exam (computer based) Tool – R, Excel, SAS | | | |
| Course Design | Anshul Saxena | | | |

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|--------------------------------|---|-----------------------|-----------|-----------|
| P17BAEEA08 | Predictive Analytics | 4 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Identify the problem and assess whether it should be addressed with predictive modelling. 2. Understand and appreciate differences and similarities between traditional analysis techniques. | | | |
| Pre-req Courses | Data Mining, R for Business Analytics | | | |
| Contents | Topics | No.of Sessions | L | P |
| | Nature of Forecasting: Decisions and the Loss Function for Errors, Forecasting Horizon, Limits of Forecasting, Futurology | 7 | 7 | 0 |
| | Trends: Seasonality, Business Cycles, Leading Indicators, Lagged Relationships, Stochastic Processes, Smoothing Time Series | 10 | 8 | 2 |
| | Forecasting Methods: ARMA, ARIMA,VAR,ARCH,GARCH,EGARCH | 17 | 2 | 15 |
| | Naive Bayes Technique: Basic Probability Concept, Bayes Theorem, | 13 | 5 | 8 |
| | Regression Method: Polynomial Regression, Stepwise Regression, Lasso Regression, Elastic Net Regression, | 13 | 6 | 7 |
| | Total hours | 60 | 28 | 32 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the concepts behind Predictive Analytics. 2. Utilize appropriate tool to apply appropriate techniques to solve business problems 3. Construct a project plan to solve domain related business problem in a organization. | | | |
| Reference Books | <ul style="list-style-type: none"> • Ratner Bruce C,2015, Predictive analytics, Utah, John Wiley & Sons | | | |
| Pedagogy and Assessment | <ul style="list-style-type: none"> • Learning Format : Research Work, Fact Analysis • Assessment: Research Report ,tests, end semester Exam (Online) • Tool - R | | | |
| Course Design | Anshul Saxena | | | |

| P17BAEEA09 | Machine Learning | 4 credits | | |
|--------------------------------|---|-----------------------|-----------|-----------|
| Objectives | 1. To learn and understand Dimension Reduction techniques 2. To build predictive models using advanced Machine Learning Techniques like Neural Networks, Random Forest, Support Vector Machine, Survival Analysis (Cox Regression) . | | | |
| Pre-req Courses | Data Mining, R for Business Analytics | | | |
| Contents | Topics | No.of Sessions | L | P |
| | Factor, Cluster & Discriminant Analysis: Factor Analysis : What is Factor?, Latent Variables, Principal Components, Common Factor, Scree Plot | 12 | 3 | 9 |
| | Clustering: Clustering overview, Hierarchical Clustering, Non-Hierarchical Clustering (K Means) , Variable Standardization / Normalization, Distance Measure; Discriminant Analysis : Linear Discriminant Analysis | 12 | 4 | 8 |
| | Advanced Machine Learning Techniques: Neural Networks: What is Artificial Neural Network, Perceptron, Hidden Layers, Single / Multi-Layer Neural Network, Activation Function, Backward Propagation | 12 | 2 | 10 |
| | Random Forest: Ensemble Modelling, Bagging, Random Forest Algorithm, Out of Bag Error, Tuning Random Forest Tree; Support Vector Machine: Hyper plane, Support Vectors, Kernel, SVM for more than 2 classes | 12 | 1 | 11 |
| | Survival Analysis (Cox Regression) : Survival Rate, Censoring, Time to Event, Hazard Rate, Kaplan Meier Estimate, Hazard Ratio, Cox Proportional Hazard Regression | 12 | 0 | 12 |
| | Total hours | 60 | 10 | 50 |
| Course outcomes | 1. Explain the concepts behind Machine Learning. 2. Utilize appropriate tool to apply appropriate techniques to solve business problems 3. Construct a project plan to solve domain related business problem in a organization. | | | |
| Reference Books | <ul style="list-style-type: none"> Larose C,2015,Data mining & predictive analytics, Utah, John Wiley & Sons | | | |
| Pedagogy and Assessment | <ul style="list-style-type: none"> Learning Format : Algorithm Mapping, Data Mining Assessment: Research Report, Exam (Online) Tool – R | | | |
| Course Design | Anshul Saxena | | | |

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|--------------------------------|--|------------------------|-----------|-----------|
| P17BAEEA10 | Digital Analytics | 4 credits | | |
| Objectives | <ol style="list-style-type: none"> 1. Introduction to Digital metrics and Performance measures 2. Aims at providing analyst level knowledge of Google Analytics | | | |
| Pre-req Courses | DBMS | | | |
| Contents | Topics | No. of Sessions | L | P |
| | Introducing Digital Analytics -Digital analytics, Set up views with filters, Navigating Google Analytics, overview reports, full reports, Share reports | 10 | 10 | 0 |
| | Basic Reporting -Audience reports, Acquisition reports, Behaviour reports, Basic Campaign and Conversion Tracking, Measuring Custom Campaigns, Tracking campaigns with the URL Builder, Using Goals to measure business objectives, Measuring Ad Words campaigns. | 11 | 5 | 6 |
| | Data Collection and Processing -Google Analytics data collection, Categorizing into users and sessions, Applying configuration settings, Storing data and generating reports, Creating a measurement plan | 12 | 2 | 10 |
| | Setting Up Data Collection and Configuration -Set up advanced filters on views, Creating Custom Dimensions, Creating Custom Metrics, Understand user behaviour with Event Tracking | 15 | 15 | 0 |
| | Advanced Analysis Tools and Techniques -Segment data for insight, Analyse data by channel, Analyse data by audience, Analyse data with Custom Reports, Introduction to remarketing, Better targeting with Dynamic Remarketing | 12 | 3 | 9 |
| | Total hours | 60 | 35 | 25 |
| Course outcomes | <ol style="list-style-type: none"> 1. Outline basic social media analytics concepts. 2. Ability to analyse and apply the tools for successful digital analysis. 3. Design & implement plan to analyse a website through simple digital analytics and infer performance. | | | |
| Reference Books | <ul style="list-style-type: none"> • Web analytics a hour a day, Avinash Koushik, sybex, edition 2007 | | | |
| Pedagogy and Assessment | <ul style="list-style-type: none"> • Learning Format : Website Performance Analysis, Digital Reporting • Assessment: Performance Analysis Report, tests, end semester exam | | | |
| Course Design | Anshul Saxena | | | |

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|-------------------|---------------------------------------|------------------|
| P17BAEEA11 | Web and Social Media Analytics | 4 credits |
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|--------------------------------|---|-----------------------|-----------|-----------|
| Objectives | <ol style="list-style-type: none"> Recall and discuss common methods of conducting exploratory and predictive analysis of text information; Use search engines and common open-source software to perform common methods of exploratory and predictive analysis | | | |
| Pre-req Courses | DBMS | | | |
| Contents | Topics | No.of Sessions | L | P |
| | Search Engine Marketing: Overview of SEO Methods-Internal Architecture- Adding Key words-Title Tag-Key word Tag-How to select SEO companies-Pay Per Click- Paid Placement vs Unpaid links –Using PPC for three types of search –Benefits of PPC in the purchase phase-Key words-Negative Key words. | 6 | 6 | 0 |
| | Ad Groups- best position for ads-Creating Ad groups- Google Ads- Placement Targeting-Strategy for landing pages for high conversion – geo targeting- Conversion tracking- Errors in conversion tracking-Automated Bid Management-Google Biding tools (ABM tools) | 12 | 2 | 10 |
| | SEO Tools: Keyword Density Analyzer Tools, Google Tools, Yahoo / Bing Tools, Rich Snippet Text Tools, Comparison Tools, Link Popularity Tools, Search Engines Tools, Site Tools, Miscellaneous Tools. SEO Reporting: Google analysis, Tracking and Reporting, Reports Submission, Securing Ranks | 15 | 0 | 15 |
| | Social Media Optimization- Managing the cyber social Campaign – Joining the Conversation – Lurking and Listening – Engagement with Audience – Staying Engaged – Engagement on the Social Web – Social Objects – Social graph – Social Applications – leveraging Search Engine Optimization (SEO) for Social Media – Optimizing Social Media for Search Engines. | 17 | 8 | 9 |
| | Sentiment Analysis- Cleaning Data Sets, Duplicate Detection, Tagging Text, Indexing and Search, Evaluating Algorithms | 10 | 3 | 7 |
| | Total hours | 60 | 19 | 41 |
| Course outcomes | <ol style="list-style-type: none"> Outline basic web analytics concepts Ability to analyse and apply the tools for successful web analysis Design & implement plan to analyse a website through simple web analytics and infer performance. | | | |
| Reference Books | <ul style="list-style-type: none"> Data Driven Decision Making in Digital World, Kamki Jumkin, Notion Press, 1st Edition 2017 | | | |
| Pedagogy and Assessment | Pedagogy : Web and digital analysis, Web research Assessment: Research Study, tests, end semester Exam | | | |
| Course Design | Anshul Saxena | | | |

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|--------------------------------|---|-----------------------|----------|-----------|
| P17BAECA12 | Advance Excel | 1 credit | | |
| Objectives | <ol style="list-style-type: none"> 1. Providing fundamental understanding of various excel functions. 2. Introduction of usage of excel as an analysis tool | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No.of Sessions | L | P |
| | Formatting Techniques: Conditional Formatting, Naming Ranges and Cells & Auto-Filter and Advanced Data Filtering | 2 | 0 | 2 |
| | Pivot Table: Naming Ranges and Cells, Auto-Filter and Advanced Data Filtering, Introduction to Pivot Tables, Advanced Pivot Tables, Creating and Designing Charts | 3 | 0 | 3 |
| | Lookup & Reference Functions - VLOOKUP, MATCH, Advance VLOOKUP Examples, Advance INDEX & MATCH Lookup Examples, Date & Time Functions (e.g. TODAY, MONTH) | 4 | 0 | 4 |
| | Functions: Text Functions (e.g. LEN, CONCATENATE) ,Logical Functions (e.g. IF, AND) Information Functions (e.g. CELL, ISNUMBER) | 4 | 0 | 4 |
| | Introduction to Tables: What-If Analysis, Grouping and Ungrouping Rows / Columns | 2 | 0 | 2 |
| | Total hours | 15 | 0 | 15 |
| Course outcomes | <ol style="list-style-type: none"> 1. Explain the importance of excel as a tool 2. Develop the skill related to the advance excel 3. Design and carryout a data analytics project on the provided live data set. | | | |
| Reference Books | <ul style="list-style-type: none"> • Ahsan Sheikh,2016,MS Excel Tool Of MS Office Advance Spread Sheet, Amazon Asia-Pacific Holdings Private Limited | | | |
| Pedagogy and Assessment | Learning Format : Data exploration and Visualization Assessment: Report, Presentation Tool – Excel | | | |
| Course Design | Anshul Saxena | | | |

| P17BAEEA13 | Digital Transformation | 1 credit | | |
|--------------------------------|--|------------------------|-----------|----------|
| Objectives | <ol style="list-style-type: none"> Explore the applications of block chain beyond crypto currency and how the evolution of smart contracts expanded its possibilities to include any industry or business function. Explore how industries struggle to keep pace with the rapidly changing landscape of cyber-attack methods as well as how to develop impervious security strategies. Explore how the unprecedented expansion of IoT devices enable innovation in areas such as business, manufacturing, and health care. Learn about the inoperability issues that paved the way for cloud solutions, cloud computing structure, and implementation. Learn the impact of AI implementation on multiple industries and focus on how AI impacts labor and the working economy | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No. of Sessions | L | P |
| | Block chain Applications: Legal contracts, Financial inclusion, Identity ownership and control, Initial coin offerings, Decentralized autonomous organizations. Autonomous cities | 3 | 3 | 0 |
| | Artificial Intelligence and the Future of Work: Changing labor force, Language translation, Evolution of learning, Human augmentation, Defense and cyber security, Data science teams | 3 | 3 | 0 |
| | Cloud: Basics of the Cloud mode, Services and shared resources, Containers and virtual machines, Mobility and scalability, Micro services, Server less functions, Everything as a Service (EaaS) | 3 | 3 | 0 |
| | The Internet of Things Cyber security: Connections and interoperability, Data collection and management, Process manufacturing, Privacy and security concerns | 3 | 3 | 0 |
| | Cyber security: Password hacking, Browser privacy, VPNs, IoT security risks, Cyber-attack patterns, Finding talent | 3 | 3 | 0 |
| | Total hours | 15 | 15 | 0 |
| Course outcomes | <ol style="list-style-type: none"> Explain the fundamental concepts in Digital Transformations Apply tools and techniques of Digital Transformations for taking effective business decisions Develop a suitable digital transformation strategy for the organization | | | |
| Reference Books | Lindsay Herbert, 2016, Digital Transformation, Bloomsbury Business | | | |
| Pedagogy and Assessment | Learning Format : Data exploration and Visualization Assessment: Report, Presentation | | | |
| Course Design | Anshul Saxena | | | |

| P17BAEEA14 | Programming language for Business Analytics | 4 credits | | |
|--------------------------------|--|------------------------|----------|-----------|
| Objectives | Learn tools - layout and basic commands of programming language Learn tools - Practice writing basic programming language scripts | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No. of Sessions | L | P |
| | Introduction to Programming Language - Understanding the tool user interface, Getting help on tool, Installing Packages, Understanding Data Structures - Data Types, Importing Data (CSV, Excel, Fixed Width Formats) ,Data Manipulation, Combining Data Sets, Sub-setting, Data, Data Sorting, Data Aggregations, Relabeling the Columns | 8 | 0 | 8 |
| | Handling Missing Data: Filtering Out Missing Data, Filling In Missing Data, Data Transformation: Removing Duplicates, Transforming Data Using a Function or Mapping, Replacing Values, Renaming Axis Indexes, Discretization and Binning, Detecting and Filtering Outliers, Permutation and Random Sampling ,Computing Indicator/Dummy Variables; String Manipulation | 11 | 0 | 11 |
| | Data Wrangling: Join, Combine, and Reshape, Hierarchical Indexing ,Reordering and Sorting Levels ,Summary Statistics by Level, Indexing with a DataFrame's columns, Combining and Merging Datasets ,Database-Style Data Frame Joins ,Merging on Index ,Concatenating Along an Axis, Combining Data with Overlap ,Reshaping and Pivoting | 10 | 0 | 10 |
| | Data Aggregation and Group Operations: Group By Mechanics, Returning Aggregated Data Without Row Indexes, Apply: General split-apply-combine, Suppressing the Group Keys, Quantile and Bucket Analysis, Filling Missing Values with Group-Specific Values, Random Sampling and Permutation, Group Weighted Average and Correlation, Group-Wise Linear Regression ,Pivot Tables and Cross-Tabulation, Cross-Tabulations: Crosstab | 15 | 0 | 15 |
| | Plotting and Visualization: Colors, Markers, and Line Styles, Ticks, Labels, and Legends, Annotations and Drawing on a Subplot, Saving Plots to File, Line Plots, Bar Plots, Histograms and Density Plots, Scatter or Point Plots, Facet Grids and Categorical Data, Categorical Data, Background and Motivation, Categorical Type in pandas ,Computations with Categoricals, Categorical Methods. | 16 | 0 | 16 |
| | Total hours | 60 | | 60 |
| Course outcomes | <ol style="list-style-type: none"> 1. Understand the algorithm used in programming language 2. Utilize programming language to apply appropriate techniques to solve business problems. 3. Design and carryout a Business analytics project on the provided live data set. | | | |
| Reference Books | Wes Mckinney, 2017, Data Analysis, O Reilly | | | |
| Pedagogy and Assessment | Pedagogy: Active Learning & Project Based Learning Assessment: Project Report and Viva Voce | | | |
| Course Design | Anshul Saxena | | | |

| P17BAEEA15 | Text Mining | 1 credit | | |
|--------------------------------|---|------------------------|----------|-----------|
| Objectives | 1. Providing fundamental understanding of various text mining functions. 2. Introduction of usage of text mining as an analysis tool | | | |
| Pre-req Courses | None | | | |
| Contents | Topics | No. of Sessions | L | P |
| | Introduction to Text Mining: Case studies, Challenges, Techniques & Applications Text transformations (using nltk): Regular expressions, Stop words removal, Stemming & lemmatization | 3 | 0 | 2 |
| | Corpus building (using genism and scikit learn): Bag of words model, Document Term Matrix, Reducing high dimension, Term Frequency – Inverse Document Frequency | 3 | 0 | 3 |
| | Lexical Analysis: Frequency analysis - Word clouds, Co-occurrence, Bigrams & Trigrams, Understanding customer concerns | | | |
| | Semantic Analysis (Natural Language Processing): Parts of Speech, Cosine similarity, Words clustering, Named Entity Recognition (Demo only),Document clustering | 3 | 0 | 4 |
| | Sentiment Analysis: Sentence Polarity, Supervised models (Document classification),Introduction Naïve Bayes, Applying Random Forest, Bagging & Boosting models | 3 | 0 | 4 |
| | Web Scraping: Introduction Beautiful Soup, Scraping different web pages, Scraping news articles, Scraping live tweets using Tweepy | | | |
| | Text Summarization: Introduction to LexRank algorithm (graph algorithm),Summarizing news articles Topic Modelling (Demo only): Introduction to LDA, Identifying topics in documents, Clustering documents using LDA Word2vec (Demo only): Introduction to Word Embeddings, Skip grams, Continuous bag of words | 3 | 0 | 2 |
| | Total hours | 15 | 0 | 15 |
| Course outcomes | 1. Explain the importance of text mining as a tool 2. Develop the skill related to the text mining 3. Design and carryout a text mining project on the provided live data set. | | | |
| Reference Books | <ul style="list-style-type: none"> Dipanjan Sarkar,2016,Text Analytics with Python: A Practical Real-World Approach to Gaining Actionable Insights from Your Data,Apress Publications | | | |
| Pedagogy and Assessment | Learning Format : Data exploration and Visualization Assessment: Report, Presentation Tool – | | | |
| Course Design | Lakshmi Subramania & Anshul Saxena | | | |

General Interest Courses

General Interest Courses

| S.No | Course Code | Course Title | Credits | Assessment | | Page No. |
|------|-------------|---|---------|------------|-----|----------|
| | | | | CAM | EoS | |
| 1 | P17BAECG01 | Warli Art - An Introduction | 1 | 50 | - | 158 |
| 2 | P17BAECG02 | Theatre | 1 | 50 | - | 159 |
| 3 | P17BAECG03 | Elementary Hindi | 1 | 50 | - | 160 |
| 4 | P17BAECG04 | Yoga | 1 | 50 | - | 161 |
| 5 | P17BAECG05 | Wellness - a Basic understanding | 1 | 50 | - | 162 |
| 6 | P17BAECG06 | Business Avenues in Organic Agriculture | 1 | 50 | - | 163 |

| P17BAECG01 | Warli Art - An Introduction | 1 Credit | | |
|--------------------------------|--|-----------|----------|-----------|
| Objectives | 1. Introduce warli art form and trace its origin 2. Create a warli painting / artwork 3. Apply warli art work on different medium | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | L | L | P |
| | Introduction - Warli art – History and Evolution of the tribal art form – Identifying patterns and Understanding warli art – Life and Culture | 1 | 0 | 1 |
| | Symbolism in warli art - Techniques in painting – Distinguishing warli art Themes – Harvest Festival, Tarpa Dance, Marriage | 5 | 0 | 5 |
| | Painting – Style, Shapes and Colors – Choice of Medium and Effects Painting human forms, birds and animals, objects Tradition and Festivals in Warli art | 8 | 0 | 8 |
| | Manifestations of Warli in modern days and in different products | 1 | 0 | 1 |
| | Total | 15 | 0 | 15 |
| Course outcomes | 1. Create a Painting or art form 2. Apply the art forms on different medium | | | |
| Text Book | <ul style="list-style-type: none"> Sudha Satyawadi (2010) Unique Art of Warli Paintings Santosh Mali and Rajesh Dhangada (2014) The Art of Warli Painting: The Step-by-step Guide and Introduction | | | |
| Pedagogy and Assessment | Demonstration and Practice based learning Evaluation of the art work developed | | | |
| Course Design | Dr.Kirupa Priyadarsini | | | |

| P17BAECG02 | Theatre | 1 Credit | | |
|--------------------------------|--|------------------------|----------|-----------|
| Objectives | 1. Explain the relevance of drama & theatre in life. 2. Describe attributes of theatre to an organization. 3. Practical application for absolute realisation of course content and topics. | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No. of sessions | P | F |
| | Introduction to drama and theatre production - Relevance, Application, Structure... | 1.5 | 0 | 1.5 |
| | Elements of acting - Gestures, Expressions, Emotions, Improvisation, Voice Modulation, Miming, Body Language, Postures. | 3 | 0 | 3 |
| | Forms of Theatre - Shadow play, Radio Play, Short-form drama, Street Theatre, Miming, Role-play, Full length drama | 1.5 | 0 | 1.5 |
| | Art in Theatre - Face-painting / Make-up, Poster design, Art-work for social-media promotion. | 1.5 | 0 | 1.5 |
| | Craft in Theatre - Mask-making, Puppetry, Backdrop design and construction, Stage props & sets, Personal props, Costumes (wealth-out-of-waste) . | 3 | 0 | 3 |
| | Theatre Production - Techniques covering sound, lighting, stage and auditorium setting. | 1.5 | 0 | 1.5 |
| | Commerce in Theatre - Costing, Ticketing, Funding, Promotion, Sales & Marketing, Accounting | 1.5 | 0 | 1.5 |
| | Show Time! - During the course of the program, participating students will be grouped to take charge of each of the above elements and will, at the end of the program, collectively present a theatrical production. | 1.5 | 0 | 1.5 |
| | Total | 15 | 0 | 15 |
| Course outcomes | <ul style="list-style-type: none"> Exhibit clear oral communication Apply creative problem solving abilities and show initiative Exhibit the right attitude to the workplace in terms of motivation & commitment, being a team player, working independently, time budgeting, respect for deadlines, people & authority, adapt & be flexible, work under pressure, self-discipline & leadership skills. | | | |
| External Partner | Coimbatore Art & Theatrical Society, Coimbatore. | | | |
| Pedagogy and Assessment | Pedagogy: Demonstration and Practice based learning Assessment: Theatre Performance | | | |
| Course Design | Dr.B.L.Lakshmi Meera | | | |

| P17BAECG03 | Elementary Hindi | 1 Credit | | |
|--------------------------------|---|------------------------|----------|-----------|
| Objectives | 1. Give basic competency in Hindi including Listening, Comprehension and speaking skills | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No. of sessions | L | P |
| | Introduction to Hindi Phonetics and the Chart of Hindi Alphabets. | 1 | 0 | 1 |
| | Introduction to Hindi Numerals; Names of the days, time, relations etc; Handy vocabulary (apprx 200 words) . | 2 | 0 | 2 |
| | Listening & Speaking – vocabulary practice. | 2 | 0 | 2 |
| | Question words, combining words. Masculine and feminine nouns & pronouns . | 3 | 0 | 3 |
| | Action descriptors – Verbs, Comparative & superlative. Basic statements, questions, present & progressive. | 2 | 0 | 2 |
| | Past tense & past progressive. General conversation. | 3 | 0 | 3 |
| | Review | 2 | 0 | 2 |
| | Total | 15 | 0 | 15 |
| Course outcomes | <ul style="list-style-type: none"> Demonstrate basic knowledge of the distinctive sounds, vocabulary and sentence structure in Hindi | | | |
| External Partner | Hindi Prachar Sabha | | | |
| Pedagogy and Assessment | Pedagogy: Practice Assessment: Viva voce | | | |
| Course Design | Dr.B.L.Lakshmi Meera | | | |

| P17BAECG04 | Yoga | 1 Credit | | |
|--------------------------------|--|-----------|----------|-----------|
| Objectives | 1. Introduce ancient wisdom and improve life skills. 2. Introduce Yoga and breathing techniques for general well being. 3. learn and practice SudharshanKriya for overall effectiveness. | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | L | P | F |
| | Introduction to Yoga and Ancient Wisdom. Energy Levels and their role in everyday living. | 1 | 0 | 1 |
| | Pranayama Techniques. | 3 | 0 | 3 |
| | Meditation – Techniques for staying focused. | 4 | 0 | 4 |
| | Asanas for improving Health. | 4 | 0 | 4 |
| | Freedom from within, breaking the shackles of the mind. | 3 | 0 | 3 |
| | Total | 15 | 0 | 15 |
| Course outcomes | 1. Apply yogic techniques for a calm and focused mind 2. Improve energy levels and increase confidence 3. Practice meditation and yoga to reduce emotional Stress | | | |
| External Partner | Department of Human Excellence, Kumaraguru College of Technology | | | |
| Pedagogy and Assessment | Pedagogy: Practice based learning Assessment: Demonstration | | | |
| Course Design | Dr.B.L.Lakshmi Meera | | | |

| | | | | |
|--------------------------------|---|------------------------|----------|----------|
| P17BAECG05 | Wellness - a Basic understanding | 1 Credit | | |
| Objectives | <ol style="list-style-type: none"> 1. Understand What is wellness – Physical, Mental and Social 2. Study the wellness score of the self and set a goal for improvement 3. Learn, apply and measure | | | |
| Pre-requisite Courses | None | | | |
| Content | Topics | No. of sessions | L | P |
| | Understanding wellness and basic wellness parameters | 1 | 1 | 0 |
| | Study and analyse the SELF score and set the goal | 2 | 1 | 1 |
| | Do a study of the Nutrition of a group through observation and survey | 3 | 0 | 3 |
| | Understand Good Health and ways for the same | 1 | 1 | 0 |
| | Work towards the self goal of wellness and measure the progress | 3 | 0 | 3 |
| | Share the outcomes and key learning | 3 | 2 | 1 |
| | Create a medium to spread the learning to other members | 2 | 1 | 1 |
| | Total | 15 | 6 | 9 |
| Course outcomes | <ul style="list-style-type: none"> • Basics of wellness • Self awareness • Planning for improvement | | | |
| Text Book | <ul style="list-style-type: none"> • Recommended Allowances by National Institute of Nutrition, Hyderabad • Wellness Guidance by CFTRI, Mysore | | | |
| Pedagogy and Assessment | Pedagogy: Reading and Interactions, Practice and Field Work Assessment: Study report, presentation and self goal achievement | | | |
| Course Design | Dr. Prema Narasimhan | | | |

| | | | | |
|--------------------------------|--|------------------------|----------|-----------|
| P17BAECG06 | Business Avenues in Organic Agriculture | 1 credit | | |
| Objectives | <ol style="list-style-type: none"> To create awareness on organic farming To demonstrate Vermi-composting techniques, Seed treatment techniques using bio-fertilizers and bio-inoculants, Panchagavya preparation To explain the application of herbal insect repellents, composting of organic manures | | | |
| Pre-req Courses | Not Applicable | | | |
| Contents | Topics | No. of sessions | L | P |
| | Introduction to Organic Farming, Organic Farming v/s Chemical Farming, Soil Health Management, Markets for Organic Products | 5 | 0 | 5 |
| | Vermi-composting techniques, Seed treatment techniques using bio-fertilizers and bio-inoculants | 5 | 0 | 5 |
| | Panchagavya preparation, Preparation of herbal insect repellents, Composting of Organic Manures | 5 | 0 | 5 |
| | Total hours | 15 | 0 | 15 |
| Course outcomes | <ol style="list-style-type: none"> Apply organic farming techniques in home gardening and farming | | | |
| Reference Books | Organic Farming : An Overview, S.Natarajan, Dr.P.Devasenapathy, Dr.R.Kalpana, C.Sudhalakshmi, Centre for Soil and Crop Management Studies, Tamil Nadu Agricultural University, Coimbatore | | | |
| Pedagogy and Assessment | Pedagogy: Field Visit, Demonstration Assessment : Field Report | | | |
| Course Design | Dr.B.Poongodi | | | |

Annexure

(a) Suggested Rubrics for student class Presentations (weights to be assigned by the course faculty)

| | Presentation Marking Rubric (Group/ Individual) | | | |
|--|--|--|---|---|
| | 4 | 3 | 2 | 1 |
| Visual Appeal | There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Visually appealing/engaging. | There are some errors in spelling, grammar and punctuation. Too much information on two or more slides. Significant visual appeal. | There are many errors in spelling, grammar and punctuation. Too much information was contained on many slides. Minimal effort made to make slides appealing or too much going on. | There are many errors in spelling, grammar and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal. |
| Comprehension | Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed. | Most showed a good understanding of topic. All members able to answer most of audience questions. | Few members showed good understanding of some parts of topic. Only some members accurately answered questions. | Presenters didn't understand topic. Majority of questions answered by only one member or majority of information incorrect. |
| Presentation Skills | Regular/constant eye contact, The audience was engaged, and presenters held the audience's attention. Appropriate speaking volume & body language. | Most members spoke to majority of audience; steady eye contact. The audience was engaged by the presentation. Majority of presenters spoke at a suitable volume. | Members focused on only part of audience. Sporadic eye contact by more than one presenter. The audience was distracted. Speakers could be heard by only half of the audience. | Minimal eye contact by more than one member focusing on small part of audience. The audience was not engaged. Majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language. |
| Content | The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information. | The presentation was a good summary of the topic. Most important information covered; little irrelevant info. | The presentation was informative but several elements went unanswered. Much of the information irrelevant; coverage of some of major points. | The presentation was a brief look at the topic but many questions were left unanswered. Majority of information irrelevant and significant points left out. |
| Preparedness/ Participation/ Group Dynamics | All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed. | Slight domination of one presenter. Members helped each other. Very well prepared. | Significant controlling by some members with one minimally contributing. Primarily prepared but with some dependence on just reading off slides. | Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides. |

(b) Suggested rubrics for Case Analysis

| Undergraduate Scale: | Percentage | 0.00 – 57.49% | 57.50 – 76.24% | 76.25 - 93.74% | 93.75 - 100% |
|---|--|--|--|---|-------------------------|
| | | Below Standard | Approaching Standard | At Standard | Exceeds Standard |
| Clear explanation of key strategic issues (20%) | Shows little understanding of the issues, key problems, and the company's present situation and strategic issues. Executive summary missing or poorly constructed | Shows some understanding of the issues, key problems, and the company's present situation and strategic issues. Executive summary inadequate | Shows adequate knowledge of the issues, key problems, and the company's present situation and strategic issues. Executive summary adequate | Shows superior knowledge of the issues, key problems, and the company's present situation and strategic issues. Effective Executive Summary | |
| Valid arguments; with relevant supportive detail (20%) | Critical issues and key problems that supported the Case Analysis were poorly identified, analyzed, and supported. | Critical issues and key problems that supported the Case Analysis were not clearly identified, analyzed, and supported. | Critical issues and key problems that supported the Case Analysis were partially identified, analyzed, and supported. | Critical issues and key problems that supported the Case Analysis were clearly identified, analyzed, and supported. | |
| Appropriate analysis, evaluation, synthesis for the specific industry identified (20%). | Analysis of key change drivers and the underlying the issues inadequate. | Analysis of key change drivers and the underlying the issues were not identified. | Analysis of key change drivers and the underlying the issues were partially identified | Analysis of key change drivers and the underlying the issues were clearly identified | |
| Conclusions and recommendations are congruent with strategic analysis (20%) | Effective recommendations and/or plans of action not provided. Specific data or facts necessary to support the analysis and conclusions was not provided. | Effective recommendations and/or plans of action inadequate. Specific data or facts were not referred when necessary to support the analysis and conclusions. | Effective recommendations and/or plans of action were partially provided. Specific data or facts were occasionally referred when necessary to support the analysis and conclusions. | Effective recommendations, solutions, and/or plans of action were provided. Specific data or facts were referred when necessary to support the analysis and conclusions. | |
| Proper organization, professional writing, and logical flow of analysis. (20%) | Key points were poorly identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. Grammar, spelling, punctuation, professional writing, and syntax needs significant improvement | Key points were not identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. Grammar, spelling, punctuation, professional writing, and syntax needs improvement | Key points were partially identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. Adequate grammar, spelling, punctuation, professional writing, and syntax | Key points were clearly identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. Excellent grammar, spelling, punctuation, professional writing, and syntax | |

(C) Suggested rubrics for Assignments

| | Sophisticated | Highly Competent | Fairly Competent | Not Yet Competent |
|------------------------------|--|--|--|---|
| Depth of analysis | Paper goes beyond the assignment to explore the implications of arguments or evidence in new contexts or in particularly thoughtful, insightful, and/or original ways. | Paper fully meets the parameters of the assignment but does not exceed them. | Paper does not address some aspects of the assignment. | Paper does not address the assignment. |
| Grasp of reading(s) | Paper represents the authors' arguments, evidence and conclusions accurately, fairly and eloquently. Demonstrates a firm understanding of the implications of the author's arguments. | Paper represents the author's arguments, evidence and conclusions accurately. | Paper represents the authors' arguments, evidence and conclusions accurately though not sufficiently clearly. There are minor inaccuracies. | Paper badly misrepresents the authors' arguments, evidence, and/or conclusions. |
| Thesis paragraph | Clearly and eloquently identifies a demonstrable and nuanced central argument. Provides the reader with a clear sense of the nature of evidence that will follow. Reveals the organizational structure of the paper. Guides the reader smoothly and logically into the body of the paper. | Thesis paragraph clearly identifies a demonstrable central argument. Gives the reader a reasonably good sense of the nature of evidence that will follow. | Thesis paragraph identifies a central argument that is demonstrable, though not stated sufficiently clearly. Does not guide the reader into the body of the paper. | Thesis paragraph does not have a discernable central argument The argument is not demonstrable. |
| Evidence & Critical thinking | Evidence used to support the central point is rich, detailed and well chosen. Evidence sections employ appropriate illustrations and/or quotations. The connection between argument and evidence is clearly and compellingly articulated in all cases. | Evidence used to support the central point is well chosen, though not particularly rich or detailed. The connection between argument and evidence is clearly articulated. (Where applicable) Some opposing evidence is considered and refuted. | Connection between argument and evidence is not clearly articulated in all cases. (Where applicable) Consideration of opposing evidence is cursory or the evidence is not convincingly refuted. | Evidence used does not clearly support the main argument. (Where applicable) Important opposing evidence is ignored, thereby weakening the central argument. |
| Conclusion | Elegantly synthesizes and reframes key points from the paper. Suggests new perspectives or questions relevant to the central argument, and brings closure. | Synthesizes and brings closure but does not examine new perspectives or questions. | Restates the same points as the topic paragraph without reframing them. Introduces new material rather than new perspectives. | Is missing or cursory. Repeats the topic paragraph more-or-less verbatim. |
| Organization | Organization of paper as a whole is logical and quickly apparent. Connections among paragraphs are clearly articulated. Transitions between paragraphs are smooth. Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and persuasively, and internal transitions are smooth. | Organization of paper as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth. Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively. In all but a few cases, the paragraph's point is expressed in a clear topic sentence. | Organization of the paper as a whole can only be discerned with effort. Not all parts of the paper fit the organizational structure. Not all the parts of the paper are effectively integrated. In a number of paragraphs, there is not a distinct or coherent point. Topic sentences are missing or unclear in a number of paragraphs. In a number of paragraphs, the parts do not connect logically. | Organization of the paper as a whole is not logical or discernable. |

P17BACP304 - Major Project

Continuous Assessment Marks – 100 Marks

Corporate Project / Industry Research Project / Business Plan by Internal Faculty

| Criteria | Excellent 40 - 30 marks | Good 30-20 marks | Marginal 20-10 marks | Unsatisfactory <10marks |
|--|--|--|---|--|
| Mid-Term Review (50% of the work completion) (40 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) (40 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 |
| Journal Article (20 marks) | 20-15 marks Evidence for Article sent and acceptance received | 15-10marks Evidence for Article sent | 10-5 marks Complete article is ready for presentation/ publication | <5 marks Article is half done or not ready |

End Semester Marks – 100 Marks (Component 1 : 50 Marks and Component 2 : 50 Marks)

Component 1 : 50 Marks

For Corporate Project – Given by the Company guide on completion of the project and the report submitted.

For Industry Research Project – Given by External (Industry Expert) / Internal Examiner for the project report submitted.

| Criteria | Excellent 10 -8 marks | Good 7 – 5 marks | Marginal 5-3 marks | Unsatisfactory <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 insightful, are clearly informed by the study's results, and thoroughly address how they supported, refuted, and/or informed the hypotheses. | Interpretations/analysis of results are sufficient but lacking in insightfulness, and fairly address how they supported, refuted, and/or informed the hypotheses. | Interpretations/analysis of results are limited and lacking in insightfulness, and poorly address how they supported, refuted, and/or informed the hypotheses. | Interpretations/analysis of results are poor and 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 1 : 50 Marks

For Business Plan – Given by External (Entrepreneur) / Internal Examiner for the business plan submitted.

| Criteria | Excellent | Good | Marginal | Unsatisfactory |
|---|--|---|---|---|
| | 10 -8 marks | 7 – 5 marks | 5-3 marks | <3 marks |
| Structure and content 5 marks | 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. | Somewhat structured according to the prescribed section requirements, but several sections are not evident or fully addressed. | Does not comply with the prescribed structure and sections that are required. |
| Product and/or services 10 marks | Clearly defined with all assumptions fully developed with attendant and credible analysis and sources. | Defined with some analysis and attendant sources. Very minor aspects of the assumptions may not be fully developed or supported. | Defined and minimally supported via analysis and sources; analysis may not be fully developed and/or sources may not be directly applicable. | Is not fully defined, understandable or supported properly via analysis and/or sources. |
| Marketing approach 10 marks | Clearly defined with all assumptions fully developed with attendant and credible analysis, evaluation of alternatives and sources. | Defined with some analysis, evaluation and attendant sources. Very minor aspects of the assumptions may not be fully developed or supported.. | Defined and minimally supported via analysis, evaluation and sources; analysis may not be fully developed and/or sources may not be directly applicable. | Is not fully defined, understandable or supported properly via analysis, evaluation and/or sources. |
| Financial analyses 10 marks | Are fully provided including balance sheet, income statements, cash flows, etc with 3 to 5 year projections; analysis and assumptions are fully provided with attendant rationale and appropriate sources. | Are fully provided including balance sheet, income statements, cash flows, etc with 3 to 5 year projections; analysis and assumptions are mostly provided with attendant rationale and appropriate sources. | Are somewhat provided including balance sheet, income statements, cash flows, etc with 3 to 5 year projections; analysis and assumptions are minimally provided with attendant rationale and appropriate sources. | Are not fully provided and/or analysis and assumptions are not evident. |
| Investment requirements 10 marks | Clearly defined and supported through analysis and/or supporting sources tied to the plan. | Mostly defined and somewhat supported through analysis and/or supporting sources tied to the plan. | Minimally defined but not necessarily supported through analysis and/or supporting sources tied to the plan. | Not defined and/or supported. |
| Critical Thinking 5 marks | The overall business plan, as well as all prescribed sections are thoughtfully and fully explored, analyzed and evaluated. | Mostly explored, analyzed and evaluated but are primarily for mostly obvious rather than less than obvious points of view. | Superficially evaluated, and are primarily for only obvious points of view. | Mostly ignored or very superficially examined and presented for only the most obvious points of view or alternative thinking. |

Component 2 : 50 MarksFor **Presentation & Viva-Voce** – Corporate Project / Industry Research Project / Business Plan 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 |

Assessment Rubrics – Social Immersion Project

| S.No. | Criteria | Rubrics | | | Max. marks |
|-------|--|---|--|--|------------|
| | | Low | Medium | High | |
| 1 | Significance and impact of the project | Low significant with low impact. (0 -2 marks) | Moderately significant with medium impact. (3-4 marks) | Highly significant with high impact and large no. of beneficiaries. (5 marks) | 05 |
| 2 | Association with NGO | Low/no engagement with NGO (0-4 marks) | Moderate engagement and working closely with NGO (5 – 8 marks) | High engagement and working closely with NGO (9-10 marks) | 10 |
| 3 | Association with Corporate | Low/no engagement with corporate – no funding or support received (0-4 marks) | Moderate engagement and working closely with corporate – partial funding received (5-8 marks) | High engagement and working closely with corporate – full funding and support (9-10 marks) | 10 |
| 4 | Exhibiting Managerial skills | Low level of planning, poor execution. Low level involvement and Low contribution to the team. (0-2marks) | Average level of planning, fairly good execution. Average engagement by team members. (3-4 marks) | High level of planning, good, execution. High level of engagement by all team members. (5 marks) | 05 |
| 5 | Sustainability of the project & the plans for sustainability | Project is relevant only for 1 week, the plans for sustainability is weak. (0-4 marks) | Project is sustainable for less than 6 months, and the plans for sustainability is average. (5-8 marks) | Long term sustainable project and the plans for sustainability are Good. (9-10 marks) | 10 |
| 6 | Report/ oral presentation, Video/ viva voce | Incomplete report with Reasonable of quality video. Answered only some of the questions, with less clarity (0-4 marks) | Report with Partial contents, average quality of video. Answered most of the questions correctly. (5-8 marks) | Report Completed with high quality, high quality of video. Answered all questions correctly and gave information much beyond the expectation (9-10 marks) | 10 |
| | | | | Total marks | 50 |

Flexible Comprehensive Learning Framework (FCLF)

P15MBOE01 Design Thinking

Description

The word "design" has traditionally been used to describe the visual aesthetics of objects such as books, websites, products, architecture, and fashion. Yet increasingly design as a discipline is expanding to include not just the shaping of artifacts but also the ways people interact with systems, services, and organizations. As the challenges and opportunities facing society grow more complex, and as stakeholders grow more diverse, an approach known as "design thinking" is playing a greater role in finding meaningful paths forward. Design thinking is an iterative problem-solving process of discovery, ideation, and experimentation that employs design-based techniques to gain insight and yield innovative solutions for virtually any type of organizational or business challenge, prominently including those within public service. Highly successful companies, such as Apple, Virgin, Toyota, and others, innovate continuously because of their culture of design-thinking. When done right, this thinking links inspiration and passion to execution and delivery—positively affecting every facet of the product and service. In-depth knowledge in an area of specialization in food processing

The ability to use theoretical models to describe physical, biological and chemical processing of foods

The ability to choose the processing technologies in the manufacture of food products with sustainable development of value added food products

The ability to plan and execute advanced assignments in food processing field in an independent manner

Objectives

- Learn to have a deep understanding of users, extract key values, and turn insights into actionable ideas
- To develop the design habits and mindset that will empower to form high-power teams and create high-impact projects
- To create innovative ideas, build and test them in the real world, while iterating multiple times with the end user involved in the process
- To learn frameworks to better articulate and present business ideas

Expected Outcomes

- Learn Design methods to listen, understand, synthesize and cull deep cultural insights
- Start to feel end users' real challenges and deeper aspirations.
- Develop curiosity and empathy
- Learn to ideate, define and bring alive visualize vivid scenarios
- Learn to collaborate, co-create and develop creative arguments.
- Develop imagination and openness to people and brave new ideas
- Learn to shape an idea into a plan.

Expected Audience

The course will primarily benefit students with interests as below:

- Students with creative skills interested to solve complex problems or find new product ideas.
- Students who wish to pursue career in new-age companies or wish to get in to entrepreneurship as a career option.

Teaching methodology

The course will have a combination of the following pedagogical techniques for delivery of the course:

- Class room based teaching
- Activity Based learning
- Project Work
- Showcase of prototypes by students

| Modules covered | Title | Hours |
|------------------|--|-------|
| Module / Unit -1 | Human centered Design, Relevant Cases ,Design Thinking Methods, Design Thinking Values Search for a problem, gather knowledge and gain inspirations. | 15 |
| Module / Unit -2 | Articulate Idea/ Value: Idea-scape/Value proposition Map (understand your users/ key stakeholders/short/medium/long term plan). Synthesis of a POV – read patterns, map meanings and finds opportunities. | 15 |
| Module / Unit -3 | Ideate Prototype and Test – visualize creative ideas and stimulate models. Tool: Ideascape (Visual) , MVP/Prototype, Experimentation Mindset, How to build an MVP. Tools and Methods. (From UX/UI, IOT, app, robotics, AR/VR) | 15 |

Reference books and Online

- Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation – September 29, 2009 by Tim Brown
- http://www.ideo.com/images/uploads/hcd_toolkit/IDEO_HCD_Toot.pdf

Grading Policy

| Class participation and attendance | Homework assignments | Project work | Final presentation | TOTAL |
|------------------------------------|----------------------|--------------|--------------------|-------|
| 20 | 20 | 20 | 40 | 100 |

P15MBOE02 The Art of Advertising and Communication

| | | | |
|---|---|---|---|
| L | T | P | C |
| 1 | 0 | 4 | 3 |

Description

The Course is intended to provide an understanding of what it takes to create communication for a product or a service through advertising. The Course will cover fundamentals of conceptualizing and executing television, print, and digital ads. The course will also involve sessions from film makers and advertising professionals.

Students will be exposed to the impact of social, cultural and economic factors on advertising and will get a hands-on understanding of the basics of Communication development

Objectives

To impart knowledge and skills in the area of communication development

To understand the basics of film making and cinematography

To develop an understanding of the needs and wants of the target audience

To understand how society, environment and context influence behavior and therefore advertising content

Expected Outcomes

- Students will learn how to glean insights about their target audience – both rational and emotional and use that to develop advertising that can help sell a concept, product or service
- Students will be able to work directly with production houses and directors to create content for any advertising need ranging from factory videos and corporate films to brand advertising and viral videos

Expected Audience

- Anyone who is passionate about films, advertising, media, marketing and other fine arts like photography, drawing and writing

Teaching methodology

- Classroom teaching
- Demonstration videos
- Guest lectures by film makers, advertising professionals and other creative people
- Live projects on advertising

| Modules covered | Title | Hours |
|------------------|---|-------|
| Module / Unit -1 | Basics of advertising – what is advertising, what are the roles of different mediums, what are the costs involved, methods to gain insights about the target audience, how to write a communication brief | 10 |
| Module / Unit -2 | How does advertising differ by different target audiences – kids, women, men and youth. How is advertising influenced by society, context and environment? Difference between rational and emotional advertising. Role of music in television ads and role of the written word in Print ads | 15 |
| Module / Unit -3 | Creating your own advertising – use the understanding from modules 1 and 2 to create advertising – Group work based on assigned projects. Reconvene and discuss all the body of work to improve practical knowledge and skills | 9 |

Text books

NIL

Reference books and Online

Watch a lot of ads on Television, Print and Digital. Make a note of atleast 10 ads and classify them into one of three buckets - “Loved It”, “Neither loved It nor hated It” and “Hated It” and keep all the references.

Grading Policy

| In Class participation | Case Studies and short assignments | Final Advertising project | TOTAL |
|------------------------|------------------------------------|---------------------------|-------|
| 20 | 30 | 50 | 100 |

P15MBOE03 Global Business Cultures

| | | | |
|---|---|---|---|
| L | T | P | C |
| 1 | 1 | 2 | 3 |

Description

The aim of the module is to enable students to gain an understanding of culture as a major force in international business within the context of a global economy. Success as an international Engineers & Managers requires an understanding of diverse business practices and the ability to reconcile cultural differences and dilemmas. Students will examine the concept of culture in all its complexity and the different levels of culture that are at work in cross-cultural contexts. The module also investigates inter-cultural sensitivity within the workplace, and analyses contemporary social and cultural issues in different societies.

Objectives

- To map the cultural differences and its applications in a variety of business contexts in management from cross-cultural perspectives to heighten students' cultural awareness and its importance/impact on social and commercial exchange.

Expected Outcomes

- Demonstrate a systematic understanding of the challenges of managing across national boundaries.
- Master the terms, concepts, methodologies and applications relevant to the role played by culture in diverse business applications.
- Develop skills in using methods and tools for managing cultural diversity and form strategies to predict and cope with situations that occur in a cross cultural context.
- Assess and leverage the impact of culture in management and other business functions.

Expected Audience

Students Pursuing Engineering Program

Teaching methodology

- Reflective Discussions
- International Speakers
- Videos/ Movies
- Short - International Visit
- Article Reading

| Modules covered | Title | Hours |
|------------------|--|-------|
| Module / Unit -1 | Introduction Globalization – Increasing Intercultural Interactions, International Business Environment, Key concepts of Cross cultural management | 8 |
| Module / Unit -2 | Models of Cultures Dimensions, Hofstede's, Hall, Trompenaars, Kluckhohn, GLOBE Projects, Interacting spheres of culture | 10 |
| Module / Unit -3 | Communicating Across Cultures Communication process, Language & Culture, Non-verbal communication and culture, Managing first impressions, Presentation styles across the | 10 |
| Module/ Unit -4 | Managing Global Teams Global teams, Process of Group Development, Fit between teamwork and National Culture, Process strategies, Challenges of Global Teams | 8 |
| Module/ Unit -5 | International Assignments & Expatriate Management Expatriation, challenges, successful foreign assignments, Selection of expatriates, Cross cultural training, repatriation | 9 |

Text books

Shobana Madhavan, Cross-Cultural management – Concepts & cases, Oxford, 2012

Reference books and Online

David Thomas and Mark F. Peterson, Cross-Cultural Management: Essential Concepts, Sage, 2017 <https://ocw.mit.edu/courses/sloan-school-of-management/15-996-cross-cultural-leadership-fall-2004/lecture-notes/>

https://ocw.mit.edu/courses/sloan-school-of-management/15-279-management-communication-for-undergraduates-fall-2012/lecture-notes/MIT15_279F12_lec17and18.pdf

Grading Policy

| | | | | | |
|--|---|---|---|---|-------|
| Understanding cross border business culture - Interview with an Executive who has carried out foreign assignment | Cultural analysis from a Movie – Video presentation | Cross-cultural analysis – critical analysis between countries of choice | Reflection – Current global happening/ leader | Presenting Indian Culture to foreign Business Executives – Video creation | TOTAL |
| 20 | 20 | 20 | 20 | 20 | 100 |

P15MBOE04 Social Media Marketing

| | | | |
|---|---|---|---|
| L | T | P | C |
| 1 | 1 | 2 | 3 |

Description

The invention of social media has radically changed the way we interact with the world, including the way we get news, make and keep friends, find out about products and services, and where we spend our money. This course is intended to motivate undergraduate students to be a skilled and highly effective Social Media Marketer, you need to have a full understanding of how to plan, manage and execute a social media strategy. The course is designed to make students understand the usage of Social media tools for business optimization and being more relevant in the digital era.

Objectives

- Enable the students to use various social media platforms for marketing of products and services.
- Illustrate how to design the social media content for marketing, brand- building and customer support.

Expected Outcomes

- Understand the social media foundations
- Build a social media strategy
- Understand the basics of YouTube, Facebook, Google+, Twitter, and blogging
- Use advanced features of the most popular social networks
- Understand the wide scope of social media
- Understand the fundamentals of content marketing

Expected Audience – Every KCTian Teaching methodology

- Demonstration videos
- Lab exercises
- Guest lectures by the Digital marketing consultants
- Practice sessions

| Modules covered | Title | Hours |
|------------------|--|-------|
| Module / Unit -1 | Understanding Face book and leveraging Face book for Marketing- Introduction to basic FB terminologies, Creating a powerful personal profile for business, Marketing applications of Face book, Fundamentals of creating and maintaining fan pages, Creating groups for marketing, Face book marketing checklist. | 8 |
| Module / Unit -2 | Introduction to Twitter as a Marketing Tool- Setting up a Twitter profile, Fundamental of Twitter: Tweet, direct messages, replies and Trending topics, Managing your Twitter experience, Fundamentals of Tweet Deck, Managing multiple Twitter accounts, Tweet management, Twitter Grader, Twitter Counter, Tweet burner, Twitter marketing checklist, Tree induction techniques. | 10 |
| Module / Unit -3 | Fundamentals of YouTube for Creating Compelling Online Presence - Fundamentals of video marketing, Creating a YouTube channel, Creating your own Internet TV channel for marketing | 10 |
| Module/ Unit -4 | Using LinkedIn for Marketing - LinkedIn for B2b marketing, creating a profile in LinkedIn Powerful corporate searches and connections Recommendations and testimonials. | 8 |
| Module/ Unit -5 | Understanding Content Marketing and Using Blogs to build and engage audience- Basics of inbound marketing, Webinars and tele- seminars, Podcasting basics Creating blogs and building a following White papers and info graphics Fundamentals of content curation | 9 |

Text books

Liana Li Evans, Social Media Marketing: Strategies for Engaging in Facebook, Twitter & Other Social Media, Que Press; Ed 2010

Reference books and Online

Andrew Macarthy, 500 Social Media Marketing Tips: Essential Advice, Hints and Strategy for Business: Facebook, Twitter, Pinterest, Google+, YouTube, Instagram, LinkedIn, and More! , Springer 2017

Ann Handley, Content Rules: How to Create Killer Blogs, Podcasts, Videos, Ebooks, Webinars (and More) That Engage Customers and Ignite Your Business, John Wiley and sons, 2012

<https://learndigital.withgoogle.com/digitalunlocked>

<http://www.digitalvidya.com/blog/best-social-media-marketing-books-2016-top-10/>

Grading Policy

| Company identification, Need analysis, status reports on social media pages. | Social media Page creation and engagements: FB Twitter Youtube Linkedi n Blog | Feedback from the company | Insights data on campaign | TOTAL |
|--|--|------------------------------|------------------------------|-------|
| 10 | 50 | 20 | 20 | 100 |

P15MBOE05 Disruptive Thinking

| | | | |
|---|---|---|---|
| L | T | P | C |
| 1 | 2 | 0 | 3 |

Description

This course focuses on training students to introspect and bring out their best out-of-the-box ideas by setting them on the path of breaking conditionings that in general has made them to have a stereo type thinking pattern. The course will be carried out in a training mode involving individual and group exercises, though provoking games for introspection, class room projects and the like. Students will be made to prepare a journal of their thinking experiences that will be their take away to build-on in their life journey

Objectives

- To make students to understand their hidden potential and natural existing traits by thinking 'out-of-the-box' by understanding the way they have been conditioned.

Expected Outcomes

Students will be able to:

CO1: Understand the need to get into self-introspection (K2)

CO2: Analyze their existing thinking zone, experience and create new perspectives and apply them (K6)

CO3: Analyze issues, select tools and record disruptive thoughts (K4)

CO4: Understand and evaluate the impact of disruptive thinking ability in their life / working life (K5)

CO5: Work as individuals and in teams involving path breathing idea generation concepts (K3)

CO6: Develop an attitude to involve in lifelong learning activities to groom disruptive thinking abilities (K3)

Expected Audience

- The course will benefit students with interests as below:
- Those who want to set their life/career path on disruptive / out-of- the-box strategies
- Students with dare devil approach towards entrepreneurship
- Those who aspire to live their dreams in their way by grooming their emotional intelligence

Teaching methodology

The course will be delivered adapting the pedagogical approaches listed:

- Discussion forums
- Panel discussions (by students)
- Concept movies / videos
- Concept audios
- Work books
- Concept learning and thought provoking games
- Demonstrations
- Role plays
- Reading exercises

| Modules covered | Title | Hours |
|------------------|---|-------|
| Module / Unit -1 | The thinking stuff: The science of thinking – Thought/Action/Reality – Mental blocks in Decision making– The law of attraction – Conditioning – Intelligence – Case studies on Problem finding, Thinking and decision | 15 |
| Module / Unit -2 | The philosophy of creativity – Horizontal exposure and thinking – Vertical expertise and thinking – Concepts to nurture thinking – The human | 15 |
| Module / Unit -3 | The hedgehog leaders – organizing / acting with Johari window management approach – brain writing and nominal grouping techniques to collect and prioritize brutal facts – Concept of “them is a way and the way is | 15 |

Reference books and Online

BOOKS

- The Alchemist – Paulo Coelho
- In the wonderland of Indian Managers – Sharu Rangnekar
- In the world of Corporate Managers – Sharu Rangnekar
- And now and here – Osho
- Rich Dad Poor Dad – Robert Kiyosaki and Sharan Lechter
- Good to great – Jim Collins
- My experiments will truth – Mahatma Gandhi

AUDIO

1. The science of getting rich – Bob Proctor
2. The day that changed my life around – Jim Rohns
3. Conditioning / Intelligence / Creativity / Money – Osho
4. Harness The Power Of Your Mind [John Kehoe, T Harv Eker, Tony Robbins, Jack Canfield]

VIDEO

1. Thoughts / Horizontal Exposure – T.T. Rangarajan
2. Don't take advice from Golfers If you want to play basketball / The Entrepreneurship journey – Jeff Hoffman
3. Thought concepts – Osho MOVIES
 1. The Secret (The law of attraction)
 2. Being there (The power of vertical expertise)
 3. Pay – it – forward (Giving back through innovation)
 4. 12 angry man (standing for a belief / cause (micro analysis through queries)
 5. The king's speech
 6. OMG
 7. Cromwell
 8. The party

Grading Policy

| Project Phase I | Project Phase II | TOTAL |
|-----------------|------------------|-------|
| 50 | 50 | 100 |

P15MBOE06 IMPORT AND EXPORT PROCEDURE

| | | | |
|---|---|---|---|
| L | T | P | C |
| 3 | 0 | 0 | 3 |

Description

A successful international business requires knowledge about the accurate completion of the export documents. This course will guide students who aspire to do export business in future with adequate knowledge in

Import and Export Procedure

Objectives

- To gain knowledge about the textile/garment import and export procedures
- To understand the formal steps in registration, documentation followed in Export and Imports

Expected Outcomes

- Students will be able to understand
- Meaning of Trade
- Theory of International Trade
- Documentation
- Services of Export

Expected Audience

Aspiring engineers and technologist who wish to become entrepreneur

Teaching methodology

Case studies , Survey

| Modules covered | Title | Hours |
|------------------|---|-------|
| Module / Unit -1 | Unit I Meaning of Trade – Feature of International Trade – Difference of Internal and External Trade – Gain from International Trade – limitation | 12 |
| Module / Unit -2 | Unit II Theory of International Trade – Basic Documents used International Trade – Export letter of Credit – Processing of an export order. | 12 |
| Module / Unit -3 | Unit III Pre-shipment documentation – Standardization procedure for export by sea. Sources of Exports and Imports – Direction. | 9 |
| Module/ Unit -4 | Unit IV Services of Export: Inland container depots – Container Freight stations, export by Air – Courier service – Land and river, export by post – Export procedure for E-Transaction. | 11 |
| Module/ Unit -5 | Unit V Registration, formalities with export promotion councils – FIEO Collection – Export promotion schemes – Incentives to exporters | 9 |

Text books

Money, Banking and International Trade, 8th edition ,Hajela T.N.Ane Books Pvt. Ltd., 2009.

Reference books and Online

1. Foreign Assistant Professor – III Trade Finance and Documentation, Dr. A. Mustafa, University Science Press. 2010.
2. International Trade: An Essential Guide to the Principles and Practice of Export, Jonathan Reuvid, Jim Sherlock, Kogan Page, 2011.
3. Export Marketing Strategy: Tactics and Skills That Work, Shaoming Zou, Daekwan Kim, Business Expert Press, 2009.
4. International Economics, Robert M. Dunn, John H. Mutti, RoutedledgePublishers, 2004.

Grading Policy

| Group presentation | Assignment | Project/ Practicals/ Case study | In class Participation | TOTAL |
|--------------------|------------|---------------------------------------|---------------------------|-------|
| 40 | 20 | 20 | 20 | 100 |

P15MBOE07 Introduction to Constitutional Law

| L | T | P | C |
|---|---|---|---|
| 3 | 0 | 0 | 3 |

Description

This course intends to guide the budding professionals to learn, understand, imbibe, follow and respect the Constitution of India which is the source of our fundamental rights as well as fundamental duties.

The course will briefly trace the making of the Constitution since 1946 till its implementation in 1950. It will travel through the Constitution, highlighting in nutshell, the landmark judgments that impacted the socio, economic and political landscape of India.

To strengthen the nation building trait in our aspirational youth, the course will introduce them to the some of the major constitutional organs which are safeguarding the nation's pride and integrity, as a social and secular republic.

Objectives

- To teach the learners the nobility and vision of our Constitution for all its citizens.
- To inculcate in the learners that rights emanate from duty well done
- To guide the students in understanding and appreciating the operations and outcomes of some of the major constitutional organs
- To help the students in realizing the relevance and impact of our Constitution through its amendments, in the past and present and for the future.

Expected Outcomes

- Students will strengthen their sense of faith and reverence to our Constitution and strengthen their law-abiding trait
- Students will be able to understand the path of our journey guided by the Constitution in the independent India
- Students will learn to be more duty conscious than right conscious citizens in their life and to love and respect fellow citizens.
- Students will be able to understand their role as citizen and help the constitutional bodies to fulfill their mandate for the betterment of the nation.

Expected Audience

The course will primarily benefit learners with interests as below:

- Those who want to know more on their social life vis-à-vis public life.
- Students who aspire to take up opportunities in Civil and allied administrative services

Teaching methodology

The course will have a combination of the following pedagogical techniques for delivery of the course:

- Classroom teaching
- Case studies and presentation on landmark judgments
- Debates in small groups and developing conceptual note

| Modules covered | Title | Hours |
|------------------|--|-------|
| Module / Unit -1 | The Genesis of Constitution- Preamble- Chapter-III Fundamental Rights-Early Constitutional Amendments and landmark judgments | 15 |
| Module / Unit -2 | Chapter-IV: Directive Principles of State Policy- Fundamental Duties The Parliament, Executive, Judiciary, Election Commission of India – Functions Major Constitutional Amendment Acts since 1951 | 15 |
| Module / Unit -3 | Writ jurisdiction - Division of Powers – The Central State and the Concurrence lists of subjects - Emergency Provisions – Amending of the Constitution of India - | 15 |

Text books

1. D.D.Basu (2014) , Introduction to the Constitution of India, New Delhi: Lexis Nexis
2. Subash C.Kashyap (2015), Concise Encyclopedia of Indian Constitution,
3. Nani A.Palkivala (1999), We, the People, New Delhi: UBS Publishers & Distributors
4. Fali S.Nariman (2014), The State of the Nation, New Delhi: Hay House India

Reference books and Online

- 1.H.M. Seervai (2015), Constitutional Law of India, New Delhi:
Universal Law Publishing
2. <https://testbook.com/blog/important-articles-of-the-constitution-of-india-pdf/>
- 3.<https://indiankanoon.org/search/?formInput=constitution%20of%20india%20articles>

Grading Policy

| In-class participation and discussions | Case studies and short assignments | Discussion and Academic Writing of Notes | Final Presentation | TOTAL |
|--|------------------------------------|--|--------------------|-------|
| 20 | 30 | 30 | 20 | 100 |

P15MBOE08 Personal Investment Management

| | | | |
|---|---|---|---|
| L | T | P | C |
| 2 | 0 | 2 | 3 |

Description

The first rule saving is different from Investment. Investment has to start from the earliest. Too late is too little. Income Tax can be reduced and a financial independent life post retirement is the need for an individual.

Objectives

- To inculcate the habit of saving.
- Convert savings to investments
- Be financially independent in the future
- Financial literacy

Expected Outcomes

- Creation of Wealth
- Know to have various options in financial investment
- Involve and work on- line, off-line on the investment options
- Enroll, use, manage Dmat accounts

Expected Audience

Any year/branches faculty / staff can also join

Teaching methodology

Workshop by Banks /Institutions (Actual investments – how) Practical to-do
Theory for supplementary

| Modules covered | Title | Hours |
|------------------|---|-------|
| Module / Unit -1 | Origin of Monetary Systems. Evolution in advanced countries. Need for financial literacy. | 10 |
| Module / Unit -2 | How to enroll for Dmat, online resources, advantages, need and comprehensive utilization. | 15 |
| Module / Unit -3 | Different investment options, merits, suitability's | 10 |
| Module/ Unit -4 | Safety, security of information systems. | 10 |

Text books

Nil

Reference books and Online

- On line resources
- Module –wise resources.

Grading Policy

| | | | |
|------------------------------------|--------------|---------|-------|
| Case studies and short assignments | presentation | Project | TOTAL |
| 30 | 20 | 50 | 100 |

P15MBOE09 Self-Awareness and Leadership

| | | | |
|---|---|---|---|
| L | T | P | C |
| 1 | 1 | 2 | 3 |

Description

A strong conviction that there is a hidden leader in every KCTians is closely held. A belief that there exist a potential of being a leader in every individual.

That potential if honed well can bring impact and significance in every walk of life of the student in and beyond KCT.

The potential is brought to its maximum by bringing in self-awareness, learning and experimenting in this 3 credit course.

This course will have three major components. Awareness, Knowledge and Action, fostered by lectures, readings, group activities, project and leadership case studies, discussions and assignments.

Students at the end become a self-empowered leader.

Objectives

- To bring out the leadership potential through awareness, knowledge and action
- To get students involved in group activities giving them different perspectives
- To practicalise theories in the everyday life
- To give them the needed skill set to be a leader

Expected Outcomes

- Self driven and self-empowered leaders
- Students to get familiarized with leadership theories and to use that knowledge by implementing it in their daily life
- Gain different perspectives and approaches while solving any problem

Expected Audience

30 students

Teaching methodology

- Lectures
- Guided Group discussions
- Assignments – reading and writing

| Modules covered | Title | Hours |
|------------------|---|-------|
| Module / Unit -1 | Awareness – Introduction to leadership-self introspection and lags identification-understanding human needs-ethics in being a good | 15 |
| Module / Unit -2 | Knowledge – Leadership theories and how to use them-Stress management- conflict management-networking and how to build it-Goal setting and action planning. | 15 |
| Module / Unit -3 | Action – Leadership practices-sustainable leadership; leadership for the long run-adaptive leadership-influencing team by sharing vision and story | 15 |

Text books

Man's Search for Meaning by Viktor Frankel

Good to Great: Why Some Companies Make the Leap...and Others Don't by Jim Collins

Reference books and Online

Blooms taxonomy :<https://cft.vanderbilt.edu/guides-sub->

[pages/blooms-taxonomy/](https://www.youtube.com/watch?v=WZyRbnpGyzQ) President Kennedy Speech:

<https://www.youtube.com/watch?v=WZyRbnpGyzQ>

Conflict Management: <https://hbr.org/2005/03/want-collaboration-accept-and-actively-manage-conflict>

Grading Policy

| Group Presentation | Assignment | In Class Participation | TOTAL |
|--------------------|------------|------------------------|-------|
| 30 | 50 | 20 | 100 |

P15MBOE10 Introduction to Project Management

| | | | |
|---|---|---|---|
| L | T | P | C |
| 3 | 0 | 0 | 3 |

Description

Project management is the most effective method of delivering products and services within cost, schedule, and resource constraints. This course gives you the skills to ensure the projects you are involved in are completed on time and on budget while giving the user the product or service they expect. You will gain a strong working knowledge of the basics of project management and be able to immediately use that knowledge to effectively manage work projects.

Objectives

- Understand the importance of project management discipline
- Understand the role of planning in executing large projects
- Understand how to use resources and budget effectively to deliver scope on time.

Expected Outcomes

- Identify and manage the product scope
- Build a work breakdown structure
- Create a project plan
- Create the project budget
- Define and allocate resources
- Manage the project development
- Identify and manage risks
- Understand usage of project management tool

Expected Audience

Students with budding curiosity to learn what Project Management is.

Teaching methodology

Interactive lectures, readings, discussions, film screenings, capstone project

| Modules | Title | Hours |
|------------------|---|-------|
| Module / Unit -1 | Initiating and planning projects | 9 |
| Module / Unit -2 | Budgeting and Scheduling projects | 9 |
| Module / Unit -3 | Managing project risks and changes | 9 |
| Module/ Unit -4 | Introduction to project management tool | 9 |
| Module/ Unit -5 | Capstone project work | 9 |

Text books

A Guide to the Project Management Body of Knowledge (PMBOK® Guide)

Reference books and Online

Selected articles, book chapters, YouTube videos

Grading Policy

| Class discussion participatio | Assignment paper | Midterm exam | Capstone project | TOTAL |
|-------------------------------|------------------|--------------|------------------|-------|
| 20 | 20 | 30 | 30 | 100 |

*P15MBOE11 Social Entrepreneurship –
A Practical Course to Game-*

| | | | |
|---|---|---|---|
| L | T | P | C |
| 3 | 0 | 0 | 3 |

changing Impact on Indian Society and Environment

Description

This course is intended to inspire and empower undergraduate students to start and/or contribute to social enterprises, which are profit-making companies designed primarily to address and solve social and environmental problems faced by contemporary society. Students will understand how social enterprises are ambitious attempts to entirely change the game in a given industry. They will be inspired by young social entrepreneurs who are making a difference at a very young age. They will learn to be sensitive to contemporary social and environmental issues, how to come up with a meaningful idea for a social enterprise, and how to build a business plan and execute on it. Some of these ideas could find funding and other support for a live roll-out.

Objectives

- Inspire students to look at social entrepreneurship as a career choice
- Develop sensitivity to contemporary social and environmental issues
- Empower students to identify and work on ideas for social enterprises

Expected Outcomes

- Students will be able to come up with business solutions for contemporary problems in the society and the environment
- Students will be capable of putting together a business plan to execute on their idea for a social enterprise
- Students will know how to navigate within the funding eco-system for social enterprises and then execute on their idea

Expected Audience

- Students who are moved by or passionate about social or environmental issues, and who want to work on those issues.
- Students who want to be entrepreneurs to build a profitable yet meaningful enterprise.

Teaching methodology

- Interactive lectures,
- Class discussions,
- Case studies,
- Team assignments & videos

| Modules covered | Title | Hours |
|------------------|---|-------|
| Module / Unit -1 | Intro to Social Enterprises – why and how they are different from regular mainstream companies – the need to be holistic in setting up a company – how social enterprises are impacting the world around us | 9 |
| Module / Unit -2 | Social and Environmental problems – developing a sensitivity to these problems, the sociological and political angles, arriving at “business as a solution” | 9 |
| Module / Unit -3 | Ideation – coming up with an idea for a social enterprise, articulating the idea, making a pitch | 9 |
| Module/ Unit -4 | Business Plan construction – key elements of a plan, scalability and profitability, writing a business plan, arriving at high-level | 9 |
| Module/ Unit -5 | Execution – funding eco-system, building a team, governance, measuring impact | 9 |

Text books

None

Reference books and Online

Videos, documentaries, articles and select readings.

Grading Policy

| Class participation | Team assignments | Team presentation | Final presentation | TOTAL |
|---------------------|------------------|-------------------|--------------------|-------|
| 10 | 20 | 30 | 40 | 100 |

P15MBOE12 Corporate Social Responsibility and Social Marketing

| | | | |
|---|---|---|---|
| L | T | P | C |
| 3 | 0 | 0 | 3 |

Description

Corporate Social Responsibility introduces students to the concept of corporate social responsibility, which involves an examination of whether organizations should expand their focus from serving stockholders to also considering the impact of the firm's activities on diverse stakeholders. Practicing corporate social responsibility requires that a corporation meld business goals with societal expectations. To do so means addressing complex questions such as: What obligations do businesses have to the societies in which they operate?

Can the interests of corporations and their outside stakeholders be aligned, or are they in inherent conflict? This course examines these and other questions without prescribing simple solutions.

Objectives

- To gain understanding on corporate social responsibility.
- To develop an understanding on social marketing and its applications.
- To gain the important of ethical principles and business ethics in CSR activities.

Expected Outcomes

- Examine the scope and complexity of corporate social responsibility (CSR).
- Compare and contrast the multiple viewpoints and tradeoffs that exist in the area of CSR.
- Analyze the complex issues confronting organizational leaders as they develop their CSR programs.
- Evaluate the level of commitment to CSR of various organizations and explain how it can be a source of competitive advantage.

Expected Audience

The course will primarily benefit students with interests as below:

1. Students who would like to start their own business.
2. Students who are interested in CSR.

The course will have a combination of the following pedagogical techniques for delivery of the course:

- Classroom teaching
- Demonstration videos
- Group Discussion and debate

| Modules covered | Title | Hours |
|------------------|--|-------|
| Module / Unit -1 | Corporate Social Responsibility in Indian context and International: CSR – Definition, concepts, overview of corporate social responsibility in India and International, Concentration areas-Health, Education and Environment need to be social responsible - Legislation. | 8 |
| Module / Unit -2 | Business Ethics and corporate social responsibility in global scenario: CSR – Business ethics, corporate governance across the nations. Ethical decision Making in different Culture, Consumer protection, Environment protection, Gender issues in multiculturalism, Ethics and Corruption, | 10 |
| Module / Unit -3 | Corporate community participation- Corporate, NGO, Government, Citizen, need for partnership, need assessment, corporate perspective on building successful partnership, tools and techniques. Roles and skills – Advocacy, Administration, Marketing, Mediating, Budgeting, Organizing, Documenting, Presenting, Public speaking, Teaching, Supervising, writing. CSR policies and activities: ISO –Standard on CSR, International standards and norms – Government Policies on CSR and proper guidance | 10 |
| Module/ Unit -4 | Market: Concepts, Functions, Classification of market – Social Marketing: Definition, Nature and Scope - Social marketing challenges – Conceptual Frame Work of Social Marketing -Need for social marketing - problems of Social Marketing Social marketing strategies and applications: Social market segmentation - product strategies - marketing mix -pricing strategies -promotion strategies - Role of Government and NGOs in social marketing. | 9 |
| Module/ Unit -5 | Marketing tools: Types of advertising, merchandising, give a ways, competitions, promotions, website and text messaging - Media tools: Media invitations, photo-calls, press releases, TV opportunities, radio interviews - Promotional tools: Flyers, Posters, Invitations, Website, Newsletters, Magazines, Blogs, Tweets, Specialist areas: Celebrity endowment, Ministerial/Presidential visits, security-personal. | 8 |

Text books

1. CV. Baxi (2005) Corporate social responsibility – concepts and cases.
2. Dr.M.Mahmoudi, (2005) Global Strategic Management, Deep & Deep Publications Pvt.Ltd, Delhi.

Reference books and Online

1. SK.Bhatia, (2005) International Human Resource Management – Global Perspective, Deep & Deep Publications Pvt. Ltd, Delhi.
2. Harsh Shrivastava, (2000) The business of social responsibility – books for change, Bangalore.
3. Kotler, Marketing – An Introduction, Pearson Education
4. Gupta, Dr. S.L & Varshney .R.L Dr, Marketing Management, Sultan Chand & Co, New Delhi.
5. Natarajan.L. Dr, Service Marketing, Margham Publications, Chennai.
6. Balu. V. Dr, Marketing Management, Sri Venkateshwara Publications, Chennai.
7. Gupta C.B Dr and Rajan Nair, N. Dr, Marketing Management, Sultan Chand & Co, New Delhi Social Marketing by Philip Kotlaw.

Grading Policy

| In-class participation | Case studies | Short assignments | Seminar Presentation | TOTAL |
|------------------------|--------------|-------------------|----------------------|-------|
| 30 | 25 | 20 | 25 | 100 |

P15MBOE13 Cost Accounting

| | | | |
|---|---|---|---|
| L | T | P | C |
| 3 | 0 | 0 | 3 |

Description

This course is intended to motivate undergraduate student to undertake and to find and create cost accounting knowledge with emphasis on design or design of experiments with ideas to prove a concept. It will be carried out in an interactive environment in a framework of exploration of problem with cost accounting bases.

Objectives

- To cost finding or cost ascertainment
- To control of cost
- To return of cost
- To fixation of selling price
- To providing information for framing business policy

Expected Outcomes

- Student will improve accounting knowledge and find out
- Student will relate creative thinking and design of accounts and account's development ideas.
- Student will learn how to brainstorm accounts knowledge and motivation.
- Students will be able to develop their ideas into prototype to provide new / improve / modified solution to a given problem leading to accountant of business.

Expected Audience

- The course will primarily benefit students with interest below
- New creativity knowledge
- Student with accounting knowledge & subjectivity
- Those who want to develop a systematic approach towards solving problems.

Teaching methodology

The course will have a combination of the following pedagogical techniques for delivery of the course:

Classroom teaching

- Guest lectures by experts who have launched successful startups through their innovation.

| Modules | Title | Hours |
|------------------|---|-------|
| Module / Unit -1 | <p>Evolution and development of cost accounting – Definition of cost, costing, cost accounting and cost accountancy Vs Financial accounting and management accounting – Difference between financial accounting and cost accounting – Difference between cost accounting and management accounting – Advantages of cost accounting – Limitation of cost accounting– Objections to cost accounting – Classification of cost - Product costs – period costs – Important term of cost accounting – Cost center – cost unit – cost control – Cost reduction – Method of costing – Technique of costing – Status of a cost accountant</p> <p>Elements of cost – Materials – Labour Expenses – Direct & Indirect cost – o/h</p> <p>– Classification of over head – cost sheet – Statement of cost – Purpose of cost sheet - cost sheet and production account –</p> | 15 |
| Module / Unit -2 | <p>Material control – Introduction – Meaning – Objectives – Essential of Material control – Advantages – Purchase control – Introduction – Purchasing department and its objectives – cost control – meaning and importance – Duties and Responsibilities of store keeper – Location and layout of stores – Classification and codification of materials – Stores or material records – Inventory control and its technique – EOQ – ABC Analysis</p> <p>– Perpetual inventory system – Labour – Computation and control of labour</p> <p>– Labour turnover – Remuneration and incentives – Time rate system – Piece rate system – Premium and Bonus plans.</p> <p>Overhead – Meaning and definition - Importance of overhead cost – Classification of overheads cost – codification of overheads – Primary distribution overhead – Secondary distribution of overhead –</p> | 17 |
| Module / Unit -3 | <p>Process costing – Meaning - Characteristics – Advantages – Disadvantages of process costing – Distinction between process costing and job costing – Important aspects of process costing – Process losses – Inter process profit – Work in progress and equivalent productions – Joint products costing and byproduct costing.</p> <p>Reconciliation of cost and Financial Accounts – Introduction – Importance – Causes – Procedure – Presentation of reconciliation – Types of problem.</p> | 13 |

Text books

eddy & Y.Hari Prasad Reddy – “Cost Accounting” – Edition of year – 2014

Reference books and Online

NIL

Grading Policy

| Continuous assessment I | Continuous Assessment II | Assignment | End semester Exam | TOTAL |
|-------------------------|--------------------------|------------|-------------------|-------|
| 15 | 15 | 20 | 50 | 100 |

P15MBOE14 Critical Thinking through Case Studies

| | | | |
|---|---|---|---|
| L | T | P | C |
| 1 | 2 | 0 | 3 |

Description

Everyday life displays a rich dynamics within which we try to think things through to logical conclusions; distinguish between solid arguments on the one hand and stupid ones on the other; determine the value of claims, that others are presenting and make efforts to figure out what to believe or not to believe based on the evidence that is given; gauge the probability of whether something might or might not occur; and thoughtfully construct arguments to present to others in a variety of conversational situations. The purpose of this course is to make you more skilled in these kinds of everyday reasoning. We will cover common missteps that people often make in everyday reasoning, so that you will be able to better recognize these when you see them and to avoid making them yourselves.

The course will also involve in-class group work that will help develop your critical thinking skills. In short, this course is to narrow the gap in your own life between thinking and critical thinking so that the more thinking you do, the more critical your processes of reflection become.

Objectives

- To enable students to recognize, analyze, and evaluate arguments.
- To make them reason inductively and deductively.
- To make them detect formal and informal fallacies of language and thought.

Expected Outcomes

- Spot the presence of any cognitive or social biases behind our beliefs.
- Judge the reliability of experts, authorities, or the media.
- To reach well-supported factual or judgmental conclusions

Expected Audience

- Students who wish to master critical thinking more practically

Teaching methodology

Lectures, In-class exercises and Case Studies

| Modules covered | Title | Hours |
|------------------|--|-------|
| Module / Unit -1 | Critical thinking, arguments, language and thought, facts and opinions, assumptions, truth, biases, relevance, | 18 |
| Module / Unit -1 | 6 - 8 Case Studies will be discussed. | 10 |
| Module / Unit -1 | Inductive/deductive/causal reasoning identifies and defines problems, perspectives. | 17 |

Learning Resources

- Reading materials to which either links or soft copies will be distributed.
- 23 videos on Critical Thinking from Centre for innovation in Legal Education.
<https://www.youtube.com/channel/UCmiIISHKC2BkWNqE3MMm45w>
- Videos of Monty Python: The Argument Clinic.

Grading Policy

| In-class assignments | Quiz on the pre-readings | Case studies | Mid term | End term | TOTAL |
|----------------------|--------------------------|--------------|----------|----------|-------|
| 20 | 20 | 30 | 15 | 15 | 100 |