



MAHARAJA INSTITUTE OF TECHNOLOGY MYSORE

Autonomous Institution Affiliated to VTU

Competency Based Syllabus (CBS)

for

Master of Business Administration

(Under Outcome Based Education (OBE) and

Choice-Based Credit System (CBCS))

Offered from 1st to 2nd Semesters of Study

in

Partial Fulfillment for the Award of Master's Degree in

Master of Business Administration

2023 Scheme

Scheme Effective from the Academic Year 2023 - 2024

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| 1st Semester | Professional Core Course (PC) Principles of Management and Organizational Behavior | M23MBA101 |
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1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|--|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Familiarity with the basic theories and models of management and organizational behavior. • Understanding: Fundamentals & functions of management & scope of OB. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to classify and differentiate various management & OB methods for problem-solving. • Skills: Capability to compile managerial framework for solving problems in the workplace. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of industry-relevant managerial & OB skill sets. • Application: Ability to apply industry-relevant management & OB skills to real-world scenarios. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|---|--|
| 1 | Understanding of Management and OB Theories | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping theories and models of management and organizational behavior. ○ Applying theoretical knowledge to practical organizational scenarios. • Skills: <ul style="list-style-type: none"> ○ Analyzing and interpreting management and organizational behavior theories in diverse settings. ○ Applying effectiveness of OB to real-world management challenges. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of fundamentals of management & positive organizational culture in effective management. ○ Appreciation for the role of effective organizational behavior in achieving organizational goals. |
| 2 | Functions of Management | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the importance of planning, organizing, staffing, directing, coordinating and controlling. ○ Ability to create and implement functions of management for efficient & effective organizational success. • Skills: <ul style="list-style-type: none"> ○ Developing effective functions of management for operative roles. ○ Implementing functions of management to ensure organizational effectiveness. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic role of functions of management in achieving organizational objectives. ○ Appreciation for the iterative nature of functions of management in dynamic environments. |

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| 3 | Problem Solving | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping techniques and strategies of management and organizational behavior for problem solving. ○ Applying management tactics to practical organizational scenarios for better decisions. • Skills: <ul style="list-style-type: none"> ○ Proficiency in problem-solving methods for effective management. ○ Applying problem-solving frameworks critical workplace situations. • Attitudes: <ul style="list-style-type: none"> ○ Openness to various problem-solving approaches for overall productivity. ○ Appreciation for the importance of effective problem resolution for given organizational set up. |
| 4 | Leadership Understanding | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the concept of individual, group & organizational behavior. ○ Application of leadership styles to managerial problems & organizational settings. • Skills: <ul style="list-style-type: none"> ○ Applying leadership principles in different organizational contexts. ○ Demonstrating effective leadership behaviors in practical scenarios. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the role of leadership in individual, group & organizational behavior. ○ Openness to different leadership styles and approaches for overall effectiveness. |
| 5 | Industry Relevant Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping industry-relevant managerial & OB skill sets. ○ Ability to apply industry-relevant management & OB skills to real-world scenarios. • Skills: <ul style="list-style-type: none"> ○ Acquisition of industry-relevant managerial & OB skills. ○ Application of acquired skills to enhance organizational effectiveness. • Attitudes: <ul style="list-style-type: none"> ○ Recognizing the ongoing need for evolving managerial skills in a dynamic industry. ○ Valuing the contribution of industry-relevant skills to personal and organizational success. |

3. Syllabus

| Principles of Management and Organizational Behavior | | | |
|--|-----------|-------------|-----|
| Course Code | M23MBA101 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> • To understand theories & models of management concepts & organizational behavior. • To adopt framework of problem solving at the workplace. | | | |

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| <ul style="list-style-type: none"> To acquaint the students with industry relevant skill sets. | |
| Module 1: Introduction to Management | (8 hours) |
| Management: Definition; Nature & Scope of Management, Functions of Management, Levels of Management, Managerial Skills & Roles, Management Thought & Recent Trends in Management. | |
| Module 2: Functions of Management | (9 hours) |
| Planning: Importance, Process, Benefits of Planning, Types of Plans, Planning Tools & Techniques. | |
| Organizing: Meaning, Principles of Organization, Types of Organization & Directions in OS. | |
| Directing: Meaning, Nature, Traits & Behaviour, Contingency Approaches to Leadership & Transformational Leadership. | |
| Controlling: Meaning, Importance, Steps in the Control Process & Types of Control. | |
| Module 3: Introduction to Organizational Behavior | (6 hours) |
| Introduction, Nature & Scope of OB & Ethical Issues of OB. | |
| Individual Behaviour: Meaning, Foundations of Individual Behaviour & MARS Model. | |
| Module 4: Individual Behaviour | (9 hours) |
| Personality: Meaning, Determinants of Personality, Theories of Personality, Big Five Force Model, MBTI, & Psychometric Assessment: Harrison Assessment & Predictive Index. | |
| Perception: Meaning, Factors Influencing Perception & Perceptual Process. | |
| Learning: Meaning & Learning Process. | |
| Attitude: Meaning, ABC Model, Changing Attitude & Attitude towards Job. | |
| Motivation: Meaning, Theories of Motivation: Maslow's Need Hierarchy Theory, Herzberg Two Factor Theory & Goal Setting Theory. | |
| Module 5: Group Behaviour | (9 hours) |
| Teams: Meaning, Stages of Team Development, Types of Teams & Team Effectiveness. | |
| Group Dynamics: Meaning, Difference between Team & Groups & Types of Groups. | |
| Power: Meaning, Sources & Contingencies of Power & Consequences of Power. | |
| Conflict Management & Stress Management | |
| Module 6: Organizational Behaviour | (9 hours) |
| Organization Culture: Meaning, Elements & Importance. | |
| Organizational Change: Meaning, Types of Change, Resistance to Change & Managing Resistance to Change. | |
| Suggested Learning Resources: | |
| Recommended Books | |
| <ol style="list-style-type: none"> 1. MGMT, Chuck Williams & Manas Ranjan Tripathy, 5/e, Cengage Learning, 2013. 2. Organizational Behavior, Steven L. Mc Shane & Mary Ann Von Glinow, 6/e, McGraw Hill Education, 2015. 3. Organizational Behaviour, Fred Luthans, 12/e, McGraw Hill International, 2011. | |
| Reference Books | |
| <ol style="list-style-type: none"> 1. Principles & Practice of Management, T N Chhabra, Dhanpat Rai & Co. (P) Ltd., 2018. 2. Organizational Behaviour: Text, Cases & Games, K Aswathappa, Himalaya Publishing House, 12th Revised Edition 2016. | |
| Web Links and Video Lectures (e-Resources): | |
| <ul style="list-style-type: none"> • https://onlinecourses.nptel.ac.in/noc22_mg104/preview • https://onlinecourses.nptel.ac.in/noc22_mg78/preview • https://learninglink.oup.com/access/king-lawley3e-student-resources#tag_all-chapters • https://openstax.org/details/books/organizational-behavior • https://www.classcentral.com/course/introduction-organisational-behaviour-11892 | |
| Note: The afore said links and study material suggestive in nature, they may be used with due regards to | |

copy rights, patenting and other IPR rules.**Skill Development Activities Suggested**

- Visit an organization and note the various functions discharged in a day.
- Conduct a professional event in the department and try to understand the various roles played by students in relation to team and organizational environment.
- Try to observe personality traits of a Leader/Manager.
- Study employee perception towards job.

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|--|--|
| 1 | Week 1-2: Introduction to Management | <ul style="list-style-type: none"> • Definition, Nature & Scope of Management • Functions of Management, Levels of Management & Managerial Skills • Roles • Management Thought • Recent Trends in Management |
| 2 | Week 3-4: Functions of Management | <ul style="list-style-type: none"> • Planning: Importance & Process • Benefits of Planning & Types of Plans • Planning Tools & Techniques • Organizing: Meaning & Principles of Organization • Types of Organization & Directions in OS • Directing: Meaning, Nature, Traits & Behaviour • Contingency Approaches to Leadership & Transformational Leadership • Controlling: Meaning, Importance & Steps in the Control Process • Types of Control |
| 3 | Week 5-6: Introduction to Organizational Behavior | <ul style="list-style-type: none"> • Introduction, Nature & Scope of OB • Ethical Issues of OB • Individual Behaviour: Meaning & Foundations of Individual Behaviour • MARS Model |
| 4 | Week 7-8: Individual Behaviour | <ul style="list-style-type: none"> • Personality: Meaning & Determinants of Personality • Theories of Personality, Big Five Force Model & MBTI • Psychometric Assessment: Harrison Assessment & Predictive Index • Perception: Meaning, Factors Influencing Perception & Perceptual Process • Learning: Meaning & Learning Process • Attitude: Meaning, ABC Model, Changing Attitude & Attitude towards Job • Motivation: Meaning, Theories of Motivation: Maslow's Need Hierarchy Theory, Herzberg Two Factor Theory & Goal Setting Theory |
| 5 | Week 9-10: Group Behaviour | <ul style="list-style-type: none"> • Teams: Meaning & Stages of Team Development • Types of Teams & Team Effectiveness • Group Dynamics: Meaning, Difference between Team & Groups & Types of Groups • Power: Meaning, Sources & Contingencies of Power & Consequences of Power • Conflict Management • Stress Management |
| 6 | Week 11-12: Organizational | <ul style="list-style-type: none"> • Organization Culture: Meaning, Elements & Importance. • Organizational Change: Meaning & Types of Change |

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| Behavior | <ul style="list-style-type: none"> Resistance to Change & Managing Resistance to Change. |
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5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|--|--|
| 1 | Lecture Method | <ul style="list-style-type: none"> Description: <ul style="list-style-type: none"> Involves the traditional format of a teacher delivering information to students. The instructor explains concepts, theories, and principles related to the course. Elaboration: <ul style="list-style-type: none"> The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. It provides a structured way to convey information and ensures that all students receive the same content. Visual aids, multimedia, and interactive elements can enhance engagement during lectures. Applicability: <ul style="list-style-type: none"> Suitable for introducing new topics, theoretical foundations, and fundamental principles in management and organizational behavior. |
| 2 | Case Based Teaching and Class Room Discussions | <ul style="list-style-type: none"> Description: <ul style="list-style-type: none"> Involves presenting real or hypothetical scenarios for analysis and discussion. Students collaboratively discuss, analyze, and propose solutions to case-based problems. Elaboration: <ul style="list-style-type: none"> Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical situations. Fosters active participation, communication skills, and the exchange of diverse perspectives among students. Applicability: <ul style="list-style-type: none"> Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of management concepts. |
| 3 | Role Plays, Videos and Simulations | <ul style="list-style-type: none"> Description: <ul style="list-style-type: none"> Students enact specific roles in simulated scenarios that mirror real-world situations. Simulations replicate aspects of the business environment to provide hands-on experience. Elaboration: <ul style="list-style-type: none"> Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. Develops interpersonal and communication skills as students actively engage in different roles and scenarios. Applicability: <ul style="list-style-type: none"> Suitable for developing practical skills, interpersonal communication, and understanding the dynamics of organizational behavior. |
| 4 | Workshop from Practitioners and Guest Lectures | <ul style="list-style-type: none"> Description: <ul style="list-style-type: none"> Involves integrating real-world examples, case studies, and experiences into the learning process. |

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| | | <ul style="list-style-type: none"> ○ Industry professionals or experts are invited to deliver lectures or share insights with students. ● Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. ● Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of management and organizational behavior concepts. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | Overall Integration: These teaching-learning strategies can be integrated for a well-rounded and comprehensive learning experience. For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content. | |
| 6 | Adaptability: Flexibility is key and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson. Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed. | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- a) Tests (for 25 Marks) and
- b) Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer 5 full questions; selecting 4 full questions from question number

one to seven in the pattern of 3, 7 & 10 Marks and question number 8 is compulsory.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|---|--|
| 1 | Understanding of Management and OB Theories | Students will comprehend various theories and models related to management and organizational behavior, understanding their historical context and evolution. |
| 2 | Problem Solving Skills | Develop proficiency in classifying and differentiating various methods of problem-solving, and apply adept frameworks for addressing workplace challenges. |
| 3 | Industry Relevant Skill Sets | Acquire and apply industry-relevant skill sets, preparing students for practical application in organizational settings. |
| 4 | Leadership Understanding | Gain knowledge and skills related to leadership, including the nature, traits, behavior, and contingency approaches, fostering an understanding of effective leadership in various contexts. |
| 5 | Controlling and Planning Abilities | Develop knowledge and skills in planning and controlling, with an emphasis on the importance, process, and benefits of planning, as well as steps in the control process. |
| 6 | Organizational Behavior Principles | Understand the principles of organizational behavior, including its history, organizational effectiveness, learning processes, and contemporary challenges for organizations. |
| 7 | Behavioral Dynamics and Motivation | Explore the dynamics of individual behavior and performance using the MARS model, delve into personality, values, perception, emotions, and motivation theories. |
| 8 | Teams, Power, and Organizational Culture | Acquire knowledge and skills related to effective teamwork, power dynamics, and the elements of organizational culture. |
| 9 | Organizational Change and Communication | Understand organizational change, resistance to change, approaches to organizational culture, and the significance of effective communication in managing change. |

8. Course Outcomes and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|--|--------------|
| M23MBA101.1 | Understand the management & organizational behavior practices for workplace experience. | L2 |
| M23MBA101.2 | Apply the functions of management & concepts of individual behavior to solve workplace problems. | L3 |
| M23MBA101.3 | Analyze the recent trends in management & OB models for group problem solving. | L4 |
| M23MBA101.4 | Evaluate management & behavioral models for cultural changes in organizational setting. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA101.1 | 3 | | | | | 3 | | |
| M23MBA101.2 | | 3 | 2 | | | | 2 | 3 |
| M23MBA101.3 | | | | 2 | | 3 | | |
| M23MBA101.4 | | 3 | | 2 | 3 | | 2 | |
| M23MBA101 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 2.5 | 2.5 | 2.5 | | 7.5 |
| Module 2 | 2.5 | 2.5 | 2.5 | | 7.5 |
| Module 3 | 2.5 | | 2.5 | | 5 |
| Module 4 | 2.5 | 5 | 2.5 | | 10 |
| Module 5 | | | 5 | 5 | 10 |
| Module 6 | | | 5 | 5 | 10 |
| Total | 10 | 10 | 20 | 10 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 5 | 5 | 5 | | 15 |
| Module 2 | 5 | 5 | 5 | | 15 |
| Module 3 | 5 | | 5 | | 10 |
| Module 4 | 5 | 10 | 5 | | 20 |
| Module 5 | | | 10 | 10 | 20 |
| Module 6 | | | 10 | 10 | 20 |
| Total | 20 | 20 | 40 | 20 | 100 |

Conditions for SEE Paper Setting

Semester End Examination

Questions are to be asked covering all COs. Question paper shall cover entire syllabus and shall consist of Part A and Part B as under.

- **Part A shall consist of seven questions; each question (20 Marks) is subdivided into a, b, c covering all the topics of respective module.**
- **Part B shall be compulsory question on case study / practical problem for 20 Marks. (The question may contain a maximum of 4 sub division).**

10. Future with this Subject

The "Principles of Management and Organizational Behavior" course in the first semester of the MBA program lays a strong foundation for several future courses in the graduate program. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of management and organizational behavior. Here are some notable contributions:

- **Advanced Management Courses:** The knowledge gained in this course, covering principles of management, planning, organizing, leading, and controlling, serves as a prerequisite for more advanced courses in strategic management, human resource management, and organizational development.*
- **Leadership and Decision-Making:** Understanding various leadership styles, decision-making processes, and team dynamics prepares students for courses focusing on leadership development, effective decision-making, and team management.*

- **Organizational Psychology and Culture:** The insights gained in organizational behavior, behavioral dynamics, and organizational culture contribute to courses that delve deeper into organizational psychology, employee behavior, and cultural dynamics within organizations.*
- **Human Resource Management:** The course provides a foundational understanding of organizational behavior, motivation, and team dynamics, which are crucial for students pursuing courses in human resource management, talent acquisition, and employee relations.*
- **Entrepreneurship and Small Business Management:** For students interested in entrepreneurship, the principles of management and organizational behavior offer a foundational understanding of business management, planning, and leadership, essential for launching and managing a successful venture.*
- **Management Consulting and Advisory Services:** Graduates with a strong foundation in management principles and organizational behavior are well-equipped for roles in management consulting, where they can provide valuable insights and solutions to improve organizational effectiveness.*
- **Global Business and Cross-Cultural Management:** Understanding organizational culture and behavioral dynamics prepares students for courses that explore global business environments and cross-cultural management, providing a broader perspective for working in diverse settings.*
- **Ethical Leadership and Corporate Governance:** The course introduces students to ethical issues in organizational behavior, laying the groundwork for courses that focus on ethical leadership, corporate governance, and responsible business practices.*
- **Research and Consultancy Projects:** The hands-on experience gained through case studies, projects, and practical applications in the course prepares students for undertaking research projects and consultancy assignments in the field of management and organizational behavior.*
- **Industry Applications:** The course provides practical skills that are directly applicable in industries related to management, human resources, and organizational development. Graduates are well-prepared to contribute to industries aiming for effective and ethical management practices.

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| 1st Semester | Professional Core Course (PC) Entrepreneurship Development | M23MBA102 |
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1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|---|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Familiarity with the concept of entrepreneurship. • Understanding: the business model and growing the new venture and follow the process of company incorporation with the financial institutions support in India. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to classify and differentiate between various methods of problem-solving. • Skills: Capability to compile and adopt the framework for solving problems in business and entrepreneurial skills. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of business-relevant skill sets. • Application: Ability to apply business-relevant skills to real-world scenarios. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|---|---|
| 1 | Introduction to Entrepreneur and Entrepreneurship | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping the concepts of evolution of entrepreneurship and their functions. ○ Applying theoretical knowledge to the business with entrepreneurial skills. • Skills: <ul style="list-style-type: none"> ○ Analyzing and interpreting the factors affecting entrepreneurship and develop skills required for an entrepreneur. ○ Applying the entrepreneurial skills and face the challenges of entrepreneurship in India. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of the entrepreneurial culture and follow the entrepreneurial process. ○ Appreciation for creativity and innovation process. |
| 2 | Developing Business Model | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the business plan and steps to be followed for business plan. ○ Application of Business planning process with respect to preparation of project report to start a new venture. • Skills: <ul style="list-style-type: none"> ○ Proficiency in building the insights of entrepreneurial challenges. ○ Applying the strategies for feasibility study. • Attitudes: <ul style="list-style-type: none"> ○ Openness to various business models. ○ Appreciation for starting up small scale industry and to start up new venture. |
| 3 | Managing and Growing New Venture | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the nature and scope of starting up new venture and venture expansion. |

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| | | <ul style="list-style-type: none"> • Skills: <ul style="list-style-type: none"> ○ Acquisition of funding for new venture, preparation of financial plan, sources of personal financing etc. ○ Application of acquired skills to getting a financial funding for the new venture. • Attitudes: <ul style="list-style-type: none"> ○ Recognizing the various new venture expansion strategies and follow up. ○ Valuing the contribution of financing companies for sources of finance. |
| 4 | Entrepreneurship Development and Government | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the provisions by state and central government for promoting entrepreneurship. ○ Application of startup India scheme and make in India Scheme. • Skills: <ul style="list-style-type: none"> ○ Applying for institutions support for the development of entrepreneurship. ○ Adopt the provisions and scheme provided for women entrepreneurs in present scenario. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the government schemes for the upliftment of entrepreneurs. ○ Exposed towards the various schemes of the GOI. |
| 5 | Process of Company Incorporation | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the procedure for registration of public, private and partnership companies. ○ Ability to create and incorporate the various intellectual property rights into the business. • Skills: <ul style="list-style-type: none"> ○ Developing the required documentations required for the registration of the company. ○ Implementing the ethical and social responsibility with the practices of incorporation of intellectual property rights. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic role of protecting IPR. ○ Appreciation for having the company incorporation. |
| 6 | Emerging Trends in Entrepreneurship Development | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Introduction to recent trends in entrepreneurship development in India. ○ Understanding the trend of digital entrepreneurship and global entrepreneurship in India. • Skills: <ul style="list-style-type: none"> ○ Developing the required information regarding opportunities in rural entrepreneurship. ○ Implementing the support and evaluating social entrepreneurship in India. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of global entrepreneurship in India. ○ Appreciation for the role of rural entrepreneurship. |

3. Syllabus

| Entrepreneurship Development | | | |
|---|-----------|-------------|------------------|
| Course Code | M23MBA102 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> To develop and strengthen entrepreneurial qualities and motivation among students. To impart basic entrepreneurial skills and understanding to run a business efficiently and effectively. To provide insights to students on entrepreneurship opportunities, sources of funding and institutions supporting entrepreneurs. To make students understand the ways of starting accompany of their own. | | | |
| Module 1: Introduction to Entrepreneur and Entrepreneurship | | | (7 hours) |
| Concept of Entrepreneur and Entrepreneurship - Evolution of the concept - Functions of an Entrepreneur - Types of Entrepreneurs - Entrepreneurial Culture - Stages in Entrepreneurial Process, Factors affecting Entrepreneurship, Skills required for an entrepreneur, Opportunities & Challenges of Entrepreneurship in India, Creativity & Innovation Process. | | | |
| Module 2: Developing Business Model | | | (9 hours) |
| Importance of Business Model, Starting a small-scale industry - Components of an Effective Business Model & Osterwalder Business Model Canvas. | | | |
| Business Planning Process: Meaning of business plan - Business plan process - Advantages of business planning - Final Project Report with Feasibility Study - preparing a model project report & starting a new venture. | | | |
| Lab Component and Assignment: Designing a Business Model Canvas | | | |
| Module 3: Managing and Growing New Venture | | | (9 hours) |
| Preparing for the new venture launch - Managing early growth of the new venture - new venture expansion strategies and issues. Getting Financing or Funding for the New Venture: Estimating the financial needs of a new venture and preparation of a financial plan, Sources of Personal Financing, Preparing to Raise Debtor Equity Financing, Business Angels, Venture Capital, Initial Public Offering, Commercial Banks, Other Sources of Debt Financing, & Leasing. | | | |
| Module 4: Entrepreneurship Development and Government | | | (9 hours) |
| Role of Central Government and State Government in promoting Entrepreneurship, Start Up India scheme, Make in India, Women Entrepreneurs, Institutions supporting Entrepreneurs: A brief overview of financial institutions in India - SIDBI - NABARD - IDBI - SIDCO - Indian & Institute of Entrepreneurship - DIC. | | | |
| Module 5: Process of Company Incorporation | | | (7 hours) |
| Registration of a private limited company and public limited company, a partnership; Four stages of Start Up, Intellectual property protection and Ethics: Patents, Copyright – Trademark - Geographical indications , Ethical and social responsibility & challenges. | | | |
| Module 6: Emerging Trends in Entrepreneurship Development | | | (9 hours) |
| Emerging Trends in Entrepreneurship Development; Digital Entrepreneurship, Social Entrepreneur, Supporting and Evaluating Social Entrepreneurship in India. Rural Entrepreneur, Potential opportunities for Rural entrepreneurship & Global Entrepreneurship in India. | | | |
| Suggested Learning Resources: | | | |
| Recommended Books | | | |
| <ol style="list-style-type: none"> The Dynamics of Entrepreneurial Development and Management, Vasant Desai, Himalaya Publishing House, 2010. Entrepreneurship Development and Business Ethics, Abhik Kumar Mukherjee & Shounak Roy, Oxford University Press 2019. | | | |

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| <p>Reference Books</p> <ol style="list-style-type: none"> 1. Entrepreneurship Development, Dr. Abha Mathur, Taxmann, 2021. 2. Management and Entrepreneurship Development, Sudha G.S, Indus Valley Publication, 2009. |
| <p>Web Links and Video Lectures (e-Resources):</p> <ul style="list-style-type: none"> • https://youtu.be/rbmz5VEW90A • https://www.youtube.com/watch?v=CnStAWc7iOw • https://www.youtube.com/watch?v=RLQivEQUgUc <p>Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.</p> |
| <p>Skill Development Activities Suggested</p> <ul style="list-style-type: none"> • Make a business plan for your intended business, talk to bankers to find out what they look for in a business plan, modify accordingly and present it in the class. • Practical Component: Discuss the characteristics and strategies adopted by new age modern entrepreneurs/ Unicorns/startups who changed the market scenario with their innovations (minimum 5 entrepreneurs) • Analyze the performance of listed family firms. How is their performance compared to the performance of other firms? Does a family firm successfully manage to create wealth for non-family investors? • Interview a local entrepreneur to find out his/her major motivations to start a business, which of the skills and characteristics do you find in the entrepreneur? • Study a local for-profit business and try to list out the positive social impact of the business. • Visit a trade show and try to compare the marketing activities of various stalls in that show, make a list of good practices you come across in the show. |

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|--|--|
| 1 | Week 1-2: Introduction to Entrepreneur and Entrepreneurship | <ul style="list-style-type: none"> • Concept of Entrepreneur and Entrepreneurship • Evolution of the concept & Functions of an Entrepreneur • Types of Entrepreneurs & Entrepreneurial Culture • Stages in Entrepreneurial Process & Factors affecting Entrepreneurship • Skills required for an entrepreneur, Opportunities & Challenges of Entrepreneurship in India • Creativity & Innovation Process |
| 2 | Week 3-4: Developing Business Model | <ul style="list-style-type: none"> • Importance of Business Model & Starting a small-scale industry • Components of an Effective Business Model & Osterwalder Business Model Canvas. • Business Planning Process: Meaning of business plan - Business plan process • Advantages of business planning - Final Project Report with Feasibility Study • Preparing a model project report & starting a new venture. |
| 3 | Week 5-6: Managing and Growing New Venture | <ul style="list-style-type: none"> • Preparing for the new venture launch • Managing early growth of the new venture- new venture expansion strategies & issues. • Getting Financing or Funding for the New Venture: Estimating the financial needs of a new venture & preparation of a financial plan |

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| | | <ul style="list-style-type: none"> • Sources of Personal Financing, Preparing to Raise Debtor Equity Financing, Business Angels, Venture Capital & Initial Public Offering, • Commercial Banks, Other Sources of Debt Financing & Leasing. |
| 4 | Week 7-8: Entrepreneurship Development and Government | <ul style="list-style-type: none"> • Role of Central Government & State Government in promoting Entrepreneurship • Start Up India scheme & Make in India • Women Entrepreneurs, Institutions supporting Entrepreneurs: A brief overview of financial institutions in India • SIDBI - NABARD - IDBI - SIDCO • Indian & Institute of Entrepreneurship - DIC. |
| 5 | Week 9-10: Process of Company Incorporation | <ul style="list-style-type: none"> • Registration of a private limited company & public limited company, a partnership • Four stages of Start Up • Intellectual property protection and Ethics: Patents, Copyright – Trademark - Geographical indications • Ethical and social responsibility & challenges |
| 6 | Week 11-12: Emerging Trends in Entrepreneurship | <ul style="list-style-type: none"> • Emerging Trends in Entrepreneurship Development • Digital Entrepreneurship & Social Entrepreneur • Supporting & Evaluating Social Entrepreneurship in India • Rural Entrepreneur & Potential opportunities for Rural entrepreneurship • Global Entrepreneurship in India |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|------------------------------------|--|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles in entrepreneurship. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical situations. ○ Fosters active participation, communication skills, and the exchange of |

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| | | <p>diverse perspectives among students.</p> <ul style="list-style-type: none"> • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of entrepreneurship concepts. |
| 3 | Role Plays and Simulations | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Students enact specific roles in simulated scenarios that mirror real-world situations. ○ Simulations replicate aspects of the business environment to provide hands-on experience. • Elaboration: <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. ○ Develops interpersonal and communication skills as students actively engage in different roles and scenarios. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills, interpersonal communication, and understanding the dynamics of entrepreneurship. |
| 4 | Real World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. • Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of entrepreneurship. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | <p>Overall Integration: These teaching learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 6 | <p>Adaptability: Flexibility is key, and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the

CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- a) Tests (for 25 Marks) and
- b) Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer 5 full questions; selecting 4 full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number 8 is compulsory.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|-----------------------------|---|
| 1 | Knowledge and Understanding | <p>Understanding Entrepreneurship:</p> <ul style="list-style-type: none"> • Define entrepreneurship and distinguish it from other forms of business activities. • Explore the role of entrepreneurship in economic development. <p>Business Planning:</p> <ul style="list-style-type: none"> • Learn the components of a comprehensive business plan. • Understand the importance of strategic planning. <p>Legal and Regulatory Framework:</p> <ul style="list-style-type: none"> • Gain knowledge of the legal requirements for starting and running a business. • Understand intellectual property rights and their importance for entrepreneurs. |
| 2 | Skills Development | <p>Idea Generation and Opportunity Recognition:</p> <ul style="list-style-type: none"> • Develop techniques for creative thinking and innovation. • Learn methods to identify and evaluate business opportunities. <p>Financial Literacy:</p> <ul style="list-style-type: none"> • Understand basic accounting and financial management principles. • Learn to create and interpret financial statements and projections. <p>Resource Management:</p> <ul style="list-style-type: none"> • Develop skills in acquiring and managing human, financial, and physical resources. • Learn techniques for efficient operations management. <p>Marketing and Sales:</p> |

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| | | <ul style="list-style-type: none"> Gain knowledge in developing marketing strategies and plans. Understand sales techniques and customer relationship management. |
| 3 | Attitudinal and Behavioural Development | <p>Risk Management:</p> <ul style="list-style-type: none"> Understand the nature of risks in business and strategies for managing them. Develop a risk-taking and resilient attitude. <p>Leadership and Team Building:</p> <ul style="list-style-type: none"> Cultivate leadership qualities and effective team-building skills. Learn about various leadership styles and their impact on business success. <p>Problem-Solving and Decision-Making:</p> <ul style="list-style-type: none"> Develop critical thinking and problem-solving skills. Learn decision-making processes and tools. <p>Ethics and Social Responsibility:</p> <ul style="list-style-type: none"> Understand the ethical implications of business decisions. Learn about corporate social responsibility and sustainable business practices. |

8. Course Outcome and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|--|--------------|
| M23MBA102.1 | Understand entrepreneurial skills to setup a business with ethical and social responsibilities. | L2 |
| M23MBA102.2 | Apply various business models to empower innovative and creative entrepreneurs. | L3 |
| M23MBA102.3 | Analyze the various schemes and benefits of government for estimating and facilitating the business needs. | L4 |
| M23MBA102.4 | Evaluate the stages of incorporation and legal aspects to protect the business ideas. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA102.1 | 2 | | | | | | | |
| M23MBA102.2 | 2 | 3 | | | | 2 | 2 | |
| M23MBA102.3 | | 2 | 2 | 2 | 2 | 2 | | 2 |
| M23MBA102.4 | | | | 3 | 2 | | 2 | |
| M23MBA102 | 2 | 2.5 | 2 | 2.5 | 2 | 2 | 2 | 2 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total % |
|-----------------|----------|----------|----------|----------|-----------|
| Module 1 | 5 | | | | 5 |
| Module 2 | 5 | | | | 5 |
| Module 3 | 5 | 5 | | | 10 |
| Module 4 | | 5 | 10 | | 15 |
| Module 5 | | | 5 | | 5 |

| | | | | | |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Module 6 | | | | 10 | 10 |
| Total % | 15 | 10 | 15 | 10 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total % |
|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|
| Module 1 | 10 | | | | 10 |
| Module 2 | 10 | | | | 10 |
| Module 3 | 10 | 10 | | | 20 |
| Module 4 | | 10 | 20 | | 30 |
| Module 5 | | | 10 | | 10 |
| Module 6 | | | | 20 | 20 |
| Total % | 30 | 20 | 30 | 20 | 100 |

Conditions for SEE Paper Setting**Semester End Examination**

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer 5 full questions; selecting 4 full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number 8 is compulsory.

10. Future with this Subject

The "Entrepreneurship Development" course in the first semester of the MBA program lays a strong foundation for several future courses in the graduate program. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of management. Here are some notable contributions:

- **Digital Transformation:** As digital technologies continue to evolve, entrepreneurship development programs are increasingly focusing on tech entrepreneurship, emphasizing areas such as artificial intelligence, block chain, and the Internet of Things (IoT).
- **Start-up Ecosystems:** The growth of start-up ecosystems, incubators, and accelerators around the world is fostering a more vibrant environment for entrepreneurs, providing them with resources, mentorship, and networking opportunities.
- **Global Markets:** Entrepreneurs are now looking beyond their local markets to operate on a global scale. Entrepreneurship development programs are thus incorporating international business strategies, cross-cultural communication, and global supply chain management.
- **Collaborative Innovation:** International collaboration between start-ups, corporate, and academic institutions is becoming more common, facilitating the exchange of ideas and resources across borders.
- **Social Entrepreneurship:** There is a growing focus on social entrepreneurship, where businesses aim to solve social, environmental, and economic issues while being profitable. Programs are now teaching sustainable business practices and impact measurement.
- **Government Initiatives:** Many governments are introducing policies and funding schemes to support entrepreneurship, recognizing its role in economic development.
- **Regulatory Frameworks:** The establishment of conducive regulatory frameworks for start-ups, including tax incentives, simplified business registration processes, and protection of intellectual property rights.
- **Venture Capital and Angel Investing:** The availability of venture capital and angel investing is expanding, providing start-ups with the necessary funds to scale their operations

| | | |
|--------------------------------|--|------------------|
| 1st Semester | Professional Core Course (PC) Accounting for Managers | M23MBA103 |
|--------------------------------|--|------------------|

1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|--|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Basic accounting concepts, understanding assets, liabilities, and equity. • Understanding: Knowledge of accounting standards and regulations applicable to the organization's jurisdiction. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to classify and differentiate between various methods of problem-solving through inter firm and intra firm analysis. • Skills: Capability to identify and analyze the financial data using financial tools and techniques for solving accounting problems. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of industry-relevant skill sets. • Application: Ability to apply industry-relevant skills to real-world scenarios |

2. Competencies

| S/L | Competency | KSA Description |
|-----|-----------------------------|--|
| 1 | Introduction to Accounting | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping theories of accounting and accounting equation. ○ Applying theoretical knowledge to real world accounting problems. • Skills: <ul style="list-style-type: none"> ○ Analyzing and interpreting theories of accounting and accounting equation. ○ Applying theoretical concepts to real-world accounting challenges. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of theoretical foundations in effective accounting information. ○ Appreciation for the relevance of accounting equations in practice. |
| 2 | Accounting Cycle | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Acquiring the ability to accurately record and categorize financial transactions. ○ Understanding how accounting information is used to make informed business decisions • Skills: <ul style="list-style-type: none"> ○ Proficiency in the preparation of books of accounts. ○ Applying accounting practices and frameworks effectively for greater transparency in accounting information. • Attitudes: <ul style="list-style-type: none"> ○ Openness to various problem-solving approaches. ○ Appreciation for the importance of preparation of books of accounts. |
| 3 | Final Accounts of Companies | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Developing the ability to critically analyze financial statements for ethical practices. ○ Mastery in preparing final accounts of companies in compliance with statutory requirements. • Skills: |

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| | | <ul style="list-style-type: none"> ○ Acquisition of the skill required for study the company and proprietorship final accounts. ○ Application of acquired skills to enhance financial position. ● Attitudes: <ul style="list-style-type: none"> ○ Recognizing the ongoing need for evolving skills in both proprietorship company final accounts. ○ Valuing the contribution of company-relevant skills to financial strength of the business. |
| 4 | Analysis of Financial Statements | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the tools and technique for financial performance analysis. ○ Application of various analysis to determine the financial stability, solvency and liquidity for business concern. ● Skills: <ul style="list-style-type: none"> ○ Applying financial tools and techniques ○ Demonstrating accuracy and transparency in financial performance. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the financial decisions in business performance. ○ Openness to different financial tools and techniques. |
| 5 | Bank Reconciliation Statement | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the importance of bank reconciliation statement. ○ Ability to identify and incorporate the changes as per BRS and comprehend the steps in the control process. ● Skills: <ul style="list-style-type: none"> ○ Identifying the errors and omission in the bank statements. ○ Implementing control processes to ensure financial accuracy in accounting information. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic role in identifying the errors and achieving greater transparency. ○ Appreciation for the iterative nature of control mechanism in managing errors in financial transactions. |
| 6 | Depreciation | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Introduction to depreciation, its types, and contemporary challenges tax implications. ○ Understanding asset management and the influence of asset management in depreciation in accounting. ● Skills: <ul style="list-style-type: none"> ○ Understanding depreciation principles and their types in diverse settings. ○ Analyzing the impact of depreciation on asset management. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of depreciation in effective asset management. ○ Appreciation for the role of effective depreciation methods for stable return on asset. |

3. Syllabus

| Accounting for Managers | | | |
|---|------------------|--------------------|-------------------|
| Course Code | M23MBA103 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> • To enable the students to understand the conceptual framework of accounting, reporting and financial statements. • To enable the students in preparation of books of accounts and accounting records leading to final accounts and interpretation there-off. • To acquaint the students with interpretation of accounting information and analyses of financial statements for decision making. | | | |
| Module 1: Introduction to Accounting | | | (6 hours) |
| Meaning & objectives, Need & Types of Accounting, Double Entry System, IFRS, Indian Accounting Standards. Concepts & Conventions of Accounting. Accounting equation. Emerging Issues in Accounting: Human Resource Accounting, Forensic Accounting, Green Accounting & Sustainability Reporting. (Theory only). | | | |
| Module 2: Accounting Cycle | | | (9 hours) |
| Journal, Ledgers, Trial balance, Users of Accounting information, & subsidiary books three column cash book only. (Theory & Problems). | | | |
| Module 3: Final Accounts of Companies | | | (9hours) |
| Preparation of final accounts of companies in vertical form as per Companies Act of 2013 (Problems of Final Accounts with adjustments) & Window dressing. (Theory & Problems). | | | |
| Module 4: Analysis of Financial Statements | | | (10 hours) |
| Meaning & Purpose of Financial Statement Analysis, Trend Analysis, Comparative Analysis, Financial Ratio Analysis, Preparation of Financial Statements using Financial Ratios, Case Study on Financial Ratio Analysis. Preparation of Cash flow Statement (indirect method). Lab compulsory for Financial & Statement Analysis using Excel. (Theory & Problems). | | | |
| Module 5: Bank Reconciliation Statement | | | (6 hours) |
| Rules for recording Receipts & Payments in cash book & bank pass book, reasons for differences in the balances of cash book and bank pass book. Meaning & Preparation of Bank reconciliation statement with Tally. (Theory & Problems). | | | |
| Module 6: Depreciation | | | (10 hours) |
| Meaning, characteristics & causes of depreciation, Types of Depreciation & Tax implication of depreciation. (Problems only on straight line & WDV method). | | | |
| Suggested Learning Resources: | | | |
| Recommended Books | | | |
| <ol style="list-style-type: none"> 1. Financial Accounting: A Managerial Perspective, Narayana Swamy R, 5/e, PHI, 2014. 2. A Text book of Accounting for Management, Maheswari S.N, Maheswari Sharad K. Maheswari, 2/e, Vikas Publishing house (P) Ltd. | | | |
| Reference Books | | | |
| <ol style="list-style-type: none"> 1. Accounting for Management – Text & Cases, S.K. Bhattacharya & John Dearden, Vikas Publishing House Pvt. Ltd., 3e, 2018. 2. Financial Accounting, Jain S. P and Narang K L, Kalyani Publishers. | | | |
| Web Links and Video Lectures (E - Resources): | | | |
| <ul style="list-style-type: none"> • https://icmai.in/upload/Students/Syllabus2016/Inter/Paper-5New.pdf • https://journals.sagepub.com/home/jaf | | | |

- https://icmai.in/upload/Students/Syllabus-2012/Study_Material_New/Inter-Paper5-Revised.pdf
- <https://books.mec.biz/tmp/books/Y3BMTIHRR2UE7LMTZG3T.pdf>
- <https://drnishikantjha.com/booksCollection/Financial%20Accounting%20-%20BMS%20.pdf>
- <https://www.pdfdrive.com/accountancy-books.html>
- https://onlinecourses.swayam2.ac.in/nou22_cm18/preview
- <https://www.coursera.org/lecture/uva-darden-financial-accounting/what-is-accounting-eXQEc>
- <https://www.youtube.com/watch?v=mq6KNVeTE3A>

Note: The afore said links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

Skill Development Activities Suggested

- To collect Annual reports of the companies and analyze the financial statements using different techniques and presenting the same in the class.
- To analyze the companies' cash flow statements and presenting the same in the class.
- To get exposed to use of accounting software (preferably Tally or ERP).
- To identify the sustainability report of a company and study the contents.

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|---|---|
| 1 | Week 1-2: Introduction to Accounting | <ul style="list-style-type: none"> • Meaning and objectives • Need and Types of Accounting, Double Entry System & IFRS • Indian Accounting Standards • Concepts and Conventions of Accounting • Accounting equation • Emerging Issues in Accounting: Human Resource Accounting & Forensic Accounting • Green Accounting & Sustainability Reporting |
| 2 | Week 3-4: Accounting Cycle | <ul style="list-style-type: none"> • Journal • Ledgers • Trial balance • Users of Accounting information • Subsidiary books three column cash book |
| 3 | Week 5-6: Financial Accounts of Companies | <ul style="list-style-type: none"> • Preparation of final accounts of companies in vertical form as per Companies Act of 2013 |
| 4 | Week 7-8: Analysis of Financial Statements | <ul style="list-style-type: none"> • Meaning and Purpose of Financial Statement Analysis • Trend Analysis • Comparative Analysis • Financial Ratio Analysis • Preparation of Financial Statements using Financial Ratios • Case Study on Financial Ratio Analysis • Preparation of Cash flow Statement |
| 5 | Week 9-10: | <ul style="list-style-type: none"> • Rules for recording Receipts and Payments in cash book & bank pass book |

| | | |
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| | Bank Reconciliation Statement | <ul style="list-style-type: none"> • Reasons for differences in the balances of cash book and bank pass book • Meaning and Preparation of Bank reconciliation statement |
| 6 | Week 11-12: Depreciation | <ul style="list-style-type: none"> • Meaning, characteristics • Causes of depreciation • Types of Depreciation • Tax implication of depreciation |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|------------------------------------|--|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles in accounting. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical situations. ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of management concepts. |
| 3 | Role Plays and Simulations | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Students enact specific roles in simulated scenarios that mirror real-world situations. ○ Simulations replicate aspects of the business environment to provide hands-on experience. • Elaboration: <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. ○ Develops interpersonal and communication skills as students actively engage in different roles and scenarios. |

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|---|---|---|
| | | <ul style="list-style-type: none"> • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills, interpersonal communication, and understanding the dynamics of organizational accounting. |
| 4 | Real World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. • Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of accounting concepts. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | <p>Overall Integration: These teaching-learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 6 | <p>Adaptability: Flexibility is key, and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- Tests (for 25 Marks) and
- Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer 5 full questions; selecting 4 full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number 8 is compulsory.
- 40 percent theory and 60 percent problems in SEE.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|--|---|
| 1 | Understanding the Conceptual Framework of Accounting | Students will comprehend various concepts related to accounting and financial statement, understanding their historical context and evolution. |
| 2 | Preparing Accounting Records | Preparation of books of accounts and accounting records leading to final accounts. |
| 3 | Interpretations of Final Accounts of Companies | Students will learn to prepare and interpret final accounts of companies, including the balance sheet, income statement, and cash flow statement. They will gain skills in financial reporting, compliance with regulatory standards, and the ability to assess a company's financial health and performance for informed decision-making. |
| 4 | Analysis of Accounting Information | This knowledge will enable them to make informed decisions, identify trends, assess risks, and understand the financial implications of business strategies. Students will also develop critical thinking and analytical skills essential for roles in finance, accounting, and management. |
| 5 | Rules for Recording Receipts and Payments | Students will learn to prepare and interpret bank reconciliation statements, identifying discrepancies between bank records and company books. They will develop skills in detecting errors, understanding adjustments, and ensuring accurate financial reporting, which are essential for maintaining precise cash management and internal controls. |
| 6 | The Impact of Depreciation on Financial Statements | Students will understand the concept and methods of depreciation, learning to calculate and record the depreciation expense for assets. They will grasp the impact of depreciation on financial statements, asset valuation, and tax reporting, essential for accurate financial analysis and informed decision-making in asset management. |

8. Course Outcomes and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|---|--------------|
| M23MBA103.1 | Understand the knowledge of accounting cycle of financial statement and reconciliation-financial transaction. | L2 |
| M23MBA103.2 | Apply the financial statement of Business concern to meet legal requirements. | L3 |
| M23MBA103.3 | Analyze the financial position using financial statement analyses to ascertain the growth of business. | L4 |
| M23MBA103.4 | Evaluate the financial statements using ratios to address the future uncertainties. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA103.1 | 3 | | | | | | | |
| M23MBA103.2 | | 3 | | | | | 2 | 2 |
| M23MBA103.3 | 2 | 2 | 2 | 2 | | 2 | | 3 |
| M23MBA103.4 | | 3 | 2 | 2 | 3 | 3 | 3 | |
| M23MBA103 | 2.5 | 2.6 | 2 | 2 | 3 | 2.5 | 2.5 | 2.5 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 | CO2 | CO3 | CO4 | Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Module 1 | 5 | | | | 5 |
| Module 2 | 5 | 5 | | | 10 |
| Module 3 | | | 10 | | 10 |
| Module 4 | | 5 | | 10 | 15 |
| Module 5 | | 5 | | | 5 |
| Module 6 | | | 5 | | 5 |
| Total | 10 | 15 | 15 | 10 | 50 |

SEE

| | CO1 | CO2 | CO3 | CO4 | Total |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 10 | | | | 10 |
| Module 2 | 10 | 10 | | | 20 |
| Module 3 | | | 20 | | 20 |
| Module 4 | | 10 | | 20 | 30 |
| Module 5 | | 10 | | | 10 |
| Module 6 | | | 10 | | 10 |
| Total | 20 | 30 | 30 | 20 | 100 |

Conditions for SEE Paper Setting

Semester End Examination

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.

- Each full question will have sub question covering all the topics.
- The students will have to answer 5 full questions; selecting 4 full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number 8 is compulsory.
- 40 percent theory and 60 percent problems in SEE.

10. Future with this Subject

The "Accounting for Managers" course in the first semester of the MBA program lays a strong foundation for several future courses in the graduate program. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of accounting and organizational behavior. Here are some notable contributions:

- **Accounting Management Courses:** Managerial accounting, also known as management accounting, focuses on providing financial information to managers for decision-making, planning, and control. Unlike financial accounting, which targets external stakeholders such as investors and regulators, managerial accounting is tailored for internal use.
- **Enhanced Decision Making:** Advanced analytics and BI capabilities will become more sophisticated, offering managers detailed insights into financial and operational performance. These tools support data-driven decision-making and strategic planning.
- **Sustainability Reporting:** As stakeholders demand greater transparency regarding environmental and social impacts, managerial accounting will increasingly incorporate sustainability metrics. This involves tracking and reporting on areas such as carbon footprint, resource usage, and social contributions.
- **Integrated Reporting:** Combining financial and non-financial data into a single, comprehensive report provides a holistic view of the organization's performance. Integrated reporting helps stakeholders understand how financial results are achieved in conjunction with social and environmental initiatives.
- **Scenario Planning and Simulation:** Allows managers to create various scenarios and simulate the potential impacts of different decisions. This helps in risk management and strategic planning by anticipating potential challenges and opportunities.
- **Evolving Standards and Regulations:** As global standards and regulations evolve, managerial accountants will need to stay updated and ensure compliance. This includes adapting to new accounting standards, tax laws, and financial reporting requirements.
- **Internal Controls and Risk Management:** Strengthening internal controls and implementing robust risk management frameworks will be critical to safeguarding assets and ensuring the accuracy of financial information in an increasingly complex regulatory environment.
- **Upskilling and Continuous Learning:** The role of managerial accountants is expanding beyond traditional accounting functions. Future accountants will need to develop skills in data analytics, strategic management, and technological proficiency. Continuous learning and professional development will be essential.
- **Collaboration and Interdisciplinary Skills:** Managerial accountants will increasingly work alongside IT, operations, and other departments. Strong collaboration and interdisciplinary skills will be necessary to integrate financial insights into broader business strategies.
- **Multinational Operations:** As businesses expand globally, managerial accounting will need to address the complexities of operating in multiple jurisdictions. This includes managing currency risks, complying with diverse regulations, and understanding international market dynamics.
- **Outsourcing and Shared Services:** The use of outsourcing and shared service centers for accounting functions will continue to grow. Managerial accountants will need to oversee these arrangements to ensure efficiency and accuracy.

| | | |
|--------------------------------|--|------------------|
| 1st Semester | Professional Core Course (PC) Statistics for Managers | M23MBA104 |
|--------------------------------|--|------------------|

1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|--|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Familiarity with the basic application of statistics in business. • Understanding: Differentiate statistical tools like descriptive, inferential & probability. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to identify suitable statistical techniques to solve business problems. • Skills: Capability to compile and adopt statistical methods for solving problems in the workplace. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of industry-relevant data analytics. • Application: Ability to apply industry-relevant statistical package for real-world scenarios |

2. Competencies

| S/L | Competency | KSA Description |
|-----|---|--|
| 1 | Understanding of Overview of Statistics | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping importance and basics of statistics. ○ Applying statistical knowledge to business scenarios. • Skills: <ul style="list-style-type: none"> ○ Analyzing and interpreting the data management. ○ Applying statistical concepts to real-world business challenges. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of statistical foundations in business decisions. ○ Construction of the relevant diagrammatic & graphic representation. |
| 2 | Application of Descriptive & Inferential Statistics | <ul style="list-style-type: none"> • Skills: <ul style="list-style-type: none"> ○ Proficiency in descriptive & inferential statistics for problem-solving. ○ Applying statistical techniques effectively in business situations. • Attitudes: <ul style="list-style-type: none"> ○ Openness to various data analytical approaches. ○ Appreciating the importance of effective statistical usage for decision making. |
| 3 | Industry Relevant Statistical Decision Making | <ul style="list-style-type: none"> • Skills: <ul style="list-style-type: none"> ○ Acquisition of probability and time series for business forecasting. ○ Application of index numbers for choosing business alternatives. • Attitudes: <ul style="list-style-type: none"> ○ Recognizing the ongoing real quantitative cases in a dynamic industry. ○ Valuing the results of business statistics for industrial decision making. |
| 4 | Leadership through Statistical Packages | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the various parametric & non parametric tests. ○ Application of hypothetical test using statistical packages. • Skills: <ul style="list-style-type: none"> ○ Applying hypothetical test in business contexts for effective decision making. ○ Demonstrating different test using statistical packages in industrial projects. |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Attitudes: <ul style="list-style-type: none"> ○ Valuing the quantitative testing skills for effective business decision. ○ Openness to different hypothetical tests and its approaches. |
|--|--|---|

3. Syllabus

| Statistics for Managers | | | |
|---|------------------|--------------------|------------------|
| Course Code | M23MBA104 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> • To facilitate the students to compute the various measures of central tendency and dispersion using descriptive statistics. • To enhance the skills to visualize and estimate the relationship between variables using correlation and regression analysis. • To equip with the skills of decision making using probability techniques & trend analysis. • To make the students understand the procedure of hypothesis testing using appropriate parametric and non-parametric tests & to familiarize the students with analytical package SPSS. | | | |
| Module 1: Statistics Overview | | | (7 hours) |
| Introduction: Definition, Importance & Basics of Statistics, Construction of One Way and Two Way Tables, Diagrammatic & Graphic Representation. | | | |
| Module 2: Descriptive Statistics | | | (9 hours) |
| Measures of Central Tendency: Arithmetic Mean, Geometric Mean, Harmonic Mean, Median, Mode & Percentile, Deciles. | | | |
| Measures of Dispersion: Range, Quartile Deviation, Absolute Mean Deviation, Standard Deviation, Variance & Coefficient of Variance. | | | |
| Skewness: Relative Measures of Skewness Karl Pearson & Bowley of Skewness. | | | |
| Module 3: Probability and Theoretical Distribution | | | (8 hours) |
| Definition & Basic of Probability, Conditional Probability, Bayes' Theorem & its Applications. | | | |
| Probability Distribution: Concept & Application of Binomial, Poisson & Normal Probability Distribution. | | | |
| Module 4: Inferential Statistics | | | (9 hours) |
| Correlation Analysis: Scatter Diagram, Karl Pearson's, Coefficient of Correlation (One Way Table Only) & Rank Correlation. | | | |
| Regression Analysis: Least Squares Method & Applications of Regressions. | | | |
| Module 5: Business Statistics in Decision Making | | | (8 hours) |
| Time Series Analysis: Objectives, Variations in Time Series, Measurement of Trend, Graphic Method, Moving Average Method, Semi Average Method, Least Square Method & Measurement of Seasonal Variations. | | | |
| Index Number: Definition, Uses, Basics of Index Number by using Laspeyre's, Paasche's & Fisher's. | | | |
| Module 6: Hypotheses Testing | | | (9 hours) |
| Definition, Types, Procedure for Testing, Errors in Hypotheses Testing. Parametric & Non Parametric Tests t-Test, z-Test, Chi-Square Test & Analysis of Variance (One Way ANOVA). | | | |
| Suggested Learning Resources: | | | |
| Recommended Books | | | |
| 1. S C Gupta (2018), Fundamentals of Statistics, 7 th edition Himalaya Publications. | | | |
| 2. J K Sharma (2020), Business Statistics 5 th edition Vikas Publishing House. | | | |
| Reference Books | | | |
| 1. S P Gupta (2021), Statistical Methods 46 th edition Sultan Chand Publications. | | | |

2. William E. Wagner, III (2015), Using IBM SPSS Statistics for Research Methods and Social Science Statistics 5th edition Sage Publications.

Web Links and Video Lectures (E - Resources):

- Students should opt Swayam NPTEL Course on Business Statistics offered by Prof. M. K. Barua Dept. of Management studies IIT Roorkee.
- YouTube Videos are also available of the same <https://www.youtube.com/watch?v=VDLyk6z8uCg>
- Swayam NPTEL Course on Business Statistics by Dr. P. M. ShivPrasad, Department of Commerce, Teresian College, Mysuru.

Note: The afore said links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

Skill Development Activities Suggested

- **Computer Lab for Statistics:** Microsoft Excel: Measures of central tendency and variability, Frequency distributions. Charts and Graphs, Hypotheses testing using means & cross-tabulation, Paired t, Independent sample, Chi square. Correlation, Regression Analysis, Linear, Analysis of Variance, One way ANOVA

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|---|---|
| 1 | Week 1-2: Statistics Overview | <ul style="list-style-type: none"> • Introduction: Definition, Importance & Basics of Statistics • Construction of One Way & Two Way Tables • Diagrammatic & Graphic Representation |
| 2 | Week 3-4: Descriptive Statistics | <ul style="list-style-type: none"> • Measures of Central Tendency: Arithmetic Mean, Geometric Mean, Harmonic Mean • Median, Mode & Percentile & Deciles • Measures of Dispersion: Range, Quartile Deviation, Absolute Mean Deviation, Standard Deviation, Variance & Coefficient of Variance • Skewness: Relative Measures of Skewness • Karl Pearson & Bowley of Skewness |
| 3 | Week 5-6: Probability & Theoretical Distribution | <ul style="list-style-type: none"> • Definition & Basic of Probability & Conditional Probability • Bayes' Theorem & its Applications • Probability Distribution: Concept & Application of Binomial • Poisson Probability Distribution • Normal Probability Distribution |
| 4 | Week 7-8: Inferential Statistics | <ul style="list-style-type: none"> • Correlation Analysis: Scatter Diagram • Karl Pearson's Coefficient of Correlation (One Way Table Only) • Rank Correlation • Regression Analysis: Least Squares Method • Applications of Regressions |
| 5 | Week 9-10: Business Statistics in Decision Making | <ul style="list-style-type: none"> • Time Series Analysis: Objectives, Variations in Time Series, & Measurement of Trend • Graphic Method, Moving Average Method • Semi Average Method • Least Square Method • Measurement of Seasonal Variations |

| | | |
|---|-----------------------------------|---|
| | | <ul style="list-style-type: none"> • Index Number: Definition, Uses, Basics of Index Number by using Laspeyre's, Paasche's & Fisher's |
| 6 | Week 11-12: Hypothesis Testing | <ul style="list-style-type: none"> • Definition, Types & Procedure for Testing • Errors in Hypotheses, Testing. Parametric & Non Parametric Tests • t-Test • z-Test • Chi-Square Test • Analysis of Variance (One Way ANOVA). |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|--|---|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and quantitative applications related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics & solving problems. |
| 2 | Case Based Teaching and Class Room Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and solving. ○ Students critically analyze and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of quantitative knowledge to practical situations. ○ Fosters active logic, thinking, aptitude skills and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, interpreting, decision-making abilities, and understanding the practical implications of business statistics. |
| 3 | Workshop from Practitioners and Guest Lectures | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and |

| | | |
|---|---|---|
| | | <p>networking opportunities.</p> <ul style="list-style-type: none"> • Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of business statistics using statistical packages. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 4 | Project Based Learning | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves hands-on experience gained through case studies, projects, and practical applications. ○ Industry professionals are invited to deliver project based insights with students. • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in project work. ○ Provides students with valuable insights, industry perspectives, and networking opportunities for fetching consultancy projects. • Applicability: <ul style="list-style-type: none"> ○ Enhances students' undertaking research projects and consultancy assignments in the field of statistics. ○ Fosters connections between academia and industry, exposing students to project networking. |
| 5 | <p>Overall Integration: These teaching-learning strategies can be integrated for a well-rounded and comprehensive learning experience in problem solving aspects.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and provide a hands-on application of the concepts learned.</p> <p>Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 6 | <p>Adaptability: Flexibility is a key and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help to gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- Tests (for 25 Marks) and
- Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary

supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer 5 full questions; selecting 4 full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number 8 is compulsory.
- 40 percent theory and 60 percent problems in SEE.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|---|--|
| 1 | Understanding of Overview of Statistics | Students will comprehend familiarity with the basic application of statistics in business and differentiate statistical tools like descriptive, inferential & probability. |
| 2 | Problem Solving Skills | Develop proficiency in classifying and differentiating various statistical methods of problem-solving and apply capability to compile and adopt statistical methods for solving problems in the workplace. |
| 3 | Industry - Relevant Skill Sets | Acquire and apply industry-relevant data analytics, preparing students for practical application of statistical packages for real-world scenarios. |
| 4 | Industry Relevant Statistical Decision Making | Acquisition of probability, time series & index numbers for business forecasting & for choosing business alternatives. Recognizing the ongoing real quantitative cases in a dynamic industry & value the results of business statistics in industrial decision making. |
| 5 | Leadership through Statistical Packages | Gain knowledge and skills related to various parametric & non parametric tests & application of hypothetical test using statistical packages in business contexts for effective decision making & industrial projects. |

8. Course Outcomes and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|--|--------------|
| M23MBA104.1 | Understand the concepts of descriptive statistical techniques in business / real life situation. | L2 |
| M23MBA104.2 | Apply the importance of probability & its applications in decision making. | L3 |
| M23MBA104.3 | Analyze inferential statistical technique & time series analysis for business solutions. | L4 |
| M23MBA104.4 | Evaluate hypothesis using suitable test to solve business problems. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA104.1 | 2 | | | | | 3 | | |
| M23MBA104.2 | | 3 | | | | | 2 | |
| M23MBA104.3 | | 3 | 2 | 2 | | 3 | | 3 |
| M23MBA104.4 | | | | 2 | 2 | | 2 | |
| M23MBA104 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Module 1 | 5 | | | | 5 |
| Module 2 | 10 | | | | 10 |
| Module 3 | | 10 | | | 10 |
| Module 4 | | | 10 | | 10 |
| Module 5 | | | 5 | | 5 |
| Module 6 | | | | 10 | 10 |
| Total | 15 | 10 | 15 | 10 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 10 | | | | 10 |
| Module 2 | 20 | | | | 20 |
| Module 3 | | 20 | | | 20 |
| Module 4 | | | 20 | | 20 |
| Module 5 | | | 10 | | 10 |
| Module 6 | | | | 20 | 20 |
| Total | 30 | 20 | 30 | 20 | 100 |

Conditions for SEE Paper Setting

Semester End Examination

Questions are to be asked covering all COs. Question paper shall cover entire syllabus and shall consist of Part A and Part B as under.

- Part A shall consist of seven questions; each question (20 Marks) is subdivided into a, b, c covering all the topics of respective module.
- Part B shall be compulsory question on case study / practical problem for 20 Marks. (The question may contain a maximum of 4 sub division).
- 40 percent theory & 60 percent problems

10. Future with this Subject

The "Statistics for Managers" course in the first semester of the MBA program lays a strong foundation for several future courses in the graduate program. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of statistics. Here are some notable contributions:

- **Advanced Management Courses:** The knowledge gained in this course, covering applications of statistics in business serves as a prerequisite for more advanced courses in data analytics, data sciences, HR analytics & marketing analytics etc...*
- **Leadership and Decision-Making:** Acquisition of industry relevant statistical decision making through statistical packages for projects, consultancy and other quantitative decision.*

- **Functional Management:** The course provides a foundational understanding and usage of data analysis and interpretation in functional areas of management like HR, Marketing, Finance, Operations, Production, Digital Marketing etc.*
- **Management Consulting and Advisory Services:** For students interested in statistics and managing numbers can facilitate their clients through statistical interventions for a successful venture.*
- **Global Business and Cross-Cultural Management:** Understanding statistical analysis that prepares students for courses that explore global business environments and cross-cultural management, providing a broader perspective for working in diverse settings.*
- **Ethical Leadership and Corporate Governance:** The course introduces students to ethical issues in gathering business data, laying the groundwork for courses that focus on data analytics, data sciences, HR analytics & marketing analytics etc. for responsible business practices.*
- **Research and Consultancy Projects:** The hands-on experience gained through case studies, projects, and practical applications in the course prepares students for undertaking research projects and consultancy assignments in the field of statistics.*
- **Industry Applications:** The course provides practical skills that are directly applicable in industries related to statistics, data organizing, quantitative analysis, research methodology, data analytics, data sciences, HR analytics & marketing analytics etc. . Graduates are well-prepared to contribute to industries aiming for effective and ethical management & statistical practices

| | | |
|--------------------------------|---|------------------|
| 1st Semester | Professional Core Course (PC) Marketing Management | M23MBA105 |
|--------------------------------|---|------------------|

1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|----------------------------|---|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Familiarity with the marketing theories and approaches of marketing and marketing mix. • Understanding: Difference between marketing and selling, levels of product, types of distribution channel, and methods of pricing. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to classify and differentiate between various methods of pricing, advertising strategies & buying behavior. • Skills: Capability to take proper decision based on the consumer behavior and buying motives. |
| 3 | Market Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Segmenting, targeting and positioning, creativity and innovation towards promotion activities. • Application: Ability to apply the digital marketing strategies. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|------------------------------|---|
| 1 | Introduction to Marketing | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping marketing concepts and environmental analysis. ○ Applying conceptual knowledge to practical marketing environment. • Skills: <ul style="list-style-type: none"> ○ Analyzing and interpreting marketing and its environment. ○ Applying the basic marketing functions to real-world business challenges. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of marketing mix in effective business. ○ Appreciation for marketing environmental scanning technique in practice. |
| 2 | Analyzing Consumer Behavior | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the characteristics of consumer and consumer behaviors. ○ Familiarity about the significance of consumer behaviour and application of the various models of consumer behavior. • Skills: <ul style="list-style-type: none"> ○ Understanding the factors of consumer behaviour. ○ Identifying the factors of consumer buying behavior for effective buying decision. • Attitudes: <ul style="list-style-type: none"> ○ Openness to various decisions making approaches. ○ Appreciation for the importance of effective buying motives. |
| 3 | Product Management & Pricing | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the importance of product management and its levels. ○ Classification of products and pricing techniques. • Skills: <ul style="list-style-type: none"> ○ Applying the product mix strategies and significance of packaging and labeling. |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> ○ Demonstrating effective steps for new product development. ● Attitudes: <ul style="list-style-type: none"> ○ Creating strategies for the different stages of product life cycle and methods of pricing. |
| 4 | Distribution and Promotion | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the factors affecting channel choice. ○ Application of promotional tools and techniques. ● Skills: <ul style="list-style-type: none"> ○ Prepare distribution channel design & AIDA model. ○ Demonstrating creative promotional techniques to reach the target audience. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the role of advertising agencies and methods of budget. ○ Openness to take the decision on channel distribution and creative. |
| 5 | Segmentation, Targeting and Positioning | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the concept of segmentation targeting and positioning. ○ Ability to create and implement the basis for segmentation, and comprehend the strategies for targeting and positioning. ● Skills: <ul style="list-style-type: none"> ○ Developing effectiveness in dividing the market for creating availability of the product. ○ Implementing the positioning strategies. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic role in product differentiation strategy. ○ Appreciation for the identifying the target customer by using STP Model. |
| 6 | Emerging trends in Marketing | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Introduction to market research and current trends in marketing. ○ Ability to set the marketing strategies for leaders and startups. ● Skills: <ul style="list-style-type: none"> ○ Developing the various marketing trends in new business start ups. ○ Implementing the various marketing strategies for leaders and start ups. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of market research and AI in marketing. ○ Appreciation for enhancing the social responsibility of marketing |

3. Syllabus

| Marketing Management | | | |
|---|------------------|--------------------|------------|
| Course Code | M23MBA105 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Learning Objectives: | | | |
| <ul style="list-style-type: none"> ● To make students understand the fundamental concepts of marketing and environment in which marketing system operates. ● To gain knowledge on consumer buying behavior and influencing factors ● To describe major bases for segment marketing, target marketing, market positioning & marketing | | | |

| |
|--|
| <p>mix.</p> <ul style="list-style-type: none"> To understand fundamental premise underlying market driven strategies and hands on practical approach. |
| <p>Module 1: Introduction to Marketing (7 hours)</p> <p>Definitions of market and marketing, Elements of Marketing Concept, Functions of Marketing, Evolution of Marketing, Marketing V/s Selling, Customer Value and Satisfaction, 7P's of Marketing & Marketing Environmental Analysis.</p> |
| <p>Module 2: Consumer Behaviour (9 hours)</p> <p>Meaning & Characteristics, Importance of consumer behaviour, Factors influencing Consumer Behaviour, Consumer Buying Decision Process, Buying Roles & Motives & Models of consumer behavior.</p> |
| <p>Module 3: Product Management and Pricing (9 hours)</p> <p>Importance & primary objective of product management, product levels, product hierarchy, Classification of products, product mix, & product mix strategies, Managing Product Life Cycle. New Product Development, Pricing, Significance & Factors influencing pricing, Pricing Strategies & Types. Packing as a marketing tool, Role of labeling in packing, selecting logo & tagline.</p> |
| <p>Module 4: Distribution and Promotion (9 hours)</p> <p>Roles & purpose of Marketing Channels, Factors Affecting Channel Choice, Channel Design, Channel Management Decision, Channel Conflict, Designing a Physical Distribution System. Promotions- Marketing communications. Advertising: Advertising Budget, Advertising Copy, AIDA model, Traditional Vs Modern Media-Online and Mobile Advertising, social media for Advertising. Push-pull strategies of promotion. Sales Promotional techniques, direct marketing strategies. Publicity & personal selling.</p> |
| <p>Module 5: Market Segmentation, Targeting and Positioning (9 hours)</p> <p>Concept of Market Segmentation, Benefits, Requisites of Effective Segmentation, Bases for Segmenting Consumer Markets, Market Segmentation Strategies. Types of Segmentation. Targeting - Bases for identifying target Customer target Marketing strategies, Positioning - Meaning, Tasks involved in Positioning. Strategies for positioning & Product Differentiation Strategies.</p> |
| <p>Module 6: Emerging Trends in Marketing and Market Research (7 hours)</p> <p>Introduction to Market Research, Digital & social media Marketing, Green Marketing, Event Marketing, Sponsorship, Cause Related Marketing, Marketing for Non-Profit Organizations, Relationship marketing, Marketing Strategies for Leaders & Startups. Social Responsibility of marketing, Neuro Marketing, Sensory Marketing, Societal Marketing Concept & Role of AI in Marketing.</p> |
| <p>Suggested Learning Resources:</p> <p>Recommended Books</p> <ol style="list-style-type: none"> Marketing Management- Indian Context, Global Perspective by Ramaswamy & Namakumari by SAGE publication, 6th Edition. Marketing Management: A South Asian Perspective by Kotler, Keller, Koshy & Jha by Pearson publication, Latest Edition. <p>Reference Books</p> <ol style="list-style-type: none"> New Product Management by Merle Crawford and Anthony DiBenedet to by McGraw-Hill, Latest Edition. Advertisement Brands & Consumer Behaviour by Ramesh Kumar by Sage Publications, 2020. |
| <p>Web Links and Video Lectures (e-Resources):</p> <ul style="list-style-type: none"> https://youtu.be/5fdx5Laavkc https://youtu.be/Ule8n6GgE1g https://youtu.be/ob5KWs3I3aY?t=131 https://youtu.be/U1VWUHLhmdk https://youtu.be/iWuYUuSHXHg https://youtu.be/IErR_YYfp3Y |

- <https://youtu.be/mL7MASrDIQ>

Note: The afore said links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules.

Skill Development Activities Suggested

- Sensitize the students to the market dynamics by visiting supermarkets and regulatory markets like APMC, etc.
- Students to study the buying pattern based on demographics of consumers.
- Students to draft advertising copy.
- Students to take any FMCG product and study the PCL of that product.

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|--|---|
| 1 | Week 1-2: Introduction to Marketing | <ul style="list-style-type: none"> • Definitions of market and marketing • Elements of Marketing Concept • Functions of Marketing • Evolution of marketing, Marketing V/s Selling • Customer Value and Satisfaction • 7P's of Marketing & Marketing Environmental Analysis |
| 2 | Week 3-4: Analyzing Consumer Buying Behaviour | <ul style="list-style-type: none"> • Meaning & Characteristics • Importance of consumer behaviour • Factors influencing Consumer Behaviour • Consumer Buying Decision Process • Buying Roles & Motives & Models of consumer behavior |
| 3 | Week 5-6: Product Management and Pricing | <ul style="list-style-type: none"> • Importance & primary objective of product management • product levels, product hierarchy • Classification of products, product mix • product mix strategies, Managing Product Life Cycle • New Product Development, Pricing, Significance • Factors influencing pricing, Pricing Strategies & Types • Packing as a marketing tool • Role of labeling in packing, selecting logo & tagline |
| 4 | Week 7-8: Distribution and Promotion | <ul style="list-style-type: none"> • Roles & purpose of Marketing Channels • Factors Affecting Channel Choice, Channel Design • Channel Management Decision, Channel Conflict • Designing a physical Distribution System • Promotions - Marketing communications • Advertising Budget, Advertising Copy, AIDA model • Traditional Vs Modern Media –Online and Mobile Advertising, social media for Advertising • Push-pull strategies of promotion. Sales Promotional techniques • Direct marketing strategies, Publicity & personal selling |
| 5 | Week 9-10: Market Segmentation, | <ul style="list-style-type: none"> • Concept of Market Segmentation, Benefits • Requisites of Effective Segmentation • Bases for Segmenting Consumer Markets |

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|---|---|---|
| | Targeting and Positioning | <ul style="list-style-type: none"> • Market Segmentation Strategies. Types of Segmentation • Targeting - Bases for identifying target Customer target Marketing strategies • Positioning - Meaning, Tasks involved in Positioning • Strategies for positioning & Product Differentiation Strategies |
| 6 | Week 11-12: Emerging Trends in Marketing and Market Research | <ul style="list-style-type: none"> • Introduction to Market Research • Digital & social media Marketing, Green Marketing • Event Marketing, Sponsorship, Cause Related Marketing • Marketing for Non-Profit Organizations • Relationship marketing, Marketing Strategies for Leaders & Startups • Social Responsibility of marketing, Neuro Marketing, • Sensory Marketing, Societal Marketing Concept • Role of AI in Marketing. |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|------------------------------------|--|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles in Marketing management. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, decision making, and application of theoretical knowledge to practical situations. ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of marketing concepts. |
| 3 | Role Plays and Simulations | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Students enact specific roles in simulated scenarios that mirror real-world situations. ○ Simulations replicate aspects of the business environment to provide |

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| | | <p>hands-on experience.</p> <ul style="list-style-type: none"> • Elaboration: <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. ○ Develops interpersonal and communication skills as students actively engage in different roles and scenarios. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills, interpersonal communication, and understanding the dynamics in emerging trends in marketing. |
| 4 | Real World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. • Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance to marketing exposures. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | <p>Overall Integration: These teaching-learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative decision making, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 6 | <p>Adaptability: Flexibility is key, and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- a) Tests (for 25 Marks) and

b) Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer 5 full questions; selecting 4 full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number 8 is compulsory.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|---|--|
| 1) | Understanding of Marketing Concepts & Marketing Environment | Students will comprehend various concepts related to marketing and, understanding their evolution and market environment analysis. |
| 2) | Decision Making | Develop the different levels of decision making in the context of marketing management as a whole. |
| 3) | Understanding Consumer Buying Behaviour | Gain knowledge and skills related to understanding the factors influencing and the different model of consumer behavior. |
| 4) | Product Management & Pricing | Develop knowledge and skills in developing the new product, Packaging labeling, product mix and pricing strategies. |
| 5) | Distribution and Promotion | Understand the roles of marketing channels and factors affecting the distribution channel and the different promotional tools in marketing. |
| 6) | Advertising | Explore the model AIDA model and the different types of advertisements. |
| 7) | Segmentation, Targeting & Positioning | Understand the concept of segmentation, targeting and positioning and the different strategies for product differentiation. |
| 8) | Emerging Trends in Marketing | Thorough understanding of digital and social media marketing. Able to implement new trends like neuro marketing, sensory marketing and societal marketing. |
| 9) | Market Research | Understand market research and its various types, implementing strategies and role of artificial intelligence in marketing. |

8. Course Outcomes and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|---|--------------|
| M23MBA105.1 | Understand the concepts of marketing environment to carry out the business effectively. | L2 |
| M23MBA105.2 | Apply the motives influencing buying behavior to enhance product performance. | L3 |
| M23MBA105.3 | Analyze the marketing mix for effective product management. | L4 |
| M23MBA105.4 | Evaluate emerging trends to strategize marketing aspects. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA105.1 | 2 | | | | | | | 2 |
| M23MBA105.2 | | 2 | | 2 | | | | |
| M23MBA105.3 | 2 | | 3 | | | 2 | | 2 |
| M23MBA105.4 | | 2 | 2 | 2 | 3 | | 3 | |
| M23MBA105 | 2 | 2 | 2.5 | 2 | 3 | 2 | 3 | 2 |

9. Assessment Plan**Continuous Internal Assessment**

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total % |
|-----------------|----------|-----------|-----------|-----------|-----------|
| Module 1 | 5 | | | | 5 |
| Module 2 | | 10 | | | 10 |
| Module 3 | | | 7 | | 7 |
| Module 4 | | | 8 | | 8 |
| Module 5 | | | 8 | | 8 |
| Module 6 | | | | 12 | 12 |
| Total % | 5 | 10 | 23 | 12 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total % |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 10 | | | | 10 |
| Module 2 | | 20 | | | 20 |
| Module 3 | | | 15 | | 15 |
| Module 4 | | | 15 | | 15 |
| Module 5 | | | 15 | | 15 |
| Module 6 | | | | 25 | 25 |
| Total % | 10 | 20 | 45 | 25 | 100 |

Conditions for SEE Paper Setting**Semester End Examination**

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer 5 full questions; selecting 4 full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number 8 is compulsory.

10. Future with this Subject

The "Marketing Management" course in the first semester of the MBA program lays a strong foundation for several future courses in the graduate program. The world of marketing has evolved significantly since the turn of the century. With advancements in technology and a deeper understanding of consumer behavior, marketers are constantly adapting to new trends and challenges.

- **Understanding of Marketing Concepts & Marketing Environment:** Students are now equipped with a comprehensive understanding of marketing concepts, tracing their evolution from traditional methods to the digital age. They can analyze the market environment adeptly, considering factors such as globalization, technological advancements, and socio-cultural shifts.
- **Decision Making:** Marketing managers have honed their decision-making skills, navigating complex scenarios with confidence. They are adept at strategic, tactical, and operational decision-making, ensuring that marketing efforts align with broader business objectives.
- **Understanding Consumer Buying Behavior:** In-depth knowledge of consumer behavior has become a cornerstone of successful marketing campaigns. Marketers leverage advanced analytics and behavioral economics to understand and influence consumer choices effectively.
- **Product Management & Pricing:** Product development and pricing strategies have become more dynamic and data-driven. Marketers utilize advanced tools and methodologies to optimize product portfolios, packaging, and pricing structures in response to market demands.
- **Distribution and Promotion:** The role of marketing channels has evolved in tandem with technological advancements. Marketers leverage omni channel strategies, harnessing the power of e-commerce, social media, and influencer marketing to reach target audiences effectively.
- **Advertising:** The traditional AIDA model has evolved to encompass a broader range of advertising strategies, including personalized and interactive formats. Marketers leverage AI and machine learning algorithms to deliver targeted advertisements that resonate with consumers on a deeper level.
- **Segmentation, Targeting, and Positioning:** Segmentation, targeting, and positioning strategies have become more nuanced and sophisticated. Marketers leverage advanced analytics to identify micro-segments within their target markets and tailor offerings to meet specific needs effectively.
- **Emerging Trends in Marketing:** Digital and social media marketing have become ubiquitous, with marketers embracing emerging trends such as neuro-marketing, sensory marketing, and societal marketing. They leverage cutting-edge technologies to create immersive brand experiences and foster deeper connections with consumers.
- **Market Research:** Market research has undergone a digital transformation, with marketers leveraging AI and big data analytics to gather insights at scale. They use predictive modeling and sentiment analysis to anticipate market trends and consumer preferences, enabling data-driven decision-making.
- In this future landscape, marketers are equipped with a diverse skill set and a deep understanding of the dynamic marketing ecosystem. They leverage technology, data, and creativity to drive innovation and achieve tangible results in an ever-evolving marketplace.

| | | |
|--------------------------------|---|------------------|
| 1st Semester | Professional Core Course (PC) Business Communication | M23MBA106 |
|--------------------------------|---|------------------|

1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|---|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Familiarity with the basic theories and practices of business communication. • Understanding: Approaches of communication, levels of communication, types of communication and communication roles. |
| 2 | Problem Solving | <ul style="list-style-type: none"> • Differentiation: Ability to classify and differentiate between various modes of communication for disseminating information. • Skills: Capability to compile a skill full framework for solving problems in the workplace. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of industry-relevant skill sets. • Application: Ability to apply industry-relevant skills to real-world scenarios. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|--------------------------------------|---|
| 1 | Understanding Business Communication | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping theories and practices of business communication. ○ Applying theoretical knowledge to practical organizational scenarios. • Skills: <ul style="list-style-type: none"> ○ Analyzing and interpreting situational business communication. ○ Applying theoretical concepts to real-world management challenges. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of theoretical foundations in effective communication. |
| 2 | Presentation Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the nature of audience for effective delivery. ○ Design and delivery of business presentation. • Skills: <ul style="list-style-type: none"> ○ Applying presentation approaches in different organizational contexts. ○ Demonstrating effective presentation in practical situations. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the role of presenter in organizational success. ○ Openness to different presentation styles and approaches. |
| 3 | Negotiation Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the importance of communication in negotiation. ○ Ability to create and implement effective communication, and comprehend the steps in the negotiation process. • Skills: <ul style="list-style-type: none"> ○ Developing effective negotiation skills based on organizational goals. ○ Implementing effective negotiation processes to meet the challenges in competitive business environment. • Attitudes: |

| | | |
|---|--------------------------|---|
| | | <ul style="list-style-type: none"> ○ Valuing the strategic role of negotiation in achieving organizational objectives. ○ Appreciation for the iterative nature of negotiator in dynamic environments. |
| 4 | Problem Solving | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding theories and models of business communication. ○ Applying theoretical knowledge to real life situations. ● Skills: <ul style="list-style-type: none"> ○ Proficiency in problem-solving through communication. ○ Applying problem-solving frameworks effectively in workplace situations. ● Attitudes: <ul style="list-style-type: none"> ○ Openness to various problem-solving approaches. ○ Appreciation for the importance of effective problem handling in organizational success. |
| 5 | Industry Relevant Skills | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Provide written and oral industry relevant skills. ○ Build skills through practical interaction to act according to corporate situations. ● Skills: <ul style="list-style-type: none"> ○ Acquisition of industry-relevant skill sets. ○ Application of communication skills to enhance organizational effectiveness. ● Attitudes: <ul style="list-style-type: none"> ○ Recognizing the ongoing need for evolving skills in a dynamic industry. ○ Valuing the contribution of industry-relevant skills and modes to personal and organizational success. |

3. Syllabus

| Business Communication | | | |
|--|------------------|--------------------|------------------|
| Course Code | M23MBA106 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Learning Objectives: | | | |
| <ul style="list-style-type: none"> ● To enable the students to become aware of their communication skills and sensitize them to their potential to become successful managers. ● To enable learners with the mechanics of writing and also help them to draft business letters in English precisely and effectively. ● To introduce the students to some of the practices in managerial communication those are in vogue. ● To prepare students to develop the art of business communication with emphasis on analyzing business situations. | | | |
| Module 1: Introduction to Business Communication | | | (7 hours) |
| Meaning & Definition, Classification, Purpose of communication, Communication Process, Characteristics of successful communication in management, Communication structure in organization, Principles of effective communication, Communication in a cross-cultural setting & Barriers to communication. | | | |

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| Module 2: Oral Communication | (9 hours) |
| Meaning, Reflection & Empathy: two sides of effective oral communication. Modes of Oral Communication. Listening as a Communication Skill: Approaches to listening, how to be a better listener & Process of listening, Nonverbal Communication: Meaning, & Classification. | |
| Module 3: Written Communication | (9 hours) |
| Purpose of writing, approaching the writing process systematically: The 3X3 writing process for business communication Prewriting, Writing, Revising. Types of Written Communication In Business: Business Letters: Introduction To Business Letters, Types of Business Letters, Writing Routine & Persuasive Letters, Positive & Negative Messages Writing, Employee Reviews, Recommendation Letters, Thank You Letters & WAC: Written Analysis & Communication | |
| Module 4: Business Reports and Group Communication | (9 hours) |
| Objectives of reports, types of report, Organization & Preparing reports, Writing Proposals: Structure & preparation, Writing memos, Media Management: The press release, Press conference & Media interviews. Group Communication: Meetings, Planning meetings, & objectives. Meeting Documentation: Notice, Agenda and Resolution & Minutes. | |
| Module 5: Case Method and Employment Communication | (9 hours) |
| Case Method of Learning: Different types of cases, reading a case properly, case analysis approaches, analyzing the case, dos & don'ts for case preparation. Employment Communication: Introduction, Writing CVs, Group discussion, Interview skills. Digital & Social Media communication | |
| Module 6: Presentation and Negotiation Skills | (7 hours) |
| Presentation Skills: Elements of presentation, Designing & Delivering Business Presentations & Advanced Visual Support for managers. Negotiation Skills: Definition of negotiation, Nature and need for negotiation, Factors affecting negotiation, Stages of negotiation process & Negotiation strategies. | |
| Suggested Learning Resources: | |
| Recommended Books | |
| 1. Business Communication: Concepts, Cases and Applications - Chaturvedi P.D, & Mukesh Chaturvedi, 4/e, Pearson Education, 2020. | |
| 2. Communicating in Business: Ober and Newman, Cengage learning, 8 th Edition, 2018. | |
| Reference Books | |
| 1. Business Communication: Process and Product, Mary Ellen Guffey, 3/e, Cengage Learning, 2002. | |
| 2. Business and Professional Communication: Kelly M, Quintanilla, Shawn T and Wahl, SAGE South Asia Edition, 2017. | |
| Web Links and Video Lectures (e-Resources): | |
| <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=yml9dx9nUco • https://www.edx.org/learn/business-communications • https://onlinecourses.swayam2.ac.in/imb19_mg14/preview • https://www.careers360.com/courses-certifications/swayam-communication-courses-brp-org https://dcomm.org/wp-content/uploads/2019/05/Business-Communication PDFDrive.com • http://www.mim.ac.mw/books/Business%20Communication.pdf • https://www.researchgate.net/publication/347508593_A_Practical_Book_of_Business_Communication_A_Practical_Book_of_Business_Communication_Published_by • https://2012books.lardbucket.org/pdfs/communication-for-business-success-canadian-edition.pdf • https://sagepub.libguides.com/c.php?g=964634&p=6968892 • https://nptel.ac.in/courses/110105052 | |

- <https://www.caclubindia.com/coaching/cseet-business-communication-ca-agrika-khatri-p-online-classes-3476.asp>

Note: The afore said links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules.

Skill Development Activities Suggested

- Students enact and analyze the non-verbal cues.
- Demonstrating using Communication Equipment like Fax, Telex, Intercoms, etc.
- Demonstrating Video conferencing & teleconferencing in the class.
- Conduct a mock meeting of students in the class identifying an issue of their concern. The students should prepare notice, agenda and minutes of the meeting.
- Each student to give presentation of 5 minutes (this can be spread throughout the semester) and to be evaluated by the faculty.
- Organize a mock press conference addressing to the launch of new product by an organization.
- Students should be given an assignment to draft a proposal to undertake research project.

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|-------------------------------------|--|
| 1 | Week 1-2: Business Communication | <ul style="list-style-type: none"> • Meaning & Definition, Classification, Purpose of communication & Communication Process • Characteristics of successful communication in management & Principles of effective communication • Communication structure in organization & Communication in a cross-cultural setting • Barriers to communication |
| 2 | Week 3-4: Oral Communication | <ul style="list-style-type: none"> • Meaning & Modes of Oral Communication • Reflection & Empathy: two sides of effective oral communication • Listening as a Communication Skill: Approaches to listening, how to be a better listener & Process of listening • Nonverbal Communication: Meaning & Classification |
| 3 | Week 5-6: Written Communication | <ul style="list-style-type: none"> • Purpose of writing • Approaching the writing process systematically: The3X3 writing process for business communication, Prewriting, Writing, Revising • Types of Written Communication In Business • Business Letters: Introduction To Business Letters, Types of Business Letters, Writing Routine & Persuasive Letters, Positive & Negative Messages, Writing, Employee Reviews, Recommendation Letters & Thank You Letters • WAC: Written Analysis & Communication |
| 4 | Week 7-8: Business Reporting | <ul style="list-style-type: none"> • Objectives of reports, types of report, Organization & Preparing reports • Writing Proposals: Structure & preparation • Writing memos • Media Management: The press release, Press conference & Media interviews • Group Communication: Meetings, Planning meetings & objectives Meeting Documentation: Notice, Agenda and Resolution & Minutes |
| 5 | Week 9-10: | <ul style="list-style-type: none"> • Case Method of Learning: Different types of cases, reading a case properly, |

| | | |
|---|--------------------------|--|
| | Case Method of Learning | <p>case analysis approaches, analyzing the case, dos & don'ts for case preparation</p> <ul style="list-style-type: none"> • Employment Communication: Introduction - Writing CVs • Group discussion & Interview skills • Digital & Social Media communication |
| 6 | Week 11-12: Presentation | <ul style="list-style-type: none"> • Presentation Skills: Elements of presentation, Designing & Delivering Business Presentations & Advanced Visual Support for managers • Negotiation Skills: Definition of negotiation, Nature and need for negotiation, Factors affecting negotiation, Stages of negotiation process & Negotiation strategies |

5. Teaching Learning Process Strategies

| S / L | TLP Strategies: | Description |
|-------|------------------------------------|---|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles in communication. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical situations. ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of the concepts. |
| 3 | Role Plays and Simulations | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Students enact specific roles in simulated scenarios that mirror real-world situations. ○ Simulations replicate aspects of the business environment to provide hands-on experience. • Elaboration: |

| | | |
|---|--|--|
| | | <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. ○ Develops interpersonal and communication skills as students actively engage in different roles and scenarios. ● Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills, interpersonal communication, and understanding the dynamics of business environment. |
| 3 | Real - World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> ● Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. ● Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. ● Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of communication concepts. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 4 | <p>Overall Integration: These teaching-learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned.</p> <p>Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 5 | <p>Adaptability: Flexibility is key, and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- a) Tests (for 25 Marks) and
- b) Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work

and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|---|---|
| 1) | Understanding of Business Communication | Students will comprehend various theories and practices related to communication, understanding their historical context and evolution. |
| 2) | Listening Skills | Understand the principles, types, approaches, and process to develop effective hearing and listening. |
| 3) | Oral Communication | Gain knowledge and skills related to nature, modes and approaches of verbal and non-verbal communication fostering effective communication in various contexts such as presentation, meeting. |
| 4) | Written Communication | Develop knowledge and skills related to written communication such as: purpose, approaches and process in the form of business letters, reports and documentation for different organizational scenarios. |
| 5) | Case Method of Learning | Acquire knowledge and skills related to nature, types, methods and approaches for effective reading, analyzing and preparing cases to relate and apply in real time business scenario. |
| 6) | Negotiation Skills | Understand and develop the skills related to nature, need, factors, stages and strategies for problem solving and decision making. |
| 7) | Problem Solving Skills | Develop proficiency in classifying and differentiating various methods of problem-solving, and apply adept frameworks for addressing workplace challenges. |
| 8) | Industry Relevant Skill Sets | Acquire and apply industry-relevant skill sets, preparing students for practical application in organizational settings. |

8. Course Outcomes and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|---|--------------|
| M23MBA106.1 | Understand different communication skills to become successful managers. | L2 |
| M23MBA106.2 | Apply the mechanics of writing business letters, proposals, and reports to meet the challenges in competitive business environment. | L3 |
| M23MBA106.3 | Examine the business situations using communication theories and practices to bring improvement into the corporate situations. | L4 |
| M23MBA106.4 | Evaluate the art of interpersonal communication and social media usage | L5 |

| | to communicate business situation. | | | | | | | |
|------------------------------------|------------------------------------|-----|-----|-----|-----|------|------|------|
| Mapping of COs POs and PSOs | | | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
| M23MBA106.1 | 3 | | | | | | 3 | |
| M23MBA106.2 | | 2 | | | | | 2 | |
| M23MBA106.3 | | | 2 | 3 | | 2 | | |
| M23MBA106.4 | | | 2 | 2 | 3 | | | 3 |
| M23MBA106 | 3 | 2 | 2 | 2.5 | 3 | 2 | 2.5 | 3 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total % |
|-----------------|----------|-----------|-----------|-----------|-----------|
| Module 1 | 2 | | | 5 | 7 |
| Module 2 | 1.5 | | 3.5 | 5 | 10 |
| Module 3 | 1.5 | 5 | 3.5 | | 10 |
| Module 4 | 1.5 | 5 | 3.5 | | 10 |
| Module 5 | | | 3 | 5 | 8 |
| Module 6 | 1.5 | | 3.5 | | 5 |
| Total % | 8 | 10 | 17 | 15 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total % |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 3 | | | 10 | 13 |
| Module 2 | 3 | | 7 | 10 | 20 |
| Module 3 | 3 | 10 | 7 | | 20 |
| Module 4 | 3 | 10 | 7 | | 20 |
| Module 5 | | | 7 | 10 | 17 |
| Module 6 | 3 | | 7 | | 10 |
| Total % | 15 | 20 | 35 | 30 | 100 |

Conditions for SEE Paper Setting:

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

10. Future with this Subject

The "Business Communication" course in the first semester of the MBA program lays a strong foundation for corporate and entrepreneurial career for management students. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of management and communication in business. Here are some notable contributions:

- **Smooth functioning of organization:** Effective communication is vital for the smooth functioning of any business organization, as it allows individuals to coordinate their actions, share information, and collaborate toward achieving common goals.

- **Avoid misunderstandings and conflicts in the organization:** Clear and concise communication also plays a vital role in ensuring that projects are completed on time and within budget. It helps to avoid misunderstandings, conflicts, and errors that can arise when communication is poor. Effective communication also helps to build trust, which is essential in maintaining healthy relationships both within and outside the organization.
- **Enhances organizational reputation:** effective business communication also helps to enhance the organization's reputation, credibility, and brand image. It enables organizations to convey their messages clearly, accurately, and with impact, thereby enhancing their ability to influence and persuade others.
- **Basis of Decision Making: Communication is the basis of decision making:** It helps the management to take essential decision and conduct vital operations. The quality of decisions made in an organization entirely depends on the amount and quality of information available to the management. The quality of information depends upon effective communication, and the quality of communication exercises considerable influence on the quality of decision making.
- **Proper Planning and Coordination:** Communication is very helpful in planning and coordinating the activities of business. If the system of communication is good, useful suggestions will come from the subordinates to the superiors. This would be helpful in the formation of plans. Participation of employees is now regarded essential for getting the task done, and this, can effectively be secured only through the media of communication.
- **Morale Building:** Communication in industry is the basis for morale building. Under an effective system of communication, it is quite convenient for the employees to bring their grievances to the notice of the management and get a proper adjustment. It creates mutual trust and faith, and that ultimately ensures job satisfaction amongst the employees, creates confidence in the ability of managers and promotes their loyalty towards the enterprise.
- **Democratic Management:** Effective communication is the basis for democratic management. It ensures co-operation through understanding. The management has been forced to recognize the maintenance of sound system in democracy which necessitates understanding and support of workers. Adequacy and clarity of communication facilitates effective leadership and maintenance of healthy relationship.

| | | |
|--------------------------------|--|------------------|
| 1st Semester | Professional Core Course (PC) Personality Development and Soft Skills - I | M23MBA107 |
|--------------------------------|--|------------------|

1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|---|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Understanding the basic concepts of personality development and soft skills for impactful personality. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to apply goal setting skills for effective professional life. • Skills: Capability to analyze various interpersonal and problem solving skills for enhancing personality. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of industry-relevant managerial soft skills. • Application: Ability to apply corporate and leadership skills to ensue behavioral etiquettes. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|--|--|
| 1 | Understanding of Soft Skills & Personal Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping theories of soft skills vs hard skills. ○ Applying soft skills for personality development. • Skills: <ul style="list-style-type: none"> ○ Analyzing soft skills for attitude building. ○ Applying effectiveness of self-discovery - knowing one's own strength. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of Introvert Vs Extrovert personality. ○ Appreciation self awareness: self assessment through construction of personal & SWOC analysis. |
| 2 | Functions of Self Management and Goal Setting | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the importance of SMART goals. ○ Ability to create and implement power of positive thinking, positive affirmations. • Skills: <ul style="list-style-type: none"> ○ Developing effective positive thinking. ○ Implementing confidence building. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the forming values. ○ Appreciation for the importance of soft skills at work place. |
| 3 | Interpersonal and Social Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the concept of understanding others – developing interpersonal relationship. ○ Application of interpersonal skills at work place. • Skills: <ul style="list-style-type: none"> ○ Applying interpersonal relationship in different organizational contexts. ○ Demonstrating effective team building skills in practical scenarios. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the role of interpersonal & team dynamics. |

| | | |
|---|---------------------------------------|---|
| | | <ul style="list-style-type: none"> ○ Openness to different team types for overall effectiveness. |
| 4 | Networking and Problem Solving Skills | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Grasping techniques of ways to network. ○ Applying networking for career growth & professional development. ● Skills: <ul style="list-style-type: none"> ○ Proficiency in problem-solving methods for effective management. ○ Applying problem-solving frameworks critical workplace situations. ● Attitudes: <ul style="list-style-type: none"> ○ Openness to various problem-solving approaches for overall productivity. ○ Appreciation for the importance of effective problem resolution for given organizational set up. |
| 5 | Leadership Understanding | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the concept of personal branding. ○ Application of leadership styles to managerial problems & organizational settings. ● Skills: <ul style="list-style-type: none"> ○ Applying leadership principles in different organizational contexts. ○ Demonstrating effective leadership behaviors in practical scenarios. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the role of leadership in individual, group & organizational behavior. ○ Openness to different leadership styles and approaches for overall effectiveness. ○ Leadership core competencies: coaching & mentoring. |
| 6 | Industry Relevant Skills | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Grasping industry-relevant soft skills. ○ Ability to apply industry-relevant soft skills when working with others. ● Skills: <ul style="list-style-type: none"> ○ Acquisition of proper body language. ○ Application of behavioral etiquettes & mannerism to enhance organizational effectiveness. ● Attitudes: <ul style="list-style-type: none"> ○ Recognizing the ongoing need for time management in a dynamic industry. ○ Valuing the contribution of stress management to personal and organizational success. |

3. Syllabus

| Personality Development and Soft Skills - 1 | | | |
|--|-----------|-------------|-----|
| Course Code | M23MBA107 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 1:0 | SEE Marks | 50 |
| Total Hours of Pedagogy | 15 | Total Marks | 100 |
| Credits | 01 | Exam Hours | 01 |
| Course Learning Objectives: | | | |
| <ul style="list-style-type: none"> ● Experience self-assessment and over all development of one's own personality by developing personal skills. ● Develop awareness about the significance of goal setting tactful personality in | | | |

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|---|
| <p>professional life.</p> <ul style="list-style-type: none"> • Improve the soft skills like, interpersonal skills, attitude building, team - work, corporate etiquettes, value system, leadership qualities & optimizing oneself for time management • Identify opportunities in career and enhancement of employability skills for corporate readiness. |
| <p>Module 1: Introduction to Soft Skills and Personal Skills (4 hours)</p> <p>Soft skills Vs Hard skills, Attitude building, Self-discovery - Knowing one's own strength, Introvert Vs Extrovert personality, Self awareness: Self assessment through construction of personal & SWOC analysis.</p> |
| <p>Module 2: Self Management and Goal Setting (3 hours)</p> <p>SMART goals, Power of positive thinking, Positive affirmations, Advantages & disadvantages of positive thinking, Confidence building, Forming values & Importance of soft skills at work place.</p> |
| <p>Module 3: Interpersonal and Social Skills (2 hours)</p> <p>Understanding others – Developing interpersonal relationship & Interpersonal skills at work place. Team Building Skills: Team Vs Group, Team work & Team building skills.</p> |
| <p>Module 4: Networking and Problem Solving Skills (2 hours)</p> <p>Ways to network, Networking for career growth & professional development. Problem Solving Skills: Importance of problem solving for Managers, & Essential Skills for problem solving.</p> |
| <p>Module 5: Corporate Skills (2 hours)</p> <p>Working with others, Developing a proper body language, Behavioral etiquettes & mannerism, Time management & Stress management.</p> |
| <p>Module 6: Leadership Skills (2 hours)</p> <p>Personal branding, Developing effective leadership skills, Leadership core competencies, Coaching & Mentoring.</p> |
| <p>Suggested Learning Resources:</p> <p>Recommended Books</p> <ol style="list-style-type: none"> 1. Meena Kand V. Ayothi (2013) A Book on Development of Soft Skills (Soft Skills: A Road Map to Success), P. R. Publishers & Distributors. 2. Alex K. (2012) Soft Skills – Know Yourself & Know the World, S. Chand & Company Ltd. <p>Reference Books</p> <ol style="list-style-type: none"> 1. Seema Gupta's, Soft Skills Interpersonal & Intrapersonal Development. 2. Personality Development for Life Success by Prashanth S. |
| <p>Web Links and Video Lectures (e-Resources):</p> <ul style="list-style-type: none"> • Resources.workable.com/hr-terms/Forbes.com/advisor/business/softskills <p>Note: The afore said links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules.</p> |
| <p>Skill Development Activities Suggested</p> <ul style="list-style-type: none"> • Demonstrations of Videos • Group Discussion • Presentation on any social issues • Quizzes • Experiential learning |

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|------------------------------|---|
| 1 | Week 1-2: Introduction to | <ul style="list-style-type: none"> • Soft skills Vs Hard skills & Attitude building • Self-discovery - Knowing one's own strength |

| | | |
|---|--|---|
| | Soft Skills and Personal Skills | <ul style="list-style-type: none"> • Introvert Vs Extrovert personality • Self awareness: Self assessment through construction of personal & SWOC analysis |
| 2 | Week 3-4: Self Management and Goal Setting | <ul style="list-style-type: none"> • SMART goals • Power of positive thinking & Positive affirmations • Advantages & disadvantages of positive thinking • Confidence building & Forming values • Importance of soft skills at work place |
| 3 | Week 5-6: Interpersonal and Social Skills | <ul style="list-style-type: none"> • Understanding others – Developing interpersonal relationship • Interpersonal skills at work place • Team Building Skills: Team Vs Group • Team work & Team building skills |
| 4 | Week 7-8: Networking and Problem Solving Skills | <ul style="list-style-type: none"> • Ways to network & Networking for career growth • Professional development. • Problem Solving Skills: Importance of problem solving for Managers • Essential Skills for problem solving |
| 5 | Week 9-10: Corporate Skills | <ul style="list-style-type: none"> • Working with others • Developing a proper body language • Behavioral etiquettes & mannerism • Time management • Stress management |
| 6 | Week 11-12: Leadership Skills | <ul style="list-style-type: none"> • Personal branding • Developing effective leadership skills • Leadership core competencies • Coaching • Mentoring |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|--|---|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts of soft skills. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics of soft skills & personality development. |
| 2 | Case Based Teaching and Class Room Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to |

| | | |
|---|---|---|
| | | <p>case-based problems.</p> <ul style="list-style-type: none"> • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical situations. ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of management concepts. |
| 3 | Role Plays, Videos, Simulations and Experiential Learning | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Students enact specific roles in simulated scenarios that mirror real-world situations. ○ Simulations replicate aspects of the business environment to provide hands-on experience. • Elaboration: <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. ○ Develops interpersonal and communication skills as students actively engage in different roles and scenarios. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills, interpersonal communication, and understanding the dynamics of organizational behavior. |
| 4 | Workshop from Practitioners and Guest Lectures | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. • Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of management and organizational behavior concepts. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | <p>Overall Integration: These teaching learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 6 | <p>Adaptability: Flexibility is a key and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- Tests (for 25 Marks) and
- Assignments, presentations, quiz, outbound training, experimentation, oral examination, and field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

Questions are to be asked covering all COs. Question paper shall cover entire syllabus and shall consist of 50 questions and the question paper will have multiple choice.

- The question paper will have multiple choice questions. Each question carries 1 mark.
- There will be approximately 8 questions from each module. Total 6 Modules with 50 questions.
- The students have to answer all full questions

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|--|--|
| 1 | Understanding of Soft Skills & Personal Skills | Students will comprehend various soft skills & personal skills related to attitude building and, understanding their self-discovery through SWOC analysis. |
| 2 | Functions of self management and goal setting | Explore the dynamics of goals, power of positive thinking in individual behavior and performance with confidence & values at workplace. |
| 3 | Interpersonal and Social Skills | Acquire knowledge and skills related to interpersonal & effective teamwork. |
| 4 | Problem Solving Skills | Develop proficiency in networking and apply adept in career for addressing workplace challenges. |
| 5 | Leadership Understanding | Gain knowledge and skills related to leadership, including the nature, traits, behavior, and contingency approaches, fostering an understanding of effective leadership in various contexts. |
| 6 | Industry Relevant Skill Sets | Acquire and apply industry-relevant skill sets, preparing students for practical application in organizational settings with proper body language, behavioral etiquettes & mannerism, time management & stress management. |

8. Course Outcomes and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|---|--------------|
| M23MBA107.1 | Understand the personality development and soft skills for impactful personality. | L2 |
| M23MBA107.2 | Apply goal setting skills for effective professional life. | L3 |
| M23MBA107.3 | Analyze various interpersonal and problem solving skills for enhancing personality. | L4 |
| M23MBA107.4 | Evaluate corporate and leadership skills to ensue behavioral etiquettes. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA107.1 | 3 | | | 2 | | 2 | 2 | |
| M23MBA107.2 | | | 2 | | 3 | | 2 | 3 |
| M23MBA107.3 | 3 | | | | 2 | 3 | | |
| M23MBA107.4 | | 3 | | | 2 | | 2 | |
| M23MBA107 | 3 | 3 | 2 | 2 | 2.3 | 2.5 | 2 | 3 |

9. Assessment Plan**Continuous Internal Assessment**

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Module 1 | 10 | | | | 10 |
| Module 2 | | 10 | | | 10 |
| Module 3 | | | 7 | | 7 |
| Module 4 | | | 7 | | 7 |
| Module 5 | | | | 8 | 8 |
| Module 6 | | | | 8 | 8 |
| Total | 10 | 10 | 14 | 16 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Module 1 | 10 | | | | 10 |
| Module 2 | | 10 | | | 10 |
| Module 3 | | | 7 | | 7 |
| Module 4 | | | 7 | | 7 |
| Module 5 | | | | 8 | 8 |
| Module 6 | | | | 8 | 8 |
| Total | 10 | 10 | 14 | 16 | 50 |

Conditions for SEE Paper Setting**Semester End Examination:**

Questions are to be asked covering all COs. Question paper shall cover entire syllabus and shall consist of 50 questions and the question paper will have multiple choice.

- The question paper will have multiple choice questions. Each question carries 1 mark.
- There will be approximately 8 questions from each module. Total 6 Modules with 50 questions.
- The students have to answer all full questions.

10. Future with this Subject

The "Personality Development and Soft Skills - I" course in the first semester of the MBA program lays a strong foundation for several future courses in the graduate program. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of soft skills & personality development. Here are some notable contributions:

- **Advanced Management Courses:** The knowledge gained in this course, covering, soft skills and personal skills, self management and goal setting, interpersonal and social skills, networking and problem solving skills, corporate skills & leadership skills serves as a prerequisite for more advanced courses.*
- **Leadership and Decision-Making:** Understanding various key "soft skills" that have been recognized as having a favorable impact on the development of a person's personality include effective communication, teamwork, leadership, adaptability, emotional intelligence, problem-solving, and critical thinking.*
- **Organizational Psychology and Culture:** The insights gained by personality development are the process of doing the same. It is accomplished through enhancing a variety of behavioural features, mannerisms, postures, and other aspects.*
- **Human Resource Management:** The course provides a foundational understanding of personality development *enhancing and grooming one's outer and inner self to bring about a positive change to our life.**
- **Entrepreneurship and Small Business Management:** For students interested in entrepreneurship, consulting and advisory services, personal development is an ongoing journey integral to career success. By focusing on the benefits of personality development, creating a robust personal development plan, and embracing mentorship, you can unlock new heights in your professional life.*
- **Management:** Graduates with a strong foundation in soft skills wins the areas of mental growth, social growth, spiritual growth, emotional growth & physical growth.*
- **Global Business and Cross-Cultural Management:** Understanding essential soft skills is in demand for teamwork, problem solving. Communication, adaptability, critical thinking, time management & Interpersonal.*
- **Ethical Leadership and Corporate Governance:** The course introduces students to ethical issues in organizational behavior, laying the groundwork for courses that focus on ethical leadership, corporate governance, and responsible business practices.*
- **Research and Consultancy Projects:** The hands-on experience gained through demonstrations of videos, group discussion, presentation on any social issues, quizzes, experiential learning and practical applications in the course prepares students for undertaking research projects and consultancy assignments in the field of management.*
- **Industry Applications:** The course provides practical skills that are directly applicable in industries related to career progression and promotion, modern workplace is interpersonal, customers and clients demand soft skills, improve your workplace productivity, the future workplace will rely on soft skills, build professional relationships, & soft skills are hard to automate.*

| | | |
|--------------------------------|--|------------------|
| 2nd Semester | Professional Core Course (PC) Human Resource Management | M23MBA201 |
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1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|---|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Familiarity with the theories and functions of HRM. • Understanding: The majors principles and competencies of an HR manager, recruitment and selection, process, training and development of HR and emerging trends in HR. |
| 2 | Decision Making | <ul style="list-style-type: none"> • Differentiation: Ability to classify and differentiate between recruitment and selection, training and development. • Skills: Capability to compile and adopt the skills related to performance management and HRIS and HR audit. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: The process of recruitments and selection process and compensation and benefits. • Application: Ability to apply HR skills by using the HRIS, HR audit, people analytics and all in one HR tools. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|--|--|
| 1 | Introduction to HRM | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping the concepts of HR functions, competencies of HR manager and difference between HRM and HRD. ○ Applying theoretical knowledge about principles and functions of HRM. • Skills: <ul style="list-style-type: none"> ○ Analyzing and interpreting the factors influencing HRM. ○ Applying the principles of HR and enhance the performance of an employee. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance and scope of the HRM. ○ Appreciation for HR managers in decision making. |
| 2 | HR planning Recruitment and Selection | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the concept of HR planning, barriers of HR planning and importance of Recruitment. ○ Application of HRP, job analysis, job specification, job description and job evaluation. • Skills: <ul style="list-style-type: none"> ○ Proficiency in building the insights HRP process and recruitment and selection process. ○ Apply the selection process for choosing a right candidate for right job. • Attitudes: <ul style="list-style-type: none"> ○ Openness to choose the right recruitment process. ○ Appreciation for analyzing and evaluation of the job. |
| 3 | Training and Development | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the objectives and benefits of training. • Skills: <ul style="list-style-type: none"> ○ Acquisition of finding methods and training design. |

| | | |
|---|--|--|
| | | <ul style="list-style-type: none"> ○ Application of training implementation and training evaluation. ● Attitudes: <ul style="list-style-type: none"> ○ Recognizing the proper training methods. ○ Valuing the contribution of training and development program. |
| 4 | Performance Management and Compensation and Benefits | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the significance of performance appraisal and compensation and employee benefits. ○ Application of methods of performance appraisal and compensation and benefits. ● Skills: <ul style="list-style-type: none"> ○ Applying for aligning performance outcome to career and succession planning and total reward system to an employees of an organisation. ○ Adopt the methods of performance appraisal, degree of performance appraisal and establishing pay rates. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the performance evaluation and feedback by traditional and modern performance appraisal. ○ Exposed towards aligning the outcome and career of an employee. |
| 5 | HRIS & HR Audit | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the need & Significance of HRIS & HR audit. ○ Ability to plan and implement the designing of HRIS and HRIS software. ● Skills: <ul style="list-style-type: none"> ○ Developing the required knowledge about the process of HRIS and process of HR audit. ○ Implementing the software and approaches to conduct HR Audit and Audit report. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the computerized HRIS for improved data collection method. ○ Appreciation for designing HRIS & Audit report. |
| 6 | Future Trends in HRM | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Introduction to hybrid work model and future trends of HRM. ○ Understanding the concept of people analytics, people well-being and multi-generational workforce. ● Skills: <ul style="list-style-type: none"> ○ Developing the hybrid work model and creative diversity and inclusion in workforce. ○ Implementing the all in one HR tools for the betterment of the organisation. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the employee well-being and multi-generational workforce. ○ Appreciation for the employee development programs and internal mobility. |

3. Syllabus

| Human Resource Management | | | |
|---------------------------------|-----------|-----------|----|
| Course Code | M23MBA201 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |

| | | | |
|--|-----------|--------------------|------------------|
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> Recite the theories and various functions of Human Resources Management at workplace. Apply and solve the workplace problems through Human Resources Management intervention. Compare and contrast different approaches of HRM for solving the complex issues and problems at the workplace. Design and develop an original framework and model in dealing with the problems in the organization. | | | |
| Module 1: Introduction HRM | | | (7 hours) |
| Introduction, meaning, nature, scope of HRM, Importance & Evolution of the concept of HRM, Major functions of HRM, Principles of HRM. Difference between HRM & HRD, The Factors Influencing HRM & Competencies for HR Manager. | | | |
| Module 2: HR Planning | | | (9 hours) |
| Importance of HR Planning, Factors Affecting HR Planning, Benefits of HR Planning, HR Process, Attributes of an Effective HR Planning, Barriers to HR Planning, Job Analysis, Job Specification, Job Description & Job Evaluation. | | | |
| Recruitment and Selection: Importance of Recruitment, Factors Influencing Recruitment, Recruitment Process, Sources - Internal and External; Selection Process; Selection Tests; & Factors Influencing Selections. | | | |
| Module 3: Training and Development | | | (9 hours) |
| Meaning, Definition, Objectives, Benefits of Training. Difference between Training & Development. Training methods- On the job & Off the job Training Methods. Needs analysis, Training design, Training implementation & Training Evaluation | | | |
| Module 4: Performance Management and Compensation and Benefits | | | (9 hours) |
| Performance Management: Meaning & significance, Process. Types of Performance Appraisal System, Methods of Performance Appraisal - Traditional & Modern, 360 degree Performance Appraisal, Performance evaluation & feedback, Aligning Performance outcome to career & succession planning. | | | |
| Compensation & Benefits: Introduction, Definitions, Total Compensation, Total Rewards System, Forms of Pay, External & Internal Factors, Establishing Pay Rates & Employee Benefits. | | | |
| Module 5: HR Information System (HRIS) and HR Audit | | | (9 hours) |
| Human Resource Information System (HRIS): Meaning, Definition, Objectives, Needs, Process of HRIS, Designing of HRIS, HRIS Software & Computerized HRIS. | | | |
| Human Resource Audit: Introduction, Objectives, Need & Significance, Scope, HRA Process, Types of HRA, Approaches to HR Audit & Audit Report. | | | |
| Module 6: Future Trends in Human Resource Management | | | (7 hours) |
| Hybrid work model, Employee skill development, Internal mobility, Diversity & inclusion in workforce, People analytics, Employee well-being, Multi-generational workforces, All-in-One HR tools & Moonlighting. | | | |
| Suggested Learning Resources: | | | |
| Recommended Books | | | |
| <ol style="list-style-type: none"> Human Resource Management: Concepts authored by Amitabha Sengupta by Sage Publication India Pvt. Ltd. 2019 edition. Human Resource Management: authored by Shashi K Gupta & Rosy Joshi by Kalyani Publishers 2011 edition. | | | |
| Reference Books | | | |
| <ol style="list-style-type: none"> Human Resource Management by V.S.P Rao, 2014 edition. Human Resource Management by T P Renukamurthy, PSV Balaji Rao & Santosh B R by Himalaya | | | |

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|---|
| Publishing House 2017 edition. |
| Web Links and Video Lectures (e-Resources): |
| <ul style="list-style-type: none"> • https://youtu.be/hHE4ilceiXs • https://youtu.be/_d5QMwLC19Y • https://youtu.be/uMQMDQI7HpK • https://youtu.be/vXgt9yASs_k • https://youtu.be/pqtYQb9nbRk • https://youtu.be/e1F3xnF5LKg • https://youtu.be/4Kr0VpM14LI |
| Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules. |
| Skill Development Activities Suggested |
| <ul style="list-style-type: none"> • Make students visit an organization and know the various HR roles in the organization. • Conduct mock interviews. • Role play for acquainting and addressing HR challenges. |

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|--|---|
| 1 | Week 1-2: Introduction HRM | <ul style="list-style-type: none"> • Introduction, meaning, nature, scope of HRM & Importance. • Evolution of the concept of HRM & Major functions of HRM. • Principles of HRM. Difference between HRM & HRD. • The Factors Influencing HRM & Competencies for HR Manager. |
| 2 | Week 3-4: HR Planning Recruitment & Selection | <ul style="list-style-type: none"> • Importance of HR Planning, Factors Affecting HR Planning & Benefits of HR Planning. • HRP Process, Attributes of an Effective HR Planning & Barriers to HR Planning. • Job Analysis, Job Specification, Job Description & Job Evaluation. • Importance of Recruitment & Factors Influencing Recruitment. • Recruitment Process, Sources - Internal and External; Selection Process. • Selection Tests; Factors Influencing Selections. |
| 3 | Week 5-6: Training & Development | <ul style="list-style-type: none"> • Meaning, Definition, Objectives & Benefits of Training. • Difference between Training & Development. Training methods- On the job & off the job Training Methods. • Needs analysis, Training design, Training implementation & Training Evaluation |
| 4 | Week 7-8: Performance Management & Compensation & Benefits | <ul style="list-style-type: none"> • Meaning and significance, Process & Types of Performance Appraisal System. • Methods of Performance Appraisal- Traditional & Modern. • 360degree Performance Appraisal, Performance evaluation & feedback. • Aligning Performance outcome to career & succession planning. • Introduction, Definitions, Total Compensation & Total Rewards System. • Forms of Pay, External & Internal Factors. • Establishing Pay Rates & Employee Benefits. |
| 5 | Week 9-10: | <ul style="list-style-type: none"> • Meaning, Definition, Objectives, Needs & Process of HRIS. |

| | | |
|---|---|--|
| | Human Resource Information System (HRIS) & Human Resource Audit | <ul style="list-style-type: none"> • Designing of HRIS, HRIS Software & Computerized HRIS. • Introduction, Objectives, Need & Significance, Scope. • HRA Process & Types of HRA. • Approaches to HR Audit & Audit Report. |
| 6 | Week 11-12: Future Trends in Human Resource Management | <ul style="list-style-type: none"> • Hybrid work model & Employee skill development. • Internal mobility, Diversity & inclusion in workforce. • People analytics & Employee well-being. • Multi-generational workforces & All-in-One HR tools. |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|------------------------------------|---|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles of HRM. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical situations. ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of management concepts. |
| 3 | Role Plays and Simulations | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Student's role plays in simulated scenarios that mirror real-recruitment process. ○ Simulations replicate aspects of the HR environment to provide hands-on experience. • Elaboration: <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. |

| | | |
|---|---|---|
| | | <ul style="list-style-type: none"> ○ Develops interpersonal and communication skills as students actively engage in different roles and scenarios. ● Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills, interpersonal communication, and understanding the dynamics of HR behaviour. |
| 4 | Real World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> ● Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. ● Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. ● Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of human resource concepts. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | <p>Overall Integration: These teaching-learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 6 | <p>Adaptability: Flexibility is key, and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- a) Tests (for 25 Marks) and
- b) Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|--|---|
| 1 | Understanding the Role and Importance of HRM | Students should grasp the fundamental concepts, functions, and significance of HRM within organizations. |
| 2 | Recruitment and Selection | Learning how to effectively attract, select, and hire qualified candidates who align with the organization's goals and culture. |
| 3 | Training and Development | Understanding the process of identifying training needs, designing training programs, and implementing development initiatives to enhance employee skills and competencies. |
| 4 | Performance Management | Learning methods for evaluating and managing employee performance, including setting objectives, providing feedback, and addressing performance issues. |
| 5 | Compensation and Benefits | Understanding the principles and practices of designing competitive compensation and benefits packages to attract, retain, and motivate employees. |
| 6 | Employee Relations: | Exploring strategies for promoting positive employee relations, handling conflicts, and maintaining a productive work environment. |
| 7 | Legal and Ethical Considerations | Understanding the legal and ethical frameworks that govern HRM practices, including compliance with labour laws, equal employment opportunity, and ethical decision-making. |
| 8 | Diversity and Inclusion | Recognizing the importance of diversity and inclusion in the workplace and learning strategies to foster an inclusive culture that values differences and promotes equity. |
| 9 | HR Technology | Familiarizing with HR information systems (HRIS) and other technologies used to streamline HR processes, enhance data analytics, and support strategic decision-making. |

8. Course Outcome and Mapping with POs / PSOs**Course Outcomes**

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|---|--------------|
| M23MBA201.1 | Understand the practical experience in the field of human resource concepts and theories to enhance the competencies. | L2 |
| M23MBA201.2 | Apply the conceptual insights of human resource and various functions of HR to solve the workplace problems. | L3 |
| M23MBA201.3 | Analyze personnel, managerial and welfare aspects of HR for solving the complex issues at the workplace. | L4 |

| | | | | | | | | |
|------------------------------------|--|------------|------------|------------|------------|-------------|-------------|-------------|
| M23MBA201.4 | Evaluate the trends in HR practices for better management decisions. | L5 | | | | | | |
| Mapping of COs POs and PSOs | | | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
| M23MBA201.1 | | 2 | | | | 3 | | |
| M23MBA201.2 | 3 | | | 2 | 2 | | 2 | 2 |
| M23MBA201.3 | 3 | 2 | 2 | | | | 2 | |
| M23MBA201.4 | 2 | | | 2 | | 3 | | |
| M23MBA201 | 2.6 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Module 1 | 5 | | | | 5 |
| Module 2 | 5 | | | | 5 |
| Module 3 | 5 | 5 | | | 10 |
| Module 4 | | 5 | 10 | | 15 |
| Module 5 | | | 5 | | 5 |
| Module 6 | | | | 10 | 10 |
| Total | 15 | 10 | 15 | 10 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 10 | | | | 10 |
| Module 2 | 10 | | | | 10 |
| Module 3 | 10 | 10 | | | 20 |
| Module 4 | | 10 | 20 | | 30 |
| Module 5 | | | 10 | | 10 |
| Module 6 | | | | 20 | 20 |
| Total | 30 | 20 | 30 | 20 | 100 |

Conditions for SEE Paper Setting

Semester End Examination

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

10. Future with this Subject

The "Human Resource Management" course in the first semester of the MBA program lays a strong foundation for several future courses in the graduate program. The future of HRM is shaped by various trends and technological advancements. Here are some key aspects and potential directions for the future of HRM:

- **Technology and Automation:** Artificial Intelligence (AI) and Machine Learning (ML): AI and ML are revolutionizing HRM by automating repetitive tasks, enhancing recruitment processes through data-driven insights, and improving employee engagement through personalized experiences. HR Analytics: Advanced analytics will continue to be pivotal in making data-driven decisions related to talent acquisition, performance management, and employee retention.

- **Remote Work and Flexible Work Arrangements:** The COVID-19 pandemic has accelerated the shift towards remote work, and this trend is likely to persist. HRM will need to develop strategies for managing remote teams, ensuring productivity, and maintaining company culture. Flexible work arrangements will become more common, requiring HR to adapt policies to cater to diverse employee needs and preferences.
- **Employee Experience and Engagement:** Focus on Employee Well-being: Mental health and well-being will be prioritized, with HR departments implementing programs to support employees' physical and mental health. Personalized Employee Experiences: Utilizing technology to create customized career development plans, training programs, and benefits packages tailored to individual employee needs.
- **Diversity, Equity, and Inclusion (DEI):** DEI will remain a critical focus, with HR departments leading initiatives to promote a diverse and inclusive workplace. Implementation of unbiased recruitment processes and development of inclusive company policies will be essential.
- **Skill Development and Continuous Learning:** Lifelong learning will become a norm, with HR facilitating continuous skill development through training programs, online courses, and workshops. Emphasis on up skilling and re-skilling employees to keep pace with technological advancements and changing job requirements.
- **Strategic HRM:** HR will increasingly take on a strategic role, contributing to organizational strategy and decision-making. HR professionals will need to align HR strategies with business goals to drive organizational success.
- **Ethical and Legal Considerations:** As data privacy concerns grow, HR will need to ensure compliance with data protection regulations and ethical use of employee data. Navigating complex employment laws and regulations will remain a key responsibility.
- **Employee Empowerment and Self-service:** Empowering employees through self-service HR platforms, allowing them to manage their own data, access HR services, and take charge of their career development. Decentralization of HR functions, with employees taking more responsibility for their own HR-related activities.

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|--------------------------------|---|------------------|
| 2nd Semester | Professional Core Course (PC) Financial Management | M23MBA202 |
|--------------------------------|---|------------------|

1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|---|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: To study the basic objectives of financial management of financial concepts, encompassing assets, liabilities, and equity. • Understanding: Understanding the need of financial management and to know functions of financial manager in an organization. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to classify and differentiate between various methods of problem-solving through inter- firm and intra firm analysis. • Skills: Capability to identify and analyze the financial data using financial tools and techniques for financial management problems. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of industry-relevant skill sets. • Application: Ability to apply industry-relevant skills to real-world scenarios. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|--------------------------------------|---|
| 1 | Introduction to Financial Management | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding fundamental principles of financial management and financial objectives of an organization. ○ Comprehending the roles and responsibilities of financial managers in various organizational contexts. • Skills: <ul style="list-style-type: none"> ○ Applying basic financial management principles to analyze financial statements and assess the financial health of an organization. ○ Effectively leveraging financial tools and techniques to inform decisions regarding investment, financing, and dividend policies. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of financial management in achieving organizational goals and maintaining financial stability. ○ Developing a proactive mindset towards continuous learning and staying updated with financial management practices and trends. |
| 2 | Time Value of Money | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the fundamental principles of the time value of money, including present value and future value concepts. ○ Comprehending the significance of interest rates, discount rates, and compounding in financial calculations. • Skills: <ul style="list-style-type: none"> ○ Applying time value of money principles to solve financial problems involving loans, investments, and annuities. ○ Utilizing financial calculators and software to perform accurate present value and future value calculations. |

| | | |
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| | | <ul style="list-style-type: none"> • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of the time value of money in making informed financial decisions. ○ Appreciating the role of time value of money concepts in personal finance, corporate finance, and investment analysis. |
| 3 | Long Term Sources of Finance & Cost of Capital | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the various types of long-term financing options, such as equity, debt, and hybrid instruments. ○ Comprehending the concepts and components of the cost of capital, including the weighted average cost of capital (WACC). • Skills: <ul style="list-style-type: none"> ○ Analyzing and comparing different long-term financing options to determine their cost and suitability for an organization. ○ Calculating the cost of capital and assessing its impact on investment and financing decisions. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic importance of selecting appropriate long-term financing sources to support organizational growth and stability. ○ Appreciating the role of cost of capital in optimizing financial performance and making informed business decisions. |
| 4 | Capital Structure and Dividend Decisions | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the key theories and principles of capital structure. ○ Comprehending the various dividend policies and their implications on shareholder value and company strategy. • Skills: <ul style="list-style-type: none"> ○ Analyzing and determining the optimal capital structure by evaluating the mix of debt and equity to minimize cost and maximize value. ○ Evaluating and formulating dividend policies that aligns with corporate objectives and shareholder expectations. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic importance of making informed capital structure and dividend decisions to enhance financial stability and growth. ○ Appreciating the impact of capital structure and dividend policies on shareholder value and overall corporate performance. |
| 5 | Long Term Investment Decisions (Capital Budgeting) | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the fundamental principles and techniques of capital budgeting, including Net Present Value (NPV), Internal Rate of Return (IRR), and Payback Period. ○ Comprehending the process of identifying, evaluating, and selecting long-term investment projects. • Skills: <ul style="list-style-type: none"> ○ Analyzing investment opportunities using capital budgeting techniques to determine their financial viability and potential return on investment. ○ Applying risk analysis and sensitivity analysis to assess the impact of uncertainties on capital budgeting decisions. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of thorough and methodical analysis in making long-term investment decisions to ensure optimal allocation of resources. |

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| | | <ul style="list-style-type: none"> ○ Appreciating the role of strategic planning and risk management in the capital budgeting process. |
| 6 | Working Capital Management | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the components of working capital, including cash, accounts receivable, inventory, and accounts payable. ○ Comprehending the principles and strategies of effective working capital management to ensure liquidity and operational efficiency. ● Skills: <ul style="list-style-type: none"> ○ Analyzing working capital levels and trends to make informed decisions about maintaining optimal liquidity. ○ Applying techniques for managing cash flows, optimizing inventory levels, and negotiating favorable credit terms. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of efficient working capital management in sustaining business operations and financial health. ○ Appreciating the need for a proactive approach in anticipating and addressing working capital challenges. |

3. Syllabus

| Financial Management | | | |
|--|------------------|--------------------|------------------|
| Course Code | M23MBA202 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> ● To familiarize the students with basic concepts of financial management and financial system. ● To understand the concept of time value of money and its implication. ● To evaluate investment proposals. ● To analyze the capital structure and dividend decision of an organization. | | | |
| Module 1: Introduction to Financial Management | | | (6 hours) |
| Definition & scope- objectives of Financial Management-role & functions of finance managers & Interface of Financial Management with other functional areas. | | | |
| Indian Financial System: Structure of Indian Financial System - Emerging areas in Financial Management: Risk Management, Behavioral Finance, Financial Engineering & Derivatives (Theory). | | | |
| Module 2: Time Value of Money | | | (9 hours) |
| Time value of money – Future value of single cash flow & annuity – Present value & discounting - present value of single cash flow, annuity & perpetuity. Simple interest & Compound interest - Capital recovery factor & equated annual installments & Doubling Period. (Theory & Problem). | | | |
| Module 3: Long Term Sources of Finance and Cost of Capital | | | (8 hours) |
| Long Term Sources of Finance: Shares – Debentures - Term loans & deferred credit - Lease financing - Hybrid financing - Venture Capital - Angel investing - private equity - Crowd funding (Theory Only). | | | |
| Cost of Capital: Basic concepts - Components & computation of cost of capital - Cost of debentures - cost of term loans - cost of preferential capital - cost of equity (Dividend discounting & CAPM model) - Cost of retained earnings - Determination of Weighted average cost of capital (WACC) & Weighted marginal Cost of Capital (WMCC) (Theory & Problem). | | | |
| Module 4: Capital Structure and Dividend Decisions | | | (9 hours) |
| Capital Structure: Capital structure – Planning the capital structure -optimum capital structure – determination of capital structure - Governance of Equity & Debt – Leverages – EBIT & EPS analysis –Return | | | |

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| of Investment (ROI) & Return on Earnings (ROE) analysis. (Theory & Problem). Dividend Decisions & Policies – Factors affecting the dividend policy – types of Dividend Policy – forms of dividend - bonus issue - stock split Problems on Walter & Gordon Model. |
| Module 5: Capital Budgeting (9 hours) |
| Long Term Investment Decisions (Capital Budgeting): Need & importance of capital budgeting & its process-Techniques of capital budgeting – [Payback period, time adjusted payback period, accounting rate of return, Net present value, Internal rate of return, Modified internal rate of return, Profitability index method,) & Capital Rationing. |
| Module 6: Working Capital Management (9 hours) |
| Sources of working capital - Factors influencing working capital requirements - Current asset policy & current asset finance policy - Determination of operating cycle & cash cycle-Estimation of working capital requirements of a firm. (Theory & Problem). Case study on Working Capital Determination & the impact of negative working capital. |
| Suggested Learning Resources: |
| Recommended Books |
| <ol style="list-style-type: none"> 1. Financial Management: Text, Problems & Cases M.Y. Khan & P.K. Jain, TMH, 7/e, 2017 2. Financial Management: Theory and Practice, Prasanna Chandra, TMH, 10/e, 2019 3. Financial Management: Dr. G. Nagarajan & Dr. Binoy Mathew, Jayvee Digital Publishing, 2/e, 2022 |
| Reference Books |
| <ol style="list-style-type: none"> 1. Financial Management, Prahlad Rathod, Babitha Thimmaiah and Harish Babu, HPH, 1/e, 2015. 2. Financial Management, I.M. Pandey, Vikas Publishing, 11/e. |
| Web Links and Video Lectures (e-Resources): |
| <ul style="list-style-type: none"> • https://www.pdfdrive.com/financial-management-and-analysis-workbook-step-by-step-exercises-and-tests-to-help-you-master-financial-management-and-analysis-e158595305.html • https://www.pdfdrive.com/fundamentals-of-financial-management-concise-sixth-edition-e20229517.html • https://www.youtube.com/watch?v=CCQwz_Gwo6o • https://www.digimat.in/nptel/courses/video/110107144/L01.html |
| Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules. |
| Skill Development Activities Suggested |
| <ul style="list-style-type: none"> • Identifying the small or medium sized companies and understanding the Investment evaluation techniques used by them. • Using the annual reports of selected companies, students can study the working capital management employed by them. Students can also compare the working capital management of companies in the same sector. • Students can choose the companies that have gone for stock split and Bonus issue in the last few years and study the impact of the same on the stock price. • Students can study any five companies capital structure. • Students can do Company analysis for select companies using profitability and liquidity ratios. |

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|---|--|
| 1 | Week 1-2: Introduction to Financial Management | <ul style="list-style-type: none"> • Definition and scope objectives of Financial Management. • Role and functions of finance managers. • Interface of Financial Management with other functional areas. • Indian Financial System: Structure of Indian Financial System - Emerging areas in Financial Management. • Risk Management, Behavioral Finance, Financial Engineering, Derivatives (Theory). |
| 2 | Week 3-4: Time Value of Money | <ul style="list-style-type: none"> • Time value of money – Future value of single cash flow & annuity. • Present value and discounting, present value of single cash flow. • Annuity & perpetuity. • Simple interest & Compound interest. • Capital recovery factor & equated annual installments, Doubling Period. (Theory & Problem). |
| 3 | Week 5-6: Long Term Sources of Finance and Cost of Capital | <ul style="list-style-type: none"> • Long Term Sources of Finance: Shares – Debentures - Term loans and deferred credit - Lease financing - Hybrid financing. • Venture Capital - Angel investing - private equity - Crowd funding (Theory Only). • Cost of Capital: Basic concepts - Components and computation of cost of capital. • Cost of debentures - cost of term loans - cost of preferential capital - cost of equity (Dividend discounting and CAPM model). • Cost of retained earnings - Determination of Weighted average cost of capital (WACC). • Weighted marginal Cost of Capital (WMCC) (Theory & Problem). |
| 4 | Week 7-8: Capital Structure and Dividend Decisions | <ul style="list-style-type: none"> • Capital Structure and Dividend Decisions: Capital structure – Planning the capital structure. • Optimum capital structure – determination of capital structure - Governance of Equity and Debt. • Leverages – EBIT and EPS analysis –Return of Investment (ROI) & Return on Earnings (ROE) analysis. (Theory & Problem). • Dividend Decisions & Policies – Factors affecting the dividend policy – types of Dividend Policy. • Forms of dividend - bonus issue - stock split Problems on Walter and Gordon Model. |
| 5 | Week 9-10: Capital Budgeting | <ul style="list-style-type: none"> • Long Term Investment Decisions (Capital Budgeting): Need and importance of capital budgeting. • Process-Techniques of capital budgeting – [Payback period, time adjusted payback period, accounting rate of return. • Net present value, internal rate of return, Modified internal rate of return, Profitability index method,). • Capital Rationing. |
| 6 | Week 11-12: Working Capital Management | <ul style="list-style-type: none"> • Sources of working capital - Factors influencing working capital requirements. • Current asset policy and current asset finance policy. |

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| | | <ul style="list-style-type: none"> • Determination of operating cycle and cash cycle-Estimation of working capital requirements of a firm. (Theory & Problem). • Case study on Working Capital Determination and the impact of negative working capital. |
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5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|---|---|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to financial management. • Elaboration: <ul style="list-style-type: none"> ○ Effective for presenting foundational knowledge, theoretical concepts, and frameworks in financial management. ○ Provides a structured way to convey information and ensures that all students receive the same content. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles in financial management. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical financial scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to financial management problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical financial situations. ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of financial management concepts. |
| 3 | Real World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves integrating real-world financial examples, case studies, and experiences into the learning process. ○ Industry professionals or financial experts are invited to deliver lectures or share insights with students. • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how financial concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. • Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of financial management concepts. ○ Fosters connections between academia and industry, exposing students to real-world financial challenges and solutions. |

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| 4 | <p>Overall Integration: These teaching learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and can provide a hands-on application of the concepts learned.</p> <p>Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> |
| 5 | <p>Adaptability: Flexibility is key, and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- Tests (for 25 Marks) and
- Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 40 percent theory and 60 percent problem in SEE

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|--|---|
| 1 | Understanding the Conceptual Framework of Financial Management | Students will grasp financial management's definition, scope, and objectives, the roles of finance managers, the Indian financial system, and emerging areas like risk management, behavioral finance, and derivatives. |
| 2 | Time Value of Money | Students will understand the principles of the time value of money, including present and future value calculations. They will learn to apply these concepts to |

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| | | evaluate investment opportunities, compare cash flows, and make informed financial decisions. |
| 3 | Long-term Sources of Finance & Cost of Capital | Students will understand various long-term financing options, including equity, debt, and hybrid instruments. They will learn to evaluate the cost of capital for these sources, and how it impacts investment decisions and overall financial strategy. |
| 4 | Capital Structure and Dividend Decisions | Students will learn to analyze and determine optimal capital structures, balancing debt and equity. They will understand the impact of capital structure on company value and financial risk, and evaluate dividend policies to maximize shareholder wealth.. |
| 5 | Long-Term Investment Decisions (Capital Budgeting) | Students will master capital budgeting techniques to evaluate and select long-term investment projects. They will learn to assess project viability, forecast cash flows, and apply methods like NPV, IRR, and payback period to make informed investment decisions that align with organizational goals. |
| 6 | Working Capital Management | Students will learn to manage a company's short-term assets and liabilities efficiently. |

8. Course Outcome and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|---|--------------|
| M23MBA202.1 | Understand basic knowledge of financial management to cope up with the concept of finance in current business organization. | L2 |
| M23MBA202.2 | Apply time value of money and feasibility of investment proposal for investment decision | L3 |
| M23MBA202.3 | Analyze capital structure, cost of capital and dividend decision in present business activities for cost efficiency and profit management | L4 |
| M23MBA202.4 | Assess the working capital management for optimum liquidity decision. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA202.1 | 2 | | | | | | | |
| M23MBA202.2 | 2 | 3 | 3 | | 2 | 2 | | |
| M23MBA202.3 | 3 | | 2 | | | | 2 | 3 |
| M23MBA202.4 | | | 3 | 3 | | | 2 | |
| M23MBA202 | 2.3 | 3 | 2.6 | 3 | 2 | 2 | 2 | 3 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|----------|----------|----------|----------|-----------|
| Module 1 | 5 | | | | 5 |
| Module 2 | 5 | 5 | | | 10 |
| Module 3 | | | 10 | | 10 |
| Module 4 | | 5 | | 10 | 15 |
| Module 5 | | 5 | | | 5 |
| Module 6 | | | 5 | | 5 |

| Total | 10 | 15 | 15 | 10 | 50 |
|-----------------|-----------|-----------|-----------|-----------|------------|
| SEE | | | | | |
| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
| Module 1 | 10 | | | | 10 |
| Module 2 | 10 | 10 | | | 20 |
| Module 3 | | | 20 | | 20 |
| Module 4 | | 10 | | 20 | 30 |
| Module 5 | | 10 | | | 10 |
| Module 6 | | | 10 | | 10 |
| Total | 20 | 30 | 30 | 20 | 100 |

Conditions for SEE Paper Setting

Semester End Examination

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 40 percent theory and 60 percent problem in SEE

10. Future with this Subject

The "Financial Management" course in the second semester of the MBA program lays a robust foundation for numerous future courses, particularly those centered around financial management. This foundational knowledge plays a crucial role in various aspects, enhancing students' understanding and skills in financial management. Here are some notable contributions of this course to the future study and practice of financial management:

- **Advanced Financial Analysis and Strategic Planning:** The skills gained in financial management provide a solid base for advanced financial analysis. Students will be better equipped to interpret complex financial statements, conduct thorough financial analysis, and engage in strategic planning. This knowledge is crucial for courses and careers that focus on financial strategy, investment analysis, and corporate finance.
- **Enhanced Decision Making through Financial Insights:** financial management emphasizes internal decision-making, providing future financial managers with the ability to make informed decisions. This capability is further enhanced with advanced analytics and business intelligence (BI) tools, enabling managers to gain detailed insights into financial performance and operational efficiency. This data-driven approach supports more accurate forecasting and strategic planning.
- **Sustainability and Ethical Financial Management:** With growing emphasis on sustainability reporting, financial managers will need to integrate environmental, social, and governance (ESG) metrics into financial decision-making. The knowledge from financial management helps in understanding and reporting on sustainability metrics, which is crucial for transparent and ethical financial management.
- **Integrated Financial Reporting:** The course prepares students to embrace integrated reporting, which combines financial and non-financial data into comprehensive reports. This holistic view aids stakeholders in understanding how financial performance is intertwined with social and environmental initiatives, thus promoting more sustainable business practices.
- **Scenario Planning and Risk Management:** Financial manager's benefit from scenario planning and simulation techniques taught in financial management. These techniques allow managers to anticipate

potential financial challenges and opportunities, enhancing their ability to manage risks and make strategic decisions under uncertainty.

- **Adherence to Evolving Standards and Regulations:** The knowledge gained from financial management helps future financial managers stay updated with evolving global standards and regulations. This is crucial for ensuring compliance with new accounting standards, tax laws, and financial reporting requirements, which are essential aspects of financial management.
- **Strengthening Internal Controls:** financial management emphasizes the importance of internal controls and risk management frameworks. This knowledge is crucial for financial managers to safeguard assets, ensure the accuracy of financial information, and maintain compliance in an increasingly complex regulatory environment.
- **Collaboration across Departments:** financial managers often work closely with IT, operations, and other departments. This interdisciplinary approach is crucial for financial managers to integrate financial insights into broader business strategies and enhance overall organizational performance.
- **Managing Multinational Financial Operations:** financial management provides a framework for understanding the complexities of multinational operations. Financial managers will be better prepared to handle challenges such as currency risks, diverse regulatory environments, and international market dynamics.
- **Oversight of Outsourced Financial Functions:** As outsourcing and shared services for accounting functions grow, financial managers need to oversee these arrangements effectively. The course equips them with the skills to ensure efficiency, accuracy, and strategic alignment in outsourced financial operations.

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| 2nd Semester | Professional Core Course (PC) Research Methodology & IPR | M23MBA203 |
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1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|--|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Familiarity with the basic concepts, types, process & methods of research methodology & IPR. • Understanding: Basic components, applications of research and insights of IPR and IPR system. |
| 2 | Problem Solving | <ul style="list-style-type: none"> • Differentiation: Ability to classify and differentiate between various methods of collection and analyzing the data. • Skills: Capability to compile a skillful framework for solving problems in the business. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of industry-relevant skill sets. • Application: Ability to apply industry-relevant skills to real-world scenarios. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|------------------------------------|---|
| 1 | Understanding of Business Research | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping basics concepts, features, process & issues in business research. ○ Applying theoretical knowledge to practical organizational scenarios. • Skills: <ul style="list-style-type: none"> ○ Analyzing and interpreting data in business research. ○ Applying theoretical concepts to real-world management challenges. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of theoretical foundations in business research. |
| 2 | Research Design | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the significance, types & errors in research. ○ Design & delivery of business research design. • Skills: <ul style="list-style-type: none"> ○ Applying research design in different organizational contexts. ○ Demonstrating effective research design in practical situations. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the role of researcher in organizational success. ○ Openness to different research approaches. |
| 3 | Sampling Techniques | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the concepts & types of different sampling techniques. ○ Ability to choose & implement different sampling techniques for identification of respondents. • Skills: <ul style="list-style-type: none"> ○ Applying sampling techniques based on the problem identified. ○ Implementing effective sampling techniques to meet the challenges in selection of respondents. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic role of researcher in achieving organizational objectives. |

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| | | <ul style="list-style-type: none"> ○ Appreciation for the iterative nature of researcher in dynamic environments. |
| 4 | Data Collection & Analysis | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding concepts, types & methods of data collection. ○ Ability to choose & implement different data collection methods & analysis of research reports. ● Skills: <ul style="list-style-type: none"> ○ Proficiency in designing effective questionnaire & research analytical tool. ○ Applying measurement scaling techniques & data analytical tools effectively for problem solving. ● Attitudes: <ul style="list-style-type: none"> ○ Openness to various approaches of data collection & analysis. ○ Valuing the importance of researcher for effective data collection & analysis in organizational success. |
| 5 | Intellectual Property Rights | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the concepts, nature & kinds of intellectual property rights. ○ Applying theoretical knowledge to practical organizational scenarios. ● Skills: <ul style="list-style-type: none"> ○ Acquisition of knowledge on IPR. ○ Assessing best IPR system for efficiency of the business. ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic role of researcher in achieving organizational objectives. ○ Appreciation for the iterative nature of researcher in dynamic environments. |
| 6 | Industry Relevant Skills | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Provide written & oral industry relevant skills. ○ Build skills through practical interaction to act according to corporate situations. ● Skills: <ul style="list-style-type: none"> ○ Acquisition of industry relevant skill sets. ○ Application of research skills to enhance organizational effectiveness. ● Attitudes: <ul style="list-style-type: none"> ○ Recognizing the ongoing need for evolving skills in a dynamic industry. ○ Valuing the contribution of industry relevant skills and modes to personal and organizational success. |

3. Syllabus

| Research Methodology & IPR | | | |
|--|-----------|-------------|-----|
| Course Code | M23MBA203 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> ● To understand the basic components of research design. | | | |

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| <ul style="list-style-type: none"> To gain the insight of research applications. To equip students with various research analytical tools used in business research. To provide the imminent of IPR and IPR system in India. |
| Module 1: Introduction to Business Research (8 hours) |
| Meaning, Features of Good Research, Types, Process of Research, Research Variables, Application of Research in Business Decisions, Errors in Research & Ethical issues in Business Research. |
| Module 2: Business Research Design (9 hours) |
| Meaning, Types & Significance of Research Design. Exploratory Research: Meaning, Purpose, Qualitative Methods; Literature Search, Experience Survey, Focus Groups & Comprehensive Case Methods. Conclusive Research Design: Descriptive Research, Meaning, Quantitative Methods; Cross Sectional Studies, Longitudinal Studies & Casual Research Design. Experimental Research Design: Meaning, Formal & Informal, Pre experimental design, True experimental design, Quasi-experimental design & Statistical experimental design. |
| Module 3: Sampling Techniques (6 hours) |
| Sampling: Concepts, Process of Sampling, Probability Sampling: Simple Random Sampling, Systematic Sampling, Stratified Random Sampling, Cluster Sampling, Area Sampling & Multistage Sampling. Non-Probability Sampling: Judgmental Sampling, Shopping Mall Intercept, Sequential, Convenience, Reference, Snowball & Quota Sampling. |
| Module 4: Data Collection and Measurement Scales (9 hours) |
| Data Collection: Meaning, Quantitative & Qualitative Techniques; Primary Data, Secondary Data & its Advantages & Disadvantages. Questionnaire Design: Meaning & Process of Designing Questionnaire. Measurement and Scaling Techniques: Basic Measurement Scales, Attitude Measurement Scale, Multi-Dimensional Scaling & Criteria for Good Test. |
| Module 5: Data Analysis and Report Writing (9 hours) |
| Data Analysis: Meaning, Steps in Processing of Data; Raw Data, Editing, Coding, Classification, Tabulation, Validation. Analysis & Interpretation. Report Writing: Meaning, Types of Research Reports, Report Structure & Guidelines for Effective Documentation. |
| Module 6: Intellectual Property Rights and Publication Ethics (9 hours) |
| Intellectual Property Rights: Meaning, Concepts, Nature & Characteristics, Types of IPRs, Invention & Creativity. Publication Ethics: Introduction, Importance, Falsification, Fabrication, and Plagiarism (FFP), Predatory Publishers & Journals. |
| Suggested Learning Resources: |
| Recommended Books |
| <ol style="list-style-type: none"> Research Methodology: C R Kothari, Viswa Prakasam Publication, 2014. Business Research Methods: Donald R. Cooper & Pamelas Schindler, TMH/9e/2007. |
| Reference Books |
| <ol style="list-style-type: none"> Business Research Methods: S.N. Murthy & U. Bhojanna, Excel Books, 3e, 2016. Intellectual Property Rights. India, IN: Neeraj, P., & Khusdeep, D. (2014). PHI learning Private Limited. |
| Web Links and Video Lectures (e-Resources): |
| <ul style="list-style-type: none"> https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf https://onlinecourses.nptel.ac.in/noc22_ge08/preview https://www.digimat.in/nptel/courses/video/121106007/L01.html |

- <https://www.coursera.org/learn/research-methods>
- https://www.researchgate.net/publication/319207471_HANDBOOK_OF_RESEARCH_METHODOLOGY
- <https://www.pdfdrive.com/research-methodology-books.html>
- <https://dst.gov.in/sites/default/files/E-BOOK%20IPR.pdf>
- https://www.icsi.edu/media/webmodules/IPRLP_NOV29.pdf
- <https://sagepub.libguides.com/c.php?g=964634&p=6968892>
- <https://www.youtube.com/watch?v=GSeeyJVD0JU>
- <https://www.icsi.edu/docs/webmodules/Publications/9.4%20Intellectual%20Property%20Rights.pdf>

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules.

Skill Development Activities Suggested

- Identify industry centric research problem and collect relevant literatures for data analysis.
- Write a simple research proposal by using appropriate research methods.
- Prepare any of the questionnaires on current HR, Marketing & Finance domains.
- Conduct a market survey to investigate identified research problem.
- Demonstrate report writing and presentation methods.
- Attend IPR & Publication Ethics Workshops / Conference / Online Courses.

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|--|--|
| 1 | Week 1-2: Introduction to Business Research | <ul style="list-style-type: none"> • Meaning & Features of Good Research • Types & Process of Research • Research Variables • Application of Research in Business Decisions • Errors in Research & Ethical issues in Business Research |
| 2 | Week 3-4: Research Design | <ul style="list-style-type: none"> • Meaning, Types & Significance of Research Design • Exploratory Research: Meaning, Purpose, Qualitative Methods; Literature Search, Experience Survey, Focus Groups & Comprehensive Case Methods • Conclusive Research Design: Descriptive Research, Meaning, Quantitative Methods; Cross Sectional Studies, Longitudinal Studies & Casual Research Design • Experimental Research Design: Meaning, Formal & Informal, Pre experimental design, True experimental design, Quasi-experimental design & Statistical experimental design |
| 3 | Week 5-6: Sampling Techniques | <ul style="list-style-type: none"> • Sampling: Concepts & Process of Sampling • Probability Sampling: Simple Random Sampling, Systematic Sampling, Stratified Random Sampling, Cluster Sampling, Area Sampling & Multistage Sampling • Non-Probability Sampling: Judgmental Sampling, Shopping Mall Intercept, Sequential, Convenience, Reference, Snowball & Quota Sampling |
| 4 | Week 7-8: Data Collection, | <ul style="list-style-type: none"> • Data Collection: Meaning, Quantitative & Qualitative Techniques; Primary Data, Secondary Data & its Advantages & Disadvantages |

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| | Measurement and Scaling Techniques | <ul style="list-style-type: none"> • Questionnaire Design: Meaning & Process of Designing Questionnaire • Measurement and Scaling Techniques: Basic Measurement Scales, Attitude Measurement Scale & Multi-Dimensional Scaling • Criteria for Good Test |
| 5 | Week 9-10: Data Analysis & Report Writing | <ul style="list-style-type: none"> • Data Analysis: Meaning, Steps in Processing of Data; Raw Data, Editing, Coding, Classification, Tabulation, Validation. Analysis & Interpretation • Report Writing: Meaning, Types of Research Reports, Report Structure & Guidelines for Effective Documentation |
| 6 | Week 11-12: Intellectual Property Rights | <ul style="list-style-type: none"> • Intellectual Property Rights: Meaning, Concepts, Nature & Characteristics, Types of IPRs, Invention & Creativity • Publication Ethics: Introduction, Importance, Falsification, Fabrication, and Plagiarism (FFP), Predatory Publishers & Journals |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|------------------------------------|--|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles in communication. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical situations. ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of the concepts. |
| 3 | Role Plays and Simulations | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Students enact specific roles in simulated scenarios that mirror real-world situations. ○ Simulations replicate aspects of the business environment to provide |

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| | | <p>hands-on experience.</p> <ul style="list-style-type: none"> • Elaboration: <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. ○ Develops interpersonal and communication skills as students actively engage in different roles and scenarios. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills, interpersonal communication, and understanding the dynamics of business environment. |
| 4 | Real World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. • Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of communication concepts. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | <p>Overall Integration: These teaching-learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 6 | <p>Adaptability: Flexibility is key and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

a) Tests (for 25 Marks) and

b) Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 Percent theory.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|-------------------------------------|--|
| 1 | Understanding Business Research | Students will grasp the fundamental concepts of business research, including meaning, features, types, process, methodology, techniques. |
| 2 | Research Design | Students will learn to distinguish between quantitative and qualitative research in terms of focus, philosophical roots, goals, and design and data collection methods. |
| 3 | Sampling Techniques | Students will understand the steps, principles & process of probability and non-probability sampling for making statistical inferences from population. |
| 4 | Data Collection & Analysis | Students will identify and describe major categories of data collection techniques and analyze, interpret data using an ethically responsible approach. |
| 5 | Scaling Techniques & Report Writing | Students will able to use appropriate measurement & scaling techniques for data gathering and analyzing towards problems solving. |
| 6 | Intellectual Property Rights | Students will understand the ethical and professional responsibilities associated with digital design, including respecting intellectual property rights, ensuring design reliability and security, and adhering to industry standards and best practices. |

8. Course Outcomes (COs) and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|--|--------------|
| M23MBA203.1 | Understand quantitative / qualitative research techniques to handle business and day to day management problems. | L2 |
| M23MBA203.2 | Apply the importance of sampling techniques, data collect and scaling techniques to investigate identified research problem. | L3 |
| M23MBA203.3 | Analyze data analysis and interpretation by managing IPR & publication ethics in report writing. | L4 |
| M23MBA203.4 | Evaluate research skills in order to find solutions to the problems. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA203.1 | 3 | 2 | | | | 3 | | |
| M23MBA203.2 | | | | 3 | | | 2 | |
| M23MBA203.3 | | 3 | | | | | 3 | |
| M23MBA203.4 | | | 3 | | 2 | | | 2 |
| M23MBA203 | 3 | 2.5 | 3 | 3 | 2 | 3 | 2.5 | 2 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 5 | | | 2.5 | 7.5 |
| Module 2 | 5 | | | 5 | 10 |
| Module 3 | | 5 | | 2.5 | 7.5 |
| Module 4 | | 5 | | 5 | 10 |
| Module 5 | | | 5 | 2.5 | 7.5 |
| Module 6 | | | 5 | 2.5 | 7.5 |
| Total | 10 | 10 | 10 | 20 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 10 | | | 5 | 15 |
| Module 2 | 10 | | | 10 | 20 |
| Module 3 | | 10 | | 5 | 15 |
| Module 4 | | 10 | | 10 | 20 |
| Module 5 | | | 10 | 5 | 15 |
| Module 6 | | | 10 | 5 | 15 |
| Total | 20 | 20 | 20 | 40 | 100 |

Conditions for SEE Paper Setting

Semester End Examination

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 Percent theory.

10. Future with this Subject

The "**Research Methodology**" course in the second semester of the MBA program lays a strong foundation for corporate and career for management students. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of management and research in business. Here are some notable contributions:

- **Integration of Technology:** Leveraging AI to enhance research design, data collection, and analysis. Using big data to uncover patterns and insights that were previously inaccessible. Increasing use of digital tools for data collection and participant engagement.

- **Interdisciplinary Approaches:** Combining methods from different disciplines to address complex research questions. Increased collaboration between fields such as sociology, psychology, business, and technology.
- **Mixed Methods Research:** Growing popularity of combining qualitative and quantitative approaches to provide a comprehensive understanding of research problems.
- **Ethical Considerations:** Emphasis on ethical research practices, including data privacy, consent, and transparency.
- **Impact of Digitalization:** Addressing challenges related to digital content, such as copyright infringement and digital piracy. Block chain technology for securing IP transactions and rights management.
- **Globalization and IPR:** Harmonization of international IP laws and treaties. Addressing IP issues in global trade and cross-border collaborations.
- **Innovation and IPR:** Protecting IP in emerging fields like biotechnology, artificial intelligence, and renewable energy. The role of IPR in fostering innovation and economic growth.
- **IPR and Sustainable Development:** Exploring the balance between protecting IP and promoting access to knowledge and technology for sustainable development.

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| 2nd Semester | Professional Core Course (PC) Operations Research | M23MBA204 |
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1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|--|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Basic operation research concepts, quantitative approaches and models. • Understanding: Characteristics of operation research and implementation for decision making. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to use problem solving techniques for optimization. • Skills: Capability to differentiate functions and apply operational techniques to various problem-solving scenarios. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Proficiency in using decision analysis techniques under uncertainty. • Application: Ability to apply network models to optimize business requirement and decision making. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|-------------------------------------|--|
| 1 | Introduction to Operations Research | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the origins and development of operations research with its key milestones. ○ Grasping the fundamental concepts, principles including optimization, modeling for effective decision-making. • Skills: <ul style="list-style-type: none"> ○ Ability to identify complex problems in various domains that can be addressed using OR techniques. ○ Proficiency in using analytical methods to solve OR models for decision making. • Attitudes: <ul style="list-style-type: none"> ○ Exhibiting a strong analytical mindset with a focus on problem-solving and data-driven decision-making. ○ Maintaining a high level of accuracy and precision in problem formulation, model development, and result analysis. |
| 2 | Linear Programming | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the basic concepts of linear programming, including objective functions, constraints, feasible regions, and optimal solutions. ○ Knowledge of the graphical method for solving linear programming problems in two variables and its limitations. • Skills: <ul style="list-style-type: none"> ○ Proficiency in formulating real-world problems as linear programming models, clearly defining objective functions, decision variables, and constraints. ○ Ability to translate complex scenarios into mathematical expressions and linear inequalities suitable for linear programming analysis. • Attitudes: |

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| | | <ul style="list-style-type: none"> ○ Maintaining accuracy in calculations and solution procedures to achieve reliable and valid results. ○ Displaying an eagerness to explore various solution methods and continuously improve problem-solving techniques. |
| 3 | Decision Theory | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the fundamental concepts and frameworks of decision theory, including decision-making under certainty, risk, and uncertainty. ○ Knowledge of key terms such as decision matrix, payoffs, states of nature, and decision criteria. ● Skills: <ul style="list-style-type: none"> ○ Proficiency in constructing and analyzing decision matrices to evaluate different decision alternatives based on given criteria and probabilities. ○ Competence in creating and analyzing decision criteria's, including calculating expected monetary values (EMV). ● Attitudes: <ul style="list-style-type: none"> ○ Demonstrating a critical and analytical mindset when evaluating decision-making scenarios, considering all relevant factors and potential outcomes. ○ Showing a readiness to revise decisions and strategies based on updated data and analysis, ensuring continuous improvement and optimization. |
| 4 | Transportation | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the key concepts such as supply nodes, demand nodes, transportation costs, and balanced vs. unbalanced transportation problems. ○ Familiarity with methods to find initial feasible solutions, such as the Northwest Corner Rule, Least Cost Method, and Vogel's Approximation Method. ● Skills: <ul style="list-style-type: none"> ○ Competence in applying initial solution methods and optimization techniques to solve transportation problems effectively. ○ Ability to translate logistical scenarios into mathematical models accurately representing the transportation network. ● Attitudes: <ul style="list-style-type: none"> ○ Demonstrating a methodical approach to problem-solving, ensuring each step of the transportation model is carefully considered and executed. ○ Ensuring precision in applying solution methods and verifying the results to confirm they meet all problem requirements and constraints. |
| 5 | Assignment and Game Theory | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the basic structure of assignment problems, including the objective of minimizing the total cost or maximizing the total profit of assigning tasks to agents. ○ Awareness of various game theory models like zero-sum games, non-zero-sum games. ● Skills: <ul style="list-style-type: none"> ○ Ability to translate real-world scenarios into assignment models, |

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| | | <p>accurately setting up the cost matrix and applying solution techniques.</p> <ul style="list-style-type: none"> ○ Skill in constructing and solving payoff matrices for different types of games and determining equilibrium points. <ul style="list-style-type: none"> ● Attitudes: <ul style="list-style-type: none"> ○ Demonstrating a strategic mindset when analyzing and solving assignment and game theory problems, considering long-term implications and optimal solutions. ○ Ensuring thoroughness in checking calculations, verifying solutions, and interpreting outcomes to guarantee accuracy and reliability. |
| 6 | Project Management | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the core concepts and phases of project management, including initiation, planning, and execution, monitoring, and closing. ○ Familiarity with essential project management tools and techniques, Critical Path Method Program Evaluation and Review Technique and Work Breakdown Structure. ● Skills: <ul style="list-style-type: none"> ○ Ability to create and manage project schedules using tools like Gantt charts and PERT/CPM diagrams to ensure timely project completion. ○ Skill in identifying potential project risks, assessing their impact, and implementing appropriate risk mitigation strategies to minimize project disruptions. ● Attitudes: <ul style="list-style-type: none"> ○ Demonstrating strong leadership qualities, including the ability to motivate and guide project teams towards achieving project goals. ○ Maintaining meticulous attention to detail in planning, monitoring, and controlling project activities to ensure accuracy and quality. |

3. Syllabus

| Operations Research | | | |
|---|------------------|--------------------|------------------|
| Course Code | M23MBA204 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> ● To Understand the mathematical tools that are needed to solve optimization problems ● To Elucidate optimization techniques for various problems ● To understand and practice allocation problems, Assignment problems, Transportation problems and Network Analysis (PERT & CPM). | | | |
| Module 1: Introduction | | | (5 hours) |
| Introduction to OR, Definitions of OR, Scope of OR, Applications of OR, Phases in OR, Characteristics & limitations of OR & Quantitative approach to decision making models. (Theory Only) | | | |
| Module 2: Linear Programming | | | (9 hours) |
| Linear Programming Problem (LPP), Generalized LPP - Formulation of LPP, Guidelines for formulation of linear programming model, Assumption, Advantages, Limitations, Linear Programming problem (LPP), Optimal & Feasible Solutions by graphical method (minimization and maximization). (Theory & Problems) | | | |
| Module 3: Decision Theory and Job Sequencing | | | (8 hours) |
| Decision Theory: Introduction, Decision under uncertainty- Max-min & Min-max, Decision under Risk- Expected Value & Simple decision tree problems. (Only theory). | | | |

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| Job Sequencing: ‘n’ jobs on 2 machines, ‘n’ jobs on 3 machines, ‘n’ jobs on ‘m’ machines & Sequencing of 2 jobs on ‘m’ machines. (Theory & Problems). | |
| Module 4: Transportation Problems | (10 hours) |
| Formulation of transportation problem, Types, Initial Basic Feasible Solution using North-West Corner Rule (NWCR), Least Cost Method (LCM) & Vogel’s Approximation Method (VAM), Optimality in Transportation problem by Modified Distribution (MODI) method, Unbalanced T.P. Maximization T.P. Degeneracy in transportation problems & Application of transportation problem. (Theory & Problems). | |
| Module 5: Assignment Problem and Game Theory | (8 hours) |
| Assignment Problem: Formulation, Solutions to assignment problems by Hungarian method, Special cases in assignment problems, Unbalanced, Maximization assignment problems, Travelling Salesman Problem (TSP), Difference between Assignment & T.S.P. (Theory & Problems) | |
| Game Theory: Definition, Pure Strategy problems, Saddle point, Max-Min & Min-Max criteria, Principle of Dominance, Solution of games with Saddle point & Mixed Strategy problems (Graphical & simple algebraic method problems). | |
| Module 6: Project Management | (10 hours) |
| Introduction to project management, Construction of networks, Phases of project management, Work breakdown structure (Theory only), Critical path method to find the expected completion time of a project, Determination of floats in networks, PERT networks, Determining the probability of completing a project & Predicting the completion time of project (Theory & Problems). | |
| Suggested Learning Resources: | |
| Recommended Books | |
| <ol style="list-style-type: none"> 1. Operation research, H.A. Taha, Person Publication 2012. 2. Operation research, J.K.Sharma, McMillan Publication 2014. | |
| Reference Books | |
| <ol style="list-style-type: none"> 1. Quantitative Techniques in management, N D Vohra McGraw Hill 2015. 2. Quantitative Techniques: Theory and Problems, P.C. Tulsian and Vishal Pandey, Pearson India 2006. | |
| Web Links and Video Lectures (e-Resources): | |
| <ul style="list-style-type: none"> • https://youtu.be/vuKK3HAOB74 • https://lipas.uwasa.fi/-tsottine/lecture_notes/or.pdf • https://onlinecourses.nptel.ac.in/noc20_ma23/preview • https://www.amirajcollege.in/wp-content/uploads/2020/10/3151910-operations-research-theory-and-application-by-j.-k.-sharma-zlib.org_.pdf • https://youtu.be/vUMGvpsb8dc • https://youtu.be/fSuqTgnCVRg • https://www.youtube.com/results?search_query=operation+research+transportation+problem • https://www.youtube.com/watch?v=fSuqTgnCVRg | |
| Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules. | |
| Skill Development Activities Suggested | |
| <ul style="list-style-type: none"> • To comprehend the operation research models. • Analyze various organizational problems using LPP, Assignments and Game theory principles. • Applying techniques of OR for project management. • Evaluate the constraints and challenges faced by the manufacturing and service organizations using methods of operation research. | |

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|--|--|
| 1 | Week 1-2: Introduction | <ul style="list-style-type: none"> • Introduction to OR & Definitions of OR • Scope of OR, Applications of OR & Phases in OR • Characteristics, Limitations of OR & Quantitative approach to decision making models |
| 2 | Week 3-4: Linear Programming | <ul style="list-style-type: none"> • Linear Programming Problem (LPP) • Generalized LPP - Formulation of LPP • Guidelines for formulation of linear programming model, Assumption, Advantages & Limitations • Linear Programming Problem (LPP) • Optimal & feasible solutions by graphical method (minimization & maximization) |
| 3 | Week 5-6: Decision Theory | <ul style="list-style-type: none"> • Introduction & Decision under uncertainty- Max-Min & Min-Max • Decision under risk- expected value • Job Sequencing - 'n' jobs on 2 machines • 'n' jobs on 3 machines • 'n' jobs on 'm' machines • Sequencing of 2 jobs on 'm' machines |
| 4 | Week 7-8: Transportation | <ul style="list-style-type: none"> • Formulation of transportation problem, Types & Initial Basic Feasible Solution • North-West Corner Rule (NWCR) • Least Cost Method (LCM) • Vogel's Approximation Method (VAM) • Optimality in Transportation problem by Modified Distribution (MODI) method • Unbalanced T.P. Maximization T.P & Degeneracy in transportation problems • Application of transportation problem |
| 5 | Week 9-10: Assignment and Game Theory | <ul style="list-style-type: none"> • Assignment formulation & Solutions to assignment problems by Hungarian method • Special cases in assignment problems • Unbalanced maximization assignment problems & Travelling Salesman Problem (TSP) • Difference between assignment & T.S.P • Game Theory definition, pure strategy problems, saddle point, Max-Min & Min-Max criteria • Principle of Dominance, Solution of games with saddle point & Mixed strategy problems |
| 6 | Week 11-12: Project Management | <ul style="list-style-type: none"> • Introduction to project management • Construction of networks, phases of project management & work breakdown structure • Critical path method to find the expected completion time of a project • Determination of floats in networks • PERT networks, determining the probability of completing a project & Predicting the completion time of project |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|--|---|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles in operation research. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, optimization, problem-solving, and application of theoretical knowledge to practical situations. ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of operation research. |
| 3 | Real World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how operation research concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives and networking opportunities for decision making. • Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of operation research concepts for optimization and industrial decision making. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 4 | Overall Integration: These teaching-learning strategies can be integrated for a well-rounded and | |

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| | comprehensive learning experience. For example, a case study can be followed by a brain storming to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content. |
| 5 | Adaptability: Flexibility is key, and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson. Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed. |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 50% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- Tests (for 25 Marks) and
- Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., for 25 Marks conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 40 percent theory and 60 percent problem in SEE.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|--|---|
| 1 | Understanding Core Concepts and Principles | Students will learn the historical evolution and significance of OR in solving complex decision-making problems in various industries and develop a comprehensive understanding of the fundamental concepts, methodologies, and principles of operations research (OR). |
| 2 | Model Formulation | Student will understand how to define objectives, constraints, and decision variables for different types of OR models, such as linear programming, integer programming, and network models. Further, student will gain proficiency in identifying, formulating, and representing real-world problems as mathematical |

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| | | models. |
| 3 | Problem Solving Skills | Students will develop strong analytical and problem-solving skills to analyze complex problems and derive optimal or near-optimal solutions. Student will also learn optimization and develop decision making skills. |
| 4 | Decision Analysis and Making | Student will understand decision theory concepts, including decision-making under certainty, risk, and uncertainty. Further, student will learn to construct and analyze decision matrices, decision trees, and apply utility theory to make informed decisions |
| 5 | Specialized OR Models | Students will learn specific techniques for solving these models, such as the Hungarian method for assignment problems and the Stepping Stone or MODI method for transportation problems. Gain knowledge of specialized OR models, including transportation and assignment problems, game theory, and network flow models |
| 6 | Practical Considerations | Students will understand the ethical considerations and implications of applying OR techniques in real-world scenarios. |

8. Course Outcomes and Mapping with POs / PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|---|--------------|
| M23MBA204.1 | Understand appropriate LPP, TP, AP, decision theory and job sequencing to get feasible & optimum solutions. | L2 |
| M23MBA204.2 | Apply the usage of game theory, queuing theory and simulation for solving business problems. | L3 |
| M23MBA204.3 | Analyze CPM and PERT for project management. | L4 |
| M23MBA204.4 | Evaluate appropriate OR models for business optimization. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA204.1 | 3 | | | | | 3 | 2 | |
| M23MBA204.2 | | 3 | 2 | | | | | 2 |
| M23MBA204.3 | | 3 | | 2 | 2 | 3 | | |
| M23MBA204.4 | 2 | 2 | | | | | 2 | |
| M23MBA204 | 2.5 | 2.6 | 2 | 2 | 2 | 3 | 2 | 2 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|----------|-----------|-----------|-----------|-----------|
| Module 1 | 5 | | | | 5 |
| Module 2 | | 5 | | | 5 |
| Module 3 | | 5 | | 10 | 15 |
| Module 4 | | 5 | | | 5 |
| Module 5 | | 5 | | 5 | 10 |
| Module 6 | | | 10 | | 10 |
| Total | 5 | 20 | 10 | 15 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|--|----------|----------|----------|----------|-------|
|--|----------|----------|----------|----------|-------|

| | | | | | |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 10 | | | | 10 |
| Module 2 | | 10 | | | 10 |
| Module 3 | | 10 | | 20 | 30 |
| Module 4 | | 10 | | | 10 |
| Module 5 | | 10 | | 10 | 20 |
| Module 6 | | | 20 | | 20 |
| Total | 10 | 40 | 20 | 30 | 100 |

Conditions for SEE Paper Setting

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full question from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 40 percent theory and 60 percent problem in SEE.

10. Future with this Subject

The "Operation Research" course in the first semester of the MBA program lays a strong foundation for several future courses in the graduate program. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of accounting and organizational behavior. Here are some notable contributions:

- **Diverse Industries:** Operations Research professionals are in demand across various industries, including manufacturing, logistics, finance, healthcare, telecommunications, energy, and government. This versatility ensures a wide range of career opportunities.
- **Job Roles:** Potential job roles include Operations Research Analyst, Data Scientist, Supply Chain Analyst, Management Consultant, Decision Scientist, Systems Analyst, and Risk Analyst.
- **Research Contributions:** There are opportunities to contribute to academic and industry research, developing new OR methodologies, algorithms, and applications to solve emerging complex problems.
- **Big Data and Analytics:** The integration of OR with big data analytics allows for more sophisticated and data-driven decision-making processes. Professionals skilled in both OR and data analytics are highly valued.
- **AI and Machine Learning:** Combining OR techniques with artificial intelligence and machine learning can enhance predictive modeling, optimization, and automation in various applications, such as smart cities, autonomous systems, and personalized services.
- **Sustainability and Environmental Management:** OR can be applied to optimize resource use, reduce waste, and enhance sustainability in various industries, contributing to environmental conservation and sustainable development.
- **Logistics and Supply Chain Management:** OR techniques are essential for optimizing supply chain networks, improving logistics efficiency, and reducing costs in global supply chains.
- **Continual Learning:** Staying updated with the latest advancements in OR, data analytics, and related fields through workshops, seminars, and online courses ensures ongoing professional growth.
- **Certifications:** Obtaining professional certifications such as Certified Analytics Professional (CAP), Project Management Professional (PMP), or Six Sigma can enhance career prospects and demonstrate expertise in specific areas of OR and management.

- **Cross-Functional Teams:** OR professionals often work in cross-functional teams, collaborating with experts in engineering, economics, computer science, and social sciences to develop comprehensive solutions.
- **Ethical Decision-Making:** Understanding the ethical implications of OR applications ensure responsible use of technology and methodologies for the greater good.

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| 2nd Semester | Professional Core Course (PC) Strategic Management | M23MBA205 |
|--------------------------------|---|------------------|

1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|---|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Familiarity with the concept of entrepreneurship. • Understanding: The business model and growing the new venture and follow the process of company incorporation with the financial institutions support in India. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to classify and differentiate between various methods of problem-solving. • Skills: Capability to compile and adopt the framework for solving problems in business and entrepreneurial skills. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of business-relevant skill sets. • Application: Ability to apply business-relevant skills to real-world scenarios. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|-----------------------------------|--|
| 1 | Overview of Strategic Management | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping the concepts of evolution of strategic management and importance of strategies along with its relevance. ○ Applying theoretical knowledge to the business with strategic skills. • Skills: <ul style="list-style-type: none"> ○ Analysing the factors affecting business through strategic management required for a business. ○ Applying the strategic process and face the challenges of business in India. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of strategic management culture and follow the business process. ○ Appreciation for creativity and innovation process. |
| 2 | Strategy Formulation | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the business strategic plan and steps to be followed for business strategic plan. ○ Application of business planning process with respect to strategic management within the business. • Skills: <ul style="list-style-type: none"> ○ Proficiency in building the insights of strategic management challenges. ○ Applying the strategies for business study. • Attitudes: <ul style="list-style-type: none"> ○ Openness to various strategic formulations. ○ Appreciation of establishing the strategic vision, mission and objectives for a business. |
| 3 | Environmental Scanning Techniques | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the external environment for business analysis. ○ Application of models and various strategic business analysis. |

| | | |
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| | | <ul style="list-style-type: none"> • Skills: <ul style="list-style-type: none"> ○ Applying the various analysis processes for the business development. ○ Adopt the strategies for competitive analysis and Industry diving forces. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the company's present strategies for the upliftment of business. ○ Exposed towards the different strategic analysis of the business. |
| 4 | Corporate Level Strategies | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the generic competitive strategies for business analysis. ○ Application of generic strategic management for competitive business. • Skills: <ul style="list-style-type: none"> ○ Applying the mergers and acquisition strategies for the support of business development. ○ Adopt the various international business levels strategies for current business scenarios. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the partnerships for strategic alliances and collaborative for the upliftment of business. ○ Exposed towards the different strategic levels of the business. |
| 5 | Strategy Implementation | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the procedure for operational and functional strategies for business development. ○ Ability to implement the various annual objectives for strategic business implementation. • Skills: <ul style="list-style-type: none"> ○ Implementing the required analysis for the Strategic business development. ○ Implementing the overview of innovation, integration, diversification, turnaround strategies of intellectual business strategies. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic role of implementing the business. ○ Appreciation for having the strategic management and its implementation. |
| 6 | Strategic Evaluation & Control | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Introduction to strategic evaluation and guidance for business control. ○ Understanding the evaluation of balanced score card and operational control of system. • Skills: <ul style="list-style-type: none"> ○ Developing the required information regarding the monitoring performance in business. ○ Implementing the challenges of Strategy Implementation. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of strategic evaluation & control in business. ○ Appreciation for the establishing strategic controls for strategic business. |

3. Syllabus

| Strategic Management | | | |
|---|------------------|--------------------|------------------|
| Course Code | M23MBA205 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> • To provide insights into the core concepts of strategic management. • To evaluate various business strategies in dynamic market environments. • To gain insights into various strategic management models. | | | |
| Module 1: Overview of Strategic Management | | | (6 hours) |
| Meaning & Nature of Strategic Management, its importance & relevance. Characteristics of Strategic Management and & The Strategic Management Process. | | | |
| Module 2: Strategy Formulation | | | (8 hours) |
| Introduction, Developing Strategic Vision & Mission for a Company, Setting Objectives, Strategic Objectives & Financial Objectives, Company Goals & Company Philosophy. The hierarchy of Strategic Intent, Merging the Strategic Vision, Objectives & Strategy into a Strategic Plan. | | | |
| Module 3: Environmental Scanning Techniques | | | (9 hours) |
| Analyzing a Company's External Environment, Industry Analysis, Competitive Analysis, Porter's Five Forces model, Industry driving forces – Key Success Factors, Analyzing a company's resources & competitive position, Analysis of a Company's present strategies, SWOC analysis, Value Chain Analysis & Benchmarking. | | | |
| Module 4: Corporate Level Strategies | | | (9 hours) |
| Generic Competitive Strategies, Low cost provider Strategy, Differentiation Strategy, Best cost provider Strategy, Focused Strategy, Strategic Alliances & Collaborative Partnerships, Mergers & Acquisition Strategies, & Outsourcing Strategies & International Business level Strategies. | | | |
| Module 5: Strategy Implementation | | | (9 hours) |
| Operationalizing strategy, Annual Objectives, Developing Functional Strategies, Developing & communicating concise policies. Institutionalizing the strategy. Strategy, Leadership & Culture, brief overview of Innovation, integration, Diversification, Turn around Strategies - GE nine cell planning grid & BCG matrix. | | | |
| Module 6: Strategic Evaluation and Control | | | (9 hours) |
| Strategic Evaluation & Control, guiding & evaluating strategies, Balanced Score Card, Establishing Strategic Controls. Operational Control Systems. Monitoring performance & evaluating deviations & challenges of Strategy Implementation. | | | |
| Suggested Learning Resources: | | | |
| Recommended Books | | | |
| <ol style="list-style-type: none"> 1. Strategic Management Fred R. David Prentice Hall India Publication. 2. Crafting and Executing Strategy: The Quest for Competitive Advantage – Concepts and Cases Arthur A. Thompson Jr. Margaret A. Peteraf John E. Gamble, A. J. Strickland III, Arun K.Jain, Mc Graw Hill Education, 16/e 2016. | | | |
| Reference Books | | | |
| <ol style="list-style-type: none"> 1. Contemporary Strategy Analysis, Robert M. Grant, Wiley India. | | | |
| Web Links and Video Lectures (e-Resources): | | | |
| <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=uY_ywciZUnM • https://www.youtube.com/watch?v=qGU-etCqbtQ • https://www.youtube.com/watch?v=TzcuoTOkPKg • https://www.youtube.com/watch?v=mgY864U-OH0 • https://www.youtube.com/watch?v=MIOLtFPYfsE | | | |

- <https://www.youtube.com/watch?v=d2GoZDOXzzw>

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules.

Skill Development Activities Suggested

- Analyzing the Mission and Vision statements of selected Indian companies.
- Applying Michael Porter’s model to an industry (Retail, Telecom, Infrastructure, FMCG, Insurance, Banking etc).
- Internal Analysis & Strategies of a listed company in the form of there port to be submitted.
- Pick a company that has performed very badly compared to its competitors. Collect information on why the company failed.
- Awareness on Capstone Projects.

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|---|--|
| 1 | Week 1-2: Overview of Strategic Management | <ul style="list-style-type: none"> • Meaning & Nature of Strategic Management • Its importance & relevance • Characteristics of Strategic Management • The Strategic Management Process |
| 2 | Week 3-4: Strategy Formulation | <ul style="list-style-type: none"> • Introduction, Developing Strategic Vision & Mission for a Company • Setting Objectives, Strategic Objectives & Financial Objectives • Company Goals & Company Philosophy • The hierarchy of Strategic Intent • Merging the Strategic Vision, Objectives & Strategy into a Strategic Plan |
| 3 | Week 5-6: Environmental Scanning Techniques | <ul style="list-style-type: none"> • Analyzing a Company’s External Environment, Industry Analysis • Competitive Analysis, Porter’s Five Forces model • Industry diving forces – Key Success Factors, Analyzing a company’s resources & competitive position, Analysis of a Company’s present strategies • SWOC analysis, Value Chain Analysis & Benchmarking |
| 4 | Week 7-8: Corporate Level Strategies | <ul style="list-style-type: none"> • Generic Competitive Strategies, Low-cost provider Strategy • Differentiation Strategy, Best cost provider Strategy • Focused Strategy, Strategic Alliances & Collaborative Partnerships • Mergers & Acquisition Strategies, & Outsourcing Strategies • International Business level Strategies. |
| 5 | Week 9-10: Strategy Implementation | <ul style="list-style-type: none"> • Operationalizing strategy, Annual Objectives, • Developing Functional Strategies, Developing & communicating concise policies • Institutionalizing the strategy. Strategy, Leadership & Culture • Brief overview of Innovation, Integration, Diversification • Turn around Strategies - GE nine cell planning grid & BCG matrix. |
| 6 | Week 11-12: Strategic Evaluation and Control | <ul style="list-style-type: none"> • Strategic Evaluation & Control, guiding & evaluating strategies • Balanced Score Card, Establishing Strategic Controls • Operational Control Systems. Monitoring performance & evaluating deviations & Challenges of Strategy Implementation. |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|---|--|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles in strategic management. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical situations. ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of strategic management. |
| 3 | Role Plays and Simulations | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Students enact specific roles in simulated scenarios that mirror real-world situations. ○ Simulations replicate aspects of the business environment to provide hands-on experience. • Elaboration: <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. ○ Develops interpersonal and communication skills as students actively engage in different roles and scenarios. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills, interpersonal communication, and understanding the dynamics of strategic management. |
| 4 | Real World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. |

| | | |
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| | | <ul style="list-style-type: none"> • Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. • Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of strategic management. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | Overall Integration: These teaching learning strategies can be integrated for a well-rounded and comprehensive learning experience. For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content. | |
| 6 | Adaptability: Flexibility is key, and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson. Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed. | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- a) Tests (for 25 Marks) and
- b) Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|---|--|
| 1 | Understanding Core Concepts | Gain a comprehensive understanding of the fundamental concepts, principles, and theories of strategic management. |
| 2 | Strategic Analysis Tools | Learn to use various strategic analysis tools (e.g., SWOT analysis, PESTEL analysis, Porter's Five Forces) to evaluate an organization's internal and external environments. |
| 3 | Formulation of Business Strategies | Develop the ability to formulate effective business strategies that align with organizational goals and respond to market dynamics. |
| 4 | Strategic Management Models | Understand and critically evaluate various strategic management models and frameworks |
| 5 | Dynamic Market Adaptation | Analyze how businesses can adapt their strategies to thrive in dynamic and competitive market environments. |
| 6 | Implementation of Strategies | Learn the processes and challenges involved in the implementation of strategic plans, including change management and organizational alignment. |
| 7 | Performance Evaluation | Develop skills to measure and assess the effectiveness of implemented strategies using performance metrics and control systems |
| 8 | Ethical and Sustainable Strategic Decisions | Understand the ethical implications and social responsibilities of strategic decisions, and learn to incorporate sustainability into strategic planning. |

8. Course Outcome and Mapping with POs / PSOs**Course Outcomes**

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|--|--------------|
| M23MBA205.1 | Understand the insights of strategic management towards knowledge enhancement of business. | L2 |
| M23MBA205.2 | Apply the internal & external business environment to design appropriate strategies. | L3 |
| M23MBA205.3 | Analyze the various forms of corporate restructuring strategies to implement in day to day activities of business. | L4 |
| M23MBA205.4 | Evaluate the strategic management activities in dynamic market environment to achieve the organizational goals. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA205.1 | 3 | | | | | 3 | | 3 |
| M23MBA205.2 | | 3 | 2 | | | | 2 | |
| M23MBA205.3 | | | | 2 | | 3 | | |
| M23MBA205.4 | | 3 | | 2 | 3 | | 2 | |
| M23MBA205 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |

9. Assessment Plan

Continuous Internal Assessment

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|--------------|-----------|-----------|-----------|-----------|-----------|
| Module 1 | 5 | | | | 5 |
| Module 2 | 5 | | | | 5 |
| Module 3 | 5 | 5 | | | 10 |
| Module 4 | | 5 | 10 | | 15 |
| Module 5 | | | 5 | | 5 |
| Module 6 | | | | 10 | 10 |
| Total | 15 | 10 | 15 | 10 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|--------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 10 | | | | 10 |
| Module 2 | 10 | | | | 10 |
| Module 3 | 10 | 10 | | | 20 |
| Module 4 | | 10 | 20 | | 30 |
| Module 5 | | | 10 | | 10 |
| Module 6 | | | | 20 | 20 |
| Total | 30 | 20 | 30 | 20 | 100 |

Conditions for SEE Paper Setting

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

10. Future with this Subject

The "Strategic Management" course in the second semester of the MBA program lays a strong foundation for several future courses in the graduate program. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of management. Here are some notable contributions:

- **Emphasis on Agility and Adaptability:** As the pace of change accelerates, organizations will need to be more agile in their strategic approaches. Strategic management will focus on continuous monitoring of external environments, rapid decision-making, and the ability to adapt strategies in response to unforeseen events.
- **Focus on Sustainability and Ethics:** There will be an increasing emphasis on integrating sustainability principles and ethical considerations into strategic management practices. Organizations will need to align their strategies with environmental, social, and governance (ESG) criteria to meet regulatory requirements and stakeholder expectations.
- **Globalization and Geopolitical Considerations:** Strategic management will need to navigate complex geopolitical landscapes and global economic shifts. Organizations will develop strategies that account for international trade policies, geopolitical tensions, and market dynamics in different regions.
- **Collaborative and Networked Approaches:** Strategic management may increasingly involve collaborative and networked approaches, where organizations form alliances, partnerships, or

ecosystems to leverage complementary strengths and resources. This can facilitate innovation and market expansion.

- **Focus on Customer Experience:** Customer-centric strategies will continue to be a priority, with strategic management focusing on enhancing customer experience through personalized services, anticipatory solutions, and omni-channel engagement.
- **Risk Management and Resilience:** Given the increasing frequency of disruptions (e.g., pandemics, cyber threats, supply chain issues), strategic management will place a greater emphasis on risk assessment, scenario planning, and building organizational resilience.
- **Leadership and Talent Development:** Effective strategic management will require strong leadership capable of inspiring teams, driving change, and fostering innovation. There will be a focus on developing talent with diverse skill sets, including data analysis, digital literacy, and cross-cultural competence.

| | | |
|--------------------------------|---|------------------|
| 2nd Semester | Professional Core Course (PC) Managerial Economics | M23MBA206 |
|--------------------------------|---|------------------|

1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|--|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Familiarity with the theories and concepts of managerial economics. • Understanding: Approaches of managerial economics, cost and production function, Types of market and market structure. |
| 2 | Decision Making | <ul style="list-style-type: none"> • Differentiation: Ability to classify the market condition, pricing approaches, profit planning and pricing strategies. • Skills: Capability to analyze various business conditions with respect to micro and macro environment. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of industry-relevant skill sets. • Application: Ability to apply industry-relevant skills to real-world scenarios. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|------------------------------------|---|
| 1 | Understanding Managerial Economics | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping theories and concepts of managerial economics. ○ Applying theoretical knowledge in real time business. • Skills: <ul style="list-style-type: none"> ○ Analyzing and interpreting the situations affecting the business cycles. ○ Applying theoretical concepts to real-world business challenges. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of theoretical foundations in managerial economics. |
| 2 | Analytical Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the nature of demand forecasting for identifying the effective market demand. ○ Ability to understand the market scenario in different economic conditions. • Skills: <ul style="list-style-type: none"> ○ Applying market price determination approaches in different market structure. ○ Deriving the stages in business cycle using internal and external environment factors. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the role of SME startups and Atma Nirbhar Bharath Abhiyan. ○ Openness to private sector through new economic initiatives. |
| 3 | Socio Economic Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the importance of various business environmental factors. ○ Ability to create and implement effective pricing strategies in a business cycle. • Skills: <ul style="list-style-type: none"> ○ Developing a strategy to achieve economies of scale based on |

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| | | <p>organizational goals.</p> <ul style="list-style-type: none"> ○ Implementing effective price leadership to meet the challenges in competitive business environment. <ul style="list-style-type: none"> ● Attitudes: <ul style="list-style-type: none"> ○ Valuing the strategic role of analyst in enhancing profitability. ○ Appreciation for the iterative nature of price discrimination in oligopoly environments. |
| 4 | Decision Making | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Understanding the individual demand and market demand. ○ Applying the various cost and production function to optimize the production activity. ● Skills: <ul style="list-style-type: none"> ○ Proficiency in decision making in various business condition. ○ Applying the law of demand and supply frameworks for meeting market demand. ● Attitudes: <ul style="list-style-type: none"> ○ Openness to various demand forecasting methods. ○ Appreciation for the importance of pricing practices in different market structure. |
| 5 | Industry Relevant Skills | <ul style="list-style-type: none"> ● Knowledge: <ul style="list-style-type: none"> ○ Provide SME and start up relevant skills. ○ Build skills through practical interaction to act according to economic condition. ● Skills: <ul style="list-style-type: none"> ○ Acquisition of industry-relevant skill sets. ○ Application of different economic concepts to enhance organizational effectiveness. ● Attitudes: <ul style="list-style-type: none"> ○ Recognizing the ongoing need for evolving skills on law of return to scale and law of variable proportion in a dynamic industry. ○ Valuing the contribution of economics of scale and diseconomies of scale to enhance organization sustainability. |

3. Syllabus

| Managerial Economics | | | |
|--|------------------|--------------------|------------------|
| Course Code | M23MBA206 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 3:2 | SEE Marks | 50 |
| Total Hours of Pedagogy | 50 | Total Marks | 100 |
| Credits | 04 | Exam Hours | 03 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> ● To introduce the fundamentals, tools and theories of managerial economics. ● To provide an understanding of the application of Economics in Business. ● To learn the basic Micro and Macro-economic concepts. ● To understand Demand, Production, Cost, Profit and Market competitions with reference to firm and industry. | | | |
| Module 1: Introduction | | | (7 hours) |
| Economics: Meaning, Managerial Economics: Meaning, Nature, Scope & Significance, Role & Responsibilities of Managerial Economist. Theory of the Firm: Firm & Industry, Objectives of the firm, alternate objectives of | | | |

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| firm. Managerial theories: Baumol's Model, Maris's model of growth maximization & Williamson's model of managerial discretion. |
| Module 2: Demand Analysis and Demand Forecasting (9 hours) |
| Demand Analysis: Law of Demand, Exceptions to the Law of Demand, Elasticity of Demand, Classification of Price, Income & Cross elasticity, Promotional elasticity of demand, Uses of elasticity of demand for Managerial decision making, Law of supply & Elasticity of supply. Demand Forecasting: Meaning & Significance & Methods of demand forecasting. (Problems on Price elasticity of demand, & demand forecasting using Time-series method). |
| Module 3: Cost Analysis and Production Analysis (9 hours) |
| Cost Analysis & Production Analysis: Concepts of Production, production function with one variable input - Law of Variable Proportion, Laws of returns to scale, ISO - Quants & ISO-Cost line, Economies of scale, Diseconomies of scale. Types of cost, Cost curves, Cost – Output Relationship in the short run and in the long run & Long - Run Average Cost (LAC) curve. Break Even Analysis: Meaning, Assumptions, Determination of BEA, Limitations, Margin of safety & Uses of BEA In Managerial decisions (Theory & simple Problems o BEA). |
| Module 4: Market Structure and Pricing Practices (9 hours) |
| Perfect Competition: Features & Determination of price under perfect competition, Monopolistic Competition: Features, Pricing Under monopolistic competition & Product differentiation. Oligopoly: Features, Kinked demand Curve, Cartels & Price leadership. Monopoly: Features, Pricing under monopoly & Price Discrimination. Descriptive Pricing Approaches: Loss leader pricing, Peak Load pricing & Transfer pricing. |
| Module 5: Indian Business Environment (9 hours) |
| Nature, Scope, Structure of Indian Business Environment, Internal and External Environment. Business trade cycle, SMEs, Significance in Indian economy, challenges & prospects. Fiscal Policy & Monetary Policy: Meaning of Fiscal policy & three main types of fiscal policy. Monetary Policy: Meaning, Objectives of monetary policies, Inflation, RBI- CRR, SLR & Repo.(Theory only) |
| Module 6: Indian Industrial Policy (7 hours) |
| New industrial policy 1991 & New economic initiatives proposed by Indian government for economic growth Private Sector-Growth-like Atma Nirbhar Bharath Abhiyan. |
| Suggested Learning Resources: |
| Recommended Books |
| <ol style="list-style-type: none"> 1. Managerial Economics by Geethika, Ghosh & Choudhury, McGraw Hill 2/e, 2011. 2. Managerial Economics by Dominick Salvatore, Oxford Publishers, 2e, 2016. 3. Managerial Economics by D.M Mithani, HPH publications, 2016. |
| Reference Books |
| <ol style="list-style-type: none"> 1. Managerial Economics by Samuelson & Marks, Wiley, 5/e, 2015. 2. Managerial Economics by Maheshwari K.L., Varshney R.L., Sultan Chand & Sons. |
| Web Links and Video Lectures (e-Resources): |
| <ul style="list-style-type: none"> • https://www.edx.org/learn/managerial-economics • https://www.indiabudget.gov.in/ • https://onlinecourses.swayam2.ac.in/imb19_mg16/preview • https://www.youtube.com/watch?v=ZXDKdJO3V6Y |
| Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules. |
| Skill Development Activities Suggested |
| <ul style="list-style-type: none"> • Assessment of Demand Elasticity–Price, Income and Cross |

- Demand Forecasting: Application of qualitative and quantitative methods of demand forecasting to various sectors.
- An in-depth study of economic indicators on the growth rate and presentation on the same
- Analyze the impact of the Union Budget on different sectors of the Indian economy, fiscal discipline and disinvestment proposals of the GOI and presentation on the same
- A study on the effect of monetary policy on banking and NBFCs. A debate can be held on the pros and cons of the monetary policy.
- Use of MS Excel in the above mentioned activities should be encouraged.

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|---|--|
| 1 | Week 1-2: Introduction | <ul style="list-style-type: none"> • Economics: Meaning • Managerial Economics: Meaning, Nature, Scope & Significance • Role & Responsibilities of Managerial Economist • Theory of the Firm: Firm and Industry, Objectives of the firm, alternate objectives of firm • Managerial theories: Baumol's Model, Maris's model of growth maximization, Williamson's model of managerial discretion |
| 2 | Week 3-4: Demand Analysis & Demand Forecasting | <ul style="list-style-type: none"> • Demand Analysis: Law of Demand, Exceptions to the Law of Demand & Elasticity of Demand • Classification of Price, Income & Cross elasticity, and Promotional elasticity of demand. & uses of elasticity of demand for Managerial decision making • Law of supply & Elasticity of supply. • Demand Forecasting: Meaning & Significance & Methods of demand forecasting. |
| 3 | Week 5-6: Cost Analysis & Production Analysis | <ul style="list-style-type: none"> • Production Analysis: Concepts of Production & production function with one variable input • Law of Variable Proportion, Laws of returns to scale, ISO - Quants & ISO-Cost line • Economies of scale & Diseconomies of scale • Cost Analysis: Types of cost, Cost curves, Cost – Output Relationship in the short run and in the long run & Long - Run Average Cost (LAC) curve • Break Even Analysis: Meaning, Assumptions, Determination of BEA, Limitations & Margin of safety • Uses of BEA In Managerial decisions |
| 4 | Week 7-8: Market Structure and Pricing Practices | <ul style="list-style-type: none"> • Perfect Competition: Features & Determination of price under perfect competition • Monopolistic Competition: Features, Pricing Under monopolistic competition & Product differentiation • Oligopoly: Features, Kinked demand Curve, Cartels & Price leadership • Monopoly: Features, Pricing under monopoly, Price Discrimination • Descriptive Pricing Approaches: Loss leader pricing, Peak Load pricing & Transfer pricing |
| 5 | Week 9-10: Indian Business | <ul style="list-style-type: none"> • Nature, Scope & Structure of Indian Business Environment • Internal & External Environment |

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| | Environment | <ul style="list-style-type: none"> • Business trade cycle, SMEs, Significance in Indian economy, challenges and prospects. • Fiscal policy: Meaning of Fiscal policy & three main types of fiscal policy. • Monetary policy: Meaning, Objectives of monetary policies, Inflation, RBI- CRR, SLR & Repo |
| 6 | Week 11-12: Indian Industrial Policy | <ul style="list-style-type: none"> • New industrial policy 1991 • New economic initiatives proposed by Indian government for economic growth • Private Sector-Growth-like Atma Nirbhar Bharath Abhiyan |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|------------------------------------|--|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts, theories, and principles related to the course. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics, theoretical foundations, and fundamental principles and practices of managerial economics. |
| 2 | Case Studies and Group Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based business problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of theoretical knowledge to practical situations. ○ Fosters active participation, analytical skills, and the exchange of diverse perspectives among students. • Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of the concepts. |
| 3 | Role Plays and Simulations | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Students enact specific roles in simulated scenarios that mirror real-world situations. ○ Simulations replicate aspects of the business environment to provide hands-on experience. • Elaboration: <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. |

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| | | <ul style="list-style-type: none"> ○ Develops skills as students actively engage in different roles and scenarios. ● Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills and understanding the dynamics of business environment. |
| 4 | Real World Applications and Industry Guest Lectures | <ul style="list-style-type: none"> ● Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. ● Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and business opportunities. ● Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of economic concepts. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | <p>Overall Integration: These teaching-learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned.</p> <p>Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 6 | <p>Adaptability: Flexibility is key, and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details (both CIE and SEE)

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- a) Tests (for 25 Marks) and
- b) Assignments, presentations, quiz, simulation, experimentation, mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary

supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|--|--|
| 1 | Understanding Fundamentals of economics | Students will grasp the fundamental concepts of economics, law of demand, law of supply, law of variable proportions, economies of scale and diseconomies of scale. |
| 2 | Demand analysis & forecasting | Students will learn the individual and market demand, exceptions to the law of demand, investigate the level of future demand using various techniques of demand forecasting. |
| 3 | Designing production and cost variables | Students will become proficient in designing production and cost functions, ISO quants and ISO cost curves, long run and short run cost curve relationship, break even analysis and safety of margin. |
| 4 | Markets & Market structure | Thorough hands-on various types of market and classification of market structure based on competition, learning about product differentiation, cartel, price discrimination and profit planning. |
| 5 | Pricing under various market condition | Students will work collaboratively in teams on pricing under different market condition, working on pricing strategies and pricing methods like loss leader pricing, peak load pricing and transfer pricing. |
| 6 | Business Environment & Industrial Policies | Students will understand the internal and external business environment, business cycle, SME's, Monetary and Fiscal policies, RBI, new industry policy, private sector and Athma Nirbhar Bharath Abhiyan |

8. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|---|--------------|
| M23MBA206.1 | Understand the economic concepts and principles in managerial decision making. | L2 |
| M23MBA206.2 | Apply the micro and macroeconomic variables for effective functioning of a firm and industry. | L3 |
| M23MBA206.3 | Analyze the production and cost concepts for optimization of production. | L4 |
| M23MBA206.4 | Assess market demand to achieve competitive strategies according to the market structure. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA206.1 | 2 | | 2 | | | | | 2 |
| M23MBA206.2 | 3 | 3 | | 3 | | 3 | | |
| M23MBA206.3 | | | | | 2 | | 2 | |
| M23MBA206.4 | | | | 2 | 3 | | 2 | 2 |
| M23MBA206 | 2.5 | 3 | 2 | 2.5 | 2.5 | 3 | 2 | 2 |

9. Assessment Plan**Continuous Internal Assessment**

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Module 1 | 5 | | 1 | | 6 |
| Module 2 | 2 | | | 5 | 7 |
| Module 3 | 2 | 5 | 5 | | 12 |
| Module 4 | 1 | 4 | 5 | | 10 |
| Module 5 | 2 | 5 | | | 7 |
| Module 6 | 3 | | | 5 | 8 |
| Total | 15 | 14 | 11 | 10 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Module 1 | 10 | | 3 | | 13 |
| Module 2 | 3 | | | 10 | 13 |
| Module 3 | 3 | 10 | 10 | | 23 |
| Module 4 | 3 | 7 | 10 | | 20 |
| Module 5 | 3 | 10 | | | 13 |
| Module 6 | 7 | | | 10 | 17 |
| Total | 30 | 27 | 23 | 20 | 100 |

Conditions for SEE Paper Setting**Semester End Examination**

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

10. Future with this Subject

The "Managerial Economics" course in the second semester of the MBA program lays a strong foundation for several future courses in the post graduate program. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of Managerial Economics. Here are some notable contributions:

- **Business and Management Consulting:** Professionals with expertise in managerial economics are sought to help businesses in optimizing their operations, increase efficiency, and improve profitability.

- **Financial Services:** Knowledge of managerial economics is crucial for roles in understanding the economic condition with respect to SLR, CRR and RBI regulations, which helps to analyze the economic trends.
- **Marketing and Sales:** Managerial economics provides tools for pricing strategies, market analysis, and demand forecasting.
- **Operations and Cost Management:** The subject equips professionals to manage production processes, cost curves and economies of scale.
- **Public Policy and Government:** Economists and policy analysts use managerial economics to design and evaluate policies, regulations, and programs that affect businesses and the economy.
- **Analytical Thinking:** It enhances one's ability to analyze complex business problems and economic conditions, fostering critical thinking and problem-solving skills.
- **Quantitative Skills:** Proficiency in economic modeling, optimizing cost and production function, determining the influence of elasticity of demand.
- **Strategic Planning:** Understanding market dynamics and economic principles aids in strategic planning, navigate competitive landscapes and economic fluctuations.
- **Decision-Making:** It provides a framework for making informed decisions by evaluating costs, benefits, risks, and uncertainties.
- **Big Data and Analytics:** The integration of big data analytics with managerial economics allows more precise and real-time decision-making. Professionals can leverage data to uncover trends, optimize operations, and predict future market movements.
- **International Trade and Economics:** Managerial economics provide insights to global trade dynamics and business expansion.
- **Cross-Cultural Management:** It prepares professionals to navigate economic and cultural differences in a globalized business environment.
- **Continuous Learning:** The evolving economic landscape necessitates continuous learning and adaptation, offering opportunities for professional development and advanced studies.

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| 2nd Semester | Professional Core Course (PC) Personality Development and Soft Skills - II | M23MBA207 |
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1. Prerequisites

| S/L | Proficiency | Prerequisites |
|-----|------------------------------|---|
| 1 | Basic Understanding | <ul style="list-style-type: none"> • Knowledge: Understanding the basic concepts of personality development and soft skills for impactful personality. |
| 2 | Problem Solving Methods | <ul style="list-style-type: none"> • Differentiation: Ability to apply EI skills for effective professional life. • Skills: Capability to analyze personal branding and group discussion skills for enhancing personality. |
| 3 | Industry Relevant Skill Sets | <ul style="list-style-type: none"> • Understanding: Recognition of industry-relevant managerial soft skills. • Application: Ability to apply corporate communication, presentation, resume writing & interview skills to ensue behavioral etiquettes. |

2. Competencies

| S/L | Competency | KSA Description |
|-----|---|--|
| 1 | Understanding of Soft Skills & Personal Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping theories of adoptability skills. ○ Applying adoptability skills for personality development. • Skills: <ul style="list-style-type: none"> ○ Analyzing adoptability skills for critical thinking. ○ Applying effectiveness of adoptability skills for resilience, growth mindset. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the importance of resilience, growth mindset. ○ Appreciation collaboration & responsive to feedback. |
| 2 | EI: Personal and Social Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the concept of self & understanding others – developing EI. ○ Application of EI in leadership. • Skills: <ul style="list-style-type: none"> ○ Applying EI in different organizational contexts. ○ Demonstrating effective EI in leading & employee engagement. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the role of EQ components. ○ Openness to EI in leadership effectiveness. |
| 3 | Functions of Personal Branding & Group Discussion | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the importance of communicating PB s & GD. ○ Ability to create approaches to personal branding & group discussion. • Skills: <ul style="list-style-type: none"> ○ Developing effective ways of personal branding & GD skills. ○ Implementing socializing & communication the brand. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the Successful group discussion strategies. ○ Appreciation for the importance of personal branding & group discussion at work place. |
| 4 | Corporate Communication | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping techniques of corporate communication & interview skills. |

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| | & Interview Skills | <ul style="list-style-type: none"> ○ Applying writing skills, public speaking skills for career growth & professional development. • Skills: <ul style="list-style-type: none"> ○ Proficiency in business writing skills for effective management. ○ Applying effective presentation skills at workplace situations. • Attitudes: <ul style="list-style-type: none"> ○ Openness to various corporate communication & interview skills for overall productivity. ○ Appreciation for the importance of corporate communication & interview skills for given organizational set up. |
| 5 | Leadership Understanding | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Understanding the concept of personal branding. ○ Application of leadership styles to managerial problems & organizational settings. • Skills: <ul style="list-style-type: none"> ○ Applying leadership principles in different organizational contexts. ○ Demonstrating effective leadership behaviors in practical scenarios. • Attitudes: <ul style="list-style-type: none"> ○ Valuing the role of leadership in individual, group & organizational behavior. ○ Openness to different leadership styles and approaches for overall effectiveness. ○ Leadership core competencies: coaching & mentoring. |
| 6 | Industry Relevant Skills | <ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Grasping industry-relevant soft skills. ○ Ability to apply industry-relevant soft skills when working with others. • Skills: <ul style="list-style-type: none"> ○ Acquisition of proper resumes writing in a right way. ○ Application of interview skills to enhance organizational effectiveness. • Attitudes: <ul style="list-style-type: none"> ○ Recognizing the ongoing need for confidence communication, in a dynamic industry. ○ Valuing the contribution of body language, active listening, politeness, honesty & expressing gratitude to personal and organizational success. |

3. Syllabus

| Personality Development and Soft Skills - I I | | | |
|---|-----------|-------------|-----|
| Course Code | M23MBA207 | CIE Marks | 50 |
| Teaching Hours / Week (L:P&SDA) | 1:0 | SEE Marks | 50 |
| Total Hours of Pedagogy | 15 | Total Marks | 100 |
| Credits | 01 | Exam Hours | 01 |
| Course Objectives: This course will enable the students | | | |
| <ul style="list-style-type: none"> • Awareness of changes in environment, develop Adaptability and reliable team member willing to learn new things. • Ability to identify, understand and empathize for better decision making. • Improve and learn teamwork and foster collaboration providing a forum for individuals to work for common goal. • Identify opportunities through personal branding for career development and inculcating employability | | | |

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| skills for corporate readiness. | |
| Module 1: Adaptability Skills | (2 hours) |
| Definition, Importance, Critical thinking, Resilience, Growth mindset, Collaboration & Responsive to feedback | |
| Module 2: Emotional Intelligence in Leadership | (3 hours) |
| EQ Components, Leading with emotional intelligence, EI & Employee Engagement & EI in leadership effectiveness. | |
| Module 3: Personal Branding | (3 hours) |
| Defining & communicating PB, Approaches to personal branding, Ways to build personal branding & Socializing & communication the brand. | |
| Module 4: Group Discussion | (2 hours) |
| Importance of GD, Process and steps involved in group discussion, Evaluation of skills in GD & Successful group discussion strategies. | |
| Module 5: Corporate Communication & Presentation Skills | (2 hours) |
| Writing Skills, Public speaking skills, Business writing skills & Effective presentation skills. | |
| Module 6: Resume Writing and Interview Skills | (3 hours) |
| Resume Writing: Resume the right way, Build effective resume, Do's and Don'ts in resume. | |
| Interview Skills: Interview preparation, Believe in yourself, Confidence communication, Body language, Active listening, Politeness, Honesty & Expressing gratitude | |
| Suggested Learning Resources: | |
| Recommended Books | |
| <ol style="list-style-type: none"> 1. Meena Kand V. Ayothi (2013) A Book on Development of Soft Skills (Soft Skills: A Road Map to Success), P. R. Publishers & Distributors. 2. Alex K. (2012) Soft Skills – Know Yourself & Know the World, S. Chand & Company Ltd. | |
| Reference Books | |
| <ol style="list-style-type: none"> 1. Seema Gupta's, Soft Skills Interpersonal & Intrapersonal Development. 2. Personality Development for Life Success by Prashanth S. | |
| Web Links and Video Lectures (e-Resources): | |
| <ul style="list-style-type: none"> • Resources.workable.com/hr-terms/Forbes.com/advisor/business/softskills | |
| Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copyrights, patenting and other IPR rules. | |
| Skill Development Activities Suggested | |
| <ul style="list-style-type: none"> • Demonstrations of Videos • Group Discussion • Presentation on any social issues • Quizzes • Experiential Learning • Chalk and Talk • Enacting & Demonstration • Industry Interaction | |

4. Syllabus Timeline

| S/L | Syllabus Timeline | Description |
|-----|----------------------------------|--|
| 1 | Week 1-2: Adoptability Skills | <ul style="list-style-type: none"> • Definition & Importance • Critical thinking • Resilience & Growth mindset, |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> • Collaboration & Responsive to feedback |
| 2 | Week 3-4: Emotional Intelligence in Leadership | <ul style="list-style-type: none"> • EQ Components • Leading with emotional intelligence • EI & Employee Engagement • EI in leadership effectiveness |
| 3 | Week 5-6: Personal Branding | <ul style="list-style-type: none"> • Defining & communicating PB • Approaches to personal branding • Ways to build personal branding • Socializing & communication the brand |
| 4 | Week 7-8: Group Discussion | <ul style="list-style-type: none"> • Importance of GD • Process and steps involved in group discussion • Evaluation of skills in GD • Successful group discussion strategies |
| 5 | Week 9-10: Corporate Communication & Presentation Skills | <ul style="list-style-type: none"> • Writing Skills • Public speaking skills • Business writing skills • Effective presentation skills |
| 6 | Week 11-12: Resume Writing and Interview Skills | <ul style="list-style-type: none"> • Resume Writing: Resume the right way, Build effective resume & Do's and Don'ts in resume • Interview Skills: Interview preparation, Believe in yourself & Confidence communication • Body language, Active listening, Politeness, Honesty & Expressing gratitude |

5. Teaching Learning Process Strategies

| S/L | TLP Strategies: | Description |
|-----|--|---|
| 1 | Lecture Method | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves the traditional format of a teacher delivering information to students. ○ The instructor explains concepts of soft skills. • Elaboration: <ul style="list-style-type: none"> ○ The lecture method is effective for presenting foundational knowledge, theoretical concepts, and frameworks. ○ It provides a structured way to convey information and ensures that all students receive the same content. ○ Visual aids, multimedia, and interactive elements can enhance engagement during lectures. • Applicability: <ul style="list-style-type: none"> ○ Suitable for introducing new topics of soft skills & personality development. |
| 2 | Case Based Teaching and Class Room Discussions | <ul style="list-style-type: none"> • Description: <ul style="list-style-type: none"> ○ Involves presenting real or hypothetical scenarios for analysis and discussion. ○ Students collaboratively discuss, analyze, and propose solutions to case-based problems. • Elaboration: <ul style="list-style-type: none"> ○ Encourages critical thinking, problem-solving, and application of |

| | | |
|---|---|---|
| | | <p>theoretical knowledge to practical situations.</p> <ul style="list-style-type: none"> ○ Fosters active participation, communication skills, and the exchange of diverse perspectives among students. ● Applicability: <ul style="list-style-type: none"> ○ Suitable for developing analytical skills, decision-making abilities, and understanding the practical implications of management concepts. |
| 3 | Role Plays, Videos, Simulations and Experiential Learning | <ul style="list-style-type: none"> ● Description: <ul style="list-style-type: none"> ○ Students enact specific roles in simulated scenarios that mirror real-world situations. ○ Simulations replicate aspects of the business environment to provide hands-on experience. ● Elaboration: <ul style="list-style-type: none"> ○ Enhances experiential learning by allowing students to apply theoretical concepts in simulated real-world contexts. ○ Develops interpersonal and communication skills as students actively engage in different roles and scenarios. ● Applicability: <ul style="list-style-type: none"> ○ Suitable for developing practical skills, interpersonal communication, and understanding the dynamics of organizational behavior. |
| 4 | Workshop from Practitioners and Guest Lectures | <ul style="list-style-type: none"> ● Description: <ul style="list-style-type: none"> ○ Involves integrating real-world examples, case studies, and experiences into the learning process. ○ Industry professionals or experts are invited to deliver lectures or share insights with students. ● Elaboration: <ul style="list-style-type: none"> ○ Bridges the gap between theory and practice by showcasing how concepts are applied in actual business settings. ○ Provides students with valuable insights, industry perspectives, and networking opportunities. ● Applicability: <ul style="list-style-type: none"> ○ Enhances students' understanding of the practical relevance of management and organizational behavior concepts. ○ Fosters connections between academia and industry, exposing students to real-world challenges and solutions. |
| 5 | <p>Overall Integration: These teaching learning strategies can be integrated for a well-rounded and comprehensive learning experience.</p> <p>For example, a case study can be followed by a group discussion to encourage collaborative problem-solving, and a related role-play or simulation can provide a hands-on application of the concepts learned. Guest lecturers from industry professionals can further enrich the learning experience by providing real-world insights and practical examples related to the course content.</p> | |
| 6 | <p>Adaptability: Flexibility is a key and instructors may choose to adapt and combine these strategies based on the specific objectives of each module or lesson.</p> <p>Regular feedback and assessment can help gauge the effectiveness of these strategies and make adjustments as needed.</p> | |

6. Assessment Details

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of

the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

- a) Tests (for 25 Marks) and
- b) Assignments, presentations, quiz, outbound training, experimentation, oral examination, and field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

Questions are to be asked covering all COs. Question paper shall cover entire syllabus and shall consist of 50 questions and the question paper will have multiple choice.

- The question paper will have multiple choice questions. Each question carries 1 mark.
- There will be approximately 8 questions from each module. Total 6 Modules with 50 questions.
- The students have to answer all full questions

7. Learning Objectives

| S/L | Learning Objectives | Description |
|-----|--|--|
| 1 | Understanding of Soft Skills & Personal Skills | Students will comprehend various soft skills & personal skills related to attitude building and, understanding their self-discovery through SWOC analysis. |
| 2 | Functions of self management and goal setting | Explore the dynamics of goals, power of positive thinking in individual behavior and performance with confidence & values at workplace. |
| 3 | Interpersonal and Social Skills | Acquire knowledge and skills related to interpersonal & effective teamwork. |
| 4 | Problem Solving Skills | Develop proficiency in networking and apply adept in career for addressing workplace challenges. |
| 5 | Leadership Understanding | Gain knowledge and skills related to leadership, including the nature, traits, behavior, and contingency approaches, fostering an understanding of effective leadership in various contexts. |
| 6 | Industry Relevant Skill Sets | Acquire and apply industry-relevant skill sets, preparing students for practical application in organizational settings with proper body language, behavioral etiquettes & mannerism, time management & stress management. |

8. Course Outcomes and Mapping with POs/ PSOs

Course Outcomes

At the end of the course the student will be able to:

| COs | Description | Blooms Level |
|-------------|--|--------------|
| M23MBA207.1 | Understand the personality development and soft skills for impactful adoptability. | L2 |
| M23MBA207.2 | Apply emotional intelligence for effective professional life. | L3 |
| M23MBA207.3 | Analyze personal branding & group discussion skills for enhancing personality. | L4 |
| M23MBA207.4 | Evaluate corporate communication, presentation, resume writing & interview skills to ensue behavioral & professional etiquettes. | L5 |

Mapping of COs POs and PSOs

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|------|------|------|
| M23MBA207.1 | 3 | | | 2 | | 2 | 2 | |
| M23MBA207.2 | | | 2 | | 3 | | 2 | 3 |
| M23MBA207.3 | 3 | | | | 2 | 3 | | |
| M23MBA207.4 | | 3 | | | 2 | | 2 | |
| M23MBA207 | 3 | 3 | 2 | 2 | 2.3 | 2.5 | 2 | 3 |

9. Assessment Plan**Continuous Internal Assessment**

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Module 1 | 10 | | | | 10 |
| Module 2 | | 10 | | | 10 |
| Module 3 | | | 7 | | 7 |
| Module 4 | | | 7 | | 7 |
| Module 5 | | | | 8 | 8 |
| Module 6 | | | | 8 | 8 |
| Total | 10 | 10 | 14 | 16 | 50 |

SEE

| | CO1 (L2) | CO2 (L3) | CO3 (L4) | CO4 (L5) | Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Module 1 | 10 | | | | 10 |
| Module 2 | | 10 | | | 10 |
| Module 3 | | | 7 | | 7 |
| Module 4 | | | 7 | | 7 |
| Module 5 | | | | 8 | 8 |
| Module 6 | | | | 8 | 8 |
| Total | 10 | 10 | 14 | 16 | 50 |

Conditions for SEE Paper Setting**Semester End Examination:**

Questions are to be asked covering all COs. Question paper shall cover entire syllabus and shall consist of 50 questions and the question paper will have multiple choice.

- The question paper will have multiple choice questions. Each question carries 1 mark.
- There will be approximately 8 questions from each module. Total 6 Modules with 50 questions.
- The students have to answer all full questions.

10. Future with this Subject

The "Personality Development and Soft Skills - II" course in the first semester of the MBA program lays a strong foundation for several future courses in the graduate program. The contributions of this subject extend across various areas, enhancing the students' understanding and skills in the field of soft skills & personality development. Here are some notable contributions:

- **Advanced Management Courses:** The knowledge gained in this course, covering, adaptability skills, EI in leadership, personal branding & group discussion, corporate communication, presentation skills, resume writing & interview skills serves as a prerequisite for more advanced courses.*
- **Leadership and Decision-Making:** Understanding various key "soft skills" that have been recognized as having a favorable impact on the development of a person's personality include effective communication, teamwork, leadership, adaptability, emotional intelligence, problem-solving, and critical thinking.*
- **Organizational Psychology and Culture:** The insights gained by personality development are the process of doing the same. It is accomplished through enhancing a variety of behavioural features, mannerisms, postures, and other aspects.*
- **Human Resource Management:** The course provides a foundational understanding of personality development *enhancing and grooming one's outer and inner self to bring about a positive change to our life.**
- **Entrepreneurship and Small Business Management:** For students interested in entrepreneurship, consulting and advisory services, personal development is an ongoing journey integral to career success. By focusing on the benefits of personality development, creating a robust personal development plan, and embracing mentorship, you can unlock new heights in your professional life.*
- **Management:** Graduates with a strong foundation in soft skills wins the areas of mental growth, social growth, spiritual growth, emotional growth & physical growth.*
- **Global Business and Cross-Cultural Management:** Understanding essential soft skills is in demand for teamwork, problem solving, communication, adaptability, critical thinking, time management & Interpersonal.*
- **Ethical Leadership and Corporate Governance:** The course introduces students to ethical issues in organizational behavior, laying the groundwork for courses that focus on ethical leadership, corporate governance, and responsible business practices.*
- **Research and Consultancy Projects:** The hands-on experience gained through demonstrations of videos, group discussion, presentation on any social issues, quizzes, experiential learning and practical applications in the course prepares students for undertaking research projects and consultancy assignments in the field of management.*
- **Industry Applications:** The course provides practical skills that are directly applicable in industries related to career progression and promotion, modern workplace is interpersonal, customers and clients demand soft skills, improve your workplace productivity, the future workplace will rely on soft skills, build professional relationships, & soft skills are hard to automate.*

| | | |
|--------------------------------|---|------------------|
| 2nd Semester | Skill Enhancement Course (SE) Societal Project | M23MBA208 |
|--------------------------------|---|------------------|

Course Learning Objective: This course will enable the students

- To develop an understanding of various social issues and challenges within their community and beyond.
- To participate actively in their community and contribute to social betterment.
- To identify problems, brainstorm potential solutions, and implement effective strategies to address societal issues.
- To communicate effectively with diverse groups, including community members, stakeholders, and peers.
- To consider the sustainability of their projects and aim for long-term positive impacts on society.

Assessment Details (Audit Course without any Credits)

It is a mandatory course and students should identify and study problems faced by the society. This shall be an audit course on the lines of ability enhancement courses and shall be undertaken by students after the first semester and before commencement of the second semester. The students must submit a report to the respective guides and should be assessed internally during the second semester and it is a non-credit course.