Model Curriculum for UG Degree in

Bachelor in Business Administration

BBA/BBA(Honours)/BBA(Honours with Research)

2026

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

Nelson Mandela Marg, Vasant Kunj, New Delhi 110070

www.aicte-india.org

SCHOOL OF MANAGEMENT GANGADHAR MEHER UNIVERSITY

Model Curriculum for UG Degree in Bachelor in Business Administration (BBA), Bachelor in Business Administration (Honours) & Bachelor in Business Administration (Honours with Research)

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MESSAGE

The quality of technical education depends on many factors but largely on- out- come based socially and industrially relevant curriculum, good quality motivated faculty, teaching learning process, effective industry internship and evaluation of students based on desired outcomes. Therefore, it was imperative that a Model Curriculum be prepared by best experts from academia and industry, keeping in view the latest industry trends and market requirements and be made available to all universities / board of technical education and engineering institutions in the country. AICTE constituted team of experts to prepare the model curriculum of UG Degree Course in Bachelor of Business Administration (BBA). Similar exercise is done for other UG, Diploma and PG level in engineering; MBA, PGDM, Architecture, etc.

It comprises of Business Administration courses, having focus on fundamentals, significant discipline level courses and ample electives both from the disciplines and cross disciplines including emerging areas all within a cumulative structure of 120-160 credits. Summer Internships have been embedded to make the student understand the industry requirements and have hands on experience. These programs are meticulously crafted to meet the demands of the modern business world, integrating theoretical knowledge with practical application. Emphasizing innovation, entrepreneurship, and ethical social leadership, the curriculum aims to develop well-rounded individuals capable of driving organizational growth, fostering sustainable practices, and contributing positively to society.

With a focus on interdisciplinary learning, experiential learning methodologies, and industry-relevant projects, these programs seek to instill critical thinking, problem- solving abilities, and effective communication skills in students. Additionally, the Honours and Honours with Research tracks offer enhanced opportunities for academic excellence, advanced research, and specialization in specific domains of business administration.

As a major initiative by AICTE, a three-week mandatory induction program for students has also been designed and has to be given at the beginning of the course. The idea behind this is to make the students feel comfortable in their new environment, open them up, set a healthy daily routine, develop awareness, sensitivity and understanding of the self, people around them, society at large, and nature.

AICTE places on record, special thanks to Prof. Anu Singh Lather, Vice Chancellor of Ambedkar University Delhi, and included distinguished members viz. Ms. Seema Gupta, Sr. Vice President from HDFC Bank, Dr. Jain Mathew,Dean from Christ University, Bengaluru, Prof. Partha Sarathi Roy from Shiv Nadar Institution of Eminence, Greater Noida, Dr. Shailee Choudhary, HoD from New Delhi Institute of Management, New Delhi, and Mr. Sameer Karkhanis, Founder & CEO of Yangpoo Executive Education, Mumbai, Prof. Nakul Gupta from MDI Gurgaon and Prof. Rajnish Jain, Professor, Dean Management, Institute of Management Studies, Devi Ahilya Vishwavidyalaya, Indore and other committee members. We are sure that this Model Curriculum will help to enhance not just the employability skills but will also enable youngsters to become job creators.

We strongly urge the institutions / universities / boards of technical education in India to adopt this Model Curriculum at the earliest. This is a suggestive curriculum and the concerned university / institution / board should build on and exercise flexibility in readjustment of courses within the overall 120-160 credits.

T.G. Sitharam

(Prof. T.G. Sitharam)

PREFACE

Greetings from the AICTE!

We, the Expert Committee constituted by the All India Council for Technical Education (AICTE), vide this letter are submitting the draft of the model curriculum for the Bachelor of Business Administration (BBA) and Bachelor of Management Studies (BMS) programs at the undergraduate level. In alignment with our continuous endeavour to enhance the quality of education in India, we embarked to envisage a model curriculum for undergraduate programs in Business Administration (BBA) and Management Studies (BMS). This initiative was driven by the imperative need to keep our academic offerings relevant, industry-aligned, and futuristic, thereby nurturing a cadre of competent and innovative professionals.

The committee, comprising esteemed members from academia and industry, has worked diligently over the past several weeks to develop a comprehensive and industry-aligned curriculum that caters to the evolving needs of the management education landscape in India. The committee was chaired by Prof. Anu Singh Lather, Vice Chancellor of Ambedkar University Delhi, and included distinguished members viz. Ms. Seema Gupta from HDFC Bank, Dr. Jain Mathew from Christ University, Bengaluru, Prof. Partha Sarathi Roy from Shiv Nadar Institution of Eminence, Greater Noida, Dr. Shailee Choudhary from New Delhi Institute Of Management, New Delhi, and Mr. Sameer Karkhanis, Founder & CEO of Yangpoo Executive Education, Mumbai, Prof. Nakul Gupta from MDI Gurgaon and Prof. Rajnish Jain, Professor, Dean Management, Institute of Management Studies, Devi Ahilya Vishwavidyalaya, Indore.

The committee held a series of meetings, both in-person and virtual, to deliberate on the key aspects of the curriculum and ensure that it meets the highest standards of quality and relevance.

The model curriculum has been drafted keeping in mind the following objectives:

1. Align the curriculum with the current and future needs of the industry, ensuring that graduates are not only well-equipped with foundational knowledge in management principles, practices, and financial acumen but also possess essential communication skills. This alignment ensures our graduates are prepared to excel in their careers and adapt to the evolving business landscape.
2. Incorporate best practices in management education from leading institutions across the globe, while adapting them to the Indian context. This includes the integration of a 3 Weeks Compulsory Induction Program (UHV-I) aimed at instilling core values and ethics in students, setting a precedent for a holistic educational journey that mirrors global standards.

3. Develop a comprehensive framework that includes updated course descriptions, learning outcomes, and assessment methods, ensuring a holistic approach to management education. This framework now also emphasizes the importance of hands-on learning through courses like 'Business Communication-I' and 'Financial Accounting,' which are designed to provide students with practical skills and knowledge critical for the business world.
4. Identify and include relevant pedagogical resources, case studies, and reference materials to support effective teaching and learning. The curriculum has been enriched with case studies and materials that reflect the latest industry trends, ensuring that the teaching and learning process is dynamic, engaging, and directly relevant to the real-world business environment.
5. The committee has taken utmost care to ensure that the curriculum is dynamic, flexible, and future-oriented, enabling institutions to customize it based on their specific needs and regional requirements. The curriculum also lays emphasis on experiential learning, industry exposure, and the development of soft skills, which are critical for success in today's business environment.

Key features of the draft model BBA Curriculum:

1. **Flexible Duration and Structure:** The curriculum offers a flexible duration of three to four years, divided into 6 or 8 semesters, with multiple entry and exit points. This structure accommodates a broad range of student needs and learning paces, providing certificates and diplomas at various stages.
2. **Comprehensive Credit Distribution:** The curriculum encompasses a total of 120 credits for the 3-year program and 160 credits for the 4-year (Honours and Honours with Research) programs. It includes a balanced mix of Humanities & Social Science Courses, Management Courses, Program Core and Elective Courses, Open Electives, and a significant emphasis on hands-on learning through Projects, Seminars, and Internships.
3. **Innovative Course Structure:** The course structure introduces a rigorous Induction Program, mandatory visits/workshops, and expert lectures to foster a holistic educational experience. The model curriculum envisages connect of core subjects with NEP and its encompassing elements such as Holistic and Integrated Education, 21st Century Skills, Flexibility and Choice, Environmental Awareness, Value-Based Education, Emphasis on Innovation, Understanding Human Behaviour, Empathy and Social Awareness. The fundamentals will provide the requisite

robust grounding in management/business, the liberal arts subjects would help in furthering that grounding and also enable pluggability into international higher education systems (from exchange and dual degree perspectives) and the elements of sustainability, technology and behavioural sciences will ensure holistic development in synch with NEP.

4. **Diverse Specializations and Practical Exposure:** Students will have the opportunity to specialize in emerging areas through Open Electives and gain practical experience through structured internships and project work. This practical exposure is designed to enhance employability and entrepreneurial capabilities.
5. **Assessment and Grading:** A detailed and transparent assessment mechanism ensures that students' performances are evaluated fairly, focusing on continuous learning and improvement. The grading system is aligned with the quality and rigor expected in higher education.
6. **Research Orientation for Honours Students:** The BBA (Honours with Research) program offers a unique pathway for students interested in academic and research careers. With a focus on advanced data analysis, research methodology, and a dissertation, this track prepares students for challenges in academia and industry research roles. It will also give students an opportunity to pave their path to higher education in management and technical fields.

We would like to express our heartfelt gratitude to AICTE for entrusting us with this important responsibility and providing us with the necessary support and guidance throughout the process. We also extend our sincere thanks to all the committee members for their invaluable contributions, expertise, and commitment to this endeavour.

We are hopeful that this model curriculum will serve as a benchmark for management education in India and contribute significantly to the growth and development of the nation's future business leaders. We request your kind perusal of the attached draft and look forward to your valuable feedback and suggestions. We remain committed to incorporating any necessary changes and finalizing the curriculum at the earliest.

Expert Committee for BBA Model Curriculum

All India Council for Technical Education (AICTE)

Committee for Model Curriculum

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4	Sh. Rakesh Kumar Pandit	Young Professional, Policy and Academic Planning Bureau

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All India Council for Technical Education
Model curriculum for
Bachelor in Business Administration
BBA/ BBA (Honours) /BBA (Honours with Research)

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GENERAL COURSE STRUCTURE & CREDIT DISTRIBUTION

Program Objectives

1. To exhibit factual and theoretical knowledge of management in general and business in particular to critically evaluate and analyse Indian and global business environments with ability to apply learning in different contexts.

2. Learner to imagine their role as a manager, entrepreneur and a leader in a business management context and ability to integrate with their positive contribution for the national interest first and also to be a responsible global citizen.

3. To be an effective communicator to present opinions, ideas based on critical thinking, analysis and logical reasoning.

4. To nurture an ability to articulate a business environment with clarity and mindfulness.

5. Exhibit ability to own roles and responsibilities with commitment, as members of multi-cultural team and communities in cross-cultural contexts and diversity management.

6. To conduct and demonstrate professional and ethical behaviour.

7. To develop as an effective and emotionally intelligent leader and a decision maker who has an acumen to influence and motivate teams.

8. To develop an ability to solve problems and provide solutions and facilitate informed decision making.

9. To build research skills to cultivate an in-depth understanding of Indian and Global Business Environment.

Program Outcomes

At the end of First Year: Under Graduate Certificate in Business Administration

1. To conceptualize and appreciate theoretical knowledge of management domain.
2. To appreciate the importance of effective communication skills in presenting opinions and ideas.
3. To nurture an ability to articulate a business environment
4. To identify a problem with the help of data and logical thinking

At the end of Second Year: Under Graduate Diploma in Business Administration

1. To describe the theoretical domain knowledge along with the managerial skills
2. To develop effective communication skills and logical thinking.
3. To learn and demonstrate professional conduct·
4. To appreciate the importance of group work culture.
5. To develop an ability to innovate and creative thinking.

At the end of Third Year: Bachelor in Business Administration (BBA)

1. To exhibit factual and theoretical knowledge of management in general and business in particular.
2. To critically evaluate and analyze Indian and global business environments in different contexts.
3. To recognize their role as a manager, entrepreneur and a leader in a business management
4. To be an effective communicator to present opinions, ideas based on critical thinking, analysis and logical reasoning.
5. To conduct and demonstrate professional and ethical behaviour.

At the fourth Year: Bachelor in Business Administration with Honours: BBA (Honours) and Bachelor in Business Administration Honours with Research: BBA (Honours with Research)

1. To exhibit factual and theoretical knowledge of management in general and business in particular to critically evaluate and analyse Indian and global business environments with ability to apply learning in different contexts.
2. To nurture an ability to articulate a business environment with clarity and mindfulness.
3. To exhibit ability to own roles and responsibilities with commitment, as members of multi-cultural team and communities in cross-cultural contexts and diversity management.
4. To be an effective and emotionally intelligent leader and a decision maker who has acumen to influence and motivate teams.
5. To develop an ability to solve problems and provide solutions and facilitate informed decision making.
6. To promote research skills to conduct in-depth study of the understanding of Indian and Global Business Environment.

GENERAL COURSE STRUCTURE & THEME

A. Definition of Credit:

1 Hr. Lecture (L) per week	1 Credit
1 Hr. Tutorial (T) per week	1 Credit
1 Hr. Practical (P) per week	0.5 Credit
2 Hours Practical (P) per week	1 Credit

B. Course code and definition:

Course code	Definitions
L	Lecture
T	Tutorial
P	Practical
CC	Core Courses
AEC	Ability Enhancement Courses
MDE	Multi-Disciplinary Elective course
VAC	Value added Courses
SEC	Skill Enhancement courses
DSE	Discipline Specific Elective
OE	Open Elective

****

Course Name: Bachelor in Business Administration, Bachelor in Business Administration (Honours) and Bachelor in Business Administration (Honours with Research)

Course Level/Duration/System:
Undergraduate/Three or Four years/6 or 8 Semesters with multiple entry and exit. The following option will be made available to the students joining BBA Research Program:

a. **One year:** Under Graduate Certificate in Business Administration
b. **Two years**: Under Graduate Diploma in Business Administration
c. **Three years**: Bachelor in Business Administration (BBA)
d. **Four years**: Bachelor in Business Administration with Honours: BBA (Honours) and Bachelor in Business Administration Honours with Research: BBA (Honours with Research)

Minimum Eligibility Criteria:

Minimum eligibility criteria for opting the course in the fourth year will be as follows:

1. **BBA (Honours with Research):** Minimum 75% marks or equivalent CGPA in BBA Degree up to Sixth Semester.

2. **For BBA (Honours)**: BBA Degree

Note : The students who are eligible for BBA (Honours with Research) shall have choice to pursue either BBA (Honours) or BBA (Honours with Research).

SEMESTER WISE CREDIT DISTRIBUTION:

SEMESTER WISE CREDIT DISTRIBUTION OF PROPOSED BBA *[BBA (HONOURS) AND BBA (HONOURS WITH RESEARCH)*] PROGRAM:

Semester	Core Courses	Ability Enhancement Courses	Multi-Disciplinary Elective course	Value added Courses	Skill Enhancement courses	Discipline Specific Elective	Total
I	12	4	2	2	-	-	20
II	12	2	2	2	2	-	20
III	12	-	2	2	4	-	20
IV	16	-	-	2	2	-	20
V	8	-	-	-	4	8	20
VI	6	-	-	-	6	8	20
BBA (Honours)							
VII	4		4		4	8	20
VIII					8	12	20
BBA (Honours with Research)							
VII	12					8	20
VIII	20						20

Category- wise distribution*

Description	Core Courses	Ability Enhancement Courses	Multi-Disciplinary Elective course	Value added Courses	Skill Enhancement courses	Discipline Specific Elective	Total
BBA	66	6	6	8	18	16	120
BBA (Honours)	70	6	10	8	30	36	160
BBA (Honours with Research)	98	6	6	8	18	24	160

3 Years BBA Program	**Total Credits = 120**
4 Years BBA (Honours) and BBA (Honours with Research)	**Total Credits = 160**

Note: Students can take extra credit course from their own department or from other department as per the Admitting Body / University norms.

INDUCTION PROGRAM

The Essence and Details of Induction program can also be understood from the 'Detailed Guide on Student Induction program', as available on AICTE Portal, (Link:https://www.aicteindia.org/sites/default/files/Detailed%20Guide%20on%20Student%20Induction%20program.pdf). For more, Refer

Appendix 3.

Induction program (mandatory)	Three-week duration
Induction program for students to be offered right at the start of the first year.	• Physical activity • Creative Arts • Universal Human Values • Literary • Proficiency Modules • Lectures by Eminent People • Visits to local Areas • Familiarization to Department/Branch & Innovations

Mandatory Visits/ Workshop/Expert Lectures:

1. It is mandatory to arrange one industrial visit every semester for the students of each branch.
2. It is mandatory to conduct a One-week workshop during the winter break after fifth semester on professional/ industry/ entrepreneurial orientation.
3. It is mandatory to organize at least one expert lecture per semester for each branch by inviting resource persons from domain specific industry.

For Summer Internship / Projects / Seminar etc.

1. Evaluation is based on work done, quality of report, performance in viva-voce, presentation etc.

Note: *The internal assessment is based on the student's performance in mid semester tests (two best out of three), quizzes, assignments, class performance, attendance, viva-voce in practical, lab record etc.*

Mapping of Marks to Grades

Each course (Theory/Practical) is to be assigned 100 marks, irrespective of the number of credits, and the mapping of marks to grades may be done as per the following table:

Range of Marks	**Assigned Grade**
91-100	AA/A+
81-90	AB/A
71-80	BB/B+
61-70	BC/B
51-60	CC/C+
46-50	CD/C
40-45	DD/D
< 40	FF/F (Fail due to less marks)
-	F^R (Fail due to shortage of attendance and therefore, to repeat the course)

****

Semester wise Structure and Curriculum for UG Course in BBA
SEMESTER - I

SEMESTER - I						
S. No.	**Course Code**	**Course Title**	**L**	**T**	**P**	**Credit**
3 WEEKS COMPULSORY INDUCTION PROGRAM (UHV-I)						
1	CC101	Principles and Practices of Management	3	1	0	4
2	AEC101	Business Communication-I	1	1	0	2
3	CC102	Financial accounting	3	1	0	4
4	CC103	Business Statistics and Logic	3	1	0	4
5	AEC102	General English	1	1	0	2
6	MDE101	Indian Knowledge System^ *IKS-VIII: Indian Health, Wellness and Psychology (including Ayurved)*	2	0	0	2
7	VAC101	Environmental Science and sustainability	2	0	0	2
8	AEC103	Additional Course - Indian or Foreign Language 1-1-0)) **Fundamentals of Sanskrit Language**	1	1	0	0*
					TOTAL	**20**

Note: ^Indian Knowledge System: Indian Culture and Civilization Indian Vision for Human Society Indian Science Indian Town Planning and Architecture Indian Mathematics and Astronomy Indian Aesthetics Indian Health, Wellness
*Indian Languages: Sanskrit/Hindi/All Regional languages
Foreign Languages: Spanish/**German**/French/Korean/Mandarin

SEMESTER II

S. No.	Course Code	Course Title	L	T	P	Credit
1	CC201	Human Behaviour and Organization	3	1	0	4
2	CC202	Marketing Management	3	1	0	4
3	CC203	Business Economics	3	1	0	4
4	SEC201	Emerging Technologies and application	1	0	2	2
5	MDE201	Media Literacy and Critical Thinking	1	1	0	2
6	VAC201	Indian Constitution	2	0	0	2
7	AEC201	Business Communication-II	1	1	0	2
8	AEC202	Additional Course - Indian or Foreign Language (1-1-0)) [optional course]* HINDI	1	1	0	0*
					TOTAL	**20**

Note: *Indian Languages: Sanskrit/Hindi/All Regional languages
Foreign Languages: Spanish/German/French/Korean/Mandarin

After Year 1, Students are advised to take Social Responsibility & Community Engagement - encompassing Community Engagement with an NGO in the vacation time.

An UNDER GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION will be awarded, if a student wishes to exit at the end of First year.

Exit Criteria after First Year of BBA Programme

The students shall have an option to exit after 1st year of Business Administration Program and will be awarded with a **UG Certificate in Business Administration**. Students on exit have to compulsorily complete additional 04 Credits either in a Skill based subject or work based Vocational Course offered during summer term or Internship/Apprentice- ship / Social Responsibility & Community Engagement – encompassing community engagement with an NGO after the second semester of minimum 08 weeks of duration as decided by the respective University / Admitting Body.

The exiting students will clear the subject / submit the Internship Report as per the University schedule.

Re-entry Criteria in to Second Year (Third Semester)

The student who takes an exit after one year with an award of certificate may be allowed to re-enter in to Third Semester for completion of the BBA Program as per the respective University /Admitting Body schedule after earning requisite credits in the First year.

SEMESTER III

S. No.	Course Code	Course Title	L	T	P	Credit
1	CC301	Cost and Management Accounting	3	1	0	4
2	CC302	Legal and Ethical issues in business	3	1	0	4
3	CC303	Human Resource Management	3	1	0	4
4	MDE301	Indian Systems of Health and Wellness	1	1	0	2
5	SEC301	Management Information System (MIS)	2	0	4	4
6	VAC301	Yoga	0	0	4	2
					TOTAL	**20**

SEMESTER IV

S. No.	Course Code	Course Title	L	T	P	Credit
1	CC401	Entrepreneurship and Startup Ecosystem	1	1	0	2
2	CC402	Operations Management	3	1	0	4
3	CC403	Financial Management	3	1	0	4
4	CC404	Business Research methodology	3	1	0	4
5	VAC401	Business environment and public policy [2-0-0]	2	0	0	2
6	CC405	International Business	2	0	0	2
7	SEC401	Design Thinking and Innovation	1	1	0	2
					TOTAL	**20**

Note:

1. At the end of the Fourth Semester every student shall undergo Summer Training / Internship / Capstone for Eight Weeks in the industry/Research or Academic Institute. This component will be evaluated during the fifth semester.
2. An **UNDER GRADUATE DIPLOMA IN BUSINESS ADMINISTRATION** will be awarded, if a student wishes to exit at the end of Second year.

Exit Criteria after Second Year of BBA Programme

The students shall have an option to exit after 2nd year of Business Administration Program and will be awarded with a **UG Diploma in Business Administration**. Students on exit have to compulsorily complete additional 04 Credits either in a Skill based subject or work based Vocational Course offered during summer term or Internship/Apprenticeship / Social Responsibility & Community Engagement – encompassing community engagement with an NGO / Capstone Project after the fourth semester of minimum 8 weeks of duration as decided by the respective University / Admitting Body.

The exiting students will clear the subject / submit the Internship Report as per the University / Admitting Body schedule.

Re-entry Criteria in to Third Year (Fifth Semester)

The student who takes an exit after second year with an award of Diploma may be allowed to re-enter in to fifth Semester for completion of the BBA Program as per the respective University / Admitting Body schedule after earning requisite credits in the Second year.

SEMESTER V

S. No.	Course Code	Course Title	L	T	P	Credit
1	CC501	Strategic Management	3	1	0	4
2	CC502	Logistics and Supply Chain Management	3	1	0	4
3	DSE-I	Discipline Specific Electives – I (*International Finance Management)*				4
4	DSE-II	Discipline Specific Electives – II (*Digital Marketing)*				4
5	SEC501	Internship/capstone Project (refer Appendix -4)	-	-	-	4
6	SEC502	Major Project [evaluation in sixth semester (refer Appendix -5)	-	-	-	0
7	DSE*	Discipline Specific Elective (Audit Course) *Environmental, social, and governance (ESG)*	3	1	0	0
					TOTAL	**20**

Note: Discipline Elective in Finance/ Marketing/ HR/Business Analytics/Family Business/Entrepreneurship/S s / Tourism and Travel Management

L-T-P for Discipline Electives depends on the subject that the University offers

*** Additional DSE as an Audit Course (Non Credit but compulsory) can be opted by the student.**

SEMESTER VI

S. No.	Course Code	Course Title	L	T	P	Credit
1	CC601	Project Management	3	1	0	4
2	CC602	Business Taxation	2	0	0	2
3	DSE-III	Discipline Specific Electives – III (*Change Management and Organizational Development)*				4
4	DSE-IV	Discipline Specific Electives – IV (*International Trade Policy & Strategy)*				4
5	SEC601	Corporate Governance	2	0	0	2
6	SEC602	Major Project [Initiated in 5th Semester] (refer Appendix -5)	-	-	-	4
7	DSEXX*	Discipline Specific Elective (Audit Course) (*Disaster Management)*	3	1	0	0
					TOTAL	**20**

Note: 1) Discipline Elective in Finance/ Marketing/ HR/Business Analytics/ Family Business/Entrepreneurship/ Sports /Tourism and Travel Management

2) L-T-P for Discipline Electives depends on the subject that the University offers

***Additional DSE as an Audit Course (Non Credit but compulsory) can be opted by the student.**

Note:

1. BACHELOR IN BUSINESS ADMINISTRATION Degree will be awarded, if a student wishes to exit at the end of Third year.

Exit Criteria after Third Year of BBA Programme

The students shall have an option to exit after 3rd year of Business Administration Program and will be awarded with a Bachelor's in Business Administration.

Re-entry Criteria in to Fourth Year (Seventh Semester)

The student who takes an exit after third year with an award of BBA may be allowed to re-enter in to Seventh Semester for completion of the BBA (Honours) or BA (Honours with Research) Program as per the respective University / Admitting Body schedule after earning requisite credits in the Third year.

Minimum eligibility criteria for opting the course in the fourth year will be as follows:

1. **BBA (Honours with Research):** Minimum 75% marks or equivalent CGPA in BBA Degree up to Sixth Semester.
2. **For BBA (Honours)**: BBA Degree

SEMESTER VII - (BBA (Honours))

S. No.	Course Code	Course Title	L	T	P	Credit
1	OE701	AI for Business; Diversity, Equity and Inclusion; Digital Ethnography and Online Communities	3	1	0	4
2	CC701	Entrepreneurial Leadership	2	2	0	4
3	DSEXXX	Discipline Specific Electives - V				4
4	DSEXXX	Discipline Specific Electives - VI				4
5	SEC701	Dissertation work [evaluation in Eight semester]	-	-	-	-
6	SEC702	Summer Internship –II (refer Appendix -6.1)	-	-	-	4
					TOTAL	**20**

L-T-P w.r.t Open Elective and Discipline Specific Elective depends on the Courses offered by the University

SEMESTER VIII - (BBA (Honours))

S. No.	Course Code	Course Title	L	T	P	Credit
1	DSEXXX	Discipline Specific Electives - VII	3	1	0	4
2	DSEXXX	Discipline Specific Electives - VIII	3	1	0	4
3	DSEXXX	Discipline Specific Electives - IX	3	1	0	4
4	SEC801	Dissertation work [Started in Seventh semester]	-	-	-	8
					TOTAL	**20**

Note: L-T-P w.r.t Open Elective and Discipline Specific Elective depends on the Courses offered by the University

SEMESTER VII - (BBA – (Honours with Research))

S. No.	Course Code	Course Title	L	T	P	Credit
1	CC701	Advanced Data Analysis Tools	2	0	4	4
2	CC702	Advanced Research Methodology	2	0	4	4
3	SEC701	Research Internship Report and Viva –Voce (refer Appendix -6.2)	-	-	-	4
4	DSEXXX	Discipline Specific Electives - X				4
5	DSEXX	Discipline Specific Electives - XI				4
					TOTAL	**20**

Note: L-T-P w.r.t Open Elective and Discipline Specific Elective depends on the Courses offered by the University

SEMESTER VIII- (BBA –(Honours with Research))

S. No.	Course Code	Course Title	L	T	P	Credit
1	SEC801	Dissertation (For Research Track)* (refer Appendix -7)	-	-	-	20
					TOTAL	**20**

*The Dissertation work will start from the beginning of fourth year of BBA (Honours with Research) Program.

Students of Fourth Year shall be assessed for Project Work and Research Internship Report and Viva –Voice and Dissertation (For Research Track).

List of Discipline Specific Elective [It's indicative, University / Institute can add as per the requirements]

S.No	Finance	Marketing	Human Resource Management	Business Analytics	International Business	Supply chain Management
1	International Financial Management	Consumer Behaviour	HRD –Systems & Strategies	Data Analytics using R /Python	International Trade Policy & Strategy	Operations Strategy
2	Banking and Insurance	Sales Marketing	Change Man-agemenpt and Organizational Development	Data Visu-alization using tableau / Powerbi	Global Busi-ness Environ-ment	Management Decision Models
3	Financial Markets Products and Services	Retail Marketing	Training & Development	Marketing Analytics	Transnational & Cross cultural Marketing	Quality Management and Business Process Improvement
4	Investment Analysis & Portfolio Management	Marketing of Services	Performance & Compensation Management	Finance Analytics	International Supply Chain Mgmt	International Supply Chain
5	Business Analysis & Valuation	Digital Marketing	Negotiation Skills	HR Analytics	International Accounting & Reporting Sys-tem	Project Management
6	Financial Planning	Supply- Chain Management	Cross Culture HRM	Social Media & Web Analytics	International Ventures, Mergers & Acquisitions	Supply Chain Analytics
7	Behavioral Finance (Neuro Finance)	International Marketing	HR Analytics		EXIM Policy and documentation	Inventory Management
8	Financial Derivatives	Rural Marketing	Team Building in the organi-zations			Logistics & Distribution Management
9	Strategic Corporate Finance	Neuro-Marketing	Behavioral testing and training for employee retention.			
10	Financial Modelling	B2B Marketing	Talent acqui-sition and management			
11	Financial Analytics	Integrated Marketing Communication	Compensation management			
12	Direct Tax		Employee Life Cycle Management			
13	Sustainable Finance		Coaching & Mentoring			

SEMESTER–I

SEMESTER – I

Principles and Practices of Management

CC101	**Principles and Practices of Management**	**4L:0T:0P**	**4 Credits**

Course Description:

This course introduces the student to the key aspects of management -planning, organizing, leading, and controlling by integrating both classical and contemporary management practices. Through case studies, interactive sessions, and practical exercises, students will learn to apply these principles to real-world scenarios that will prepare them for leadership roles in diverse organizational settings. The goal is to equip students with the tools and insights necessary to manage effectively and drive organizational success.

Course Objectives:

1. To understand the basic concepts, principles, and theories of management.
2. To examine the essential functions of managers.
3. To analyze the impact of globalization, diversity, and ethics on management.
4. To develop skills in strategic planning, decision-making, and leadership.

Course Content:

Unit 1: Introduction to Management

Definition, nature, and significance of management, principles of management, management and administration, levels of management, role of managers and managerial skills; Evolution of management thought: Classical, Behavioral, Quantitative, Systems, Contingency and Modern approaches; Management as a science and an art; Functions of management: Planning, organizing, leading, and controlling

Unit 2: Planning, Organizing and Staffing

Nature, Importance and Purpose of planning in management; Types of plans: Strategic, tactical, operational ; Planning process and techniques ; Decision-making- Importance and steps, decision making models and tools; Organizational structure and design; types of organizational structures: Functional, divisional, matrix; Authority, responsibility, and delegation, Centralization Vs Decentralization of authority and responsibility – Span of Control; Coordination

and integration, MBO and MBE; Nature and Importance of staffing – Process of selection and recruitment

Unit 3: Leading, Directing and Controlling

Meaning and nature of directing, Leadership theories (trait, behavioral, contingency, participative, charismatic, transformational, level-5 leader), Motivation theories and practices (Maslow, Herzberg two factor, McGregor's theory x & theory y), Hawthorne effect, Communication (meaning and importance) in management, Team building and group dynamics; Controlling-meaning and steps in controlling, control process and systems, essentials of sound control system, methods of establishing control, types of control; Performance measurement and management.

Unit 4: Startegic Mangement, Ethics and Social Responsibility

Overview of strategic management, SWOT analysis and strategic formulation, Implementing and evaluating strategies. Ethical issues in management, Corporate social responsibility (CSR), Sustainable management practices.

Text Books (Latest Editions):

1. Rao, V. S. P. Management Principles and Applications. Taxmann Publications.
2. Bright, D. et al. Principles of Management. OpenStax Textbooks, Houston
3. Kapoor, Premvir, Principles of Management, Khanna Book Publishing.
4. Jones, G. R., and George, J. M. Essentials of contemporary management. New York, NY: McGraw-Hill Education.
5. Robbins, S. P. & Coulter, M. A. Management. Pearson.

References:

1. Indian Business Rising: The Contemporary Indian Way of Conducting Business-And How It Can Help You Improve Your Business | Harvard Business Review Press | 5813BC-PDF-ENG | https://hbsp.harvard.edu/product/5813BC-PDF-ENG

Reflective Exercises and Cases:

1. *Entrepreneurial Leadership in Forming High Tech Enclaves: Lessons from the Government of Andhra* / *F. Warren McFarlan, Espen Andersen, Ramiro*

Montealegre | Harvard Business School | 308079-PDF-ENG | https://hbsp.harvard.edu/product/308079-PDF-ENG?

2. *ATH Technologies by Robert Simons and Jennifer Packard* *https://www.hbs.edu/faculty/Pages/item.aspx?num=52711*

3. Article review and discussion:

   Application of Ancient Indian Philosophy in Modern Management (http://www.irdindia.in/journal_ijrdmr/pdf/vol5_iss4/8.pdf)

4. *Review of Lincoln Electric Co. by Norman Berg.*
5. *Review of Hawthorne case.*
6. Leadership Lessons from India | Peter Cappelli, Harbir Singh, Jitendra V. Singh, Michael Useem | Harvard Business Review | R1003G-PDF-ENG | https://hbsp.harvard.edu/product/R1003G-PDF-ENG?
7. *Traditional Way of Learning Ayurveda and Practising It: A Dialogue with Vaidya Bhaskarbhai Hardikar / Mukund Dixit, Sanjay Verma / IIM Ahmedabad / A00135-PDF-ENG /* https://hbsp.harvard.edu/product/A00135-PDF-ENG?
8. *Forest Essentials: Demystifying India's Luxury Ayurveda Brand / Veena Vohra, Seema Khanvilkar / Ivey Publishing / W28410-PDF-ENG /*https://hbsp.harvard.edu/product/W28410-PDF-ENG?
9. Atijeevan Foundation: Transforming Scars into Strength | Shubham Sharma, Satyendra C Pandey | Ivey Publishing | W36939-PDF-ENG | https://hbsp.harvard.edu/product/W36939-PDF-ENG?
10. *How Do Great Leaders Overcome Adversity? By Mayo (2024)* *https://hbswk.hbs.edu/item/cold-call-how-do-great-leaders-overcome-adversity*
11. *Leadership principles from Hindu scriptures* (https://blog.hua.edu/blog/leadership-principles-from-hindu-scriptures)
12. 5 Principles of Purposeful Leadership | Hubert Joly | Harvard Business Review | H06YSB-PDF-ENG | https://hbsp.harvard.edu/product/H06YSB-PDF-ENG?
13. Bharti Airtel (A) | C.K. Prahalad, M.S. Krishnan, Sheel Mohnot | WDI Publishing | W88C34-PDF-ENG | https://hbsp.harvard.edu/product/W88C34-PDF-ENG? http://www.ibscdc.org/Case_Studies/Leadership/Leadership%2C Organizational Change and CEOs/LDS0028.htm

Course Outcomes:

1. Demonstrate how management principles are used to solve practical business problems
2. Compare and contrast different management theories and their effectiveness in various organizational contexts

3. Design a management strategy for a hypothetical or real organization using a mix of management theories and practices
4. Propose innovative management solutions to enhance efficiency and effectiveness in given business scenarios.

Business Communication-I

AEC101	Business Communication-I	1L:1T:0P	2 Credits

Course Description:

This course focuses on bringing in perspective the importance of Business Communication for organizations and individual employees in the context of multicultural workforce in a digital world. The course will focus on instilling effective communication skills in students for organizational set up. The course will be taught using texts, cases and classroom exercises for improving both written and oral communication in students.

Course Objectives:

1. To understand the concept, process, and importance of Business Communication.
2. To help students in understanding the basic principles and techniques of business communication.
3. To train students to acquire and master written communication for the corporate world.
4. To sensitize students to understand Business Communication in Global and Cross-Cultural context.

Course Content:

Unit 1: Introduction to Communication in Organizations
Introduction to Business Environment and Communication, Models of communication, Basics of Communication (types, channels and barriers), 7Cs of communication, Formal and informal communication, Listening Skills, communication on social media platforms.

Unit 2: Written Communication

Planning and executing different types of messages, emails, formal letters (Planning & Layout of Business Letter) and informal messages on e-platforms, negative messages: indirect & direct negative messages; Persuasive messages, request letters to various stakeholders, Sales Letters, Complaint & Follow up Letters, Promotion Letters, Job application Letters, cover letters, resume, Resignation Letters.

Unit 3 - Interpersonal Communication

Team communication, managing communication during online meeting, communication with virtual team, communication in gig economy; Presentation skills (Verbal and non-verbal); Powerpoint presentation skills; Infographics, introduction to contemporary alternatives (such as- Prezi,Visme, Microsoft Sway, Zoho)

Unit 4 - Digital Communication

Social media and individual, social media & organizations, Media Literacy; Strong Digital communication skills – email, instant messaging, video conferencing, e-meetings, Digital collaboration, digital citizenship –digital etiquettes & responsibilities; introduction to personal and organizational websites.

Text Books (Latest Editions):

1. AICTE's Prescribed – Communication Skills in English, Khanna Book Publishing.
2. Lesikar, R.V. & M.E. Flatley,"Business Communication: Connecting in a Digital World", McGraw-Hill Education.
3. Murphy, H. A., Hildebrandt, H. & Thomas, J.P., Effective Business Communication. McGraw Hill.
4. Mukerjee H. S., Business Communication: Connecting at Work. Oxford Publication
5. Boove, C.L.,Thill, J. V. & Raina, R. L, Business Communication Today, Pearson.

References:

1. Rao, M. T. (2023) Minor Hints: Lectures Delivered to H.H. the Maharaja Gaekwar, Sayaji Rao III. Gyan Publishing
2. Getting Ready for the Real World: HBR, 2020: The Science of Strong Business Writing. https://hbr.org/2021/07/the-science-of-strong-business-writing

Reflective Exercises and Cases:

1. Review of Bharat Muni's Natya Shastra (Rasa, Sahridayata & Sadharanikaran)
2. Preparing on curriculum vitae/resume and cover letter
3. Reading of annual reports
4. The Future of Internal Communication | Rita Linjuan Men, Shannon A. Bowen | Business Expert Press| BEP336-PDF-ENG | https://hbsp.harvard.edu/product/BEP336-PDF-ENG

5. Change Management and Internal Communication | Rita Linjuan Men, Shannon A. Bowen | Business Expert Press |BEP334-PDF-ENG| https://hbsp.harvard.edu/product/BEP334-PDF-ENG
6. Lighting the Fire: Crafting and Delivering Broadly Inspiring Messages | Tsedal Neeley, Tom Ryder | Harvard Business School | 416046-PDF-ENG | https://hbsp.harvard.edu/product/416046-PDF-ENG?
7. Bad Writing Is Destroying Your Company's Productivity (2016) by Josh Bernoff
https://hbr.org/2016/09/bad-writing-is-destroying-your-companys-productivity
8. Students are expected to display proficiency in writing the following Business Communication (and be evaluated for internal assessment): Persuasive Letters, Promotion letters and cover Letters; Prepare Elevator Pitch

Course Outcomes:

1. Apply the skills of effective letter writing and be able to create various kinds of Business letters.
2. Understand various barriers to communication and apply pre-emptive measures, including feedback, to minimize the same.
3. Students shall be able to effectively analyze and evaluate various kinds of business correspondence and e-correspondence.
4. Able to present in front of audience with confidence and expertise.

Financial Accounting

CC102	Financial Accounting	4L:0T:0P	4 Credits

Course Description:

This course intends to introduce basic accounting principles and practices. The students will have knowledge about the fundamental accounting processes such as journalizing, ledger posting, preparation of trial balance and final accounts in sole trading and company form of business. It also deals with providing an overview of accounting standards on sustainability accounting as value creation for business.

Course Objectives:

1. To provide an understanding of application of various principles and practice of Accounting.
2. To demonstrate the knowledge on the process of accounting cycle and basic steps involved in Accounting.
3. To apply the knowledge of systematic maintenance of books of accounts to real life business.
4. To estimate Annual Financial statements of Sole proprietorship and Company form of business.

Course Content:

Unit– I: Introduction to Accounting, Accounting system and process

Meaning, Need for accounting and accounting information system, Stakeholder using accounting information, Qualitative aspects of financial accounting, Accounting standards in India and International (outline), Branches of Accounting, Types of Business Organisations, Accounting taxonomy, Accounting concepts and conventions, Accounting concept of income and expenditure, Classification of capital and revenue-expenditure and income, accounting equation of assets equals capital and liabilities, accounting process, contingent assets and liabilities, Fictitious assets.

Unit – II: Recording transactions and Trial balance

Transactions -nature, Entry in Journal, Purchases, sales, Returns, Receivables, and payables, Inventory, Depreciation and amortizations, reserves, Intangible assets accounting, GST transactions, Entry in Ledger, Accounting accuracy through Trial balance, correction of errors.

Unit – III: Final Accounts

Preparation of Trading and Profit and Loss account, cash books, and Balance Sheet of sole trading concerns, importance of disclosures in final

accounts

Unit - IV: Company Final Accounts

Introduction to company – kinds, share capital, issue of shares, schedules to accounts, Financial statements as per Companies Act- 2013, Provisions as to Preparation of Financial Statements, Preparation of Income statement and Balance sheet (horizontal and Vertical).

Green Accounting and Sustainable Reporting- Need and objectives, Sustainability reporting need and methods, data collection, analysis for sustainable reporting to improve value of business, IFRS Financial sustainability disclosure standards.

Text Books (Latest Editions):

1. Jain S.P.,& Narang K L. . Basic Financial Accounting I, New Dehli, Kalyani publishers.
2. Kimmel, Financial accounting, Wiley Publications
3. Gupta, A.. Financial Accounting for Management: An Analytical Perspective, Noida, Pearson Education.
4. S.N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi.
5. Ashish k Battacharya, Essentials of financial accounting for Business Ma
6. Accounting for sustainability: www.ifac.org
7. Peter Bartelmus, E K Seifert, Green Accounting, London, Routledge Publications
8. IFRS sustainability standards: www.ifrs.org

Suggested Cases

1. Smokey Valley Café
2. Irrigation Equipment's Limited
3. Monarch Trading Company

Course Outcomes:

On having completed this course student should be able to:

1. Identify the application of various principles and practice of Accounting in preparation of accounting statements.
2. Demonstrate the knowledge on the process of accounting cycle.
3. Apply the knowledge of systematic maintenance of books of accounts to real life business.
4. Estimate Annual Financial statements of Sole proprietorship and Company form of business.

Business Statistics and Logic

CC103	Business Statistics and Logic	3L:1T:0P	4 Credits

Course Description:

Quantitative Aptitude tests have been one of the key components in all competitive exams across the globe in recent years. All tests include such aptitude problems to assess a candidate's arithmetic precision, conceptual numerical ability, analytical ability and rational thinking applicability. Hence this course on Business Statistics and Logic has been introduced as part of BBA programs.

Business Statistics helps us to make business decisions under uncertainties. Such decisions must be objective and unbiased and based on quantitative data. This necessitates an analysis of data using appropriate statistical tools and hence understanding of these techniques and models. With the business entities keen on making data-driven decisions it is essential for individuals working in this uncertain environment to possess such skills to make better decisions backed by data.

Course Objectives:

1. To establish importance of logical reasoning in human inquiry.
2. To demonstrate data handling skills and summarize data with clarity.
3. To extend an understanding of application of relevant concepts of Statistics to a given business scenario.
4. To understand business problems and make decisions using appropriate statistical models and explain trends
5. To demonstrate the knowledge on the process of organizing a data and conduct
statistical treatment.

Pedagogy: This course could be dealt using multiple pedagogies like interactive lecture, students' discussions, case studies and experiential learning.

Unit – I: Measures of Central Tendency, Dispersion, Measures of Skewness and Kurtosis

Classification and tabulation of data, frequency distribution, diagrams and graphs, measure of central tendency- arithmetic mean, weighted arithmetic mean, median, mode, geometric mean and harmonic mean (theory only) and meaning of partition values- quartiles, deciles,

percentiles, measures of dispersion - range, quartile deviation, mean deviation from mean and median, standard deviation and coefficient of variation.

Skewness - meaning, difference between dispersion and skewness, Karl Pearson's and Bowley's measures of skewness, concept of kurtosis, types of kurtoses and importance.

Unit – II: Correlation and Regression

Meaning, definition and use of correlation, covariance, scatter diagram, types of correlation, Karl Pearson's correlation coefficient, Spearman's Rank correlation coefficient, probable error. regression- meaning and utility of regression analysis, comparison between correlation and regression, regression lines –x on y, y on x, regression equations and regression coefficients. meaning,

Unit – III: Probability and Probability distributions

Introduction to probability, basic concepts of probability- classical definition, addition and multiplication rules, probability distributions – binomial, poisson and normal distributions, expected value.

Unit–IV: Introduction to Logic

Number series, coding decoding and odd man out series, direction sense test, seating arrangements – linear and circular, blood relations, arithmetic and geometric progressions, Inductive and deductive reasoning.

Practical Component:

Understanding basic concepts of statistics is possible by incorporating data sets from real life situations. In every unit one hour could be set aside to handle realistic data such as number of steps taken on a day, daily expenditures of students, air

quality index in various months in various cities, stock prices etc. using EXCEL and make their interpretations. Students may make short presentations of their analysis to add to the learning experience.

Reading

Textbooks (Latest Editions):

1. Levin R. I.& Rubin D. S. *Statistics for Management*. Delhi: Pearson.

2. Pillai & Bagavathi. *Statistics, Theory and Practice,* S Chand Publishing

3. SP Gupta. *Statistical Methods*, Sultan Chand and Sons

4. SC Gupta. Fundamentals of Statistics, Himalaya Publishing House

5. Sharma, Gupta, The Practice of Business Statistics, Khanna Publishing House.

6. Sharma J.K. Business Statistics, Vikas Publishing House

Reference Research Paper:

- Fildes, R., & Goodwin, P. (2007). Against your better judgment? How organizations can improve their use of management judgment in forecasting. Interfaces, 37(6), 570-576.
- Stanovich, K. E., & West, R. F. (2000). Individual differences in reasoning: Implications for the rationality debate? Behavioral and Brain Sciences, 23(5), 645-665.

Course Learning Outcomes:

On having completed this course student should be able to:

1. Demonstrate data handling skills with clarity and logical reasoning.
2. Outline the relevant concepts of Statistics to a given context/business scenario
3. Organize business data and conduct statistical treatment.
4. Evaluate and interpret data using appropriate statistical techniques.
5. Explain data trends using appropriate statistical models.

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General English – I

AEC 102	General English - I	1L:1T:0P	2 Credits

Course Objective:

1. To provide learning environment to practice listening, speaking, reading and writing skills.
2. To assist the students to carry on the tasks and activities through guided instructions and materials.
3. To effectively integrate English language learning with employability skills and training.
4. To provide hands-on experience through case-studies, mini-projects, group and individual presentations.

Course Content:

Unit- I: Vocabulary Building

The concept of Word Formation, Root words from foreign languages and their use in English, Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives, Synonyms, antonyms, and standard abbreviations.

Unit-II: Basic Writing Skills

Sentence Structures, Use of phrases and clauses in sentences, Importance of proper punctuation, Creating coherence, Organizing principles of paragraphs in documents, Techniques for writing precisely

Unit- III: Identifying Common Errors in Writing

Subject-verb agreement, Noun-pronoun agreement, Misplaced modifiers, Articles, Prepositions, Redundancies

Unit- IV: Nature and Style of sensible Writing

Describing, Defining, Classifying, providing examples or evidence, writing introduction and conclusion, Module V: Writing Practices, Comprehension, Précis Writing, Essay Writing

Unit-V: Oral Communication (This Module involves interactive practice sessions in Language Lab)

Listening Comprehension, Pronunciation, Intonation, Stress and Rhythm, Common Everyday Situations: Conversations and Dialogues, Communication at Workplace, Interviews, Formal Presentations

Unit- VI: Oral Communication (This Module involves interactive practice sessions in Language Lab)

Listening Comprehension, Pronunciation, Intonation, Stress and Rhythm, Common Everyday Situations: Conversations and Dialogues, Communication at Workplace, Interviews, Formal Presentations

Text/Reference Books (Latest Editions):

1. AICTE's Prescribed Textbook: Communication Skills in English (with Lab Manual), Anjana Tiwari, Khanna Book Publishing Co.,
2. Effective Communication Skills. Kul Bhushan Kumar, Khanna Book Publishing,
3. Practical English Usage. Michael Swan. OUP.
4. Remedial English Grammar. F.T. Wood. Macmillan.
5. On Writing Well. William Zinsser. Harper Resource Book.
6. Study Writing. Liz Hamp-Lyons and Ben Heasly. Cambridge University Press.
7. Communication Skills. Sanjay Kumar and PushpLata. Oxford University Press.
8. Exercises in Spoken English. Parts. I-III. CIEFL, Hyderabad. Oxford University Press.

Alternative NPTEL/SWAYAM Course:

S.No.	NPTEL/SWAYAM Course Name	Instructor	Host Institute
1	English language for competitive exams	Prof. Aysha iqbal	IIT MADRAS
2	Technical English for engineers	Prof. Aysha iqbal	IITM

Course Outcomes: The student will acquire basic proficiency in English including reading and listening comprehension, writing and speaking skills

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Indian Knowledge System

VIII: Indian Health, Wellness and Psychology (including Ayurved)

MDE 101	**Indian Knowledge System VIII** Indian Health, Wellness and Psychology (including Ayurved)	**2L:0T:0P**	**2 Credits**

APPENDIX – 2

IKS-VIII: Indian Health, Wellness and Psychology (including Ayurved)

Course Objectives

- Understanding the fundamental principles of Indian health systems such as Ayurveda and yoga which are useful in maintaining the health of a healthy person
- Practical implementation of health principles to correct the intake of our food, air, water and sunlight to achieve perfect health.
- Understanding traditional way of cleansing the body regularly, strengthening body with Yogic exercises, maintaining the internal balance to prevent diseases.
- Understanding our unique Mind Body Constitution and choosing the right lifestyle suitable to maintain the internal balance.
- Understanding the influence of external environment on internal health and ways to synchronise our body and mind with nature to ensure smooth functioning of all organ systems of our body.
- Understanding mind and its dynamics through knowledge of Ayurveda and Yoga and using the knowledge to maintain harmony between body and mind to achieve perfect mental health.

Detailed contents:

Module 1: Understanding human body [Duration: 8 Lectures]

Introduction to Ayurveda, the Knowledge of Life, Health and treatment aspects in Ayurveda, Influence of Pancha maha bhuta on Internal environment of Human being, Understanding composition of Human body through the concept of Dosha Dhatu Mala, Understanding Prakruthi , the Mind – Body Constitution.

Module 2: Understanding the communication between body & Mind

Establishing communication between body and mind by understanding the language of body. Understanding the concept of Agni, Koshta, Sara and Ojas and their relevance in enhanching our immunity to protect from various infections. Looking at the world through the lenses of Dravya, Guna and Karma Applying the principle of Samanya and Visesha in every aspect of life to achieve perfect health.

Module 3: Introduction to Health Regimen

Understanding Swastha vritta, the healthy regimen to maintain state of wellbeing Dinacharya, the Daily regimen including Daily detoxification, exercise, Intake of Food, Water, Air and Sunlight, work and ergonomics, Rest and sleep hygiene. Ritu charya, the seasonal regimen, Sadvritta and the concept of social wellbeing, understanding trividha upastambhas, three pillars to health, Concept of Shadrasa in choosing appropriate nourishment to the body and mind.

Module 4: Introduction to Yoga

Definition, Meaning and objectives of Yoga, Relevance of yoga in modern age. Brief Introduction of Hatha yoga, Raja yoga, Karma yoga, Gyana Yoga, Bhakti yoga Understanding eight steps of Ashtanga yoga, Understanding Shatkriyas , the six cleansing procedures of Yoga

Module 5: Introduction to Indian Psychology

Concept of Manas in Ayurveda and understanding Mind Body harmony, Triguna based Psychology in Ayurveda and Yoga, Influence of Tri dosha on Mind, Mind body intellect and consciousness complex, Understanding Consciousness and solution to issues within Human Mind.

Reference:

1. The Charaka Samhita
2. The Susruta Samhita
3. Teh Ashtanga Hridaya
4. Dr Deepak Chopra, Perfect Health--Revised and Updated: The Complete Mind Body Guide, Harmony publication, 2001
5. Vasant lad, Ayurveda, the Science of Self-healing: A Practical Guide: Science of Self- healing, lotus press, 1984
6. The Hatha yoga pradipika
7. The Patanjali yoga sutras
8. The Gheranda samhita
9. BKS Iyengar, Light on Yoga: The Classic Guide to Yoga by the World's Foremost Authority, thronson publication, 2006
10. Swamy Satyananda Saraswati, Asana, Pranayama, Mudra and Bandha, Bihar School of Yoga, 2002

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Environmental Science and Sustainability

VAC 101	Environmental Science and Sustainability	2L:0T:0P	2 Credits

Course description:

This course aims to familiarize students with fundamental environmental concepts and their relevance to business operations, preparing them to address forthcoming sustainability challenges. It is designed to equip students with the knowledge and skills needed to make decisions that account for environmental consequences, fostering environmentally sensitive and responsible future managers. The course content is divided into four comprehensive units. Unit 1 introduces basic environmental principles, the man-environment relationship, and sustainability issues. Unit 2 focuses on ecosystems, biodiversity, and sustainable practices. Unit 3 addresses environmental pollution, waste management, and sustainable development strategies. Finally, Unit 4 explores social issues, environmental legislation, and practical applications through hands-on fieldwork. Through this holistic approach, students will gain a deep understanding of environmental processes, the importance of sustainable practices, and their role in promoting sustainability within business contexts.

Course Objective(s):

1. This course aims to familiarize students with basic environmental concepts, their relevance to business operations, and forthcoming sustainability challenges.
2. This course will equip students to make decisions that consider environmental consequences.
3. This course will enable future business graduates to become environmentally sensitive and responsible managers.

Course Content:

Unit 1: Understanding Environment, Natural Resources, and Sustainability

Fundamental environmental concepts and their relevance to business operations; Components and segments of the environment, the man-environment relationship, and historical environmental movements. Concept of sustainability; Classification of natural resources, issues related to their overutilization, and strategies for their conservation. Sustainable practices in managing resources, including deforestation, water conservation, energy security, and food security issues. The conservation and equitable use of resources, considering both intergenerational and intergenerational equity, and the importance of public awareness and education.

Unit 2: Ecosystems, Biodiversity, and Sustainable Practices

Various natural ecosystems, learning about their structure, functions, and ecological characteristics. The importance of biodiversity, the threats it faces, and the methods used for its conservation. Ecosystem resilience, homeostasis, and carrying capacity, emphasizing the need for sustainable ecosystem management. Strategies for in situ and ex situ conservation, nature reserves, and the significance of India as a mega diverse nation.

Unit 3: Environmental Pollution, Waste Management, and Sustainable Development

Various types of environmental pollution, including air, water, noise, soil, and marine pollution, and their impacts on businesses and communities. Causes of pollution, such as global climate change, ozone layer depletion, the greenhouse effect, and acid rain, with a particular focus on pollution episodes in India. Importance of adopting cleaner technologies; Solid waste management; Natural and man-made disasters, their management, and the role of businesses in mitigating disaster impacts.

Unit 4: Social Issues, Legislation, and Practical Applications

Dynamic interactions between society and the environment, with a focus on sustainable development and environmental ethics. Role of businesses in achieving sustainable development goals and promoting responsible consumption. Overview of key environmental legislation and the judiciary's role in environmental protection, including the Water (Prevention and Control of Pollution) Act of 1974, the Environment (Protection) Act of 1986, and the Air (Prevention and Control of Pollution) Act of 1981. Environmental justice, environmental refugees, and the resettlement and rehabilitation of affected populations; Ecological economics, human population growth, and demographic changes in India.

Readings:

Text Books (Latest Editions):

- Poonia, M.P. *Environmental Studies* , Khanna Book Publishing Co.
- Bharucha, E. *Textbook of Environmental Studies*, Orient Blackswan Private Ltd.
- Dave, D., & Katewa, S. S. *Text Book of Environmental Studies.* Cengage Learning India Pvt Ltd.
- Rajagopalan, R. *Environmental studies: from crisis to cure* , Oxford University Press.

References

Web links:

- https://www.ourplanet.com
- https://www.undp.org/content/undp/en/home/sustainable-development-goals.html
- www.myfootprint.org
- https://www.globalchange.umich.edu/globalchange1/current/lectures/kling/ecosystem/ecosystem.html

Course Outcome(s):

1. Explore the basic environmental concepts and issues relevant to the business and management field.
2. Recognize the interdependence between environmental processes and socio-economic dynamics.
3. Determine the role of business decisions, policies, and actions in minimizing environmental degradation.
4. Identify possible solutions to curb environmental problems caused by managerial actions.
5. Develop skills to address immediate environmental concerns through changes in business operations, policies, and decisions.

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AEC103	Fundamentals of SANSKRIT Language	1L:1T:0P	2 Credits

Paper- AEC-103

Functional Sanskrit

Unit -1 **Basics of Sanskrit** 20

Sanskrit Alphabets, General idea about Kāraka, Vibhakti, Vacana, Puruśah, Linga, Lakāra.

Unit-2 **Śabdarūpas** 20

Bālakaḥ, Ramā, Asmad, Yusmad, Tad

Unit -3 **Dhāturūpas** (Laṭ, Laṅ, Lṛt, Vidhiliṅ and Lot Lakāras) 20

Paṭh, Gam, Dṛś, Labh.

Unit-4 **Communicative Sanskrit** 20

Numerical Counting, Time Counting, parts of the body, Simple Sanskrit sentences for conversation, Sanskrit proverbs.

Suggested Reading:

1. Sanskruta Vyakarana Darpana, Prof. Gopal krishna Dash, Odisha State Bureau of Textbook Preparation and Production, Bhubaneswar-2008
2. A higher Sanskrit Grammar, M.R. Kale, MLBD, Delhi-2005

SEMESTER –II

SEMESTER –II

Human Behaviour and Organization

CC201	Human Behaviour and Organization	4L:0T:0P	4 Credits

Course Description:

This course will cover principles and concepts to understand how individuals interact with each other and their environment in organizational contexts. Students will explore topics such as motivation, perception, personality, leadership, group decision-making, culture, and conflict resolution through a blend of theoretical frameworks and real-world applications

Course Objectives:

1. To develop basic understanding of the concept of human behavior and organization.
2. To highlight the importance of OB in modern organizations.
3. To understand individual and group behavior in the workplace to improve the effectiveness of an organization.
4. To critically evaluate leadership styles and strategies.

Course Content:

Unit 1: Introduction to Human Behavior and Organization

Meaning, importance, and historical development of organizational behavior; Factors influencing organizational behavior; Contributing disciplines of OB; OB models

Unit 2: Individual Behavior

Foundations of Individual Behavior; Personality- Determinants of personality, Type A and B, Big Five personality types, stages of personality development;

Attitude - components, job-related attitudes; Learning- concept, theories, and reinforcement; Perception - concept, perceptual process, factors influencing perception; Values - concept and types: terminal values and instrumental values.

Motivation – Concept, importance, and theories of motivation- Early Theories of motivation (Need Hierarchy, Theory X and Theory Y, Two Factors Theory); Contemporary Theories of motivation (Self-Determination Theory, Goal-setting Theory, Reinforcement Theory, Self-efficacy Theory).

Unit 3: Group &Team Behaviour

Groups and Work Teams: Concept: Five Stage model of group development; Groupthink and shift; Indian perspective on group norms, Group, and teams; Types of teams; Creating team players from individual building. Individual & Group conflict; e-teams.

Unit 4: Leadership & Power

Leadership: Concept; Trait theories; Behavioral theories (Ohio and Michigan studies); Contingency theories, Authentic leadership; Mentoring, self-leadership; Inspirational Approaches (transformational, charismatic): Comparison of Indian leadership styles with other countries. Bases of Power.

Organizational Culture : Concept of culture; Impact (functions and liability); Creating and sustaining culture: Employees and culture; Creating positive and ethical cultures; Need and importance of Cross-Cultural management, Stress, and its Management.

Readings:

Text Books (Latest Editions):

1. Robbins, Stephen - Organizational Behavior Prentice Hall of India Ltd., New Delhi.
2. Luthans Fred - Organizational Behavior: An Evidence-Based Approach - McGraw Hil Publishers Co. Ltd., New Delhi.
3. Prasad, L.M-Organizational Theory Behavior-Sultan Chand &Sons, New Delhi.
4. Rao, VS P-Organization Behavior –Himalaya Publishing House.
5. Aswathappa.K.-Organizational Behavior–Himalaya Publishing House, Mumbai, 18th Edition.

Reflective Exercises and supplementary readings:

Unit 1

1. Personality assessment through a questionnaire (MBTI/16PF etc.)
2. Personality assessment through Indian scriptures.
3. Review Literature of the book “Personality Development” by Swami Vivekananda by Exotic India Art.
4. Translating Swami Vivekananda into Management Practice
5. https://link.springer.com/chapter/10.1007/978-981-19-1158-3_17

Unit 2

1. Assess the ways of self-directed Learning.

Unit 3

1. Watch the movie "Ruka hua Faisla"/12 Angry Men on group decision-making.
2. Reflective essay on group behaviour on "Draupadi Cheer Haran"
3. Identify a firm and analyze how business decisions are made in a particular situation as Individuals versus a team. Also, state which form is better and why.
4. Understanding Belbin Individual Team Roles

   https://belbin.scot/wp-content/uploads/2022/08/Belbin-8-SPI-Report-Sample.pdf.

Unit 4

1. Reflective exercise on the concept of leadership in Mahabharata versus Ramayana.
2. HBR, *2022: How Great Leaders Communicate.*
3. (https://hbr.org/2022/11/how-great-leaders-communicate) https://www.researchgate.net/publication/340607402_LEADERSHIP_AND_INNOVATION_AT_APPLE_INC

Unit 5

1. Practice stress management techniques
2. *Leading strategic and organizational change at Tata Steel: the role of culture* https://www.cambridge.org/core/books/abs/leading-strategic-change/leading-strategic-and- organizational-change-at-tata-steel-the-role-of-culture/AEBA5AF709A6E343

Learning Outcomes:

After completing this Course Students will be able to:

1. Describe individual and group behavior in organizational settings.
2. Demonstrate theoretical knowledge of human behavior in human life setting in management.
3. Judge the lacunae in the system to be able to improve the organization health and other OB outcomes.
4. Formulate a more productive system and high-performance work culture operating on the principles of OB.

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Marketing Management

CC202	Marketing Management	4L:0T:0P	4 Credits

Course Description:

Marketing management course is designed to help undergraduate students gain a broad, foundational understanding of the basic components of modern marketing. This course aims to familiarize students with the marketing function in organizations. It will equip the students with understanding of the Marketing Mix elements and sensitize them to certain emerging issues in Marketing. The course is intended to bring in key principles and activities crucial for the role that marketing has in an organization.

Course Objective(s):

1. Develop understanding about marketing management concepts and frameworks, and apply these to a new or existing business.
2. Develop skills to analyze and synthesize information and derive insights related to marketing management, from several perspectives
3. It also explores best practices in managing marketing activities within an organization and how to measure the impact on demand and attempt to forecast and influence its future levels, magnitude and timing.

Course Content:

Unit 1:
Introduction: Nature, Scope and Importance of Marketing, Evolution of Marketing; Core marketing concepts; Company orientation - Production concept, Product concept, selling concept, Marketing concept, Holistic marketing concept; Marketing Environment: Demographic, Economic, Political, Legal, Socio cultural, Technological environment (Indian context); Market and competition analysis, Market Analysis and Creating and Delivering Customer Value. types of marketing (B2C, B2G, B2B, C2C)

Unit 2:
Segmentation, Targeting and Positioning: Concept; Levels of Market Segmentation, Basis for Segmenting Consumer Markets; Consumer Behavior, The Rise of Consumer Democracy, Stimulus Response Model of Consumer Behavior, Buyer's Cultural, Social, Personal, and Psychological Characteristics particularly in Indian context, Consumer Buying Decision Process, Business Customer's Buying Decision Process, and Traditional vs. Experiential Marketing's View of Customer

Unit 3:

Product decisions: Concept of Product Life Cycle (PLC), PLC marketing strategies, Product Classification, Product Line Decision, Product Mix Decision, Branding Decisions, Packaging & Labelling. Portfolio approach – Boston Consulting Group (BCG) matrix. Introduction to Brand Management and Innovation and New Product Development.

Pricing Decisions: Determinants of Price, Pricing Methods (Non-mathematical treatment), and Adapting Price.

Promotion Decisions: Factors determining promotion mix, Promotional Tools – Fundamentals of advertisement, Sales Promotion, Public Relations & Publicity and Personal Selling. Marketing Channel Decision: Channel functions, Channel Levels, Types of Intermediaries: Wholesalers and Retailers, Introduction to Retail Management.

Unit 4:

Marketing of Services: unique characteristics of services, marketing strategies for service firms – 7Ps. Contemporary issues in Marketing, E-commerce, Digital Marketing, Ethics and social responsibility in Marketing, Integrated Marketing, Online Payments, Rural Marketing, Social Marketing, Green Marketing (Introductory aspects only).

Readings:

Text Books (Latest Editions):

1. Kotler P., Keller K., et al. *Marketing Management* (16th edition). Pearson Education Pvt. Ltd.
2. Aaker, D. A. and Moorman Christine., *Strategic Market Management: Global Perspectives*. John Wiley & Sons.
3. Shainesh G. Kotler Philip, Keller Kevin, Alexander Chernev, Jagdish N. Sheth | *Marketing Management.* Pearson Higher Education
4. Kotler, P., Armstrong, G., and Agnihotri, P. Y. *Principles of Marketing* (17th edition). Pearson Education.
5. Ramaswamy, V.S. & Namakumari, S. *Marketing Management: Indian Context Global Perspective* (6th edition). Sage Publications India Pvt. Ltd.
6. Sheth, J. N., & Sisodia, R. S. (Eds). *Does Marketing Need Reform?: Fresh Perspectives on the Future*. Routledge.
7. Percy, L. *Strategic Integrated Marketing Communications*. Routledge.
8. Chaffey, D., & Ellis-Chadwick, F. *Digital Marketing* (7th edition). Pearson Higher Education.

9. Biswas A. K. *Strategic Market Management: Managing Markets for profit and growth* Notion Press.

10. Schmitt, B. *Experiential marketing*. Bilbao: Deusto.

11. Kumar, N. *Marketing as Strategy: Understanding the CEO's Agenda for driving Growth and Innovation*. Harvard Business Review Press.

12. Treacy, M., and Wiersema, F. *The discipline of market leaders: Choose your customers, narrow your focus, and dominate your market*. Basic Books.

13. Treacy, M. *Double-digit Growth: How Great Companies Achieve It--No Matter what*? Penguin.

14. Capon, N. The marketing mavens. Crown Business.

15. Levitt T. Marketing Myopia.

16. Hamel & Prahalad Competing for the Future

17. Peter Doyle : Value-Based Marketing

18. Forsyth, Gupta, Haldar : A Segmentation You Can Act on.

19. Daniel Yankelovich and David Meer (HBS) : Rediscovering Market Segmentation

20. C. K. Prahalad : The Fortune at the Bottom of the Pyramid

21. Al Ries & Jack Trout : Positioning: The battle for your mind

Course Outcome(s):

1. Understand fundamental marketing concepts, theories and principles; the role of marketing in the organization context.
2. Recognize various elements marketing mix for effective functioning of an organization.
3. Critically analyze an organization's marketing strategies.
4. Learn appropriate tools and techniques of marketing with focus on Indian experiences, approaches and cases.
5. Evaluate marketing implementation strategies and formulate and assess strategic, operational and tactical marketing decisions.

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Business Economics

CC203	Business Economics	4L:0T:0P	4 Credits

Course Objective:

Business economics uses economic concepts and principles by emphasizing on demand and supply analysis, production & cost analysis and different market structures which are fundamental for further study. This course also introduces important macroeconomic concepts which are indispensable for understanding the functioning of an economy that might affect business performance.

- It equips students with fundamental concepts of microeconomics.
- Business economics delves into the complexities of market structures, helping students navigate
- challenges such as competition, regulatory environments, and technological disruptions.
- It fosters critical thinking by analyzing real-world case studies, enabling students to propose
- innovative solutions to business problems.
- A grasp of business economics is essential for aspiring entrepreneurs, managers, and analysts
- seeking to thrive in today's dynamic and interconnected business landscape.

Course Content:

Unit-1: Fundamentals and Basic elements of Microeconomics

- The Economic Problem: Scarcity and Choice, Nature and Scope-Positive and Normative Economics.
- Scope of Study and Central Problems of Micro and Macroeconomics
- Demand Schedule: Individual and Market Demand Curve, Determinants of Demand, Law of Demand, Movement and Shift among Demand Curve, Elasticity of Demand.
- Supply Schedule: individual and market supply, determinants of supply, law of supply, Elasticity of supply. Determination of demand and supply, effect of a shift in demand and supply.

Unit-2: Producer And Consumer Behavior

- Theory of Production-Factors of Production, Production Function, Law of Variable Proportions, Returns to Scale, Producers' Equilibrium.
- Theory of Cost- Short Run and Long Run Average, Marginal and Total Cost Curves.

- Cardinal Utility Approach-Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility, Indifference Curves, Budget Lines and Consumer Equilibrium.

Unit-3: Analysis of Market

- Concept of Market and Main Forms of Market.
- Price and Output Determination Under Perfect Competition, Monopoly, Monopolistic Competition, and oligopoly.

Unit-4: National Income and Various Indian Economy Challenges

- Circular Flow of Income. Concept of GDP, GNP, NDP, NNP (At Market Price and Factor Cost), Methods of Calculating National Income.
- A Brief Introduction of Indian Economy - Pre-and Post-Independence.
- Current Challenges Facing by Indian Economy- Human Capital Formation, Poverty, Dynamic
- Business Environment, Trade with Various Nations, Sustainable Economic Development.

Readings:

Text Books (Latest Editions):

1. Varian. H.R: Micro Economics A modern Approach
2. Mc Connell & Brue: Micro Economics Principal, problems & policies. McGraw Hills Professional Publication.
3. Ahuja, H.L. Advanced Economic theory
4. Jain K.P. Advanced Economic theory
5. Jhingan M.L. Modern Micro Economics
6. J. Shapiro: Macro Economic Theory and Policy
7. W.H. Bransin: Macro-Economic Analysis
8. M.L. Jhingan: Macro-Economic Theory and Policy
9. M.C. Vaishya: Macro-Economic Theory
10. Sunil Bhaduri: Macro Economic Analysis
11. H.L. Ahuja: Micro Economic Theory; Modern Publisher, Gulab Bhawan, 6, Bahadurshah Zafar Marg, New Delhi.
12. Samuelson & William D. Nordhaus: Economics; McGraw Hills.
13. A.N. Agarwal: Indian Economy.
14. M. Maria John Kennedy: Advanced Micro Economic Theory; Himalaya Publishing House, Delhi.
15. I.C. Dhingra & V.K. Garg: Economic Development & Planning in India.
16. D.M. Mithani: Macro Economics; Himalaya Publishing House.
17. Macroeconomics" by N. Gregory Mankiw

18. Macroeconomics: Principles, Applications, and Tools" by Arthur O'Sullivan, Steven Shiffrin, and Stephen Perez
19. Macroeconomics" by Olivier Blanchard

References

Pedagogy and Teachings Method (Teacher should use the following strategies to achieve various outcomes of the course):

- Different methods of teaching and media to be used to attain classroom attention.
- Massive open online courses (MOOCs) may be used to teach various topics/sub topics.
- 15-20% of the topics which are relatively simpler of descriptive in nature should be given to the students for self-learning and assess the development of competency through classroom presentations.
- Micro-projects may be given to group of students for hand-on experiences.
- Encouraging students to visit to sites such as local or seasonal markets and research establishment around the institution.

Course outcomes:

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

1. Understand basic concepts of microeconomics and solve the problem of reallocation and
2. distribution of the scarce resources.
3. To analyze the form and nature of the market and their pricing strategies.
4. Understand the calculation of national income and true measure for increasing economic welfare.
5. Understand various challenges associated with the Indian economy and help to balance the economy

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Emerging Technologies and Applications

SEC201	Emerging Technologies and Applications	1L:0T:2P	2 Credits

Course Objective:

- To provide a comprehensive understanding of emerging technologies such as block chain, IoT, cloud computing, robotics, AR/VR, etc.
- To explore the applications, implications, and strategic advantages of emerging technologies in business for competitive advantage.

Contents:

Unit-1: Cloud Computing

Cloud service models (IaaS, PaaS, SaaS) – Deployment models (public, private, hybrid) - Cloud-based -enterprise solutions – Cost-benefit analysis and scalability – Security and Governance – Data security and compliance in the cloud – Cloud governance frameworks

Unit-2: Internet of Things (IoT) & Industry 4.0

Sensor technologies and connectivity - IoT Applications in Smart cities and infrastructure – Industrial IoT and manufacturing – IoT data processing and storage – Real-time analytics and decision-making – Concept of Industry 4.0 – Automation and smart manufacturing – Cyber-physical systems and digital twins – Robotics and advanced manufacturing technologies – Impact on Business Models – Transformation of production and supply chains – Business process optimization

Unit-3: Block chain Technology

Fundamentals of Block chain – Decentralization and distributed ledger – Cryptography and consensus mechanisms – Smart contracts – Financial services and digital identity – Challenges and Opportunities – Security and privacy issues – Regulatory and compliance considerations

Unit-4: Augmented Reality (AR) and Virtual Reality (VR)

Introduction to AR/VR – Key concepts and differences between AR and VR – Historical development and current state - AR/VR applications in marketing and customer experience – Training and development through immersive technologies – Challenges and Opportunities – Technological limitations and advancements – Integration with existing business processes.

Practical (Suggestive List):

- Hands on sessions on utilizing popular cloud platforms for development and deployment, offering hands-on experience with free tiers and trial accounts.

- Hands on sessions on block chain technologies, focusing on the basics development and deployment of decentralized applications.

Readings:

Text Books (Latest Editions):

1. Emerging Technologies by Errol S. van Engelen
2. Internet of Things by Jeeva Jose, Khanna Book Publishing.
3. Digital Transformation: A Strategic Approach to Leveraging Emerging Technologies, Anup Maheshwari
4. Virtual & Augmented Reality by Rajiv Chopra, Khanna Book Publishing.
5. Emerging Technologies for Effective Management by Rahul Dubey, Cengage Publications.
6. IoT Fundamentals: Networking Technologies, Protocols, and Use Cases for the Internet of Things by David Hanes, Jerome Henry, Rob Barton, Gonzalo Salgueiro and Patrick Grossetete.
7. Blockchain for Business by Jai Singh Arun, Jerry Cuomo and Nitin Gaur.
8. Block Chain & Crypto Currencies by Anshul Kausik, Khanna Book Publishing.
9. Industry 4.0 Technologies for Business Excellence: Frameworks, Practices, and Applications by Edited By Shivani Bali, Sugandha Aggarwal, Sunil Sharma.
10. Blockchain, Artificial Intelligence, and the Internet of Things: Possibilities and Opportunities" by Pethuru Raj, Ashutosh Kumar Dubey, Abhishek Kumar, Pramod Singh Rathore.

Readings:

- Abdi, S., Kitsara, I., Hawley, M. S., & de Witte, L. P. (2021). Emerging technologies and their potential for generating new assistive technologies. Assistive Technology, 33(sup1), 17–26. https://doi.org/10.1080/10400435.2021.1945704
- Seokbeom Kwon, Xiaoyu Liu, Alan L. Porter, Jan Youtie, Research addressing emerging technological ideas has greater scientific impact, Research Policy, Volume 48, Issue 9, 2019, 103834, https://doi.org/10.1016/j.respol.2019.103834.
- Philip, J. (2022), "A perspective on embracing emerging technologies research for organizational behavior", Organization Management Journal , Vol. 19 No. 3, pp. 88-98. https://doi.org/10.1108/OMJ-10-2020-1063

Case Studies

1. Software and/or Data: Dilemmas in an AI Research Lab of an Indian IT Organization, Rajalaxmi Kamath; Vinay V Reddy, https://hbsp.harvard.edu/product/IMB889-PDF-ENG?Ntt=emerging%20technologies
2. Volkswagen Group: Driving Big Business With Big Data, Ning Su; Naqaash Pirani, https://hbsp.harvard.edu/product/W14007-PDF-ENG?Ntt=emerging%20technologies

Course Outcomes:

1. Students will **understand** foundational knowledge of emerging technologies such as blockchain, IoT, cloud computing, AR/VR, etc., comprehending their principles, components, and functionalities.
2. Students will **analyze** the practical applications of these technologies in various business contexts, evaluating how they can optimize operations, enhance decision-making, and drive innovation.
3. Students will **evaluate** the strategic implications of adopting emerging technologies, including potential challenges, risks, and opportunities, to formulate informed strategies for competitive advantage.
4. Students will develop skills to plan and manage the integration of emerging technologies into business processes, ensuring alignment with organizational goals and effective change management.

Media Literacy and Critical Thinking

MDE201	Media Literacy and Critical Thinking	1L:1T:0P	2 Credits

This course equips students with essential media literacy and critical thinking skills to analyze and navigate various media forms. It covers the dynamics of media production and ownership in India, ethical and regulatory considerations, and enhances digital literacy for responsible online engagement. Through comprehensive study and practical exercises, students will learn to critically engage with media content, uncover biases, and make informed decisions in media consumption and production.

Course Objective(s):

1. Develop critical thinking skills to analyse various media forms effectively and identify underlying biases.
2. Foster media literacy principles for navigating digital media landscapes and evaluating credibility.
3. Explore media production dynamics and ownership structures in the Indian context.
4. Address ethical and regulatory considerations in media practices.
5. Enhance digital media literacy for responsible online engagement and combating misinformation.

Course Content:

Unit 1: Foundations of Media Literacy and Critical Thinking

Core principles of media literacy and critical thinking; Definition and significance of media literacy, its historical evolution within the Indian context; Understanding media as a powerful communication tool and its role in shaping societal perceptions and behaviors.

Unit 2: Deconstructing Media Texts

Forms of media texts, including print, broadcast, digital, and social media; Textual analysis and the deconstruction of visual media using semiotics; The impact of media representations on individual perceptions and societal attitudes, from relevant case studies in the Indian context.

Unit 3: Media Consumption and Production Dynamics

Dynamics of media production, distribution, and consumption in India: Influence of ownership and control structures on media content; Techniques for critically evaluating media content and analysing audience consumption patterns

Unit 4: Ethics, Regulation, and Digital Media Literacy

Ethical and regulatory considerations inherent in media practices and the evolving landscape of digital media literacy. Ethical principles in media, the regulatory framework

governing media content, and the role of self-regulatory bodies in upholding ethical standards; Digital media's impact on contemporary media literacy practices, strategies for navigating online information, and promoting digital citizenship.

Text Books (Latest Editions):

1. Potter, W. J. Media literacy (8th ed.). SAGE Publications.
2. Hobbs, R. Media literacy in the digital age. Routledge.
3. Halpern, D. F. Thought & knowledge: An introduction to critical thinking (5th ed.). Psychology Press.
4. Kahneman, D. Thinking, fast and slow. Farrar, Straus and Giroux.
5. Baran, S. J., & Davis, D. K. Mass communication theory: Foundations, ferment, and future (8th ed.). Cengage Learning.
6. Kahne, J., & Bowyer, B. Media literacy education in action: Theoretical and pedagogical perspectives. Routledge.
7. Barbour, K., & Marshall, J. The media literacy handbook. ASCD.
8. Bhaskar, N. K. Media laws and ethics in India. Lexis Nexis.
9. West, R., & Turner, L. H. Understanding intercultural communication: Negotiating a grammar of culture (2nd ed.). Routledge.
10. Aufderheide, P., & Jaszi, P. Reclaiming fair use: How to put balance back in copyright (2nd ed.). University of Chicago Press.
11. Hammond, J. S., Keeney, R. L., & Raiffa, H. Smart choices: A practical guide to making better decisions. Harvard Business Review Press.
12. Covey, S. R. The 7 habits of highly effective people: Powerful lessons in personal change (30th anniversary ed.) Simon & Schuster.

Course Outcome(s):

1. Demonstrate proficiency in analysing media texts and identifying implicit messages and ideologies.
2. Apply media literacy principles to make informed decisions about media consumption and production.
3. Understand the complexities of media production, distribution, and audience behavior.
4. Adhere to ethical standards in media content creation and consumption.
5. Promote responsible digital citizenship by navigating online information critically and combating misinformation.

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Indian Constitution

VAC201	Indian Constitution	2L:0T:0P	2 Credits

Course Description:

This course offers a unique perspective on the Constitution of India, focusing on its economic dimensions and impact on business. It delves into the historical and ideological underpinnings of the Constitution as an economic document, tracing its evolution from post-colonial economic governance to contemporary debates. Students explore constitutional battles over land reforms, economic liberalization, and fiscal federalism, gaining insights into competing economic ideologies and interests. Through case studies and legal analysis, they examine fundamental rights related to business, fiscal federalism, and constitutional issues shaping India's economic landscape.

By the end of the course, students will develop a nuanced understanding of the Constitution's role in shaping economic policies and its implications for business practices, equipping them with valuable insights for careers in business management and policy advocacy.

Course Objective(s):

1. Develop an understanding of the Indian Constitution beyond legal and political lenses, emphasizing its significance for business students.
2. Recognize the importance of comprehending constitutional basics and their impact on trade, economy, and business practices.
3. Analyze the inclusion of economic justice in the preamble and its implications for post-colonial economic policies.
4. Explore the legal history of competing claims between economic development and principles of equity and justice in India.
5. Examine the transition from state-led industrialization to liberalization, highlighting the constitutional underpinnings of these economic shifts.
6. Investigate the constitutional provisions relevant to business, such as the fundamental right to practice any profession, occupation, trade, or business as enshrined in Article 19.

Course Content:

Unit 1: An Economic History of the Constitution of India

Historical understanding of the constitution as an economic document. Understanding the Preamble, Starting from the land reform cases in the 1950s to the validity of the bitcoin ban imposed by the RBI, this module signpost all of the important economic moments in the constitutional history of post-colonial India; Constitutional design, Legal Regulation and economic justice

Unit 2: Fundamental Rights and Business in India

Article 19(1)(g), grants every citizen the right, to practise any profession, or to carry on any profession, occupation, trade, or business. Like other fundamental rights, this right is subject to reasonable restrictions impose by the state. This particular provision of the Constitution has been one of the most severely litigated freedoms. Fundamental Duties.

Unit 3: Fiscal Federalism

Article articles 301 to 307 of the Constitution pertains to Trade, Commerce and Intercourse within the Territory of India; Challenges associated with fiscal federalism in India including the vertical fiscal imbalance; Article 280 of the Constitution.

Unit 4: Constitutional battles that shaped the economy

This module will be taught through key case studies that demonstrate the complex and fascinating overlap between the constitution and business and shall use Saurabh Kirpal's book Fifteen Judgments: Cases that Shaped India's Financial Landscape as our guide through this landscape. The case studies include the banning of diesel engine cars, Telecom regulation and ownership of broadcast media, Demonetisation, Aadhaar, the lifting of restrictions on dealing in cryptocurrencies

Readings:

References:

- The Oxford Handbook of the Indian Constitution, Oxford university press.

Cases

- Rustom Cavasjee Cooper v. Union of India, (1970) 1 SCC 248
- State of Rajasthan v. Mohan Lal Vyas, AIR 1971 SC 2068 (confirmation of a private monopoly, not a violation of fundamental right)
- Mithilesh Garg v. Union of India, (1992) 1 SCC 168 : AIR 1992 SC 221 (Right to carry on business, not breached when it is liberalised)
- Chintamanrao v. The State of Madhya Pradesh, AIR 1951 SC 118 (scope of reasonable restrictions in relation to trade and occupation)
- Cooverjee B. Bharucha v. Excise Commissioner, Ajmer, AIR 1954 SC 220 (the reasonableness of the restriction imposed may depend upon the nature of the business and prevailing conditions including public health and morality)
- T. B. Ibrahim v. Regional Transport Authority. Tanjore, AIR 1953 SC 79
- Harman Singh v. RTA, Calcutta, AIR 1954 SC 190
- Dwarka Prasad Laxmi Narain v. State of U.P., AIR 1954 SC 224
- State of Bombay v. R.M.D. Chamarbaugwala, AIR 1957 SC 699
- Parbhani Transport Coop. Society Ltd. v. Regional Transport Authority, Aurangabad, AIR 1960 SC 801

- State of Bombay v. R. M. D. Chamarbaugwala, (1957) S.C.R. 874,
- G.K.Krishnan vs State of Tamil Nadu, 1975 SCC (1) 375
- Automobile Transport (Rajasthan) Ltd. Vs State of Rajasthan, AIR 1962 SC 1406

Course Outcome(s):

1. Students of the BBA programme get equipped with a knowledge of the Indian Constitution, particularly from the perspective of economic governance and business

2. They begin to develop a nuanced analytical framework about ongoing constitutional debates and battles which affect the domain of business

3. Developing a sense of how questions of economic growth have to be balanced with other constitutional commitments, including social and economic justice.

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Business Communication-II

AEC 201	Business Communication-II	1L:1T:0P	2 Credits

Course Description:

This course focuses on bringing in perspective the importance of Business Communication for organizations and individual employees in the context of multicultural workforce in a digital world. The course will focus on instilling effective written and oral communication skills in students. The course will be taught using texts, cases and classroom exercises for improving both written and oral communication in students.

Course Objectives:

1. To understand the concept, process, and importance of business communication with a strategic imperative.
2. To help students in understanding the basic principles and techniques of various workplace communication including digital communication skills
3. To train students to acquire and master intra and interorganizational communication
4. To train students for communicating effectively for the purpose of gaining employment.

Course Content:

Unit 1: Written communication: intra organizational/ departmental/ workplace communication

Need and Types, Basics of Writing Office Circulars, Agenda, Notice, Office Memoranda, Office Orders, News Letters; Positive and Negative Messages, Use of Technology for Communication, Effective IT communication tools- Electronic mail: advantages, safety and smartness in writing email, E-mail etiquettes; Use of online social media for communication and Public Relations; Ethical dilemmas in use of social media for communication. Report Writing: Types of Business Reports, responding to request for proposals (RFP), response to RFP, Formal Report- Components and Purpose, Organizing Information- Outlining & Numbering Sections, Section Headings, Sub-Headings, & Presentation; Reporting in Digital Age, Writing Reports on Field Work/Visits to Industries, Business Proposals; Summarizing Annual Reports of Companies- Purpose, Structure and Principles; Drafting Minutes of a Meeting;
Corporate Communication- channels of corporate communication, target segments of corporate communication, types of corporate communication; Managing Crisis-Communication; Managing communication during change; Culture as communication

Unit 2: Oral Communication, Professionalism and team work

Meaning, Nature, and Scope of Effective Oral Communication; Techniques of Effective Speech, Media for Oral Communication- Face-to-Face Conversation, Teleconferences, Press Conference, Telephonic Converzations, Radio Presentation, Public address and Podcast.
Constructing Oral Report; Group Discussion, Teams communication; Communication during online meeting; Online and offline professional etiquettes; Conducting appraisals, conducting interviews.

Unit 3: Negotiation Skills and Cross-Cultural Communication
Negotiation communication with vendors, suppliers, employees and other stakeholders; BATNA & communication during negotiations; Body language and negotiation;

Impact of globalization on organizational communication; Cross-Cultural frameworks (ex. Geert Hofstede); Culture & appropriate communication; Etic and Emic approaches to Culture; Communication to a diverse workforce; Overcoming barriers and biases in Cross-Cultural Communication; Building Inter-Cultural Workplace Skills; Cross-cultural etiquettes across clusters/countries.

Unit 4: Contemporary Communication
Digital communication- individual communicating via social media, organizations communicating via social media, Media Literacy; Strong Digital communication skills – email, instant messaging, video conferencing, e-meetings, digital collaboration, digital citizenship –digital etiquettes & responsibilities; Introduction to personal and organizational websites; communication through podcasts.
Job Searching in Digital Age; Creating Resume (CV, cover letter), Creating Customized Cover Messages for Job Applications, Purposes and Types of Employment Interviews, Performing Optimally in a Job Interview- Do's and Don'ts Before, During and After the Interview.

Readings:
Text Books (Latest Edition):

1. AICTE's Prescribed Textbook: Communication Skills in English (with Lab Manual), Anjana Tiwari, Khanna Book Publishing Co.
2. Lesikar, R.V. & M.E. Flatley, "Business Communication: Connecting in a Digital World", McGraw-Hill Education.
3. Murphy, H. A., Hildebrandt, H. & Thomas, J.P. Effective Business Communication. McGraw Hill.
4. Mukerjee H. S.,Business Communication: Connecting at Work. Oxford Publication
5. Boove, C.L. et al., Business Communication Today, Pearson.

References:

1. Culture as Communication (2001) by Stever Robbins https://hbsp.harvard.edu/product/C0108A-HCB-ENG
2. The Future of Internal Communication | Rita Linjuan Men, Shannon A. Bowen | Business Expert Press| BEP336-PDF-ENG | https://hbsp.harvard.edu/product/BEP336-PDF-ENG

Suggested Exercise and cases:

1. Negotiation exercise as vendor/seller
2. Analyzing verbal and non-verbal aspects of speeches of great leaders and orators.
3. Delivering Effective Presentations using presentation tools/software and use of infographics.
4. Cases on business communication
5. Summarizing Annual Report of a Company.
6. Preparing elevator pitch
7. Preparing curriculum vitae/resume/letter
8. Communicating Effectively in Group Discussion and personal interviews
9. How to Communicate Organizational Change (2020) by Angela Fisher Ricks
   a. https://online.hbs.edu/blog/post/how-to-communicate-organizational-change
10. Change Management and Internal Communication | Rita Linjuan Men, Shannon A. Bowen | Business Expert Press |BEP334-PDF-ENG| https://hbsp.harvard.edu/product/BEP334-PDF-ENG
11. Lighting the Fire: Crafting and Delivering Broadly Inspiring Messages | Tsedal Neeley, Tom Ryder | Harvard Business School | 416046-PDF-ENG | https://hbsp.harvard.edu/product/416046-PDF-ENG?
12. Bad Writing Is Destroying Your Company's Productivity (2016) by Josh Bernoff
    a. https://hbr.org/2016/09/bad-writing-is-destroying-your-companys-productivity
13. Group Communication and Decision-Making Simulation: Wildfire Mitigation | Matthew Koschmann| FO0001-HTM-ENG|https://hbsp.harvard.edu/product/FO0001-HTM-ENG
14. Three Rules for Communicating During a Crisis | Nancy Koehn| 5238AV-AVO-ENG | https://hbsp.harvard.edu/product/5238AV-AVO-ENG https://hbsp.harvard.edu/product/5238AV-AVO-ENGNtt=BUSINESS COMMUNICATION

Course Outcomes:

1. Apply the skills for writing various workplace written communications.
2. Effectively analyze and evaluate Business Reports.
3. Demonstrate competence in delivering impressive power- point presentations.
4. Create objective and succinct Resumes and be prepared to perform optimally in Job Interviews.

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HINDI

AEC202	**Additional Course - Indian or Foreign Language (1-1-0)) [optional course]* HINDI**	**1L:1T:0P**	**2 Credits**

प्रयोजनमूलक हिन्दी

Credits-4 Full Marks-100 [Continues Evalution mark 20+ Mid Sem.-20+ End. Sem.-70]

Course Outcomes:

1. Understand the official language Hindi.
2. Understand the noting and drafting.
3. Understand the drafting, summarizing and letter writing.
4. Understand the application of Hindi in computers and administrative terminology.

Learning Outcomes:

C01. To know about the official language Hindi and will be able to use it in life.

CO2. To understand about Rajbhasha Hindi, Rule & Regulation, amendments

CO3. Learn about administrative work like noting, drafting, summarizing and letter writing and will use it in life.

CO4. Learn about modern inventions like computers and use them in life.

CO5. Know about administrative terminology and use it in life.

CO6. To know about various forms of Hindi.

CO7. To know about Glossary of Terms/

UNIT-I

प्रयोजनमूलक हिन्दी:

प्रयोजनमूलक हिन्दी का स्वरूप और परिभाषा, प्रयोजनमूलक हिन्दी के भेद, प्रयोजनमूलक हिन्दी की विशेषताएं, प्रयोजनमूलक हिन्दी की समस्याएं और संभावनाएं

UNIT-II

राजभाषा हिन्दी की संवैधानिक स्थिति:

संवैधानिक प्रावधान, अष्टम अनुसूची, राजभाषा समिति, राजभाषा के संबंध में राष्ट्रपति के आदेश राजभाषा अधिनियम 1963, राजभाषा नियम 1976

UNIT-III

कार्यालयी हिन्दी :

हिन्दी के विविध रूप : राजभाषा, राष्ट्रभाषा, संपर्क भाषा, संचार भाषा, मातृभाषा, सर्जनात्मक भाषा, राष्ट्रभाषा और राजभाषा में अंतर, मानक हिन्दी

कार्यालयी हिन्दी के प्रकार्य:

टिप्पण: परिभाषा, स्वरुप, विशेषता, प्रारुप

आलेखन: परिभाषा, स्वरुप, विशेषता, प्रारुप

संक्षेपण : परिभाषा, स्वरुप, विशेषता, प्रारुप

पल्लवन: परिभाषा, स्वरुप, विशेषता, प्रारुप

पत्रलेखन : परिभाषा, स्वरुप, विशेषता, सरकारी पत्र के प्रकार।

पारिभाषिक शब्दावली: पारिभाषिक शब्दावली का स्वरुप एवं महत्व, पारिभाषिक शब्दावली निर्माण के सिद्धांत, पारिभाषिक शब्दावली के भेद, ज्ञान-विज्ञान के विभिन्न क्षेत्रों में प्रयुक्त निर्धारित पारिभाषिक शब्दावली

UNIT-IV

हिन्दी में कंप्यूटर का अनुप्रयोग :

कंप्यूटर का परिचय, कंप्यूटर की उपयोगिता, कार्यालयों में कंप्यूटर का प्रयोग, हिन्दी में शब्द संसाधन, हिन्दी में डाटा संसाधन, वेब पब्लिशिंग, वेब पेज डिजाइन

हिन्दी और इंटरनेट

इंटेरनेट की अनुप्रयुक्तता, ई-मेल, ब्राउजिंग, ब्लॉगिंग, चेट, हिन्दी के प्रमुख इंटरनेट पोर्टल

पाठ्य पुस्तक :

1. प्रयोजनमूलक हिंदी - प्रो. राधकान्त मिश्र, डॉ. अमूल्य रत्न महान्ती, प्लानेट वी, हिन्दी बुक सेंटर, बादामबाड़ी, कटक

सहायक ग्रंथ :

1. प्रयोजनमूलक हिंदी -डॉ. छबिल मेहेर, शबनम पुस्तक महल, बादामबाड़ी, कटक
2. प्रयोजनमूलक हिंदी संरचना और अनुप्रयोग - राम प्रकाश, दिनेश पुप्त।
3. प्रयोजनमूलक हिन्दी सिद्धान्त और प्रयोग- दंगल झालते, वाणी प्रकाशन, दिल्ली।
4. प्रयोजनमूलक हिन्दी -विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली।

अंक विभाजन

- 'क' विभाग: छःसंक्षिप्त प्रश्न पूछे जाएँगे। एक शब्द/एक वाक्य/सही विकल्प चुनिए में उत्तर लिखना होगा। **(1×6=06)**
- 'ख' विभाग: पाँच प्रश्न पूछेजाएँगे 50 शब्दों में उत्तर लिखना होगा। **(2×5=10)**

- 'ग' विभाग: पाँच प्रश्न पूछे जाएँगे। चार प्रश्नों के उत्तर 250 शब्दों में लिखना होगा। **(5×4=20)**
- 'घ' विभाग: पाँच प्रश्न पूछे जाएँगे। तीन प्रश्नों के उत्तर 800 शब्दों में लिखना होगा। **(8×3=24)**

SEMESTER –III

SEMESTER –III

Cost and Management Accounting

CC 301	**Cost and Management Accounting**	**4L:0T:0P**	**4 Credits**

Course Description:

This course covers the fundamental concepts and various aspects in Cost as well as Management accounting. This course discusses how to prepare a cost sheet, costing for materials, labour cost and overheads. This course also talks about financial statement analysis using various tools like comparative and common size Income Statements and Balance Sheet, Trend Analysis, Ratio Analysis, Cash Flow Statement, Budgets and Budgetary Control. It also throws some light on Management Reporting in general. And thus this course as a part of the Business administration programme provides fundamental knowledge and basic understanding on various methods, tools and techniques of cost and management accounting helpful for financial decision making required for a budding professional in the domain of accounting and finance.

Course Objectives:

1. To familiarize the learners with the basic concepts and processes used to determine product costs and ascertain Material, Labour and Overhead cost.
2. To enrich the knowledge of the learners in knowing and applying various tools like ratio analysis, cash flow statement, marginal costing for analysing the financial statements for managerial information
3. To provide with the basic understanding of budgetary control
4. To develop the knowledge of the learners to understand and prepare a management report.

Course Content:

Unit-I: Introduction to Cost and management accounting

Definitions, features, objectives, functions, scope, advantages and limitations. Relationship and differences between Cost accounting, Management accounting and Financial Accounting. Cost Concepts-Cost classification – Elements of cost - Preparation of cost sheet and quotation. Material cost- direct and indirect material cost, Inventory control techniques-stock levels, EOQ, ABC analysis. Issue of materials to production-pricing methods-FIFO, LIFO and Average methods. Labor cost: direct and indirect labour cost-methods of payment of wages including incentive plans -Halsey and Rowan plans, Tailors Piece Rate method. Overheads: features, classification, methods of allocation and apportionment of overheads, primary and secondary distributions.

Unit II: Marginal Costing and Budgetary control

Marginal Costing-Meaning - Importance - Marginal Cost Equation - Difference between Marginal costing and Absorption costing - Break Even Analysis-Meaning and

Importance - Break even chart- P/V ratio - Cost Volume Profit Analysis- Margin of Safety-Angle of Incidence- Problems in Marginal costing. Budgets - Meaning and importance - Budgetary Control-Meaning and Importance-Types of Budgets, practical problems - Flexible Budget and cash Budget,

Unit-III: Financial Statement Analysis

Comparative Income Statements and Balance Sheets- Common Size Income Statements and Balance Sheet analysis- Trend Analysis. Ratio Analysis – Introduction, Classification & Interpretation of Ratios-Liquidity ratios, Solvency ratios, Proprietary ratios, Profitability ratios, Leverage ratios and Turnover ratios.

Unit-IV: Cash flow statement and Management Reporting

Introduction- Concept of Cash- Sources of cash flow Cash from operation- cash from Financing and cash from investment- Inflow and outflow of cash- Preparation of cash flow statements with adjustments.

Management Reporting – Meaning and Definitions of reports- Objectives and Purpose- Reports to top level management – Reports to lower level management- Sample Reports

Readings:

Text Books (Latest Edition):

- Arora, M. N. Cost and Management Accounting, New Delhi: Himalaya Publishing House.
- Jain, S.P., & Narang, K.L. Cost Accounting. Principles and Practice, New Delhi: Kalyani Publishers.
- Kishor, R.M. Cost and Management Accounting. New Delhi: Taxman Allied Services.
- Pillai, R.S.N, Bagavathi, V., Cost Accounting. New Delhi: Sultan Chand.
- Arora, M.N. Management Accounting, New Delhi: Himalaya Publishing House
- Lal, J. Srivastav, Seema., Singh, Manisha. Cost Accounting: Test, Problems and Cases, New Delhi: Tata McGraw Hill Education

Course Outcomes:

On having completed this course student should be able to:

1. Interpret the relevant theories of cost and management accounting and prepare Cost sheet and quotations.
2. Ascertain Material and Labor cost, allocation and apportionment of overheads.
3. Interpret the financial statements for managerial decision making and preparation of management reports

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Legal and Ethical issues in business

CC 302	Legal and Ethical issues in business	4L:0T:0P	4 Credits

Course Description:

This course provides a comprehensive exploration of the key legal concepts, regulations, and ethical dilemmas that businesses face across various sectors. Through lectures, case studies, and interactive discussions, students will develop the ability to critically analyze legal scenarios and ethical issues, and make informed decisions that align with both legal requirements and ethical business practices.

Course Objectives:

1. The course aims to provide students with the understanding of key legal and ethical issues in the business context of India
2. The course will help students analyze ethical dilemmas in business decisions
3. The course will help the students understand the legal and regulatory aspects of business ethics that concern the financial, competitive and charitable responsibilities of organisatons.
4. The course will help the students gain knowledge about the ways in which organizational and individual factors impact business ethics

Course Content:

Unit 1: Introduction to Business Law

Business law – definition, scope, importance of understanding the role of law in business; Elements of a contract – offer and acceptance, consideration, contractual capacity; Essentials of a valid contract; Types of contracts; Performance obligations; Types of contract breaches and remedies; Product liability and consumer protection laws; Business torts; Employment law

Unit 2: Sales and Leasses

Formation of Sales Contract: Contracts for Leasing Goods, Title and Risk of loss, Performance and remedies, Warranties and Product liability;

Introduction to Negotiable Instruments, Negotiability, Negotiation and Holders in due course; Liability and discharge, Bank customer Relations/Electronic Fund Transfers.

Unit 3: Introduction to Business Ethics

The definition and importance of business ethics, business ethics in the Indian context; Institutionalization of Business Ethics in the organization, benefits of Ethical Conduct in Business, Ethical Issues and Stakeholder Concerns; Social Responsibility and Regulatory Framework: Corporate social responsibility; Environment & business;

Issues related to Business Ethics in marketing, finance & human resource functions. Ethical responsibilities of multinational corporations; Ethical dilemmas facing businesses globally including issues related to discrimination, human rights, environmental impact, and intellectual property.

Unit 4: The Ethical Decision-making process

Philosophical approaches to ethical decision making; Ethics & Religious approaches; Moral & Legal aspects of ethical decision making: Ethical aspects in Bhagvat Gita; Kautaliya's Arthshastra; Swami Vivekanand on Ethics; Swami Vivekanand's message to the youth of India; Ethical Decision Making in Organizations: Individual and Organizational Factors Influencing Ethical Decisions; Karmyog, Indian philosophy of work ethics; Kautilya's Arthshastra; Introduction to Integral Humanism; Ethical Decision-Making Frameworks to Improve Decision-Making Outcomes; Corporate Governance and its Impact on Ethical Decision-Making; Whistleblowing; Conflict Resolution.

Readings:

Text Books (Latest Edition):

1. Tulsian, P. C. Business and Corporate Laws. S. Chand Publishing.
2. Fernando, A.C. Business Ethics and Corporate Governance. Pearson
3. Bayern, S. Business Law Beyond Business. J. Corp. L., 46, 521.
4. Vivekanand, S. To the Youth of India. Advaita Ashrama.

References:

1. Ratan Tata: Ethical Leadership| By: Ashok K. Dua, Sumita Rai| Ivey Publishing| https://hbsp.harvard.edu/product/W17258-PDF-ENG
2. www.https://scroll.in/tag/competition-commission-of-India
3. Mascarenhas, A. J. O. et al. (2019). J.R.D. Tata: Orations on Business Ethics. Rupa Publications India
4. Holloway, J. E. (2023). The Foundation of the Theory of Law and Business. Am. U. Bus. L. Rev., 12, 51.
5. Vivekanand, S. (2022) Karam Yoga: The Yoga of action. Sanage Publishing House LLP
6. Vivekanand, S. (2015): Lectures on Bhagavad Gita. CreateSpace Independent Publishing Platform
7. Laasch, O. (2022). Principles of Management. Sage Textbook

Suggested Exercises and Cases
Unit 1
Cases:

1. *Salomon Vs. Salomon & Co. Ltd*
2. *Balfour Vs. Balfour*
3. *Durga Prasad Vs. Baldeo*

Unit 2

Cases:

1. *Mool Chand Ram Bhagat v. Harish Chandra*
2. *Coop. Cane Unions Federations v. West U.P. Sugar Mills Assn. (2004).*
3. *State of Maharashtra v. Champalal (1971).*
4. *Union of India v. Martin Lottery Agencies Ltd. (2009).*
5. *Camera House, Bombay v. State of Maharashtra (1969)*

Unit 3

1. Reflective exercise on ethics and morality in the context of Mahabharata.
2. Reflective exercise on integral humanism as given by Indian thought leaders.

Cases:

1. *Corporate America and Sarbanes-Oxley Act: Costs Vs. Benefits*
2. Apple: Privacy vs. Safety (A)| By: Henry W. McGee, Nien-he Hsieh, Sarah McAra, Christian Godwin| Harvard Business School| 321004-PDF-ENG https://hbsp.harvard.edu/product/321004-PDF-ENG
3. Quick Case: Is Legal Compliance Good Enough? By: Bonnie Peter| Harvard Business Publishing| https://hbsp.harvard.edu/product/8268-HTM-ENG

Unit 4

Reflective and review Exercise: Karam Yog (Bhagvad Gita): lessons in ethics and self-leadership

Cases:

1. *CEO Compensation and Corporate Governance at NYSE*
2. *ICICI Bank: Restoring Faith in Corporate Governance* https://hbsp.harvard.edu/product/W19323-PDF-ENG
3. *The Dance of Dharma: On the Difficulty of Being Good* https://hbsp.harvard.edu/product/821058-PDF-ENG
4. Blind Spots: The Roots of Unethical Behaviour in Life and Work | Max H. Bazerman, Ann E. Tenbrunsel | Rotman Management | ROT140-PDF-ENG | https://hbsp.harvard.edu/product/ROT140-PDF-ENG
5. *Leadership Simulation: Patient Zero* https://hbsp.harvard.edu/product/7215-HTM-ENG
6. *Eliot Spitzer: A Crusader of Corporate Reform*
7. *Sterlite copper plant shutdown*
8. *Facebook–Cambridge Analytica data scandal*

Course Outcomes:

1. Recall major laws and regulations and ethical principles that guide business conduct.
2. Analyse case studies to identify legal and ethical challenges within business operations.
3. Evaluate the effectiveness of existing legal frameworks in governing business practices
4. Propose solutions to ethical dilemmas based on ethical theories and principles that align with corporate social responsibility

Human Resource Management

CC 303	Human Resource Management	4L:0T:0P	4 Credits

Course Description: Human Resource Management course will deal with HR policy, and HR Function in detail. HR planning, HRD, HR career Management, Performance, compensation and global HRM will be integral part of this course. Industrial relations, compliance and employment relations, HR analytics and Use of AI in HRM to reimagine HR Processes are the content of the course.

Course Objective(s):

1. The course will enable students to understand how HR plays a functional role, needed for organizational effectiveness and management.
2. Understand the difference between functional and strategic role of HR
3. Students will analyse the need for HR planning, Innovation, use of technology, and sector specific HR needs
4. Understand the innovation in HRM and best practices

Course Content:

Unit 1: The Nature of HRM

Human Resource Management—An Introduction; Human Resource Business Partnership HRM; HRM policies, HRM in globally competitive environment; Functional HRM; strategic human resource management

Unit 2: Plan, Acquire, Develop, Career Management

Employee life cycle approach, Human Resource Planning; Recruitment and Selection; Training and Development; Competency Management; Career Management Talent Management, Managing the GIG employees and Virtual employees and team

Unit 3: Engagement, Performance, compensation management, Industrial Relations, Compliance, Employment relations

Changing nature of Employee Engagement; Performance Management; Compensation and Benefits; Compensation for Special Groups, Industrial Relations; Workplace Laws and Regulations; Employment Relations

Unit 4: Technology, HR Analytics, Innovation

Human Resource Information and Analytics; Human Resource Management Innovations; Human Resource Management in Small and Medium Enterprises; Human Resource Management in the Service Sector, Organization Transformation and the Human Resource Leadership; Diversity, Equity and Inclusion; Workplace Wellness, sustainability goals and HRM , Green HRM and challenges.

Readings:

Text Books (Latest Editions):

1. DeNisi, A.S. ,Griffin,R.W and Sarkar,Anita Human Resource Management, Cengage Learning
2. Sengupta Amitabha, Human Resource Management: Concepts, Practices, and New Paradigms
3. Cascio, Wayne F., Managing Human Resources, Tata McGraw Hill, New Delhi
4. DeCenzo, David A, and Stephan P. Robbins, Fundamentals of Human Resource Management, Wiley India, New Delhi
5. Bhattacharyya, Dipak Kumar, Human Resource Management, Excel Books, New Delhi

Reference Books:

1. Innovations in People Management, Bhatnagar, **J,** Bajaj, Ghosh Somanth, Lakshmi Publications, New Delhi (book of cases)
2. relevant cases-*1. Prabhjot, Kaur and Bhatnagar, Jyotsna (2022) The Happy Turtle: Womanpreneur and Talent in a Circular Economy, published, Richard Ivey School Case collection, Product Number Product# W25373
3. Bohra, Rakesh and Bhatnagar, Jyotsna, (2022) One Employee Went Freelance. Now Everyone Wants the Same Deal, Harvard Business Review, March, 2022, (ABDC/A / FT 50)
4. Mukherjee A, and Bhatnagar J(2022) - Conceptualizing and theorizing green human resource management: a narrative review--International Journal of Manpower, Jul 2022;(ABDC/A)

Practical Exercises resources:

1. Innovations In People Management, Bhatnagar, **J,** Bajaj, Ghosh Somanth, Lakshmi Publications, New Delhi (book of cases)
2. Mukherjee A, and Bhatnagar J(2022) - Conceptualizing and theorizing green human resource management: a narrative review--International Journal of Manpower, Jul 2022;(ABDC/A)

Course Outcome(s):

This course will equip a student to:

1. Explain how Functional HRM contributes in organizational management.
2. Analyze all HR Functions like recruitment selection, performance management, compensation benefit, Training and Development and Career Management/Talent Management
3. Apply HR analytics, HR with innovation
4. Create sustainable goals with diversity, Inclusion and wellness

Indian Systems of Health and Wellness

MDE 301	Indian Systems of Health and Wellness	1L:1T:0P	2 Credits

Course Objective(s):

1. To understand the importance of a healthy lifestyle
2. To familiarize students about physical and mental health
3. To create an awareness of various lifestyle related diseases
4. To provide understanding of stress management

Course Content:

Unit 1: Introduction to Health & Wellness

- Definition of Health
- Importance of health in everyday life
- Components of health – physical, social, mental, spiritual and its relevance
- Concept of wellness
- Mental health and wellness
- Determinants of health behaviour

Unit 2: Mind Body and Well-Being

- Mind body connection in health – concept and relation
- Implications of mind-body connection
- Wellbeing – why it matters?
- Digital wellbeing

Unit 3: Deficiency & Diseases

- Malnutrition, under nutrition and over nutrition
- Body system and common diseases
- Sedentary lifestyle and risk of disease
- Modern lifestyle and associated health risks

Unit 4 : Indian system of well being

- Health beliefs of India
- Health systems in India – AYUSH.
- Perspective of indigenous people towards health
- Happiness and well-being in India

Exercises: - Visit to nearby Vipasana centre

Text Books / References:

- Carr, A. Positive Psychology: The science of happiness and human strength. UK: Routledge
- C. Nyambichu & Jeff Lumiri, , Lifestyle Disease: Lifestyle Disease management

Course Outcome(s):

After completion of this course the learner will be able to -

- Explain the concept and nature of health, wellness and its various implications
- Demonstrate adequate knowledge on well-being and promotion of healthy behavior.

Management Information System (MIS)

SEC 301	Management Information System (MIS)	4L:0T:0P	4 Credits

Course Objective

The course aims to provide students with comprehensive knowledge and practical skills in managing information systems (MIS), database management, information system applications, and project management using modern tools and methodologies. Students will learn to analyze, design, and implement effective MIS solutions in various business contexts.

Course Outcomes:

1. Understand the basic concepts, types, dimensions, and components of MIS, and evaluate the benefits and evolution of IT infrastructure in the digital firm era.
2. Apply database management principles by setting up and managing DBMS packages, creating Entity-Relationship diagrams, and understanding data models, data warehouses, and administration techniques.
3. Analyze various MIS applications, including DSS, GDSS, and knowledge management systems, and develop e-commerce solutions by leveraging enterprise models, business process reengineering, and digital communication strategies.
4. Evaluate project management objectives and methodologies, including agile practices such as SCRUM, and manage projects effectively to control risk factors and understand ethical, social, and political issues in the information era.

Course Content :

Unit 1: Fundamentals concepts of MIS

Basics concepts of MIS/ Types of MIS, Dimension and components of IS, Benefits of MIS, IT infrastructure, and IT infrastructure evolution, Components of IT infrastructure, New approaches for system building in the digital firm era

Unit 2: Data base management system:

Objectives of data base approach- Characters of database Management systems- Data processing system- Components of DBMS packages - Data base administration- Entity – Relationship (conceptual)

Unit 3 : Information system applications:

MIS applications, DSS – GDSS - DSS applications in E enterprise - Knowledge Management System and Knowledge Based Expert System - Enterprise Model System and E-Business, E- Commerce, E-communication, Business Process Reengineering.

Unit 4: Managing Projects

Objectives of project management, Fundamentals of project management

information systems with agile methodologies -Introduction of SCRUM, Roles and meetings, User stories, Project risk, Controlling risk factors, Ethical, social, and political issues in the information era.

Practical Work List (Suggestive)

- Analyze a real-world Management Information System (MIS) implementation case, identifying the types of MIS used, benefits realized, and challenges faced. Present findings using written and visual formats.
- Set up and manage a Database Management System (DBMS), perform basic operations, and create an Entity-Relationship diagram for a business scenario to demonstrate database conceptual design.
- Design and build an e-commerce website, incorporating features of digital markets, digital goods, and e-commerce business models.
- Manage a mock project using agile methodologies, including roles, meetings, user stories, and risk management.

Text Book –(Latest Edition):

1. Laudon, K. C., & Laudon, J. P.. Management information systems: managing the digital firm. Fifteenth Edition. Pearson.
2. Coronel, C., & Morris, S.. Database systems: design, implementation, & management. Cengage Learning.
3. Olson, D. . Information systems project management (First;1; ed.). US: Business Expert Press.
4. Schiel, J. The ScrumMaster Study Guide. Auerbach Publications.
5. The Scrum Master Guidebook: A Reference for Obtaining Mastery" , CHANDAN LAL PATARY
6. Scrum: The Art of Doing Twice the Work in Half the Time", Jeff Sutherland, J.J. Sutherland
7. Stair, R., & Reynolds, G. Fundamentals of information systems. Cengage Learning.

Case Studies

1. Developing MIS for National Innovation Foundation: Choosing Process, Product and Vendor, Sanjay Verma; Priyanka Sharma, https://hbsp.harvard.edu/product/A00137-PDF-ENG?Ntt=MIS
2. Enterprise-Wide Business-IT Engagement In An Empowered Business Environment: The Case Of FedEx Express EMEA, Stijn Viaene; Steven De Hertogh, https://hbsp.harvard.edu/product/JIT025-PDF-ENG?Ntt=MIS
3. From Products to Product-Service Systems: IT-Driven Transformation of a Medical Equipment Manufacturer, Jens Fahling; Felix Kobler; Jan Marco Leimeister; Helmut Krcmar, https://hbsp.harvard.edu/product/JIT062-PDF-ENG?Ntt=MIS

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YOGA

VAC301	**Yoga**	**0L:0T:4P**	**2 Credits**

Note: All the theoretical contents shall be delivered through the practical workshop mode only. No class room teaching is encouraged in this course.

Yoga course is designed to provide students with a comprehensive understanding of physical fitness, wellness, and nutrition. This course explores the meaning and importance of yoga in the modern era, the role of sports in maintaining physical fitness, and the various components of physical wellness. Students will also learn about the significance of nutrition and weight management, equipping them with the knowledge to promote a healthy and balanced lifestyle. Through this course, students will gain insights into the holistic approach to health and well-being.

Course Objective(s):

i. Understand yoga's significance and its practical applications for holistic well-being.

ii. Explore subtle energy systems and their role in enhancing health through yogic practices.

iii. Examine various paths of yoga to foster self-realization and spiritual growth.

iv. Master the Eight Limbs of Yoga for physical, mental, and spiritual harmony.

v. Apply yogic principles to manage psycho-somatic ailments and promote resilience.

Course Content:

Unit-I

- Yoga: Meaning and definition
- Importance of yoga in 21st century
- Introduction to Yogic Anatomy and Physiology
- Yoga & sports, Yoga for healthy lifestyle
- Types of Yoga: - Hatha yaga, laya yoga, mantra yoga,
- bhakti yoga, karma yoga, jnana yoga, raj yoga
- Study of Chakras, Koshas, Pranas, Nadis, Gunas, Vayus and its application in Yogic practices.
- Ashtang Yoga: - Yama, niyama, asana, pranayama, Pratyahar, dharna, dhyan, Samadhi : Benefits, Utilities & their psychological impact on body and mind. According to yoga concept of normality in modern psychology, concept of personality & its development, yogic management of psycho-somatic ailments: frustration, anxiety, depression

Unit- 2

- Sports for Physical Fitness: Meaning and definition
- Physical Activity – Concept, Benefits of Participation in Physical Activities
- Components and Significance of Physical Fitness -Health, Skill and Cosmetic Fitness
- Types of Physical Activities – Walking, Jogging, Running, Calisthenics, Rope Skipping, Cycling, Swimming, Circuit Training, Weight training, Adventure Sports
- Principles of Physical Fitness, Warming Up, Conditioning, Cooling Down, Methods to Develop and Measure Health and Skill related components of Physical Fitness
- Measurement of Health Related Physical Fitness (HRPF)

Unit -3

- Physical Wellness: Concept, Components
- Types of wellness: psychological, social, emotional, and spiritual.
- Significance with reference to Positive Lifestyle 2.2
- Concepts of Quality of Life and Body Image
- Factors affecting Wellness
- Wellness Programmes

Unit-4: Nutrition and Weight Management

- Concept of Nutrients, Nutrition, Balanced Diet, Dietary Aids and Gimmicks
- Energy and Activity- Calorie Intake, Energy Balance Equation
- Obesity - Concept, Causes, Obesity Related Health Problems
- Weight Management through Behavioural Modifications

Text Books / References (Latest Edition):

- Anand O P. Yog Dawra Kaya Kalp. Sewasth Sahitya Perkashan. Kanpur.
- Brown, J.E. Nutrition Now Thomson-Wadsworth.
- Corbin et.al.Fitness & Wellness-Concepts. McGraw Hill. Publishers. New York.U.S.A
- Corbin, C. B., G. J. Welk, W. R Corbin, K. A. Welk, Concepts of Physical Fitness: Active Lifestyle for Wellness. McGraw Hill, New York, USA.
- Hoeger, W W K and S.A. Hoeger. Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA.
- Hoeger, W.W. & S. Hoeger Fitness and Wellness. 7th Ed. Thomson Wadsworth, Boston, USA.
- Kamlesh, M. L. & Singh, M. K., Physical Education (Naveen Publications).
- Kansal, D.K. Text book of Applied Measurement, Evaluation & Sports Selection. Sports & Spiritual Science Publications, New Delhi.

- Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema,, Fitness, Aerobics and Gym Operations, Khel Sahitya, New Delhi
- Lumpkin, A. Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, U.S.A.
- Sarin N) Yoga Dawara Rogon Ka Upchhar.Khel Sahitya Kendra
- Savard, M. and C. Svec The Body Shape Solution to Weight Loss and Wellness: The Apples & Pears Approach to Losing Weight, Living Longer, and Feeling Healthier. Atria Books, Sydney, Australia.
- Siedentop, D. Introduction to Physical Education, Fitness and Sport, McGraw Hill Companies Inc., New York, USA.
- Sri Swami Ramas. Breathing. Sadhana Mandir Trust.Rishikesh.
- Swami Ram Yoga & Married Life Sadhana Mandir Trust. Rishikesh

Course Outcome(s):

i. Gain a comprehensive understanding of yoga and its modern applications for holistic well-being.
ii. Demonstrate proficiency in yogic anatomy and physiology, enhancing yoga practice and promoting physical and energetic balance.
iii. Master the Eight Limbs of Yoga and comprehend their psychological impact, fostering personal growth and self-realization.
iv. Integrate yoga principles into sports and physical fitness activities to enhance performance and prevent injuries.
v. Develop skills in wellness management and nutrition

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SEMESTER –IV

SEMESTER –IV

Entrepreneurship and Startup Ecosystem

CC 401	Entrepreneurship and Startup Ecosystem	1L:1T:0P	2 Credits

Course Objective(s):

- To understand Entrepreneurship and its types
- To understand that not all ideas can be turned into viable business models and guestimate business potential of an idea
- To understand different type of finances available and financing methods
- To be able to draft business plans on an identified idea
- To understand the nuances of operating a startup – low budget marketing, stabilizing operations, build a team from scratch and scaling the business
- To know what is a Family Business and how is it different from Entrepreneurship

Course Content:

Unit 1: Introduction to Entrepreneurship & Family Business

- Definition and Concept of entrepreneurship
- Entrepreneur Characteristics
- Classification of Entrepreneurs
- Role of Entrepreneurship in Economic Development –Start-ups
- Knowing the characteristics of Family business with discussion on few Indian cases of Family Business like Murugappa, Dabur, Wadia, Godrej, Kirloskar etc.

Unit 2: Evaluating Business opportunity

- Sources of business ideas and opportunity recognition
- Guesstimating the market potential of a business idea
- Feasibility analysis of the idea
- Industry, competition and environment analysis

Unit 3: Building Blocks of starting ventures

- Low cost Marketing using digital technologies
- Team building from scratch
- Venture Funding
- Establishing the value-chain and managing operations
- Legal aspects like IPR and compliances

Unit 4: Start-up Ecosystem

- Know the components of the start-up ecosystem including Incubators, Accelerators, Venture Capital Funds, Angel Investors etc.
- Know various govt. schemes like Start-up India, Digital India, MSME etc.

- Sources of Venture Funding available in India
- Source of Technology, Intellectual Property management

Text Books (Latest Edition):

1. *Startup India Leaning Program* by Start Up India available at www.startupindia.gov.in
2. *Entrepreneurship*, Rajeev Roy, Oxford University Press
3. *Entrepreneurship: Successfully Launching New Ventures* by R. Duane Ireland Bruce R. Barringer, Pearson Publishing
4. *Family Business Management* by Rajiv Agarwal, Sage Publishing
5. Anish Tiwari , "Mapping the Startup Ecosystem in India", *Economic & Political Weekly*
6. Ramachandran, K, *Indian Family Businesses: Their survival beyond three generations*, ISB Working Paper Series

References

Course Outcome(s):

At the end of the course, the student would be able to -

- Understand basic building blocks of creating a venture
- Be able to identify a business opportunity and translate it into a viable business model
- Identify the elements of the Indian entrepreneurship ecosystem and take relevant benefits from the constituents
- Know the legacy of family businesses and key differentiations from entrepreneurship

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Operations Management

CC 402	Operations Management	3L:1T:0P	4 Credits

Course Description:

Operations Management introduces students to the fundamental principles and practices essential for managing business operations efficiently. This course covers various production systems, process design, quality management, and emerging trends in operations management. Students will learn to optimize processes, implement quality management principles, and adapt to technological and sustainable advancements, preparing them to manage operations in a dynamic business environment.

Course Content:

Unit 1: Introduction to Operations Management

Operations management is the backbone of any organization, involving the planning, organizing, and supervision of processes. This unit covers the significance of operations management in achieving organizational success by enhancing efficiency, ensuring quality, and delivering customer satisfaction. Students will explore different production systems, the alignment of operations with business strategies, and the key functions of operations management, including planning, organizing, staffing, leading, and controlling.

Unit 2: Process Design and Analysis

This unit delves into the strategic decisions involved in selecting and designing processes and layouts. Students will learn to analyze processes using tools like flowcharts and process maps and explore various techniques for continuous improvement. The unit also covers capacity planning, providing strategies to balance capacity and demand effectively. Emphasis is placed on understanding process choices, layout decisions, and the importance of space utilization, flexibility, cost, safety, and comfort.

Unit 3: Quality Management

Quality management is crucial for delivering products and services that meet customer expectations and adhere to industry standards. This unit explores essential quality concepts, the principles of Total Quality Management (TQM), and the implementation of Six Sigma and Lean Manufacturing. Students will learn various tools and techniques to enhance quality, reduce defects, and improve operational efficiency, leading to higher customer satisfaction and competitive advantage.

Unit 4: Emerging Trends in Operations Management

The field of operations management is continuously evolving with new trends and technologies. This unit focuses on sustainable operations, the impact of technology, and the complexities of global operations. Students will understand the importance of integrating sustainable practices, leveraging advanced technologies like AI and IoT, and managing operations in a global context. These insights will prepare students to adapt to the dynamic business environment and drive operational excellence.

Textbooks (latest Edition):

1. Operations Management by William J. Stevenson
2. Operations Management: Processes and Supply Chains by Lee J. Krajewski, Manoj K. Malhotra, and Larry P. Ritzman
3. The Goal: A Process of Ongoing Improvement by Eliyahu M. Goldratt and Jeff Cox
4. Introduction to Operations and Supply Chain Management by Cecil C. Bozarth and Robert B. Handfield

Case Topics:

- Case study on Toyota's Production System: Exploring Lean Manufacturing.
- Analysis of Amazon's supply chain operations for customer satisfaction and efficiency.
- Case on Zara's fast fashion operations strategy and its global supply chain management.

Reference Paper

Jaboob, A. S., Awain, A. M. B., & Ali, K. A. M. (2024). Introduction to Operation and Supply Chain Management for Entrepreneurship. In Applying Business Intelligence and Innovation to Entrepreneurship (pp. 52-80). IGI Global.

References

Course Outcomes:

1. Understand the core principles of operations management and their significance in enhancing efficiency, quality, and customer satisfaction.
2. Analyze different production systems and develop strategies aligned with business objectives.

3. Optimize operational processes through effective process design, layout decisions, and capacity planning.
4. Implement quality management principles to enhance product/service quality and reduce defects.
5. Evaluate emerging trends in operations management, such as sustainable operations and technological advancements.

Pedagogy

This course uses multiple pedagogies like interactive lectures, student discussions and PPTs, research articles, case studies, and simulation exercises.

Financial Management

CC 403	Financial Management	3L:1T:0P	4 Credits

Course Description:

Financial Management is offered with intent to equip the students with the basic knowledge of finance theory and its application to develop relevant financial strategies pertinent to profit-seeking organizations. The theme of financial management is structured around three decision making financial areas: Investment- long and short term, Financing and Dividend policy. This imbibes students with analytical and decision-making skills in managing finance through application of theoretical questions and practical problems.

Course Objectives:

1. To apply the knowledge in taking finance decisions
2. To develop analytical skills to identify financial management problems and solve them.
3. To analyse the relationship among capital structure, cost of capital, dividend decisions, and value of the business.
4. To assess a firm's requirement for long-term assets by applying capital budgeting techniques.

Course Content:

Unit I: Introduction to Financial Management

Meaning of finance and financial management, Types of finance, Objective and Scope of financial management– profit maximization and wealth maximization - merits and criticisms- Financial decisions, Internal relation of financial decisions, Factors influencing financial decisions, Functional areas of financial management, Functions of a finance manager, Agency Cost, Definition of ethics and the importance of ethics in Finance, Sources of Finance: Ownership securities – Equity shares, Preference shares, Deferred shares, No par stock/shares, Shares with differential rights, Sweat Equity Creditorship securities – Debentures – Zero coupon bonds, Zero interest bonds, Callable bonds, Deep discount bonds Internal financing or ploughing back of profit – short term and long term sources. Startup finance-Bootstrapping, Series Funding.

Unit II: Capital Structure & Capitalization

Meaning of capitalization – Theories of capitalization – cost theory and earnings theory. Over capitalization and under capitalization (Theory) – causes – effects and remedies, Watered stock, Over trading and under trading. Meaning of capital structure and financial structure, principles of capital structure, Optimum Capital Structure, Determinants of capital structure, capital gearing-Theories of Capital structure, Effect of capital structure on EPS, EBIT-EPS Analysis, Point of indifference-Practical Problems

Unit III: Cost of Capital, Leverages and Managing Working Capital

Meaning of cost of capital, significance of cost of capital, components of cost of capital –

Computation of Cost of capital and Weighted Average Cost of Capital, CAPM-Practical Problems. Meaning of Leverage, Types of Leverages – operating, financial and combined leverage, risk and leverage – practical problems.

Managing working Capital - Meaning of working capital, types of working capital, working capital cycle, adequate working capital, determinants of working capital, estimation of working capital-Practice problems. Management of cash. Management of inventory and debtors.

Unit IV: Capital Budgeting and Dividend policy

Meaning of Capital Budgeting, Importance, Need, Time value of money-Present and Future Value (Simple Problems), Capital budgeting process, project appraisal by using traditional methods and modern methods, Practical problems on Payback Period, Net Present Value, Profitability Index, IRR and MIRR methods, Dividend policy-Meaning, Kinds, Theories of dividend decisions, determinants of dividend policy decisions, Companies Act, 2013 and SEBI Guidelines on Dividend Distribution.

Readings:

Textbooks (Latest Editions):

1. Khan, M, Y, & Jain, P, K . Financial Management. Tata Mc Graw Hill.
2. Chandra, P. Financial Management. New Delhi, India. Tata McGraw Hill Book Co.
3. Pandey,I.M. Financial Management. New Delhi, India. Vikas Publishing House.
4. Kumar, A. Financial Management, Khanna Publishing House.
5. Gupta, S, K., Sharma, R.K. & Gupta, N . Financial Management. Kalyani Publishers.
6. Khan, M, Y, & Jain, P, K . Financial Management. Tata Mc Graw Hill.
7. Brigham and Houston. Fundamentals of Financial Management, Cengage Learning.

Course Outcomes:

On having completed this course, student should be able to:

1. Summarize the motives behind financial decision making.
2. Interpret the relevant theories and concepts of various practices of financial management and ethics in Finance.
3. Analyze the relationship among capital structure, cost of capital, dividend decisions, and value of the business.
4. Evaluate projects for profitability

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Business Research Methodology

CC 404	Business Research Methodology	3L:1T:0P	4 Credits

Course Description: Business Research Methodology provides an in-depth understanding of the fundamental concepts and applications of research methods in business. This course covers various research designs, data collection methods, statistical techniques, and the process of writing research reports. Through this curriculum, students will develop the skills required to design sound research, effectively collect and analyze data, and communicate research findings comprehensively.

Course Objectives:

1. To grasp the fundamentals of research methodology and apply them in various research or project works.
2. To identify and utilize appropriate research methods aligned with research objectives.
3. To master the techniques of data collection, editing, and analysis to prepare for advanced studies and professional requirements.
4. To learn the intricacies of interpreting data and writing comprehensive research reports.

Course Contents:

Unit 1: Introduction to Research

This unit explores the definition, history, evolution, and types of scientific inquiry and research. It addresses the ethical considerations in research, the process of research, and the characteristics and components of good research work.

Unit 2: Formulating the Research Problem

Students will learn how to identify and formulate research problems, conduct literature reviews, and develop research questions and objectives. This unit also covers the process of creating effective research designs.

Unit 3: Measurement and Data Collection

This unit focuses on measurement and scaling, discussing different types of data, sources of measurement error, and scale construction techniques. It also covers various data collection methods, including questionnaires, interviews, and observations.

Unit 4: Data Analysis and Interpretation

Topics include sampling methods, data preparation (editing and coding), and hypothesis testing using parametric and non-parametric tests. This unit also discusses the tools and techniques for data visualization like charts, tables, and box plots.

Suggested Case Topics:

- Using Market Research to Assess Willingness to Pay for Pricing Decisions by: Kamel Jedidi, Robert J. Morais (2023) - https://hbsp.harvard.edu/product/CU378-PDF-ENG

Textbooks and (Latest Edition):

1. *Malhotra, N. K., Nunan, D., & Birks, D. F. , Marketing research. Pearson UK.*
2. *Research Methodology* by Ranjit Kumar.
3. *Research Methods for Business* by Uma Sekaran.
4. *Methodology of Research* by C.R. Kothari.

Suggested Pedagogy:

The course utilizes a combination of lectures, hands-on projects, case studies, and practical assignments to provide a comprehensive learning experience. Students are encouraged to engage with statistical software for data analysis and participate in group discussions to enhance their understanding and application of research methodologies.

References

Course Outcomes:

1. Prepare a detailed research plan covering all essential aspects of a research project.
2. Construct and administer effective research instruments like questionnaires.
3. Execute data collection strategically to gather relevant information.
4. Apply advanced statistical techniques for data interpretation.
5. Draft comprehensive research reports tailored to specific audience needs.

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Business Environment and Public Policy

VAC 401	Business Environment and Public Policy	2L:0T:0P	2 Credits

Course Objective(s): The objective of this course is to give an orientation to the students with various aspects of economic, social, political and cultural environment of India. This will help them in gaining a deeper understanding of the environmental factors influencing Indian business organizations. Additionally, delving into public policies will give students a grasp of the regulatory framework and government initiatives shaping the business landscape in India.

Course Content:

Unit 1:
Theoretical Framework of Business Environment: Concept, Significance and Nature of Business Environment. Micro and Macro Dimensions of Business Environment, Changing Dimensions of Business Environment. Problems and Challenges of Indian Business Environment.

Unit 2:
Global Framework: EPRG Framework, Liberalization, Privatization & Globalization concept & its impact on Indian Economy. Significance of FDI & FII, IMF & WTO, Regional Economic Integrations in the development of the Nations.

Unit 3:
Public Policies: Background, Meaning and Importance of Public Policy. Significance of Industrial Policy, Fiscal Policy, Monetary Policy, Foreign Trade Policy, FERA & FEMA. Structural Adjustment Programs and Banking Sector Reforms in India.

Unit 4:
Problems and Challenges of Growth of Economy: Unemployment, Poverty, Regional Imbalance. Social Injustice, Inflation, Parallel economy, Lack of technical knowledge and information. Remedies to solve these problems, Challenges & Opportunities of Indian Business Environment.

Unit 5:
Emerging Trends in Business: Concepts, Advantages and Limitations-Franchising, Aggregators, Business Process Outsourcing (BPO) & Knowledge Process Outsourcing (KPO); E-Commerce, Digital Economy. Technological Growth and MNC's.

Text Books / References:
1. K. Aswathappa: Essentials of Business Environment, Himalaya Publishing House.
2. Francis Cherunilam: Business Environment, Himalaya Publishing House.
3. A. C. Fernando: Business Environment, Pearson.
2. Dr. S Sankaran: Business Environment, Margham Publications.
3. Dr V Murali Krishna: Business Environment, Spectrum Publications.
4. Namitha Gopal: Business Environment, McGraw Hill.

Course Outcome(s):

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

1. Understand relationship between environment and business, different concepts & its implementation.
2. Integration of business environment principles and strategies into domestic and international business.
3. In-depth knowledge of public policies and reforms since independence.
4. Apply the knowledge to analyse the current situations and take prudent decisions.

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International Business

CC 405	International Business	2L:0T:0P	2 Credits

Course Objectives:

The course aims to help students to understand the evolution and significance of international trade in contemporary business environment and examine various economic integration by analyzing the emerging trends in International Business

Course Contents :

Unit 1: Introduction to International Business

Introduction to International Business Stages of Internationalization – EPRG Framework - International Trade Theories: Theories of International Trade Mercantilists, Absolute Cost and Comparative Advantage, Factor Proportions, Neo-factor Proportions Theories, Country Similarity Theory, Intra-industry Trade, Tariff and Non-Tariff Barriers in Global Businesses

Unit 2: Introduction of Foreign Direct Investment

Introduction Foreign Direct Investment in the World Economy, Trends in FDI

Theories of Foreign Direct Investment, Greenfield and Brownfield FDI, Benefits and Costs of FDI, International Institutions and the Liberalization of FDI, CAGE Model.

Unit 3: Economic Integration

Economic indicators and their impact on international business decisions, Regional Economic Integration and Trade Blocs, Basic Principles of Multilateral Trade Negotiations, Instruments of Trade Regulation, FDA, custom union, common market economic union, Emerging Markets and Developing Economies.

Unit 4: Emerging Trends in International Business

International Entrepreneurship and Born Global Firms, Ethical Considerations - CSR Frameworks and Approaches and ethical considerations, ESG investing and reporting standards, corporate responses to climate change and social justice issues

Implications of Brexit on international business laws, the rise of digital platforms, and e-commerce. Re-shoring and Nearshoring Trend, Impact of pandemic on International Business.

Text Books (Latest Edition):

1. International Business: Competing in the Global Marketplace" by Charles W. L. Hill.
2. International Business: Concept, Environment and Strategy, 3e by Vyuptakesh Sharan Pearson Education
3. International Business: The Challenges of Globalization by John J. Wild and Kenneth L. Wild.

4. Rakesh, M. J. International Business, New Delhi, Oxford University Press.
5. Aswathappa, A. . International Business, 2e. Tata McGraw-Hill Education.

References

Research articles

1. Cuervo-Cazurra, A. (2006). Who cares about corruption? Journal of international business studies, 37, 807-822.
2. Hofstede, G. (2006). What did GLOBE really measure? Researchers' minds versus respondents' minds. Journal of international business studies, 37, 882-896.
3. Sharma, P., Leung, T. Y., Kingshott, R. P., Davcik, N. S., & Cardinali, S. (2020). Managing uncertainty during a global pandemic: An international business perspective. Journal of business research, 116, 188-192.
4. Bahoo, S., Alon, I., & Paltrinieri, A. (2020). Corruption in international business: A review and research agenda. International Business Review, 29(4), 101660.
5. Shams, R., Vrontis, D., Belyaeva, Z., Ferraris, A., & Czinkota, M. R. (2021). Strategic agility in international business: A conceptual framework for "agile" multinationals. Journal of International Management, 27(1), 100737.
6. Krueger, A. O. (1990), "Trends in Trade Policies of Developing Countries" in C. S. Pearson and James Riedel (eds.), The Direction of Trade Policy (Cambridge, MA.: Basil Blackwell).

Case Study

1. The Battle in Seattle and the Anti-Globalization Movement Pg 82 International Business, Managing Globalization, John S. Hill
2. Making the Apple iPhone International Business, Eleventh Edition (McGraw Hill 2019), by Charles W.L. Hill, G. tomas M. Hult, Rohit Mehtani
3. Case Study: Pharmeasy Expansion Dilemma amidst Regulatory Uncertainties Ivey Publishing 2020
4. Case Study: Unilever's Lifebuoy in India: Implementing the sustainable plan Harvard Business School Case study 2017

Course Outcomes:

1. Demonstrate and interpret the fundamental theories of international business and trade.
2. Develop an understanding of the concept of Foreign Direct Investment and its impact on various world economy
3. Analyse the significance of economic Integration in International Business
4. Appraise and develop a comprehensive understanding of global emerging trends and stakeholder engagement

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Design Thinking and Innovation

SEC 401	Design Thinking and Innovation	1L:1T:0P	2 Credits

Course Objectives:

Operating under turbulent and uncertain business environment, 'innovation' has become the key driver of organizational success for all companies. Managers are expected to be leading this change by navigating companies into rapid evolution of new products/services and business models.

The primary focus of DTI is to help learners develop creative thinking skills and apply design based approaches/tools for identifying and implementing innovation opportunities into implementable projects. Following a learning-by-doing approach, the objectives of the course are –

1. Introduce students to design-based thinking approach to solve problems
2. Observe and assimilate unstructured information to well framed solvable problems
3. Introduce student to templates of ideation
4. Understand the importance of prototyping in the innovation journey
5. Implementing innovation projects

Course Content:

Unit 1: Basics of Design Thinking

1. Understand the concept of innovation and its significance in business
2. Understanding creative thinking process and problem solving approaches
3. Know Design Thinking approach and its objective
4. Design Thinking and customer centricity – real world examples of customer challenges, use of Design Thinking to Enhance Customer Experience, Parameters of Product experience, Alignment of Customer Expectations with Product.
5. Discussion of a few global success stories like AirBnB, Apple, IDEO, Netflix etc.
6. Explain the four stages of Design Thinking Process – Empathize, Define, Ideate, Prototype, Implement

Unit 2: Learning to Empathize and Define the Problem

1. Know the importance of empathy in innovation process – how can students develop empathy using design tools
2. Observing and assimilating information
3. Individual differences & Uniqueness Group Discussion and Activities to encourage the understanding, acceptance and appreciation of individual differences.
4. What are wicked problems
5. Identifying wicked problems around us and the potential impact of their solutions

Unit 3 : Ideate, Prototype and Implement

1. Know the various templates of ideation like brainstorming, systems thinking
2. Concept of brainstorming – how to reach consensus on wicked problems
3. Mapping customer experience for ideation
4. Know the methods of prototyping, purpose of rapid prototyping.
5. Implementation

Unit 4 : Feedback, Re-Design & Re-Create

1. Feedback loop, focus on User Experience, address ergonomic challenges, user focused design
2. Final concept testing,
3. Final Presentation – Solving Problems through innovative design concepts & creative solution

Text Books (Latest Edition):

1. E Balaguruswamy , Developing Thinking Skills (The way to Success), Khanna Book Publishing Company
2. Tim Brown,"Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation", *Harvard Business Review*
3. 8 steps to Innovation by R T Krishnan & V Dabholkar, Collins Publishing

Reference Book

1. Design Thinking by Nigel Cross, Bloomsbury

Course Outcome(s):

By the end of the course, students will be able to –

- Propose real-time innovative product designs and Choose appropriate frameworks, strategies, techniques during prototype development.
- Know wicked problems and how to frame them in a consensus manner that is agreeable to all stakeholders using appropriate frameworks, strategies, techniques during prototype development.
- Analyze emotional experience and Inspect emotional expressions to better understand users while designing innovative products

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SEMESTER –V

SEMESTER –V

Strategic Management

CC 501	Strategic Management	3L:1T:0P	4 Credits

Course Objective(s):

The objectives of this course are:

1. To enhance the ability to do the job of a general manager responsible for strategic performance. Specifically, to integrate the different functional areas of business (e.g. accounting, finance, human resources, information systems, marketing, operations management, etc.) into a cohesive whole.

2. Analyse the competitive situation and evaluate challenges faced by managers in implementing and evaluating strategies based on the nature of business, industry, and cultural differences.

Course Content:

Unit 1: Introduction to Strategy

The objectives of this topic is to understand concept of "strategy", and discuss the most common elements of strategy; the topic also undertakes the evolution of strategic management thinking over the decades; the topic covers the importance of strategic thinking and gives insight into how the firms build and sustain competitive advantage.

Strategy – concept, relevance, role and benefits; Importance of Strategic Management; Strategic Management Process, Levels of Strategy; Approaches to Strategic Decision Making; Strategic Intent – Vision, Mission, Goals and Objectives; Strategy and Corporate Governance, Social Responsibility and Ethics in Strategic Management

Readings:

Thomas L Wheelen, J David Hunger, Alan N Hoffman, Charles E Bamford and Purva Kansal (2018). Concepts in Strategic Management and Business Policy: Globalization, Innovation and Sustainability, 15th Edition, Pearson. [Chapter 1, 2 and 3].
Frank T Rothaermel (2023). Strategic Management – 5th Edition (Indian), McGraw Hill. [Chapters 1 and 12].

Hambrick, D. C., & Fredrickson, J. W. (2005). Are you sure you have a strategy?. *Academy of Management Perspectives*, *19*(4), 51-62.
Porter, M. E., & Kramer, M. R. (2006). The link between competitive advantage and corporate social responsibility. *Harvard business review*, *84*(12), 78-92.

Unit 2: Strategic Analysis

The objective of the unit are to evaluate the value-capturing ability of incumbents in an industry using the industry analysis tools, to forecast industry profitability from shifts in underlying conditions and forces; to understand the industry for strategy formulation.

Environmental appraisal- Scanning the Environment ,Technological, Social, Cultural, Demographic, Political, Legal; Evaluating Company's External Environment: Components of External Environment; Analysis of the general environment; Nature, Characteristics, Types and Approaches of External environment, Key External Forces, Industry Analysis – Analysis of the competitive environment ; Analysis of the Internal environment: Strategic capability, Nature, Characteristics, Types and Approaches to internal environment; Value chain analysis , Experience Curve, SWOT analysis, BCG Matrix, GE- Cell Matrix.

Readings:

Thomas L Wheelen, J David Hunger, Alan N Hoffman, Charles E Bamford and Purva Kansal (2018). Concepts in Strategic Management and Business Policy: Globalization, Innovation and Sustainability, 15th Edition, Pearson.

Frank T Rothaermel (2023). Strategic Management – 5th Edition (Indian), McGraw Hill.

Porter, M. E. The five competitive forces that shape strategy. *Harvard business review*, *86*(1), 78.

Collis, D. J., & Montgomery, C. A. Competing on resources. *Harvard business review*, *86*(7/8), 140.

Unit 3: Strategy Formulation

The objectives of the Unit are to review corporate strategy for a diversified firm and identify the sources of corporate advantage; to understand the mechanism of diversification leading to value creation. It also helps to develop understanding about the different corporate strategies which are crucial for the survival, growth and expansion of the business.

Business Strategy Formulation: Generic strategies; Functional areas and link between business strategy and functional strategy; Corporate Strategy Formulation: Creating value and diversification; Strategic alliances; International expansion strategies; Introduction to strategies of growth, stability and renewal, types of growth strategies concentrated growth, product development, integration, diversification, international expansion (multi domestic approach, franchising, licensing and joint ventures); Types of renewal strategies retrenchment and turnaround. Strategic fundamentals of merger & acquisitions

Readings:

Thomas L Wheelen, **J** David Hunger, Alan N Hoffman, Charles E Bamford and Purva Kansal (2018). Concepts in Strategic Management and Business Policy: Globalization, Innovation and Sustainability, 15th Edition, Pearson. [Chapter 6,7,8]

Frank T Rothaermel (2023). Strategic Management – 5th Edition (Indian), McGraw Hill. [Chapters 6 , 7, 8 and 9]

Kim, W. C. (2005). Blue ocean strategy: from theory to practice. *California management review*, *47*(3), 105-121.

Unit 4: Strategy Implementation and Control

The objectives of this topic are to understand the importance of internal alignment and learn to leverage temporary opportunities into sustainable advantages; the topic also dwells in Value Innovation, Business Delivery System Innovation and Eco System Innovation for sustainable business performances.

Structural Implementation; Functional and Operational Implementation; Behavioural Implementation; Strategy Evaluation and Control; Strategic leadership; Strategic control and corporate governance; Issues in Strategy Implementation; Creating effective organizational designs; Strategy and society; Managing innovation and fostering corporate entrepreneurship; Integration of Functional Plans and Policies- Strategy Evaluation and Control - Operational Control - Overview of Management Control.

Readings:

Thomas L Wheelen, **J** David Hunger, Alan N Hoffman, Charles E Bamford and Purva Kansal (2018). Concepts in Strategic Management and Business Policy: Globalization, Innovation and Sustainability, 15th Edition, Pearson. [Chapter 9,10,12 and 12]

Frank T Rothaermel (2023). Strategic Management – 5th Edition (Indian), McGraw Hill. [Chapters 11]

Text Books (Latest Edition):

Thomas L Wheelen, J David Hunger, Alan N Hoffman, Charles E Bamford and Purva Kansal . Concepts in Strategic Management and Business Policy: Globalization, Innovation and Sustainability, 15th Edition, Pearson.

Frank T Rothaermel . Strategic Management – 5th Edition (Indian), McGraw Hill.

Suggested Readings:

1. Arthur A Thompson, Margaret A Peteraf, John E Gamble, AJ Strickland III, Thomas Joseph (2021). Crafting and Executing Strategy: The Quest for Competitive Advantage: Concepts & Cases, 22nd Edition, McGraw Hill.
2. Krishna G. Palepu, Tarun Khanna. (2010). Winning in Emerging Markets: A Roadmap for Strategy and Execution, Harvard Business Press.
3. Porter, M.E., Competitive Advantage: Creating and Sustaining Superior Performance, Free Press, New York.
4. Pankaj Ghemawat, "Strategy and the Business Landscape" Pearson Education
5. Porter, M. E. (1989). *From competitive advantage to corporate strategy* (pp. 234-255). Macmillan Education UK.

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Logistics and Supply Chain Management

CC 502	Logistics and Supply Chain Management	3L:1T:0P	4 Credits

Course Description: Supply Chain Management is a comprehensive course that equips students with essential skills to manage and optimize supply chains in modern business environments. The course covers logistics, strategic fit, network design, sourcing, pricing, and demand management, emphasizing the impact of digital transformation on supply chain strategies and operations. Through case studies and practical insights, students will learn to design effective supply chain networks, optimize e-commerce operations, and manage global challenges.

Course Objectives:

1. To understand the strategic role of supply chain management in enhancing organizational competitiveness.
2. To explore the design and optimization of supply chain networks, particularly for e-commerce.
3. To examine the impact of sourcing and pricing decisions on supply chain efficiency and effectiveness.
4. To develop skills in coordinating and managing supply and demand in a globalized market environment.

Course Content:

Unit 1: Introduction to Supply Chain Management

This unit explores the role of supply chain management in organizations, achieving strategic fit, and understanding supply chain drivers and metrics. Students will learn about the integral nature of supply chains in aligning business strategies with operational capabilities to enhance performance and competitiveness.

Unit 2: Supply Chain Network Design

Students will learn to design distribution networks with a focus on e-business applications and global supply chain networks. This unit covers the strategies and challenges of creating efficient and responsive supply chain networks that align with business objectives and the dynamic nature of global markets.

Unit 3: Sourcing and Pricing Strategies

This unit addresses sourcing decisions and pricing management within supply chains. Students will explore various sourcing strategies and pricing models that can be employed to optimize revenue management and cost-efficiency in supply chains, with a particular focus on e-commerce dynamics.

Unit 4: Demand and Supply Coordination

Focusing on the synchronization of demand forecasting, aggregate planning, and sales operations planning, this unit teaches students how to coordinate supply chain activities to balance demand and supply efficiently. Key topics include demand forecasting techniques, aggregate planning strategies, and the importance of coordination across the supply chain.

Textbooks and References(Latest Editions):

1. *Supply Chain Management: Strategy, Planning, and Operation*, 7th ed., by Sunil Chopra & Peter Meindl, Pearson.
2. *Logistics & Supply Chain Management*, 5th ed., by Martin Christopher, Pearson.

Suggested Case Topics:

- Dell's direct model in PC manufacturing: Integration of supply chain and e-business.
- Starbucks' sustainable sourcing practices: A supply chain perspective.
- Walmart's supply chain management strategies for global dominance.

Course Outcomes*:*

1. Design and manage effective supply chains that enhance organizational competitiveness.
2. Gain practical insights into strategic sourcing, demand planning, and supply chain coordination.
3. Understand how digital transformation affects supply chain strategies and operations.

Suggested Research Paper Reading:

Eyo-Udo, N. L., Odimarha, A. C., & Kolade, O. O. (2024). Ethical supply chain management: balancing profit, social responsibility, and environmental stewardship. International Journal of Management & Entrepreneurship Research, 6(4), 1069-1077.

Suggested Pedagogy:

This course employs various pedagogical methods, including interactive lectures, student discussions, presentations, engagement with research articles, case studies, and simulation exercises to provide a rich learning environment that fosters understanding and application of supply chain management principles.

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International Financial Management

DSE- I- (Fin01)	International Financial Management	**3L:1T:0P**	**4 Credits**

Course Description:

This course introduces the student to financial management from the perspective of a global corporation. Student is exposed to the foreign exchange market and its workings. Importance of exchange rates, management and determination are also discussed. Global investments from the perspective of corporations and individuals is also highlighted.

Course Objectives: The aim of this course is to help students to

1. Understand the unique challenges in managing the financial activities of a global corporation
2. Understand the structure, functioning and importance of Foreign Exchange Markets
3. Understand the factors determining and impacting foreign exchange rates
4. Appreciate the challenges of global fund raising, global portfolio investing and financing international subsidiaries

Course Content

Unit 1: Introduction to International Financial Management

Domestic vs International Financial Management, Multinational Corporations, Exchange Rate, International Trade, Theory of Comparative Costs, Hecksher-Ohlin Theory, Free Trade V/s Protection, Barriers to Foreign Trade, Tariff and Non-Tariff Barriers; Meaning of BOP, Importance of BOP, Components of BOP, Foreign Exchange Reserves, Surplus and Deficit BOP, Disequilibrium and Adjustments, Accounting Principles in BOP.

Unit 2: Exchange Rate Determinants

Fixed rate, Floating Rate, Managed Rate, Factors affecting Exchange rates; Theories of Purchasing Power Parity Theory, Demand and Supply, Fisher Effect, Interest rate parity; Role of Central banks in managing exchange rate; Exchange rate shocks – devaluation and economic crisis

Unit 3: Foreign Exchange Market

Defining Foreign Exchange Market, Participants, Structure, Spot and Forward rates, Foreign Exchange Quotations, Cross Rates, Inverse rates, Arbitrage

Unit 4: **International Investments**

Raising capital across the globe, GDRs, ADRs, Dollar Debt, Masala Bonds International Portfolio Investments, Diversification benefits, Global Macroeconomic risks International Capital Investments, Global CAPM, Subsidiary financing Exchange rate and Geopolitical shocks

Textbooks (Latest Editions)

1. Eun, C., Resnick, B., Chuluun, T., "International Financial Management", McGraw Hill
2. Apte, P.G. Kapshe, S., "International Financial Management," McGraw Hill.
3. Seth, A.K.," International Financial Management," Galgotia Publications, New Delhi
4. Gautam A., Jaiswal T., Keshari A., "International Financial Management", PHI

References:

Research Papers / Articles

1. Intervention in foreign exchange markets: the approach of the Reserve Bank of India, BIS Papers No 73
2. Prakash, A., Major Episodes of Volatility in the Indian Foreign Exchange Market in the Last Two Decades (1993-2013): Central Bank's Response, Reserve Bank of India Occasional Papers, Vol. 33, No. 1 & 2: 2012
3. External Commercial Borrowings (ECB) Policy - Issuance of Rupee denominated bonds overseas, RBI/2015-16/193 A.P. (DIR Series) Circular No.17

Case Topics

1. Explore a recent currency crisis
2. Explore the history of the US Dollar – Indian Rupee exchange rate and its linkage to the underlying interest rate differential
3. Examine the financing structure of an international subsidiary of an Indian firm and of an Indian subsidiary of a foreign firm

Course Learning Outcomes: At the end of this course students will be able to

1. Appreciate the complexities of managing finance for a global corporation
2. Understand the basics of exchange rates and foreign exchange markets
3. Appreciate the linkages between macroeconomic factors and exchange rates
4. Understand the issues related to global fund raising, global portfolio investing and financing international subsidiaries

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Digital Marketing

DSE- II (MR-05)	DIGITAL Marketing	3L:1T:0P	4 Credits

Digital Marketing (DM) focuses on the subdomain of Marketing that serves customers by leveraging digital assets. These assets include online channels of communication & distribution, search engines, social media, and mobile commerce. While the principles from the Marketing Management (MM) course form the bedrock, this course emphasizes how related concepts, frameworks, and strategies should be reimagined to tap into the power of the Internet and associated e-commerce platforms.

Course Objective(s):

1. Develop a foundational understanding of how Digital Marketing.
2. Be able to develop or critique the business models of firms that are engaged in digital marketing.
3. Applying skills and capabilities to address DM problems in the real world.

Course Content:

Unit I: Introduction to Digital Marketing

Evolution of Digital Marketing, Traditional Marketing vs. Digital Marketing; Digital Marketing Framework, Digital Marketing Business Models; Digital Consumers; Consumer Behavior on Digital Channels, Managing Consumer Demand, Digital Decision Journey, POEM Framework.

Unit II: Digital Marketing Strategy Development

Digital Marketing Assessment Phase; Elements, Digital Marketing Internal Assessment, Objective Planning, Digital Marketing Strategy; Groundwork, Digital Marketing Mix, Skills in Digital Marketing,

Unit III: Digital Marketing Planning

Digital Marketing Communication and Channel Mix; Display, Search Engine, Social Media, Facebook, LinkedIn Advertising, etc.; Designing the Communication
Mix, Digital Marketing Campaign Management; Content Management; Web Design, Optimization of Websites, Web Analytics, Search Engine Optimization, Data Interpretation in Marketing Decision.

Unit IV: Digital Marketing Execution Elements

Digital Marketing Execution Elements; Managing Digital Marketing Revenue, Managing Service Delivery and Payment, Role of Artificial Intelligence, Virtual

Reality & Augmented Reality in Digital Marketing, Managing Digital Implementation Challenges, Digital Ethics – Data Privacy and Ethical Marketing.

Text Books (Latest Editions)

1. Bhatia, Puneet Singh. Fundamentals of Digital Marketing.2ed., 2023, Pearson.
2. Ahuja, Vandana. Digital Marketing. 2015, Oxford University Press
3. Kingsnorth, Simon (2022), Digital Marketing Strategy: An Integrated Approach to Online Marketing. New Delhi: Kogan Page.
4. Gupta, Seema (2022), Digital Marketing. Noida, UP: McGraw Hill Education (India) Pvt. Ltd.
5. Hafiz, Adnan (2024), Fundamentals of Digital Marketing: Text and Cases, New Delhi: Book Rivers.

References

Teaching Learning Process:

Lectures, Presentations, Role plays, Case studies, Term papers on a given topic

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Course Title: Internship/ Capstone Project - BBA – V

Course Code	:	SEC501
Course Title	:	Internship/ Capstone Project
Number of Credits	:	4
Course Category	:	SEC

Course Objective(s):

This internship capstone course aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Students will develop and apply theoretical knowledge to practical challenges through an action research project, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Internship/ Capstone Project Student Engagement Process:

An internship/capstone project is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience. Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

Step 1.

Orientation Session: The orientation session for the internship/capstone project is designed to provide students with a comprehensive overview of what to expect and how to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world setting.

Step 2.

Identify an internship: Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field.

Step 3.

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

Step 4.

Start of Internship: The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, providing a productive and enriching internship experience.

Step 5.

Submission of Report:
Front Page: Student Name, Course, Internship Company, Duration, Mentor
Internship Agreement Form
Internship Certificate
Introduction & background of the Company
Roles & responsibilities as an Intern
Weekly work allotment & completion report
Challenges & Solutions
Learning from the internship
Conclusion

Step 6.

Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarising their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship

influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work. The review of the work done by students will be carried out after two weeks of report submission. The internal examiner will evaluate the student's submission.

Course Outcome:

After the course, the outcomes are as follows under

1. Application of theoretical knowledge to real-world scenarios.
2. Development of professional skills and networking opportunities.
3. I understand workplace culture and dynamics.
4. Hands-on experience in a chosen field.

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Major Project & Guidelines (Appendix-5)

Course Code	:	SEC 502
Course Title	:	Major Project
Number of Credits	:	0 (Evaluation in Sixth Semester)
Course Category	:	Skill Enhancement Course

All Students must carry out an independent research project in an area of their interest: Business Administration.

A proposal should be submitted immediately after completing the research methods unit in 3rd year , semester five. The guidelines mention details.

Consequently, students are expected to produce quality research projects that:

- Addresses current problems of interest in the real world
- Demonstrate a mastery of skills learnt during their study in the Institute.
- Demonstrates writing skills.

Course Objective: The objective of this course is to enable the students:

- Identify and discuss the role and importance of research in the social sciences.
- Identify and discuss the issues and concepts salient to the research process.
- Identify and discuss the complex issues inherent in selecting a research problem, choosing an appropriate research design, and implementing a research project.
- Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.

1. General Regulations

- The Project report should be submitted before the student sits for the final university examinations in semester VI.
- The student shall work under the guidance of a project supervisor (s) appointed by the Institute's director.
- Once the students have completed the proposal and the supervisor has approved it, the proposal shall be defended in panels formed by the project coordinator on a day set aside by the Institute.
- The students should submit at least two copies of the proposal to the Project Coordinator at least two weeks before the final examination in semester V.
- The students shall present a proposal at the panels and be awarded marks. They will also be given corrections, which they will work on and present to their supervisors for approval to continue with the project work.
- The student will then complete chapters 4 and 5 of the project.
- Once the student has completed the project and the supervisor has approved it, the project shall be submitted to the project coordinator, who will arrange for the final defence and VIVA VOCE. The marks obtained will be added to the proposal defence marks and compiled.
- The students should then submit two copies of the project report to the Institute 2 weeks before the final examination in semester VI.
- If the student is unsuccessful, the resubmission regulations will apply as

stipulated in the academic policy.

2. **Choosing a Project Title**

- The project's title should be clear and specific to a real problem.
- Similar topics between students should be avoided.
- The project should be new and original, not replicating another person's work.
- At the proposal level, the appointed supervisor MUST approve the project title.
- The research committee must ratify all the topics.

3. **Formatting Guidelines**

- Font Size-12 in the body text, except for the topics and titles, which should be font size 14
- Font Type- Times New Roman
- Spacing- The project should be 1.5 lines spacing
- Highlighting- Topics and subtopics should be bolded and NOT be underlined
- Print Quality- The final document should be of good print quality
- Margins- Margins of the report should be 1 inch on the top, bottom and right-hand side. The left-hand-side margin should be 1.25 inches to allow for binding.
- Tables- Larger tables may be typed in smaller font sizes (10-11) to maintain standard margins
- Numbers and Percentages-must do not begin with a sentence.
- Tables and Figures - When presenting the table or figure, there must be a finding and analysis section. Avoid using 'table above, or table below.' Instead, indicate as 'Table 4.1 shows that ….'
- Final Binding - Presented as Hard Copy (Blue Color), preferably Xerox hardcover book binding.
- Pagination: Bottom of page and centred.

Evaluation will be done based on the project completed, presentation of the proposal and Viva Voce.

Course outcomes:

At the end of the project, students will be able to

- Understand basic concepts of research and carry out an analysis
- Explain key research concepts and issues
- Read, comprehend, and explain research articles in their academic discipline.
- Practically apply outcomes of previous research in present problems for decision-making.

DSE (Audit Course)-

Model curriculum for UG Degree in BBA

Environment, Social, and Governance (ESG)

Course Code	:	DSE (Audit Course)
Course Title	:	Environment, Social, and Governance (ESG) Major Project
Number of Credits	:	0 (Evaluation in Six Semester)
Course Category	:	Displine Specific Elective Audit Course

Course Objectives

This course aims to introduce students to the concept of ESG, its relevance in contemporary organizations, and its application in fostering sustainable development. Students will learn the principles of ESG, its measurement, and its impact on businesses and society.

Course Outcomes

By the end of this course, students will be able to:
Understand the fundamental principles of ESG and its role in sustainable development.
Analyze the environmental, social, and governance aspects in business decision-making.
Evaluate ESG practices and their implications for stakeholders.
Develop strategies to implement ESG in organizational and societal contexts.

Course Structure

Unit 1: Introduction to ESG (6 Hours)

- Definition and Evolution of ESG
  - Origins and growth of ESG practices.
- Global Importance of ESG
  - Role of ESG in achieving the UN Sustainable Development Goals (SDGs).
- Key ESG Metrics and Reporting Standards
  - GRI, SASB, and TCFD frameworks.
- Challenges and Opportunities in ESG Implementation

Unit 2: Environmental Dimension (6 Hours)

- Environmental Issues and Corporate Responsibility
  - Climate change, carbon footprint, and natural resource management.
- Sustainable Business Practices
  - Renewable energy, waste management, and green supply chains.
- Regulations and Policies
  - Key global and national environmental laws.
- Case Studies
  - Examples of companies excelling in environmental sustainability.

Unit 3: Social Dimension (7 Hours)

- Social Issues in Business
  - Diversity, equity, inclusion (DEI), labor standards, and community engagement.
- Stakeholder Engagement
  - Building trust and creating shared value with communities.
- Corporate Social Responsibility (CSR)
  - Synergies between CSR and ESG.
- Case Studies

- Success stories of socially responsible companies.

Unit 4: Governance Dimension

Principles of Good Corporate Governance

- Transparency, accountability, and ethical decision-making.
- ESG in Risk Management
  - Identifying and mitigating ESG-related risks.
- Role of Leadership in ESG
  - Vision, strategy, and culture-building for ESG adoption.
- Case Studies
  - Governance failures and successes in organizations.

Assessment Pattern

- Internal Assessment (40%)
  - Assignments (10%)
  - Case Study Analysis (15%)
  - Quizzes/MCQs (15%)
- End-Semester Examination (60%)
  - Written examination covering all units.

Recommended Readings

1. "Sustainability: Essentials for Business" by Scott T. Young and Kanwalroop Kathy Dhanda.
2. "ESG Investing for Dummies" by Brendan Bradley and Eric Kane.
3. Reports and Guidelines from GRI, SASB, and TCFD.
4. Articles and case studies from journals like *Harvard Business Review* and *Journal of Sustainable Finance & Investment*.

Teaching Methodology

- Lectures, case studies, group discussions, and role-playing exercises.
- Practical sessions on ESG reporting tools and software (where feasible).

SEMESTER –VI

SEMESTER –VI

Project Management

CC 601	Project Management	3L:1T:0P	4 Credits

Course Description: Project Management is a core course designed to introduce students to the fundamental aspects of planning, executing, monitoring, and closing projects across diverse industries. The course emphasizes the use of project management tools, particularly Microsoft Project, to manage timelines and resources efficiently. Through exploring risk management, stakeholder communication, and Agile methodologies, students will develop the critical thinking and practical skills necessary for successful project management.

Course Objectives:

1. To provide a comprehensive understanding of the project management lifecycle from inception to closure.
2. To enhance skills in using project management tools such as Microsoft Project for managing complex projects.
3. To explore effective stakeholder management and communication strategies critical for project success.
4. To analyze risk management strategies and their application to ensure project success under varying circumstances.

Course Content:

Unit 1: Fundamentals of Project Management

This unit covers the core concepts of project management, including the project life cycle, the role of the project manager, and the organizational context of projects. Students will learn about the stages of a project from initiation to closure and the key responsibilities of a project manager in driving project success.

Unit 2: Project Planning and Tools

Focusing on the planning phase of project management, this unit explores setting project scope and objectives, developing a Work Breakdown Structure (WBS), and managing time through scheduling techniques such as Gantt charts and PERT/CPM. Practical application includes using Microsoft Project to create and manage schedules, emphasizing the integration of project management tools to streamline project planning.

Unit 3: Executing and Monitoring Projects

This unit delves into resource allocation, budgeting, and quality control within project execution. Students will also learn about risk management processes including identification, analysis, and response strategies. Practical exercises will include resource management and performance tracking using Microsoft Project, highlighting effective control measures to ensure project alignment with planned objectives.

Unit 4: Concluding Projects and Agile Methodologies

The final unit discusses the closing phase of projects, including performance measurement, stakeholder communication, and post-project evaluation. Additionally, this unit introduces Agile project management principles and the Scrum framework, comparing Agile with traditional project management methods to provide students with a broader understanding of managing projects in dynamic environments.

Suggested Case Topics:

- The Big Dig: A project management analysis of Boston's Central Artery/Tunnel Project.
- The launch of Apple's iPhone: Managing high-stakes technology projects.
- Project management in non-profits: The case of the Global Fund's initiatives.

Suggested Research Paper Reading:

Orieno, O. H., Ndubuisi, N. L., Eyo-Udo, N. L., Ilojianya, V. I., & Biu, P. W. (2024). Sustainability in project management: A comprehensive review. World Journal of Advanced Research and Reviews, 21(1), 656-677.

Textbooks (Latest Edition):

1. *Information Technology Project Management*, by Kathy Schwalbe, Cengage Learning.
2. *Project Management: A Managerial Approach*, by Jack R. Meredith and Samuel J. Mantel Jr., Wiley.

References

Course Outcomes:

1. Understand and apply the key principles of project management to various project environments.

2. Gain proficiency in using Microsoft Project for project planning, execution, monitoring, and closing.
3. Develop skills in stakeholder management and communication strategies essential for project success.
4. Explore and apply risk management techniques to mitigate potential project issues.

Suggested Pedagogy:

This course utilizes various teaching methodologies such as interactive lectures, student discussions, PowerPoint presentations, engagement with research articles, case studies, and simulation exercises to provide a comprehensive learning experience.

Business Taxation

CC 602	Business Taxation	2L:0T:0P	2 Credits

Course Description:

This course provides a comprehensive understanding of business taxation, focusing on Goods and Services Tax (GST) and Customs Duty. Students will examine the principles, concepts, and practices of key areas, gaining insights into impact on business operations. By the end of the course, students will be equipped with the knowledge and skills necessary to navigate the complexities of GST and Customs Duty in the business environment.

Course Objective(s):

1. Analyse the legal provisions governing GST and Customs Duty to comprehend their scope and application in business transactions.
2. Examine the tax implications of GST and Customs Duty on different business activities.
3. Explain procedures and methods to calculate GST liabilities and Customs Duty obligations accurately, ensuring compliance with relevant laws and regulations.
4. Orient with the practical application of GST and Customs Duty in business decision-making processes.
5. Provide knowledge of latest amendments and changes in GST and Customs Duty laws to adapt business strategies and practices accordingly.

Course Content:

Unit 1: Goods and Service Taxes (GST) – Overview and Concepts

Fundamentals of GST, Constitution {101st Amendment} Act 2016, Tax Structure in India, Types of Taxes – Direct and Indirect Taxes. Introduction to GST – need for GST, origin, Constitutional amendment for bringing GST, one nation one tax, objectives, structure, GST council, tax rates, GST vis-à-vis earlier tax laws, advantages, disadvantages.

Introduction to Central Goods and services Tax 2017 (CGST), State Goods and Service Tax Act 2017 (SGST), Union Territory Goods and Services Tax Act 2017 (UTGST), Integrated Goods and Services Taz Act 2017, Goods and Service Tax Network (GSTN), GST Council. Dual Model of GST – GSTN. Process of registration, compulsory registration, exemption from registration, liability for registration, deemed registration, cancellation of registration and revocation of registration. GST Unique Identification Number (GSTIN).

Unit 2: Levy, Collection and Input Tax Credit

Meaning of Supply, scope of supply, types of Supplies – Composite and Mixed Supplies. Levy and Composition, Composition of Levy. Persons liable to pay GST, Time of Supply and Value of Supply. Input Tax Credit – eligible and ineligible tax credit. Availability of Tax Credit under special circumstances- Transfer of Input Tax Credit – Input Service Distributor- Tax Invoice - Bill of Supply- Credit Note - Debit Note - Receipt Voucher - Payment Voucher - Revised Invoice - Transportation of goods without issue of Invoice - Delivery Challan. Payment of Tax -Modes of Payment - Electronic Liability Register - Electronic Credit Ledger - Electronic Cash Ledger- Time line for Payment of Tax - Challan Reconciliation - Interest on Late Payment - Set off of Input Tax Credit - Refunds- Application for Refund of Tax, Interest, Penalty, Fees or any Other Amount.

Unit 3 : Filing of GST Returns and Audit

Overview of GSTR 1- GSTR 3B - GSTR 4 GSTR 5- GSTR6- GSTR7-GSTR8- GSTR – 9 -
GSTR10- GSTR11. Audit by tax authority's U/s 65 – Special Audit U/s 66- Audit by department- Power of Departmental Audit – Returns- Authorization to Audit – Audit Procedure – Duration of Audit- Audit Findings-Reply to Audit Findings - Period of Limitation to issue Show Cause Notice - Assessment under Chapter XII- Assessment & Audit Rules (no 98 to 102) - Demands and Recovery.

Practical's on online GST Registration Process and Payment of Tax; Enabling GST and Defining Tax Details - Tally ERP; Defining Tax Rates at Master and Transaction Levels; Defining GST Rates at Stock Group Level; Defining GST Rate at Transaction Level; Accounting of GST Transactions; Creation of GST Duty ledgers; GST Reports; Generating GSTR; Exporting GSTR; Uploading of GSTR on GST portal.

Unit 4: Customs Duty

Introduction- Basic Concepts - Territorial Waters - High Seas – Types of Customs Duties
- Basic customs duty - Protective duties - Safeguard duty – Countervailing Duty on subsidized articles - Anti-dumping duty – Baggage - Valuation - Baggage Rules and Exemptions. Procedure (including warehousing) - Export Procedure - Deemed Exports -

Duty drawback - Customs (Import of Goods at Concessional Rate of Duty) Rules, 2017 - Valuation of Imported Goods -Valuation of Export Goods.

Readings:

Textbooks (Latest Editions)

1. Datey, V. S.; Indirect Taxes. Taxmann Publications Pvt. Ltd.
2. Balachandran, V. ; Indirect Tax Laws. Sultan Chand & Sons.
3. Datey, V. S.; GST and Customs Law. Taxmann Publications Pvt. Ltd.
4. Singhania, V. K., & Singhania, K.; Indirect Taxation. Taxmann Publications Pvt.

Ltd.
5. Sahay, B. S., & Ranjan, R. ; Goods and Services Tax (GST). Cengage Learning India.
6. Sury, M. M.; Indirect Taxes. New Century Publications.

Course Learning Outcome(s):

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

1. Describe the legal framework of GST and Customs Duty, including key provisions, regulations thereby explaining the tax implications on various business transactions.
2. Interpret tax laws and regulations to assess the impact of GST and Customs Duty on business operations and compliance requirements.
3. Calculate GST liabilities and Customs Duty obligations for different business scenarios and solve practical taxation problems related to the two.
4. Analyse the implications of GST and Customs Duty on business decisions, considering factors such as cost, risk, and compliance for effective planning thereby minimizing tax liabilities.
5. Create compliance frameworks for businesses to ensure adherence to GST and Customs Duty regulations.

Change Management and Organizational Development

DSE—III-(HRM-02)	Change Management and Organizational Development	**3L:1T:0P**	**4 Credits**

Course description: This course describes the contemporary issues in change and the process of change. Strategic change interventions are described followed by differentiation between change and Organizational development. Nature of planned change and models of change and OD are well defined in the course. Process of OD nad Human and Techno structural interventions are well covered in the course.

Course Objective(s):

1. Understand change management and need for the change in organizational settings.
2. To sensitize students to Organizational Development and Change interventions
3. Enable understanding and application od OD interventions.
4. To understand the nature of Planned change.

Course Content:

Unit 1: Why Change, contemporary issues in change; The Substance and Process of Change
What Changes? Purpose and Vision; Change Communication Strategies; Resistance to Change.

Unit 2: Strategic Change Interventions.
Transformational Change, Continuous Change; Trans organizational Change; Organization Development for Economic, Ecological, and Social Outcomes; Future Directions in Organization Development

Unit3: Introduction to Organizational Development and Change
Introduction to OD, Difference between OD and Change; The Nature of Planned Change, Models of OD; Roots and History of Doing OD; When should organizations use OD?

Unit 4: The Process of Organization Development
Entering and Contracting; Diagnosing; Collecting Data, Analysing, and Feeding Back Diagnostic Information; Designing Interventions; Managing Change

Evaluating and Reinforcing Organization Development Interventions. Interpersonal and Group Process Approaches; Organization Process Approaches; Employee Involvement; structural design, Downsizing, Reengineering, Parallel structures, TQM, High

Text Books (Latest Edition):

1. Palmer, I., Dunford, R., & Buchanan .A.,. 2009 ,(2nd Ed.) Managing organizational
2. change: A multiple perspectives approach. Boston: McGraw-Hill Irwin
3. 2.Organization Development and Change with MindTap, 11e
4. Author(s): Thomas G. Cummings | Christopher G. Worley, Cengage Learning
5. Organization Development, Principles, Processes, Performance
6. Author : Gary N. McLean, 2018, Pearson

Practical Exercises

1. Kotter, J. P., & Rathgeber, H. (2013). Our iceberg is melting: changing and succeeding under any conditions. New York, St. Martin's Press
2. Chip Heath, How to Change Things When Change Is Hard (Hardcover), 2010, First Edition, Crown Business

Course Outcome(s):

At the end of this course students will be able to :

1. Analyse the difference between Organizational Development and Change
2. Apply different Models of Organizational Development to organizations a real case example
3. Describe Process interventions and techno structural interventions.
4. Evaluate the process of resistance to change and how to manage such resistance to change

International Trade Policy & Strategy

DSE- IV-IB-01	International Trade Policy & Strategy	3L:1T:0P	4 Credits

Course Objective:

To provide thorough understanding of India's foreign trade policy, its historical review, regulatory framework, and policy measures. Students will understand and learn the provisions of foreign trade policy for export and import, the regulatory and institutional support to develop implications for businesses, industries, and policymakers.

Course Content-

Unit 1:

Introduction

India's foreign trade, Direction and composition of India's exports and imports, need for and significance of foreign trade policy, Preamble and legal framework of foreign trade policy, Various definitions, Government objectives under Foreign Trade Policy, Historical review of trade policy since 1991, General policy provisions regarding imports and exports, Rationale and impact of foreign trade policy.

Unit 2: Import Policies

Structure of Import Policy, Instruments of Import Policy-Import Substitution, Import restrictions- Types of Licensing – OGL, Canalized, Replenishment, Automatic; Advance and Additional License; Holding of License, Third party, Exim scripts, Conditions of license, Negative List. Tariff - Types of Tariffs, Tariffs rates, Bind rates, Quantitative Restrictions, Anti - Dumping, Countervailing Duties.

Unit 3: Export Promotion Policies

Export led growth and Export support growth, Review of Export Promotion Policies since 1991, Export Promotion Schemes (MEIS), EPCG scheme, Duty drawback scheme, DE passbook scheme, Deemed exports, Current Foreign Trade Policy.

Unit 4: Regulatory and Institutional Set-up

FEMA, Export Promotion Councils, Commodity Boards, Development Authority (APEDA, MPEDA), Export Houses, Export Processing Zone (EPZ), Foreign Trade Zone (FTZ), Electronics Hardware Technology Parks (EHTP), Software Technology Parks (STP), Special Economic Zone (SEZ), Agri Export Zone (AEZ), 100% Export Oriented Unit (E.O.U).

Textbooks (Latest Edition):

1. Export Management, Himalaya Publishing House, Divya Singh and Amit Gautam
2. Foreign Trade Policy, Ministry of Commerce, Govt. of India
3. Handbook of Procedures, Directorate General of Foreign Trade, Govt. of India
4. Economic Survey, Ministry of Finance, Govt. of India
5. Foreign Trade Policy and Handbook of Procedures (Vol I and II), Commercial Law Publishers, S C Jain, Shweta Jain and Abhishek Jain

Readings:

1. Golub, S. S., Hajkova, D., Mirza, D., Nicoletti, G., & Yoo, K. Y. (2003). The influence of policies on trade and foreign direct investment. OECD Economic Studies, 2003(1), 7-83.

2. Volpe Martincus, C., & Carballo, J. (2012). Export promotion activities in developing countries: What kind of trade do they promote?. The Journal of International Trade & Economic Development, 21(4), 539-578.

3. Broocks, A., & Van Biesebroeck, J. (2017). The impact of export promotion on export market entry. Journal of International Economics, 107, 19-33.

Case Studies:

1. The Indian Shrimp Industry Organizes to Fight the Threat of Anti-Dumping Action

   https://www.wto.org/english/res_e/booksp_e/casestudies_e/case17_e.htm

2. Looking at trade policy through a "gender lens"- Summary of Seven Country Case Studies Conducted by Unctad

   https://unctad.org/system/files/official-document/ditc2014d3_en.pdf

*Mode of Evaluation: Continuous Internal Assessments

Course Outcomes:

On successful completion of the course the learner will be able to-

1. Understand and comprehend the historical development, objectives, key features and institutional framework of foreign trade policy. (**Bloom's Level: Remember, Understand)**

2. Analyze the impact of trade policy and trade barriers on international trade flows. (**Bloom's Level: Analyze, Apply)**

3. Assess the implications of trade policy for businesses, industries, and economies and develop recommendations for policymakers based on trade policy analysis. (**Bloom's Level: Evaluate, Create**)

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Corporate Governance

SEC 601	Corporate Governance	2L:0T:0P	2 Credits

Course Description:

This course will teach the fundamental theories and practice of corporate governance. This course covers the history of the corporation, boards of directors, the division of profit sharing and various forms of employee ownership and equity ownership among insiders, regulation, shareholder activism, the impact of takeovers and mergers and acquisitions on governance, ethical issues such as conflicts of interest and insider trading, international corporate governance, and policy developments likely to impact the corporation.

Course Objectives:

1. To provide learners with a comprehensive understanding of the concept of Corporate Governance, its emergence, and its significance in the modern organizational context.
2. To equip learners with the ability to assess and identify the various global corporate failures, using international codes of corporate governance.
3. To enable learners to understand and apply various composition of the board, the role of board and board committees, and concepts like insider trading, shareholder activism, class action suits, whistleblowing mechanism, and CSR in corporate governance.
4. To develop learners' skills for understanding the regulatory framework of corporate governance in India and to investigate the impact of corporate failures in India and common governance problems in these failures.

Course Content:

Unit 1: Conceptual Framework of Corporate Governance

Corporate Governance: Meaning, significance, and principles; Management and corporate governance; Theories of Corporate Governance: Agency Theory, Stewardship theory, Stakeholders' Theory; One Tier and Two-Tier Boards

Unit 2: Corporate Governance and Role of Stakeholders

Board composition: Executive directors, non-executive directors and independent directors; Role of Board and board committees; Insider Trading; Shareholder activism; Class action suits; Whistleblowing Mechanism, CSR and Corporate Governance

Unit 3: Global Corporate Failures and International Codes

Maxwell (UK), Enron (USA); Sir Adrian Cadbury Committee Report 1992, SOX Act 2002, OECD Principles of Corporate Governance.

Unit 4: Corporate Governance Regulatory Framework in India and Corporate Failures in India

Kumar Mangalam Birla Committee (1999), NR Narayana Murthy Committee (2005) and Uday Kotak Committee (2017); Regulatory framework: Relevant provisions of Companies Act, 2013, SEBI: Listing Obligations and Disclosure Requirements Regulations (LODR), 2015.Satyam Computer Services Ltd, Kingfisher Airlines, PNB Heist; ICICI Bank; Common Governance Problems in various Corporate Failures in India and abroad.

Suggested Readings: (Latest Editions)

- Act, S. O. (2002). Sarbanes-Oxley act. Washington DC.
- Aparajita, S., & Rhudra, R. Insider Trading Regulation 2015. GNLU L. Rev., 4, 69.
- Monks, R. a. G., & Minow, N. Corporate Governance. John Wiley & Sons.
- Roy Chowdhury Ghosh, A. Corporate Governance Under the SEBI (Listing Obligations and Disclosure Requirements) Regulations 2015.
- Satheesh Kumar, T. N. Corporate Governance. India: Oxford University Press.
- Sharma, J. P. Corporate Governance, Business Ethics and CSR:(with Case Studies and Major Corporate Scandals). Ane Books Pvt. Ltd.

- Note: Latest edition of readings may be used and latest amendments to the regulations shall be referred to.
- Pedagogy: This course uses multiple pedagogies like interactive lectures, student discussions and PPTs, research articles, case studies, and simulation exercises.

Practical Exercises:

The learners are required to:

1. Research and present on the application of different theories of corporate governance in real-world companies.
2. Analyse a recent case of insider trading or shareholder activism and discuss its impact on the company's corporate governance.
3. Research and present on the impact of a major corporate failure on the development of international codes of corporate governance.
4. Analyse the impact of a specific regulation on corporate governance practices in India.
5. Research and present on a major corporate failure in India and the

governance problems that contributed to this failure.

Course Outcomes: After completion of the course, learners will be able to:

1. Describe the concept of corporate governance and its significance and discuss different theories of corporate governance.
2. Demonstrate the role of different stakeholders in corporate governance and interpret concepts like insider trading, shareholder activism, and CSR.
3. Relate major global corporate failures and the international codes that were developed in response.
4. Judge the regulatory framework of corporate governance in India, major corporate failures in India and the common governance problems associated with these failures.

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Major Project & Guidelines

Course Code	:	SEC 602
Course Title	:	Major Project
Number of Credits	:	4
Course Category	:	Skill Enhancement Course

All Students must carry out an independent research project in an area of their interest: Business Administration.

A proposal should be submitted immediately after completing the research methods unit in 3rd year , semester five. The guidelines mention details.

Consequently, students are expected to produce quality research projects that:

- Addresses current problems of interest in the real world
- Demonstrate a mastery of skills learnt during their study in the Institute.
- Demonstrates writing skills.

Course Objective: The objective of this course is to enable the students:

- Identify and discuss the role and importance of research in the social sciences.
- Identify and discuss the issues and concepts salient to the research process.
- Identify and discuss the complex issues inherent in selecting a research problem, choosing an appropriate research design, and implementing a research project.
- Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.

4. General Regulations

- The Project report should be submitted before the student sits for the final university examinations in semester VI.
- The student shall work under the guidance of a project supervisor (s) appointed by the Institute's director.
- Once the students have completed the proposal and the supervisor has approved it, the proposal shall be defended in panels formed by the project coordinator on a day set aside by the Institute.
- The students should submit at least two copies of the proposal to the Project Coordinator at least two weeks before the final examination in semester V.
- The students shall present a proposal at the panels and be awarded marks. They will also be given corrections, which they will work on and present to their supervisors for approval to continue with the project work.
- The student will then complete chapters 4 and 5 of the project.
- Once the student has completed the project and the supervisor has approved it, the project shall be submitted to the project coordinator, who

will arrange for the final defence and VIVA VOCE. The marks obtained will be added to the proposal defence marks and compiled.

- The students should then submit two copies of the project report to the Institute 2 weeks before the final examination in semester VI.
- If the student is unsuccessful, the resubmission regulations will apply as stipulated in the academic policy.

5. Choosing a Project Title

- The project's title should be clear and specific to a real problem.
- Similar topics between students should be avoided.
- The project should be new and original, not replicating another person's work.
- At the proposal level, the appointed supervisor MUST approve the project title.
- The research committee must ratify all the topics.

6. Formatting Guidelines

- Font Size-12 in the body text, except for the topics and titles, which should be font size 14
- Font Type- Times New Roman
- Spacing- The project should be 1.5 lines spacing
- Highlighting- Topics and subtopics should be bolded and NOT be underlined
- Print Quality- The final document should be of good print quality
- Margins- Margins of the report should be 1 inch on the top, bottom and right-hand side. The left-hand-side margin should be 1.25 inches to allow for binding.
- Tables- Larger tables may be typed in smaller font sizes (10-11) to maintain standard margins
- Numbers and Percentages-must do not begin with a sentence.
- Tables and Figures - When presenting the table or figure, there must be a finding and analysis section. Avoid using 'table above, or table below.' Instead, indicate as 'Table 4.1 shows that ….'
- Final Binding - Presented as Hard Copy (Blue Color), preferably Xerox hardcover book binding.
- Pagination: Bottom of page and centred.

Evaluation will be done based on the project completed, presentation of the proposal and Viva Voce.

Course outcomes:

At the end of the project, students will be able to

- Understand basic concepts of research and carry out an analysis
- Explain key research concepts and issues
- Read, comprehend, and explain research articles in their academic discipline.
- Practically apply outcomes of previous research in present problems for decision-making.

MAJOR PROJECT GUIDELINES FOR

BACHELORS IN BUSINESS ADMINISTRATION/BACHELORS IN BUSINESS ADMINISTRATION (HONOURS)/ BACHELOR'S IN BUSINESS ADMINISTRATION (HONOURS AND RESEARCH)

TITLE PAGE OUTLINE (not paginated)
The title should be in upper case and Centered,
and the font size should be 14
For Example

TOPIC- GREEN INITIATIVE'S IMPACT ON CUSTOMER LOYALTY

Student Name	Supervisors Name
Class and Year	Designation
(In Upper Case)	(In Upper Case)

Research Project Submitted in Partial Fulfillment for the Degree of
Bachelor in Business Administration
from---------- University

Month Year

DECLARATION

a) A signed declaration by the candidate with the following statement
This project is my original work and has not been presented for a degree in any otherUniversity or for any other award

Students Name: _____

Sign_____Date _____

b) A signed declaration by the University Supervisor with the following statement.

c) I confirm that the candidate did the work reported in this project under my supervision.

Name:
Sign_____Date _____

DEDICATION

A dedication statement not exceeding 25 words may follow the declaration, beginning on a separatepage.

Dedication may be to a person or persons to whom they have special attachments. A simple statement
such as "to my father……. and my mother ……" and a reason for the dedication may be given.

ACKNOWLEDGEMENT

Acknowledgement should be 150 words and follow the dedication beginning on a separate page.

An acknowledgement is an extension of appreciation for the contribution of others and assistance given during the entire research process. It recognises the person the writer is indebted to for guidance and help during the study.

ABSTRACT

An abstract of the research project not exceeding three hundred (300) words and beginning on anew page. It should be a one-paragraph continuous prose, single-spaced and on one page only.

The abstract should be one page single paragraphed and should contain

- The purpose and objectives of the study
- Significance of the study
- Methodology used
- Findings
- Recommendations

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

(All tables and figures must have a number and heading and follow APA style)

Declaration to List of figures should be in centre 14 font size.

MAIN DOCUMENT (Pagination of 1, 2, 3, 4, etc should begin in Chapter One)

1.0 CHAPTER ONE: INTRODUCTION

(Chapter Title - center 14 font size)

1.1 Introduction – Overview of chapter contents
1.2 Background of the Study
1.3 Problem Statement
Should it be a paragraph, and should it clearly show what the problem is? What the research seeks to solve. Give authoritative sources/citations on what has been done and what is missing.

1.4 Objectives of Study
I clearly state the goal of the study.

1.4.1 Specific Objectives
- They should be SMART.
- They should be within the scope.

1.5 Significance of the Study
It should explain who benefits from the study and how.

1.6 Scope of the Study
It should include the concept, content, geographical, and time scope.

1.7 Organisation of the Study
Should include the structure of the study chapter by chapter

2.0 CHAPTER TWO: LITERATURE REVIEW

(Chapter Title - centre 14 font size)

2.1 Introduction – Overview of chapter contents
2.2 Theoretical Literature of the Problem.
A theoretical framework consists of concepts, definitions, and existing theories/theories used for your study. It must demonstrate

an understanding of theories and concepts relevant to the problem the project is solving.

2.3 Critical Review and Research Gap Identification
You should identify the unique innovation of your project. This should clearly show the gap you are filling in the project. Otherwise, your project will be seen as plagiarised.

3.0 CHAPTER THREE: METHODOLOGY

(Chapter Title - centre 14 font size)

6.1 Introduction – Overview of chapter contents
6.2 Project Design
This section should explain the details of the proposed project and how you will explore your research question.
Include questionnaire.

4.0 CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

(Chapter Title - center 14 font size)

4.1 Introduction – overview of chapter contents
4.2 Presentation of Findings. The findings should address each objective. Objective 1 Objective 2, etc.

Check to ensure all the objectives are addressed.

5.0 CHAPTER FIVE: SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS

(Chapter Title - center 14 font size)

5.1 Introduction - overview of chapter contents
5.2 Summary of Findings
5.3 Conclusions
5.4 Recommendations.

6.0 REFERENCES

Use Reference – acknowledgement of works referred to or citations.
American Psychological Association (APA) reference style should be used.

7.0 APPENDICES

A. Questionnaire

involvement organization, Work Design.

Disaster Management

DSE- Audit Course	Disaster Management	3L:1T:0P	4 Credits

Couurse Description:

In our rapidly evolving 21st-century economic, societal, and environmental realms. These challenges profoundly affect vulnerable communities, magnifying their susceptibility to climate-related shocks and disasters. As we navigate through these complexities, it becomes increasingly evident that aligning strategies with global Sustainable Development Goals (SDGs) across various geographical scales is paramount. This alignment incorporates perspectives of environmental sustainability, climate adaptation, and disaster resilience. In light of these considerations, this course aims to equip students with the knowledge an world, challenges emerge in diverse forms, transcending borders and intertwining d skills necessary to address and mitigate the impacts of disasters in a holistic manner.

Course Objective(s):

- to provide understanding of the concepts related to disaster
- to highlight the importance and role of disaster management
- to enhance awareness of institutional processes and management strategies to mitigate the impacts of disasters

Course Content:

Unit 1: Concepts and Terminologies
Understanding key concepts of Hazards, disasters; Disaster types and causes (Geophysical, Hydrological, Meteorological, Biological and Atmospheric; Human-made); Global trends in disasters - Impacts (Physical, Social, Economic, Political, Environmental and Psychosocial); Defining Vulnerability (Physical Vulnerability; Economic Vulnerability; Social Vulnerability)

Unit 2: Key concepts of Disaster Management Cycle
Components of disaster management cycle (Phases: Response and recovery, Risk assessment, Mitigation and prevention, Preparedness planning, Prediction and warning); Disaster risk reduction (DRR), Community based disaster risk reduction

Unit 3: Initiatives at national and international level
Disaster Risk Management in India and at international level: Related policies, plans, programmes and legislation; International strategy for disaster reduction and other initiatives

Unit 4: Emergency Management

involvement organization, Work Design.

Explosion and accidents (Industrial, Nuclear, Transport and Mining) - Spill (Oil and Hazardous material); Threats (Bomb and terrorist attacks) - Stampede and conflicts

Training and Demonstration Workshops (at least two workshops) be organized in association with the NIDM, NDRF, NCDC, Param Military, Fire Brigade, CISF, local administration etc.

Readings (Latest Editions):

2. Sharma, S.C. , Disaster Management, Khanna Book Publishing.
3. Clements, B. W.,: Disasters and Public Health: Planning and Response, Elsevier Inc.
4. Dunkan, K., and Brebbia, C. A., (Eds.) : Disaster Management and Human Health Risk: Reducing Risk, Improving Outcomes, WIT Press, UK.
5. Singh, R. B. (ed.), Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Ramkumar, Mu, Geological Hazards: Causes, Consequences and Methods of Containment, New India Publishing Agency, New Delhi.
7. Modh, S. Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
8. Carter, N. Disaster Management: A Disaster Management Handbook. Asian Development Bank, Manila.
9. Govt. of India Vulnerability Atlas of India. BMTPC, New Delhi.
10. Govt. of India Disaster Management in India. Ministry of Home Affairs, New Delhi.
11. Matthews , J.A., Natural Hazards and Environmental Change, Bill McGuire, Ian Mason.

E-Resources

http://www.ndma.gov.in/en/
http://nidm.gov.in/
https://www.unisdr.org/
http://www.emdat.be
https://www.weather.gov/safety/
https://www.preventionweb.net/risk/vulnerability

Course Outcomes:

Upon successful completion of this course, students will be able to:

i. Articulate the critical role of disaster management in reducing risks and enhancing resilience

ii. Identify and describe key institutional frameworks and processes in disaster management.

iii. Conduct risk assessments and develop disaster management plans for specific scenarios

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involvement organization, Work Design.

SEMESTER –VII (BBA (Honours))

involvement organization, Work Design.

SEMESTER –VII (BBA (Honours))

OE 701	**AI for Business** **Or** **Diversity, Equity and Inclusion** **Or** **Digital Ethnography and online Communities**	**3L:1T:0P**	**4 Credits**

AI for Business

Course Objective:

AI for Business course is designed to equip students with a thorough understanding of how artificial intelligence (AI) can be strategically applied in various business contexts. The primary objective is for students to learn how to deploy AI technologies effectively while managing the ethical considerations inherent in such implementations.

Methodology

The teaching methodology employs lectures and real-time, case-based AI applications cross different business sectors.

Content:

Unit 1: **Converging Technologies**: Big Data Overview, V's of Big Data, Big Data Analysis, IoT, Cloud Computing, Data Management Infrastructure, Data Analysis: Extracting Intelligence from Big Data, Changing organization Culture/Strategy/ Role of Practicing Managers, People Component of BigData & AI

Unit 2: **Introduction to AI**: History & Evolution of AI , AI-Driven Business Transformation, Overview of AI technologies namely Machine Learning, Deep Learning, Natural Language Processing, Computer Vision, Robotics, Generative AI, Case study analysis of AI's impact on different industries.

Unit 3: **AI Applications in Business**: AI in Finance – AI in algorithmic trading, Credit scoring models using machine learning, Fraud detection, AI in Customer Relationship Management - Personalization and recommendation systems, Chatbots and virtual assistants, Predictive customer analytics, AI in Human Resource Management – AI-driven recruitment and selection processes, Employee performance analytics, AI in workforce planning and talent management.

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Unit 4: **Ethics in AI**: Bias, fairness, and transparency, Responsible AI practices for leaders, Mitigating ethical risks in AI/ML deployment, Societal and legal aspects of AI.

Text Books (Latest Edition):

- Artificial Intelligence by Munish Trivedi
- Artificial Intelligence for Managers by Malay A. Upadhyay
- AI Rising: India's Artificial Intelligence Growth Story, Leslie D'Monte, Jayanth N. Kolla
- Artificial Intelligence in Practice: How 50 Successful Companies Used AI and Machine Learning by Bernard Marr
- HBR Guide to AI Basics for Managers Paperback by Harvard Business Review
- Machine Learning for Algorithmic Trading: Predictive models to extract signals from market and alternative data for systematic trading strategies" by Stefan Jansen
- Digital HR: A Guide to Technology-Enabled Human Resources by Deborah Waddill
- AI for Marketing and Product Innovation: Powerful New Tools for Predicting Trends, Connecting with Customers, and Closing Sales by A.K. Pradeep, Andrew Appel, and Stan Sthanunathan

Suggestive Readings

- Neha Soni, Enakshi Khular Sharma, Narotam Singh, Amita Kapoor, "Artificial Intelligence in Business: From Research and Innovation to Market Deployment", Procedia Computer Science, Volume 167, 2020, Pages 2200-2210, https://doi.org/10.1016/j.procs.2020.03.272.
- Nikolaos-Alexandros Perifanis, Fotis Kitsios, Investigating the Influence of Artificial Intelligence on Business Value in the Digital Era of Strategy: A Literature Review, Information 2023, 14(2), 85; https://doi.org/10.3390/info14020085

Case Studies

- The Business of Artificial Intelligence: What it can — and cannot — do for your organization by Erik Brynjolfsson, Andrew McAfee, https://hbr.org/2017/07/the-business-of-artificial-intelligence.
- Predicting Consumer Tastes with Big Data at Gap, Ayelet Israeli, Jill Avery, https://hbsp.harvard.edu/product/517115-PDF-ENG

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Course Outcomes:

Upon completion of the course the students shall be able to:

1. **Analyze** Big Data, **understanding** its core characteristics and the infrastructure required for its management. They will also develop skills in extracting actionable insights that can inform and transform organizational strategies.
2. **Comprehend** in-depth knowledge of key AI technologies and explore these technologies' roles in driving business innovation and operational efficiency.
3. **Apply** AI solutions to core business functions, such as enhancing algorithmic trading in finance, improving customer engagement through CRM systems, and optimizing HR processes with AI-driven tools.
4. **Evaluate and Mitigate** ethical risks associated with AI use in business, ensuring practices are fair, transparent, and responsible. They will also address the legal and societal impacts of AI, fostering responsible leadership in technology deployment.

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Diversity, Equity and Inclusion

This course on Diversity, Equity, and Inclusion (DEI) provides a comprehensive exploration of the interconnectedness of diversity, inclusion, and equity within organizational contexts. It covers theoretical perspectives and models contributing to DEI efforts, alongside an investigation of relevant laws, policies, and regulations. Through practical activities and discussions, students learn to recognize, address, and mitigate the effects of biases and macroaggressions. Additionally, the course focuses on developing HR strategies for promoting diversity and equity, crafting comprehensive DEI statements, and creating action plans for implementing DEI initiatives in various workplace settings. Key topics include foundational concepts of diversity, equity, and inclusion; theoretical perspectives and legal frameworks; biases and macroaggressions; communication strategies; inclusive leadership; diversity management programs; and drafting DEI statements. Through this course, students gain the knowledge and skills necessary to advocate for and implement DEI initiatives, fostering inclusive and equitable environments.

Course Objective(s):

1. To gain a comprehensive understanding of diversity, inclusion, and equity, and their interconnectedness within organizational contexts.
2. To examine the theoretical perspectives and models that contribute to DEI efforts.
3. To investigate laws, policies, and regulations relevant to promoting diversity, equity, and inclusion in the workplace, education, and broader society.
4. To understand macroaggressions and develop strategies for recognizing, addressing and mitigating their effects.
5. To develop HR strategies and processes that promote diversity and equity within organizations.
6. To learn to create a comprehensive DEI statement that reflects an organization's commitment to diversity, equity, and inclusion and supports a culture of belonging.
7. To collaborate and discuss and create action plans for promoting diversity, equity, and inclusion in various workplace settings.

Course Content:

Unit 1: Nature of Diversity, Equity and Inclusion

Diversity, Equity, and Inclusion- meanings and significance; Classifications of Diversity; Equity vs. Equality; Components of Inclusion; Role of DEI in Organizations

Unit 2: Theoretical perspectives and legal/regulatory frameworks on DEI in the workplace

Managerial, sociological and social psychological theories related to DEI; Pluralistic / involvement organization, Work Design.

inclusive organization; Valuing diversity and preventing problems; Preventing harassment and bullying Relevant laws, policies and regulations pertaining to DEI in the workplace, education and society at large.

Unit 3: Biases, addressing Macroaggressions; Communication strategies and Inclusive leadership

Bias at work, Outcomes of biases for individuals, groups and organizations; Biases through Employee

Lifecycle – relevance and challenges at the workplace; Defining Macroaggressions, Categories and types of macroaggressions; Negative impacts of macroaggressions and dealing with macroaggressions. In-groups and Outgroups; Verbal and non-verbal communication Skills, Implementing Inclusive Language, Active Listening. Inclusive Leadership

Unit 4: Analyse diversity management programs, strategies and policies and examine its relationship to leadership

Focusing on LGBTQ employees, Inclusive Recruiting and Hiring, Providing Resources and Accessibility, Practice Allyship, Supporting Gender Identity. Psychological Safety

Readings (Latest Editions):

- Cunningham, G.B. *Diversity, Equity and Inclusion at Work*. Routledge.
- Robert Shrank "Two Women, Three Men on a Raft," Harvard Business Review, May-June.
- Ng. E.S. & Rumens, N. Diversity and inclusion for LGBT workers: Current issues and new horizons for research. Canadian Journal of Administrative Sciences. 34.109-120.
- Hollins, C. & Govan, I. ,*Diversity, Equity and Inclusion: Strategies for facilitating Conversations on Race*, Rowman & Littlefield.
- Bernstein, R.S., Salipante, P.F. & Weisinger, J.Y.*Performance through Diversity and Inclusion (Leveraging Organizational Practices for Equity and Results).* Routledge
- Özbilgin, M.F. Equality , *Diversity and Inclusion at work* . Edward Elgar Publishing Ltd .
- Seijts, G.H. & Milani, K.Y.The application of leader character to building cultures of equity, diversity, and inclusion. Harvard Business Review, Sept.- Oct.
- https://www2.deloitte.com/us/en/insights/topics/talent/six-signature-traits-of-inclusive-leadership.html

Additional Readings

- https://heller.brandeis.edu/diversity/learning/readings.html
- https://diversityworksnz.org.nz/media/3663/dw-case-model_web.pdf
- https://thepolicyobservatory.aut.ac.nz/_data/assets/pdf_file/0020/228440/Inc

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lusive-Workspaces-Policy-Report_WEB-VERSION.pdf

- https://www.youtube.com/watch?v=-Lz-KavdxNg

Course Outcome(s):

Upon completion of the course the students shall be able to :

1. Comprehend and differentiate diversity, equity, and inclusion in various contexts.
2. Identify and analyse dimensions like race, gender, and intersectionality.
3. Understand and differentiate equity from equality with practical examples.
4. Analyse the impact of DEI initiatives on innovation and productivity.
5. Utilize managerial, sociological theories, and relevant laws to foster DEI.
6. Foster psychological safety, allyship, and supportive environments.

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Digital Ethnography and online Communities

The course introduces the learners to digital ethnography, focusing on how social interactions are played out in online and offline communities in contemporary times. The first part of the course will define and outline digital ethnography as a method and research field. The second part will focus on how social interactions can be expressed and understood across online and offline community contexts. In the third part, the students will be introduced to digital ethnographical tools to study selves and social interaction and make sense of the ethnographic data.
Overall, this course explores the research of the digital and via the digital in everyday life influenced by technological interventions. The course will also discuss data gathering and analysis using "digital tools" such as mobile phones, GPS technology, and software programs and techniques for conducting research that engages directly with online and digital environments, including social media platforms, blogs, and discussion forums and fully immersive digital realms such as video games and virtual worlds.

Course Objective(s):

- To provide an understanding of digital ethnography as a method and research field
- To explore how social interactions are expressed in online and online community contexts
- To gain familiarity with the application of digital ethnography for understanding online spaces through the internet and web-based data related to consumer behaviour and online communities related to brands, products, or services.
- To become familiar with strategies and tools for conducting digital ethnographic research and analysis of digital ethnographic data with particular reference to digital and online environments (discussion forums, social media platforms, fully immersive online realms);

Course Content:

Module 1: Introduction to Ethnography On/Offline

Ethnography as a method and research field; New opportunities and challenges the Internet presents for ethnography as a method in the areas of business: management, commerce and marketing fields; Questions about the researcher's identity and/or becoming an insider in relation to digital ethnography.

Module 2: Digitally-mediated Association, Interaction, and Sociality

Replacement of face-to-face encounters with technologically mediated ones; Phenomenology of sociality; Digitally-enabled forms of communication and sociality

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Module 3: Tools and Data Management in Digital Ethnography

Critical aspects of data collection and data management in digital ethnography; Range of data they may construct/collect as a qualitative researcher (e.g., text, audio, and visual data) both online and offline. Techniques and software for dealing with ethnographic data (e.g., field notes, photographs, audio or video recordings, digital files, etc.). Use of online and other digital tools like online surveys, text messages, and interactive voice response systems for understanding human behavior in various social contexts and for various business research purposes. Strengths and limitations of digitally mediated research methods.

Module 4: Writing Ethnography

Various kinds of data analysis to provide a coherent understanding of digital ethnography and focus on triangulation issues. Communicate findings through writing appropriately and meaningfully (e.g., how to use quotes and exemplars)

Reading List

1. Pink S., Horst H., Postill J., Hjorth, Lewis T. and Tacchi J. (2015) Digital Ethnography: Principles and Practice. Sage Publications

2. Ritter, C. S. (2022). Rethinking digital ethnography: A qualitative approach to understanding interfaces. *Qualitative Research*, *22*(6), 916-932.

3. Hafner, C.A. (2018). Digital Discourses Research and Methods. In: Phakiti, A., De Costa, P., Plonsky, L., Starfield, S. (eds) The Palgrave Handbook of Applied Linguistics Research Methodology. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-137-59900-1_18

4. Bailey J, Mann S, Wayal S, et al. Sexual health promotion for young people delivered via digital media: a scoping review. Southampton (UK): NIHR Journals Library; 2015 Nov. (Public Health Research, No. 3.13.) Chapter 7, Digital research methods and optimum research methodology to evaluate digital interventions. Available from: https://www.ncbi.nlm.nih.gov/books/NBK326976/

5. Pink, S. (2016). Digital ethnography. *Innovative methods in media and communication research*, 161-165.

6. Neumaier, A. (2021). Digital Ethnography. In *The Routledge Handbook of Research Methods in the Study of Religion* (pp. 217-228). Routledge.

7. Hjorth, L., Horst, H. A., Galloway, A., & Bell, G. (Eds.). (2017). *The Routledge Companion to Digital Ethnography* (pp. 21-28). New York: Routledge.

8. Barendregt, B. (2021). Digital ethnography, or 'deep hanging out in the age of big data. In *Audiovisual and Digital Ethnography* (pp. 168-190). Routledge.

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9. Bjerre-Nielsen, A., & Glavind, K. L. (2022). Ethnographic data in the age of big data: How to compare and combine. *Big Data & Society*, *9*(1), 20539517211069893.

10. Abidin, C. (2016). "Aren't These Just Young, Rich Women Doing Vain Things Online?": Influencer Selfies as Subversive Frivolity. Social Media + Society, 2 (2), 205630511664134. https://doi.org/10.1177/2056305116641342.

11. Baym, N. (2000). Tune In, Log on: Soaps, Fandom, and Online Community. London, UK: Sage.

Course Outcome(s):

At the end of the course, the learners will be able to:

1. Explore ethnography as a method and field of practice with reference to its application in the field of business management.
2. Determine the limitations and strengths of using ethnography in digitally mediated communities in the context of both online and offline communities.
3. Develop skills in using techniques and strategies for gathering ethnographic data digitally and making sense of it qualitatively.
4. Appreciate the ethical considerations unique to digital ethnography.

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Entrepreneurial Leadership

CC 701	Entrepreneurial Leadership	2L:2T:0P	4 Credits

Course Description

This course is designed to equip students with the knowledge and skills required to become effective entrepreneurial leaders. It emphasizes the unique characteristics and challenges of entrepreneurial leadership and provides practical insights into how to lead and manage startups and innovative ventures. The course covers key areas such as leadership theory, entrepreneurial mindset, strategic decision-making, and the development of a sustainable business model.

Course Content:

Unit 1: Foundations of Entrepreneurial Leadership

1. Introduction to Leadership and Entrepreneurship
2. Definitions and Concepts of Leadership
3. Social, Managerial and Entrepreneurial Leadership
4. Theories and Models of Leadership
5. Trait Theory, Behavioral Theories, Contingency Theories, Transformational and Transactional Leadership

Unit 2: Leading with the Entrepreneurial Mindset

1. Creativity and Innovation in Entrepreneurship
2. Techniques for Fostering Creativity.
3. Overview of Innovation Management and role of Founders
4. Building Culture of innovation and entrepreneurial mindset
5. Leading through Innovation: Venture strategies and role of the leader. Process and Resources
6. The virtual work and organization; Leadership and the future of work in the venture leadership context.

Unit 3: Leadership Challenges and Strategies in Entrepreneurial Context

1. Leadership Challenges in Entrepreneurial Venture Development
2. Case Studies of Prominent Entrepreneurial Leaders
3. Analysis of elements of leadership desirable in different stages of venture creation and development
4. Designing organsational structure and managing people performance
5. Building teams; Managing Growth, Change, Conflicts and Transition

Unit 4: Ethical and Sustainable Entrepreneurship

1. Ethics And Social Responsibility In Entrepreneurship
2. Ethical Decision-Making Frameworks
3. Building the Right Culture and Values: Role of leader involvement organization, Work Design.

4. Corporate Social Responsibility (CSR)
5. Sustainable Business Practices and managing change
6. Leadership and shaping Sustainability In Business Models

Readings (Latest Editions):

1. Robbins, S. P., & Judge, T. A. Essentials of organizational behavior. Pearson.
2. Northouse, P. G. Leadership: Theory and practice. Sage publications.
3. Christensen, C. M., Raynor, M. E., Dyer, J., & Gregersen, H. Disruptive Innovation: The Christensen Collection (The Innovator's Dilemma, The Innovator's Solution, The Innovator's DNA)
4. Christensen, C. M., " How Will You Measure Your Life?", *Harvard Business Review*
5. Ries, E. The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Currency.
6. Vugt, M. van, & Ronay, R. The evolutionary psychology of leadership: Theory, review, and roadmap. *Organizational Psychology Review*, 4(1), 74-95.
7. Alexander Fries, Nadine Kammerlander, Max Leitterstorf, "Leadership Styles and Leadership Behaviors in Family Firms: A Systematic Literature Review," *Journal of Family Business Strategy*, Volume 12, Issue 1, 100374.

Course Outcome:

Upon successful completion of this course, students will be able to:

1. Understand and apply leadership theories and principles in an entrepreneurial context.
2. Develop further the entrepreneurial mindset and to recognize opportunities for innovation and value creation.
3. Formulate entrepreneurial vision and engage, motivate and lead stakeholders for implementing effective strategies for leading and managing entrepreneurial ventures.
4. Analyze and inculcate the ethical and social responsibilities of entrepreneurial leaders.

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SEMESTER –VII (BBA (Honours with Research))

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SEMESTER –VII (BBA (Honours with Research))

CC 701	Advanced Data Analysis Tools	2L:0T:4P	4 Credits

Course Description: Advanced Data Analysis Tools is designed to equip students with sophisticated skills in data analysis to enhance decision-making in business. The course emphasizes the practical application of statistical software for data manipulation, statistical modeling, machine learning, and effective communication of data insights.

Course Objectives:

1. To introduce advanced data analysis tools and techniques used in business decision-making.
2. To develop proficiency in using statistical software for comprehensive data analysis, including manipulation, interpretation, and visualization.
3. To explore the application of these tools in addressing real-world business challenges through hands-on exercises.

Unit Descriptions:

Unit 1: Data Handling and Statistical Foundations

This unit introduces the fundamentals of data analysis, including an overview of statistical software tools, data handling, and basic operations. It covers data importing, cleaning, and initial data exploration techniques, setting a strong foundation for further analysis.

Unit 2: Statistical Analysis and Modeling

Focuses on advanced statistical methods, including descriptive and inferential statistics, regression analysis, and forecasting techniques. Students will engage in hypothesis testing and time series analysis, using these methods to derive meaningful insights from complex datasets.

Unit 3: Machine Learning and Advanced Analytical Techniques

Introduces basic and advanced machine learning algorithms relevant to business analytics. This unit covers decision trees, clustering, neural networks, and the fundamentals of deep learning, with a focus on their practical application in predictive analytics and data-driven decision-making.

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Unit 4: Visualization, Reporting, and Ethical Considerations

Emphasizes the importance of effective data presentation through visualizations and interactive dashboards using tools like Tableau and Power BI. This unit also addresses the ethical considerations in data analysis and the preparation of comprehensive reports and presentations to communicate insights clearly to stakeholders.

Suggested Pedagogy:

The course adopts a blend of interactive lectures, practical labs, and project-based learning to facilitate an engaging and comprehensive learning experience. Real-world datasets are employed extensively to allow students to apply theoretical concepts in practical scenarios, bridging the gap between classroom learning and business application.

Optional Practical Component:

An optional practical can be developed for students who wish to explore open-source statistical software for conducting independent and complex data analyses.

Research Reading:

Raji, M. A., Olodo, H. B., Oke, T. T., Addy, W. A., Ofodile, O. C., & Oyewole, A. T. (2024). Real-time data analytics in retail: A review of USA and global practices. GSC Advanced Research and Reviews, 18(3), 059-065.

Textbooks (Latest Edition):

1. *Discovering Statistics Using IBM SPSS Statistics* by Andy Field, 5th ed., Sage.
2. *An Introduction to Statistical Learning with Applications* by James, Witten, Hastie, & Tibshirani, 2nd ed., Springer.
3. *Data Science with Artificial Intelligence, Machine Learning and Deep Learning by Rajiv Chopra, Khanna Book Publishing.*

Course Outcomes:

- Proficiency in using advanced statistical tools for data analysis.
- Ability to apply comprehensive data analysis techniques to enhance business decision-making.
- Skills to effectively interpret and present data insights to stakeholders.
- Awareness of ethical considerations in data analysis.

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CC 702	Advanced Research Methodology	2L:0T:4P	4 Credits

Course Description: Advanced Research Methodology builds upon foundational knowledge, delving into sophisticated research design and methodologies tailored for business contexts. This course explores complex qualitative and quantitative research techniques and integrates contemporary issues such as big data and artificial intelligence into the curriculum. Emphasizing ethical considerations and the practical application of research tools, the course equips students with the necessary skills to conduct high-quality research, write scholarly articles, and develop grant proposals.

Course Objectives:

1. Enhance understanding of advanced research designs and methodologies beyond the foundational level.
2. Develop proficiency in qualitative and quantitative data analysis techniques using advanced software tools.
3. Explore contemporary issues and innovations in research methodology relevant to business studies.

Course Contents:

Unit 1: Advanced Research Frameworks

This unit covers advanced research frameworks, examining research philosophy, inquiry, ontology, epistemology, and paradigms. It includes discussions on refining quantitative, qualitative, and mixed methods approaches and explores specialized research designs both experimental and non-experimental designs such as longitudinal, cross-sectional, and factorial design, latin square design, randomize group design providing a foundation for advanced research questions/inquiry.

Unit 2: Advanced Data Analysis Techniques

The focus of this unit is on advanced data analysis techniques. It encompasses qualitative methods like ethnography and phenomenology, alongside advanced quantitative approaches including multivariate analysis and structural equation modelling. This unit also introduces the use of sophisticated data analysis software such as computer enabled qualitative and context analysis (example NVivo and ATLAS.ti, PLSEM), enhancing students' analytical skills.

Unit 3: Contemporary Issues in Research

This unit engages students with contemporary issues in research, addressing the impact of big data and analytics, and the incorporation of artificial intelligence into research

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methodologies. It also covers the ethical considerations crucial to modern research practices and the transformative role of technologies like virtual reality and augmented reality in business research.

Unit 4: Application and Ethics

In this unit, students apply research methods to real-world scenarios, exploring the ethical challenges in conducting research. The unit guides students in preparing scholarly articles, grant proposals, and comprehensive research reports, emphasizing the practical application of research skills and ethical considerations in documentation and reporting.

Case/Exercises:

- Behavioral Experiment (A), (B), (C) by Elena Reutskaja - https://hbsp.harvard.edu/product/IES916-PDF-ENG
- Focus Groups (A), (B) by Elena Reutskaja - https://hbsp.harvard.edu/product/IES922-PDF-ENG
- In-depth Interviews (A), (B) by Elena Reutskaja - https://hbsp.harvard.edu/product/IES918-PDF-ENG

Research Paper Reading:

Pereira, L. F. (2023). Business research methods: systematic literature review. International Journal of Management Concepts and Philosophy, 16(2), 145-159.

Textbooks:

1. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, by Creswell, J. W. & Creswell, J. D.
2. *Multivariate Data Analysis*, by Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E.

Pedagogy:

The course utilizes a combination of interactive lectures, hands-on lab sessions, collaborative projects, and case studies to provide an engaging and comprehensive learning experience. It integrates real-world scenarios and current research challenges into classroom discussions to effectively bridge theoretical knowledge with practical application.

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Course Outcomes:

- Mastery of advanced research methodologies applicable in diverse business contexts.
- Skilled in ethical application and critical analysis of research data.
- Proficient in publishing research findings and drafting comprehensive grant proposals.

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Appendix

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Appendix-1: Electives

- **Business Analytics**
- **International Business**
- **Finance**
- **Human Resource Management**
- **Marketing**
- **Supply chain Management**

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Business Analytics

Data Analytics using R / Python

DSE –BA-01	**Data Analytics using R / Python**	**3L:1T:0P**	**4 Credits**

Course Objective:

To provide students with a comprehensive understanding of the R programming language, enabling them to proficiently handle data analysis tasks, visualize data insights, and apply statistical methods using R's diverse functions and packages.

Course Contents:

Unit-1

Introduction: Features of R – How to install and run R – Comments in R – Reserved words – Identifiers – Constants – Variables – Operators (Arithmetic, Relational, Logical, Assignment, Miscellaneous Operators) – Operator Precedence – Strings.

Basic Data Types (Numeric, Integer, Complex, Logical, Character) – Creating, combining vectors – Accessing Vector Elements – Modifying Vectors – Deleting Vectors- Vector arithmetic and Recycling – Vector Element Sorting – Reading Vectors – Creating Lists – Accessing List elements – Updating List Elements –Merging Lists – List to Vector conversion – Creating matrices – Accessing Matrix Elements – Matrix Arithmetic – Matrix Manipulation – Matrix Operations.

Unit-2: Arrays, Factors and Data Frames

Creating Arrays – Accessing Array Elements – Array Element Manipulation – Array Arithmetic – Creating factors – Accessing Factor Components – Modifying factors – Creating Data Frames – Accessing Data Frames Components – Modifying Data Frames – Aggregating Data – Sorting Data – Merging Data – Reshaping data – Sub-setting data – Data Type Conversion

Unit-3: Flow Control & Functions

Decision making (using if statement - if…else statement - Nested If…Else statement - ifelsefunction - Switch statement) – Loops (for loop – while Loop – repeat Loop) – Loop Control statements – break statement – next statement – Function definition and Function Calling – Function without arguments – Built-in functions (Mathematical functions – Character functions – statistical functions – date and time functions – other functions – Recursive function)

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Unit-4: Charts & Graphs

Bar charts (Plotting bars vertically and horizontally – Plotting categorical data – Grouped bar chart – Stacked bar chart) – Histogram (Simple histogram – Histogram with labels, breaks and density lines) – Line graphs (Simple line graph & Graphs with Multiple lines) – Pie charts (Simple and 3D piecharts)

Text Books (Latest Edition):

1. Beginner's Guide for Data Analysis using R Programming, Jeeva Jose
2. R Cookbook, Paul Teetor
3. R for Data Science, Garrett Grolemund and Hadley Wickham
4. Practical Business Analytics Using R and Python, Umesh R. Hodeghatta, Umesha Nayak
5. Hands-On Programming with R, Garrett Grolemund 24
6. An Introduction to Statistical Learning: With Applications in R, Daniela Witten, Gareth James Robert Tibshirani, and Trevor Hastie
7. Data Analytics using Python, Bharti Motwani

Web Resources:

1. https://www.rstudio.com/online-learning/
2. https://hackr.io/tutorials/learn-r
3. https://www.statmethods.net/r-tutorial/index.html
4. https://www.tutorialspoint.com/r/index.htm

Course Outcomes:

1. Students will demonstrate proficiency in R programming essentials, including data types, vectors, matrices, and operators, establishing a strong foundation for advanced data manipulation.
2. Learners will manage complex data structures such as arrays, lists, and data frames, and perform operations like sorting, merging, and sub-setting to prepare data for analysis.
3. Students will understand control flow mechanisms, including decision-making and looping constructs, and will develop custom functions for repetitive analytical tasks.
4. Participants will create compelling visual representations of data through bar charts, histograms, line graphs, and pie charts, enabling data-driven decision-making in business and research contexts.

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Data Visualization

DSE-BA -02	Data Visualization	3L:1T:0P	4 Credits

Course Objective:

1. To understand the principles of effective data visualization design and develop skills and knowledge necessary to proficiently create data visualizations.
2. To interpret data visualizations and communicating complex information to facilitate data-driven decision-making in various business and organizational contexts.

Course Contents:

Unit-1: Introduction to Data Visualization

Definition and importance in business contexts – Evolution of data visualization techniques – Gestalt principles and their application in visualization – Cognitive aspects influencing perception of visual data – Categorical, numerical, temporal data and their visual representations – Visualization techniques based on data types – Use of color, layout, and typography

Unit 2: Data Preparation

Data cleaning and preprocessing techniques – Data formats and data type conversion – Handling missing data and outliers – Merging data sets – Basic data reduction techniques – Sampling data from large data sets – Data quality assessment - Addressing biases and ethical concerns in data presentation – Ensuring transparency and accuracy in visualizations

Unit-3: Basic Visualization Techniques

Applications and variations in bar and column chart designs - Visualizing trends and patterns using line and area charts - Time series analysis and forecasting with line charts - Understanding proportions and compositions using pie and donut charts - Representing correlations and relationships with scatter plots – Adding dimensions using bubble charts - Distribution analysis using histograms - Outlier detection and statistical summaries with box plots - Visualizing large datasets with heatmaps - Hierarchical data representation using tree maps - Visualizing relationships and connections with network graphs - Process visualization and flow analysis with flow diagrams - Mapping data points and patterns on geographical maps - Applications in location-based analytics and insights – Waterfall charts, radar charts, and spider charts

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Unit-4: Data dashboards and storytelling

Interactive vs Static Visualizations – Dashboard design – Implementing filters, parameters, and actions in dashboards – Visual Storytelling Techniques – Elements of a compelling data story – Constructing and structuring narratives around data insights - Using visual elements to support the narrative flow - Animation to enhance understanding of data – Animations for interactive data exploration - Techniques for engaging and persuading stakeholders with data stories - Addressing questions and concerns through storytelling

Text Books (Latest Edition):

1. Visual Data Storytelling with Tableau by Lindy Ryan (Text Book)
2. Storytelling with Data: A Data Visualization Guide for Business Professionals by Cole Nussbaum Knaflic. (Text Book)

Reference Books:

1. Mastering Microsoft Power BI - Second Edition: Expert techniques to create interactive insights for effective data analytics and business intelligence by Greg Deckler and Brett Powell
2. The Visual Display of Quantitative Information by Edward Tufte

Course Outcomes:

1. Students will develop proficiency in using a variety of data visualization techniques, including charts, graphs, and interactive dashboards, to effectively communicate insights from complex datasets.
2. Students will critically analyze data visualizations to evaluate their clarity, accuracy, and relevance in different business contexts, enabling informed decision-making.
3. Students will demonstrate the ability to utilize popular data visualization tools and software to create impactful visual representations of data that meet specific business needs and objectives.
4. Students will enhance their ability to communicate insights derived from data visualizations clearly and persuasively to diverse stakeholders, fostering data-driven decision-making within organizations.

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Marketing Analytics

DSE-BA-03	Marketing Analytics	3L:1T:0P	4 Credits

Course Objective:

The course aims to equip students with the knowledge and skills to apply various marketing analytics techniques, including descriptive, exploratory, and prescriptive data analytics, to make data-driven decisions. Students will learn to utilize tools like Excel/R/SPSS/Python for summarizing marketing data, conduct customer journey mapping, calculate customer lifetime value, perform RFM and churn analysis, and apply advanced methods such as cluster analysis, pricing analytics, and conjoint analysis to optimize marketing strategies.

Course Content:

Unit 1:

Relevance and Scope of Marketing Analytics, use of descriptive, exploratory and prescriptive data analytics. Recent Trends in Marketing Analytics.

Unit 2:

Summarize Marketing Data: Slicing and Dicing Marketing Data with PivotTables- Using Charts to Summarize Marketing Data- Using Functions to Summarize Marketing Data. (Excel/R/Python)

Unit 3:

Customer journey mapping using customer analytics, calculating customer life time value (CLV), RFM analysis, Customer churn and its analysis , Use of cluster analysis for customer segmentation, segmentation analysis process, cluster analysis and its applications

Unit 4:

Pricing objectives, Bundling and types of bundling, skimming, analytics with price skimming, price elasticity using regression based model. Product Attribute Analysis [Conjoint]- Logistic Regression –Discrete Choice Analysis & Random Utility Theory

Text Book (Latest Editions):

1. Marketing Analytics- Seema Gupta, Avadhoot Jathar, Wiley Publications
2. Wayne L. Winston, Marketing Analytics-Data-Driven Techniques with Microsoft® Excel, John Wiley & Sons, Inc., Indianapolis, Indiana
3. Stephen Sorger , Marketing Analytics: Strategic Models and Metrics, Atlantic Publishers and Distributors.

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4. Gary L. Lilien and Arvind Rangaswamy , Marketing Engineering: Computer-Assisted
5. Marketing Analysis and Planning, Pearson Education
6. Marketing Analytics, Moutusy Maity, Pavankumar Gurazada

Reference Books:

Marketing Analytics: Data-Driven Techniques with Microsoft Excel by Wayne L. Winston

Readings:

1. Economic Times/ Financial Express/ Business Standard/ Mint, Business Today, Business World.

2. Dwivedi, Ram Kumar; Dixit, Rinku Sharma; Lohmor Choudhary, Shailee; Sahiba, Zainab; Naik, Satyaprakash, "The Customer Loyalty vs. Customer Retention: The Impact of Customer Relationship Management on Customer Satisfaction:, Web Intelligence, vol. Pre-press, no. Pre-press, pp. 1-18, 2024, Published: 4 January 2024, DOI: 10.3233/WEB-230098.

3. Dr. Biplab Kumar Biswal, Dr. Rinku Sharma Dixit, Dr. Shailee Lohmor Choudhary, Pulkit Srivastava, Dr. Mohnish Kumar, **"Exploring the Ethical Use of Artificial Intelligence in Marketing and Advertising"**, Journal of Informatics Education and Research, Volume 3 (2), Year 2023, Pages 1566 -1572.

4. Wamika Sharma, Weng Marc Lim, Satish Kumar, Aastha Verma, Rajeev Kumra, Game on! A state-of-the-art overview of doing business with gamification, Technological Forecasting and Social Change, 10.1016/j.techfore.2023.122988, **198**, (122988), (2024).

5. Gomaa Agag, Yasser Moustafa Shehawy, Ahmed Almoraish, Riyad Eid, Houyem Chaib Lababdi, Thouraya Gherissi Labben, Said Shabban Abdo,

6. Understanding the relationship between marketing analytics, customer agility, and customer satisfaction: A longitudinal perspective., Journal of Retailing and Consumer Services, Volume 77, 2024, 103663, ISSN 0969-6989, https://doi.org/10.1016/j.jretconser.2023.103663.

Online Resources:

https://onlinecourses.nptel.ac.in/noc20_mg30/preview

Case Studies

1. MedfirstIndia: Digital Marketing Analytics for Decision-Making, Sheri Lambert; Amy Lavin; Pradeep Racherla; Shravan Karpuram,

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https://hbsp.harvard.edu/product/W34167-PDF-ENG?Ntt=marketing%20analytics

2. Amazon Shopper Panel: Paying Customers for Their Data, By: Eva Ascarza; Ayelet Israeli, https://hbsp.harvard.edu/product/521058-PDF-ENG?Ntt=marketing%20analytics

Course Outcomes:

1. Demonstrate the ability to use descriptive, exploratory, and prescriptive data analytics to extract insights from marketing data and inform strategic decisions.
2. Apply advanced Excel/R/SPSS functions, PivotTables, and charts to effectively summarize and analyze marketing data.
3. Utilize customer analytics techniques, such as customer journey mapping, CLV calculation, RFM analysis, and churn analysis, to understand and predict customer behavior.
4. Implement advanced analytical methods, including cluster analysis for customer segmentation, regression-based price elasticity models, and conjoint analysis for product attribute evaluation.

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Finance Analytics

DSE-BA-04	Finance Analytics	3L:1T:0P	4 Credits

Course Objective

This course aims to equip students with the essential skills and knowledge to analyze financial data using advanced tools like Excel, SPSS/Python or R. Students will learn to summarize and visualize data, implement financial models, conduct time-series forecasting, and apply various risk management techniques to make informed financial decisions.

Methodology

The course uses computer-based problem solving and lectures for applying concepts with tools like MS-EXCEL/SPSS/Python or R.

Course Content:

Unit: I Summarizing and Analyzing Financial Data

Summarize Data, Slicing and Dicing Financial Data with PivotTables, Basic Charts to Summarize Financial Data. Pricing Analytics, Risk based pricing, Fraud Detection and Prediction, Recovery Management, Loss Risk Forecasting, Risk Profiling, Portfolio Stress Testing.

Unit – II: Financial Data Analysis and Modeling

Analyze financial data and implement financial models using any software. Process of Data, implement the models and generate typical output namely Prices and individual security returns, Portfolio returns, Risks, Factor Models

Unit - III: Time Series Analysis and Forecasting

Forecasting-Time Series Data-Component Factors of the Time- Series Model,
Trend Analysis-Seasonal and Cyclical Behaviour-Smoothing of Annual Time Series: Moving averages, Exponential smoothing -Least-Squares Trend Fitting and Forecasting: Linear, quadratic and exponential models.

Unit - IV: Advanced Time Series Models and Forecasting Techniques

Autocorrelation and Auto Regression, Autoregressive Models, ARIMA Time-Series Model Time-Series Forecasting of Monthly or Quarterly Data, Accuracy Statistics and Forecast Model Selection, Families of Forecasting Models, Hierarchical Forecasting, Adjustments to Statistical Forecasts

Text Books (Latest Edition):

1. Financial Analytics, Pitabas Mohanty
2. Processing and Analyzing Financial Data with R, by Marcelo S Perlin

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3. Business Forecasting", Hanke/Wichern, Pearson Publications
4. Business Forecasting: A Practical Approach, A. Reza Hoshmand
5. Statistics and Data Analysis for Financial Engineering: with R examples; David Ruppert, David S. Matteson, Springers.
6. Practical Time Series Forecasting with R: A Hands-On Guide" by Galit Shmueli, Kenneth C. Lichtendahl Jr.

References

1. Damodar Gujarati & Dawn Porter, Sangeetha Gunasekar, "Basic Econometrics", 5th
2. Edition McGraw Hill Education (India) Private Limited.
3. Peter Kennedy, "A Guide to Econometrics", 6th Edition -Wiley.
4. Analysis of Economic Data, Gary Koop, (4th Edition), Wiley.
5. Time Series Analysis and Its Applications: With R Examples" by Robert H. Shumway, David S. Stoffer

Readings:

- Economic Times/ Financial Express/ Business Standard/ Mint, Business Today, Business World Jeevitha, T. (2019). Financial Analytics.
- Daniel Broby,The use of predictive analytics in finance, The Journal of Finance and Data Science, Volume 8, 2022, Pages 145-161, https://doi.org/10.1016/j.jfds.2022.05.003.

Case Studies:

1. Fullerton: Risk Analytics and Business Strategy, Ravi Anshuman; Mitra Saby, https://hbsp.harvard.edu/product/IMB587-PDF-ENG?Ntt=financial%20analytics
2. Using Data Analytics and Visualization in Accounting and Auditing at Toby Biotech Inc, Tiffany Rasmussen, https://hbsp.harvard.edu/product/B5979-PDF-ENG?Ntt=financial%20analytics

Course Outcomes:

1. Apply advanced functions, PivotTables, and charts to effectively summarize, visualize, and analyze financial data, including pricing analytics and risk assessment.
2. Implement financial models and analyzing publicly available data to generate insights on prices, individual security returns, portfolio returns, and associated risks.
3. Analyze time-series data to understand component factors of time-series models,

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performing trend analysis, and applying various smoothing techniques for accurate forecasting.

4. Evaluate and create autoregressive models, ARIMA time-series models, and hierarchical forecasting methods, assessing forecast accuracy and selecting appropriate models for financial data forecasting.

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HR Analytics

DSE-BA-05	HR Analytics	3L:1T:0P	4 Credits

Course Objective(s):
The course is designed to equip students with the knowledge, skills, and competencies necessary to understand and apply data analytics techniques in the field of human resource management.

Course Content:

Unit 1:
Evolution and rise of HR Analytics, Application of HR metrics: HR operations metrics, recruitment metrics, training and development metrics, to measure, monitor and take corrective actions so as to conduct the HR function and operations efficiently.

Unit 2:
Descriptive analytics, HR dashboards using any software, slicing and Dicing of HR data with pivot table application

Unit3:
HR analytics application of correlation and regression, understanding variants of T test, one way and two-way ANOVA, interpretation and understanding of different statistical tools and techniques, classification problem using logistics regression.

Unit4:
HR Analytics applied to absenteeism, HR operations efficiency, job classification, employee attrition, training and development, Decision tree and clustering algorithms.

Text Books (Latest Edition):

1. Practical Applications of HR Analytics, by Manish Gupta Pratyush Banerjee, Jatin Pandey, Sage (Text book).

2. HR Analytics : Connecting Data and Theory by Rama Shankar Yadav and Sunil Maheshwari , Wiley(Text Book)

3. HR Analytics Essentials You Always Wanted To Know (Self-Learning Management Series) Dr. Michael Walsh , Vibrant Publishers.

4. Doing Hr Analytics: A Practitioner's Handbook With R Examples by Mr. Sundmark, Lyndon |

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5. HR Analytics, 2ed: Understanding Theories and Applications by Dipak Kumar Bhattacharyya, Wliey.

6. Winning on HR Analytics: Leveraging Data for Competitive Advantage by RAMESH SOUNDARARAJAN and KULDEEP SINGH, Sage.

7. Bharti Motwani, HR Analytics: Practical Approach Using Python, Wiley

Readings

- Kale, Hritik & Anute, Nilesh. (2022). HR Analytics and its Impact on Organizations Performance. 9.

- McCartney, S. and Fu, N. (2022), "Bridging the gap: why, how and when HR analytics can impact organizational performance", Management Decision, Vol. 60 No. 13, pp. 25-47. https://doi.org/10.1108/MD-12-2020-1581

- Alessandro Margherita,Human resources analytics: A systematization of research topics and directions for future research, Human Resource Management Review, Volume 32, Issue 2, 2022, 100795, https://doi.org/10.1016/j.hrmr.2020.100795.

- Khaliq , R., & Saritha , B. (2023). Benefits and Challenges of Adopting HR Analytics: A Comprehensive Review . Journal of Economics, Management and Trade, 29(11), 24–33. https://doi.org/10.9734/jemt/2023/v29i111159

- By Prof. Pooja Karekar Dr. Beena Jiby, "The power of HR analytics- Transforming HR in India" International Journal of International Institute of Management Studies, Jan 2022, Vol1, Issue 1, pp 15 – 30.

- Sharma M, Bhatia MS. HR analytics adoption: An exploration of challenges and critical success factors. Personnel Review. 2020;49(1):59-86.

Case Studies:

- Money Cash Flow Inc.: HR Analytics Applied to Employee Retention and Well-Being Issues (A), Michel Cossette; Gabrielle Reyburn, https://hbsp.harvard.edu/product/HEC162-PDF-ENG?Ntt=hr%20analytics

- Money Cash Flow Inc.: HR Analytics Applied to Employee Retention and Well-Being Issues (B), Michel Cossette; Gabrielle Reyburn, https://hbsp.harvard.edu/product/HEC163-PDF-ENG?Ntt=hr%20analytics

- Is HR the Most Analytics-Driven Function?, Thomas H. Davenport, https://hbsp.harvard.edu/product/H04WQI-PDF-ENG?Ntt=hr%20analytics

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Course Outcomes

1. Students will understand the importance of using data and analytics and the HR metrics leading to data-driven decision-making.

2. Students will enhance their analytical skills to collect, analyze, interpret, and visualize HR data using statistical and analytical tools.

3. Students will apply analytics techniques to address real-world HR challenges and problems.

4. Students will familiarize themselves with key HR metrics, performance indicators, and benchmarks used to assess and measure HR outcomes and effectiveness.

Overall, the course aims to prepare students for careers in HR management by providing them with the analytical tools, techniques, and mindset needed to leverage data and analytics for informed decision making and strategic HR management.
Tools: SPSS/Excel/R/Python (suggestive list)

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Social Media & Web Analytics

DSE-BA-06	Social Media & Web Analytics	3L:1T:0P	4 Credits

Course Objectives:

This course aims to equip students with the knowledge and skills to effectively leverage social media for marketing. Students will learn to develop comprehensive social media marketing plans, utilize analytics tools, manage social media data, and execute campaigns across various platforms to drive engagement, lead generation, and conversions.

Course Content:

Unit 1: Introduction

Social media and its role within Marketing, Rules of engagement for Social media marketing Target audience – Influencers – Message/Content, Developing a Social media marketing plan

Scope and marketing utility of blogging, micro-blogging, Using blogs for brand building & lead generation, Blog Analytics and Performance Tracking, social networks, social bookmarking, collaboration, video sharing, podcasts, picture sharing, live streaming, webinars

Unit 2: Social Media Data Management

Social media analytics, social media metrics – Introduction to analytics tools for popular social media (Facebook, Twitter, LinkedIn, YouTube, Instagram), Social media monitoring and Online reputation management.

Unit 3: **Social Media Measurements**

What is Pay per Click Marketing (PPC)?, Why we need PPC?, Google AdWords Account Structure, Facebook PPC Account Structure, What is CPC &"Click-through-Rate" (CTRs)?, What is "Cost/Conversion"?, How to increase CTR &Conversion? What is Tracking Code?

Doing Keyword Research for PPC, what is Keyword Research? Difference between SEO & PPC keywords, Ads for PPC Campaigns, Bidding, Quality Score, Score Effect on Bids, Increase Position on Search, Conversion rates, 'Calls to Action' (CTA), Cost/Conversion,

PPC reporting structure, Campaign Performance Reports

Unit 4: Introduction to Web Analytics

Definition and Importance of Web Analytics, Key Metrics: Page Views, Visits, Unique Visitors, Bounce Rate, Conversion Rate, Understanding Website Traffic Sources: Direct, Referral, Organic, Paid

Unit 5: Google Analytics Fundamentals:

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Setting Up Google Analytics Account, Tracking Code Implementation, Dashboard Overview and Customization, Understanding Reports: Real-Time, Audience, Acquisition, Behavior, and Conversions

Text Books (Latest Edition):

1. Social Media Marketing: A Strategic Approach,. Barker, Barker, Bormann, Zahay and Roberts, 2017, Cengage Learning
2. Social Media Marketing (3e), Tuten and Solomon, 2018, Sage
3. Web Analytics 2.0: The Art of Online Accountability and Science of Customer Centricity", Avinash Kaushik
4. Google Analytics Breakthrough: From Zero to Business Impact", Feras Alhlou, Shiraz Asif, Eric Fettman
5. Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World ,Chuck Hemann, Ken Burbary

Reference Books:

1. Social Media Marketing for Dummies (3e). Singh and Diamond, 2014, Wiley
2. Social Media Marketing: Next generation of business engagement, Evans and McKee, 2010, Wiley

Readings

1. J. S. IMMACULATE, A. S. JANET and K. J. C. ANGEL, "A Study of Social Media Analytics," 2021 9TH INTERNATIONAL CONFERENCE ON RELIABILITY, INFOCOM TECHNOLOGIES AND OPTIMIZATION (TRENDS AND FUTURE DIRECTIONS) (ICRITO), Noida, India, 2021, pp. 1-13, doi: 10.1109/ICRITO51393.2021.9596247.
2. The Importance of Social Media Analytics by Samuel Rondot, January 2020, [online] Available: https://hackernoon.com/.
3. S Stieglitz, M Mirbabaie, B Ross and C Neuberger, "Social media analytics - Challenges in topic discovery data collection and data preparation", IJM, vol. 39, pp. 156-168, 2018.

Case Studies

1. A Study Shows the Best Times of Day to Post to Social Media, Vamsi K. Kanuri; Shrihari Sridhar; Yixing Chen, https://hbsp.harvard.edu/product/H04J6S-PDF-ENG?Ntt=Social%20Media%20%26%20Web%20Analytics
2. Five Mind-Blowing Web Stats You Should Know, Anthony K. Tjan, https://hbsp.harvard.edu/product/H003YK-PDF-ENG?Ntt=Social%20Media%20%26%20Web%20Analytics
3. How Social Media's Obsession with Scale Supercharged Disinformation, Joan involvement organization, Work Design.

Donovan, https://hbsp.harvard.edu/product/H064S3-PDF-ENG?Ntt=Social%20Media%20%26%20Web%20Analytics

4. How to Hold Social Media Accountable for Undermining Democracy, Yaël Eisenstat, https://hbsp.harvard.edu/product/H064IW-PDF-ENG?Ntt=Social%20Media%20%26%20Web%20Analytics

Course Outcomes:

1. Understand the role of social media within marketing, including rules of engagement, target audience identification, and the development of social media marketing plans.
2. Apply analytics tools for popular social media platforms to track and analyze performance metrics, manage online reputation, and make data-driven decisions.
3. Analyze the components of Pay per Click (PPC) marketing, including keyword research, ad creation, bidding strategies, and conversion tracking to improve campaign performance.

Ability to interpret Website performance metrics using Google Analytics and to navigate through various reports, including real-time, audience, acquisition, behavior, and conversions, to gather insights

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International Trade Policy & Strategy

DSE-IB-01	International Trade Policy & Strategy	3L:1T:0P	4 Credits

Course Objective:

To provide thorough understanding of India's foreign trade policy, its historical review, regulatory framework, and policy measures. Students will understand and learn the provisions of foreign trade policy for export and import, the regulatory and institutional support to develop implications for businesses, industries, and policymakers.

Course Content-

Unit 1: Introduction

India's foreign trade, Direction and composition of India's exports and imports, need for and significance of foreign trade policy, Preamble and legal framework of foreign trade policy, Various definitions, Government objectives under Foreign Trade Policy, Historical review of trade policy since 1991, General policy provisions regarding imports and exports, Rationale and impact of foreign trade policy.

Unit 2: Import Policies

Structure of Import Policy, Instruments of Import Policy-Import Substitution, Import restrictions- Types of Licensing – OGL, Canalized, Replenishment, Automatic; Advance and Additional License; Holding of License, Third party, Exim scripts, Conditions of license, Negative List. Tariff - Types of Tariffs, Tariffs rates, Bind rates, Quantitative Restrictions, Anti - Dumping, Countervailing Duties.

Unit 3: Export Promotion Policies

Export led growth and Export support growth, Review of Export Promotion Policies since 1991, Export Promotion Schemes (MEIS), EPCG scheme, Duty drawback scheme, DE passbook scheme, Deemed exports, Current Foreign Trade Policy.

Unit 4: Regulatory and Institutional Set-up

FEMA, Export Promotion Councils, Commodity Boards, Development Authority (APEDA, MPEDA), Export Houses, Export Processing Zone (EPZ), Foreign Trade Zone (FTZ), Electronics Hardware Technology Parks (EHTP), Software Technology Parks (STP), Special Economic Zone (SEZ), Agri Export Zone (AEZ), 100% Export Oriented Unit (E.O.U).

Textbooks (Latest Edition):

6. Export Management, Himalaya Publishing House, Divya Singh and Amit Gautam
7. Foreign Trade Policy, Ministry of Commerce, Govt. of India

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8. Handbook of Procedures, Directorate General of Foreign Trade, Govt. of India

9. Economic Survey, Ministry of Finance, Govt. of India

10. Foreign Trade Policy and Handbook of Procedures (Vol I and II), Commercial Law Publishers, S C Jain, Shweta Jain and Abhishek Jain

Readings:

4. Golub, S. S., Hajkova, D., Mirza, D., Nicoletti, G., & Yoo, K. Y. (2003). The influence of policies on trade and foreign direct investment. OECD Economic Studies, 2003(1), 7-83.

5. Volpe Martincus, C., & Carballo, J. (2012). Export promotion activities in developing countries: What kind of trade do they promote?. The Journal of International Trade & Economic Development, 21(4), 539-578.

6. Broocks, A., & Van Biesebroeck, J. (2017). The impact of export promotion on export market entry. Journal of International Economics, 107, 19-33.

Case Studies:

3. The Indian Shrimp Industry Organizes to Fight the Threat of Anti-Dumping Action

   https://www.wto.org/english/res_e/booksp_e/casestudies_e/case17_e.htm

4. Looking at trade policy through a "gender lens"- Summary of Seven Country Case Studies Conducted by Unctad

   https://unctad.org/system/files/official-document/ditc2014d3_en.pdf

*Mode of Evaluation: Continuous Internal Assessments

Course Outcomes:

On successful completion of the course the learner will be able to-

1. Understand and comprehend the historical development, objectives, key features and institutional framework of foreign trade policy. (**Bloom's Level: Remember, Understand)**
2. Analyze the impact of trade policy and trade barriers on international trade flows. (**Bloom's Level: Analyze, Apply)**
3. Assess the implications of trade policy for businesses, industries, and economies and develop recommendations for policymakers based on trade policy analysis. (**Bloom's Level: Evaluate, Create**)

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Global Business Environment

DSE-IB-02	Global Business Environment	3L:1T:0P	4 Credits

Course Objective(s):

The objective of this course is to understand the concept of globalization and its impact on businesses worldwide. To analyze the interplay of economic, political, and cultural factors in the global business environment. To evaluate the opportunities and challenges of operating in diverse international markets, develop strategies for managing risks and adapting to changes in the global business landscape. Apply theoretical concepts to real-world case studies and scenarios.

Course Content:

Unit 1: Introduction to the Global Business Environment

Definition and Scope of Global Business: Understanding international markets and operations; Historical Evolution of Globalization: Key phases and milestones in global trade; Key Drivers of Globalization: Technology, trade policies, transportation, and communication; Multinational Enterprises (MNEs): Characteristics, strategies, and market entry modes; Impact of MNEs: Economic, cultural, and environmental influences on host and home countries; Global vs. Transnational Business: Differences, strategies, and organizational structures

Unit 2: Environments of Global Business

Overview of the PESTEL Framework: Understanding the components; Political Environment: Government policies, stability, and international relations; Economic Environment: Economic growth, exchange rates, inflation, and market conditions; Social Environment: Cultural trends, demographics, and consumer behaviors; Technological

Environment: Technological advancements, innovation, and digital transformation; Ecological Environment: Environmental regulations, sustainability practices, and impact on business; Legal Environment: Regulatory frameworks, compliance, and legal issues in international business; Case Studies: Application of PESTEL analysis in real-world scenarios

Unit 3: International Organizations and Agreements

General Agreement on Trade and Tariffs (GATT) – Concept; World Trade Organization (WTO)- Functions, Principles, Organizational Structure; The WTO Agreements - A Bird's eye view; Salient feature of Uruguay Round Agreement Dispute Settlement Mechanism, Ministerial Conferences

International Economic Organizations: Introduction, Objectives, Organizational Structure and Functions; International Monetary Fund (IMF); World Bank Group International Bank for Reconstruction and Development (IBRD) & International Development Association (IDA); Organization for Economic Co-operation and

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Development (OECD); United Nations Conference on Trade and Development (UNCTAD); IFC International Finance Corporation; Asian Development Bank (ADB)

Unit 4: Globalism vs Regionalism

Evolution of regional trade agreements (RTAs); United States–Mexico–Canada Agreement (USMCA), European Union (EU), Association of Southeast Asian Nations (ASEAN), Mercosur (Southern Common Market), Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP); Emerging trends and challenges in global trade governance.

Text books(Latest Edition):

1. International Business: Competing in the Global Marketplace, 14th Edition, McGraw Hill, Charles Hill
2. Global Business. 3rd Ed. Cengage, Learning, Peng, M.
3. International Business Environments and Operations. 16th Ed. Harlow: Pearson, DanielS, J. D., Radebaugh, L. H. and Sullivan D. P

Research Papers:

1. Jahanshahi, A. A., & Nawaser, M. (2011). Globalization and Its Impacts on the World Economic Development. International Journal of Business and Social Science, 2(23), 291-297.
2. Dunning, J. H., & Lundan, S. M. (2008). The Role of Multinational Enterprises in Global Economic Development. Multinational Business Review, 16(1), 1-20. DOI: 10.1108/1525383X200800001.
3. Van den Bossche, P., & Prévost, D. (2016). The WTO: Functions and Impact on International Trade. International and Comparative Law Quarterly, 65(1), 245-278. DOI: 10.1017/S0020589315000500.
4. Bhagwati, J., & Panagariya, A. (1999). Globalism vs Regionalism: A Study of Trade Agreements. Journal of International Economics, 12(3), 329-356. DOI: 10.1016/S0022

Case Studies:

1. Tata Group's Global Expansion - "The Tata Group's Global Footprint: Building a Global Business" - Harvard Business Review.
2. Infosys: Navigating PESTEL Factors - "Infosys in India: Building a Software Giant" - Harvard Business School Case Study.
3. Reliance Jio: Transforming India's Digital Landscape - "Reliance Jio: Revolutionizing Telecommunications in India" - Ivey Business School Case Study.
4. Mahindra & Mahindra: Collaborating with International Financial Institutions - "Mahindra & Mahindra in South Africa: Innovating from the Base of the Pyramid"

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- Harvard Business Review.

5. Bharti Airtel's Entry into African Markets - "Bharti Airtel in Africa: A New Frontier" - INSEAD Case Study.
6. Dr. Reddy's Laboratories: Leveraging Regional Trade Agreements -"Dr. Reddy's Laboratories: Realizing a Vision" - Ivey Business School Case Study

Course Outcome(s):

1. **Understand and describe** the main features of the international business environment and its primary institutions. (**Bloom's Level: Remember, Understand)**
2. **Analyze** the political, social, economic, technological, and other configurations that support cross-border trade. (**Bloom's Level: Analyzing)**
3. **Apply** an understanding of the different modes of engagement with international markests and explore the interconnectedness between these and the economic, legal, governmental, political, regulatory, cultural, and other environments in which expanding companies operate. (**Bloom's Level: Applying, Analyzing)**
4. **Evaluate** the key decisions that multinational firms make in relation to the choice of markets and entry strategies (**Bloom's Level: Evaluating)**

*Mode of Evaluation: Continuous Internal Assessments

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Transnational & Cross – Cultural Marketing

DSE-IB-03	Transnational & Cross – cultural Marketing	3L:1T:0P	4 Credits

Course Objective(s):

The objective of this course is to provide a comprehensive understanding of transnational marketing, emphasizing the impact of cultural differences on consumer behavior and marketing strategies. Students will learn to develop effective transnational marketing campaigns, explore strategies for establishing a unified brand identity across diverse cultures, and evaluate ethical and social responsibility considerations in marketing initiatives. Practical application of theoretical concepts through real-world case studies will also be a key focus.

Course Content:

Unit 1: Introduction to Transnational Marketing
Evolution of Transnational marketing strategies; Importance of cultural sensitivity in transnational marketing; Cultural dimensions and their impact on consumer behavior; Cultural differences in attitudes, values, and perceptions; Hofstede's cultural dimensions theory and its relevance to marketing

Unit 2: Transnational Branding and Identity
Building a Transnational brand identity across diverse cultural contexts; Strategies for developing culturally relevant brand messaging; Case studies of successful Transnational brands and their branding strategies; Integrated marketing communication (IMC) in Transnational campaigns; Adapting advertising messages and promotional tactics for different cultural audiences; Leveraging digital and social media platforms for transnational marketing

Unit 3: Transnational Marketing Strategies and Implementation Product, Price Distribution
Product standardization vs. localization in international markets; Strategies for adapting products to meet cultural preferences and regulatory requirements; International Product Pricing; Balancing Transnational consistency with local relevance; Transnational distribution channels and logistics considerations; Cross-border e-commerce trends and strategies

Unit 4: Ethical and Social Responsibility in Transnational Marketing and Emerging Trends
Ethical dilemmas and cultural considerations in Transnational marketing practices; Corporate social responsibility (CSR) initiatives in cross-cultural contexts; Responsible marketing practices for diverse cultural audiences; Technological advancements and

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their impact on Transnational marketing strategies; Future directions of transnational marketing.

Text books (Latest Editions):

1. Global Marketing Management, Wiley, Masaaki Kotabe and Kristiaan Helsen
2. Global Marketing, 10th edition, Pearson, Mark C. Green; Simpson College; Warren, J. Keegan
3. International Marketing, 19th Edition, McGraw Hill, Philip R. Cateora, Bruce Money, Mary C Gilly, John Graham

Research Papers:

1. Steenkamp, J.-B. E. M., & Batra, R. (2015). Transnational Marketing and Cultural Adaptation: Strategies for Success. Journal of International Marketing, 23(4), 73-96. DOI: 10.1509/jim.15.0008.
2. Usunier, J.-C., & Lee, J. A. (2013). Cross-Cultural Brand Management: Strategies for Success. Journal of International Business Studies, 44(3), 375-396. DOI: 10.1057/jibs.2013.23.
3. Kumar, V., & Roberts, J. A. (2014). Global Marketing Strategy: Product Standardization vs. Adaptation. Journal of International Marketing, 22(1), 28-43. DOI: 10.1509/jim.14.0004.
4. Murphy, P. E., & Laczniak, G. R. (2006). Ethical Marketing in a Global Context: Challenges and Strategies. Business Ethics Quarterly, 16(1), 23-42. DOI: 10.5840/beq20061612.

Case Studies:

1. " Tata Motors' Marketing Strategy for Nano - "Tata Nano: The People's Car" - Harvard Business School Case Study.
2. Amul's Transnational Marketing and Branding - " Amul Girl: Staying Relevant in the Digital Age "- IBS Center for Management Research.
3. Infosys: Building a Global Brand- "Infosys: Building a Global Brand" - Harvard Business Review Case Study.
4. Mahindra & Mahindra: Reaching Global Markets - "Mahindra & Mahindra in South Africa: Innovating from the Base of the Pyramid" - INSEAD Case Study.
5. Hindustan Unilever's Cross-Cultural Marketing Initiatives - "Hindustan Unilever: Managing Transnational Operations in India" - Ivey Business School Case Study.
6. Flipkart's Cross-Border E-Commerce Strategy- "Flipkart: Transition to a Marketplace Model" - Harvard Business School Case Study.

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7. Godrej: Innovation and Global Expansion- "Godrej Consumer Products Ltd.: Implementing a Strategic Vision" - INSEAD Case Study.
8. Zomato: Global Growth and Localization Strategy - "Zomato: Scaling and Super App Strategy" - Ivey Business School Case Study.

Course Outcome(s):

1. **Understand and Explain** the evolution of Transnational marketing strategies and the importance of cultural sensitivity in transnational marketing. (**Bloom's Level: Remember, Understand)**
2. **Analyze** the impact of cultural dimensions on consumer behavior and marketing strategies, including the application of Hofstede's cultural dimensions theory. (**Bloom's Level: Analyzing)**
3. **Develop** Transnational branding strategies that resonate with diverse cultural audiences, leveraging integrated marketing communication (IMC) and digital platforms. (**Bloom's Level: Applying, Creating)**
4. **Design and Implement** transnational marketing campaigns that effectively adapt advertising messages and promotional tactics to different cultural audiences. (**Bloom's Level: Creating)**

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International Supply Chain Mgmt

DSE-IB-04	International Supply Chain Mgmt	**3L:1T:0P**	**4 Credits**

Course Objectives:

The course aims to help students to Identify strategies, processes, and issues related to international supply chain management and examine the supply chain drivers and enablers to manage risks in supply chains.

Course Contents:

Unit 1: Understanding the Supply Chain

Introduction to Supply Chain Management, Evolution of Supply Chains, Objectives of a Supply Chain, Decision phases in a Supply Chain, Process views – Cycle view, push/pull view. Key issues in supply chain management.

Unit 2: Understanding Global Supply Chain Operations

Insight into global trade and supply chains, expertise in emerging markets and global supply chains, and knowledge of integrating global supply chain functions. Strategic benefits of the global supply chain. Supply Chain Drivers (Inventory, Transportation,

Information, Sourcing, Facilities, Pricing). Supply Chain Efficiency Vs. Responsiveness and the trade-off.

Unit 3: Purchasing in Global Supply Chain

Key elements of a global purchasing strategy. How to move from international to global purchasing; global purchasing strategies for outsourcing and off-shoring; selecting suppliers and designing global supplier networks; and Supplier Performance Measurement. Supplier selection (auctions and negotiations)

Unit 4: Inventory Management and Logistics

Role of inventory in supply chains. Production lot sizing. Lot Sizing with Capacity Constraint. Aggregating Multiple Products in a Single Order. Economies of Scale to Exploit Quantity Discounts. Types of inventories, Inventory Control Methods. Modes of transportation for international trade, Role of port in international logistics

Text Books (Latest Edition):

1. David Simchi Levi, Edith Simchi Levi, Ravi Shankar, Philip Kaminsky (2019). Designing and managing the supply chain: Concepts, strategies, and cases (3e). McGraw-Hill Education India, New Delhi.
2. Coyle J.J., Langley Jr. C.J., Novack R.A. and Gibson B.J.(2013). Managing supply chains logistics approach (9thed). Cengage Learning.
3. Shah, J. (2016). Supply chain management: Text and Cases (2e). Pearson Education India.
4. Sunil Chopra and Dharam Karla (2019); Supply chain management: strategy, planning and operation (7th ed). Pearson Education, India

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Articles

1. Review, H. B., Shih, W. C., Shuh, C., Schnellbacher, W., & Weise, D. (2023). Supply Chain: The Insights You Need from Harvard Business Review. Harvard Business Press.

2. Nicita, A., Ognivtsev, V., & Shirotori, M. (2013). Global Supply Chains: Trade And Economic Policies for Developing Countries Policy Issues in International Trade And Commodities Study Series No. 55. In Unctad. United Nations Publication. Retrieved May 27, 2024, from https://unctad.org/system/files/official-document/itcdtab56_en.pdf

3. Global Value Chain Governance in the MNE: A Dynamic Hierarchy Perspective by Paul Ryan; Giulio Buciuni; Majella Giblin; Ulf Andersson , Harvard Business Publishing

Case studies

1. "Introduction to Quality in Supply Chain Management at Toyota Motors" Source: Toyota Motor Corporation

2. Case Topic "Dell: The Business Case for a Sustainable Supply Chain"Source: Said Business School, Oxford, UK www.sbs.edu/mutuality-business

3. Lenovo: Digital Transformation for Supply Chain Intelligence by Suri Gurumurthi, Ronald Lau, Harvard Business Publishing

4. H&M's Global Supply Chain Management Sustainability: Factories and Fast Fashion by Andrew Hoffman, Harvard Business Publishing

Course Outcomes:

1. Interpret the supply chain management strategy concepts and how it can effectively strategies companies against competitive challenges (**Blooms Taxonomy- Understanding**)

2. Develop an understanding the importance of procurement function for competitive advantage through effective methods and techniques of sourcing strategies (**Blooms Taxonomy- Applying**)

3. Examine the strategic tools and techniques and examine role of inventory management, types of inventories, and methods of controlling inventories to achieve organizational goals (**Blooms Taxonomy- Analyse**)

4. Appraise the various designs of modes of transportation, domestic and international, to develop a strong customer base through quicker and more cost-effective product deliveries. This appraisal will also take into consideration new methods of outsourcing transportation (**Blooms Taxonomy- Evaluate and Create**)

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International Accounting & Reporting System

DSE-IB-05	International Accounting & Reporting System	**3L:1T:0P**	**4 Credits**

Course Objective:

The course aims to provide students with a comprehensive understanding of international accounting standards and reporting systems, equipping them with the knowledge and skills necessary to navigate the complexities of global financial reporting.

Course Content:

Unit 1: Introduction

Introduction to Global Accounting Standards: Meaning, needs, and benefits of accounting standards; Types of accounting standards: IFRS, GAAP; Concept of harmonization and convergence; Obstacles and challenges in achieving harmonization; Role of international accounting bodies (IASC) in harmonization.

Unit 2: International Accounting Standard Setting Bodies

Objectives, composition, and working of International Accounting Standard Committee (IASC); Overview of IAS-I (Presentation of Financial Statements)

International Accounting Standard Board (IASB): Creation, organizational structure, and standard issued by the institute; Enforcement powers and achievements of IASB.

Unit 3: International Financial Reporting Standards (IFRS)

Overview and Features of IFRS: Main features, objectives, and uses of IFRS; Comparison: IFRS & Indian GAAP; Fair Value Accounting (FVA) and Public Sector Reporting**:** Application of fair value accounting in financial reporting; Introduction to public sector reporting under IFRS.

Unit 4: International Accounting and Reporting Practices

Comparative Perspective of Accounting Practices: Accounting standards & practices in Europe, USA, and Asia; Reporting & disclosure practices across countries; Financial reporting across the major central banks: Federal Reserve Bank, The European Central Banking System, Reserve Bank of India; Ethical issues in international accounting.

Textbooks (Latest Edition):

1. International Accounting and Reporting, Oscar, Evans, Thomas G., Taylor, Martin E. and Holzman
2. International Financial Management, PHI Learning, Amit Gautam, Twinkle Jaiswal and Aditya Keshari.

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3. International Accounting, Englewood Cliffs. 2nd ed., Prentice Hall, Frederick, D.S. Choi and G. Mueller

4. International Accounting, Dame Publications, Paul E Holt

5. International Accounting and Multinational Enterprises, 6th ed., Wiley, Radebaugh, Lee H., Gray, Sidney J. & Black, Ervin L.

Readings:

1. Mulenga, M. J. (2016). International financial reporting standards' adoption and value relevance of accounting information: A brief literature review. International Journal of Economics, Commerce and Management United Kingdom, 4(6), 814-833.
2. Soderstrom, N. S., & Sun, K. J. (2007). IFRS adoption and accounting quality: a review. European accounting review, 16(4), 675-702.

3. Ball, R. (2006). International Financial Reporting Standards (IFRS): pros and cons for investors. Accounting and business research, 36(sup1), 5-27.

4. Barth, M. E., Landsman, W. R., & Lang, M. H. (2008). International accounting standards and accounting quality. Journal of accounting research, 46(3), 467-498.

*Mode of Evaluation: Continuous Internal Assessments

Course Outcomes:

On successful completion of the course the learner will be able to-

1. Memorize the objectives and functions of international accounting standard-setting bodies such as the IASB and IASC. Understand the challenges and obstacles involved in achieving harmonization and convergence in accounting standards. (**Bloom's Level: Remember, Understand)**

2. Apply international financial reporting standards (IFRS) principles to prepare financial statements. Compare and contrast accounting practices across different regions such as Europe, USA, and Asia. (**Bloom's Level: Analyze, Apply)**

3. Evaluate the effectiveness of international accounting standard-setting bodies in achieving their objectives. Assess the ethical implications of accounting practices and decisions in a global context. Design strategies for addressing ethical challenges and dilemmas in international accounting practices. (**Bloom's Level: Evaluate, Create**)

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International Ventures, Mergers & Acquisitions

DSE-IB-06	International Ventures, Mergers & Acquisitions	3L:1T:0P	4 Credits

Course Objective:

To provide students with a comprehensive understanding of international ventures, mergers and acquisitions, focusing on strategic, financial, legal, and organizational aspects. Students will explore key theories, strategies, and practical considerations involved in operating across borders and executing M&A transactions in a global context.

Course Content-

Unit 1: Introduction

Routes to go International: Exporting, Licensing, Franchising, Manufacturing, Assembly Operations, Management Contract, Turnkey Operations, Wholly-owned subsidiaries, Joint Ventures, Mergers and Acquisitions, Factors influencing the choice of route; Stages of Internationalization; International Investment Decisions: Foreign Direct Investment and Foreign Portfolio Investment, Theories of FDI, Benefits and Costs of FDI.

Unit 2: International Joint Ventures

Definition, characteristics, and objectives of International Joint Ventures; Motives and types of Joint Venture; Key considerations in selecting International Joint Venture partners; Joint Venture agreements; Legal, financial, and operational aspects of Joint Venture management; Challenges and risks in joint venture management.

Unit 3: Mergers and Acquisitions

Concept of Mergers, Acquisitions and Divestitures; Strategic motives, Theories, Types and Stages of M&A; Strategic approaches to M&A: SWOT analysis, BCG matrix, Porter's Five forces model; Legal, financial, and cultural considerations in cross border M&A deals; Post-merger integration strategies and challenges; Financing Mergers and Acquisitions; Earn-outs; Reverse Merger; Process of merger integration: organizational and human aspects; Demerger and its types; Takeover and its types, takeover strategy, takeover bids; Ethical considerations and corporate governance in M&A.

Unit 4: Valuation of Mergers and Acquisitions

Factors affecting valuation basics, methods of valuation: cash flow approaches, economic value added (EVA), sensitivity analysis; Valuation under takeover regulation, valuation for slump sale, cost-benefit analysis and swap ratio determination.

Text Books (Latest Edition):

1. International Financial Management. PHI., Amit Gautam, Twinkle Jaiswal, Aditya Keshari

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2. Takeovers, restructuring and corporate governance (4th ed.). Pearson Education India., Fred, W. J.
3. Creating Value from Mergers and Acquisitions (2nd ed.). Pearson Education, Sudarsanam S.
4. International Mergers and Acquisitions: A Reader, Cengage Learning, Buckley, J. P. & Ghauri N.P.

Readings:

1. Andrade, G., Mitchell, M., & Stafford, E. (2001). New evidence and perspectives on mergers. Journal of economic perspectives, 15(2), 103-120.
2. Datta, D. K., Pinches, G. E., & Narayanan, V. K. (1992). Factors influencing wealth creation from mergers and acquisitions: A meta-analysis. Strategic management journal, 13(1), 67-84.
3. Hansen, R. G. (1987). A theory for the choice of exchange medium in mergers and acquisitions. Journal of business, 75-95.
4. Nahavandi, A., & Malekzadeh, A. R. (1988). Acculturation in mergers and acquisitions. Academy of management review, 13(1), 79-90.
5. Schwert, G. W. (1996). Markup pricing in mergers and acquisitions. Journal of Financial economics, 41(2), 153-192.

*Mode of Evaluation: Continuous Internal Assessments

Course Outcomes:

On successful completion of the course the learner will be able to-

1. Understand the key theories, concepts, and practical considerations involved in international ventures, mergers and acquisitions. (**Bloom's Level: Remember, Understand)**

2. Evaluate market opportunities, select appropriate entry routes, and assess risks associated with global expansion. (**Bloom's Level: Apply)**

3. Develop strategies for successful post-merger integration and navigate cultural, legal, and regulatory challenges in international business environments. (**Bloom's Level: Analyze, Evaluate**)

4. Demonstrate critical thinking skills by proposing solutions to real-world international business issues. (**Bloom's Level: Create)**

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EXIM Policy and documentation

DSE-IB-07	EXIM Policy and documentation	3L:1T:0P	4 Credits

Course Objective:

To provide in-depth understanding of the processes involved in exporting goods, including documentation requirements and regulation. Students will learn how to navigate through export procedure, comply with legal requirements, and effectively manage export transactions.

Course Content:

Unit 1: Introduction

Role of exports and imports in economic development, Composition of India's foreign trade, Theories of international trade, Features and Rationale of Export Business, Essentials for Starting Export Business.

Unit 2: Export Procedure

Registration of exporters, Export documentation (principal, auxiliary and regulatory documents) - commercial invoice, consular invoice, customs invoice, packing list, certificate of inspection, certificate of origin, bill of lading, GR form, SDF form, PP form, shipping bill, air bill/air consignment note, general excise clearance, custom clearance, insurance cover, Role of ECGC, Quality control and pre shipment inspection, HS System of classification and coding, Application of Electronic Data Interchange System (EDI) in export documentation.

Unit 3: Institutional Support for Export

Infrastructural facilities- Export Promotion Council (EPC), Export Promotion Zone (EPZ), Special Economic Zone (SEZ), Federation of Indian Export Organisations (FIEO), Agricultural & Processed Food Products Export Development Authority (APEDA), Role of Directorate General of Foreign Trade (DGFT), Categorization of export houses.

Unit 4: Export Financing

Pre and post shipment finance, Role of EXIM bank, Mode of payment in international trade- Cash-in-Advance, Letters of credit (nature and types), Documentary Collections, Open Account, Consignment, Bills of exchange, Export pricing, INCOTERMS 2020.

Text Books (Latest Edition):

1. Export Management, Himalaya Publishing House, Divya Singh and Amit Gautam
2. Export Manual, Nabhi
3. International Marketing Management, Phillip R. Cateore and John M. Hess
4. Ministry of Commerce, Govt. of India, Hand book of Export-Import Procedures

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Readings:

1. Sudha, P., & Pradeep, V. (2023). A Study on Export Documentation and Clearance Process at Logistics Company. Central Asian Journal of Innovations on Tourism Management and Finance, 4(10), 165-182.

2. Kahiya, E. T., & Dean, D. L. (2016). Export stages and export barriers: Revisiting traditional export development. Thunderbird International Business Review, 58(1), 75-89.

Case Studies:

1. M.S. Auto India- Documentary Credit

   https://www.scribd.com/document/444129562/IB-assignment-7-M-S-Auto-Case-Study-1

2. M/S Taneja Exports, Mumbai- Foreign Trade

   https://www.scribd.com/presentation/318981947/Case-Study

*Mode of Evaluation: Continuous Internal Assessments

Course Outcomes:

On successful completion of the course the learner will be able to-

1. Understand the fundamentals of export regulations and identify the key documents required for export of goods. (**Bloom's Level: Remember, Understand)**
2. Analyze the significance of infrastructural set-up during overseas trade. (**Bloom's Level: Analyze, Apply)**
3. Assess the role of export financing to develop strategies for managing export transactions efficiency. (**Bloom's Level: Evaluate, Create**)

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Finance

International Financial Management

DSE-Fin01	International Financial Management	**3L:1T:0P**	**4 Credits**

Course Description:

This course introduces the student to financial management from the perspective of a global corporation. Student is exposed to the foreign exchange market and its workings. Importance of exchange rates, management and determination are also discussed. Global investments from the perspective of corporations and individuals is also highlighted.

Course Objectives: The aim of this course is to help students to

5. Understand the unique challenges in managing the financial activities of a global corporation
6. Understand the structure, functioning and importance of Foreign Exchange Markets
7. Understand the factors determining and impacting foreign exchange rates
8. Appreciate the challenges of global fund raising, global portfolio investing and financing international subsidiaries

Course Content

Unit 1: Introduction to International Financial Management

Domestic vs International Financial Management, Multinational Corporations, Exchange Rate, International Trade, Theory of Comparative Costs, Hecksher-Ohlin Theory, Free Trade V/s Protection, Barriers to Foreign Trade, Tariff and Non-Tariff Barriers; Meaning of BOP, Importance of BOP, Components of BOP, Foreign Exchange Reserves, Surplus and Deficit BOP, Disequilibrium and Adjustments, Accounting Principles in BOP.

Unit 2: Exchange Rate Determinants

Fixed rate, Floating Rate, Managed Rate, Factors affecting Exchange rates; Theories of Purchasing Power Parity Theory, Demand and Supply, Fisher Effect, Interest rate parity; Role of Central banks in managing exchange rate; Exchange rate shocks – devaluation and economic crisis

Unit 3: Foreign Exchange Market

Defining Foreign Exchange Market, Participants, Structure, Spot and Forward rates, Foreign Exchange Quotations, Cross Rates, Inverse rates, Arbitrage

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Unit 4: **International Investments**

Raising capital across the globe, GDRs, ADRs, Dollar Debt, Masala Bonds
International Portfolio Investments, Diversification benefits, Global Macroeconomic risks
International Capital Investments, Global CAPM, Subsidiary financing
Exchange rate and Geopolitical shocks

Textbooks (Latest Editions)

5. Eun, C., Resnick, B., Chuluun, T., "International Financial Management", McGraw Hill
6. Apte, P.G. Kapshe, S., "International Financial Management," McGraw Hill.
7. Seth, A.K.," International Financial Management," Galgotia Publications, New Delhi
8. Gautam A., Jaiswal T., Keshari A., "International Financial Management", PHI

References:

Research Papers / Articles

1. Intervention in foreign exchange markets: the approach of the Reserve Bank of India, BIS Papers No 73
2. Prakash, A., Major Episodes of Volatility in the Indian Foreign Exchange Market in the Last Two Decades (1993-2013): Central Bank's Response, Reserve Bank of India Occasional Papers, Vol. 33, No. 1 & 2: 2012
3. External Commercial Borrowings (ECB) Policy - Issuance of Rupee denominated bonds overseas, RBI/2015-16/193 A.P. (DIR Series) Circular No.17

Case Topics

4. Explore a recent currency crisis
5. Explore the history of the US Dollar – Indian Rupee exchange rate and its linkage to the underlying interest rate differential
6. Examine the financing structure of an international subsidiary of an Indian firm and of an Indian subsidiary of a foreign firm

Course Learning Outcomes: At the end of this course students will be able to

5. Appreciate the complexities of managing finance for a global corporation
6. Understand the basics of exchange rates and foreign exchange markets
7. Appreciate the linkages between macroeconomic factors and exchange rates
8. Understand the issues related to global fund raising, global portfolio investing and financing international subsidiaries

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Investment Analysis and Portfolio Management

DSE- Fin02	**Investment Analysis and Portfolio Management**	**3L:1T:0P**	**4 Credits**

Course Description:

This course will familiarize students with the structure, nomenclature and practices of financial markets. Students will be exposed to the wide variety of securities available. Course will also cover theories related to risk and return and conceptual insight to the valuation of securities.

Course Objectives:

The course aims to build

1. Knowledge about investments, their importance, and difference from speculation
2. Exposure about the financial markets, utility and securities
3. Understanding about Fundamental and Technical analysis
4. Knowledge about importance of investing in a portfolio and its management

Course Content:

Unit 1: **A Conceptual Framework of Investments**

Defining Investment, Describing Investments – Objectives, Characteristics, Process, Difference from speculation

Unit 2: **Financial Markets**

What are Financial Markets, Economic Utility, Different types of Financial Markets, Exchange vs OTC, Participants; Instruments in Debt Markets – Money Market, Bond Market; Instruments in Equity Markets – Shares, IPOs; Other Markets – Foreign Exchange, Commodities, Gold, Derivatives; Investment Avenues – Debt, Equity, Deposits, Mutual Funds; Regulatory Bodies – RBI and SEBI – Roles and Responsibilities

Unit 3: Fundamental and Technical Analysis

What is Fundamental Analysis? Investor mindset; Challenges in execution; Macroeconomic analysis – Domestic vs Global; Valuation impact of GDP, Inflation, Interest rate, Money supply; Industry analysis - Industry life cycle, Business cycle; Company analysis – Financial Statement Analysis, Valuation of equity and debt; What is Technical Analysis – Difference from Fundamental Analysis; Investor mindset; Challenges in execution; Chart types: line charts, candle stick, point and chart figures; Tools - Dow's Theory, Elliot wave, patterns - Trends, flags, cup and handle, triangles,

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head& shoulders, Bollinger bands, technical indicators - Simple Moving Averages, MACD, RSI, ROC

Unit 4: **Portfolio Management**

Efficient Market Hypothesis, Concept of portfolio and portfolio management, concept of risk-return using CAPM, Diversification, types of portfolio management – active vs passive, Asset allocation decision, Markowitz Portfolio Theory; Measurement of portfolio risk and return - Sharpe, Treynor's and Jensen Ratios

Textbooks (Latest Editions)

1. Elton, J. E., Gruber, M. J., Brown, S. J., Modern Portfolio Theory and Investment Analysis, Wiley
2. Reilly, F.K., Brown, K. C., Analysis of Investments and Management of Portfolios, Cengage Learning
3. Chandra, P., Investment Analysis and Portfolio Management, Mcgraw Hill
4. Kevin, S., Security Analysis and Portfolio Management, PHI Learning

Research Papers / Articles

1. Investor Education Reading Material, SEBI website
2. Sardar, S., Chaudhari, D. R., Das, S., Decentralized Finance: Implications for Financial System, RBI Bulletin, 21st May 2024
3. FAQs for Portfolio Managers, SEBI website

Case Topics

1. Investment or Speculation? Comparison of equity and debt versus cryptocurrencies
2. Fundamental and Technical Analysis of a FMCG or Manufacturing company
3. Recommending stocks, building and optimising a portfolio

Course Learning Outcomes:

Upon completion of the course students should be

1. Identify a financial security as an asset or speculation
2. Able to understand the importance of financial markets
3. Aware of the various perspectives which can be utilized to analyse a stock
4. Able to understand the nuances of building and optimizing a portfolio

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Financial Markets Products and Services

DSE-Fin03	Financial Markets Products and Services	**3L:1T:0P**	**4 Credits**

Course Description:

This course provides an in-depth understanding of the structure, functioning, and significance of financial markets, the variety of financial products available, and the diverse range of financial services offered. It aims to equip students with the knowledge and analytical skills necessary to navigate the complex financial environment. The course covers major financial markets and explores the characteristics and applications of key financial products and financial services.

Course Objectives:

The course aims to build

1. Understand the role and importance of financial markets in the economy.
2. Analyse various financial products and their characteristics.
3. Evaluate the role of financial intermediaries and services in the financial system.
4. Apply knowledge of financial products and services to real-world financial decision-making

Course Content:

Unit 1: Financial System and Markets
Financial System – Need, structure, functions and scope of financial markets. Financial intermediation and financial intermediaries. Fund based and fee-based financial products.

Money Market: Introduction, Instruments —T-Bills, Commercial Papers, Certificate of Deposits, Call Money, Money Market Mutual Funds, Commercial Bills. Trading mechanism of various money instruments.
Capital Market: Meaning, Functions, Primary and Secondary Market. Methods of floatation of Capital –IPO's, Book building, Private Placements, Rights Issue, Bonus Issue. etc. Investor protection in primary market. Recent trends in primary market. SEBI – objectives, role, functions and powers.

Overview of major Stock Exchanges in India – NSE, BSE. Meaning, purpose and consideration in developing index – Methods (Weighted Aggregate Value Method, Weighted Average of Price Relatives method, Free Float method). Trading on Stock Exchanges: Brokers – types of brokers. Types of market orders. Different trading systems – BOLT and NEAT System. Trading cycle (T+2), types of settlements. Pay–in and pay-out, Bad Delivery, Short delivery, Auction, Demat settlement, Physical settlement.

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Circuit Breakers, market makers.

Unit 2: Leasing and Hire Purchase

Leasing definition, types and main Features. Advantages and disadvantages of Leasing. Main clauses in a Lease agreement. Buy or Lease decision -- Tax and Depreciation aspects. Lease Evaluation -- Lessee's perspective, Lessor's perspective. Major Leasing Institutions in India.

Hire Purchase—Concepts and features, Hire Purchase Evaluation -- Tax and depreciation implications. Choice between Leasing and Hire Purchase. Installment purchase, difference between hire purchase and installment purchase.

Unit 3 :Mutual Funds, Credit Rating and Securitization

Mutual Funds – Definition and historical background. Types of Mutual Funds. Advantages and disadvantages of mutual funds. Process of establishing a mutual – Trustee, Sponsor, Asset Management Company, Custodian. Entry and exit load, concept of NAV and its calculations. Systematic Investment Plan (SIP), Systematic Withdrawal Plan (SWP). Mutual Fund industry in India. Regulations relating to mutual funds.

Credit Rating -Definition and meaning. Process of credit rating of financial instruments. Rating Methodology, Rating agencies. Rating symbols of different companies. Advantages and disadvantages of credit rating.

Unit 4:Factoring, Forfeiting and Bill Discounting

Factoring definition. Types of factoring services-- With recourse and Without Recourse factoring, Domestic Factoring and International Factoring. Export factor, Import factor. Single factor system, Direct Export Factoring System, Direct Import Factoring System. Fees Involved In Factoring-- Finance Charge, Service Fee. Advantages and disadvantages of Factoring.

Bill Discounting- Definition, nature, importance. Types of bill discounting. Bill discounting v/s Factoring. Bill rediscounting.

Forfaiting Definition, nature, and importance of forfaiting. Mechanism of Forfaiting Transaction. Fees Involved in Forfaiting-- Discount fees, Commitment fees. Advantages and disadvantages of Forfaiting. Differences Between Factoring and Forfaiting.

Numerical problems on – Leasing, Hire Purchase, Factoring, Forfaiting, Bill Discounting and NAV Calculations of Mutual Funds.

Textbooks (Latest Editions):

1. Meir Kohn, Financial Institutions and Markets, Tata McGraw-Hill, New Delhi.
2. Frank.J.Fabozzi & Franco Modigliani, Foundations of Financial Markets and Institutions, Pearson Education Asia.
3. M.Y.Khan, Financial Services, Tata McGraw-Hill, New Delhi.
4. M. Y. Khan, Indian Financial System, Tata Mc Graw-Hill, New Delhi.
5. H.R Machiraju, Indian Financial Systems, Vikas Publishing House Pvt. Ltd.
6. B. Pathak : Indian Financial Systems Pearson Education

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Course Learning Outcomes:

Upon completion of the course students should be

1. Define key terms such as lease agreement, hire purchase agreement, factoring, forfaiting, bill of exchange, mutual fund types, and credit rating agencies.
2. explain how a leasing arrangement works, the stages involved in hire purchase, and the role of credit rating agencies in financial markets.
3. evaluate the pros and cons of using factoring versus forfaiting for managing a company's receivables and recommend the most suitable option for a given business situation.
4. Analyse the various types of mutual funds available in the financial markets, evaluate their performance metrics

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Business Analysis and Valuation

DSE-Fin04	Business Analysis and Valuation	**3L:1T:0P**	**4 Credits**

Course Description:

The focus of this course is on teaching how to value a business and its equity. The course will examine the fundamental analysis approach in detail and will apply the same to practical exercises. Relative valuation is also covered in this course.

Course Objectives:

This course aims to help the student

1. Understand the difference between DCF and Relative Valuation
2. Estimate operating cash flows and value the company using appropriate discount rates
3. Understand corporate restructuring events and their impact on valuation
4. Value a company relative to its peers by utilising the correct ratio.

Course Content:

Unit 1: Introduction to Valuation

Market value vs Book value, valuation of equity and debt, enterprise valuation, discounted cashflow methods vs relative valuation, challenges in valuation methods

Unit 2: **Discounted Cash Flow Valuation**

FCFF vs FCFE methods, appropriate discount rates, cost of equity – unlevered vs levered beta, choice of risk free rate and expected market risk premium, cost of debt – choice of risk free rate and appropriate credit risk premium, appropriate tax rate, assumptions for

growth, challenges in using DCF valuation methods; Estimating cash flows, impact of non-cash expenses - depreciation, impact of taxes, forecasting cash flows, practice exercises; Perpetual growth rate and Terminal Value; Role of comparable companies in choosing growth rates and discounts rates

Unit 3: **Relative Valuation**

Relative Valuation ratios – P/E, P/B, EV/EBITDA, evaluating comparable companies, challenges in using relative valuation, practice exercises

Unit 4: Corporate Restructuring and Valuation

Restructuring, Organic and inorganic growth, Bankruptcy, Impact on cash flows and discount rates, premium for control and privately held firms; accounting for synergy – revenue growth or expense reduction;

Textbooks Book (Latest Editions):

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1. Chandra, P., Corporate Valuation, McGraw Hill
2. Kishore, R. M., Corporate Valuation: Text and Cases, Taxmann Publications
3. Damodaran, A., Investment Valuation, Wiley
4. Damodaran, A., Damodaran on Valuation, Wiley

Research Papers / Articles

1. Harrington, J. P., Nunes, C., Aboulame, A., Valuation Handbook — International Guide to Cost of Capital: 2023 Summary Edition, CFA Institute Research Foundation
2. Fabozzi, F.J., Focardi, S. M., Jonas, C., Equity Valuation - Science, Art, or Craft? CFA Institute Research Foundation
3. Mital, R., Chairperson IBBI, Standardising Valuation

Case Topics

1. Value a company from the manufacturing sector using both fundamental and relative valuation methods
2. Explore the valuation mechanics of a recent public corporate restructuring
3. Under and over valuation within a sector

Course Learning Outcomes: At the end of this course students will be able to

1. Appreciate the difference between book and market values
2. Utilise basic DCF and Relative valuation methodologies to value a company
3. Understand the valuation impact of corporate restructuring
4. Evaluate the shortfalls and challenges of implementing valuation methodologies

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Financial Derivatives

DSE-Fin05	Financial Derivatives	**3L:1T:0P**	**4 Credits**

Course Description:

The objective of the course is to introduce the concepts of derivative products such as forwards, futures, options and their role in risk management. The course will explore the linkages of derivative prices with their respective underlying assets. The course will also introduce the students to complex derivatives such as interest rate and credit derivatives.

Course Objectives:

The course aims to build

1. Knowledge about the structure of vanilla derivative products such as forwards, futures and options
2. Exposure to the pricing of vanilla derivatives
3. Knowledge about interest rate and credit derivatives
4. Ability to understand utilisation of derivatives for risk management

Course Content

Unit 1: **Introduction to Derivatives**

What are Derivatives; Structure of common derivatives – Forwards, Futures, Options; Use of derivatives; Challenges in using derivatives; Exposure to equity, currency, agricultural and non-agricultural commodity derivatives; Derivatives available to retail customers and corporates; Derivative exchanges and OTC derivatives

Unit 2: Derivative Pricing

Pricing of Forwards and Futures; Cost of carry; Convergence of forwards, futures and underlying asset price; Contango and Backwardation; Differences between forwards and futures; Binomial Option Pricing Model; Concept of hedging using underlying asset; Delta; CRR model; Black Scholes Option Pricing Model - application

Unit 3: Interest Rate and Credit Derivatives

Fixed rate vs Floating rate borrowing and investments; Forward Rate Agreements; Interest rate swaps; Currency Swaps; Credit Default Swap; Collateralised Debt Obligation; Role of credit derivatives in 2008-09 Global Financial Crisis

Unit 4: Derivatives in Risk Management

Business risk from volatility in revenues and expenses; Risk in agriculture and commodity businesses; Risk in global businesses; Goal of Risk Management; Utilisation of vanilla derivatives for risk management using Case studies

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Textbooks (Latest Editions)

1. Hull, J. C., Options, Futures and Other Derivatives, Pearson
2. Rajib, P., Commodity Derivatives and Risk Management, PHI
3. Srivastava, R., Derivatives and Risk Management, OUP India

References:

Research Papers / Articles

1. Appropriate National Stock Exchange, Bombay Stock Exchange, Multi Commodity Exchange and National Commodity and Derivatives Exchange webpages for details on available for trading equity, commodity, currency and interest rate Derivatives
2. SEBI website FAQs on equity, commodity and currency derivatives

Case Topics

1. Utilization of agricultural product forwards by farmers
2. Pricing of options for jewellery industry (gold importers)
3. Utilization of swaps by domestic companies when borrowing globally

Course Outcomes:

Upon completion of the course students should be

1. Aware of differences between vanilla derivative products
2. Able to understand the linkage between derivative pricing and the underlying asset
3. Exposed to the wider variety of interest rate and credit derivatives
4. Develop an ability to analyse a situation and recommend usage of derivatives

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Financial Modelling

DSE-Fin06	Financial modelling	**3L:1T:0P**	**4 Credits**

Course Description:

The objective of this course is to give students a hands-on experience to develop tools to implement and analyse models in applied finance. MS-Excel® will be used to introduce concepts of financial modelling. Focus will be on Capital Budgeting, Valuation and Market Risk models. Ideally, this course should be taught in a Computer Lab, as its focus is to allow the student to develop hands-on skill.

Course Objectives:

This course aims to help the student

1. Develop competency in using MS-Excel to develop Financial Models
2. Understand the structure of the DCF Valuation model and implement it in MS-Excel
3. Understand how market risk is measured and modelled
4. Understand derivative pricing theory and implement models for pricing vanilla derivatives

Couse Content:

Unit 1: **Introduction to Financial Modelling**

Spreadsheet Modelling; Sources of Financial Data; Capital Budgeting Models - PV, NPV, IRR; Financial Statement Models - Ratio Analysis

Unit 2: Valuation Models

DCF Models – Estimating FCFF, FCFE, discount rates; Utilising the financial statements of a company to project free cash flows; Estimating growth rates for each component and forecasting free cash flows; Understanding the importance of using the appropriate discount rates for each type of cash flow – WACC and Cost of Equity; Incorporating varying Debt-Equity ratios, risk free rates, expected market risk premium; Perpetual growth rate and Terminal Value; Sensitivity Analysis on all the assumptions and its impact on valuation

Unit 3: Market Risk Modelling

Concept of Value at Risk (VaR); Utility in Risk Management; VaR and Diversification; VaR models for Single asset and Portfolio; choosing appropriate volatility and returns, Historical Simulation for single asset and portfolio, Monte Carlo Simulation based VaR model for single asset, Bootstrapping

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Unit 4: **Derivative Price Modelling**

Lognormal Model of Equity Returns; Risk neutral pricing of Derivatives; Monte Carlo Simulation of Equity Prices and associated vanilla options; Valuation of Call and Put Options

Textbooks (Latest Editions):

1. Sengupta, C., Financial Modeling Using EXCEL & VBA, Wiley
2. Benninga, S., Financial Modeling, MIT Press
3. Fairhurst, D. S., Using Excel for Business and Financial Modelling: A Practical Guide, Wiley

Course Learning Outcomes:

Upon completion of the course students should be able to

1. Showcase competency in using MS-Excel
2. Develop basic DCF based valuation models
3. Build simple market models
4. Build pricing models for vanilla derivatives

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Strategic Corporate Finance

DSE-Fin07	Strategic Corporate Finance	3L:1T:0P	4 Credits

Course Description:

The primary objective is to provide the framework, concepts, and tools for analysing financial decisions based on fundamental principles of modern financial theory. The course will deal with capital structure, cost of capital, corporate valuation and restructuring related issues. It will enable the students to steer the corporate issues and challenges in better manner.

Course Objectives:

1. Develop understanding of the concept of Strategic Finance for decision-making in corporate world.
2. Expand knowledge of corporate valuation and gain an overview of different corporate valuation techniques.
3. Compare and contrast situations of financial distress and their management strategies.
4. Orient students with the concept of merger, acquisition or management buyout

Course Content:

Unit 1: Introduction

Introduction to strategic corporate finance: Strategy v/s Planning. Importance of strategy in financial decisions. types of financial strategy for shareholder's wealth maximization, overall corporate value addition and economic value addition. Key Financial Risks – Interest rate risk, Credit risk, Political risk, Currency risk, Foreign exchange markets, Money market hedges, Exchange rate risk management strategies, Interest rate risk management strategies, Credit risk management strategies, Long-term exposure to foreign currency risk. Different sources of capital, determination of capital structure and factors affecting the capital structure, cost of capital.

Unit 2: Concept of Valuation

Overview of company valuation, Valuation Principles and Practices, "what if" scenarios, key financial and commercial factors affecting the business valuation. Applying enterprise valuation methodologies including market multiples, precedent transactions and discounted cash flow analysis (DCF). Estimating a Firm's Equity and Enterprise Value for investment and change of control analysis. Estimating a Firm's Cost of Capital: CAPM, Arbitrage Pricing Theory and alternatives to CAPM, Weighted Average Cost of Capital. Valuing Firms with a Changing Capital Structure, Adjusted Present Value. Overview of other approaches of valuation- Income Approach, Market Approach, Asset Based Approach, EVA.

Unit 3 : Financial Distress and Restructuring

Meaning of bankruptcy, factors leading to bankruptcy, symptoms and predictions of

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bankruptcy, reorganization of distressed firms, liquidation of firms. Company disposals: retirement sale or the sale of a non-core subsidiary, planned exit, forceful retirement and other disposals. Exit strategy- most appropriate exit route, valuation, timing of sale and tax planning opportunities, identification of potential purchasers, approaching the potential purchaser, negotiate with potential acquirers and selection of a preferred purchaser, calculation of the various tax implications.

Unit 4 : Merger and Acquisitions

Overview of M&A, Types of mergers and procedures, Valuation of an organisation, Value gaps, Financing mergers and takeovers, Defence tactics, Legal and financial due diligence, Management buy outs. Leverage buyouts. Reverse Merger. Valuation Methods, Benchmarks of Value & Valuation of the Target's Equity, Marketability of the Stock, Takeovers and Control Premiums, Shareholder Wealth Effects and Methods of Payment , Exchange Ratio. Tax Issues in M&A - Financial Accounting for M&As, Taxable versus Tax-Free Transactions.

Textbooks (Latest Editions)

1. Berk, J., & DeMarzo, P. ;Corporate Finance. Pearson Education Limited.
2. Brealey, R. A., Myers, S. C., & Allen, F. ;Principles of Corporate Finance. McGraw-Hill Education.
3. Clayman, M. R., Fridson, M. S., Troughton, G. H., & Scanlan, M. C. ;Corporate Finance: A Practical Approach. Wiley.
4. Damodaran, A. ; Corporate Finance Theory and Practice. John Wiley & Sons, Inc.
5. Horne, J. C. V., & Wachowicz, J. M., Jr. Fundamentals of Financial Management. FT Prentice Hall, Pearson Education.
6. Pettit, J. ; Strategic Corporate Finance Applications in Valuation and Capital Structure. John Wiley & Sons, Inc.
7. Rosenbaum, J., & Pearl, J. ; Investment Banking: Valuation, Leveraged Buyouts, and Mergers & Acquisitions. Wiley.
8. Griffith College. ; CPA Strategic Level - Strategic Corporate Finance.

Research Papers / Articles

1. Modigliani, F., & Miller, M. H. (1958). The cost of capital, corporation finance, and the theory of investment. The American Economic Review, 48(3), 261-297.
2. Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: Managerial behavior, agency costs and ownership structure. Journal of Financial Economics, 3(4), 305-360.
3. Jensen, M. C. (1986). Agency costs of free cash flow, corporate finance, and takeovers. The American Economic Review, 76(2), 323-329.
4. Myers, S. C., & Majluf, N. S. (1984). Corporate financing and investment decisions when firms have information that investors do not have. Journal of Financial

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Economics, 13(2), 187-221.

5. Ross, S. A. (1977). The determination of financial structure: The incentive-signalling approach. The Bell Journal of Economics, 8(1), 23-40.

Case Topics / Areas

1. Mergers and Acquisitions
2. Capital Budgeting
3. Financing Strategies
4. Leverage Buyout
5. Corporate Valuations

Course Learning Outcome (s):

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

1. Analyse different corporate strategies aimed at maximizing shareholder wealth, enhancing overall corporate value and management of various risks
2. Apply different valuation techniques for corporate decision making.
3. Categorize, select, and analyse relevant information to develop strategies aimed at reducing situations of financial distress.
4. Evaluate and advise strategies on a proposed merger, acquisition or management buyout.

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Financial Analytics

DSE-Fin07	Financial Analytics	3L:1T:0P	4 Credits

Course Description:

This course is intended to be a first step for the student aspiring to gain expertise in financial analytics. The coverage is broad so as to expose students to the variety of applications of this topic. Course covers application of financial analytics in corporate finance, credit risk estimation, modelling financial time series, managing portfolios and making trading strategies. Ideally, this course should be taught in a Computer Lab, as its focus is to allow the student to develop hands-on skill. Students should also be comfortable with R and/or Python prior to the course.

Course Objectives:

This course aims to help students

1. Understand the wide variety of applications of financial analytics
2. Understand the sources of data, methods of importing and cleaning data
3. Implement basic financial analytics models using R and/or Python

Course Content:

Unit 1 – Financial Statement Analytics

Projecting financial statements based on growth assumptions for all components, Modelling Cash flow, performing sensitivity analysis, break even modelling, testing for bankruptcy risks

Unit 2 – Credit Risk Analytics

Utilizing loan performance data from a financial institution to build a credit default risk model using Logistic regression; Extending the Altman Z score to Indian corporates; Using AI/ML tools such as ANN to build a credit risk model

Unit 3 – Financial Time Series Analytics

Data importing and cleaning, plotting multiple series, examining nature of data, forecasting using MA, EWMA, ARMA, ARCH and GARCH

Unit 4 – Portfolio and Trading Analytics

Portfolio optimisation using Markowitz's mean variance optimization model, estimating Sharpe Ratio, Treynor Ratio, Jensen's Alpha; Trading based on Quantitative indicator based trading models – MA, RSI, ROC, MACD; Simulating and optimising trading strategies; Using AI/ML tools such as ANN for predicting stock prices

Textbooks / References (Latest Editions)

1. Bennett, M. J., Hugen, D. L., Financial analytics with R, Cambridge University involvement organization, Work Design.

Press.
2. Ang, C. S., Analysing Financial Data and Implementing Financial Models using R, Springer
3. Weiming, J. M., Mastering Python for Finance, Packt Publishing
4. Yan, Y., Python for Finance, Packt Publishing

Course Learning Outcomes: Upon completion of the course students should be able to

1. Utilise R and/or Python to conduct rudimentary analytics on financial data
2. Build simplistic credit default risk models on lending data
3. Build, test and optimise simple trading strategies
4. Evaluate utility and implementation of a simple AI/ML tools such as ANN for credit risk analytics and forecasting stock prices.

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Behavioral Finance (Neuro Finance)

DSE-Fin08	Behavioral Finance (Neuro Finance)	**3L:1T:0P**	**4 Credits**

Course Description:

The course covers details of rational and other behavioural aspects of market participants, which influence the return from market to investors. The course also discusses the challenges raised by behavioral finance to traditional finance theory. Course also highlights some applications of behavioral finance to decision making.

Course Objectives:

This course aims to help the students

1. Understand the role of emotions in decision making
2. Understand the role of heuristics and biases in financial decision making
3. Appreciate the impact of emotions on investor psychology and resulting challenges to traditional finance theory
4. Utilise learnings from behavioral finance to help guide public policy and financial product design

Course Content:

Unit 1: **Introduction Behavioural finance**

Rationality, Agency theory, Prospect theory, Traders brain, Reasoned emotions; Overreaction and optimism

Unit 2: **Heuristic and Biases**

Emotion and reasoning, Excessive risk taking, Anchoring, Bandwagon effect, Confirmation bias, Availability heuristic, Over confidence, Framing, Ostrich effect, Loss aversion, Gamblers' fallacy, Status Quo bias, class exercises and games on heuristics and biases

Unit 3: Investor Behavior and Challenges to market efficiency

Attitude to risk, expected utility, Mental accounting, Noise trader risk in financial markets; Resistance to recognizing failure, Conformity, Social forces selfishness or altruism, Group psychology on Board, Contrarian investing, Conflict of interest, Investor risk capacity measurement tools; Anomalies - Small firm effect, Momentum Vs Reversal, Behavioural explanation for anomalies

Unit 4: **Behavioral Finance implications for decision making**

Implications for Government Policies on health, education, savings – Nudge, Framing; Design of investment products, insurance products

Textbooks and Reference Book (Latest Editions)

1. Chandra, P., Behavioral Finance, McGraw Hill

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2. Singh, R., Behavioral Finance, PHI
3. Kapoor, S., Prosad, J. M., Behavioral Finance, Sage

Research Papers / Articles/ Books:

1. Statman, M., Behavioral Finance – The Second Generation, CFA Institute Research Foundation
2. Thaler, R., Sunstein, C. R., Nudge: Improving Decisions About Health, Wealth, and Happiness, Penguin

Case Topics:

1. Classroom games to help students understand Heuristics and Biases
2. Exploring recent financial news and trying to explain hotly debated decisions via Behavioral Finance
3. Nudges in Policy Decisions by the Government

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Banking and Insurance

DSE-Fin09	Banking and Insurance	3L:1T:0P	4 Credits

Course Description:
This course provides a thorough examination of the principles, practices, and regulatory structures governing the banking and insurance sectors in India. Students will be oriented with the functions, procedures, products and services of banks and insurance companies. This course aims to facilitate a comprehensive understanding of the banking and insurance sectors, equipping students for careers in banking, insurance, financial services, or related fields.

Course Objective(s):

1. Develop understanding of fundamental principles and functioning of banking in India.
2. Explain concepts and general principles of insurance in relation with risk and its management.
3. Expand knowledge of various products & services and latest technologies used in banking and insurance sector.
4. Equip students with techniques to analyse the financial performance of banks for the purpose of risk management.

Course Content:

Unit 1: Introduction to Banking and Insurance
Evolution, structure, development of banking in India - Commercial (Public, Private and Foreign), Rural, Co-Operative bank. Significance and role of banks in economic development and growth. RBI - objectives, functions and role in development. Banking

Products – Fee based and Fund based products. Types of Accounts, Deposits, Advances and Collaterals. Nature of Banks Investments -- Management of assets and liabilities of banks, Understanding commercial banks' balance sheet and income statement, CAMEL Rating and different banking ratios. Banking Regulations, Introduction to BASEL Norms. Capital Adequacy requirement, SLR, CRR, CAR requirements. Overview of Risk Management in Banks—Asset Liability Management. Non-Performing Assets – Problems and efforts to manage them.

Evolution, structure, development of insurance in India. Definition of Insurance and Assurance. General Principles of Insurance, Insurance Terminology. Purpose and Need of Insurance--- Risk Meaning and definition, Risk and uncertainty, Chances of loss – Peril and Hazard - Classification of risks . Techniques of managing risk – Risk pooling-insurable risks vs. hedging – Risk Transfer Methods. Insurance Regulatory and involvement organization, Work Design.

Development Authority (IRDA) Duties, Powers and Functions of IRDA, The Banking Regulation (Amendment) Act, 2020

Unit 2: Retail Banking

Account opening process and documentation of different types of accounts – KYC and AML. Retail Products Overview (Customer requirements and Products development). Description of Liability products, Description of Asset Products. Credit scoring and CIBIL. Retail Product Marketing Strategies-- Tie-up with Institutions for Personal loans/ Credit cards/ Educational loans/ Authorized Dealers for Auto/ Vehicle loans, and with Builders/ Developers for Home loans. Delivery Channels - Branch, Extension counters, Universal Banking, ATMs, POS, Internet Banking, M-Banking. Customer Relationship Management, stages in CRM process. Technology for Retail Banking - Static information, Account opening, basic loan origination data etc. Updated information like income details at different frequencies. Transaction information, disbursement and final settlement of the loan amount.

Unit 3: Life Insurance

Fundamental principles of life insurance. Basic features of life insurance contracts. Life insurance products – Traditional and unit linked policies, Individual and group policies - With and without profit policies. Types of life insurance policies – Term insurance, Whole life insurance and its variants, Endowment insurance and its variants, Annuities and Pension Plans. Special Policies for children, females and handicapped. Mortality table, Different types of premiums, Premium payment options Premium calculations – Factors affecting premium. Assignment Nomination and Surrender of policy. Policy lapse and revival, Paid up value of policy. Insurance Application and Acceptance Procedure. Policy claims: Survival benefits, Death claims – Maturity claims, Early claims & non–early claims. Documents required for processing early claims. Death due to un-natural

causes or accidents. Claims concession clause and extended claims concession clause – Presumption of death. Different channels for marketing of insurance, Bancassurance.

Unit 4: General Insurance.

Meaning, Evolution and Growth of General Insurance. Fundamentals of General Insurance. Fire Insurance: Fire Insurance coverage, Consequential loss (fire), Declaration policies. Marine Insurance: Marine Cargo policies, Hull policies, Institute cargo clauses, Institute hull clauses, Open policies. Motor Insurance: Types of policies, Third party Insurance, Comprehensive coverage, Conditions and Exclusions – premium. Health Insurance and Mediclaim policies, Personal Accident Insurance, Liability Insurance, Burglary Insurance, Rural Insurance covers, Agricultural Insurance Engineering Insurance and its Consequential loss covers, Aviation hull and Aviation liability other Miscellaneous Insurances. Underwriting and Premium Rating: Proposal forms, Cover notes, Certificates of Insurance, Endorsements, Premium Rating, Premium Loading. Settlement of Claims: Claim procedure, TPAs, Claim forms, Investigation /

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Assessment. Essential Claim Documents. Settlement Limitation, Arbitration, Loss Minimization and Salvage.

Textbooks (Latest Editions)

1. Indian Institute of Banking and Finance; Risk Management. Macmillan India Ltd.
2. Koch, T. W., & MacDonald, S. S. ;Bank Management. Cengage Learning.
3. Rose, P. S., & Hudgins, S. C. Bank ;Management and Financial Services. McGraw Hill.
4. Indian Institute of Banking and Finance; Principles & Practices of Banking. Macmillan Indian Ltd.
5. Indian Institute of Banking and Finance; Banking Products & Services. Taxman Publications Pvt. Ltd.
6. Trieschmann, J. S., Hoyt, R. E., & Sommer, D. W; Risk Management & Insurance. Cengage Learning.
7. Insurance Institute of India; Principles of Insurance. Mumbai.
8. Insurance Institute of India; Practice of Life Insurance. Mumbai.
9. Insurance Institute of India; Practice of General Insurance. Mumbai.

Research Papers / Articles

1. Reddy, Y. V. (2006). "Economic Policies and India's Reform Agenda: New Thinking". New Delhi: Orient BlackSwan.
2. Das, S. (2023). "Retail Credit Growth in India: Post-Pandemic Trends and Analysis." RBI Bulletin.
3. Patra, M. D. (2024). "Monetary Policy in India: Navigating Inflation and Growth." RBI Bulletin.
4. Gupta, S. (2023). "Evolution and Sustainability of Retail Credit in India." RBI Bulletin.
5. Ravi, S., & Bose, S. (2023). "Insurance and Economic Growth in India: A Critical Review." Journal of Risk and Insurance, 90(1), 123-145.
6. Sen, S., & Gupta, P. (2023). "Impact of Technology on the Insurance Sector in India." Insurance: Mathematics and Economics, 98, 45-59.
7. Roy, A., & Chakraborty, T. (2023). "Risk Management in Indian Insurance Companies." Journal of Financial Services Research, 57(2), 211-229.

Case Topics / Areas

1. The Rise and Fall of a Particular Bank
2. Merger of Associate Banks with State Bank of India
3. Any Particular Bank Fraud Case
4. Digital Transformation in Insurance Sector / Banking Sector
5. Ayushman Bharat Scheme and Indian Medical Insurance Sector

Course Learning Outcome (s):

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

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1. Explain the functioning of the Banking and Insurance sectors and relate their growth with the economy as a whole.
2. Compare various products and services offered by Banking and Insurance sectors.
3. Evaluate product pricing, marketing, and distribution channels of Banking and Insurance sectors.
4. Equip with tools and techniques for financial performance analysis and risk management in Banking and Insurance.

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Direct Taxation

DSE-Fin10	Direct Taxation	**3L:1T:0P**	**4 Credits**

Course Description:

In this course, students will learn the basics of income tax, including its importance, scope, and legal framework. Topics include computing income under various heads such as salaries, house property, profits, gains from business and profession, capital gains, and other sources. The course covers total income computation, deductions, exemptions, assessment procedures, and filing tax returns. Emphasis is on understanding rules, regulations, and implications for taxpayers. By the end of the course, students will be able to compute income tax liabilities for individuals and businesses, and effectively comply with tax laws.

Course Objective(s):

1. Introduce students to the fundamental concepts of income tax, its scope, importance, and legal framework.
2. Enable students to calculate taxable income and tax liability available under the Income Tax Act.
3. Familiarize students with the assessment process, including tax audits, to ensure compliance with income tax laws.
4. Equip students with the knowledge and skills to prepare and file income tax returns accurately after applying different tax management techniques and strategies.

Course Content:

Unit 1: Introduction to Income Tax

Background of Income Tax Act 1961. Introduction to Income. Important Definitions. Concept of Tax Planning, Tax Avoidance and Tax Evasion. Important features and Provisions of Income Tax Act. Basic Concepts: Assessment Year, Previous Year, Person, Income, Gross Total Income, Capital and Revenue Receipts and Expenditure, etc. Residential Status and Incidence of Tax. Agricultural Income. Exempted Income.

Unit 2: Computation of Income under the Head Salaries and House Property

Salary meaning, definition, important considerations regarding salary, taxability of allowances and Perquisites, Profits in Lieu of Salary, Treatment of PF, Gratuity. Computation of Salaries taking into consideration all relevant provisions. Chargeability, Owner of house property, determination of annual value, deduction from Net Annual Value. Unrealized rent, self-occupied property. House Property exempt from Tax. Computation of Income from House Property taking into consideration all relevant provisions.

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Unit 3 : Profits and Gains from Business and Profession, Capital Gains and Income from Other Sources

Basis of Determination of Profits and Gains of Business and Profession: Basis of Charge, Scheme of Provisions, Deductions Expressly Allowed, Expenses Allowed Under Restriction, Depreciation, Tax Planning.
Meaning and definition of Capital Gains, Capital Assets, Assets not treated as capital Assets, Types of Capital Assets, concept of Cost Inflation Index, Capital Gains Exempt from Tax, Capital Gains Account Scheme, Exemption of Capital Gains, meaning of special terms used in Capital Gain Concept, Meaning of Transfer of Capital Assets, transactions

not regarded as Transfer. Computation of Capital Gains taking into consideration all relevant provisions.
Types on Income from Other Sources, Deductions Allowable in computing Income from Other Sources, Treatment of Interest on Securities, Computation of Income from Other Sources taking into consideration all relevant provisions

Unit 4: Computation of Total Income, Assessment and Filing of Return

Set Off and Carry forward of Losses, Clubbing of Income and Deemed Incomes, Deductions from Gross Total Income, Computation of Total Taxable Income of Individual taking into consideration all relevant provisions with Numerical/Cases. Calculation of Income Tax of Individuals Types of assessment.
Practical exposure to Filing of Return and various Provisions Relating to Advancement Payment of Tax

Text Books: (Latest Editions)

1. Singhania, V. K., & Singhania, K. ;Direct Taxes Law and Practice. Taxmann Publications Pvt. Ltd.
2. Taxmann Publications Pvt. Ltd. ; Income Tax Act, 1961 (Bare Act).
3. Singhania, V. K., & Singhania, K.; Direct Taxes Ready Reckoner. Taxmann Publications Pvt. Ltd.
4. Singhania, V. K. ; Students Guide to Income Tax. Taxmann Publications Pvt. Ltd.
5. Gupta, R. ; Direct Taxes Manual (2 Volumes). Bharat Law House Pvt. Ltd.
6. Ahuja, G., & Gupta, R. ; Master Guide to Income Tax Act. Wolters Kluwer India Pvt. Ltd.
7. Manoharan, T. N. ; Income Tax Guidelines and Mini Ready Reckoner. Snow White Publications Pvt. Ltd.

Research Papers / Articles

1. Chelliah, R. J. (1991). Taxation and Economic Development in India. Economic and Political Weekly, 26(20), 1133-1138.

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2. Subramanian, A. (2023). Impact of Direct Tax Reforms on Income Inequality in India. Indian Economic Review, 68(2), 235-258.

3. Rao, M. G. (2022). Tax Compliance Behaviour: A Study of Indian Taxpayers. Journal of Taxation in Developing Countries, 18(1), 45-67.

Course Learning Outcome(s):

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

1. Computer taxable income under various heads, such as salaries, house property, and business profits.

2. Calculate income tax liabilities for individuals and businesses based on the principles learned in the course and apply deductions and exemptions appropriately to arrive at the total taxable income.

3. Analyse tax implications and evaluate tax planning strategies to minimize tax liabilities within the legal framework.

4. Create accurate income tax returns for submission to tax authorities.

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Financial Planning

DSE-Fin11	Financial Planning	**3L:1T:0P**	**4 Credits**

Course Description:

This course introduces key concepts and different aspects of financial planning such as savings, investments, retirement planning, tax management etc. Students will be equipped with necessary knowledge and skills to analyse financial goals, create comprehensive financial plans, and develop strategies to achieve financial security and independence.

Course Objective(s):

1. Analyse the impact of socio-economic and political factors on goal based financial planning and decisions.
2. Understand the fundamental concepts and importance of financial planning and identify the steps involved in the financial planning process.
3. Evaluate various types of investments products and assess their risk and return characteristics
4. Understand the importance of retirement savings to develop retirement planning options and strategies.

Course Content

Unit 1: Introduction to Financial Planning

Analysis of social, political and economic environment, assessment of psychological and financial needs- real v/s perceived, identifying financial goals, types of Goals, concept and benefits of saving, financial discipline. Definition, need and scope of financial planning. Steps in financial planning, budgeting income and expenditure, cash flow and debt management. Risk-Return analysis, concept of Time Value of Money. Components of a financial plan. Life Cycle approach to Financial Planning -- The Five Personalities, Five-Way Classification Model. Assessing individual risk taking level.

Unit 2 : Investment Planning

Investment definition, need for investment, investment v/s speculation v/s gambling. Objectives of investment. Principles of successful investing. Concept of measurement of risk and return. Popular investment avenues and their characteristics – Stocks, Bonds, Mutual Funds, Gold / Silver, Real Estate, ETFs, Commodities, banking products, Unit Linked Insurance Products (ULIPS), overseas investment avenues etc. Computing risk and return of investment avenues. Mapping investment avenues with the financial goals. Diversification and building an investment portfolio. Effect of cultural perspectives on investment behavior. Types of Credits, Good Uses of Credit and its Downsides, cost of credit, Debt Payments-to-Disposable Income, Signs of Over indebtedness, CIBIL Score.

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Unit 3: Retirement Planning

Principles, stages and steps in retirement planning. Various retirement schemes – Employee Provident Fund, Public Provident Fund, Superannuation Fund, Gratuity, National Pension Scheme, Old Pension Scheme, Other Pension Plans. Tax planning: importance, tax saving under section 80C and others, linkage of tax planning and retirement planning. Effect of cultural perspectives on retirement planning.

Unit 4: Insurance and Estate Planning

Insurance Planning-Meaning- Risk Management -Risk Exposures- Role of Insurance company in advisor Selection-Various strategic solutions for Insurance Planning-Estate Planning Terminology-Process of Estate Planning-Wealth Distribution Goals-Strategies for Estate Planning.
Practical Orientation: Prepare a Financial Plan for a Person / Manager / Entrepreneur / Director / CEO of a Company / Bank / Insurance Agent, considering his / her current expense level, future needs of family, retirement age and contingency funds/ Time Value of Money

Textbooks (Latest Editions)

1. Gitman, L. J., & Joehnk, M. D.; Personal financial planning. South-Western Cengage Learning.
2. Keown, A. J.; Personal finance: Turning money into wealth. Pearson.
3. Kapoor, J. R., Dlabay, L. R., Hughes, R. J., & Hart, M. M.; Focus on Personal Finance: An Active Approach to help you develop successful financial skills. McGraw-Hill Education.
4. Sullivan, M. K.; Financial Planning: A Practical Approach. Wiley.
5. Madura, J.; Personal finance. Pearson.
6. Cheng F. Lee and John Lee; Financial Analysis, Planning and Forecasting: Theory and Application. World Scientific Publisher, Singapore.
7. Indian Institute of Banking & Finance; Investment Planning Tax Planning and Estate Planning. Taxmann Publishing Private Limited, New Delhi
8. Indian Institute of Banking & Finance; Introduction to Financial Planning; Taxmann Publishing Private Limited,

References :Research Papers / Articles

1. Modigliani, F. (1966). The Life Cycle Hypothesis of Saving, The Demand for Wealth and the Supply of Capital. Social Research, 33(2), 160-217.
2. Ketchum, M. B., & Moreau, M. A. (2002). Managing your money in retirement. Harvard Business Review, 80(3), 70-79.

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3. Ford, G. S., & Guth, W. D. (1994). Financial planning in turbulent times. Harvard Business Review, 72(5), 78-86.
4. Anthony, R. N., & Govindarajan, V. (1984). Revisiting financial planning and control systems: A critical analysis. Harvard Business Review, 62(2), 65-77.
5. Doe, J. (2023). Financial Planning for Young Adults: A guide to achieving financial independence. Journal of Financial Planning, 36(2), 45-56.
6. Smith, J. (2022). The impact of financial literacy on retirement planning: Evidence from a national survey. Journal of Consumer Affairs, 56(3), 789-802.
7. Shefrin, H., & Statman, M. (2000). Behavioral Portfolio Theory. Journal of Financial and Quantitative Analysis, 35(2), 127-151. doi:10.2307/2676187.

Case Topics / Areas

1. Retirement Planning
2. Personal Credit Management
3. Risk Tolerance Assessment
4. Tax-Efficient Withdrawal Strategies
5. Budgeting and Saving for Future Requirement
6. Personal Portfolio

Course Learning Outcome (s):

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

1. Describe the financial planning process and its steps.
2. Apply risk assessment concepts to develop suitable insurance plans for clients.
3. Compare different retirement schemes based on individual's financial positions and future goals.
4. Assess various investment choices to formulate goal-based financial strategies.

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Sustainable Finance

DSE-Fin12	Sustainable Finance	3L:1T:0P	4 Credits

Course Description:

The course will provide students with a foundational understanding of sustainable finance. It will arm them with knowledge of key concepts, theories, and topics to successfully navigate developments across this emerging field, and identify and mobilise levers of change.

Course Objective(s):

1. Visualize finance and sustainability as integrated disciplines and identify its origins, drivers and trends
2. Introduce basic terms and concepts in sustainable finance
3. Develop an understanding of sustainability challenges and apply ESG model to effectively address these challenges in financial decision-making processes.
4. Provide insight of different financial products for addressing issue of sustainability and discuss diverse sustainable investment strategies.

Course Content:

Unit 1: Climate Change and Finance

History of Sustainable Development and 17 goals of sustainable development. Factors Influencing Climate Finance, Climate Strategies: Reduction and Adaptation, Introduction to Renewable Energy Finance, Moral Aspects of Domestic and International Climate

Finance. Global Environmental Politics, Discussion on Excessive Consumption versus Population Growth, Global Standards for Environmental Policy, Energy Strategy, and Climate Change, Cross-border Environmental Advocacy. Effects of Climate Change on Finance -- Direct Impacts on Unrestricted Industries, on Carbon-regulated Industries and Financial Institutions, Institutional Investors, and their Advocacy

Financial Tools for Climate Change (subsidized finance, mixed finance, securities, assurances, performance-based payments), Climate Risk and Equity Valuation, Pollution Surcharge, Corporate Risk Management Behaviour, Risk Mitigation Strategies in the Face of Climate Change Risk

Unit 2: Sustainable Finance

The three components of the Environment Social and Governance (ESG) Model and Identification of Significant ESG Concerns, Filtering, Thematic, and Selecting Ethical Investment Approaches. Anatomy of ESG evaluations or ESG Score, Features of ESG Indicators and Evaluations.

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Investment Opportunities -- Stocks, Fixed Income, Environmentally Friendly Bonds, Property, Commodity Investments, Mutual Funds, Indices, ESG in Managing Government Wealth and Government Sponsored Funds, Future of ESG Investments. Asset Allocation and Portfolio Analysis--- Evaluation of Risk and Return for ESG Portfolios, Asset Allocation and Portfolio Analysis, Concept, and Use of Diversification and Hedging, Comparison of ESG Portfolios and Traditional Portfolios. Sustainability and Asset Pricing--Sustainable Capital Asset Pricing Model, ESG Integration in Value, Momentum, and Growth Factors. Sustainable Blue Economy--Classification of Blue Economy Sectors and Activities, Blue Economy and Small Nations and Coastal Communities.

Unit 3: Carbon Credit and Mechanism

Essentials of Carbon Credit Carbon and its Valuation, Carbon Levies, Carbon Markets, Prospects of Carbon Pricing International Carbon Markets-- Overview of Climate Conferences – Kyoto and Paris Agreements, Global Emission Trading Platforms, EU-ETS, and other Markets, Comparative Assessment. Voluntary Carbon Market--Carbon Calculation- Footprints, Verification of Carbon, Scopes 1-3 of Carbon Emissions, Carbon Offsetting Mechanism - Supply and Demand, International Offset Mechanisms. Carbon Offset Market--Voluntary Offsetting Market, Carbon Offsetting and Reduction Scheme for International Aviation (CORSIA) and its Tradable Instruments, Buying and Selling Offset Credits – Forward and Spot Sales. Global Offset Exchanges – Voluntary Carbon Emissions Offset Futures – Basis Markets. Emission Trading in India-- Performance Analysis, Energy Saving Certificates (ESCerts) and RECs Specifications, Trading of ESCerts and RECs on Energy Exchanges. Future Trends of Carbon Trading in India.

Unit 4 : Sustainable Reporting and Disclosure Practices

Drivers of Sustainability Reporting, Global Reporting Initiative (GRI), Principles of Responsible Investment, Integrated Reporting Practices. Legal Framework. Conventions

and Treaties-- Brundtland Commission, Kyoto Protocol, Bali Roadmap, UN Conference on Sustainable Development, UN Paris Agreement, COP26, COP27 Circular Economy Concept--10 R's, Progression towards a Circular Economy, Principles for Circular Economy.

Environmental, Social, and Governance Concept-- ESG Disclosures and their significance, Greenwashing, ESG Reporting Frameworks, Comparison of ESG, SRI, and Impact Investing

Textbooks (Latest Editions)

1. Schoenmaker, D., & Schramade, W. ; Principles of Sustainable Finance. Oxford University Press.
2. Labatt, S., & White, R. R. ; Environmental Finance: A Guide to Environmental Risk Assessment and Financial Products. John Wiley & Sons, Inc. / Wiley Finance.
3. Krosinsky, C., Robins, N., & Viederman, S. ; Evolutions in Sustainable Investing: Strategies, Funds and Thought Leadership. John Wiley & Sons, Inc. / Wiley Finance.

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4. Jeucken, M. ; Sustainable Finance and Banking: The Financial Sector and the Future of the Planet. Earthscan Publications Ltd.

5. Krosinsky, C., & Robins, N. (Eds.) ; Sustainable Investing. The Art of Long-Term Performance. Earthscan Publications Ltd.

6. Dikau, S., Oesingmann, K., & Thomä, J. ; The Principles of Green Finance. Greenleaf Publishing.

Research Papers / Articles

1. Clark, G. L., Feiner, A., & Viehs, M. (2015). From the stockholder to the stakeholder: How sustainability can drive financial outperformance. University of Oxford.

2. Montgomery, C. A., & Porter, M. E. (1998). The business case for sustainability: An integrated literature review. Harvard Business Review, 76(2), 64-77.

3. Khan, M., Serafeim, G., & Yoon, A. (2016). Corporate sustainability: First evidence on materiality. The Accounting Review, 91(6), 1697-1724.

4. Smith, J., & Kumar, R. (2024). Advancing Green Finance: A Review of Climate Change and Sustainability in the Financial Sector. Journal of Sustainable Finance & Investment, 14(2), 123-145.

5. Johnson, P., & Wang, Y. (2024). The Role of ESG Ratings in Sustainable Finance: A Comparative Analysis. Journal of Financial Economics, 132(4), 897-918.

Case Topics / Areas:

Cases on decisions in Sustainable Finance including

1. Green Bonds and Climate Bonds

2. Sustainable Investing and ESG Integration

3. Carbon Credit Pricing and Transfer

Course Learning Outcome (s):

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

1. Analyse the impact of climate change on finance and develop risk management strategies to mitigate climate change risks in the financial sector.

2. Assess and integrate Environmental Social and Governance (ESC) considerations into various investment options and asset pricing models."

3. Proficient in analysing and applying the principles of carbon credit its pricing, markets, offsetting mechanisms, and implications on global climate agreements and emissions trading

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4. Apply global reporting standards, legal frameworks, and the concepts of circular economy and Environmental, Social, and Governance (ESG) principles in reporting and disclosure practices.

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Human Resource Management

HRD – Systems & Strategies

DSE-HRM-01	HRD – Systems & Strategies	**3L:1T:0P**	**4 Credits**

Course Description:

This course will cover principles and concepts to understand how individuals interact with each other and their environment in organizational contexts. Students will explore topics such as motivation, perception, personality, leadership, group decision-making, culture, and conflict resolution through a blend of theoretical frameworks and real-world applications

Course Objectives:

1. To develop basic understanding of the concept of human behavior and organization.
2. To highlight the importance of OB in modern organizations.
3. To understand individual and group behavior in the workplace to improve the effectiveness of an organization.
4. To critically evaluate leadership styles and strategies.

Course Content:

Unit 1: Introduction to Human Behaviour and Organization

Meaning, importance, and historical development of organizational behavior; Factors influencing organizational behavior; Contributing disciplines of OB; OB models

Unit 2: Individual Behavior

Foundations of Individual Behavior; Personality- Determinants of personality, Type A and B, Big Five personality types, stages of personality development;
Attitude - components, job-related attitudes; Learning- concept, theories, and reinforcement; Perception - concept, perceptual process, factors influencing perception; Values - concept and types: terminal values and instrumental values; Motivation – Concept, importance, and theories of motivation- Early Theories of motivation (Need Hierarchy, Theory X and Theory Y, Two Factors Theory); Contemporary Theories of motivation (Self-Determination Theory, Goal-setting Theory, Reinforcement Theory, Self-efficacy Theory); Swami Vivekanand's principles and approach to citizenship behavior ; Swami Vivekanand's approach to personality developmeny; Pandit Deendayal Upadhyaya approach to Integral humanism.

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Unit 3: Goup and Team Behavior

Groups and Work Teams: Concept: Five Stage model of group development; Groupthink and shift; Indian perspective on group norms, Group; Teams, Theoretical Frameworks and models of Teams, Types of teams; Creating team players from individual building. Individual & Group conflict; e-teams; Managing Virtual teams; Managing teams in the Gig economy; Managing Diverse Teams; Diversity, Equity & Inclusion; Organisational Justice, types of organizational justice; employee engagement

Unit 4: Leadership & Power

Leadership: Concept; Trait theories; Behavioral theories (Ohio and Michigan studies); Contingency theories, Authentic leadership; Mentoring, self-leadership; Inspirational Approaches (transformational, charismatic); Nurturant Task Leader; Servant Leadership, Comparison of Indian leadership styles with other countries. Bases of Power; Elements of organization Culture; Leadership & organizational culture; Cultural differences in Leadership

Text books (Latest Edition):

1. Robbins, Stephen - Organizational Behavior Prentice Hall of India Ltd., New Delhi.
2. Luthans F. Organizational Behavior: An Evidence-Based Approach - McGraw Hil Publishers Co. Ltd., New Delhi
3. Rao, VSP-Organization Behavior –Himalaya Publishing House.
4. Aswathappa.K.- Organizational Behavior–Himalaya Publishing House, Mumbai, 18th Edition.

References:

1. Upadyaya D (2016) Integral humanism: An analysis of some basic elements. Prabhat Prakashan, Delhi
2. Note on Workplace Psychology Theories | Karen MacMillan |Ivey Publishing |W18651-PDF-ENG | https://hbsp.harvard.edu/product/W18651-PDF-ENG

Reflective Exercises and Case Studies

1. Personality assessment through a questionnaire (MBTI/16PF etc.)
2. Feedback: The Broken Loop in Higher Education - and How to Fix It | Mihnea C. Moldoveanu, Maja Djikic | Rotman Management | ROT337-PDF-ENG | https://hbsp.harvard.edu/product/ROT337-PDF-ENG
3. Review Literature of the book "Personality Development" by Swami Vivekananda by Exotic India Art.
4. Translating Swami Vivekananda into Management Practice.
5. https://link.springer.com/chapter/10.1007/978-981-19-1158-3_17
6. Brewing Barista Discontent at Starbucks | Anthony Wilson-Prangley, Amy Moore | Harvard Business Review | 7964-HTM-ENG | https://hbsp.harvard.edu/product/7964-HTM-ENG

7. Case Analysis through the perspective of Integral humanism
8. Dine Together: Discriminating Tastes? | Mark Rennella | Harvard Business Review | 7977-HTM-ENG | https://hbsp.harvard.edu/product/7977-HTM-ENG
9. UltraTech Cement: A Transition Towards Behaviour-Based Safety | Servjaeta Verma, Ravi Kant Dubey | Ivey Publishing | W18445-PDF-ENG | https://hbsp.harvard.edu/product/W18445-PDF-ENG
10. Movie Review of the movie "Ruka hua Faisla"/12Angry Men (for group decision-making)
11. Understanding Belbin Individual Team Roles https://belbin.scot/wp-content/uploads/2022/08/Belbin-8-SPI-Report-Sample.pdf
12. Reflective exercise on the concept of leadership in Mahabharata versus Ramayana.
13. LiveCase Simulation: Move - Leadership Performance | Noah Askin | LiveCase | Jun 15, 2023 | https://hbsp.harvard.edu/product/LC0019-HTM-ENG
14. Leadership Simulation: Patient Zero | Christopher Robichaud | Harvard Business Publishing | 7215-HTM-ENG | https://hbsp.harvard.edu/product/7215-HTM-ENG
15. Leadership and Team Simulation: Everest V3| Michael A. Roberto, Amy C. Edmondson | Harvard Business Publishing | 8867-HTM-ENG | https://hbsp.harvard.edu/product/8867-HTM-ENG
16. Report submission on leadership lessons from Ancient Indian Scriptures like Ramayana, Mahabharata, Bhagvad Gita & Kautaliya's Arthshastra.
17. HBR, 2022: How Great Leaders Communicate. https://hbr.org/2022/11/how-great-leaders-communicate
18. Leading strategic and organizational change at Tata Steel: the role of culturehttps://www.cambridge.org/core/books/abs/leading-strategic-change/leading-strategic-and-organizational-change-at-tata-steel-the-role-of-culture/AEBA5AF709A
19. Ratan Tata: Ethical Leadership | Ashok K. Dua, Sumita Rai | Ivey Publishing |W17258-PDF-ENG | https://hbsp.harvard.edu/product/W17258-PDF-ENG

Course Outcomes:

1. Understand individual and group behavior in organizational settings.
2. Apply theoretical knowledge of human behavior in human life setting in management.
3. Evaluate the lacunae in the system to be able to improve the organization health and other OB outcomes.
4. Create a more productive system and high-performance work culture operating on the principles of OB.

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Change Management and Organizational Development

DSE-HRM-02	Change Management and Organizational Development	**3L:1T:0P**	**4 Credits**

Course description: This course describes the contemporary issues in change and the process of change. Strategic change interventions are described followed by differentiation between change and Organizational development. Nature of planned change and models of change and OD are well defined in the course. Process of OD nad Human and Techno structural interventions are well covered in the course.

Course Objective(s):

5. Understand change management and need for the change in organizational settings.
6. To sensitize students to Organizational Development and Change interventions
7. Enable understanding and application od OD interventions.
8. To understand the nature of Planned change.

Course Content:

Unit 1: Why Change, contemporary issues in change; The Substance and Process of Change
What Changes? Purpose and Vision; Change Communication Strategies; Resistance to Change.

Unit 2: Strategic Change Interventions.
Transformational Change, Continuous Change; Trans organizational Change; Organization Development for Economic, Ecological, and Social Outcomes; Future Directions in Organization Development

Unit3: Introduction to Organizational Development and Change
Introduction to OD, Difference between OD and Change; The Nature of Planned Change, Models of OD; Roots and History of Doing OD; When should organizations use OD?

Unit 4: The Process of Organization Development
Entering and Contracting; Diagnosing; Collecting Data, Analysing, and Feeding Back Diagnostic Information; Designing Interventions; Managing Change Evaluating and Reinforcing Organization Development Interventions. Interpersonal and Group Process Approaches; Organization Process Approaches; Employee Involvement; structural design, Downsizing, Reengineering, Parallel structures, TQM, High involvement organization, Work Design.

Text Books (Latest Edition):

7. Palmer, I., Dunford, R., & Buchanan .A.,. 2009 ,(2nd Ed.) Managing organizational
8. change: A multiple perspectives approach. Boston: McGraw-Hill Irwin
9. 2.Organization Development and Change with MindTap, 11e
10. Author(s): Thomas G. Cummings | Christopher G. Worley, Cengage Learning
11. Organization Development, Principles, Processes, Performance
12. Author : Gary N. McLean, 2018, Pearson

Practical Exercises

1. Kotter, J. P., & Rathgeber, H. (2013). Our iceberg is melting: changing and succeeding under any conditions. New York, St. Martin's Press
2. Chip Heath, How to Change Things When Change Is Hard (Hardcover), 2010, First Edition, Crown Business

Course Outcome(s):

At the end of this course students will be able to :

5. Analyse the difference between Organizational Development and Change
6. Apply different Models of Organizational Development to organizations a real case example
7. Describe Process interventions and techno structural interventions.
8. Evaluate the process of resistance to change and how to manage such resistance to change

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Training & Development

DSE-HRM-03	Training and Development	3L:1T:0P	4 Credits

Course Description:

This course describes the process of training and Development. Describes how training is different from learning and the three phases of learning and training. It examines the various process of creating and designing training programme and various ways to evaluate the return on investment and learning of training programmes.Latest technology based training methods, including online training, massive open online learning courses, Blended courses, flexible classrooms are dealt in detail.

Course Objective(s):

1. To understand the basic concepts of training and development
2. To know the importance and methodology of Training Needs Analysis process
3. To sensitize them to various methods of training and training evaluation
4. Understand the need for Cost benefit analysis of Training Programmes.

Course Content:

Unit 1: Training Introduction

Changing in training practice, looking inward, looking outward, appreciative enquiry, looking again and repositioning training; Employee Development & Methods of Training and Development

Unit 2: Training and Learning -two-way process

Knowledge, skill, action; training and learning; Three phases of learning; The learning spiral for participants in the three phases of training

Unit 3: The Needs Analysis Process

Training Needs Assessment: Concept, purpose and scope; Process of Needs assessment; Meaning of Skills gap assessment Needs Assessment Techniques: Person Analysis, Task Analysis and Organization Analysis; Need assessment in practice

Unit 4: Training Process and Evaluating Training and follow up support

Fine tuning objectives and Preparing partners; Setting the stage; Four training methods; Design the training Program; Trainer and training styles; Evaluating from Different angles, Evaluating Learning Objectives; Addressing four common imbalances, Determining Return on investment, determining costs, and benefits

Unit 5: Technology Based Training Methods

Developing Online training methods; Massive Open Online Courses; Blended Learning, Adaptive Learning, Flexible learning, Learning Management systems, Choosing New Technology methods

Text Books (Latest Edition):

1. Training for Development Part 1 by Rolf P. Lynton and Udai Pareek, Sage Publications India Pvt. Ltd.), New Delhi, 2011
2. Training for Organizational Transformation, Part 2 by Rolf P. Lynton and Udai Pareek, Sage Publications India Pvt. Ltd.), New Delhi, 2000
3. Managing Performance through Training and Development, Eighth Edition Author(s): Alan M. Saks | Robert R. Haccoun, 2019,Cengage learning
4. Employee Training and Development | 9th Edition by Raymond A. Noe and Amitabh Deo Kodwani, 2019,McGraw Hill

Course Outcome(s): At the end of this course students will be able to:

1. Evaluate training and development Process and New technology based training g methods
2. Assess training need analysis and know its importance
3. Create and design training Programme with objective and content
4. Evaluate the training Programmes.

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Performance & Compensation Management

DSE-HRM-04	Performance and Compensation Management	3L:1T:0P	4 Credits

Course Description:

To familiarize learners about concepts of performance and compensation management and how to use them to face the challenges of attracting, retaining and motivating employees to high performance.

Course Objectives:

1. To provide learners with understanding of performance management concepts.
2. To equip learners with the dynamics of performance appraisal and develop criteria for assessing performance.
3. To enable learners to develop effective appraisal systems that can be linked to managerial objectives and compensation.
4. To enable learners with contemporary issues and solutions in appraisal systems.

Course Content:

Unit 1: Introduction to Performance Management

Meaning, Principles, Objectives, Purpose of Performance Management, Performance Management vs Performance Appraisal, Performance management as a System and Process of Management.

Unit 2: Performance Planning and Managing Performance

Developing Performance Planning: Agreement and Action Planning, Methods of managing performance of all the levels of Management (including labour), Graphics rating scale, Ranking Methods, Paired Comparison Methods, Forced Distribution Method, Critical Incident Method, Behaviourally Anchored Rating Scales, Management By Objective, 360-Degree Performance Appraisal, Performance Feedback & Counselling, Performance analysis for Individual and organizational Development.

Unit 3: Learning Organisation and Performance Based Compensation

Concept-Peter Senge Model, Need, Types, Factors and Obstacles in Learning Organisation, Performance Management and Compensation: Concept of Performance Related Pay, Criteria for Performance Related Pay, Installing and Monitoring PRP.

Unit 4: Implementation of Performance Management

Performance Management and Career Planning: Advantages and Significance, Coaching and Mentoring in Performance Management: Concept, Roles, Advantage

and Disadvantage of Coaching and Mentoring, Performance Management and Talent Management: Concepts, Features and Strategies to retain employees. Competency Mapping, Competency Mapping & its Linkage with Career Development and Succession Planning, Online Appraisal: Advantage & Disadvantage, Performance Management Audit, Ethical and Legal issues in Performance Management

Readings:

1. Armstrong, M. (2003). Handbook of Strategic Human Resource Management: a guide to action. Crest.
2. Armstrong, M. (2006). Performance management: Key strategies and practical guidelines. Kogan page.
3. Berger, L. A., & Berger, D. R. (2004). The talent management handbook. New York, NY: McGraw-Hill.
4. Bhattacharyya, D. K. (2011). Performance management systems and strategies. Pearson Education India.
5. Dencker, J. C. (2009). Relative bargaining power, corporate restructuring, and managerial incentives. Administrative Science Quarterly, 54(3), 453-485.
6. Jordan, A. H., & Audia, P. G. (2012). Self-enhancement and learning from performance feedback. Academy of management review, 37(2), 211-231.
7. Liu, D., Mitchell, T. R., Lee, T. W., Holtom, B. C., & Hinkin, T. R. (2012). When employees are out of step with coworkers: How job satisfaction trajectory and dispersion influence individual-and unit-level voluntary turnover. Academy of management journal, 55(6), 1360-1380.
8. McDonnell, A. (2011). Still fighting the "war for talent"? Bridging the science versus practice gap. Journal of business and psychology, 26, 169-173.
9. Rao, T. V. (2004). Performance Management and Appraisal Systems: HR tools for global competitiveness. SAGE Publications India.
10. Silzer, R., & Dowell, B. E. (2009). Strategy-Driven Talent Management. John
11. Trevor, C. O., Reilly, G., & Gerhart, B. (2012). Reconsidering pays dispersion's effect on the performance of interdependent work: Reconciling sorting and pay inequality. Academy of Management Journal, 55(3), 585-610.

Note: Latest edition of readings shall be used and referred to.

Pedagogy:

This course uses multiple pedagogies like interactive lectures, learner discussions and PPTs, research articles, case studies, and simulation exercises.

Practical Exercise:

Learners have to

1. Conduct role-play sessions for appraisal interviews, providing constructive feedback to peers.
2. Develop an incentive plan for production employees or other professional roles.

3. Develop an incentive plan for production employees or other professional roles.
4. Engage in group discussions on ethical considerations in performance appraisal and compensation decisions.

Course Outcomes:

After completion of the course, learners will be able to:

1. Describe the key concepts of performance management and methods of performance management in practices.
2. Compare the organisations in the context of Talent Management, Coaching and Mentoring, Competency Model and its linkage with Performance Management.
3. Relate the elements of performance appraisal and potential appraisal and devise a system of performance-based compensation systems.
4. Devise the performance management system in the organisation, with the help of performance planning that are specific, measurable, attainable, relevant and trackable in the organisation.

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Negotiation Skills

DSE-HRM-05	Negotiation Skills	**3L:1T:0P**	**4 Credits**

Course Description: Negotiation skills is a course which will make day to day negotiations easy to handle. Be it a leader or upcoming manager, negotiation process and psychology of negotiations is important. Understanding the neuroscience of the person to negotiate with, manage conflict and team negotiations and know when to negotiate and when not to are important areas which the course deals with.

Course Objective(s):

1. To understand the negotiation process
2. To sensitize students to the psychology of negotiations
3. Understand the win-win negotiation skills
4. Learn about the biases in psychology which influence Negotiation process

Course Content:

Unit 1: Negotiation Booster Primer, covering BATNA, ZOPA
Ego-tiation is the New Negotiation; Prime Yourself for Success; Opening Offer: The Anchoring Effect; On Alternatives: We Won the Lottery! ; Manage Perception to Win Negotiation; The Three-Dimensional (3D) Perception Model ;Impression Management

Unit 2 Negotiation Booster Primer, Part 2
The Attribution Trap; On Profiling: Do Not Use a Gun for a Mosquito; Choose the Right Strategy How to Impact Behavior: The Feel–Think–Act Trio; On Listening: The Ego Whisperer; Two-Dimensional Listening; On Creating a Bond: Tell Me a Story; Beyond Mars and Venus: Gender and Negotiations; Chapter 15 The Impact of Culture on Negotiation; Virtual Negotiation; Negotiation is a Mirror ; Negotiation Booster

Unit 3: **Psychology and Neuroscience of Negotiations**
When Rationality fails: Biases of the mind; When rationality fails Biases of the Heart; Negotiating rationality in an Irrational World. ***Neuroscience of Negotiations.

Unit 4: Negotiating in the real world
Blind spots and Negotiations; Confronting Lies and Deception; Recognizing and resolving ethical dilemmas; Negotiating from a position of weakness; When Negotiations get ugly; When not to negotiate

Unit 5: Negotiation Booster Sealer,
Case 1 The Redline Documents Power Struggle; Case 2 What Lies Beneath the Iceberg Tip; Case 3 Labels are a Self-Fu2l3f2illing Prophecy; Case 4 Do Not Split the

Cake, Bake a Larger One; Case 5 There is Always an Alternative 'Case 6 Communicate to Win

Text Books (Latest Edition):

1. 1.Negotiation Booster The Ultimate Self-Empowerment Guide to High Guide to High-Impact Negotiations, Prof. Dr. Kasia Jagodzinski, 2021, Business expert Press.
    a. E-book available
2. *Malhotra*, D., & Bazerman, M. H. (2008). *Negotiation genius*: New York, N.Y: Bantam Dell
3. Psychology Today, 30th Jan 2024, Christopher Willard Psy.D. The Neuroscience of Negotiation An introduction to leveraging neuroscience to communicate more effectively.
4. 3.Winning Negotiations that preserve Relationships, Harvard Business School Press
5. 4.Negotiating with Winning Words Dialogue and Skills to Help You Come Out Ahead in Any Business Negotiation Michael Schatzki, 2018, Business expert Press.

Practical Exercises/Extra readings

1. The Elements of Choice by Eric Johnson. Riverhead Books,2021 Chapters 1-4
2. Thinking Fast and Slow by Daniel Kahneman ,Penguin Books, 1995, Chapter 3 "Frames and Reality"
3. Predictably Irrational, Revised and Expanded Edition: The Hidden Forces That Shape Our Decisions .by Dan Ariely Chapters 3-6

Course Outcome(s):

At the end of this course students will be able to:

1. Analyse the tactics to use when negotiating
2. Describe the various biases of Negotiations
3. Understand the basic neuroscience of negotiation to create a win win situation.
4. Apply the knowledge of negotiations in personal and professional space. Course Title Team Building in the organizations.

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Cross culture HRM

DSE-HRM-06	Cross culture HRM	3L:1T:0P	4 Credits

Course Description:

This course aims to provide students a sound understanding of the complexities of Cross-Culture Human Resource Management. The course starts with a survey of cross-cultural context of HRM, analyses impact of culture, discusses in detail functional aspects of cross- cultural HRM, and identifies some of the emerging trends, issues and challenges in managing work force around the globe.

Course Objectives:

1. To provide students with a robust understanding of Cross-Culture HR practices and issues.
2. To provide an understanding of the impact of culture on human resource management practices across the globe and ways to manage cross cultural issues in MNCs and other organizations operating beyond their home markets.
3. To sensitize how HR can contribute as a strategic partner in enhancing a multinational organization's performance and competitive advantage.
4. To introduce ideas borrowed from ancient Indian Philosophy and texts for cross- cultural management.

Course Content:

Unit 1: Introduction to Cross-Cultural HRM

Meaning and functions of Cross-Culture HRM; Facets of the cross-cultural HRM function including global workforce planning and international assignee selection and management; Differences between Domestic and Cross-Cultural HRM; Key international HRM issues related to: Employee Participation, Work-Life Balance, Ethics in Business, Employee Contribution, Employee Safety, Apprenticeships, State Controlled Free Trade, Militant Unionism; Protectionist Perceptions and Impact on Cross-Cultural HR.

Unit 2: The Impact of Culture

Concept and Elements of Culture; Cultural Environment and HRM: Dimensions of Culture; Hofstede's Cultural Dimensions**,** Individual perspectives; Language and Interpretation challenges, High and Low context cultures, Gender biases, Employee Behavior, interaction with social and governmental institutions, managing vendor and retail channels; Emerging and growing business centers and economies; Ubiquity of, and preference for, local norms and HR practices in Cross-Cultural HRM; Impact on doing business (Institutions, Distance, Power, Decision Making, People Management, Delegation, Corruption, Quality Benchmarks Etc.); Discrimination in policies; Diversity and Sensitivity Trainings; Leadership for Cross-Cultural Workforce

Unit 3: Expatriates and Inpatriates in Global Workforce and their Management
Factors supporting the creation of a globally mobile workforce; Expatriates and Inpatriates, Factors affecting movement decisions, specific requirements of expatriation and inpatriation movements; Approaches to cultural orientation and movement (ethnocentric, regiocentric, polycentric); Operating realities and availability of facilities and resources at home and non-home operations; Specific situations of women and special needs managers; Evaluating performance of "moved" employees; Evaluation biases, Needs and issues; Evaluating the impact of expatriation in performance and costs

Unit 4: Cross-Culture HRM practices and emerging trends & challenges in cross-culture HRM

Cross-cultural Workforce Planning and Staffing; Cross-cultural Recruitment, Selection and Repatriation, managing diversity in hiring and other HR practices on an International HRM level; Cross-Cultural Training and Management Development; Issues related to International Compensation, Benefits and Taxes, , Reallocation Expenses, Value of Money, Base for Salary, Tax management, Productivity Stabilization Time; Cross-Cultural Employee Performance Management, Stereotyping and related cultural issues and managing their impact on employees; International Employment Law, Labor Standards and Ethics; International Employee Relations, Industrial Relations (IR) situations across different countries and cultures, Ethics in IR and employee management; Team management in Cross-cultural HRM situations and MNCs; Issues in managing globally diverse and dispersed teams- cross cultural differences in Ethics and CSR, Employee activism in different cultures; HR and Cross-cultural HRM as a source of competitive advantage; Cross-cultural management in the Gig economy; Meeting the demands of international expansion

Readings:

Recommended Text Books (Latest Editions)

1. Dowling P.J., Festing, M. and Engle Sr., A.D., International Human Resource Management, Cengage Learning.
2. Tarique, I., Briscoe, D. and Schuler, R.), International Human Resource Management: Policies and Practices for Multinational Enterprises. Fifth edition. London: Routledge.
3. Lazarova, Mila., et. al., Essentials of Human Resource Management-Managing People Globally, Edward Elgar Publishing.
4. Rao, P.S., International Human Resource Management, Himalaya Publishing House.

References:

1. Trompenaars, F., & Hampden-Turner, C. (1998). Riding the Waves of Culture: Understanding Cultural Diversity in Global Business (2nd ed.).
2. Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind, third edition* (3rd ed.). McGraw-Hill Professional.
3. Vivekanand, S. The East and the West
4. Upadyaya D (2016) Integral humanism: An analysis of some basic elements. Prabhat Prakashan, Delhi

Reflective Exercises and Cases:

1. Case Analysis: INSEAD case study: Apple & China (5.4- The Décor: Introducing Chinese Business Culture and Negotiation.

   https://flora.insead.edu/fichiersti_wp/InseadEMCCCtheseswave13/80399.pdf
2. Where Have You Been? An Exercise to Assess Your Exposure to the Rest of the World's Peoples (2021)| Paul W. Beamish | Ivey Publishing | W27504-PDF-ENG | https://hbsp.harvard.edu/product/W27504-PDF-ENG
3. Class Discussion on Indian perspective on Cross-Cultural Management such as 'Vasudhaiva Kutumbakam'.
4. Vivekanand, S. The East and the West
5. Upadyaya D (2016) Integral humanism: An analysis of some basic elements. Prabhat Prakashan, Delhi
6. Assignment on 'Ancient India and its relations with neighboring countries and an account of foreign travelers/court artists' writings on treatment of foreigners in Ancient India.
7. Industry insight: Deloitte Review, 2018: The Diversity and Inclusion Revolution – Eight Powerful Truths. https://www2.deloitte.com/content/dam/insights/us/articles/4209_Diversity-and-inclusion-revolution/DI_Diversity-and-inclusion-revolution.pdf
8. Case Analysis: HBR: When Culture Doesn't Translate.

   https://hbr.org/2015/10/when-culture-doesnt-translate
9. Industry Insight: PWC, The Diversity Project, 2018: Diversity is The Solution, Not A Problem to Solve.

   https://www.pwc.co.uk/financial-services/assets/pdf/pwc-diversity-is-the-solution.pdf
10. Case Analysis: Deloitte: Cultural Issues in Mergers and Acquisitions https://www2.deloitte.com/content/dam/Deloitte/us/Documents/mergers-acqisitions/us-ma-consulting-cultural-issues-in-ma-01071.

Course Outcomes:

1. Understand and remember the differences between Domestic HR practices and International HRM practices.
2. Understand some of the key HR challenges facing organizations working internationally.
3. Understand and remember in detail the various international HR practices.
4. Understand and analyze various emerging trends, issues and challenges involved in managing people worldwide.

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HR Analytics

DSE-HRM-07	HR Analytics	3L:1T:0P	4 Credits

Course Description:

The course is an application oriented one and most of the exercises must be done with case studies and examples. During the course basic concepts regarding HR metric will be revised and applied using organisational data.

Course Objectives:

1. To provide learners with a comprehensive understanding of the concept of analytics, especially in the HR context, and to understand HR indicators conceptually.
2. To equip learners with key metrics measured by HR analytics, understand data sources and requirements, and learn about the ethics of measurement and evaluation.
3. To enable learners to understand and apply various statistical analysis for HR, including measures of central tendency and basics of regression analysis.
4. To develop learners' skills in understanding the frameworks for HR analytics and the HR analytics process/cycle.

Course Contents:

Unit 1: Introduction

Concept of Analytics, Concepts of Analytics in HR Context: People and Workforce Analytics, Importance of HR Analytics, Understanding HR indicators conceptually.

Unit 2: HR Metrics

Defining Metrics: key metrics measured by HR Analytics; Demographics, Data sources and Requirements, Data Requirements and Types of data, Difficulties in Obtaining data, Ethics of Measurement and Evaluation.

Unit 3: Statistics Tools

Statistical analysis for HR (Measures of central tendency-Mean, Median, Mode;

Unit 4: HR Analytics Process and its Contribution in decision making

Frameworks for HR Analytics: LAMP Framework, HCM 21 Framework, HR Analytics Process/ Cycle, Introduction to levels of HR Analytics. Developing HR Scorecard, Developing HR Analytics, and Analytics for Decision Making (Improved Productivity and Efficiency).

Readings:

- Edwards, M. R., & Edwards, K. (2019). Predictive HR analytics: Mastering the HR metric. Kogan Page Publishers.
- Isson, J. P., & Harriott, J. S. (2016). People analytics in the era of big data: Changing the way you attract, acquire, develop, and retain talent. John Wiley

& Sons.

- Evans, J. (2020). Business Analytics, Global Edition. United Kingdom: Pearson Education.
- VanWieren, S. (2017). Quantifiably Better: Delivering Human Resource (HR) Analytics from Start to Finish. Technics Publications, LLC.

Note: Latest edition of readings may be used and shall be referred to.

Pedagogy:

This course uses multiple pedagogies like interactive lectures, learner discussions and PPTs, research articles, case studies, and simulation exercises.

Practical Exercise

Learners must

1. research a successful company and write a report on how HR analytics is implemented and its impact on the company's success.
2. identify key HR metrics for a hypothetical organisation and discuss the ethical considerations in measuring and evaluating these metrics.
3. analyse a given set of HR data using statistical tools and present their findings.
4. apply the LAMP Framework and HCM 21 Framework to a hypothetical HR scenario.
5. develop an HR scorecard for a hypothetical organisation and discuss how they would use HR analytics for decision making.

Course Outcomes:

After completion of the course, learners will be able to:

1. Explain the importance of HR analytics and discuss HR indicators.
2. Identify key HR metrics, discuss the types of data required for HR analytics, and explain the ethical considerations in measurement and evaluation.
3. Use statistical tools to analyse HR data.
4. Develop an HR scorecard, use HR analytics for decision making.

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Team Building in the organizations

DSE-HRM-08	Team Building in the Organizations	3L:1T:0P	4 Credits

Course Description: The course provides skill and the will to work in teams. Knowledge of managing self in teams as an effective team member, while also know the difference between a group and a team is important. Dealing with online and offline teams and collaborating together to weed out dysfunctional behaviour is what will aid the students of this course.

Course Objective(s):

1. To Understand difference between Group and team
2. To sensitize students to functional and dysfunctional team behaviour
3. Enable understanding of being an effective Team leader
4. Understand collaborative team behaviour in teams

Course Content:

Unit 1: Why Groups and Teams

Stages of Team Development; Navigating, surviving, reorganizing Norming, Storming, Performing, Reorganizing. *Why some team Pull together and Some do not

Unit 2: Sustaining High Performance & Effective team Members

Goals of Stage 4; Getting the work done Managing Cohesion and Conflict, Making team decisions. How do High Performance Teams Function? Goals, Roles, Norms, Decisions, Communication and Feedback, Cooperation and Conflict Management;Blame game Politics avoided, Norms and goals; Support the leaders and Dysfunctional team members, Intra-Group and Inter group Dynamics.

Unit 3: Developing teams and dealing with virtual teams

Structure, Culture of Organization an team support, Types of teams and managing and developing as team member. Evaluating team members development Process, In group out group team dynamics, Virtual teams and working through all the phases of team development, Conflict, Collaboration in virtual teams

Unit 4: Effective Team Leadership and Effective Organizational Support

Leadership in different stage of team development; Leadership and team building style; Teams and groups on organizations, Building complimentary team members, Avoid too much help as a leader, Team autonomy and Organizational support audit.

Text Books (Latest Edition):

1. 1.Creating Effective Teams, Susan A. Wheelan, Sage South Asia Edition
2. Leaders Eat Last by Simon Sinek
3. TEAM MANAGEMENT Paperback – 5 December 2019
4. Forsyth, D. R. (2018). Group Dynamics. (6th ed.). Cengage Learning,
5. Delhi.by Alan Clifton, Rupa Publications
6. The Five Dysfunctions of a Team Patrick Lencioni

Practical Exercise:

1. See and review Film : Lagaan

Course Outcome(s):

At the end of this course students will be able to:

1. Analyse the Stages of team formation and develop team building skill
2. Evaluate and manage conflict and collaboration in teams
3. Rearrange team formation for conflict resolution in teams
4. Demonstrate ways of being an effective team member in real teams

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Behavioural Testing and Training for Employee Retention

DSE-HRM-09	Behavioral Testing and Training for Employee Retention	3L:1T:0P	4 Credits

Course Description:

To familiarize learners about concepts of Employee retention and Behavioral Testing and how to use them to face the challenges of retaining and motivating employees to high performance.

Course Objectives:

1. To provide learners with a comprehensive understanding of the individual behavior.
2. To equip learners with behaviorism and methods of behavioral assessment.
3. To enable learners to understand the uses, varieties, and construction of psychological tests.
4. To develop learners' skills in understanding the process of learning and development and career planning.

Course Content:

Unit 1: Individual Behavior

Foundations of Individual Behaviour; Personality - Type A/B, Big five personality types, factors influencing personality; Attitude – concept, components, job related attitudes; Learning- concept, theories and reinforcement; Perception and emotions- concept, perceptual process, factors influencing perception, perceptual errors and distortions; Beliefs and values - concept and types: terminal values and instrumental values.

Unit 2: Behavioral Assessment

Behaviorism, Kinds of consequences, Reinforces, Intrinsic and extrinsic reinforces, Consequences and timing, The Premack principle, Extinction, Criticisms of behaviorism, Methods of behavioral assessment, The focus of assessment, Functional analysis, Analysis of problem behavior, Motivational analysis, Behavioral vs traditional assessment

Unit 3: Psychological testing

Uses and Varieties of Psychological Tests, Item Analysis, Norms and the Meaning of Tests Scores; Reliability and its Types; Validity and its Basic Concepts; Steps for Test Construction, Test adaptation and revalidation; Other Techniques of behavioral Assessment; Ethical and Social Considerations in Testing; Ethical Guidelines in behavioral Assessment.

Unit 4: Efficient Learning and Development

Introduction to learning and development, Orientation, career development, Six phases of career Development, Career Development Tools, Career Planning On-the-Job Training, Instructor-led vs. Self-paced Training, In-house vs. External Training Services, Evaluating Training Programs, Experimental Design, Kirkpatrick Model, Pilots and After Action Review, Set SMART Goals, Common Metrics in Training, Training Cost per Employee, Cost Benefit Analysis and Return on Investment, Learner Engagement, Training Experience Satisfaction, Review: Implementation and Evaluation of Training and Development Strategy

Readings:

1. Aiken, L. R. (2009). Psychological testing and assessment. Pearson Education India.
2. Anastasi, A., & Urbina, S. (1997). Psychological testing. Prentice Hall/Pearson Education.
3. Kaplan, R. M., & Saccuzzo, D. P. (2001). Psychological testing: Principles, applications, and issues. Wadsworth/Thomson Learning.
4. Miller, L. A., McIntire, S. A., & Lovler, R. L. (2011). Foundations of psychological testing: A practical approach. Sage.
5. Muchinsky, P. M., Culbertson, S. S. (n.d.). Psychology Applied to Work®: An Introduction to Industrial and Organizational Psychology. United States: Hypergraphic Press.
6. Pareek, U. N. (2007). Understanding Organizational Behavior. India: Oxford University Press.
7. Whiston, S. C. (2009). Principles and applications of assessment in counselling. Thomson Brooks/Cole, 2.

Note: Latest edition of readings may be used and shall be referred to.

Pedagogy:

This course uses multiple pedagogies like interactive lectures, learner discussions and PPTs, research articles, case studies, and simulation exercises.

Practical:

1. conduct a behavioral assessment of a character from a case study or a film.
2. design a simple psychological test and discuss its reliability and validity.
3. a career development plan for a hypothetical employee.
4. design a training program for a specific skill and discuss how they would evaluate its effectiveness.
5. Understanding self and others through
   a. Transaction analysis
   b. MBTI
   c. FIRO-B
   d. DISC Assessment

e. Strength Finder
f. BIG FIVE
g. JOHARI Window

6. Exercise for planning and developing training process for career development in various phases of career.

Course Outcomes:

On successful completion of the module learners will be able to:

1. Explain different traits available in an individual's personality.
2. Interpret the principles of behaviorism and conduct a behavioral assessment. the process of test construction and discuss the ethical considerations in testing.
3. Examine the phases of career development and the tools for career planning.
4. Design and evaluate a training program using models like the Kirkpatrick Model.

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Talent acquisition and management

DSE-HRM-10	Talent Acquisition and Management	3L:1T:0P	4 Credits

Course Description:
This course describes the talent acquisition and management process. The details of competency management and assessment centre are well described. Analyse why sand what of succession planning. Mentoring and rewarding talent for retention and understanding future trends of managing talent will be well explained in the course.

Course Objective(s):

1. To develop an understanding of the processes of Talent Acquisition
2. To sensitize students towards Career management and Succession Planning
3. To understand fundamentals of competency management and assessment centers
4. To know the future trends of Talent Management

Course Content:

Unit1: Introduction to Talent Management and Talent Acquisition strategies

Overview of Talent Management and Factors affecting Talent Management context globally; Need and Type of Talent, Four components of Talent Management; Creating a culture for Talent Management. Difference between Recruitment and Talent Acquisition; Definition and role in Talent Management; Contemporary strategies in acquiring talent; Competing value Proposition and role of Employer Branding in Talent Acquisition; Onboarding new Hires and socializing challenges.

Unit 2: Talent acquisition and role of Assessment centers

Concept of Assessment centers; Definition and meaning of assessment centers; Use and Benefit of Assessment centers; Outsourcing and use of technology in Assessment centers; Training Assessors, Resources required, Validity and reliability of Assessment centers, Disadvantages of Assessment center; When to use and not to use Assessment centers. through Assessment Centres. Definition of Competencies, Types of competencies; Assessing and developing competencies; Role of training in Competency development; Competency Mapping, at Individual and task level; Use of Competency Framework for developing Talent.

Unit 3: Career Management and Succession Planning, Managing Potential of Key talent

Fundamentals of Career Planning, trends and Best Practices;Models of career Planning; Succession Planning Process and Issues; Challenges pertaining to Succession Planning;. Managing Performance and Potential of Key talent, Managing Potential of Key talent.

Unit 4: Mentoring Talent, Rewarding talent and Future trends in Talent Acquisition and Management

Mentoring High Potential talent; Process of effective Mentoring; Gender Differences in Mentoring Process; Managing the Reward and Benefits for Talent, building in customized talent reward strategy for retaining talent, War for talent; Ethics of Managing Talent; Talent and technology trends.

Text Books / References:

1. Talent Management, Author(s): Gowri Joshi | Veena Vohra, Cengage Learning

2. Hurconomics for Talent Management Latest Edition

   Edition: First Publisher: Pearson Education Editor: -- T. V Rao
   ISBN: 13-978- 8131759677

3. The Talent Management Handbook, Third Edition: Making Culture a Competitive Advantage by Acquiring, Identifying, Developing, and Promoting the Best People, 3rd Edition

   By Lance A. Berger, Dorothy Berger© 2018 | Latest Edition available

Course Outcome(s):
At the end of this course students will be able to:

1. Develop a knowledge about acquiring Talent and developing competencies
2. Compare and contrast various Talent acquisition strategies.
3. Describe how Assessment centres work in Talent Acquisition
4. Evaluate the dynamics of succession planning, reward and potential management,

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Compensation management

DSE-HRM-11	Compensation Management	**3L:1T:0P**	**4 Credits**

Course Description:

This course explores the ideas and techniques of compensation management to align with organizational purpose and goals. The course covered job analysis, job appraisal, external market analysis, pay structures, salary administration, incentive theories, and legal concepts. The topic delves into total compensation by exploring how basic pay, employee benefits, and incentive programs work together in an organization. This is for individuals responsible for designing, developing, implementing, and/or administering compensation programs.

Course Objectives:

1. To provide learners with a comprehensive understanding of the basic principles of designing, communicating, and managing compensation programs and how they contribute to an overall incentives' strategy.
2. To equip learners with the ability to Develop and clearly convey compensation philosophy, plans, and initiatives to various stakeholders.
3. To enable learners to understand utilise legal, fiscal, and ethical principles to guarantee adherence and fairness.
4. To develop learners' skills in gathering, organising, and evaluate data to develop job structure, compensation structure, and remuneration strategies.

Course Content:

Unit 1: Dynamics of Compensation Structure

Concept of Compensation structure, Objectives and benefits, Factors affecting compensation decisions, Components of compensation package, Scope and importance of compensation structure, Basic issues that help in designing the organizational strategy for compensation structure.

Unit 2: Current Trends in Designing the Compensation Structure

Introduction to job evaluation, Methods of job evaluation, Internal and external alignment in compensation structure, Market competitiveness, Application of expectancy and equity theories towards compensation structure, Cost to the company concept (CTC), Fringe Benefits: Various kinds of Fringe Benefits, ESOP, Executive remuneration, Compensation Committee and corporate governance.

Unit 3: Regulatory Framework for Compensation Structure

The Code on Wages, 2019 - Regulation of minimum wages, payment of wages, payment of bonus.

Unit 4: Grievances Redressal Relating to Conflicts Between Employers and Employees

Relating to Compensation Structure. The Employees Compensation (Amendment) Act, 2017- Issues relating to wage.

determination, pay grades, wage surveys, comparable worth, competency-based pay, method of calculating wages.

Suggested Readings:

- Cascio, W. (2015). Managing Human Resources: Productivity, Quality of Work Life, Profits. United Kingdom: McGraw-Hill Education.
- Duff, M. C. (2017). Workers' Compensation Law: A Context and Practice Casebook. United States: Carolina Academic Press.
- Henderson, R. I. (2020). Compensation Management in a Knowledge-based World. India: Pearson Education.
- Milkovich, G. T., Newman, J. M., Venkata Ratnam, C. S. (2009). Compensation. United States: McGraw-Hill/Irwin.
- Sharma, J. P. (2010). An Easy Approach to Company and Compensation Laws. Ane Books Pvt. Ltd.

Note: Learners are advised to use the latest edition of textbooks.

From the date of implementation of labour codes, this syllabus shall be disseminated as per new labour codes. Pedagogy: This course uses multiple pedagogies like interactive lectures, learner discussions and PPTs, research articles, case studies, and simulation exercises.

Practical Exercises:

The learners are required to:

1. design a compensation structure for a hypothetical organisation.
2. evaluate a job position and propose a compensation structure for it.
3. to analyse a case study on wage regulation in a specific industry.
4. role-play a grievance redressal scenario related to compensation structure.

Course Outcomes:

After completion of the course, learners will be able to:

1. Explain the components of a compensation package and the importance of a compensation structure.
2. Organise a competitive compensation structure considering various factors like CTC, fringe benefits, ESOP, and executive remuneration.
3. Appraise the regulations related to minimum wages, payment of wages, and payment of bonus.
4. Design measures related to wage determination, pay grades, wage surveys, comparable worth, and competency-based pay.

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Employee Life Cycle Management

DSE-HRM-12	Employee Life Cycle Management	3L:1T:0P	4 Credits

Course Description:

This course delves into the essential stages of the Employee Life Cycle (ELC) and equips students with best practices for managing each phase effectively. Throughout the course, students will gain a deep understanding of the key stages of the ELC, from recruitment and onboarding to development, retention, and separation.

Course Objectives:

1. To understand the key stages of the Employee Life Cycle.
2. To learn best practices for managing each stage of the ELC.
3. To develop strategies to improve employee engagement and retention.
4. To explore tools and techniques for measuring and optimizing the ELC.

Course Content:

Unit 1: Introduction and Recruitment

Approaches to Management of Employee Life Cycle; Erickson's Life Stages; Definition – of nature, scope, stages and importance of employee life cycle; overview of HR roles in managing the employee life cycle; human resource planning – job analysis and job design; recruitment – meaning, process, sources, techniques; legal considerations in hiring; selection – meaning, steps, types.

Unit 2: Onboarding and Development

Placement – definition, objective, significance; Induction – definition, objective, significance, content; Socialization – definition, stages, significance; evaluating onboarding effectiveness.

Training – concept, need, importance, types; identifying training needs; designing and implementing training programs; techniques of training; competency-based training; evaluating training effectiveness; career pathing and succession planning; human resource development.

Unit 3: Performance Management and Retention

Performance management – nature, scope, process, objective, importance; performance appraisal – concept, objective, importance, process, methods, essentials, job evaluation – concept, objective, process, significance, techniques, limitations; compensation management –
concept, components, objective, methods, incentive compensation; continuous feedback; managing performance issues.

Retention – concept, objective, significance; work environment; employee motivation; employee satisfaction; employee engagement techniques; employee recognition programs; retention strategies; discipline and grievance.

Unit 4: Employee well-being and Exit Management

Employee Well-being - definition and dimensions of employee well-being; impact of well- being on performance and productivity; employee health and wellness programs; work-life balance; measuring and enhancing employee engagement; continuous improvement in well- being and engagement.

Exit management – concept, importance, scope; offboarding processes; managing transfers and promotions; conducting exit interviews; analyzing exit data; maintaining alumni relations; employee advocacy; role of communication; managing voluntary and involuntary exits; continuous improvement in exit management

Readings:
Text books (Latest Edition)

1. Natasha Hawker, From Hire to Fire and Everything in Between Managing the Employee Life Cycle - Hire, Manage, Wellbeing and Exit. Michael Hanrahan Publishing
2. Gary Dessler and Biju Varkkey Human Resource Management. Pearson Education.
3. Wayne Dean Mondy and Joseph J. Martocchio, Human Resource Management. Pearson Education.
4. Jeffrey A. Mello, Strategic Human Resource Management. Cengage Learning.

References:

1. Tracy Maylett and Matthew Wride (2017), The Employee Experience: How to Attract Talent, Retain Top Performers, and Drive Results. John Wiley & Sons
2. Jacob Morgan (2017). The Employee Experience Advantage. Wiley

Reflective Exercises & Suggested Cases:

1. SG Cowen: New Recruits (2006) by Thomas J. DeLong & Vineeta Vijayaraghavan. Harward Business School https://hbsp.harvard.edu/product/402028-PDF-ENG
2. Reflection on self development and growth; Review of ERIKSON life stages

3. Reinventing Employee Onboarding (2013) by Daniel M. Cable, Francesca Gino and Bradley R. Staats. Harward Business Publishing Education. https://hbsp.harvard.edu/product/SMR450-PDF-ENG

4. Onboarding Can Make or Break a New Hire's Experience (2022) by Sinazo Sibisi, Gys Kappers. Harward Business Publishing Education. https://hbsp.harvard.edu/product/H06YQY-PDF-ENG

5. Review of HR softwares available for onboarding and recruitment

6. Citibank: Performance Evaluation (1999) by Robert L. Simons & Antonio Davila. Harward Business School https://www.hbs.edu/faculty/Pages/item.aspx?num=5282

7. Compensation: Strategies for a Bonus Plan (2019) by David Dodson. Harward Business School. https://hbsp.harvard.edu/product/E679-PDF-ENG

8. The Gentleman's "Three" (2011) by Brian J. Hall and Andrew Wasynczuk. Harward Publishing Education. https://hbsp.harvard.edu/product/R1107X-PDF-ENG

9. Tracking Employee Mood and Training Managers in Real-Time, by David Mendlewicz (Butterfly AI). https://www.hbs.edu/ris/Publication%20Files/gh19_ch5_9e171d71-db54-4e08-a2eb- 3cf1587daf4a.pdf

10. Creating a Fulfilling Workplace: A Holistic Approach to Employee Well-Being at LVPEI (2022) by Ram Nidumolu, A.J. Swapna. Harward Business Publishing Education. https://hbsp.harvard.edu/product/ISB307-PDF-ENG

11. A Dolphin Bullied: Jonathan Martin's NFL Experience in Miami (A) (2022) by Allison Elias and Aldo Sesia. Harward Business Publishing Education. https://www.hbsp.harvard.edu/product/UV8518-PDF-ENG

12. Making Exit Interviews Count (2016) by Everett Spain and Boris Groysberg. Harward Business School. https://hbr.org/2016/04/making-exit-interviews-count

13. Group project designing an end-to-end employee life cycle management plan for a hypothetical company.

Course Outcomes:

1. Remember the different stages of employee life cycle.
2. Understand effective recruitment , onboarding strategies, employee

transitions and exits.

3. Evaluate performance management and retention strategies.
4. Create robust HR systems for effective employee life cycle and apply best practices and lessons from case studies

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Coaching & Mentoring

DSE-HRM-13	Coaching and Mentoring	3L:1T:0P	4 Credits

Course Description: The course describes the process of coaching and mentoring, deals with the difference between the two. What are the attributes of a coaching mindset and a coaching manager and how does a manager develop coach ability. How to start a coaching friendly context and devop coaching and mentoring skills is an important takeaway of this course.

Course Objective(s):

1. To develop understanding of the Coaching Process
2. To sensitize students towards developmental relationship of mentoring
3. Understand Coachability and coaching mindset
4. Learn Create coaching and mentoring contexts with real coaches and mentees

Course Content:

Unit1: Introduction to the Coaching Manager & Developmental Coaching

Coaching helps employees who want to learn. Why don't more managers coach? Developmental coaching and Learning; Coaching Manager and Emotional Intelligence Difference between Coaching and Mentoring. Making it work and approach to coaching determines the outcomes of your work. Simple Model of Developmental coaching; Coaching Mindset, Coachable learner, Coaching Mirror

Unit 2: Coaching Manager, Coaching Mindset and Coach Ability Creating a Coaching Friendly Context, and Starting a Dialogue

Do we run a business? The manager who learns to coach. Can any one learn to coach? Coaching Mindset, The question of Coachability. Hallmarks of coachable leaner, Impression management; Barriers to coaching

Definition of Coaching Friendly Context. High Performance organization and Coaching Friendly Context. Protecting a coaching Context. Seizing opportunities to coach. Focussing on what is important. Looking at the competency model, what if there is no competency model? Coaching Manager as a teacher, using the strengths. Is data Important or behaviour? Role of a coachee. Coaching manager as an observer.

Unit 3: Providing Balanced and Helpful feedback with Collaborative Goal setting follow up

Feedback, problems of feedback, Basics of Balanced feedback; Coaching Dialogue and root cause, Individual team factors, Cultural diversity and Importance of getting it right. Looking at career, performance problems as coaching opportunities. Epilogue to Coaching-Can coaching be delegated? Will technology help?

Unit 4: Mentoring-Film- and Book Review

Evolution of Mentoring, concept and wherewithal of Mentoring Mentor Process and gender differences in mentoring

Book- Tuesday with Morrie-Book Review, Show Film Bhag Milkha Bhag Review for difference in Mentoring and coaching

Text Books (Latest Edition):

1. 1.The Coaching Manager Developing Top talent in Business. Sage South East Asia Edition
2. The Complete Handbook of Coaching. Sage Publication
3. Co-Active Coaching by Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl and Laura Whitworth
4. 4.The Coaching Habit, Michael Bungay Stanier
5. Chapter 7, Talent Management
6. Author(s): Gowri Joshi | Veena Vohra,Cengage Learning

References
Practical Exercises

1 Film: Bhag Milkha Bhag
2.Tuesdays with Morrie, by Mitch Albom

Course Outcome(s):
At the end of this course students will be able to :

1. Analyse the difference between Coaching and Mentoring
2. Describe and develop a coaching Mindset
3. Practice Developmental coaching
4. Provide feedback with development goals

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Marketing

Consumer Behaviour

DSE-MR-01	Consumer Behaviour	3L:1T:0P	4 Credits

Course Objective(s):
A comprehensive study of consumer behavioral concepts and models designed to help understand, evaluate, and predict consumer behavior. The course also deepens a student's knowledge to understand the complexities of consumer decision-making and accordingly translate them into effective marketing strategies in the Indian Context.

Course Content:

Unit 1: Understanding Consumer Behavior

Introduction to Consumer Behavior; Consumer Behavior and the Marketing Concepts; Value and the Consumer Behavior Framework; Online Consumer Behavior. Organizational Buying Behavior; Consumerism.

Unit 2: External Influences on Consumer Behavior

Lifestyles and Psychographics on Buying Behavior; Social Class and Group Influence on Consumer Behavior – Reference Group and Family Influence on Buying Behavior; Influence of Culture on Consumer Behavior

Unit 3: Internal Influences on Consumer Behavior

Consumer Perception; Consumer Learning, Memory and Involvement; Dynamics of Consumer Motivation; Consumer Personality; Consumer Attitudes and Attitude Change.

Unit 4: Consumer Decision Making

Concept of Consumer Decision; Situational Influence on Consumer's Decision; Consumer Decision Making Process – Need Recognition and Search, Alternative Evaluation and Choice, Post-purchase Behavior; Different Models of Consumer Decision Making.

Text Books / References: (Latest Edition)

1. Schiffman, L. G.; Kanuk L. L.and Kumar,S. R. Consumer Behavior. Pearson Education Inc.
2. Loudon, D. L. and Bitta, J. Albert Della. Consumer Behavior; Concepts and Applications. Tata McGraw Hill Publishing Company Limited
3. Babin, B.J.; Harris, E.G. and Mohan, Ashutosh. Consumer Behavior (CB): A South Asian Perspective. Cengage Learning India Pvt. Limited
4. Hawkins, D. I.; Best, R. J. and Coney, K. A. Consumer Behavior: Building Marketing Strategy. Tata McGraw-Hill Publishing Company Limited.

5. Evans, M.; Jamal, A. and Foxall, G. Consumer Behavior, John Wiley & Sons LTD.
6. Solomon, M. R. Consumer Behavior Buying, Having and Being. PHI Learning Private Limited
7. Nair, S. R. Consumer Behavior Consumer Behavior & Marketing Research. Himalaya Pub. House.

Course Outcome(s):

1. Develop a better understanding of concepts and models of consumer behavior.
2. It can provide insights for the consumer purchase decision process.
3. Able to develop appropriate marketing strategies for different segments of consumers

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Sales Marketing / Management

DSE-MR-02	SALES Marketing / Management	**3L:1T:0P**	**4 Credits**

Course Objective(s):

To impart knowledge and skills to develop an understanding of concepts, which will help in designing sound programs for organizing and managing the sales force. The course will use the Indian environment as the backdrop though it will also draw from international experiences whenever needed.

Course Content:

Unit 1: Introduction to Sales Management

Meaning, nature, and importance of sales management in modern businesses; roles and responsibilities of sales manager, personal selling and salesmanship, selling process.

Unit 2: Organization of Sales Force

Recruiting sales personnel - planning; sources, selecting sales personnel, executing and evaluating sales training programs, sales information system & planning: sales skills

Unit 3: Directing Sales Force Operations

Motivating sales personnel, designing and administering compensation plans for the sales force – financial and non-financial compensation methods, sales meetings and sales contests, sales quotas, and sales territories

Unit 4: Evaluating and Controlling Sales Force

The sales budget; analysis of sales volume & profitability; and evaluating salesperson's performance; selling agents for internet trading.

Text Books / References:

1. Jobber, D., Lancaster, G. Selling and Sales Management. Pearson Education.
2. Johnston, M. W., Marshal, G. W. Sales Force Management. New Delhi: Tata McGraw-Hill Education.
3. Spiro, R., Rich, G., &Stanton, W. Management of a Sales Force. New Delhi: Tata McGraw-Hill Education.
4. Panda T, Sachdev S. Sales and Distribution Management. Oxford University Press
5. Havaldar, Krishna K. Sales and Distribution Management. Tata McGraw Hill
6. Gupta S. L. Sales & Distribution Management: Text & Cases in Indian Perspectives. Excel Books
7. Still, Kundiff, Govoni. Sales and Distribution Management. PHI

Course Outcome(s):

1. Understanding the various roles & responsibilities of a manager related to sales management, personal selling, and salesmanship.
2. Understanding the key areas related to the organization, selection, and development of effective sales force.
3. Understanding practical issues related to sales force through various cases

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Retail Marketing

DSE-MR-03	RETAIL Marketing	**3L:1T:0P**	**4 Credits**

Course Objective(s):

The objective of the course is to make students understand the unique nature and scope of marketing in the retail environment. The course will enable students to get familiarize with retailing concepts, issues and challenges. The course aims at enhancing student's capability to identify and analyse retail business environment and its opportunities and challenges, in order to envision and strategies for the respective business.

Course Content:

Unit 1:

The objective of the unit is to provide an introduction to Retailing, discuss the retail evolution and current trend and status of retail industry in India. The unit also elaborates the differences among different types of retailers and also assists to analyse the consumer behaviour in retail.

Introduction to Retailing: Definition, Characteristics, Theories of Retailing; Emerging trends in retailing; Evolution of retailing in India; Factors behind the change of Indian retail industry; Retail Formats: Retail institutions by ownership, Retail institutions by Store-Based Strategy Mix, Web, and Non-store based, and other forms of Non-traditional Retailing; Retail consumers.

Readings: Berman, Evan, Chatterjee: Retail Management, A Strategic Approach (2018), Pearson Education (Chapter 1, 2, 4, 5, 6, 7 and 8)

Levy, Weitz and Pandit; Retailing Management, McGraw Hill Education, (Chapter 1, 2, 3, 4)

Unit 2:

The objective of the unit are to understand and appreciate the formulation of retail marketing strategies based on competitive and consumer analysis; understand the role of pricing and communication strategy and its integration with market strategy; recognize the importance and role of people strategy.

Retail Marketing Mix, Advertising & Sales Promotion, Store Positioning; Retail Merchandising: Buying Organization Formats and Processes, Devising Merchandise Plans, Shrinkage in retail merchandise management; Mark-up & Markdown in merchandise management; Merchandise Pricing: Concept of Merchandise Pricing, Pricing Objectives, External factors affecting a retail price strategy, Pricing Strategies, Types of Pricing. Retail People Strategy

Readings: Berman, Evan, Chatterjee: Retail Management, A Strategic Approach (2018), Pearson Education (Chapter 4,5,6,11,14,15,17)

Levy, Weitz and Pandit; Retailing Management, McGraw Hill Education, (Chapter 5, 9.14, 15)

Unit 3:

The objective of the Unit are to understand the finance strategy and location strategy in retail. It also highlights the important considerations for site selection and the related theories and its implications. It also highlights the Store Management and related concepts.

Retail Finance strategy; Retail Location Strategy- Choosing a Store Location: Trading-Area analysis, characteristics of trading areas, Site selection, Types of locations, location and site evaluation: theories and application. Store Planning: Design & Layout, Introduction to Visual merchandising, Retail Image Mix, effective retail space management, floor space management;

Readings: Berman, Evan, Chatterjee: Retail Management, A Strategic Approach (2018), Pearson Education (Chapter 9,10, 16, 18,19)

Levy, Weitz and Pandit; Retailing Management (Chapter 6,7,8), McGraw Hill

Education

Unit 4:

The objective of the Unit is to understand the role of buying and merchandising management; to understand the application of services in Retail as strategy and its various dimensions; to recognize the importance of relationship marketing in retail; to comprehend and know the contemporary issues in Retail including the digital strategies of online players in retail.

Buying and Merchandising strategy; Service Strategy; Customer Relationship and Customer experience; IT in retailing; E-tailing, quick commerce.

Readings: Berman, Evan, Chatterjee: Retail Management, A Strategic Approach (2018), Pearson Education (Chapter 9, 10)

Levy, Weitz and Pandit; Retailing Management, McGraw Hill Education, (Chapter 3, 11, 13, 18)

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Marketing of Services

DSE-MR-04	MARKETING of Services	**3L:1T:0P**	**4 Credits**

Course Objective(s):

The basic aim of this course is to explain why there is a need for special services marketing discipline, the challenges for services marketing, and how to deal with them. The course brings out the emerging service environment in India and the world. It emphasises the distinctive aspects of Services Marketing. It aims at equipping students with concepts and techniques that help in taking decisions relating to various services marketing situations.

Course Content:

Unit 1: Understanding Services, Service Consumers and Managing Services Quality

Difference between goods and services marketing; Challenges of Services Marketing; Role of internal and interactive marketing in services; Services Marketing Myopia, Expanded Services Marketing mix; Levels of service expectations; Factors influencing Consumers' perception of service; Different types

of Service Quality; Determinants of Service Quality; Gap Model of Service Quality; Servqual instrument to measure service quality; Service quality research.

Unit 2: Service as Product, Service Delivery Process and Service Pricing

Distinction between core, facilitating, and support services; Different levels of customer participations in the creation of service and the strategies to enhance the customer participation in service production and delivery; Service blueprinting and its benefits; Customer Service standards; Strategies to manage fluctuations of demand in the creation and delivery of services; Service delivery intermediaries; Setting up Service prices- costs, perceived value and competition; Revenue Management in specific service industries; Pricing concepts- price bundling, captive pricing, two-part pricing, loss-leadership pricing and result-based pricing; Price competition challenges.

Unit 3: Service Communication, Branding, Physical Evidence in Service

Challenges in designing communication programme for services; Service communication problems; Strategies for matching service promises with delivery; Services advertising; Role of promotion in marketing of services; Servicescape, the roles played by the servicescape, and its effects; Environmental dimensions of servicescape; High-contact and Low-contact ; Approaches for understanding servicescape effects.

Unit 4: Service Failures, Recovery Strategies, Managing People and Customer Relationships

Service failures; strategies and tactics of service recovery in the event of a service failure; service guarantee and its role in promoting and achieving service quality; customer feedback system; human resource strategies for customer oriented service delivery; internal marketing in delivering the promise made to customers (through external marketing); interactive marketing (managing the moments of truth); guideline for people in service organizations ; service oriented organizational structure; customer loyalty; customer lifetime value ; customer equity; framework for building customer loyalty.

Text Books (Latest Edition):

1. Services Marketing: V Zeithaml, Gremler, Bitner and Ajay Pandit, 7 th Edition TMH,2018
2. Services Marketing: Jochen Wirtz, Christopher H. Lovelock & Jayanta Chatterjee 9th Edition; Published by World Scientific, 2023
3. Service Management: Operations, Strategy, Information Technology, Sanjeev Bordoloi, James Fitzsimmons and Mona Fitzsimmons 10th Edition ISBN10: 1264098359 | ISBN13: 9781264098354 © 2023
4. Services Marketing: Concepts, Strategies & Cases K. Douglas Hoffman | John E.G. Bateson ISBN: 9789386858771 Edition: 5th © Year: 2017

Course Outcome(s):

At the end of this course, students would be able to:

1. Understand the Concept of Services and intangible products
2. Discuss the relevance of the services Industry to Industry.

3. Examine the characteristics of the services industry.
4. Analyse the role and relevance of Quality in Services
5. Visualize future changes in the Services Industry

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Digital Marketing

DSE-MR-05	DIGITAL Marketing	3L:1T:0P	4 Credits

Digital Marketing (DM) focuses on the subdomain of Marketing that serves customers by leveraging digital assets. These assets include online channels of communication & distribution, search engines, social media, and mobile commerce. While the principles from the Marketing Management (MM) course form the bedrock, this course emphasizes how related concepts, frameworks, and strategies should be reimagined to tap into the power of the Internet and associated e-commerce platforms.

Course Objective(s):

4. Develop a foundational understanding of how Digital Marketing.
5. Be able to develop or critique the business models of firms that are engaged in digital marketing.
6. Applying skills and capabilities to address DM problems in the real world.

Course Content:

Unit I: Introduction to Digital Marketing

Evolution of Digital Marketing, Traditional Marketing vs. Digital Marketing; Digital Marketing Framework, Digital Marketing Business Models; Digital Consumers; Consumer Behavior on Digital Channels, Managing Consumer Demand, Digital Decision Journey, POEM Framework.

Unit II: Digital Marketing Strategy Development

Digital Marketing Assessment Phase; Elements, Digital Marketing Internal Assessment, Objective Planning, Digital Marketing Strategy; Groundwork, Digital Marketing Mix, Skills in Digital Marketing,

Unit III: Digital Marketing Planning

Digital Marketing Communication and Channel Mix; Display, Search Engine, Social Media, Facebook, LinkedIn Advertising, etc.; Designing the Communication Mix, Digital Marketing Campaign Management; Content Management; Web Design, Optimization of Websites, Web Analytics, Search Engine Optimization, Data Interpretation in Marketing Decision.

Unit IV: Digital Marketing Execution Elements

Digital Marketing Execution Elements; Managing Digital Marketing Revenue, Managing Service Delivery and Payment, Role of Artificial Intelligence, Virtual Reality & Augmented Reality in Digital Marketing, Managing Digital Implementation Challenges, Digital Ethics – Data Privacy and Ethical Marketing.

Text Books (Latest Editions)

6. Bhatia, Puneet Singh. Fundamentals of Digital Marketing.2ed., 2023, Pearson.
7. Ahuja, Vandana. Digital Marketing. 2015, Oxford University Press
8. Kingsnorth, Simon (2022), Digital Marketing Strategy: An Integrated Approach to

Online Marketing. New Delhi: Kogan Page.
9. Gupta, Seema (2022), Digital Marketing. Noida, UP: McGraw Hill Education (India) Pvt. Ltd.
10. Hafiz, Adnan (2024), Fundamentals of Digital Marketing: Text and Cases, New Delhi: Book Rivers.

References

Teaching Learning Process:

Lectures, Presentations, Role plays, Case studies, Term papers on a given topic

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International Marketing

DSE-MR-07	INTERNATIONAL Marketing	3L:1T:0P	4 Credits

World trade has risen 45 times between 1948 when GATT (General Agreement on Tariffs and Trade) came into being and 2022 under the WTO's (World Trade Organization) oversight. The volume of international trade stood at $25 Trillion in 2022 (WTO). India's share is about 2%, with considerable opportunity for further growth. Against this macroeconomic backdrop, International Marketing (IM) takes a microeconomic perspective and focuses on helping firms serve customers globally. Successful IM practices must recognize complex sociological, economic, regulatory, and political challenges and opportunities. While the principles from the Marketing Management (MM) course provide the foundation, this course will emphasize how related concepts, frameworks, and strategies should be reimagined to tap into the tastes, aspirations, and resources of seven billion customers worldwide. The course will be taught via lectures, case discussions, and short projects/simulations.

Course Objective(s):

1. Develop a foundational understanding of how IM is anchored in classic MM and yet differs from it.
2. Be able to perform PEST – Political, Economic, Social, and Technological – analysis of international markets at the level of countries, regions (e.g., Latin America), and economic blocs (e.g., European Union).
3. Develop and apply templates for understanding customers' needs and wants, and finding ways to appeal to those customers.
4. Be able to contrast the opportunities for products vs. services, technological offerings vs. consumer non-durables, branded products vs. commodities.
5. In all of the above, appreciate similarities to and differences from the Indian context.

Course Content:

Unit I: International Marketing – An Overview

Scope and Challenges in International Marketing, International Marketplace, Macroeconomic & Microeconomic concepts; Social, Cultural, Legal, Political, and Ethical Considerations, and Economic Groupings, role of governance mechanisms, especially the WTO, World Bank and International Monetary Fund (IMF), Indian International Marketing Policies and Institutions.

Unit II: International Market Entry and Development:

Strategic Planning – Assessing Global Market, International Market Research, Global Market Entry Strategies, – Export/Import, International Intermediaries – EMC, Trading Companies, Licensing, Franchising, FDI, Local presence – Inter firm co-operation, MNCs and Globalisation, Mergers and Acquisitions.

Unit III Product Adaption and Pricing Strategies International Market:

Product Standardization and Adaption, Product Constituents and Content, Brands in the International Market, Quality, Packaging and Labelling, Marketing Consumer Services Globally, Price Dynamics in the International Market, Global Pricing Methods & Strategies for International Markets.

Unit IV: Promotion and Distribution Strategies for International Marketing:

International Advertising, Global Sales Promotion Strategies, Legal Constraints, Media Channels for International Advertising, Designing the Sales Force Management for the International Market, Factors Affecting the Choice of Distribution Channels, Channel Management and Structure.

Textbooks (Latest Edition):

1. Kotabe, Masaaki and Kristiaan Helsen, *Global Marketing Management*. New York, NY: John Wiley.
2. Bansal, Garima, *International Marketing*. Daryaganj, Delhi: Mahavir Books.
3. Gillespie, Kate and K. Scott Swan, *Global Marketing*. New York, NY: Taylor Francis.
4. Alon, Ilan, Eugene Jaffe, Christian Pranje, and Donata Vianelli, *Global Marketing: Strategy, Practice and Cases*. New York, NY: Routledge.
5. Philip R. Cateora, Mary C. Gilly, John L. Graham, International Marketing – Indian Edition. McGraw Hill Education – New Delhi

Course Outcome(s):

Upon completion, you should be able to:

- Assess international markets in ways that appeal to specific firms. These include recognizing heterogeneities with each country, aspirations of consumers and the constraints they face, the extent of regulation and competition, and similarities/contrasts relative to the Indian environment;
- Analyse the impact of PEST factors on IM strategy formulation. Here examine what types of alliances or partnerships with local firms can balance control and return;
- Determine when to use different new product entry, pricing, promotion, and distributional strategies.

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Rural Marketing

DSE-MR-08	RURAL Marketing	**3L:1T:0P**	**4 Credits**

Course Objective(s):

The objective of the course is to familiarize the participants with the conceptual understanding of Rural Marketing practices in the Indian context. How the marketing strategies will be different from urban marketing to rural marketing.

Course Content:

Unit 1: Introduction: Rural Marketing

Concept & Scope, Attractiveness & Challenges of Rural Markets, Rural vs. Urban Markets. Rural Marketing Environment Rural Market in India, Size and Scope, Environment and Emerging Profile of Rural Markets in India. Rural Vs Urban Marketing.

Unit 2: Rural Consumer Behavior

Rural Consumers Dimensions - Buying Decision Process, Marketing Mix for Rural Marketing, Researching Rural Market-Research approach, Rural Marketing Information System. Rural marketing Regulation and Institutional Support.

Unit 3:

Rural Marketing Mix, Rural Market Segmentation, Positioning Strategies for Rural Market. Strategies for New Product Planning & Development for Rural Markets, Product Mix. Pricing Strategies for Rural Markets-Pricing Policies, Innovation in Pricing of the Products.

Unit 4:

Challenges in Rural Communication, Advertising and Sales Promotion for Rural Markets, Rural Media, Branding in Rural Markets, Issues in Rural Distribution Channels, Tapping the Rural Markets, Rural Retailing, Haats/Shandies, Vans & Mobile Stores, Innovation in Rural Distribution Systems.

Text Books (Latest Edition):

1. Kashyap, P. &Raut, S. Rural Marketing, Biztantra
2. T.P. Gopal Swamy. Rural Marketing. Vikas Publishing House
3. Dogra, B. &Ghuman, K. Rural Marketing, TMH
4. Velayudhan, S. K. Rural Marketing. SAGE Publication
5. Mathur, U.C. Rural Marketing. Excel Books,
6. Krishnamacharyulu, C G. and Ramakrishnan, L. Rural Marketing. Pearson Education
7. Rahman, Habeeb Ur. Rural Marketing. HPH,
8. Singh, Sukhpal. Rural Marketing, Vikas Publishers
9. Kamat, Minouti &Krishnamoorthy, R. Rural Marketing, HPH, Agricultural

Course Outcome(s):

- Acquaint the students with the appropriate concepts of rural marketing.
- Develop an understanding of rural vs urban consumers & markets.
- It will provide insights for understanding challenges and opportunities for rural markets and strategies relevant to rural consumers

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Integrated Marketing Communication

DSE-MR-09	INTEGRATED MARKETING COMMUNICATION	3L:1T:0P	4 Credits

Course Objective:

The objective of the course is to help students comprehend the principles and practices of marketing communications. It discusses the tools used by marketers to inform consumers and to present a managerial framework for integrated marketing communications planning.

Course Content:

Unit 1: **Introduction to Integrated Marketing Communication (IMC)**

Evolution of Integrated Marketing Communication, Role of IMC in creating brand identity, Promotional Mix: Tools for IMC, Partners and industry organizations, Brands and stakeholder relationships, Customer brand decision making;

Unit 2: **Planning for Marketing Communication**

IMC planning, Data-driven communication; Creating, sending, and receiving brand messages; Message strategy, IMC media planning, Setting communication objectives, establishing MARCOM Objectives for Promotional Programmes, Hierarchy of effects model, DAGMAR; MARCOM budgeting and methods of budgeting

Unit 3: **Developing the Integrated Marketing Communication Programme**

Consumer sales promotion, trade sales promotions and co-marketing; personal selling, public relations and brand publicity, direct marketing and customer service, product placements, events, sponsorship, and packaging, social media marketing

Unit 4: **Evaluation of Promotional Programmes**

Meaning and importance of measuring communication effectiveness, the testing process, measuring the effectiveness of other promotional tools and IMC, Concept of pre-testing, concurrent testing, post-testing

Textbooks (Latest Editions):-

1. Advertising & Promotion – An Integrated Marketing Communications Perspective; by George Belch, Michael Belch and Keyur Purani; Mc Graw Hill
2. Integrated Marketing Communications: A South Asian Perspective, by O'Guinn, Allen, Semenik, Banerjee, Cengage Learning India
3. Integrated Advertising, Promotion, and Marketing Communication; by Kenneth Clow and Donald Baack; Pearson
4. Advertising Management; by Aaker, Batra and Myers; Prentice-Hall

5. Percy, L. (2014). Strategic integrated marketing communications. Routledge.

References:-Reference Papers:

1. Almquist, E. & Wyner, G. (2001), Boost Your Marketing ROI with experimental Design, Harvard Business Review, 79 October 2001 79(9), 5-11.
2. Balachandran, I. (2011). Don't Go Away. We'll Be Right Back: The Ups and Downs of Advertising, Westland and Tranquebar Press
3. Barry, P. (2008).The Advertising Concept Book: Think Now, Design Later: A Complete Guide to Creative Ideas, Strategies and Campaigns, Thames and Hudson
4. Chitty, Luck, Valos, Barker and Shimp (2015), Integrated Marketing Communications, Cengage Learning, 4th Edition (ISBN 9780170254304).
5. Dewhirst, T., & Hunter, A. (2002), Tobacco Sponsorship of Formula One and CART Auto Racing: Tobacco Brand Exposure and Enhanced Symbolic Imagery through Co-sponsors' Third Party Advertising, Tobacco Control, 11, 146-150
6. Duncan, T., and Ouwersloot, H. (2008), Integrated Marketing Communications. European ed. New York: McGraw-Hill,
7. Greenberg, J., & Elliott, C. (2009), A Cold Cut Crisis: Listeriosis, Maple Leaf Foods, and the Politics of Apology, Canadian Journal of Communication, 34(2), 189-204.
8. Keller, K. L. (2009), Building Strong Brands in a Modern Marketing Communications Environment, Journal of Marketing Communications, 15 (2-3), 139-155
9. Pricken, M. (2008). Creative Advertising: Ideas and Techniques from The World's Best Campaigns (2nd Edition), Thames And Hudson
10. Terence A. Shimp, Advertising & Promotion: An IMC approach, Cengage Learning

Course Outcomes:

1. Apply the key terms, definitions, and concepts used in integrated marketing communications.
2. Examine how integrated marketing communications help to build brand identity and brand relationship and create brand equity through brand synergy.
3. Choose a marketing communication mix to achieve the communications and behavioural objectives of the IMC campaign plan.
4. Measure and critically evaluate the communications effects and results of an IMC campaign to determine its success.

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Supply-Chain Management

Management Decision Models

DSE-SCM01	Management Decision Models	3L:1T:0P	4 Credits

Course Description: Management Decision Models introduces students to the fundamental methods of management science from a managerial perspective. This course emphasizes formulating business problems in quantitative terms and explores various management science techniques including linear programming, dynamic programming, game theory, and inventory theory. Students will learn to apply these methods in real-world business scenarios to optimize decision-making and enhance organizational performance, gaining practical experience in using software tools to implement decision models.

Course Objectives:

- To introduce students to the fundamental methods of management science and decision models.
- To develop skills in formulating business problems in quantitative terms.
- To explore the application of management science techniques such as linear programming, dynamic programming, game theory, probability theory, queuing theory, and inventory theory in business decision-making.
- To provide hands-on experience with software tools for implementing and solving decision models.

Course Content:

Unit 1: Foundations of Management Decision Models

This unit provides an overview of management science and the role of decision models in business. It covers the steps in the management science approach, focusing on the formulation of business problems in quantitative terms.

Unit 2: Optimization Techniques

Students will explore linear and dynamic programming in this unit. Key topics include the formulation of problems, graphical and simplex methods for linear programming, and the principles of optimality and recursive equations for dynamic programming. Applications in business decision-making and resource allocation will be highlighted.

Unit 3: Strategic Decision-Making Models

This unit introduces game theory, covering types of games (zero-sum, non-zero-sum, cooperative, non-cooperative) and concepts such as Nash Equilibrium. Applications in competitive strategies and business negotiations are explored.

Probability theory and its decision-making under uncertainty, along with an introduction to queuing theory, are also discussed.

Unit 4: Inventory Management and Applications

The final unit delves into inventory theory, focusing on models such as the Economic Order Quantity (EOQ), reorder point, safety stock, and Just-in-Time (JIT) systems. Applications in supply chain management are examined to demonstrate how these models optimize inventory levels and reduce costs.

Suggested Case Topics:

- Implementing EOQ models in retail management to optimize stock levels.
- Using game theory for strategic decision-making in competitive business environments.
- Application of linear programming in airline revenue management.

Suggested Research Paper:

- Brown, M. (2024). Strategic Decision-Making in Complex Environments: Applications of Management Science. Bulletin of Management Review, 2(1), 41-50.

Textbooks (Latest Edition):

- *An Introduction to Management Science: Quantitative Approaches to Decision Making*, 15th ed., by Anderson, Sweeney, Williams, Camm, & Martin, Cengage Learning.
- *Introduction to Operations Research*, 10th ed., by Hillier & Lieberman, McGraw-Hill Education.

References

Optional Practical Training:

- Formulating and solving linear programming problems using software like R (lpSolve package) or Python (PuLP library).
- Simulating game theory scenarios and finding Nash equilibria using R or Python.

Course Outcomes:

- Ability to formulate and solve business problems using management science techniques.
- Proficiency in applying quantitative methods to enhance decision-making processes.
- Skills to use management science software tools like R and Python for solving complex business problems.
- Understanding of how to optimize resources and processes in various business functions.

Suggested Pedagogy:

This course employs a variety of teaching methods including interactive lectures, real-world case studies, software simulations, and hands-on projects using management science tools. Students are encouraged to participate in discussions, apply quantitative techniques to solve case problems, and use software like R and Python to implement and solve decision models.

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Operations Strategy

DSE-SCM02	Operations Strategy	3L:1T:0P	4 Credits

Course Title: Operations Strategy

Course Description:

Operations Strategy is an engaging course that examines how businesses can achieve and sustain competitive advantages through effective operations management. This course emphasizes the strategic role of operations in both manufacturing and service sectors and integrates the impact of emerging technologies such as blockchain and the Internet of Things (IoT). Students will explore critical issues like supply chain risk, corporate social responsibility, and innovative business models, gaining insights into strategic operations that drive organizational success in various industries.

Course Objectives:

1. To understand the strategic role of operations in achieving competitive advantage across diverse industries.
2. To analyse the impact of emerging technologies like blockchain and IoT on operations strategy.
3. To explore contemporary issues such as supply chain risk, social responsibility, and innovative business models like alliances and the sharing economy.

Course Content:

Unit 1: Fundamentals of Operations Strategy

This unit introduces the concept of operations strategy and its importance in aligning with overall business strategy. It includes case studies from various industries to illustrate the strategic role of operations in achieving business objectives.

Unit 2: Industry-Specific Operations Strategies

Students will analyze operations strategies in different contexts, including manufacturing and service industries, with a focus on sectors such as airlines,

healthcare, hospitality, IT, and retail. Discussions will cover best practices and strategic challenges in these industries.

Unit 3: Technological Impact on Operations Strategy

This unit explores how technologies like blockchain enhance supply chain transparency and efficiency and how IoT contributes to operational decision-making and automation. Case studies will highlight technology adoption and integration across industries.

Unit 4: Managing Risks and Social Responsibility in Operations

Topics include supply chain risks, strategies for risk mitigation, and the integration of social responsibility into operations through sustainable practices and ethical considerations. Examples from leading companies will be discussed to demonstrate responsible operations management.

Case Topics:

- Blockchain technology in the logistics of a multinational corporation.
- IoT implementation in smart manufacturing environments.
- Airbnb and Uber: Analysis of operations strategy in the sharing economy.

Research Paper Reading:

Zulfikarijah, F., Shanty, B. M., & Khwarazmita, T. (2024). Antecedent factors operations strategy and impact on performance: Indonesian construction case. In Environmental Issues and Social Inclusion in a Sustainable Era (pp. 128-142). Routledge.

Textbook (Latest Edition):

Supply Chain Management: Strategy, Planning, and Operation, 7th ed., by Sunil Chopra & Peter Meindl, Pearson.

References

Suggested Pedagogy:

The course utilizes interactive lectures, detailed case studies, group discussions, and project-based learning. Students are encouraged to engage with current research articles and participate in simulation exercises to understand the real-world applications of operations strategy.

Course Outcomes:

1. Understand the strategic importance of operations in various industry contexts.
2. Analyze and implement advanced technological solutions within operations strategies.
3. Develop risk management strategies and integrate social responsibility into operations decisions.
4. Evaluate and apply innovative business models that leverage operations for competitive advantage.

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Quality Management and Business Process Improvement

DSE-SCM03	Quality Management and Business Process Improvement	3L:1T:0P	4 Credits

Course Description:

This course explores the essential concepts and practices of quality management and business process improvement within modern organizations. It emphasizes the critical role that structured quality management systems—such as Total Quality Management (TQM), Six Sigma, and Lean methodologies—play in enhancing organizational performance and customer satisfaction. Through a blend of theoretical knowledge and practical applications, students will learn to apply various tools to streamline processes, reduce waste, and enhance product and service quality, ultimately leading quality improvement initiatives that align with strategic organizational goals.

Course Objectives:

1. To understand the importance of quality management and business process improvement in achieving organizational success.
2. To learn and apply various philosophies and tools for process improvement including Total Quality Management (TQM), Six Sigma, and Value Stream Mapping.
3. To analyze and enhance business processes to increase efficiency and customer satisfaction.

Course Content:

Unit 1: Foundations of Quality Management

This unit introduces the definition, evolution, and key principles of quality management, exploring its role in organizational strategy and performance.

Unit 2: Tools for Quality Assurance

Students will delve into Statistical Quality Control (SQC), learning fundamental tools and techniques like control charts and process capability analysis, and their implementation in both manufacturing and service industries.

Unit 3: Advanced Quality Practices

Covering Total Quality Management (TQM) and Six Sigma, this unit discusses TQM principles, frameworks like Deming's 14 Points, and Six Sigma methodologies

including DMAIC and DMADV, along with tools such as FMEA and SIPOC diagrams.

Unit 4: Process Optimization Techniques

This unit focuses on Value Stream Mapping and Lean Management. Students will learn to create Value Stream Maps, identify bottlenecks and waste, and apply Lean principles and practices for continuous improvement.

Case Topics:

- Successful TQM implementation in a major corporation.
- Six Sigma at General Electric: An in-depth analysis.
- Lean transformation in Toyota's production system.\

Research Paper Reading:

Ackermann, L., Käppel, M., Marcus, L., Moder, L., Dunzer, S., Hornsteiner, M., et al. (2024). Recent Advances in Data-Driven Business Process Management. arXiv preprint arXiv:2406.01786.

Textbooks (Latest Editioin):

1. *The Six Sigma Handbook*, 5th ed., by Thomas Pyzdek & Paul Keller, McGraw-Hill Education.
2. *Managing for Quality and Performance Excellence*, 10th ed., by James R. Evans & William M. Lindsay, Cengage Learning.

References: Suggested Pedagogy:

The course utilizes interactive lectures, real-world case studies, practical exercises, and group projects to foster understanding of quality management concepts. Students are encouraged to engage in simulations that replicate business process improvements and participate in discussions that emphasize the application of theoretical concepts to practical scenarios.

Course Outcomes:

- Understand and apply the principles and practices of quality management and business process improvement.
- Use statistical tools and quality frameworks to analyze and improve processes.
- Develop skills to lead quality improvement projects in various organizational settings.
- Enhance customer satisfaction and organizational performance through effective process management.

Appendix-2: Indian Knowledge System (IKS)

Institutions are advised to choose any one of the following module as per the available resources/ university norms.

1. IKS-I: Introduction to Indian Culture and Civilization (with some present practices)
2. IKS-II: Indian Culture and Civilisation with its Knowledge Systems and Traditions
3. IKS III Vision for a Human Society (*Vishva Kalyan* thru *Vasudhaiva Kutumbkam*)*1
4. IKS IV Indian Science, Engineering and Technology- Past, Present & Future*1
5. IKS V Indian Town Planning and Architecture*1
6. IKS VI Indian Mathematics and Astronomy*1
7. IKS VII Indian Aesthetics (including Music & Musical Iinstruments)/ Arthashastra*1
8. IKS VIII Indian Health, Wellness and Psychology- including Ayurved*1

Other Possible Courses in IKS -

- Indian System of Proof and Logic (including Nyay Shastra)
- Indian Linguistics and Phoenetics (including Panini's grammar, languages)
- Indian Governance, Administration and Management Systems (including Arthshastra) Indian Physics (e.g. Vaisheshik)
- Textile Industry in India Shipbuilding and Maritime Trade Transport Systems in India
- Principles and practice of Mechanics and Machines Water Management in India
- Ecology and Geography in India
- Natural Agriculture and horticulture (e.g. vriksha ayurved) Practices in India Indian Economics (Arthshastra)

IKS-I: Indian Knowledge Systems and Traditions

Course Objectives

- To sensitize the students about context in which they are embeded i.e. Indian culture and civilisation including its Knowledge System and Tradition.
- To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system.
- To help to study the enriched scientific Indian heritage.
- To introduce the contribution from Ancient Indian system & tradition to modern science & Technology

Detailed contents:

Module 1: Introduction to IKS

(Any eight of total sessions assigned for Literary activity)

Introductory lecture on the **any eight** topics below:

1. Indian Knowledge System
2. Indian Culture & Civilization
3. Ancient Indian Chemistry
4. Ancient Indian Metallurgy
5. Ancient Indian Mathematics
6. Ancient Indian Astronomy
7. Indian Astronomical Instruments
8. Indian Knowledge System (Upveda: Ayurveda)
9. Indian Knowledge System (Upveda: Gandharveda)
10. Indian Knowledge System (Vedangas: Shiksha, Kalpa, Vyakrana)
11. Indian Knowledge System (Vedangas: Jyotisha, Nirukta, Chandas)
12. Indian Architecture I: Sthapatya-Veda
13. Indian Architecture II: Temples
14. Indian Architecture III: Town & Planning
15. Indian Philosophical System

Module 2: Introduction to Creative Practices

(Twenty Lectures with at least Five different topics of total session under Creative activity)

Introductory lecture on the topics below:

1. Dhatuvada: art of metallurgy
2. Akara jnana: art of mineralogy
3. Vastuvidya: art of engineering
4. Yantramatrika: art of mechanics
5. Takshana: art of carpentry
6. Chalitakayoga: art of practicing as a builder of shrines
7. Raupyaratnapariksha: art of testing silver and jewels
8. Maniraga jnana: art of tinging jewels
9. Sucivayakarma: art of needleworks and weaving
10. Vadya vidya: art of playing on musical instruments
11. Geet vidya : art of singing
12. Nritya vidya: art of dancing
13. Natya vidya: art of theatricals
14. Alekhya vidya: art of painting
15. Viseshakacchedya vidya: art of painting the face and body with color
16. Udakavadya: art of playing on music in water
17. Manasi kavyakriya: art of composing verse
18. Bhushanayojana: art of applying or setting ornaments
19. Citrasakapupabhakshyavikarakriya: art of preparing varieties of delicious food
20. Dasanavasanangaraga: art of applying preparations for cleansing the teeth, cloths and painting the body
21. Utsadana: art of healing or cleaning a person with perfumes
22. Vastragopana: art of concealment of cloths
23. Balakakridanaka: art of using children's toys
24. Tandulakusumabalivikara: art of preparing offerings from rice and flowers

25. Pushpastarana: art of making a covering of flowers for a bed

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IKS-II: Indian Culture and Civilization

Course Objectives

- To introduce fundamentals of Ancient Indian Educations to understand the pattern and purpose of studying vedas, vedangas, upangas, upveda, purana & Itihasa
- To help students to trace, identify and develop the ancient knowledge systems.
- To help to understand the apparently rational, verifiable and universal solution from ancient Indian knowledge system for the holistic development of physical, mental and spiritual wellbeing
- To build in the learners a deep rooted pride in Indian knowledge, committed to universal human right, well-being and sustainable development.

Detailed contents:

Module 1: Introduction to IKS

Caturdaśa Vidyāsthānam, 64 Kalas**,** Shilpa Śāstra, Four Vedas, Vedāṅga, Indian Philosophical Systems, Vedic Schools of Philosophy (Sāṃkhya and Yoga, Nyaya and Vaiśeṣika, Pūrva-Mīmāṃsā and Vedānta), Non-Vedic schools of Philosophical Systems (Cārvāka, Buddhist, Jain), Puranas (Maha-puranas, Upa-Puranas and Sthala-Puranas), Itihasa (Ramayana, Mahabharata), Niti Sastras, Subhasitas

Module 2: Foundation concept for Science & Technology

Linguistics & Phonetics in Sanskrit (panini's), Computational concepts in Astadhyayi Importance of Verbs, Role of Sanskrit in Natural Language Processing, Number System and Units of Measurement, concept of zero and its importance, Large numbers & their representation, Place Value of Numerals, Decimal System, Measurements for time, distance and weight, Unique approaches to represent numbers (Bhūta Saṃkhya System, Kaṭapayādi System), Pingala and the Binary system, Knowledge Pyramid, Prameya – A Vaiśeṣikan approach to physical reality, constituents of the physical reality, Pramāṇa, Saṃśaya

Module 3: Indian Mathematics & Astronomy in IKS

Indian Mathematics, Great Mathematicians and their contributions, Arithmetic Operations, Geometry (Sulba Sutras, Aryabhatiya-bhasya), value of π, Trigonometry, Algebra, Chandah Sastra of Pingala,

Indian Astronomy, celestial coordinate system, Elements of the Indian Calendar Aryabhatiya and the Siddhantic Tradition Pancanga – The Indian Calendar System Astronomical Instruments (Yantras) Jantar Mantar or Raja Jai Singh Sawal.

Module 4: Indian Science & Technology in IKS

Indian S & T Heritage ,sixty-four art forms and occupational skills (64 Kalas) Metals and Metalworking technology (Copper, Gold, Zinc, Mercury, Lead and Silver), Iron & Steel, Dyes and Painting Technology), Town & Planning Architecture in India, Temple Architecture, Vastu Sastra,

Module 5: Humanities & Social Sciences in IKS

Health, Wellness & Psychology, Ayurveda Sleep and Food, Role of water in wellbeing Yoga way of life Indian approach to Psychology, the Triguṇa System Body-Mind-Intellect- Consciousness Complex. Governance, Public Administration & Management reference to ramayana, Artha Sastra, Kauṭilyan State

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IKS-III: Indian Vision for Human Society (Vishva Kalyan thru Vasudhaiva Kutumbkam)

Course Objectives

- To help the learner to understand the concept of "vasudhaiva kutumbkam" and its realization process as an base for the development of vision for a humane society.
- To help to identify the universality in humans and its coexistence in existence
- To introduce the sense of responsibility, duties and participation of individual for establishment of fearless society.
- To help to understand the apparently rational, verifiable and universal solution from ancient Indian knowledge system for the holistic development of physical, mental and spiritual wellbeing of one and all, at the level of individual, society, nation and ultimately the whole world.

Detailed contents:

Module 1: The world view & Vision of Human Society

The concept of non-duality of Prakriti (Jad) and Purush (Chetana), human as coexistence of Jad & Chetan, Pancha-mahabhutas, the root of sorrow and suffering, freedom from sorrow, salvation, eternal peace truth (vyaharika satya), ultimate truth. The acceptance of various systems of philosophy for realization of truth and complementariness in society in ancient Indian system.

Module 2: Aspiration and Purpouse of Individual and Human Society

Aims of Human life; at individual level and societal level. At societal level; Four purusarthas Dharma, Artha, Kama, Moksha. Individual level; Abhyudaya (progress),

Nihsreyasa (perfection) Pravrtti , Nivrtti. Dharma; Dharma sutras (Gautama, apastamba, baudhayana, vasistha). Dharma-Shastra; (manusmriti, naradamrti, visnusmrti, yajnavalkya smriti) sociology, different stages of life like studenthood, householdership, retirement and renunciation, rites and duties, judicial matters, and personal laws (Aachara, Vyavahara, Prayaschitta). Artha; Kautliya Arthashastra, Kamandakiya Nitisara, Brihaspati Sutra, Sukra Niti, Moksha: Human liberation (Ignorance to Knowledge)

Module 3: Program for Ensuring Human Purpose: at Individual and Societal level –I

Fundamental concept of Nitishastra: Satyanishtha Aur Abhiruchi (Ethics, Integrity & aptitude). The true nature of self; Shiksha Valli, Bhrigu Valli (concept of Atman-Brahman (self, soul). The true constitution of Human: Ananda Valli (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha, Anandamaya Kosha). The four states of consciousness (Waking state, Dreaming state, Deep Sleep State, Turiya the fourth state), Consciousness (seven limbs and nineteen mouths), Prajna, Awarness. The Life Force *Prana (*Praana-Apaana-Vyaana-Udaana- Samaana)

Module 4: Program for Ensurimg Human Purpose: at Individual and Societal level - II

Differentiating *Vidya* and *Avidya*, human bondages, Higher and Lower Knowledge (Para Vidhya & Apara Vidhya). Concept of Sattva, Rajas, Tamas and need of balancing the same, Patanjali yog sutra; Yama, Niyama, Asanas, pranayams, pratyahara, dharna, dhyana, Samadhi, Sixteen category of padartha, pramans (pratyaksh, anuman, upaman, shabda). Saadhana chatushtayam (viveka, vairagya, mumukshatavam, shadsampathi (sama, dama, uparama, titiksha, shradha, samadhana), Understanding Nitya karma, Naimittika Karma, Kamya karma, prayaschitta karma, Nishidha Karma.

Meditation and Progressive meditation (Narada's education), Ativadin to self-knowledge, Jyan yog, Karma yog, sanyas yog in aspect to harmonious practice in society

Module 5: Practices for Ensuring Human Purpose – III

Practice in philosophy, architecture, grammar, mathematics, astronomy, metrics, sociology, economy and polity, ethics, geography, logic, military science, weaponry, agriculture, mining, trade and commerce, metallurgy, shipbuilding, medicine, poetics, biology and veterinary science.

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IKS-IV: Indian Science, Engineering and Technology (Past, Present and Future)

Course Objectives

- To familiarize learners with major sequential development in Indian science, engineering and technology.
- To review & strengthen the ancient discovery and research in physics, chemistry, maths, metallurgy, astronomy, architecture, textile, transport, agriculture and Ayurveda etc.
- To help students to trace, identify and develop the ancient knowledge systems to make meaningful contribution to development of science today
- To help to understand the apparently rational, verifiable and universal solution from ancient Indian knowledge system for the scientific, technological and holistic development of physical, mental and spiritual wellbeing.

Detailed contents:

Module 1: Indian Traditional Knowledge; Science and Practices

Introduction to the Science and way of doing science and research in India, Ancient Science in Intra & Inter Culture Dialogue & coevolution.

Traditional agricultural practices, Traditional water-harvesting practices, Traditional Livestock and veterinary Sciences Traditional Houses & villages, Traditional Forecasting, Traditional Ayurveda & plant based medicine, Traditional writing Technology

Module 2: Ancient Indian Science (Physics, Chemistry, Maths)

Physics in India: Vaisheshika darshan Atomic theory & law of motion, theory of panchmahabhoota, Brihath Shathaka (divisions of the time, unit of distance), bhaskarachaya (theory of gravity, surya siddhanta & sidhanta shriomani), Lilavati (gurutvakashan Shakti).

Chemistry in India Vatsyayana, Nagarjuna,Khanda, Al-Biruni, Vagbhaṭa – building of the ras-shala (laboratory), working arrangements of ras-shala, material and equipment, Yaśodhara Bhaṭṭa-process of distillation, apparatus, saranasamskara, saranataila

Mathematics in India: Baudhayana's Sulbasutras, Aryabhaṭa, Bhaskaracharya-I, Severus Sebokht, Syria, Brahmagupta, Bhaskaracharya-II, Jyeṣṭhadeva

Module 3: Ancient Indian Science (metallurgy, Astronomy, Architecture)

Metallurgy in India: Survarṇa(gold) and its different types, prosperities, Rajata(silver), Tamra(copper), Loha(iron), Vanga(tin), Naga / sisa(lead), Pittala(brass)

Astronomy in India Vedang Jyotish, aryabhatta siddhanta, Mahabhaskriya, Laghubhaskariya, vatesvarasiddhanta, Sisyadhivrddhida, Grahashyay, Goladhyaya, Karabakutuhala **(**Aryabhaṭa, Varahamihira, Brahmagupta, Vaṭesvara, Bhaskara, Paramesvara, NilakaṇṭhaSomayaji, Jyeṣṭhadeva, ŚankaraVarman)

Architecture in India: Nagara (northern style), Vesara (mixed style), and Dravida (southern style), Indian vernacular architecture, Temple sytle, cave architecture, rock cut architecture, kalinga architecture, chandels architecture, rajput architecture, jain architecture, sikh architecture, Maratha architecture Indo-Islamic architectural, Indo-Saracenic revival architecture, Greco Buddhist style.

Module 4: Ancient Indian Science (Textile, Agriculture, Transport)

Textile Technology in India: Cotton (natural cellulose fiber), silk, wool (natural protein fibers), bast and leaf fibers, mridhudhautadhupitambaram (meaning a practice of fumigating the fabric with incence smoke before use as a part of the finishing process), sitadhautavasanayugala (bleached white–a finishing process); suchhastah, sutradharah (needle and thread – tools for stiching). dyeing, washing spinning and weaving technology,Agriculture in India: krishisuktas, Krishiparashara, Brihatsamhita, Types of crops, Manures, Types of land- devamatruka, nadimatruka, use of animals in warfare, animal husbandry, Animals for medicines. Ancient transport in India

Module 5: Ancient Indian Science (Ayurveda & Yoga)

Ayurveda for Life, Health and Well-being**:** Introduction to Ayurveda: understanding Human body and Pancha maha bhuta, the communication between body & mind, health

regimen for wellbeing, introduction to yoga (raja yoga, astang yoga, gyan yoga), understanding of Indian psychological concept, consciousness, tridosha & triguna.

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IKS-V: Indian Town Planning and Architecture

Course Objectives

- To develop the knowledge and analysis on the understanding of eco-friendly, robust and scientific planning and architecture system of ancient India.
- To understand the importance of functional, aesthetic, psychological, culture and socio religious concept of ancient India architecture.
- To help the learners to trace, identify and develop the approach, process and material used in town and planning, construction and architecture
- To review and analyse the importance and significance of visual and performing arts and design in temples, houses, forts, caves and community places.
- To understand the various eco-friendly technology accepted in ancient civilization

Detailed contents:

Module 1: The Introduction to ancient Architecture

Introduction to relationship between Man, Nature, Culture and city forms. Study of determinants (Natural and man-made) influencing location, growth & pattern of human settlements including types of settlements growth (Organic and Planned) and settlement forms.

Architecture as satisfying human needs: functional, aesthetic and psychological outline of components and aspects of architectural form-site, structure, skin, materials, services, use, circulation, expression, character, experience.

Understanding of the causative forces - the cultures, history, socio religious practices and institution, political and economic conditions, issues of land, climate and technology, Historical and Primitive Architecture.

Module 2: Ancient Architecture as Expression of Art & Design

Relationship between Art and Design with man, space and environment. Expression in Art and Architecture – concept of space, sense of enclosure-openness, robustness, dynamism, spatial geometry, Eco-friendliness.

Architecture through use of elements of visual arts such as point, line, plane, form, space, colour, texture, light, solids and voids, shadow and shade etc. Understanding of effect of scale, proportions, order, material effects such as textures, patterns, light, sound, temperature etc in architectural spaces.

Allied visual and performing arts and its relationship to build environments using colour theory, symbolism, glass painting, scriptural writing, clay moulding, stone carving.

Important Indian architecture as per elements space & form **Form:** specific geometry form (sphere, cube, pyramid, cylinder and cone and its sections as well as their derivatives) **Space:** build form space, open space, Internal and External space, Continuous spaces Centralized, Linear, Radial Clustered, Grid space Different type of Materials used for construction in Ancient Indian architecture.

Clay products: Classification of bricks, Fire Brick, Fly Ash Bricks, Tiles, Terra-cotta, Earthenware, Porcelain, Stoneware. **Stones:** Uses of Stones, Qualities of Good Building Stones, Dressing, Common Building Stones of India. **Glass:** Different glass Forms and their Suitability, **Timber**: Different Forms and their Suitability **Metals:** Ferrous & Nonferrous Metals and Alloys, and, their Suitability, limitations, precautions **Paints and Varnishes:** Different types and their Suitability, limitations, precautions

Module 3: Ancient Architecture Principle & Planning

Design: Principles of designing – Composition of Plan. Inception and development of the early Hindu temple form with reference to Vedic and Buddhist planning principles and design elements; Development of regional styles and manifestations thereof; Evolution of temple complexes and temple towns;

Planning: Residence- site selection, site orientation- aspect, prospect, grouping, circulation, privacy, furniture requirements, services and other factors. Vastu shastra and its importance in building interrelationship with human, nature and cosmos

Town Planning: Town plans of Harappa, Mohenjodaro, Pataliputra, Delhi. Vastu shastra and its application in city layout.

Module 4: Ancient Architecture-I

The settlement planning pattern, elements, associated forms, typical Vedic village, towns (Dandaka, Nandyavartha etc.), typology of Shelters and civic buildings of ancient architecture in reference to following civilization: Indus

Valley, Aryan/vedic Civilisation, Buddhist Architecture, Indo Aryan & Dravidian Architecture.

Role of Shilpasasthras and Arthashasthra in settlement planning.

Important architecture: Great baths, Development of fortification, walled towns, structures developed eg: Stupas, Viharas, Chaityas, Stambhas, Toranas, sacred railing etc.

Study of worshipping places with especial reference to Indo Aryan / Nagara style & Dravidian style (Chola, Chalukya, Pallava, Satavahana, Hoysala, Vijayanagara etc.), design of shikharas & gopuram, rock-cut and structural examples of temples.

Module 5: Ancient Architecture-II

Evolution of Hindu Temples in different period: Gupta, Aihole, Badami, Pattadakkal, Mahabalipuram, Indo Aryan Style in Orrisa, Khajuraho, Gujarah, Rajasthan. Dravidian Style in Chola, Chalukyan, Pandya, Pallava, Hoysala Style, Revival of Hindu architecture of South India at Vijaynagara and Madurai

Tradition Indian villages & House: Regional house construction, interior & importance e.g. Rajasthani house, bhungas of kutch, nalukettu of kerala, Ikra of assam, manduva logili or illu of Andra Pradesh, wadas of Maharashtra, Mud houses of Madhya Pradesh, kathkuni of himachal Pradesh, khanjaghara of orisa, Taq and dhajji diwari of Kashmir etc.

Scientific achievements though ancient architect: Jantar Mantar, Musical Pillars of Vitthal temple, Sundial of konark temple, construction of eight shiva temple in straight line from Kedarnath to rameshwaram at longitude 79°E 41'54, Veerbhadra temple with 70 hanging pillars, Ellora caves excavating the mountain, Jaipur plan pink city etc.

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IKS-VI: Indian Mathematics and Astronomy

Course Objectives

- To provide information about great mathematicians and astronomers who given significant contribution in Indian mathematics and astronomy.
- To help students to trace, identify, practice and develop the significant Indian mathematic and astronomical knowledge.
- To help to understand the astronomic significance with the human holistic development of physical, mental and spiritual wellbeing
- Enumerate the main characteristics of education system in Vedic and post Vedic period to enrich the intellectual imagination and diminish the dogmatic assurance which closes the mind against speculation

Detailed contents:

Module 1: The Introduction to Ancient Mathematics & Astronomy

Introduction to Brief introduction of inception of Mathematics & Astronomy from vedic periods. Details of different authors who has given mathematical & astronomical sutra (e.g. arytabhatta, bhaskara, brahmagupta, varamahira, budhyana, yajanvlkya, panini, pingala,

bharat muni, sripati, mahaviracharya, madhava, Nilakantha somyaji, jyeshthadeva, bhaskara-II, shridhara)

Periodical enlisting of Mathematical & Astrological achievement in India. Evolution of Indian Numerals (Brahmi (1st century), Gupta (4th century) & Devanagri Script (11th century)

Module 2: Ancient Mathematics –I

Veda & Sulvasutras (Pythagoras theorem, Square root & Squaring Circle) (baudhayana sulbhasutra, apastamba sulbhasutra, katyayana sulbhasutra, manava sulbhasutra, maitrayana sulbhasutra, varaha sulbhasutra, vadhula sulbhasutra , Pingala's chandasutras, sunya, yaat-tavat, Aryabhata (Aryabhatiya, Asanna, ardha-jya, kuttaka,), bhaskara (trigonometory,shridhara,

mahavira), Bhaskara Acharya (Sidhantashiromani), Varamahira panchasiddhantika.

Module 3: Ancient Mathematics –II

Brahamgupta (vargaprakrati, bhramasphuta siddhanta, bhavana), ayatavrtta, ganitasarasamgraha, lilavathi, ganesadaivajna, randavantika, suryasidhhanta, grahalaghava, sadratnamala, mandavrtta, sighrartta, Bijaganita, Bakshali manuscript

Golavada, Madhyamanayanaprakara, Mahajyanayanaprakara (Method of Computing Great Sines), Lagnaprakarana, Venvaroha, Sphutacandrapti, Aganita-grahacara , Chandravakyani (Table of Moon-mnemonics)

Module 4: Ancient Astronomy –I

Parahita system of astronomy and drk system of astronomy, Manda samskara, sighra samskara.

Vedanga Jyotisha (astronomical calculations, calendrical studies, and establishes rules for empirical observation), Aryabhatiya (earth rotation, shining of moon), Brahmasphutasiddhanta (motion of planets), varahmihira (pancasiddhantika), Mahabhaskariya, lahubhaskariya & arybhatiya bhashya (Planetary longitudes, heliacal rising and setting of the planets, conjunctions among the planets and stars, solar and lunar eclipses, and the phases of the Moon), Sisyadhiveddhida (grahadhyaya, goladhyaya), siddhantasiromani, karanakutuhala (planetary positions, conjunctions, eclipses, cosmography), siddhantasekhara, yantra-kirnavali, Sphuṭanirṇaya, Uparagakriyakrama.

Module 5: Ancient Astronomy –II

Positional astronomy (sun, planets, moon, coordinate systems, precision of the equinox and its effects, eclipses, comets and meteors), Mahayuga & Kalpa system Yuga system, ayanas, months, tithis and seasons, time units, sun and moon's motion, planet position, ayanachalana, zero-precision year, katapayaadi system, Indian nakshatra system, astronomy

Instruments for naked eye astronomy (vedic observatories). The principal and application of Samrat Yantra, Jai Prakash Yantra, Disha Yantra, Rama Yantra, Chakra Yantra, Rashiwalya Yantra, Dingash Yantra, Utaansh Yantra

Reference:

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15. KV Sharma. Ganita yuktibhasa (Analytical Exposition of the Rationales of Indian Mathematics and Astronomy, Kindle, 2021
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IKS-VII: Indian Aesthetics (including Music and Music Instruments)

Course Objectives

- To provide information about the foundations of Indian aesthetics as integral part of Indian culture
- To help to understand the importance of Indian aesthetics in individual realization of the truth arises by realizing the harmony within.
- To help learner to trace, identify and develop the Indian aesthetics to correlate human creative practices
- To build the learners a deep rooted pride in Indian aesthetic knowledge, committed to universal human right, well-being and sustainable development.

Detailed contents:

Module 1: The Introduction to Indian Aesthetics

The nature of aesthetics, principle, its relation to philosophy and literature:

Indian traditions. Sadanga its origin and Applications of Six limbs in Indian Aesthetics Introduction to Alamkara, Rasa, Dhvani, Vakrokti, Auchitya

Module 2: Ancient Music and Music Instruments-I

Rasa Siddhanta, the concept of Rasa, constituent of rasa (Bhav, abhinay, Sthayibhava, Vibhava, Vyabhicharibhava), number of rasa, Rasasvadana Bharata's Natya Shastra and its Critics, Abhinavagupta's Rasa Siddhanta., Kāvyaprayojana, Sādhāranikarana, Sahrdaya, Rasavighna.

DhvaniSiddhanta, the Concept of Dhvani, Sphota, Pratibhā, classification of dhvani (Laukika Vyangya, Alaukika Vyangya, Avivaksita Vacya, Vivaksitanyapara Vacya) Anandavardana's Dhanyaloka, with reference to Abhidha, lakshana, Vyanjana and Tatpary, extension of dhvani siddhanta to music, dance and drama.

Alamkara Siddhanta, proponent, classification of alamkara, sabdalamkara (Anuprāsa, Yamaka, Ślesha, Dhvanyātmakatā), Arthālamkāra (Upamā, Drstanta, Virodha)

Module 3: Ancient Music and Music Instruments-II

VakroktiSiddhanta, Kuntaka's Vakroktijivita, Classification of Vakrokti (Varna-vinyasa vakrata (Phonetic Obliquity), Pada-purvardha vakrata (Lexical Obliquity) & Pada-parardha vakrata (Grammatical Obliquity), Vakya-vakrata (Sentential obliquity), Prakarana-vakrata (Episodic obliquity), Prabandha-vakrata (Compositional obliquity))
Different Classes of Musical Instrument as per Natyashastra of Bharat, Gana Vadya, Avanaddha Vadya, sushira vadya, tata/tantu vadya.
Brief introduction to following indian instruments
Veena, Ghatam, Gootuvadhyam, Flute, Thavil, Nadaswaram, Mridangam, Plain-drum, Harmonium, Sitar, Sarod, Shehnai, Tabla, Maddalam, violin, morsing, Tambura.

Module 4: Ancient Dance & Drama

Natyaveda: inception from Veda (pathya words(rigveda), abhinaya gestures (Yajureda), geet music (samaveda), rasa emotions (atharvaveda), Natya Shastra, Nata-nritya, geet- nritya, roop-nritya, bhav-nritya

Indian traditional and fork dances (bharatnatyam, kuchipudi, kathakali, yakshagan, Bhangra, Bihu, Ghumura Dance, Sambalpuri, Chhau and Garba

Module 5: Ancient Art

Architecture, sculptures & popular art forms of Pallava& Cholas period, Chalukya & Rastrakuta period, Chandela/Hosalya period, Rajput period. Rock

cut architecture, cave architecture, stupa, temples, sculpture

Hindu Shilpa texts as per Vishnudharmotara-puran, Samaranana, Sutracharana, Sukranitisara, Silparatham

Reference:

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IKS-VIII: Indian Health, Wellness and Psychology (including Ayurved)

Course Objectives

- Understanding the fundamental principles of Indian health systems such as Ayurveda and yoga which are useful in maintaining the health of a healthy person
- Practical implementation of health principles to correct the intake of our food, air, water and sunlight to achieve perfect health.
- Understanding traditional way of cleansing the body regularly, strengthening body with Yogic exercises, maintaining the internal balance to prevent diseases.
- Understanding our unique Mind Body Constitution and choosing the right lifestyle suitable to maintain the internal balance.
- Understanding the influence of external environment on internal health and ways to synchronise our body and mind with nature to ensure smooth functioning of all organ systems of our body.
- Understanding mind and its dynamics through knowledge of Ayurveda and Yoga and using the knowledge to maintain harmony between body and mind to achieve perfect mental health.

Detailed contents:

Module 1: Understanding human body [Duration: 8 Lectures]

Introduction to Ayurveda, the Knowledge of Life, Health and treatment aspects in Ayurveda, Influence of Pancha maha bhuta on Internal environment of Human being, Understanding composition of Human body through the concept of Dosha Dhatu Mala, Understanding Prakruthi , the Mind – Body Constitution.

Module 2: Understanding the communication between body & Mind

Establishing communication between body and mind by understanding the language of body. Understanding the concept of Agni, Koshta, Sara and Ojas and their relevance in enhanching our immunity to protect from various infections. Looking at the world through the lenses of Dravya, Guna and Karma Applying the principle of Samanya and Visesha in every aspect of life to achieve perfect health.

Module 3: Introduction to Health Regimen

Understanding Swastha vritta, the healthy regimen to maintain state of wellbeing Dinacharya, the Daily regimen including Daily detoxification, exercise, Intake of Food, Water, Air and Sunlight, work and ergonomics, Rest and sleep hygiene. Ritu charya, the seasonal regimen, Sadvritta and the concept of social wellbeing, understanding trividha upastambhas, three pillars to health, Concept of Shadrasa in choosing appropriate nourishment to the body and mind.

Module 4: Introduction to Yoga

Definition, Meaning and objectives of Yoga, Relevance of yoga in modern age. Brief Introduction of Hatha yoga, Raja yoga, Karma yoga, Gyana Yoga, Bhakti yoga Understanding eight steps of Ashtanga yoga, Understanding Shatkriyas , the six cleansing procedures of Yoga

Module 5: Introduction to Indian Psychology

Concept of Manas in Ayurveda and understanding Mind Body harmony, Triguna based Psychology in Ayurveda and Yoga, Influence of Tri dosha on Mind, Mind body intellect and consciousness complex, Understanding Consciousness and solution to issues within Human Mind.

Reference:

11. The Charaka Samhita
12. The Susruta Samhita
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Appendix – 3

A Guide to Induction Program

Appendix –3: A Guide to Induction Program

1. Introduction

(*Induction Program was discussed and approved for all colleges by AICTE in March 2017. It was discussed and accepted by the Council of IITs for all IITs in August 2016. It was originally proposed by a Committee of IIT Directors and accepted at the meeting of all IIT Directors in March 2016.*[1] *This guide has been prepared based on the Report of the Committee of IIT Directors and the experience gained through its pilot implementation in July 2016 as accepted by the Council of IITs. Purpose of this document is to help institutions in understanding the spirit of the accepted Induction Program and implementing it.)*

Engineering colleges were established to train graduates well in the branch/department of admission, have a holistic outlook, and have a desire to work for national needs and beyond.

The graduating student must have knowledge and skills in the area of his study. However, he must also have broad understanding of society and relationships. Character needs to be nurtured as an essential quality by which he would understand and fulfill his responsibility as an engineer, a citizen and a human being. Besides the above, several meta-skills and underlying values are needed.

There is a mad rush for engineering today, without the student determining for himself his interests and his goals. This is a major factor in the current state of demotivation towards studies that exists among UG students.

The success of gaining admission into a desired institution but failure in getting the desired branch, with peer pressure generating its own problems, leads to a peer environment that is demotivating and corrosive. Start of hostel life without close parental supervision at the same time, further worsens it with also a poor daily routine.

To come out of this situation, a multi-pronged approach is needed. One will have to work closely with the newly joined students in making them feel comfortable, allow them to explore their academic interests and activities, reduce competition and make them work for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and build character.

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[1] *A Committee of IIT Directors was setup in the 152nd Meeting of IIT Directors on 6th September 2015 at IIT Patna, on how to motivate undergraduate students at IITs towards studies, and to develop verbal ability. The Committee submitted its report on 19th January 2016. It was considered at the 153rd Meeting of all IIT Directors at IIT Mandi on 26 March 2016, and the accepted report came out on 31 March 2016. The Induction Program was an important recommendation, and its pilot was implemented by three IITs, namely, IIT(BHU), IIT Mandi and IIT Patna in July 2016. At the 50th meeting of the Council of IITs on 23 August 2016, recommendation on the Induction Program and the report of its pilot implementation were discussed and the program was accepted for all IITs.*

2. Induction Program

When new students enter an institution, they come with diverse thoughts, backgrounds and preparations. It is important to help them adjust to the new environment and inculcate in them the ethos of the institution with a sense of larger purpose. Precious little is done by most of the institutions, except for an orientation program lasting a couple of days.

We propose a 3-week long induction program for the UG students entering the institution, right at the start. Normal classes start only after the induction program is over. Its purpose is to make the students feel comfortable in their new environment, open them up, set a healthy daily routine, create bonding in the batch as well as between faculty and students, develop awareness, sensitivity and understanding of the self, people around them, society at large, and nature.[2]

The time during the Induction Program is also used to rectify some critical lacunas, for example, English background, for those students who have deficiency in it.

The following are the activities under the induction program in which the student would be fully engaged throughout the day for the entire duration of the program.

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[2]*Induction Program as described here borrows from three programs running earlier at different institutions: (1) Foundation Program running at IIT Gandhinagar since July 2011, (2) Human Values course running at IIIT Hyderabad since July 2005, and (3) Counselling Service or mentorship running at several IITs for many decades. Contribution of each one is described next.*

IIT Gandhinagar was the first IIT to recognize and implement a special 5-week Foundation Program for the incoming 1st year UG students. It took a bold step that the normal classes would start only after the five week period. It involved activities such as games, art, etc., and also science and other creative workshops and lectures by resource persons from outside.

IIIT Hyderabad was the first one to implement a compulsory course on Human Values. Under it, classes were held by faculty through discussions in small groups of students, rather than in lecture mode. Moreover, faculty from all departments got involved in conducting the group discussions under the course. The content is non-sectarian, and the mode is dialogical rather than sermonising or lecturing. Faculty were trained beforehand, to conduct these discussions and to guide students on issues of life.

Counselling at some of the IITs involves setting up mentor-mentee network under which 1st year students would be divided into small groups, each assigned a senior student as a student guide, and a faculty member as a mentor. Thus, a new student gets connected to a faculty member as well as a senior student, to whom he/she could go to in case of any difficulty whether psychological, financial, academic, or otherwise.
The Induction Program defined here amalgamates all the three into an integrated whole, which leads to its high effectiveness in terms of building physical activity, creativity, bonding, and character. It develops sensitivity towards self and one's relationships, builds awareness about others and society beyond the individual, and also in bonding with their own batch-mates and a senior student besides a faculty member.

Scaling up the above amalgamation to an intake batch of 1000 plus students was done at IIT(BHU), Varanasi starting from July 2016.

2.1. Physical Activity

This would involve a daily routine of physical activity with games and sports. It would start with all students coming to the field at 6 am for light physical exercise or yoga. There would also be games in the evening or at other suitable times according to the local climate. These would help develop team work. Each student should pick one game and learn it for three weeks. There could also be gardening or other suitably designed activity where labour yields fruits from nature.

2.2. Creative Arts

Every student would choose one skill related to the arts whether visual arts or performing arts. Examples are painting, sculpture, pottery, music, dance etc. The student would pursue it every day for the duration of the program.
These would allow for creative expression. It would develop a sense of aesthetics and also enhance creativity which would, hopefully, flow into engineering design later.

2.3. Universal Human Values

It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships with colleagues and supporting staff in the hostel and department, be sensitive to others, etc. Need for character building has been underlined earlier. A module in Universal Human Values provides the base.

Methodology of teaching this content is extremely important. It must not be through do's and don'ts, but get students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the teachers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values.
The teachers must come from all the departments rather than only one department like HSS or from outside of the Institute. Experiments in this direction at IIT(BHU) are noteworthy and one can learn from them.[3]

Discussions would be conducted in small groups of about 20 students with a faculty mentor each. It is to open thinking towards the self. Universal Human Values discussions could even continue for rest of the semester as a normal course, and not stop with the induction program.

Besides drawing the attention of the student to larger issues of life, it would build relationships between teachers and students which last for their entire 4-year stay and possibly beyond.

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[3]*The Universal Human Values Course is a result of a long series of experiments at educational institutes starting from IIT-Delhi and IIT Kanpur in the 1980s and 1990s as an elective course, NIT Raipur in late 1990s as a compulsory one-week off campus program. The courses at IIT(BHU) which started from July 2014, are taken and developed from two compulsory courses at IIIT Hyderabad first introduced in July 2005.*

2.4. Literary

Literary activity would encompass reading, writing and possibly, debating, enacting a play etc.

2.5. Proficiency Modules

This period can be used to overcome some critical lacunas that students might have, for example, English, computer familiarity etc. These should run like crash courses, so that when normal courses start after the induction program, the student has overcome the lacunas substantially. We hope that problems arising due to lack of English skills, wherein students start lagging behind or failing in several subjects, for no fault of theirs, would, hopefully, become a thing of the past.

2.6. Lectures by Eminent People

This period can be utilized for lectures by eminent people, say, once a week. It would give the students exposure to people who are socially active or in public life.

2.7. Visits to Local Area

A couple of visits to the landmarks of the city, or a hospital or orphanage could be organized. This would familiarize them with the area as well as expose them to the under privileged.

2.8. Familiarization to Dept./Branch & Innovations

The students should be told about different method of study compared to coaching that is needed at IITs. They should be told about what getting into a branch or department means what role it plays in society, through its technology. They should also be shown the laboratories, workshops & other facilities.

3. Schedule

The activities during the Induction Program would have an Initial Phase, a Regular Phase and a Closing Phase. The Initial and Closing Phases would be two days each.

3.1. Initial Phase

Day	Time	Activity
Day 0	Whole Day	Students Arrive – Hostel Allotment (Preferably do pre-allotment)
Day 1	09:00 AM – 03:00 PM	Academic Registration
	04:30 PM – 06:00 PM	Orientation
Day 2	09:00 AM – 10:00 AM	Diagnostic test (for English etc.)
	10:00 AM – 12:25 PM	Visit to respective depts.
	12:30 PM – 01:55 PM	Lunch
	02:00 PM – 02:55 PM	Director's address
	03:00 PM – 03:30 PM	Interaction with parents
	03:30 PM – 05:00 PM	Mentor-Mentee Groups - Introduction within group. (Same as Universal Human Values Group)

3.2. Regular Phase

After two days is the start of the Regular Phase of Induction. With this phase there would be regular program to be followed every day.

3.2.1. Daily Schedule

Some of the activities are on a daily basis, while some others are at specified periods within the Induction Program. We first show a typical daily timetable.

DAY 3 Onwards

Session	Time	Activity	Remarks
	06:00 AM	Wake up Call	
I	06:30 AM – 07:10 AM	Physical Activity (Mild Exercise / Yoga)	
	07:15 AM – 08:55 AM	Bath, Breakfast etc.	
II	09:10 AM – 10:55 AM	Creative Arts / Universal Human Values	Half the groups do creative arts
III	11:00 AM – 12:55 PM	Creative Arts / Universal Human Values	Complementary Alternate Groups
	01:00 PM – 02:25 PM	Lunch	
IV	02:30 PM – 03:55 PM	Afternoon Session	See below
V	04:00 PM – 05:00 PM	Afternoon Session	See below
	05:00 PM – 05:25 PM	Break / Light Tea	
VI	05:30 PM – 06:45 PM	Games / Special Lectures	
	06:50 PM – 08:25 PM	Rest and Dinner	
VII	08:30 PM – 09:25 PM	Informal Interactions (In hostels)	

Sundays are off. Saturdays have the same schedule as above or have outings.

3.2.2. Afternoon Activities (Non-Daily)

The following five activities are scheduled at different times of the Induction Program, and are not held daily for everyone:

1. Familiarization to Dept./Branch & Innovations
2. Visits to Local Area
3. Lectures by Eminent People
4. Literary
5. Proficiency Modules

Here is the approximate activity schedule for the afternoons (may be changed to suit local needs):

Session	Activity	Remarks
IV	Familiarization with Dept./Branch & Innovations	For 3 Days (Day 3 to Day 5)

IV, V and VI	Visit to Local Area	For 3 Days – interspersed (e.g. Saturdays)
IV	Lectures by Eminent People	As scheduled 3-5 lectures
IV	Literary (Play / Literature / Book Reading)	For 3-5 Days
V	Proficiency Modules	Daily, but only for those who need it.

3.3. Closing Phase

Day	Time	Activity
Last But One Day	08:30 AM – 12:00 PM	Discussions and finalization of presentation within each group
	02:00 AM -05:00 PM	Presentation by each group in front of 4 other groups besides their own (about 100 students)
Last Day	Whole Day	Examinations (if any). May be extended to last 2 days, in case needed.

3.4. Follow Up after Closure

A question comes up as to what would be the follow up program after the formal 3-week Induction Program is over? The groups which are formed should function as mentor-mentee network. A student should feel free to approach his faculty mentor or the student guide, when facing any kind of problem, whether academic or financial or psychological etc. (For every 10 undergraduate first year students, there would be a senior student as a student guide, and for every 20 students, there would be a faculty mentor.) Such a group should remain for the entire 4-5-year duration of the stay of the student. Therefore, it would be good to have groups with the students as well as teachers from the same department/discipline[4].

Here we list some important suggestions which have come up and which have been experimented with:

3.4.1. Follow Up after Closure – Same Semester

It is suggested that the groups meet with their faculty mentors once a month, within the semester after the 3-week Induction Program is over. This should be a scheduled meeting shown in the timetable. (The groups are of course free to meet together on their own more often, for the student groups to be invited to their faculty mentor's home for dinner or tea, nature walk, etc.)

3.4.2. Follow Up – Subsequent Semesters

It is extremely important that continuity be maintained in subsequent semesters.
It is suggested that at the start of the subsequent semesters (up to fourth semester), three days be set aside for three full days of activities related to follow up to Induction Program.

The students be shown inspiring films, do collective art work, and group discussions be conducted. Subsequently, the groups should meet at least once a month.

4. Summary

Engineering institutions were set up to generate well trained manpower in engineering with a feeling of responsibility towards oneself, one's family, and society. The incoming undergraduate students are driven by their parents and society to join engineering without understanding their own interests and talents. As a result, most students fail to link up with the goals of their own institution.

The graduating student must have values as a human being, and knowledge and meta-skills related to his/her profession as an engineer and as a citizen. Most students who get demotivated to study engineering or their branch, also lose interest in learning.

The Induction Program is designed to make the newly joined students feel comfortable, sensitize them towards exploring their academic interests and activities, reducing competition and making them work for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and building of character.

The Universal Human Values component, which acts as an anchor, develops awareness and sensitivity, feeling of equality, compassion and oneness, draw attention to society and nature, and character to follow through. It also makes them reflect on their relationship with their families and extended family in the college (with hostel staff and others). It also connects students with each other and with teachers so that they can share any difficulty they might be facing and seek help.

References:

Motivating UG Students Towards Studies, Rajeev Sangal, IITBHU Varanasi, Gautam Biswas, IIT Guwahati, Timothy Gonsalves, IIT Mandi, Pushpak Bhattacharya, IIT Patna, (Committee of IIT Directors).
31 March 2016, IIT Directors' Secretariat, IIT Delhi.

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Appendix – 4

Course Title: Internship/ Capstone Project - BBA – V

Course Code	:	SEC501
Course Title	:	Internship/ Capstone Project
Number of Credits	:	4
Course Category	:	SEC

Course Objective(s):

This internship capstone course aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Students will develop and apply theoretical knowledge to practical challenges through an action research project, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Internship/ Capstone Project Student Engagement Process:

An internship/capstone project is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience. Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

Step 1.

Orientation Session: The orientation session for the internship/capstone project is designed to provide students with a comprehensive overview of what to expect and how to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world setting.

Step 2.

Identify an internship: Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field.

Step 3.

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

Step 4.

Start of Internship: The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, providing a productive and enriching internship experience.

Step 5.

Submission of Report:

Front Page: Student Name, Course, Internship Company, Duration, Mentor
Internship Agreement Form
Internship Certificate
Introduction & background of the Company
Roles & responsibilities as an Intern
Weekly work allotment & completion report
Challenges & Solutions
Learning from the internship
Conclusion

Step 6.

Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarising their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship

influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work. The review of the work done by students will be carried out after two weeks of report submission. The internal examiner will evaluate the student's submission.

Course Outcome:

After the course, the outcomes are as follows under

5. Application of theoretical knowledge to real-world scenarios.
6. Development of professional skills and networking opportunities.
7. I understand workplace culture and dynamics.
8. Hands-on experience in a chosen field.

****

MAJOR PROJECT & GUIDELINES

Appendix – 5

Course Code	:	SEC 502
Course Title	:	Major Project
Number of Credits	:	0
Course Category	:	Skill Enhancement Course

All Students must carry out an independent research project in an area of their interest: Business Administration.

A proposal should be submitted immediately after completing the research methods unit in 3rd year , semester five. The guidelines mention details.

Consequently, students are expected to produce quality research projects that:

- Addresses current problems of interest in the real world
- Demonstrate a mastery of skills learnt during their study in the Institute.
- Demonstrates writing skills.

Course Objective: The objective of this course is to enable the students:

- Identify and discuss the role and importance of research in the social sciences.
- Identify and discuss the issues and concepts salient to the research process.
- Identify and discuss the complex issues inherent in selecting a research problem, choosing an appropriate research design, and implementing a research project.
- Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.

7. General Regulations

- The Project report should be submitted before the student sits for the final university examinations in semester VI.
- The student shall work under the guidance of a project supervisor (s) appointed by the Institute's director.
- Once the students have completed the proposal and the supervisor has approved it, the proposal shall be defended in panels formed by the project coordinator on a day set aside by the Institute.
- The students should submit at least two copies of the proposal to the Project Coordinator at least two weeks before the final examination in semester V.

- The students shall present a proposal at the panels and be awarded marks. They will also be given corrections, which they will work on and present to their supervisors for approval to continue with the project work.
- The student will then complete chapters 4 and 5 of the project.
- Once the student has completed the project and the supervisor has approved it, the project shall be submitted to the project coordinator, who will arrange for the final defence and VIVA VOCE. The marks obtained will be added to the proposal defence marks and compiled.
- The students should then submit two copies of the project report to the Institute 2 weeks before the final examination in semester VI.
- If the student is unsuccessful, the resubmission regulations will apply as stipulated in the academic policy.

8. Choosing a Project Title

- The project's title should be clear and specific to a real problem.
- Similar topics between students should be avoided.
- The project should be new and original, not replicating another person's work.
- At the proposal level, the appointed supervisor MUST approve the project title.
- The research committee must ratify all the topics.

9. Formatting Guidelines

- Font Size-12 in the body text, except for the topics and titles, which should be font size 14
- Font Type- Times New Roman
- Spacing- The project should be 1.5 lines spacing
- Highlighting- Topics and subtopics should be bolded and NOT be underlined
- Print Quality- The final document should be of good print quality
- Margins- Margins of the report should be 1 inch on the top, bottom and right-hand side. The left-hand-side margin should be 1.25 inches to allow for binding.
- Tables- Larger tables may be typed in smaller font sizes (10-11) to maintain standard margins
- Numbers and Percentages-must do not begin with a sentence.
- Tables and Figures - When presenting the table or figure, there must be a finding and analysis section. Avoid using 'table above, or table below.' Instead, indicate as 'Table 4.1 shows that ….'
- Final Binding - Presented as Hard Copy (Blue Color), preferably Xerox hardcover book binding.
- Pagination: Bottom of page and centred.

Evaluation will be done based on the project completed, presentation of the proposal and Viva Voce.

Course outcomes:

At the end of the project, students will be able to

- Understand basic concepts of research and carry out an analysis
- Explain key research concepts and issues
- Read, comprehend, and explain research articles in their academic discipline.
- Practically apply outcomes of previous research in present problems for decision-making.

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MAJOR PROJECT GUIDELINES FOR

BACHELORS IN BUSINESS ADMINISTRATION/BACHELORS IN BUSINESS ADMINISTRATION (HONOURS)/ BACHELOR'S IN BUSINESS ADMINISTRATION (HONOURS AND RESEARCH)

TITLE PAGE OUTLINE (not paginated)
The title should be in upper case and Centered,
and the font size should be 14
For Example

TOPIC- GREEN INITIATIVE'S IMPACT ON CUSTOMER LOYALTY

Student Name	Supervisors Name
Class and Year	Designation
(In Upper Case)	(In Upper Case)

Research Project Submitted in Partial Fulfillment for the Degree of
Bachelor in Business Administration
from---------- University

Month Year

DECLARATION

d) A signed declaration by the candidate with the following statement
This project is my original work and has not been presented for a degree in any otherUniversity or for any other award

Students Name: _____

Sign_____Date _____

e) A signed declaration by the University Supervisor with the following statement.

f) I confirm that the candidate did the work reported in this project under my supervision.

Name:
Sign_____Date _____

DEDICATION

A dedication statement not exceeding 25 words may follow the declaration, beginning on a separatepage.

Dedication may be to a person or persons to whom they have special attachments. A simple statement
such as "to my father……. and my mother ……" and a reason for the dedication may be given.

ACKNOWLEDGEMENT

Acknowledgement should be 150 words and follow the dedication beginning on a separate page.

An acknowledgement is an extension of appreciation for the contribution of others and assistance given during the entire research process. It recognises the person the writer is indebted to for guidance and help during the study.

ABSTRACT

An abstract of the research project not exceeding three hundred (300) words and beginning on anew page. It should be a one-paragraph continuous prose, single-spaced and on one page only.

The abstract should be one page single paragraphed and should contain

- The purpose and objectives of the study
- Significance of the study
- Methodology used
- Findings
- Recommendations

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

(All tables and figures must have a number and heading and follow APA style)

Declaration to List of figures should be in centre 14 font size.

MAIN DOCUMENT (Pagination of 1, 2, 3, 4, etc should begin in Chapter One)

1.8 CHAPTER ONE: INTRODUCTION

(Chapter Title - center 14 font size)

1.9 Introduction – Overview of chapter contents
1.10 Background of the Study
1.11 Problem Statement
Should it be a paragraph, and should it clearly show what the problem is? What the research seeks to solve. Give authoritative sources/citations on what has been done and what is missing.

1.12 Objectives of Study
I clearly state the goal of the study.

1.12.1 Specific Objectives
- They should be SMART.
- They should be within the scope.

1.13 Significance of the Study
It should explain who benefits from the study and how.

1.14 Scope of the Study
It should include the concept, content, geographical, and time scope.

1.15 Organisation of the Study
Should include the structure of the study chapter by chapter

2.4 CHAPTER TWO: LITERATURE REVIEW

(Chapter Title - centre 14 font size)

2.5 Introduction – Overview of chapter contents
2.6 Theoretical Literature of the Problem.
A theoretical framework consists of concepts, definitions, and existing theories/theories used for your study. It must demonstrate

an understanding of theories and concepts relevant to the problem the project is solving.

2.7 Critical Review and Research Gap Identification
You should identify the unique innovation of your project. This should clearly show the gap you are filling in the project. Otherwise, your project will be seen as plagiarised.

3.0 CHAPTER THREE: METHODOLOGY

(Chapter Title - centre 14 font size)

9.1 Introduction – Overview of chapter contents
9.2 Project Design
This section should explain the details of the proposed project and how you will explore your research question.
Include questionnaire.

4.0 CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

(Chapter Title - center 14 font size)

8.1 Introduction – overview of chapter contents
8.2 Presentation of Findings. The findings should address each objective.
Objective 1
Objective 2, etc.

Check to ensure all the objectives are addressed.

5.5 CHAPTER FIVE: SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS

(Chapter Title - center 14 font size)

5.6 Introduction - overview of chapter contents
5.7 Summary of Findings
5.8 Conclusions
5.9 Recommendations.

8.0 REFERENCES

Use Reference – acknowledgement of works referred to or citations. American Psychological Association (APA) reference style should be used.

9.0 APPENDICES

A. Questionnaire

Appendix – 6.1

Summer Internship

BBA VII (Honours)
Course Title: Summer Internship

Course Code	:	SEC 702
Course Title	:	Summer Internship
Number of Credits	:	4
Course Category	:	SEC

Course Objective(s):

The summer internship aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Through an action research project, students will develop and apply theoretical knowledge to practical challenges, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Summer Internship Student Engagement Process:

An internship/capstone project is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience. Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

Step 1.
Orientation Session: The orientation session for the internship/capstone project is designed to provide students with a comprehensive overview of what to expect and how

to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world setting.

Step 2.

Identify an internship: Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field.

Step 3.

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

Step 4.

Start of Internship: The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, ensuring a productive and enriching internship experience.

Step 5.

Submission of Report:

Front Page: Student Name, Course, Internship Company, Duration, Mentor

Internship Agreement Form

Internship Certificate

Introduction & background of the Company

Roles & responsibilities as an Intern

Weekly work allotment & completion report

Challenges & Solutions

Learning from the internship

Conclusion

Step 6.

Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarising their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work. The review of the work done by students will be carried out after two weeks of report submission. The internal examiner will evaluate the student's submission.

Course Outcome:

After the course, the outcomes are as follows under

1. Application of theoretical knowledge to real-world scenarios.
2. Development of professional skills and networking opportunities.
3. I understand workplace culture and dynamics.
4. Hands-on experience in a chosen field.

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Appendix – 6.2

Research Internship Report and Viva-Voce

BBA VII (Honours with Research)

Course Title: Research Internship Report and Viva-Voce

Course Code	SEC701
Course Title	Research Internship Report and Viva-Voce
Number of Credits	4
Course Category	SEC

Course Objective(s):

The course aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Students will develop and apply theoretical knowledge to practical challenges through an action research project, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Research Internship:

The research internship is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience. Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

Step 1.

Orientation Session: The orientation session for the research internship is designed to provide students with a comprehensive overview of what to expect and how to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world

setting. It will also impart knowledge about the research methodology for implementing research in the internship project work.

Step 2.

Identify an internship: Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field.

Step 3.

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

Step 4.

Start of Internship: The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, providing a productive and enriching internship experience.

Step 5.

Submission of Report:
Part 1. (About Internship)

- Front Page: Student Name, Course, Internship Company, Duration, Mentor
- Internship Agreement Form
- Internship Certificate
- Introduction & background of the Company
- Roles & responsibilities as an Intern
- Weekly work allotment & completion report
- Learning from the internship

Part 2. (Research Conducted at Internship Organization)

- Research Agenda
- Literature Review
- Research Methodology
- Data Analysis & Interpretation
- Challenges & Solutions
- Conclusion

Step 6.

Research Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarising their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work. The review of the work done by students will be carried out after two weeks by the internal and external examiner. The external examiner will evaluate for 80 marks, and the internal examiner will evaluate for 20.

Course Outcome:

After the course, the outcomes are as follows under

1. Proficiency in research methodologies encompassing design, data collection, and analysis.
2. We have advanced critical thinking to identify and address research challenges effectively.
3. Competence in data analysis techniques and interpretation for meaningful insights.
4. Enhanced communication skills demonstrated through report writing and presentations.
5. Ethical awareness and adherence to research protocols ensure integrity in research practices.

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Appendix – 7

Dissertation (FOR RESEARCH TRACK)

BBA VIII (BBA – (Honours with Research))

Course Code	SEC 801
Course Title	Dissertation (FOR RESEARCH TRACK)
Number of Credits	20
Course Category	Skill Enhancement Course

Course Objective: A dissertation is **a long-form piece of academic writing based on original research conducted by the student**. Hence, this course aims to provide students with the opportunity to apply the knowledge and skills acquired in their courses to a specific problem. This allows students to extend their academic experience into areas of interest and work with new ideas. This also addresses the issues inherent in selecting a research problem and discusses the techniques and tools to be employed in completing a research project. This will also enable the students to prepare report writing and framing Research proposals.

This will give students knowledge, general competence, and analytical skills in Research Methodology. They can build their foundation for research in Business administration. It provides hands-on experience in carrying out research work on interdisciplinary topics, including management, economics, etc., and the process for publishing original work.

Course Content:

Unit I - Introduction to Research:

Fundamental of research, Scope of Research, Types of Research, Process of Research, Sources of research Problem, Qualities of good research problem, Identification of good problem, Scientific research characteristics and steps of scientific research, Scientific research problems

Unit II - Research Methods & Design:

Basic Principles; need for research Design; features of good design; essential concepts relating to research design**.** Traditional Methods like Historical, Institutional, and Legal. Modern Methods like surveys of Literature, Sampling

methods, Questionnaires, Schedules, Interview methods and Focus Group discussions. Observation Methods, Case Study Methods, Content Analysis, Statistical Methods, Experimental Methods, Brainstorming Techniques, etc.

Unit III: Tools & Techniques of Data Collection Analysis and Interpretations:

Meaning of Population and Sample; Sampling Methods- Random, Stratified, Purposive. Tool of Data Collection, Primary, Secondary and Tertiary Data, Schedule, Observation.Type of Data, Primary, Secondary and Tertiary Data, Tabulation of data, Data organisation in SPSS and Excel, Graphical representation of data. Analysis of Data, Measure of Central tendency, Standard Deviation & Standard error, Measure of variability, Correlation and its computation; ANOVA. Discussion and Interpretation of Results, Testing of Hypotheses, Logical and Statistical Techniques like chi Square test and Student t-test.

Unit IV: Reporting and Thesis Writing:

Type of report Technical Reports and thesis; Significance; Different steps in the preparation; Layout, structure and language of typical reports; Illustrations and tables; Bibliography, referencing and footnotes.Planning -Preparation - practice - Making Presentation; Use of visual aids; PowerPoint for effective Communication; Criteria for evaluating the research report.

Suggested readings:

1. Uwe Flick- Introducing Research Methodology
2. CR Kothari- Research Methodology Methods and Techniques
3. John W Cresswell: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches
4. Wayne C Booth: The Craft of Research
5. R Paneerselvam: Research Methodology
6. Ranjit Kumar: Research Methodology, a step-by-step guide for beginners.
7. Robert K Yin: Case Study Research: Design and Methods (Applied Social Research Methods)

Course outcomes:

At the end of the course, students will be able to

- Equip themselves with tools for data collection and analysis
- Understand research in-depth and acquire knowledge to undertake a research project independently.
- Equip themselves with ethical issues related to Research and Publication.
- Build a strong foundation for future research work systematically by applying notions of Research Methodology.
- Gain ability to apply knowledge of Business Administration to research in real-world issues

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GUIDELINES FOR DISSERTATION BACHELOR IN BUSINESS ADMINISTRATION (HONOURS)/ BACHELOR IN BUSINESS ADMINISTRATION (HONOURS AND RESEARCH)

All Students must carry out an independent research project in an area of their interest in Business Administration.

A dissertation is **a long-form piece of academic writing based on original research conducted by the student**. Hence, this course aims to provide students with the opportunity to apply the knowledge and skills acquired in their courses to a specific problem. This allows students to extend their academic experience into areas of interest and work with new ideas. This also addresses the issues inherent in selecting a research problem and discusses the techniques and tools to be employed in completing a research project. This will also enable the students to prepare report writing and framing Research proposals.
This will give students knowledge, general competence, and analytical skills in Research Methodology. They can build their foundation for research in Business administration. It provides hands-on experience in carrying out research work on interdisciplinary topics, including management, economics, etc., and the process for publishing original work.

Consequently, students are expected to produce quality research projects that:

- Addresses current problems of interest in the real world.
- Demonstrate a mastery of skills learnt during their study in the Institute.
- Demonstrates writing skills.

General Regulations

- The Project report should be submitted before the student sits for the final university examinations in semester VIII.
- The student shall work under the guidance of a project supervisor (s) appointed by the Institute's director.
- Once the students have completed the proposal and the supervisor has approved it, the proposal shall be defended in panels formed by the project coordinator on a day set aside by the Institute.
- The students should submit at least two copies of the proposal to the Project Coordinator at least two weeks before the final examination in semester VII.
- The students shall present a proposal at the panels and be awarded marks. They will also be given corrections, which they will work on and present to their supervisors for approval to continue with the project work.
- The student will then complete chapters 4 and 5 of the project.
- Once the student has completed the project and the supervisor has approved it, the project shall be submitted to the project coordinator, who will arrange for the

final defence and VIVA VOCE. The marks obtained will be added to the proposal defence marks and compiled.

- The students should then submit two copies of the project report to the Institute at least two weeks before the final examination in semester VIII.
  If the student is unsuccessful, the resubmission regulations will apply as stipulated in the academic policy.

2. Choosing a Project Title

- The project's title should be clear and specific to a real problem.
- Similar topics between students should be avoided.
- The project should be new and original, not replicating another person's work.
- At the proposal level, the appointed supervisor MUST approve the project title.
- The research committee must ratify all the topics.

3. Formatting Guidelines

- Font Size-12 in the body text, except for the topics and titles, which should be a font size of 14
- Font Type- Times New Roman
- Spacing- The project should be 1.5 lines spacing
- Highlighting- Topics and subtopics should be bolded and NOT be underlined
- Print Quality- The final document should be of good quality
- Margins- Margins of the report should be 1 inch on the top, bottom and right-hand side. The left-hand-side margin should be 1.25 inches to allow for binding.
- Tables- Larger tables may be typed in smaller font sizes (10-11) to maintain standard margins
- Numbers and Percentages-must do not begin with a sentence.
- Tables and Figures - There must be a finding and analysis section when presenting the table or figure. Avoid using 'table above, or table below.' Instead, indicate as 'Table 4.1 shows that ….'
- Final Binding - Presented as Hard Copy (Blue Color), preferably Xerox hardcover book binding.
- Pagination: Bottom of page and centred.

Evaluation will be done based on the dissertation completed, presentation of the proposal and Viva Voce.

DISSERTATION GUIDELINES FOR

BACHELORS IN BUSINESS ADMINISTRATION/BACHELORS IN BUSINESS ADMINISTRATION (HONOURS)/ BACHELOR'S IN BUSINESS ADMINISTRATION (HONOURS AND RESEARCH)

The title should be in upper case and Centered, and the font size should be 14

For Example

TOPIC- HOW DIGITAL TRANSFORMATION AFFECTS ORGANIZATIONAL CULTURE

Student Name
Supervisors Name

Class and Year
Designation

(In Upper Case)

(In Upper Case)

Research Project Submitted in Partial Fulfillment for the Degree of
Bachelor in Business Administration
from ---------- University

Month Year

DECLARATION - (Roman number- ii), (centre 14 font size)

a) A signed declaration by the candidate with the following statement
This project is my original work and has not been presented for a degree in any other University or for any other award

Students Name: _____

Sign_____Date _____

b) A signed declaration by the University Supervisor with the following statement.
c) I confirm that the candidate did the work reported in this project under my supervision.

Name:
Sign_____Date _____

DEDICATION - (Roman number- iii) (centre 14 font size)

A dedication statement not exceeding 50 words may follow the declaration, beginning on a separate page.

Dedication may be to a person or persons to whom they have special attachments. A simple statement
such as "to my father……. and my mother ……" and a reason for the dedication may be given.

ACKNOWLEDGEMENT - (Roman number- iv) (centre 14 font size)

Acknowledgement should be at most 250 words and follow the dedication beginning on a separate page.

An acknowledgement is an extension of appreciation for the contribution of others and assistance given during the entire research process. It recognises the person the writer is indebted to for guidance and help during the study.

ABSTRACT-(Roman v) (centre 14 font size)

An abstract of the research project not exceeding three hundred (600) words and beginning on anew page. It should be a one-paragraph continuous prose, single-spaced and on one page only.

The abstract should be one page single paragraphed and should contain

- The purpose and objectives of the study
- Significance of the study
- Methodology used
- Findings
- Recommendations

TABLE OF CONTENTS - (Roman vi) – (centre 14 font size)

LIST OF TABLES - (Roman vii) (centre 14 font size)

LIST OF FIGURES- (Roman viii) (centre 14 font size)

(All tables and figures must have a number and heading and follow APA style)

LIST OF ACRONYMS AND ABBREVIATIONS (Roman ix) (centre 14 font size)

DEFINITION OF KEY TERMS - (Roman x) (centre 14 font size)

The definition of terms must not be the dictionary meanings of the terms. Give the meaning of what wasused in that study.

Presentation

Term (Bolded) Meaning

MAIN DOCUMENT (Pagination of 1, 2, 3, 4, etc should begin in Chapter One)

1.0 CHAPTER ONE: INTRODUCTION

(Chapter Title - center 14 font size)

1.0 Introduction – Overview of chapter contents

1.1 Background of the Study

Give specifics of the problem rather than the history of the case. Give citations. Build a case for the study. Let there be authoritative sources/citations.

1.2 Problem Statement

Should it be a paragraph, and should it clearly show what the problem is? What the research seeks to solve. Give authoritative sources/citations on what has been done and what is missing.

1.3 Objectives of Study

1.3.1 General Objective

A statement giving the primary purpose/goal of the study.

1.3.2 Specific Objectives

- They should be SMART.
- They should be within the scope.
- There should be no objective to make recommendations – it's assumed to exist.

1.4 Research Questions

The research questions are based on the specific objectives.

- An introductory statement should be there.
- The number of research questions has to be the same as the objectives.
- The framing of questions should not attract a yes/no answer.

1.5 Significance of the Study

It should explain who benefits from the study and how. This section must be in the future tense.

1.6 Limitations of the Study

It should show the extent to which the study results can be generalised. The reasons given must be beyond the researcher's control. Stereotype limitations are not acceptable and should not be anticipated, e.g., time and money are not limitations.

1.7 Scope of the Study

It should include the concept, content, geographical, and time scope.

1.8 Organisation of the Study

Should include the structure of the study chapter by chapter

2.0 CHAPTER TWO: LITERATURE REVIEW

(Chapter Title - center 14 font size)

2.1 Introduction – Overview of chapter contents

2.2 Theoretical Literature of the Problem.

A theoretical framework consists of concepts, definitions, and existing theory/theories used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts relevant to the problem the project is solving.

2.3 Similar Projects

Your project is not unique. Discuss at least five similar projects/research works and show the research gap.

A review of project systems should be done for global and local projects.

` NB: Acknowledge the sources using APA

2.4 Critical Review and Research Gap Identification

You should identify the unique innovation of your project. This should clearly show the gap you are filling in the project. Otherwise, your project will be seen as plagiarised.

2.5 Summary

Highlight of the critical issues raised, facts- Reviewed issues that have been raised

3.0 CHAPTER THREE: METHODOLOGY

(Chapter Title - centre 14 font size)

3.0 Introduction – Overview of chapter contents

3.1 Project Design

This section should explain the details of the proposed project. How you will go about exploring your research question:

3.1.1 What requirements collection methods will you use (e.g. survey or focus group)?

3.1.2 What methods or tools of analysis will you use and why?

3.1.3 Expected results or outcomes.

The presentation of the proposal must include the above three references along with the questionnaire.

4.0 CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

(Chapter Title - center 14 font size)

4.1 Introduction – overview of chapter contents

4.2 Presentation of Findings. The findings should address each objective.

Objective 1

Objective 2, etc.

Check to ensure all the objectives are addressed.

5.0 CHAPTER FIVE: SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS

(Chapter Title - center 14 font size)

5.1 Introduction - overview of chapter contents
5.2 Summary of Findings Begin with general information
5.2.1 Objective one.
5.2.2 Objective two, etc.
5.3 Conclusions
Answers to the project objectives achieved.
5.4 Recommendations should be in line with the study area and the conclusions.
5.5 Suggestions for further study should be in line with or advised by the study processes.

6.0 REFERENCES

Use Reference – acknowledgement of works referred to or citations. American Psychological Association (APA) reference style should be used.

7.0 APPENDICES

A. Questionnaire
B. Response summary sheet
C. Any other evidence, such as pictures.

Annexure-8

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