

**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT  
(GITAM)**

(Deemed to be University, Estd. u/s 3 of UGC Act 1956)

**VISAKHAPATNAM \* HYDERABAD \* BENGALURU**

**Accredited by NAAC with **A+** Grade**



**REGULATIONS & SYLLABUS  
Of  
Master of Business Administration  
A Two Year Full Time –Semester Programme  
Program Code: PMGMT01  
(w.e.f. 2021-22 Admitted Batch)**

**[www.gim.gitam.edu](http://www.gim.gitam.edu)**

**2021**

# **GITAM SCHOOL OF BUSINESS**

## **Vision**

To become a global leader in Management Education.

## **Mission**

To impart comprehensive managerial knowledge, entrepreneurial skills and provide corporate exposure through contemporary curriculum.

## PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

The program aims at developing graduates who:

<b>PEO 1</b>	Are competent, creative, and highly valued professionals in industry, academia, or government.
<b>PEO 2</b>	Are flexible and adaptable in the workplace, possess the capacity to embrace new opportunities of emerging technologies, and embrace leadership and teamwork opportunities, all affording sustainable management careers.
<b>PEO 3</b>	Continue their professional development by obtaining advanced degrees in Management or other professional fields.
<b>PEO 4</b>	Act with global, ethical, societal, ecological, and commercial awareness expected of practicing management professionals.

## PROGRAM OUTCOMES (POs) AND PROGRAM SPECIFIC OUTCOMES (PSOs):

The program will enable the students to:

<b>PO 1</b>	Apply knowledge of management theories and practices to solve business problems.
<b>PO 2</b>	Foster analytical and critical thinking abilities for data based decision making.
<b>PO 3</b>	Ability to develop value-based leadership approach.
<b>PO 4</b>	Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.
<b>PO 5</b>	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

## PROGRAMME SPECIFIC OUTCOMES (PSOs)

After the culmination of the course students will be able to acquire:

<b>PSO1</b>	Design strategies for business development
<b>PSO2</b>	Recognize the professional ethical principles, responsibilities and commit to norms of ethical management practice

**Master of Business Administration**  
**REGULATIONS**  
**(w.e.f. 2021-22 admitted batch)**

### **1.0 ADMISSION**

Admission into MBA Program of GITAM (Deemed to be University) is governed by GITAM (Deemed to be University) admission regulations.

### **2.0 ELIGIBILITY CRITERIA**

Bachelor Degree or equivalent examination with 50% aggregate marks approved by GITAM University along with High score in CAT/XAT/MAT/GMAT/CMAT or High score in GIM Online Test (GOT).

### **3.0 CHOICE BASED CREDIT SYSTEM**

Choice Based Credit System (CBCS) is introduced with effect from the admitted Batch of 2015-16 based on UGC guidelines in order to promote:

- Student Centered Learning
- Cafeteria approach
- Students to learn courses of their choice
- Students to learn at their own pace
- Inter-disciplinary learning

Learning goals/ objectives and outcomes are specified to indicate as to what a student shall be able to do at the end of the program.

### **4.1 STRUCTURE OF THE PROGRAM**

The Program consists

**4.1.1** Foundation Courses (compulsory) are designed and offered to give general exposure to a student in the relevant subject area and to improve communication skill set.

**4.1.2** Core Courses (compulsory).

**4.1.3** Discipline centric electives which

1. are supportive to the discipline
2. give expanded scope of the subject Intra Departmental Electives
3. give inter disciplinary exposure
4. Nurture the student skills Inter Departmental Electives

**4.1.4** Open electives - which are of general nature and unrelated to the discipline to expose the student in areas such as general knowledge, personality development, economy, civil society, governance, etc.

Student has to choose ONE open elective courses, carrying **ONE** credit, from the options available during two years study period come under PCDs i.e. at any Semester during first year or second year course of study.

Credits will be shown in IV Semester only. The courses will be chosen from Moocs, Course era, GITAM (Deemed to be University) offered open electives, BSE., & NSE certification courses. Out of which two courses are to be selected by the student. In case of students who got placement can choose any course from Moocs, Course Era, BSE & NSE, UGC Swayam certificate courses.

If the open elective course chosen other than GITAM (Deemed to be University) offered open electives, the student has to submit course cleared document/proof to the Institute along with exam material. Upon on that a viva voce examination/presentation will be conducted for awarding

marks.

**4.4. CREDITS:** Each course is assigned a certain number of credits depending upon the number of contact hours (lectures & tutorials) per week.

In general, credits are assigned to the courses based on the following contact hours per week per trimester.

- One credit for each Lecture / Tutorial hour per week.
- One credit for two hours of practicals per week.
- Two credit for three (or more) hours of practicals per week.

#### Range of credits

Name of the course	Range of credits
Theory	2 to 6
Practical	2 to 3
Project Work	1 to 5
Professional Competency Development	1 or 2
Viva Voce	1 or 2
Seminar	1 or 2
Seminar	1 or 2

The curriculum of the Four Semester MBA program is designed to have a total of 248 credits. However, for the award of MBA degree, the students have to earn a minimum of 108 credits only as shown in Table –Program Structure

#### Preparatory (Bridge) Course:

Before the commencement of the program, the students will be sensitized on various topics that will make them confident to take up their relevant programs.

**Preparatory Courses (Bridge Courses) offered are given below.**

Sl. No.	Courses
1	Business, Government & Society
2	Economics
3	Perspectives on Entrepreneurship
4	Basic Mathematics & Statistics
5	Understanding Financial Statements
6	Basics of Finance
7	Academic Writing
8	Case Analysis
9	Presentations

**Note: The results of Preparatory (Bridge) Courses will not be reflected in the grade sheets.**

#### 5.0 MEDIUM OF INSTRUCTION

The medium of instruction (including examinations and project reports) shall be English.

## 6.0 REGISTRATION

Every student has to register himself/herself for each semester individually at the time specified by the Institute / University.

## 7.0 ATTENDANCE REQUIREMENTS

The student's minimum attendance requirement in any course is 65%, and the overall attendance of all the courses put together in any semester should be 75% or greater. The student will not be permitted to write the end semester examination for courses with less than 65% attendance. If the student fails to meet the minimum attendance requirement of 75% in the current semester, the student will be permitted to write only those subjects in which the student maintains 75% or above. The remaining subjects will get an 'R' grade.

### 7.1 Leave Policy

If the student's attendance is 75% and above, they will be allowed to write the end-semester examinations subject to satisfying the individual course attendance. However, the shortage of attendance may be exempted from 65% to 74% in the following cases

- (1) The student participating in co-curricular and extracurricular activities and representing the University, state or country.
- (2) Medical emergency: Whatever the circumstances, if the student's attendance drops to less than 65%, they will not be permitted to attend the end-semester examinations.

### 7.2 Representing the University/Country:

The Vice-Chancellor, on the recommendation of the Principal / Director of the Institute/School and remarks from the Director, Student life, GITAM may condone the shortage of attendance of the students on the grounds of participation in co-curricular and extracurricular activities representing the University or country.

## 8.0 EVALUATION

The assessment of the student's performance in each course shall be based on continuous evaluation **(CA) (50 Marks)** and Semester-end examination **(SEE) (50 Marks)**.

A student has to secure an aggregate of 40% in a course in the two components put together to be declared to have passed the course, subject to the condition that the candidate must have secured a minimum of **20 marks** (i.e. 40%) in the theory component at the semester-end examination.

The marks for each component of assessment are as shown in the following table:

### DETAILS OF ASSESSMENT PROCEDURE

S. No.	Component of assessment	Marks allotted	Type of assessment	Scheme of evaluation
1	Theory/Practical	50	Continuous Evaluation	<p><b>1. <u>Mid Semester examinations:</u></b></p> <p>Two mid examinations will be conducted for <b>20 marks each. Better of two</b> will be considered for final 20 marks. If the student is absent for one Mid exam, the marks secured in the other mid exam will be considered as final marks. <b>NO</b> more re-examinations will be conducted under any circumstances except exceptional cases as approved by the HOI.</p> <p><b>2. <u>Coursera course/on line Course – 10 marks</u></b></p> <p>Student need to complete respective subject wise Coursera course/ online course listed by GIM/GITAM through online and required to submit the course completion certificate. Up on which student need to give presentation/viva for awarding marks up to 10.</p> <p><b>2. <u>Class room Presentations/Seminars / Case analysis/workshop/training/Assignments/survey/ project work : 20 marks</u></b></p>
		50	Semester-end Examination (SEE)	<p>Fifty (50) marks for Semester End Examinations</p> <p><b>Note:</b> In respect of courses having practicals, theory examination shall be for thirty (30) marks and practical exam for twenty (20) marks.</p>
	<b>Total</b>	<b>100</b>		
2	Practical Course ITM	100	Continuous Evaluation	<p>i) Record: <b>10</b> marks</p> <p>ii) Three surprise subject related quizzes will be conducted out of which best two quizzes will be considered: Ten (<b>10</b>) marks.</p> <p>iii) Assignments / Lab Tasks / Written Test: <b>20</b> marks</p> <p>Lab Exam: Sixty (<b>60</b>) marks for two tests of 30 marks each (one at the mid-term and the other towards the end of the Semester) conducted by the concerned lab Teacher.</p> <p>i.</p>
3	Project work (6 weeks) at III Semester	100	Continuous Evaluation	<p>i. Project report carries 50 marks</p> <p>ii. Project viva voce carries 50 marks</p>
4.	Social Project II Semester PCD	50	Continuous Evaluation	<p>i. Project report carries 30 marks</p> <p>ii. Project viva voce carries 20 marks</p>

- *Class Attendance* - 100% Attendance is a reflection of one's commitment, discipline, time management that facilitates continuous learning.
- *Presentations/GDs* - This is designed to shed inhibitions of public-speaking, within a controlled class-room environment.



- *Case Analysis*- This is designed to improve analytical skills and proposal/ reflective writing skills.
- *Field Projects/surveys* - Application of theoretical knowledge to practical real- world problems, not only provides an end-solution, but reinforces confidence and zeal to take up bigger challenges. Field or industry projects help groom students to working environment.
- *Viva-voce* - This is designed to test comprehensive knowledge gained and articulation style.
- *Research Papers* - Research is the lifeblood of an educational institution, whose results contribute to the growth of the economy. Students are provided an opportunity to work with faculty in their desired discipline and generate research project/papers that can be published.
- *Workshops/Training* - 2 to 6 days workshops can be conducted as per the requirement of the Course
- *Computer application* - Usage of application or Developing a program, model, portal, application may be used for evaluation.

### 8.1 Semester End Examination:

Examinations are not the end, but a launching platform into brighter future. The knowledge gained during the Semester are tested through the Semester end-examinations. The duration of each Semester end-examination shall be for 3 hours as per existing rules.

Students are updated on the examination rules during admission and at regular intervals on university websites. Violation of norms regarding behaviour in the examination hall will attract severe penalty. Action, as per the University guidelines would be taken against students found copying in the examination halls.

Student shall not be absent for any of the end-term examinations conducted by the Institute. In case the student is absent, in exceptional cases on application, the Institute will decide the merits of the application on a case to case basis.

### 8.2 Duration and Pattern of Semester end Examination (Offline)

Duration of the Examination is 3 hours.

A. The following shall be the structure of question paper for courses with Case Studies

S.No.	Pattern	Marks
1.	Section A: Five one-page answer questions (Five out of Eight questions to be answered).	5 X 2 marks = 10 marks
2.	Section B : Five Essay type questions (either or choice Questions from each UNIT)	5 X 6 marks = 30 marks
3.	Section C : One Case let (not more than 200 words)	1X10 =10 marks
	<b>Total</b>	<b>50 marks</b>

A. The following shall be the structure of question paper for courses without Case Studies

S.No.	Pattern	Marks
1.	Section A: Five one-page answer questions (Five out of Eight questions to be answered).	5 X 2 marks = 10 marks
2.	Section B : Five Essay type questions (either or choice Questions from each UNIT)	5 X 8 marks = 40 marks
	<b>Total</b>	<b>50 marks</b>

B. The following shall be the structure of question paper for courses with numerical problems.

S.No.	Pattern	Marks
1.	Section A : Five questions ( both theory / problems) (Five out of Eight questions to be answered).	5X 4 marks = 20 marks
2.	Section B : Problems/Theory questions (Five out of Eight questions to be answered)	5 X 6 marks = 30 marks
	<b>Total</b>	<b>50 marks</b>

Note : If the end exams are on- line, the duration and pattern of examination will be decided by the University and will be communicated to the students.

### End Term Examination - General Marking Criteria

<b>Well Below Expectations</b>	<b>(0-20%)</b>	Little or no relevant material presented. Unclear or unsubstantiated arguments with very poor accuracy and understanding. Little evidence of achievement of the relevant stated learning outcomes of the course unit.
<b>Below Expectations</b>	<b>(20-40%)</b>	Reveals a weak understanding of fundamental concepts with no critical analysis. Produces answers which may contain factual and/or conceptual inadequacies. Provides poorly written answers that fail to address the question, or answers that are too brief to answer the question properly. Provides solutions to calculative questions that demonstrate inadequate analytical skills.
<b>Meets Expectations</b>	<b>(40-60%)</b>	Demonstrates good understanding of the material. Shows a basic knowledge of relevant literature but draws mainly on lecture material. Addresses the questions and demonstrates reasonable writing skills with some ability to structure the material logically. Provides solutions to calculative questions that demonstrate good analytical skills.
<b>Exceeds Expectations</b>	<b>(60-80%)</b>	Demonstrates an ability to integrate the concepts introduced and applies them to problems with some evidence of critical analysis. Shows evidence of reading beyond lecture notes that is appropriately analyzed and evaluated. Provides clear and competent answers to the questions, well written. Clearly presents solutions to calculative questions and demonstrates very good analytical skills.
<b>Well Above Expectations</b>	<b>(80-100%)</b>	Demonstrates the ability to evaluate concepts and assumptions critically and to thoughtfully apply concepts to problems. Demonstrates independent thinking and insight into theoretical issues. Shows evidence of extensive reading beyond the lecture notes and the ability to synthesize and integrate the relevant literature. Writes well and structures the response so as to provide a succinct, coherent and logical answer. Clearly presents solutions to calculative questions and demonstrates excellent analytical skills.

The assessments are designed with an objective to achieve the following outcomes:

<b>Transferable and Employability skills</b>	
1	Know how to use online learning resources: G-Learn, online journals, etc.
2	Communicate effectively using a range of media
3	Apply teamwork and leadership skills
4	Find, evaluate, synthesize & use information
5	Analyze real world situation critically
6	Reflect on their own professional development

7	Demonstrate professionalism & ethical awareness
8	Apply multidisciplinary approach to the context

## 9.0 VIVA-VOCE:

Year-end viva-voce will be arranged at the end of first year. The contents, marks and the composition of Board of each Viva-Voce shall be as follows. The Viva voce will be conducted on the course studied during the year carrying **100 marks**.

### ***Year end and Comprehensive Viva- voce examination Board will consist of:***

Class Coordinator /PGP Chair	- Convener
One senior Faculty from the Institute	- Member
Director/ or Nominee	- Member

### ***For summer Internship Project Viva /Internship Seminar/ Presentation/ :***

### ***The evaluation board will consist of:***

Director/or Nominee	- Member
Institute Project Guide	- Member
One External Professor/one Senior Executive from Industry	- Member
Class Coordinator /Programme Chair	- Convener

### ***Social Project Viva Board will consist of:***

Class Coordinator /PGP Chair	- Convener
One senior Faculty from the Institute	- Member
Institute Project Guide	- Member

## 10.0 EVALUATION GRIEVANCE REDRESSAL PROCEDURE

*(Subject to change from time to time)*

As per GITAM University Rules with effect from 2019 admitted batch, there is a double evaluation for End examination of all PG Courses.

A student who has secured "F" grade in project work report/viva voce shall have to improve his/her report and reappear for viva voce of project work at the time of special examination to be conducted in the summer vacation

### **11. Retotaling & Revaluation**

- 11.1. Retotaling of the theory answer script of the semester-end examination is permitted on request by the student by paying the prescribed fee within one week after the announcement of the results.
- 11.2. Revaluation of the theory answer scripts of the semester-end examination is permitted on request by the student in case of Single Valuation by paying the prescribed fee within one week after the announcement of the result.

### **11.3. Provision for Answer Book Verification & Challenge Evaluation:**

Suppose a student is not satisfied with his/her grade after revaluation. In that case, the student can apply for, answer book verification on payment of a prescribed fee for each course within one week after the announcement of revaluation results.

After verification, if a student is not satisfied with revaluation marks/grade awarded, he/she can apply

for challenge valuation within one week after the announcement of answer book verification result/ two weeks after the announcement of revaluation results, which will be valued by the two examiners i.e., one Internal and one External examiner in the presence of the student on payment of prescribed fee. The challenge valuation fee will be returned, if the student is succeeded in the appeal with a change for a better grade.

## 11. SUPPLEMENTARY EXAMINATION

The odd semester supplementary examinations will be conducted on daily basis after conducting regular even semester examinations in April/May.

The even semester supplementary examinations will be conducted on daily basis after conducting regular odd semester examinations during Oct/Nov.

A student who has completed his/her period of study and still has "F" grade in final semester courses is eligible to appear for Special Examination normally held during summer vacation.

## 12. Promotion to the Next Year of Study subject to review

- a. A student shall be promoted to the next academic year only if he/she completes the academic requirements of **60%** of the credits till the previous academic year.
- b. Whenever there is a change in syllabus or curriculum he/she has to continue the course with new regulations after detention as per the equivalency established by the BoS to continue his/her further studies.

## 13.0 BETTERMENT OF GRADES

Students who secured second class or pass who wish to improve their grades will be permitted to improve their grades at the end the program.

1. Students who have passed all the courses of a program within the stipulated period of study and who have obtained a Pass or Second Class only are eligible for Betterment of Grades.
2. Candidates who have already secured First Class or First Class with Distinction are not eligible for betterment of Grades.
3. Candidates who have completed the programme of study beyond the stipulated period of study i.e. through Special examinations or subsequently, are not eligible for betterment of Grades.
4. Betterment of Grades is permitted only through appearance of the theory examinations.
5. Betterment of Grades is permitted only once, at the end of the program of study, simultaneously along with Special examinations.
6. Candidates can appear for betterment at one course/subject per trimester, for the number of semesters they have studied. A fourth semester MBA student can appear for betterment in any **FOUR** courses/subjects. The rules & regulations framed by the University from time to time shall be applicable.
7. The better Grade secured either in the first or betterment appearance shall be considered as the final Grade.
8. New Grade Card/PC shall be issued to candidates who have improved their Grades/Class after submitting the old Grade Card/PC.
9. The date, month and year of the declaration of betterment result shall be printed on the Grade Card/PC
10. Betterment marks shall not be taken into consideration for award of ranks, prizes, and medals.
11. Candidates have to pay a betterment fee as prescribed by the University.

## 14.0 GRADING SYSTEM

Based on the student performance during a given semester, a final letter grade will be awarded at the end of the Semester in each course. The letter grades and the corresponding grade points are as given in Table 3.

**Table 3: Grades & Grade Points**

S.No.	Grade	Grade Points	Absolute Marks/Remarks
1.	O (Outstanding)	10	90 and above
2.	A+ (Excellent)	9	80-89
3.	A (Very Good)	8	70-79
4.	B+ (Good)	7	60-69
5.	B (Above Average)	6	50-59
6.	C (Average)	5	45-49
7.	P (Pass)	4	40-44
8.	F (Fail)	0	Less than 40 for Theory and Less than 50 for Practical/Project
9.	Ab (Absent)	NA	--

A student who earns a minimum of 4 grade points (P grade) in a course is declared to have successfully completed the course, and is deemed to have earned the credits assigned to that course, subject to securing a **GPA of 5 for a pass in the semester.**

This is applicable to both theory and practical papers. In the case of Project Report and Vice - Voce also, the minimum pass percentage shall be 40% only.

## 15.0 GRADE POINT AVERAGE

A Grade Point Average (GPA) for the semester/Semester will be calculated according to the formula:

**Cumulative Grade Point Average (CGPA):** It is calculated as:

$$\text{GPA} = \frac{\Sigma [ C * G ]}{\Sigma C}$$

where, C = number of credits for the course.  
G = grade points obtained by the student in the course.

Where 'm' is the number of courses graded to date

C = number of credits for the course,

G = grade points obtained by the student in the course.

GPA is awarded to those candidates who pass in all the subjects of the semester. To arrive at Cumulative Grade Point Average (CGPA), a similar formula is used considering the student's performance in all the courses taken, in all the semesters/trimesters up to the particular point of time.

CGPA required for classification of class after the successful completion of the program is shown in Table 4. **Table 4: CGPA required for award of Class**

Distinction	8.0*
First Class	6.5
Second Class	5.5
Pass	5.0

\* In addition to the required CGPA of 8.0, the student must have necessarily passed all the courses of every Semester in first attempt.

## 16.0 THE TWINING MBA PROGRAMME IN UNIVERSITY OF NEBRASKA (UNO), OMAHA, USA.

After fulfilling academic requirements of first year MBA at GIM, students of IMBA and MBA are eligible to study in UNO, the students would receive MBA from UNO. In this case the student has exit option at end of first year MBA and is only eligible to get marks statement for first year and not degree from GITAM University.

Twining MBA or MSIS programme in Central Michigan University (CMU), USA

After fulfilling the academic requirements of MBA first year at GIM, students of MBA with 4 year UG degree are eligible to study second year in CMU. After successful completion at CMU the student shall get MBA or MSIS from CMU. In this case the student has exit option at the end of first year MBA and is only eligible to get marks statement for first year and not degree from GITAM University.

Study abroad programme with University of Nebraska (UNO), Omaha, USA The students of BBA, IMBA or MBA can study their last trimester/ semester in UNO as part of student exchange programme. At the end of the programme, up on producing pass certificate equal number of UNO credits which otherwise earned in GIM, the student is eligible the award of degree from GITAM University.

## 17. ELIGIBILITY FOR AWARD OF MBA DEGREE

Programme of six-semester within two years. If due to some unavoidable circumstances that was not possible, a student may extend and complete the programme in not more than four years including study period. However such dispensation can only be approved by the Vice Chancellor, based on individual's application requesting dispensation and justifying the need.

A student shall be eligible for award of the MBA degree if they fulfill the following conditions.

- i) Registered and successfully completed all the courses and projects.
- ii) Successfully acquired the minimum required credits as specified in the curriculum within the stipulated time.
- iii) Has no dues to the Institute, Hostels, Libraries, NCC/NSS, etc. and, No disciplinary action is pending against them

## 18.0 PEDAGOGY

The class room pedagogy is customised by individual faculty to enhance the learning experience, which is dependent on the course and the degree of absorption by students. It has been proven that the degree of absorption is directly proportional to self-learning or preparedness before the classroom sessions and the interactions during the classes. Knowledge thus gained builds a strong long-lasting foundation. Typically class room pedagogy ranges from instructions, simulations, case discussions, role plays, etc. Simulations and case discussions are adopted extensively across the curriculum, to supplement class room instructions/lectures.

## Course structure

Name of the Course	No. of Courses	Total Credits	Percentage
a. Foundation/General Courses	8	26	23%
b. Core Courses	10	35	31%
c. Discipline Centric Electives	10	30	27%
d. skill based	12	18	16%
e. open elective/contemporary course	3	3	3%
	43	112	100%

## MBA PROGRAMME STRUCTURE

### Semester – I

S.No.	Code	Level of course	Title of Course	Theory	Practical	Credits	Internal Assessment Marks	External Assessment Marks	Total Marks
1.	MMB701	Foundation	Management Theory & Practice	3	-	3	50	50	100
2.	MMB703	Foundation	Business Environment	3	-	3	50	50	100
3.	MMB705	Foundation	Managerial Economics	3	-	3	50	50	100
4.	MMB707	Foundation	Organizational Behaviour	3	-	3	50	50	100
5.	MMB709	Foundation	Accounting for Managers	4	-	4	50	50	100
6.	MMB711	Foundation	Quantitative Techniques	4	-	4	50	50	100
7.	MMB713	Foundation	Business Laws	3		3	50	50	100
8.	MMB723	Foundation	Information System for Managers (100% Internal Assessment)	2	2	3	100		100
			Total	25	02	26	450	350	800

### Professional Competency Development

#### PCDs

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
1	MMB810	Value Based	Soft Skills		2	2	50		50	1
2	MMB806	Value Based	Venture Discovery		2	2	100		100	2
			Total		4	4	150		150	3

Key: T = Theory classes, P= Practical, SEE – Semester end evaluation, CA - Continuous assessment

**Social Project :** The Student has to do a Social Project during Second Semester Period, carrying 1 credit to be shown in the Second Semester under PCD. The student can study/analyze any social/contemporary issue in form of a survey and submit a Report. A Viva will be conducted on the Project for awarding marks up to 50.



## Semester-II

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
<b>Instructor Lead Courses</b>										
1	MMB702	Core	Operations Research	4		4	50	50	100	4
2	MMB704	Core	Financial Management	4		4	50	50	100	4
3	MMB706	Core	Business Research Methodology	3		3	50	50	100	3
4	MMB708	Core	Operations Management	4		4	50	50	100	4
5	MMB710	Core	Marketing Management	4		4	50	50	100	4
6	MMB712	Core	Human Resource Management	4		4	50	50	100	4
7	MMB714	Core	Organizational Communication	3		3	50	50	100	3
8	MMB716	Core	Innovation & Entrepreneurship	3		3	50	50	100	3
9	MMB792	Skill Based	Year End VIVA-VOCE				100		100	2
			<b>Total</b>	<b>29</b>		<b>29</b>	<b>500</b>	<b>400</b>	<b>900</b>	<b>31</b>

### Professional Competency Development

#### PCDs

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
<b>Instructor Lead Courses</b>										
1	MMB802	Skill Set	Current Business Affairs (CBA) – 1			<b>1</b>	50		50	<b>1</b>
2	HSMCH102	Value	Universal Human Values*			<b>1*</b>	50		50	<b>P/F</b>
3	MMB808	Skill Set	British English Course (BEC)			<b>1</b>	50		50	<b>1</b>
4	MMB820	Value Based	Social Project			<b>1</b>	50		50	<b>1</b>
			<b>Total</b>			<b>4</b>	<b>200</b>		<b>200</b>	<b>3</b>

**Key: T = Theory classes, P= Practical, SEE – Semester end evaluation, CA - Continuous assessment**

\*Indicates Non Credit Courses – Mandatory to complete and the student will be awarded Pass/Fail but will not be part of CGPA.

Credit Indicates the number of hours that requires to be allotted for the course.

Summer Internship to be done during summer vacation at end of first year for **6 weeks**, carrying 2 credits and 1 credit for Project Viva which will be conducted after successful completion of the project as per GIM regulations. Credits will be shown in III Semester only.

**SEMESTER – III**

S. No	Code	Level of the Course	Title of course	Theory/Project Report	Practical/Viva Voce	Credits	Internal Assessment Marks	External Assessment Marks	Total Marks
1	MMB801	Integrated	Strategic Management	3		3	50	50	100
2	MMB803	Integrated	Business Ethics & Corporate Governance	3		3	50	50	100
3		Elective	Elective – 1	3		3	50	50	100
4		Elective	Elective – 2	3		3	50	50	100
5		Elective	Elective – 3	3		3	50	50	100
6		Elective	Elective – 4	3		3	50	50	100
7		Elective	Elective – 5	3		3	50	50	100
8		Elective	Elective – 6	3		3	50	50	100
9	MMB891	Skill Based	Summer Internship & Viva-Voce			2+1	100		100
			<b>TOTAL CREDITS (excluding PCDs)</b>		1	27	500	400	900
1	MMB812	Skill Set	Current Business Affairs (CBA)-2			1	50		50
2	MMB814	University	Soft Skills 2			1	50		50
			<b>TOTAL CREDITS (including PCDs)</b>			29	600		1000

**LIST OF ELECTIVES IN SEMESTER III**

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
<b>Instructor Lead Courses</b>										
<b>Accounting and Finance</b>										
1.	MFI841	Elective	Financial Markets & Services	3		3	50	50	100	3
2.	MFI843	Elective	Security Analysis and Portfolio Management	3		3	50	50	100	3
3.	MFI845	Elective	Financial Statement Analysis	3		3	50	50	100	3
4.	MFI847	Elective	Fundamentals of Financial Services (CISI – 1)	3		3	50	50	100	3
5.	MFI849	Elective	Retail Bank Management	3		3	50	50	100	3
6.	MFI851	Elective	Securities Market Operations	3		3	50	50	100	3
<b>Marketing</b>										
7.	MMK841	Elective	Consumer Behaviour	3		3	50	50	100	3
8.	MMK843	Elective	Advertising & Brand Management	3		3	50	50	100	3
9.	MMK845	Elective	Sales & Distribution Management	3		3	50	50	100	3
10.	MMK847	Elective	Retail Management	3		3	50	50	100	3
11.	MMK849	Elective	Digital Marketing	3		3	50	50	100	3
12.	MMK846	Elective	Marketing Research	3		3	50	50	100	3

<b>Human Resource Management</b>										
13.	MHU841	Elective	Learning and Development	3	3	50	50	100	3	
14.	MHU843	Elective	Employee Welfare and Labour Administration	3	3	50	50	100	3	
15.	MHU845	Elective	Employment Laws -1	3	3	50	50	100	3	
16.	MHU847	Elective	Compensation Management	3	3	50	50	100	3	
17.	MHU849	Elective	Human Resource Value Proposition	3	3	50	50	100	3	
18.	MHU851	Elective	Performance Management	3	3	50	50	100	3	
<b>Operations &amp; Supply Chain Management</b>										
19.	MOP841	Elective	Production Planning and Control	3	3	50	50	100	3	
20.	MOP843	Elective	Supply Chain Management	3	3	50	50	100	3	
21.	MOP845	Elective	Project Management	3	3	50	50	100	3	
22.	MBI857	Elective	International Trade Logistics	3	3	50	50	100	3	
23.	HOM847	Elective	Service Operations Management	3	3	50	50	100	3	
24.	MOP847	Elective	Decision Modeling	3	3	50	50	100	3	
<b>Business Analytics (New Elective Basket)</b>										
25.	MAN841	Elective	Big Data Analytics	3	3	50	50	100	3	
26.	MAN843	Elective	AI & Machine Learning	3	3	50	50	100	3	
27.	MAN845	Elective	Marketing & Retail Analytics	3	3	50	50	100	3	
28.	MAN847	Elective	Data Analysis with R	3	3	50	50	100	3	
29.	MAN 849	Elective	Data Visualization (Tableau)	3	3	50	50	100	3	
30.	MAN 851	Elective	Data Analysis with SPSS	3	3	50	50	100	3	
31.	MBA842	Elective	Data Science with Python	3	3	50	50	100	3	
<b>International Business</b>										
32.	MBI841	Elective	EXIM Management*	3	3	50	50	100	3	
33.	MBI843	Elective	International Economics	3	3	50	50	100	3	
34.	MBI845	Elective	Geopolitical Environment & International Business	3	3	50	50	100	3	
35.	MBI847	Elective	International Marketing Management	3	3	50	50	100	3	
36.	MBI849	Elective	Cross Cultural Management	3	3	50	50	100	3	
37.	MBI857	Elective	International Trade Logistics (Logistics Elective)	3	3	50	50	100	3	
38.	MOP843	Elective	Supply Chain Management (Logistics Elective)	3	3	50	50	100	3	
39.	MBI861	Elective	Freight Forwarding and Custom Clearance (Logistics Elective)	3	3	50	50	100	3	
<b>Banking &amp; Financial Services</b>										
40.	MBI851	Elective	Financial Institutions & Markets	3	3	50	50	100	3	
41.	MBI853	Elective	Banking Theory & Practices	3	3	50	50	100	3	
50	MBI855	Elective	Forex Management & Derivatives	3	3	50	50	100	3	

**SEMESTER – IV**

S.No	Code No.	Level of the Course	Title of course	Theory /Project Report	Practical/Viva Voce	Credits	Internal Assessment Marks	External Assessment Marks	Total Marks
1		Elective	Elective – 1	3		3	50	50	100
2		Elective	Elective – 2	3		3	50	50	100
3		Elective	Elective – 3	3		3	50	50	100
4		Elective	Elective – 4	3		3	50	50	100
5	MOE802		<b>Open Elective</b>	1	1	1	50	-	50
6			Contemporary Course -1			1	50	-	50
7			Contemporary Course -2			1	50	-	50
8	MMB892	Skill Based	Comprehensive Viva			2	100	-	100
			<b>TOTAL CREDITS (excluding PCDs)</b>			<b>17</b>	<b>450</b>	<b>200</b>	<b>650</b>
9	MMB816	Skill Set	Business Simulations			2	50	-	50
10	MMB818	Skill Set	Club Activity			2*	50	-	P/F
11	MMB822	Skill Set	Spreadsheet Modelling	1	2	1	50	-	50
			<b>TOTAL CREDITS (including PCDs)</b>			<b>20</b>	<b>550</b>		<b>750</b>

**Total Credits without PCDs is 101.Total Credits With PCDs-112**

**Open Elective:** This is course that the student should select from the list of open electives offered by University. Student may also choose a course from BSE and NSE Certification courses or UGC Swayam/Moocs or Coursera courses with minimum of 4 weeks duration. However the students has to produce pass/course completion certificate for Viva voce for awarding marks.

PCDs out of 11 credits students must earn minimum 7 credits. But venture Development is a compulsory course.The curriculum of the Four Semester MBA program is designed to have a total of **112** credits. However for the award of MBA degree, the students has to earn a minimum of **108** credits including 7 PCDs.

**LIST OF ELECTIVES IN SEMESTER IV**

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
<b>Instructor Lead Courses</b>										
<b>Finance</b>										
1.	MFI842	Elective	Financial Risk Management	3		3	50	50	100	3
2.	MFI844	Elective	International Financial Management	3		3	50	50	100	3
3.	MFI846	Elective	Corporate Valuation	3		3	50	50	100	3
4.	MFI848	Elective	Financial Derivatives	3		3	50	50	100	3
5.	MFI850	Elective	International Introduction to Investment (CISI – 2)	3		3	50	50	100	3
6.	MFI852	Elective	Insurance Management	3		3	50	50	100	3

			<b>Marketing</b>							
7.	MMK842	Elective	Rural Marketing	3		3	50	50	100	3
8.	MMK844	Elective	Services Marketing	3		3	50	50	100	3
9.	MMK848	Elective	Customer Relationship Management	3		3	50	50	100	3
10.	MMK850	Elective	B2B Marketing	3		3	50	50	100	3
11.	MMK852	Elective	Global Marketing	3		3	50	50	100	3
12.	MMK854	Elective	Marketing Metrics	3		3	50	50	100	3
			<b>Human Resource Management</b>							
13.	MHU842	Elective	Employment Laws - II	3		3	50	50	100	3
14.	MHU844	Elective	Industrial Relations & Statutory Compliance and Drafting	3		3	50	50	100	3
15.	MHU846	Elective	Global Human Resource Management	3		3	50	50	100	3
16.	MHU848	Elective	Strategic Human Resource Management	3		3	50	50	100	3
17.	MHU850	Elective	HR & Technology	3		3	50	50	100	3
18.	MHU852	Elective	Change Management	3		3	50	50	100	3
			<b>Operations &amp; Supply Chain Management</b>							
19.	MOP842	Elective	Materials Management	3		3	50	50	100	3
20.	MOP844	Elective	Quality Management	3		3	50	50	100	3
21.	MOP846	Elective	Logistics Marketing	3		3	50	50	100	3
22.	MOP848	Elective	Strategic Logistics Management	3		3	50	50	100	3
23.	MOP 850	Elective	Port & Terminal Management	3		3	50	50	100	3
24.	MBI858	Elective	Global Sourcing	3		3	50	50	100	3
			<b>Business Analytics (New Electives)</b>							
25.	MAN 842	Elective	Web & Social Media Analytics	3		3	50	50	100	3
26.	MAN 844	Elective	Decision Science	3		3	50	50	100	3
27.	MAN 846	Elective	Data Analysis with Python	3		3	50	50	100	3
28.	MAN 848	Elective	Advanced Excel & Models	3		3	50	50	100	3
29.	MAN 850	Elective	Business Intelligence	3		3	50	50	100	3
30.	MAN 852	Elective	HR Analytics	3		3	50	50	100	3
			<b>International Business</b>							
31	MBI842	Elective	Managing Global Compliance in Exports	3		3	50	50	100	3
32	MBI844	Elective	Doing Business with Emerging Markets	3		3	50	50	100	3
33	MBI846	Elective	International Business Negotiations	3		3	50	50	100	3

34	MBI848	Elective	Sectoral and Cluster Strategies for International Business	3		3	50	50	100	3
35	MBI850	Elective	Multilateral Trade Institutions & India	3		3	50	50	100	3
36	MBI856	Elective	Port and Shipping Management (Logistics Elective)	3		3	50	50	100	3
37	MBI858	Elective	Global Sourcing (Logistics Elective)	3		3	50	50	100	3
			<b>Banking &amp; Financial Services</b>							
38	MBI852	Elective	International Commodity Management	3		3	50	50	100	3
39	MBI854	Elective	Risk Management in Banking	3		3	50	50	100	3
40	MBI860	Elective	International Trade Finance	3		3	50	50	100	3

### LIST OF PROFESSIONAL COMPETENCY DEVELOPMENT (PCDs)

S.No.	Code	Title of course	Level	Credits
SEM1	MMB806	Venture Development (Compulsory)	University	2
SEM1	MMB810	Soft Skills 1	University	1
SEM 2	MMB808	British English Course (BEC)	Skill Set	1
SEM 2	HSMCH102	Universal Human Values	Value	1*
SEM 2	MMB802	Current Business Affairs (CBA)-1	Skill Set	1
SEM 2	MMB820	Social Project	Value based	1
SEM 3	MMB812	Current Business Affairs (CBA)-2	Skill Set	1
SEM 3	MMB814	Soft Skills 2	University	1
SEM 4	MMB816	Business Simulations	Skill Set	2
SEM 4	MMB818	Club Activity	University	2*
SEM 4	MMB822	Spreadsheet Modelling	Skill Set	1
		Total		11

\*Non Credit Courses – Mandatory to complete and the student will be awarded **P/F** but will not be part of CGPA. Out of **11** credits the student has to **earn 7 credits**.

### LIST OF CONTEMPORARY COURSES (SEMESTER IV)

S. No.	Course Code	Course Type	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
1.	MCC801	Elective	CSR & Sustainable Development	2		2	50		50	2
2.	MCC802	Elective	Social Innovation	2		2	50		50	2
3.	MCC803	Elective	Behavioral Economics	2		2	50		50	2
4.	MCC804	Elective	Marketing Analytics	2		2	50		50	2
5.	MCC805	Elective	Technological Entrepreneurship	2		2	50		50	2
6.	MCC806	Elective	Alternative Investments	2		2	50		50	2
7.	MCC807	Elective	Financial Metrics	1	2	2	50		50	2
8.	MCC808	Elective	Sustainable Finance	2		2	50		50	2
9.	MCC809	Elective	Behavioral Finance	1	2	2	50		50	2
10.	MCC810	Elective	HR Metrics	2		2	50		50	2
11.	MCC811	Elective	Psychometrics	2		2	50		50	2
12.	MCC812	Elective	Personal Tax Planning	2		2	50		50	2

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### Course Articulation Matrix

Course Code	Title of Course	Sem	PO1	PO 2	PO 3	PO 4	PO5	PSO 1	PSO2
HRMG61	Management Theory & Practice	1	3	2	2	2	2	2	2
IENT611	Business Environment	1	1	2	1	3	2	1	3
IENT61	Managerial Economics	1	2	2	1	1	1	1	1
HRMG611	Organizational Behaviour	1	1	2	1	2	1	1	2
ACCN61	Accounting for Managers	1	1	1	1	1	1	1	2
OPTS61	Quantitative Techniques	1	3	3	1	1	2	1	2
HRMG621	Business Laws	1	1	1	2	2	1	1	1
OPTS611	Business Research Methodology	1	3	3	2	2	2	2	2
MMB721	IT for Management	1	2	3			3	1	2
OPTS61	Operations Research	2	2	3	1	1	1	1	2
FINA61	Financial Management	2	1	1	2	1	1	1	2
MKTG61	Marketing Management	2	2	2	1	1	1	3	1
OPTS621	Operations Management	2	2	1	1	1	1	1	2
HRMG631	Human Resource Management	2	1	2	1	2	1	1	2
HRMG641	Organizational Communication	2	3	1	1	3	2	1	2
IENT621	Innovation & Entrepreneurship	2	1	1	1	2	2	1	2
MKTG611	Services Management	2	3	2	1	2	1	2	2
BUAN611	Business Analytics	2	2	3			3	1	2
MKTG71	Strategic Management	3	3	2	2	1	2	3	3
FINA71	Financial Markets and Services	3	2	3		1		1	
FINA711	Security Analysis and Portfolio Management	3	2	3	1	1	1	1	1



FINA721	Retail Bank Management	3	3	1					
FINA731	Insurance Management	3	3	2	3	3	3	1	1
MKTG711	Consumer Behaviour	3	2	2	2	2	2	2	1
MKTG721	Sales and Distribution Management	3	3	2	1	1	2	3	2
MKTG731	Digital Marketing	3	3	3	1	1	1	2	3
MKTG741	Integrated Marketing Communication	3	2	1			1	1	1
HRMG71	Learning and Development	3	1	1			1	1	1
HRMG711	Employment Laws	3	2	2	2	2	1	1	2
HRMG721	Performance Management	3	1	1	1	1	1	1	1
HRMG731	HR Analytics	3	2	1	2	1	2	1	
OPTS71	Materials Management	3	1	1	1	1	2	2	2
OPTS711	Supply Chain Management	3	2	1	1	2	2	1	2
OPTS721	Project Management	3	2	1		1	1	2	2
OPTS731	Service Operations Management	3	2	2	1	1	1	3	3
BUAN71	Machine Learning	3	2	3			3	1	2
BUAN711	Data Science with R	3		2			2	2	3
BUAN721	Data Visualisation	3		2			2	2	3
BUAN731	Web Technologies for Data Analytics	3		2			2	2	3
FINA741	International Financial Management	4	2	2	1	1	1	1	1
FINA751	Financial Derivatives	4	3	2				3	2
FINA761	Financial Analytics	4	2	2	1	1	1	1	1
MKTG751	Product & Brand Management	4	3	3	1	1	2	3	2
MKTG761	B2B Marketing	4	3	2	1	2		2	2
MKTG771	Marketing Analytics	4	2	3		2	2	2	3
HRMG741	Compensation Management	4	3	3		3	2	2	1

HRMG751	Strategic Human Resource Management	4	1	2	1	1	1	1	1
HRMG761	Change Management	4	1		1	1	2	1	2
OPTS741	Supply Chain Analytics	4	2	1	1	2	2	1	2
OPTS751	Improving Business Process	4	2	2	1	2	3	2	2
OPTS761	Strategic Logistics Management	4	3	1		1		2	2
BUAN7041	DBMS and Data Warehousing	4		2			2	2	3
BUAN7051	Data Science with Python	4	1	3			3	1	2
BUAN7061	Big Data Analytics	4	2	3			3	1	2

## Semester - I

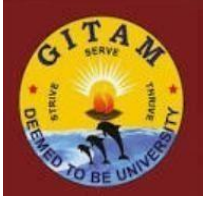
S.No.	Code	Level of course	Title of Course	Theory	Practical	Credits	Internal Assessment Marks	External Assessment Marks	Total Marks
1.	MMB701	Foundation	Management Theory & Practice	3	-	3	50	50	100
2.	MMB703	Foundation	Business Environment	3	-	3	50	50	100
3.	MMB705	Foundation	Managerial Economics	3	-	3	50	50	100
4.	MMB707	Foundation	Organizational Behaviour	3	-	3	50	50	100
5.	MMB709	Foundation	Accounting for Managers	4	-	4	50	50	100
6.	MMB711	Foundation	Quantitative Techniques	4	-	4	50	50	100
7.	MMB713	Foundation	Business Laws	3		3	50	50	100
8.	MMB723	Foundation	Information System for Managers (100% Internal Assessment)	2	2	3	100		100
			<b>Total</b>	<b>24</b>	02	<b>26</b>	450	350	800

### Professional Competency Development

#### PCDs

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
1	MMB802	Value Based	Soft Skills		2	2	50		50	1
2	MMB806	Value Based	Venture Discovery		2	2	100		100	2
			<b>Total</b>		2	4	150		150	3

**Key: T = Theory classes, P= Practical, SEE – Semester end evaluation, CA - Continuous assessment**

	<b>MMB 701</b>	<b>Management Theory and Practice</b>	L	T	P	J	S	C	
			3					3	
	Course Owner	Dept. of HRM	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				46		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

*This course provides the students with a foundational understanding of concepts and principles of management. This course explores the rich field of management in theory and practice and, as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.*

### Course Objectives

1. To demonstrate an understanding of current and relevant management knowledge.
2. To understand the evolution of management thought and its relevance in decision making.
3. To understand the importance of structure and types and organization in the field of Management.
4. To learn the principles, techniques, and concepts needed for managerial analysis and decision-making.
5. To describe the effective management of planning, organizing, influencing, and controlling related to the internal and external environment and ethics and social responsibility issues.

### UNIT – I Introduction to Management

**No of Hours: 10**

Nature, scope, purpose, importance, and functions of management; Management as an art, science, and profession. Managers at the workplace: Levels of management; Management functions, process, and roles; Management Vs. Administration.

Management history: Early management, Classical Approach - Scientific and General Administrative Theories, Behavioral approach, Quantitative approach, Contemporary approaches. Social Responsibility of Managers.

#### Learning Outcome:

After completion of this unit, the student will be able to

- Understand theoretical aspects, processes, and principles, the scope of management, and its application to modern management practice.
- Analyze how the field of management has evolved and its significant contributions.

**L2**

**L4 Pedagogy tools:** Blended learning, Caselet, self-reading, flipped classroom.

### UNIT - II Planning work activities

**No of Hours: 8**

Planning work activities: What is planning? Nature of planning, why do managers plan?

Type of goals and plans; Setting goals - Management by Objectives (MBO) and developing plans; Contemporary issues in planning; Planning process and premises.

The decision-making process, approaches to decision making, types of decisions, and decision-making conditions, decision-making biases, and errors, effective decision making for today's world.

#### Learning Outcome:

After completion of this unit, the student will be able to

- Analyze and apply planning function in modern organizational settings

**L4 Pedagogy tools:** Blended learning, Case let, self-reading, flipped classroom.

**UNIT – III      Designing Organizational Structure****No of Hours: 10**

Designing Organizational Structure: meaning of organizing, organization, and organizational design; Six elements of Organizational Design -Work specialization, Departmentalization, Chain of Command, Span of Control, Centralization and Decentralization, Formalization; Mechanistic and Organic structures; Types of Organizations: Traditional Organizational Designs - Simple, Functional, Divisional, Modern Organizational Designs - Team Structures, Matrix, and Project Structures, the Boundaryless Organization, Telecommuting, Compressed Workweeks, Flextime, and Job Sharing, the Contingent Workforce) Staffing: meaning, importance, and process.

**Learning Outcome:**

After completion of this unit, the student will be able to

- Learn how to design an organizational structure and its principles in modern organizational settings.

**L4 Pedagogy tools:** Blended learning, Case let, self-reading, flipped classroom.

**UNIT – IV      Directing****No of Hours: 10**

Directing: meaning, nature, scope, and importance of directing, Elements of Directing - Supervision, Motivation, Leadership, Communication.

Leadership: nature and significance; Leadership Vs. Management; Theories of leadership (Trait, Behavioral and Contingency approaches to leadership).

Leadership styles - Coercive, Authoritative, Affiliative, Democratic, Pacesetter, Coaching; Challenges of a leader, Sources of leader power, How can a Leader Build Trust, Coordination, and Cooperation.

**Learning Outcome:**

After completion of this unit, the student will be able to

- Analyze and evaluate the critical role of managers in modern organizational settings

**L5 Pedagogy tools:** Blended learning, Case let, self-reading, flipped classroom.

**UNIT – V      Controlling****No of Hours: 8**

Controlling: Meaning, Nature and Importance; The Control Process, and Techniques of Controlling, Controlling for Organizational Performance, Tools for Controlling Organizational Performance - Feedforward, Concurrent, Feedback Controls, Financial Controls, Information Controls, the Balanced Scorecard, Benchmarking.

**Learning Outcome:**

After completion of this unit, the student will be able to

- Illustrate and evaluate the importance and techniques of controlling organizational performance

**L5 Pedagogy tools:** Blended learning, Caselet, self-reading, flipped classroom.

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand theoretical aspects, process and principles, scope of management and its application to modern management practice.	A1, A2, A3, A4
CO2	Analyze how the field of management has evolved and its major contributions	A1
CO 3	Analyze and apply critical role of managers in modern organizational settings	A1, A2, A3, A4
CO 4	Illustrate and evaluate the importance of planning, organizing, directing and controlling in decision making	A3, A4

**Textbook(s):**

1. Robbins, S. P., & Coulter, M. (2018). Management 14e. Pearson India. Journal(s):
2. Journal of Management
3. Goleman, D. (2000). Leadership that gets results, Harvard business review, HBP.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	3	1	2	2	2	2	2
CO2	3	2	2	2	1	2	2
CO3	3	2	2	2	3	1	1
CO4	3	2	2	2	3	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :****ACADEMIC COUNCIL****SDG No. & Statement**

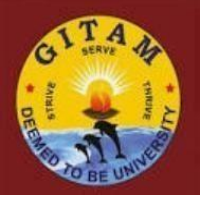
8

Decent Work and Economic Growth

**SDG Justification:**

Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work. This course will equip the student with all the knowledge and skill to design management in organizations.

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	<b>MMB 703</b>	<b>Business Environment</b>	L	T	P	J	S	C
			3					3
	Course Owner	Dept. of Entrepreneurship	Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		45			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

*Business environment in India is undergoing a dynamic change; what was looked upon as an under developed nation is now regarded as a potential economic power. With the Eruption of digitization and e-commerce, its service industry is providing multinational companies with unparalleled opportunities. With liberalization, privatization and further on globalization India's business world is occupying a place in almost all major sectors of the world economy. In this context, the nature and extent of the role of the state is undergoing fundamental changes with digitization and financial inclusion. In this dynamic and changing external environment of such gigantic dimensions, this course is aimed at sensitizing the students to value implications of environment on business, in general. The main drive of this course addresses social, structural changes, external environmental changes, planning and polices of the state, economic trends and balance of payments, information technology and its impact.*

#### Course Objectives :

The course intent to enable students to

1. Recognise and elaborate different facets of Business Environment in both Indian and International context
2. Interpret the business from the view of socio, cultural and technological environment.
3. Determine the economic and legal aspects of business and its implications on ethical way of doing business.
4. Summarize about the Indian Policy Environment and its importance in business environment.
5. Apply the knowledge to learn about the various foreign trade policies.

#### UNIT – I Introduction to Business Environment

**No of Hours : 09**

Introduction: The concept of Business Environment, significance, nature and scope. Environment Scanning- Interaction between micro environment and macro environment- SWOT analysis – macro environment – PESTEL Framework – Five Forces-Political Environment-Economic Environment- Social and Technological Environment –Legal Environment

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Describe the nature and scope of Business Environment L1
- Define Environmental Scanning L1
- Understand the SWOT Analysis PESTEL frame work L2
- Recognise micro and macro environmental factors L1

#### Pedagogy tools:

Blended Learning, Case Analysis, Situation Analysis, Group Discussion, Student Presentations, Video lectures.

#### UNIT – II Social and Technological E nvironment

**No of Hours:09**

Social and Technological E nvironment: Society and Business, Corporate Social Responsibility (CSR), Localization- Culture aspects –beliefs and values and its impact on business, Technological change, Technological factors in business, e-commerce and emerging technologies, mobile applications and smart cities

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand Social and Technological environment L2
- Recognize the importance of beliefs and values and its impact on business L3
- Analyse technological changes and its impact on business L4
- Describe Corporate social responsibility L1
- Analyse the role of e- commerce in business L4

**Pedagogy tools:**

Blended Learning, Case Analysis, Situation Analysis, Group Discussion, Research Project, Student Presentations, Video lectures.

**UNIT – III Economic and Legal Environment****No of Hours : 09**

Economic and Legal Environment: Philosophies of Capitalism, Socialism and Mixed Economy, Public Private Partnership, Industrial Corridors, Special Economic Zones (SEZs), Ease of Doing Business; salient features of Consumer Protection Act, 1986, Competition Commission of India (CCI), Foreign Exchange Management Act (FEMA) and National Company Law Tribunal (NCLT).

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand economic environment of business L1
- Describe Consumer Protection Act, 1986. L1
- Understand Competition Commission of India (CCI) L1
- Analyse the need for ease of doing business L4
- Understand Foreign Exchange Management Act (FEMA) L1

**Pedagogy tools:**

Blended Learning, Case Analysis, Situation Analysis, Group Discussion, Research Project, Student Presentations, Video lectures.

**UNIT – IV Indian Policy Environment****No of Hours : 09**

Indian Policy Environment: A brief review of industrial policies since independence, Industrial Policy of 1991, Economic Policy and latest trends, Fiscal Policy and Budget, Monetary and Credit Policy, Policy on FDIs and FIIs.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand Industrial policies since independence L1
- Analyse industrial policy of 1991 L4
- Analyse the importance of Fiscal policy and Budget L1
- Evaluate monetary and credit policy measures L4
- Analyse the role of FDIs and FIIs in India L4

**Pedagogy tools:**

Blended Learning, Case Analysis, Situation Analysis, Group Discussion, Research Project, Student Presentations, Video lectures.

**UNIT – V Indian Foreign Trade Policy****No of Hours : 09**

Indian Foreign Trade Policy: Bilateral and Multilateral Trade Agreements, Globalization and WTO- Trade Blocs, Balance of Payments (BOP), Exchange rate movements and its impact on BOP, International Disputes settlement mechanism- Dumping and Anti-dumping measures, TRIPS, TRIMS, EXIM Policy.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand Bilateral and Multilateral Trade Agreements L1
- Analyse the impact of Globalization on Indian Business L4
- Describe BOP and exchange rate movements L1
- Recognise the importance of international disputes settlement mechanism in business L3
- Differentiate TRIPS, TRIMS and EXIM Policy L1

**Pedagogy tools:**

Blended Learning, Case Analysis, Situation Analysis, Brainstorming, Group Discussion, Student Presentations.



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

	<b>COURSE OUTCOMES (CO)</b>	<b>Assessment</b>
CO1	Describe about the various business environmental factors, prepare PESTEL frame work by using SWOT analysis.	A1, A2, A3 & A4
CO2	Examine Business applications in the light of social and Technological factors.	A1, A2, A3 & A4
CO3	Relate business decisions to economic system and legal aspects.	A1, A3 & A4
CO4	Develop idea about various economic policies and its implication on business environment.	A1, A3 & A4
CO5	Evaluate business practices in the context of international trade environment	A2 ,A3 & A4

**Text Book:**

1. Pual, Justin, Business Environment Text and Cases, Tata McGrawHill, New Delhi

**Additional Reading and Reference Books:**

1. Cherunilam, Francis, "Business Environment, Text & Cases", Himalaya Publishing House, New Delhi, 2019
2. Aswathappa, K, "Essentials of Business Environment", Himalaya Publishing House, New Delhi.
3. Dutt, Ruddra and Sundaram, K.P.M., "Indian Economy", S. Chand & Co. Ltd., New Delhi.
4. Misra and Puri, Indian Economy, Himalaya Publishing House. New Delhi : 2019
5. Joshi & Kapoor, Business Environment, Kalyani Publishers, New Delhi, 2019
6. Worthington, Ian and Britton, Chris, "The Business Environment", Pearson Education Ltd, New Delhi, 2019
7. Fernando, A.C., Indian Economy, Pearson Education Ltd, New Delhi, 2019.
8. Dutt, Ruddra and Sundaram, K.P.M., "Indian Economy", S. Chand & Co. Ltd., New Delhi.
9. Misra and Puri, Indian Economy, Himalaya Publishing House. New Delhi : 2019

**Journals:**

1. Economic and Political Weekly, Sameeksha Trust, Mumbai
2. GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam.

Website(s):

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	1	2	1	3	2	1	3
<b>CO2</b>	1	2	3	3	0	0	3
<b>CO3</b>	1	2	1	3	0	1	3
<b>CO4</b>	1	1	0	3	0	1	3
<b>CO5</b>	1	1	0	3	0	1	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

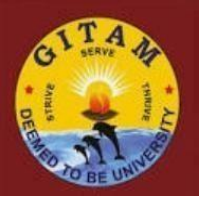
**SDG No. & Statement**

8

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

**SDG Justification:**

The completion of this course will trigger the thinking process among the students (managers or entrepreneurs) to work towards sustained economic growth and creation of employment and decent work for all.

	<b>MMB 705</b>	<b>Managerial Economics</b>	L	T	P	J	S	C	
			3					3	
	Course Owner	Dept. of Entrepreneurship	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				45		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

*In today's competitive business environment, effective managerial decision making requires use of economic concepts and tools. Business efficiency depends on minimization of cost and maximization of production which requires perfect understanding of the economic concepts like demand, supply, and production, cost and market conditions. Managerial economics uses economic concepts and principles by emphasizing on demand 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. Knowledge about those concepts is useful for timely business decisions.*

#### Course Objectives:

1. To comprehend the knowledge of key economic concepts which are used for effective business decision-making.
2. To make use of the conceptual knowledge of demand and supply in pricing decisions.
3. To combine the knowledge of costs and production to take efficient production decisions
4. To determine right output and price under different market structures both in private and public sectors.
5. To recognize the need for various government policies at macro economy level.

### Unit I Introduction to Managerial Economics No of Hours- 09

Managerial Economics – Nature, scope, Principles of managerial economics – opportunity cost principle, incremental principle, principle of time perspective, discounting principle, equi-marginal principle - Differences between managerial economics and micro economics - Importance and application of managerial economics concepts in business decision making.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Define various concepts of Managerial Economic. L1
- Describe the nature and scope of managerial economics. L2
- Understand the principles of managerial economics. L3
- Differentiate micro and macroeconomics. L4
- Design the process of managerial decision-making. L5

**Pedagogy tools:** Blended Learning, Case Analysis, Situation Analysis, Group Discussion, Research Project, Student Presentations, Video lectures

### Unit II Utility, Demand & Supply Analysis No of Hours- 09

Utility, Demand & Supply Analysis: Utility Concept, TU, MU and DMU. Determinants of demand, Types of demand –Law of Demand –Determinants of supply, law of supply - Market equilibrium - Price mechanism/Market mechanism with a graphical explanation. Elasticity of demand, types of elasticity, methods to measure elasticity –. Demand forecasting – Methods of demand forecasting -Qualitative Methods and - Quantitative methods.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Differentiate various concepts of utility L1
- Recognize various factors which influence demand and Supply L2
- Calculate various types of demand and supply elasticities L3
- Identify the equilibrium price conditions in a given market L4
- Compare and contrast various types of demand forecasting techniques L5

**Pedagogy tools:** Blended Learning, Case Analysis, Situation Analysis, Group Discussion, Research Project, Student Presentations, Video lectures

### Unit III Production and Cost Analysis

No of Hours.09

Production and Cost Analysis: Production function, Laws of Production - Short run production function - Iso-quants - Iso- cost line - producer's equilibrium, expansion path. Long run production function- Law of returns to scale. Cost - Cost concepts and classifications, Cost output relation - short run cost output relationship, long run cost output relationship, Learning curve. Economies of scale, dis-economies of scale and economies of scope.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the various production concepts L1
- Evaluate short run and long run production decisions L2
- Understand the various cost concepts L3
- Analyze the short run and long run cost output relations L4
- List out various economies and diseconomies of scale L5

**Pedagogy tools:** Blended Learning, Case Analysis, Situation Analysis, Group Discussion, Research Project, Student Presentations, Video lectures

### Unit IV Market Structure

No of Hours 09

Market Structure - Basis for classification of market power, kinds of competitive market, Effect of time on supply – Very short run supply curve, short run supply curve and long run supply curve. Price and output decisions in perfect competition. Price and output determination in monopoly market. Price and output determination in monopolistic market. Price and output determination in Oligopoly market. Market Failures – public goods, social goods, merit goods, administered prices (ceiling price and floor price) and Externalities – Positive and negative externalities. Fundamentals of Internalization of externalities.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Compare and contrast various types of market structures L1
- Analyse the price and output decisions under perfect competitive conditions L2
- Analyse the price and output decisions under imperfect competitive conditions L3
- Compare and contrast pricing decisions in the short run and long run L4
- Examine and analyse the conditions in which market fails L5

**Pedagogy tools:** Blended Learning, Case Analysis, Situation Analysis, Group Discussion, Research Project, Student Presentations, Video lectures

### Unit V Macroeconomics

No of Hours- 09

Macroeconomics - Macroeconomic indicators-GDP growth rate, consumer price index, interest rate, unemployment, foreign exchange rate, Balance of payments (BOP) - National Income-Concepts of national income (GDP, GNP, NDP, NNP, Personal Income, Personal Savings, Disposable personal Income, Discretionary income) - Methods of calculating national income – Product Method- Final good and Value added method, Income method, Expenditure Method and Social Accounting Matrix, GDP at Purchasing Power Parity (PPP) - Inflation- causes-demand pull and cost push inflation, measures to control inflation, business cycles -phases of business cycles and measures to control business cycles - Stabilization policies

– Monetary Policy and Fiscal Policy.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Differentiate various macroeconomic indicators L1
- Compare and contrast various methods of measuring national incomes L2
- Analyse the Various stages of business cycles and its remedial measures L3
- Recognize types of inflation and its corrective measures L4
- Evaluate monetary and fiscal policy measures L5

**Pedagogy tools:** Blended Learning, Case Analysis, Situation Analysis, Group Discussion, Research Project, Student Presentations, Video lectures

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Discuss the nature and scope of business economics concepts suitable to business problems	A1, A2, A4
CO2	Identify the differences between demand and supply conditions to balance the market forces through price mechanism and government interference	A1, A2, A3, A4
CO 3	Decide on suitable production quantities-based cost conditions to achieve economies of scale in long run business activities.	A2, A3, A4
CO 4	Assess the price and output decisions under various market structures in any form of business.	A2, A3, A4
CO 5	Evaluate the causes and effects of macroeconomic issues which effects business management decisions	A2, A3, A4

**Textbooks:**

1. Geetika, P.Ghosh, P.R.Choudhury, Managerial Economics, Mc Graw Hill Education Private Limited, New Delhi, 2018/Latest Edition.

**Additional Reading and Reference Books:**

1. Dominick Salvatore, Seventh Edition, Adapted Version, Oxford Publication, New Delhi, 2014/Latest Edition.
2. Dr.D.N.Dwivedi, Managerial Economics, Vikas Publishing House, New Delhi, 2015/Latest Edition.
3. Paul G. Keat, PhiliK. Y. Young, Sreejata Banerjee, "Managerial Economics", Pearson, New Delhi, 2012/Latest Edition.

**Journals:**

1. Economic and Political Weekly, Sameeksha Trust, Mumbai
2. GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam
3. Indian Journal of Economics, Academic Foundation, New Delhi
4. GITAM Journal of Management
5. E- Books and E-Journals

**Website(s):**

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	3	2	0	2	1	1	2
<b>CO2</b>	2	2	0	1	1	1	2
<b>CO3</b>	2	2	1	0	1	1	1
<b>CO4</b>	3	2	1	0	0	0	1
<b>CO5</b>	2	2	1	1	1	0	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**


**SDG No. & Statement**

12

Ensure sustainable consumption and production patterns.

**SDG Justification:**

Ensure sustainable consumption and production patterns. The use of services and related products, which respond to basic needs and bring a better quality of life while minimizing the use of natural resources and toxic materials as well as the emissions of waste and pollutants over the life cycle of the service or product so as not to jeopardize the need of future generations. (SCP, 1994)

	<b>MMB 707</b>	<b>Organizational Behaviour</b>	L	T	P	J	S	C	
			3					3	
	CourseOwner	Dept. of HRM	Syllabusversion				1.0		
	CoursePre-requisite(s)		Contacthours				46		
	CourseCo-requisite(s)		DateApproved						
	AlternateExposure								

*Practicing managers have long understood the importance of interpersonal skills to managerial effectiveness. Till about three decades ago, most business schools focused on the functional aspects of management – specifically finance, accounting, and quantitative techniques. Though Organizational Behaviour was a core course right from the inception of the MBA program, the focus was essentially on gaining a psychological understanding of human behavior, and not on acquiring usable skills. In the last two decades, academia has come to realize the importance of human behavior to managerial effectiveness. This course's essential focus is on gaining an in-depth understanding of the impact of the organization structure, organizational culture, and change on individual behavior at the workplace. Gaining an understanding and a perspective on these global implications should result in beneficial results in terms of managerial effectiveness and performance.*

#### **Course Objectives**

1. To Demonstrate the applicability of organizational behavior to understand the behavior of people in the organization.
2. To Demonstrate the applicability of analyzing the complexities associated with the management of individual behavior in the organization.
3. To Analyse the complexities associated with the management of group behavior (Group Dynamics) in the organization.
4. To Demonstrate how organizational behavior can integrate into understanding the motivation, Organisational culture, organizational change, and managing stress for creating positive work culture.

#### **UNIT - I Introduction**

**No of Hours: 9**

Interpersonal Skills in the Workplace - Manager's Functions, Roles & Skills - Effective versus Successful Managerial Activities  
 Definition of Organizational Behaviour - The Individual: Nature of Organizational Behaviour - Workforce Diversity - Biographical Characteristics - Ability – physical ability, intelligence. Attitude – Three Components of an Attitude - Major Job Attitudes - Job Satisfaction - Job Involvement - Psychological Empowerment - Organizational Commitment - Perceived Organizational Support - Employee Engagement.

#### **Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concept of organizational behavior L3
- Analyse the nature of Individual behavior in organizations L4
- Understand the concept of employee engagement L2

**Pedagogy tools:** Blended learning, Lectures, Case Discussions and Presentations, Self-Awareness Exercises & Group Activities

#### **UNIT - II Perception**

**No of Hours: 10**

Personality - Definition - Measurement - Determinants - Personality Traits - Myers-Briggs Type Indicator - Big Five Personality Model.

Perception - Factors of Perception - Attribution Theory - Perceptual Errors.

Motivation - Theories of Motivation – Maslow, Herzberg, Vroom, Goal-Setting Theory, And Equity Theory

Applications of Motivation - Job Characteristics Model - Job Rotation - Job Enlargement - Job Enrichment - Alternative Work Arrangements - Job Involvement Measures - Types of Variable Pay Programs - Flexible Benefits.

#### **Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concepts of Personality, perception, and motivation L2
- Apply various theories of motivation at workplace L4

**Pedagogy tools:** Blended learning, Lectures, Case Discussions and Presentations, Self-Awareness Exercises & Group Activities

#### **UNIT – III The Group**

**No of Hours: 9**

Nature of Groups - Types of Groups - Stages of Group Development - Group properties - Norms - Status - Group Size - Cohesiveness. Leadership – Trait Theories - Behavioural Theories - Fiedler Contingency Model - Transformational Leadership.

Conflict – Traditional versus Interactionist view of Conflict - Types of Conflict - Three Loci of Conflict - The Conflict Process

#### **Learning Outcomes:**

After completion of this unit, the student will be able to

- Demonstrate the elements of group behavior L3
- Understand the various theories of leadership L2
- Examine the process of conflict management L3

**Pedagogy tools:** Blended learning, Case, video lectures, self-reading

**UNIT – IV      The Organization System**

**No of Hours: 9**

Organizational Structure - Six Elements - Work Specialization - Departmentalization - Chain of Command - Span of Control - Centralization and Decentralization - Formalization - Bureaucracy - Matrix - Boundaryless Organization - Virtual Organization  
 Organizational Culture - Common Characteristics - Functional and Dysfunctional Aspects of Organizational Culture on People - Creating a culture - How employees learn the culture.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand and analyze the elements of organization structure L2
- Analyse the various aspects of organizational culture L4
- Demonstrate how employees learn organizational culture L3

**Pedagogy tools:** Blended learning, Lectures, Case Discussions and Presentations, Self-Awareness Exercises & Group Activities

**UNIT - V      Organizational Change**

**No of Hours: 9**

Organizational Change - Forces for change - Planned change - Unplanned Change - Sources of Resistance to change  
 Managing organizational change - Lewin’s Three-Step Model - Kotter’s Eight-Step Plan for Implementing Change - Action Research - Organization Development  
 Work stress and its management - Sources of Stress - Consequences of Stress - Individual and Organizational Approaches to Managing Stress

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Demonstrate change management L3
- Evaluate the various approaches to stress management in organizations L4

**Pedagogy tools:** Blended learning, Lectures, Case Discussions, and Presentations, Self-Awareness Exercises & Group Activities

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Demonstrate the applicability of the concept of organizational behavior to understand the behavior of people in the organization.	A1, A2
CO2	Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.	A1, A2, A3
CO3	Analyze the complexities associated with management of the group behavior (Group Dynamics) in the organization.	A2, A3
CO4	Demonstrate how the organizational behavior can integrate in understanding the motivation, Organisational culture, organizational change and managing stress for creating positive work culture.	A2, A3

**Textbook(s):**

Robbins, SP, Judge, T, & Vohra, N, “Organizational Behavior”, 19th Ed., Pearson Education, New Delhi, 2020

**Additional Reading**

**Reference Book(s):**

1. Sushma Khanna (editor), "Udai Pareek's Understanding Organizational Behaviour" 3rd Edition, Oxford University Press, 2013.
2. Nelson, Quick & Khandelwal, "ORGB – An Innovative Approach to Organizational Behaviour, A South Asian Perspective", CENGAGE Learning, New Delhi, 2013.
3. McShane & Von Glinow, "Organizational Behaviour" 4th Ed., McGraw Hill, New Delhi, 2012

**Journal(s):**

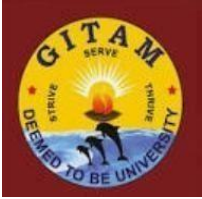
1. Vikalpa, Indian Institute of Management, Ahmedabad
2. Harvard Business Review, Harvard Business School Publication Co. USA
3. GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam

**Website(s):****CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	1	3	2	2	1	1	3
<b>CO2</b>	1	2	1	2	3	1	2
<b>CO3</b>	1	2	1	2	1	1	2
<b>CO4</b>	2	1	1	2	1	2	2
<b>CO5</b>	2	1	0	1	0	1	2
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							
<b>BOS :</b>				<b>ACADEMIC COUNCIL</b>			
<b>SDG No. &amp; Statement</b>		8					
Decent Work and Economic Growth							
<b>SDG Justification:</b>							
Promote sustained, inclusive economic growth; full and productive employment and decent work for all							

1-Low, 2- Medium and 3- High Correlation

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	<b>MMB 709</b>	<b>Accounting for Managers</b>	L	T	P	J	S	C	
			4					4	
	Course Owner	Dept. of Accounting	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

*In an economy, every manufacturing and trading entity inherently has financial transactions. These financial transactions are the accounting framework's backbone, which is as important as the technical or legal framework. Knowledge in Financial Accounting enables managers to understand and interpret financial reports essential for financial decision making and problem-solving. Cost Accounting is a branch of accounting designed to measure the economic resources used in producing goods or providing services. Cost and Management Accounting provides the fundamental rules and techniques governing accounting practices, effectively controlling and managing a business's expenses. A manager should be competent to understand the accounting framework to manage the business effectively.*

### Course Objectives

1. To know the accounting framework to prepare Final Accounts of trading concerns.
2. To analyze and interpret the accounting information of financial statements for decision making.
3. To understand the cost sheet preparation process and tracing of Activities for the cost object through Activity-Based Costing.
4. To value the concepts of marginal costing and its application in managerial decision making.
5. To develop the budgets and performance reports for planning and control purposes.

### UNIT – I Basics of Accounting

**No of Hours: 15**

Financial Accounting: Book-Keeping– Double Entry System –Accounting Concepts and Conventions. Accounting Equation – Preparation of Profit and Loss a/c and Balance Sheet using the accounting equation. Basics of IFRS.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- know the book-keeping and double entry system L1
- understand the accounting concepts and conventions L2
- prepare income and position statements L3
- know the basics of IFRS L1

**Pedagogy tools:** Blended learning, video lectures, self-reading and Coursera

### UNIT – II Financial Statement Analysis

**No of Hours: 15**

Financial Statement Analysis: Concept, objectives, and types. Ratio analysis – the study of liquidity, solvency, and profitability ratios. Funds Flow Analysis: Uses and preparation of funds flow statement. Cash Flow Analysis: Uses and preparation of cash flow statements.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- analyze and interpret the financial statements with ratio analysis L5
- prepare funds flow statement L3
- prepare cash flow statement and know its uses L3

**Pedagogy tools:** Blended learning, video lectures, self-reading

### UNIT – III Cost Accounting

**No of Hours: 10**

Cost Accounting: Elements of Cost – Types of Costs – Preparation of Cost Sheet – Special work orders. Activity-Based Costing (ABC): Concept of ABC – Categories in activity-based costing- allocation of overheads under ABC – Benefits and Limitations of Activity Based Costing.



**Learning Outcomes:**

After completion of this unit, the student will be able to

- know the types of costs L1
- prepare cost sheet and cost sheet for special work orders L3
- allocate overheads under Activity Based Costing L3

**Pedagogy tools:** Blended learning, video lectures, self-reading

**UNIT – IV Marginal Costing****No of Hours: 12**

Marginal Costing: Marginal Cost and Marginal Costing – Importance. Break-Even Analysis: Cost Volume Profit Relationship – Application of Marginal Costing Techniques – Fixing Selling Price, Make or Buy, Accepting a Foreign Order, and Deciding Sales Mix.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- understand the concept of Marginal costing L2
- use marginal costing techniques L3
- take decisions under marginal costing L5

**Pedagogy tools:** Blended learning, video lectures, self-reading

**UNIT – V Budgeting and Budgetary Control****No of Hours: 08**

Budgeting and Budgetary Control: Definitions of Budget, Budgeting, and Budgetary Control – Need for Budgetary Control – Types of budgets – Preparation of Production Budget, Sales Budget, Cash Budget, and Flexible Budget –Zero-based Budgeting.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- understand the concepts of budget and budgeting L2
- know the different types of budgets L1
- prepare and interpret all functional budgets L3
- understand the concept of zero-base budgeting L2

**Pedagogy tools:** Blended learning, video lectures, self-reading

**Course Outcomes**

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

CO	Course Outcomes	Assessment
CO 1	Apply accounting framework to prepare final accounts of trading concern.	A1, A4
CO 2	Analyze, interpret, and communicate the information contained in basic financial statements and explain such statements' limitations.	A1, A2, A3, A4
CO 3	Understand the method of preparing the cost sheet and tracing activities for the cost objects through activity-based costing.	A3, A4
CO 4	Value the concepts of marginal costing and its application in managerial decision making.	A2, A3, A4
CO 5	Prepare budgets and performance reports for planning and control purposes.	A2, A3, A4

**Textbook(s):**

1. Robert N. Anthony, David Hawkins, Kenneth A. Merchant, and Prakash Singh (2019). **Accounting: Texts and Cases.** McGraw Hill, 13<sup>th</sup> Ed.
2. S.N. Maheshwari, S.K. Maheshwari and CA S.K. Maheshwari (2016). **Accounting for Management.** Vikas Publishing House, 3<sup>rd</sup> Ed. Noida.

**Reference Book(s):**

1. Ambrish Gupta (2016). Financial Accounting for Management: An Analytical Perspective. Pearson Education, 5<sup>th</sup> Ed. New Delhi.
2. Paul M. Collier (2015). Accounting for Managers: Interpreting Accounting Information for Decision Making. Wiley Publishers, UK.

**Journal(s):**

1. Management Accounting Research, ISSN: 1044-5005
2. The Management Accountant Journal, ISSN: 09723528

**Website(s):**

1. <https://www.icai.org/>

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	2			3			
CO2	1	2		2		3	1
CO3						1	1
CO4		2	1		1		2
CO5	1		2		1		2

Note: 1 – Low Correlation 2 – Medium Correlation 3 – High Correlation

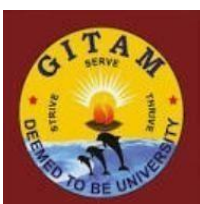
**APPROVED IN:****BOS :****ACADEMIC COUNCIL****SDG No. & Statement**

4

**SDG Justification:**

As the course is the foundation for understanding financial performance, the course introduces the topics with pedagogy that is designed to include all types of students. This will ensure that every learner achieves the desired outcomes and receives a quality education.

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	<b>MMB 711</b>	<b>Quantitative Techniques</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>	
			4					4	
	<b>Course owner</b>	Dept. of Operations	<b>Syllabus version</b>				1.0		
	<b>Course Pre-requisite(s)</b>	NIL	<b>Contact hours</b>				60		
	<b>Course Co-requisite(s)</b>	NIL	<b>Date Approved</b>						
	<b>Alternate Exposure</b>								

*This course deals with some basic mathematical and statistical concepts and methods common in business applications. The focus is on parametric techniques used to describe and compare samples and populations. The course discusses the importance of some bivariate and multivariate methods and their applications to the business world.*

#### Course Objectives:

1. To understand the role of mathematics in business applications
2. To understand the role of statistics in scientific investigation and decision making
3. To be equipped with a variety of techniques for analysing statistical data
4. To use Excel for basic data manipulation and simple statistical and graphical analysis.

#### UNIT - I Introduction to Basic Mathematics

**No of Hours: 10**

Linear Equations in two variables, Basics of Permutations, and combinations (non-reputation), Differentiation, Derivatives – First order and Second order Derivatives, Maxima & Minima, Integration, Business applications of Derivatives and Integration. (Note: Exclude Trigonometric and Logarithmic functions in derivatives and integration and chain rule in integration)

#### Learning Outcome:

After completion of this unit, the student will be able to

- Solve system of equations by substitution L3
- Determine the number of outcomes in a problem L2
- Analyse the properties of Calculus L4
- Apply various mathematical methods in business scenarios. L3

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

#### UNIT - II Measures of Central Tendency & Measures of Dispersion No of Hours: 13

Introduction, Merits, Demerits, Applications. Mean, Geometric Mean, Harmonic Mean, Weighted Mean, Combined Mean, Median, Mode, Standard Deviation, Coefficient of Variance, and Combined Standard Deviation for grouped and ungrouped data, Skewness and Kurtosis.

#### Learning Outcome:

After completion of this unit, the student will be able to

- Use several numerical methods belonging to measures of central tendency and measures of dispersion to describe the characteristics of a data set L4
- Provide the importance of the concept of variability L3
- Measure the spread or dispersion, understand, and identify its causes to provide a basis for action L3
- Develop the ability to interpret statistical analysis tools commonly used in the workplace L4

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

#### UNIT - III Correlation & Regression analysis

**No of Hours: 12**

Positive & Negative correlations, Karl Pearson correlation coefficient, Linear regression, Regression Coefficients & Properties, Linear regression model, simple linear regression, coefficient of determination, testing for significance, estimates through simple regression equation.

**Learning Outcome:**

After completion of this unit, the student will be able to

- Analyse how correlation analysis describes the degree to which two variables are linearly related to each other L4
- Understand the coefficient of determination as a measure of the strength of the relationship between two variables L2
- Evaluate how business decisions are made based on the specific relationship between two or more variables L5
- Provide a test of hypothesis to determine whether a linear relationship exists between the variables. L3

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

**UNIT - IV Forecasting****No of Hours: 12**

Introduction to Time Series Analysis, Cyclic Variation, Seasonal Variations, types of seasonal effects, smoothing Methods-moving averages, weighted moving averages, exponential smoothing, trend projections Linear Trend.

**Learning Outcome:**

After completion of this unit, the student will be able to

- Understand the four components of a time series L2
- Analyse why forecasting changes that take place over time are an important part of decision making L4
- Gain a general understanding of time-series forecasting techniques L2
- Evaluate different approaches to forecasting that can be applied in business L5
- Use regression-based techniques to estimate and forecast the trend in a time series L4

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

**UNIT - V Probability & probability Distributions****No of Hours: 13**

Probability concepts, axioms, Baye's theorem, Random Variables, Mathematical Expectation, Discrete Distributions-Binomial distribution and Poisson distribution, Continuous Distributions-Normal distribution.

**Learning Outcome:**

After completion of this unit, the student will be able to

- Understand fundamentals of probability and various probability rules that help them to measure uncertainty involving uncertainty L2
- Know the uses of each probability distribution and how to find its values L3
- Understand the limitations of each of the probability distributions L2
- Apply the concepts of probability distributions to real life problems L3

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Apply various mathematical methods in business scenarios.	A1
CO2	Develop the ability to interpret statistical analysis tools commonly used in the workplace.	A1, A2
CO 3	Use of Excel for basic data manipulation and simple statistical and graphical analysis.	A2, A3
CO 4	Perform a multiple regression and forecasting techniques using computer software.	A3
CO5	Understand the importance of various techniques for analyzing the statistical data.	A4

**Textbook(s):**

1. Statistics for Management, Levin et al., Pearson.

**Additional Reading and Reference Book(s):**

1. Business Statistics - A First Course, Levine, Krehbiel and Berenson, Pearson Education.
2. Business Statistics Using Excel, David and Pecar, OxfordUniv.Press.
3. Statistics for Business and Economics, Anderson et al., Thomson South Western pub.

**Journal(s):**

1. The Annals of Statistics, publisher Institute of Mathematical Statistics
2. Australian and New Zealand Journal of Statistics, Wiley-Blackwell Publishing


**Website(s)**

1. <https://sites.google.com/site/indianstatisticalassociation/Home>
2. <https://statsoc.org.au/>

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	3	3	2	1	1	1	2
<b>CO2</b>	3	3	1	2	2	1	2
<b>CO3</b>	3	3	1	2	2	1	2
<b>CO4</b>	3	3	1	1	2	1	2
<b>CO5</b>	3	3	1	1	2	1	2
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							
<b>BOS :</b>			<b>ACADEMIC COUNCIL</b>				
<b>SDG No. &amp; Statement</b>		8					
Decent Work and Economic Growth							
<b>SDG Justification:</b>							
Statement: The modules and topics mentioned in this course are designed to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all							

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	<b>MMB 713</b>	<b>Business Laws</b>	L	T	P	J	S	C	
			3					3	
	Course Owner	Dept. of HRM	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				48		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

*To promote the business, the government always updates the rules and regulations for companies from time to time as it helps the community to grow together. Accordingly, it is essential to know about modernized governmental policies and rules. Therefore, if any business wants to work without hurdles, an entrepreneur should be up to date with governmental laws. It is not uncommon for business management trainees to ignore the importance of learning about business law during their training. As a result, they enter the corporate world without having a thorough understanding of the various laws and the role of legal professionals in establishing and running a venture. However, being aware of the multiple laws that govern their experience can help these new entrepreneurs understand their organizations' legal needs.*

#### Course Objectives:

1. To understand the basic concepts of Contracts, Sale of goods, Agency, etc.
2. To acquaint with special legislation dealing with business transactions
3. To evaluate with special Case laws dealing with business transactions
4. To analyze the recent amendments dealing with business Legislation
5. To elucidate the process of formation and winding up of a company

#### Unit I Indian Contract Act 1872

**No. of Hours - 10**

Significance of Indian contract Act - Meaning of a Contract - Contract and Agreements - Essential Elements of a Valid Contract - Offer and Acceptance - Free Consent - Capacity of Parties to a Contract - Lawful Consideration - Types of Agreements - Types of Contracts - Breach of a Contract - Remedies - Discharge of a Contract - Quasi Contract

#### Learning Outcomes:

After completion of this unit, the student will be able to:

- Understand the meaning of Law and its significance. L1
- Classify the evolution of the Indian Contract Act 1872. L2
- Describe various essential elements of the Indian contract. L3
- Apply the contractual elements in Case Laws solutions. L4

**Pedagogy tools:** Blended learning, Case let, Video lectures, Guest lectures, Field Visits

#### Unit II Indian Sale of Goods Act 1930

**No. of Hours - 9**

Significance of Indian Sale of Goods Act 1930 - Sale and Agreement to a Sale - Contract of Sale - Goods - Ascertained and Identified Goods - Conditions and Warranties - Caveat Emptor Exemptions - Unpaid Seller - Rights and Remedies - Auction Sales - Transfer and Conditions to Transfer of Goods-Creation of Agency - Types of Agents - Rights and Duties of Principal - Agents - Rights of Third Parties against Agents - Termination of Agency - Partnership Act 1932-Meaning - Scope of Partnership - Registration of a Partnership - Kinds of Partners - Rights - Duties of Partners - Dissolution of Partnership.

#### Learning Outcomes:

After completion of this unit, the student will be able to:

- Define the concept of Sale and Executed sale L1
- Relate the importance of Sale with Ownership and Possession L2
- Describe various types and characteristics of the Indian Sale of Goods Act 1930 L3
- Analyse Unpaid seller rights and remedies L4

**Pedagogy tools:** Blended learning, Case let, Video lectures, Guest lectures, Field Visits

**Unit III Consumer Protection Act 1986 & 2019**

**No. of Hours - 10**

Consumer Protection Act 2019 - Consumer-Commercial Consumer - Basic Rights of Consumers - Consumer Redressal Forum - Complaints - Procedure of Complaints - Penalties - Latest Amendments

**Learning Outcomes:**

After completion of this unit, the student will be able to:

- Understand the concept of the significance of the Consumer Protection Act 1986 & 2019. L1
- Evaluate the need for consumer education and awareness. L3
- Analyse the Complaint Procedure and Remedies through Act. L4

**Pedagogy tools:** Blended learning, Case let, Video lectures, Guest lectures, Field Visits

**Unit IV Information Technology Act 2000**

**No. of Hours - 9**

Information Technology Act-2000 - Objectives and Salient Features of Act - Applicability of the Act - Offenses under the Act - Latest Amendments to Act

**Learning Outcomes:**

After completion of this unit, the student will be able to:

- Understand the Significance of Information Technology. L1
- Evaluate the role and components of the Information Technology Act 1930. L2
- Analyse the scope and issues under Information Technology Act. L3
- Analyse recent developments. L4

**Pedagogy tools:** Blended learning, Case lets, Video lectures, Guest lectures, Field Visits

**Unit V Indian Companies Act 1956 & 2013**

**No. of Hours - 10**

Company Law: Definition and kinds of companies - Formation and advantages of Incorporation of a Company - Memorandum of Association - Articles of Association - Prospectus - Types of Prospectus - Annual General Meeting - Statutory Meeting - Dissolution of a Company - Winding up of a Company.

**Learning Outcomes:**

After completion of this unit, the student will be able to:

- Understand the role and significance of Indian company Law. L1
- Evaluate the Statutory components of the company Law. L5
- Evaluate the stages and types of the Companies. L5
- Analyse the Incorporation and Doctrines under the Indian Company Law. L4

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Student will be able to understand the Business Related concepts, foundations etc.,	A1,A2&A4
CO2	Student will be able to understand Business Law interventions and its impact on Business.	A2,A3&A4
CO3	Students will be able to understand the role of Rules and Regulations framed under the Legal system to run business in judicious way.	A2,A3&A4
CO4	At the end student will be able to understand the purposes, relevance and value of specific Jurisdiction of Business Laws related with Contracts, Agency, Sales, Company etc.,	A3, A4
CO5	will be able to apply multidisciplinary approach of the case laws to the context	A3, A4

**Textbook:**

1. Avatar Singh, " Business Laws", Eastern Book Company, Lucknow,2014

**Additional Reading and References:**

1. Maheshwari & Maheshwari, "Business Laws", Himalaya Publishing Company, New Delhi,2013
2. Akhileshwar Pathak, "Legal Aspects of Business", Pearson, New Delhi, 2014

**Journals:**

1. Business Law Reports
2. Journal of Institute of Management Accountant

**Website(s):**

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	1	1	1	2	1	0	2
<b>CO2</b>	1	1	2	2	2	1	1
<b>CO3</b>	3	2	3	2	2	1	0
<b>CO4</b>	1	2	2	1	1	1	2

Note: 1 – Low Correlation 2 – Medium Correlation 3 – High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

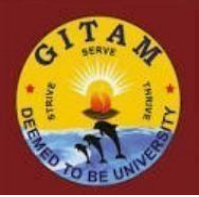
8

Decent Work and Economic Growth

**SDG Justification:**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



	<b>MMB 723</b>	<b>Information Systems for Managers</b>	L	T	P	J	S	C	
			2		2			3	
	Course Owner	Dept. of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)	Nil	Contact hours				45		
	Course Co-requisite(s)	Nil	Date Approved						
	Alternate Exposure								

*With information age, lots of data is generated by organization which becomes one of the important asset of any organization. Usage of information systems to carry on with the organization's task has become a norm. Information systems play a major role and is handy tool for a manager to make efficient decision making.*

**Course Objectives:**

Understand different types of information systems

1. Understand the importance of information system in an organization
2. Appreciate the role of information system in an organization and adopt the same in the business.
3. Perform basic operations in Excel

**UNIT - I                      Title: Introduction to Information System                      No of Hours: 9**

Need of Information in Managing Business; Evolution of Information Systems; Information and Control Systems; Classification of Information Systems; Business Process Design; Managing Information Systems

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the need of information in business L2
- Describe information and control system L2
- Understand Business Process Design L2
- Understand how to manage information systems L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - II                      Title: Types of Information Systems                      No of Hours: 9**

Introduction to Information Systems; Operations Support Systems; Management Support Systems; Other Types of Information Systems

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concept of information systems L2



**UNIT - V Title What if Analysis and Pivot Tables****No of Hours: 9**

Data Tables, Scenario Manager, Goal Seek, Pivot Tables and Pivot Charts

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Distinguish different programs under what-if analysis L2
- Apply data table for a given problem L5
- Apply scenario manager for a given problem L5
- Apply goal seek for a given problem L5
- Apply pivot tables and chart on a given problem L5

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Perform basic operations in MS Excel	A1
CO2	Use different built in functions in Excel	A1, A2
CO 3	Perform What-if analysis for a business situation	A1
CO 4	Write simple macros in VBA	A1, A2
CO5	Understand the importance of Business Analytics	A2

**Textbook(s):**

1. Kenneth C Laudon, Jane P Laudon, Management Information Systems, Pearson Education
2. Paul Mcfedris, Excel Data Analysis Visual Blueprint, Wiley

**Additional Reading****Reference Book(s):**

1. *Effy Oz, Management Information Systems, Cengage*

**Journal(s):**

- 1.

**Website(s):**

1. <https://archive.ics.uci.edu/ml/index.php>
2. <https://www.kaggle.com/>
3. <https://data.gov.in/>

**Practical Experiments**

Topics		Type(Experiment, Project, Exercise) Choose an item.													
Basic worksheet management		Programming Exercise													
Working with basic functions		Programming Exercise													
Working with Lookup functions		Programming Exercise													
Creating charts in Excel		Programming Exercise													
Working with What if Analysis		Programming Exercise													
Working with Pivot tables and charts		Programming Exercise													
Pedagogy tools:		Practical				NPTEL				Practical					
		Practical				Practical				Practical					
Components	Term End Examination	Internal Examination													
		1	2	3	4	5	6	7	8	9	10	11	12	13	
Marks															
Total Marks															
Text Books										Topics					
1: Paul Mcfedry, Excel Data Analysis Visual Blueprint, Wiley										All					

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	2	2	0	0	2	2	2
CO2	2	3	0	0	3	2	2
CO3	2	3	0	0	3	2	2
CO4	2	3	0	0	3	2	2
CO5	2	3	0	0	3	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

4

Quality Education

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity for all persons and promote learning opportunities at all times.

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## Semester-II

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
<b>Instructor Lead Courses</b>										
1	MMB702	Core	Operations Research	4		4	50	50	100	4
2	MMB704	Core	Financial Management	4		4	50	50	100	4
3	MMB706	Core	Business Research Methodology	3		3	50	50	100	3
4	MMB708	Core	Operations Management	4		4	50	50	100	4
5	MMB710	Core	Marketing Management	4		4	50	50	100	4
6	MMB712	Core	Human Resource Management	4		4	50	50	100	4
7	MMB714	Core	Organizational Communication	3		3	50	50	100	3
8	MMB716	Core	Innovation & Entrepreneurship	3		3	50	50	100	3
9	MMB792	Skill Based	Semester End VIVA-VOCE				100		100	2
			<b>Total</b>	<b>29</b>		<b>29</b>	<b>500</b>	<b>400</b>	<b>900</b>	<b>31</b>


### Professional Competency Development

#### PCDs

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
<b>Instructor Lead Courses</b>										
1	MMB802	Skill Set	CBA 1			1	50		50	1
2	HSMC (H-102)	Value	Universal Human Values			1*	50		50	P/F
3	MMB808	Skill Set	British English Course (BEC)			1	50		50	1
4	MMB820	Value based	Social Project			1	50		50	1
			<b>Total</b>			<b>4</b>	<b>200</b>		<b>200</b>	<b>3</b>

**Key: T = Theory classes, P= Practical, SEE – Semester end evaluation, CA - Continuous assessment**

- Indicates Non Credit Courses – Mandatory to complete and the student will be awarded Pass/Fail but will not be part of CGPA.
- Credit Indicates the number of hours that requires to be allotted for the course.

	<b>MMB 702</b>	<b>Operations Research</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>	
			4					4	
	<b>Course owner</b>	Dept. of Operations	<b>Syllabus version</b>				1.0		
	<b>Course Pre-requisite(s)</b>	NIL	<b>Contact hours</b>				60		
	<b>Course Co-requisite(s)</b>	NIL	<b>Date Approved</b>						
<b>Alternate Exposure</b>									

*This course will introduce you to some deterministic and probabilistic models in Operations Research. The course will focus on mathematical modelling and strong emphasis will be given to model formulation. The deterministic models include linear programming problems, transportation problems and Assignment's problems whereas Game theory, Simulation and Network models are covered in probabilistic models.*

**Course Objectives:**

1. To familiarize students with the basic concepts, models and principles of the operations research theory.
2. To develop skills in formulating and structuring decision-making problems as mathematical models.
3. To understand the use of software for obtaining solutions of the models formulated and interpretation of results for better decision making.
4. To use Excel-Solver software to solve the proposed models.

**UNIT - I Introduction of Operation Research**

**No of Hours : 8**

History and evolution, nature, characteristics, scope, and role of Operations Research in decision making. Management applications of Operations Research. Introduction to Model Building.

**Learning Outcome:**

After completion of this unit, the student will be able to

- Recall the historical development of operations research L1
- Explain the nature and characteristic features of operations research L2
- Identify the elements of a decision and various decision-making situations L4
- Apply various models for solving a problem under consideration L3

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

**UNIT - II Linear Programming**

**No of Hours : 14**

Basic concepts of Linear Programming, formulation of a Linear Programming, solution by graphical method, simplex method by maximization case, minimization case (Big-M method), sensitive analysis and duality. Analyzing the solutions through Excel-SOLVER.

**Learning Outcome:**

After completion of this unit, the student will be able to

- Define linear programming and its applications L2
- Know the components and formulation of linear programming problem (LPP) L2
- Express the general mathematical model of LPP L3
- Identify Simplex method and conditions for its application L3
- Construct the dual to a given LPP L4
- Illustrate sensitivity analysis L2

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

### UNIT - III      **Transportation & Assignment Problems**

**No of Hours : 13**

Transportation Problems - Introduction, Basic feasible solutions by various methods: North-West, least Cost and Vogel's Approximation. Test for Optimality using MODI method. Assignment Problems – Introduction, Solution using Hungarian method.

#### **Learning Outcome:**

After completion of this unit, the student will be able to

- Identify transportation and assignment problem L2
- Solve initial feasible solution for transportation problems using several methods and optimal solution using MODI method L4
- Determine how to solve assignment problems using Hungarian method L5
- Handle unbalanced transportation and assignment problems L5

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

### UNIT - IV      **Game Theory and Simulation**

**No of Hours : 13**

Game theory: Introduction, Two Person Zero Sum Games, Pure Strategies, Dominance Principle, Graphical; Simulation: introduction, types of simulation, generation of random numbers, Monte Carlo Simulation, and waiting lines.

#### **Learning Outcome:**

After completion of this unit, the student will be able to

- Know the commonly observed game models and understand simulation L2
- Understand the principles of two-person zero-sum games L2
- Determine solution to a two-person zero-sum game with no saddle point L4
- Discuss the simulation of a queuing system L4

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

### UNIT - V      **Network Scheduling by PERT / CPM**

**No of Hours : 12**

Introduction, network and basic components, logical sequencing, rules of network construction, Critical Path Analysis, probability considerations in PERT, distinction between PERT and CPM.

#### **Learning Outcome:**

After completion of this unit, the student will be able to

- Know the use of the techniques of PERT and CPM in project management L2
- Understand the concept of project network L2
- Know the basic difference between PERT and CPM network techniques L5
- Explain the rules of network construction L2
- Construct network diagrams with single and three time estimates of activities involved in a project L4

**Pedagogy tools:** Blended learning, self-reading, flipped classroom

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Identify the roles and responsibilities of operations managers in different organizational contexts	A1, A3
CO2	Identify and formulate operations research models that represent real world problems	A1, A4
CO3	Understand the mathematical tools that are needed to solve decision making problems	A1, A2, A3
CO4	Use Excel-Solver software to solve the proposed models.	A3
CO5	Develop reports that describes the model and the solving technique, analyze the results and propose recommendations to the decision-making processes	A3, A4

**Textbook(s):**

1. Quantitative Techniques in management (5e) – N D Vohra, TMH.

**Additional Reading**

**Reference Book(s):**

1. Introduction to Operations Research- Hillier, F. S. and Lieberman, G. J. (8th ed.), New York: McGraw-Hill.
2. Quantitative Techniques for Managerial Decisions- Sharma, McMillan.
3. Operations Research: An introduction-Taha, H., Pearson Education.
4. Introduction to Management Science – Anderson, Sweeney & Williams.
5. Quantitative methods for Business, Anderson et. al. 12e, Cengage
6. Operations Research Theory and Applications – J K Sharma.

**Journal(s):**

1. Mathematics of Operations Research, Publisher INFORMS
2. Operations Research, Publisher, Publisher INFORMS

**Website(s)**

1. <https://www.theorsociety.com/>
2. <https://www.informs.org/>

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	2	2	1	1	1	1	2
<b>CO2</b>	3	3	2	2	1	1	2
<b>CO3</b>	2	3	1	1	1	1	2
<b>CO4</b>	2	3	1	1	2	1	2
<b>CO5</b>	3	3	2	1	1	1	2



Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**


**ACADEMIC COUNCIL**

**SDG No. & Statement**

8

**SDG Justification:**

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	<b>MMB 704</b>	<b>Financial Management</b>	L	T	P	J	S	C	
			4					4	
	Course Owner	Dept of Finance	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

*This course is designed to provide fundamental knowledge on financial management. The course will introduce learners to - planning and acquisition of funds; effective utilization and allocation of the funds received or acquired; and distribution of profits in a business.*

**Course Objectives:**

1. To introduce time value of money and risk return trade off.
2. To familiarize students with assumptions and concepts underlying the decision making.
3. To impart knowledge on capital structure, capital budgeting, working capital and dividend decisions.
4. To impart critical thinking skills in the area of capital budgeting and capital structure

**UNIT - I Title: Introduction to Financial Management**

**No of Hours : 10**

Nature, Scope, Goals and organization of finance function -The finance function and its interlinkages with other functional areas of management -Finance Vs Accounting, Corporate Finance Vs Financial Management - Time value of money – PV and FV in case of lumpsum, Annuities and Uneven Cashflows- Introduction to measurement of Risk and Return. (Numerical Problems)

**Learning Outcomes:**

After completion of this unit, the student will be able to:

- Solve problems on future value of money in the context of personal finance L  
3
- Solve problems on present value of money in the context of personal finance including calculation EMIs. L  
3
- Comprehend the linkage of finance function with other functions L  
2
- Discuss the risk and return in the context of personal investment decision L  
2

**Pedagogy tools:** Blended learning, Case let, video lectures, self reading

**UNIT - II Title: Cost of Capital and Capital Structure**

**No of Hours :13**

Cost of Capital and Capital Structure (Financing Decision): Sources of Finance for Business –Classification of markets- Concept of Cost of Capital –Cost of equity, debt and WACC- Theories of Capital Structure – Factors affecting Capital Structure Decision- Introduction to leverage- Types of leverages and Measurement. (N.P)

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Solve for Cost of Equity, Debt and Preference capital L3
- Propose the capital structure alternative using 1) EBIT and EPS approach 2) WACC L5
- Comprehend the theories of capital structure L2
- Analyze operating, financial, and combined leverages for decision making L4
- Identify the sources of Long term and Short term finance L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III****Title : Investment Decision****No of Hours :14**

Investment Decisions (CAPEX): Phases of Capital Expenditure Decisions, Capital Budgeting Process - Estimating cash flows for capital budgeting - Capital Budgeting Techniques for decisions making – Introduction to Risk Adjusted Capital Budgeting Techniques ( N.P)

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Analyze using capital budgeting techniques for decision making L4
- Estimate cashflows for capital budgeting decisions L3
- Comprehend the phases in capital expenditure decisions L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - IV****Title: Working Capital Management****No of Hours:13**

Working Capital Management: Meaning of Working capital – Factors influencing working capital – Estimating working capital requirement- Managing various components of Working Capital: Cash and Marketable securities management; Accounts Receivable and inventory management- EOQ- Reorder levels – Inventory cycle - Operating cycle – Cash Conversion cycle – Sources of financing working capital (N.P)

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Estimate working capital requirement L3
- Prepare Cash Budgets L5
- Propose a credit policy using the accounts receivable information L5
- Solve for Operating cycle, Cash Conversion Cycle L3
- Understand the factors influencing working capital management L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - V****Title: Dividend Decision****No of Hours:10**

Dividend Decisions: Factors influencing dividend decisions-Classification of dividends – Theories of Dividend –Walters and Gordon Model- MM Model.(N.P)

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Comprehend factors influencing dividend decisions L2
- Understand the classification of dividend and their influence on EPS L2
- Illustrate the use of Gordon and Walters Model for dividend decision L3
- Distinguish the assumptions of relevance and irrelevance approach L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**Textbook(s):**

1. I.M. Pandey, Financial Management, Vikas Publication House, New Delhi
2. James C Van Horne and Sanjay Dhamija, Financial Management and Policy, 12th Edition, Pearson Publications
3. Richard A Brealey, Stewart C Myers, Franklin Allen and Pitabas Mohanty, Principles of Corporate Finance, Tata McGraw Hill, New Delhi

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understanding of terminologies and concepts of financial management	A1,A3
CO2	Apply measures of cost of capital/ solve problems on time value of money	A2
CO 3	Analyze information and construct a statement of cashflows in capital budgeting, estimate WACC, estimate Working Capital Requirement	A3,A4
CO 4	Make use of dividend models, capital structure theories for decision making	A3,A4
CO 5	Evaluate alternative capital budgeting techniques for decision making	A3, A4

#### **Additional Reading**

##### **Reference Book(s): (All latest editions preferable)**

1. Jonathan Berk, Peter DeMarzo, and Ashok Thampi, Financial Management, Pearson Education in South Asia,
2. Prasanna Chandra, Financial Management Theory and Practice, Tata Mcgraw Hill Publishing Company Ltd., New Delhi.
3. Damodaran, Corporate Finance Theory and Practice, John Wiley & Sons
4. Rajiv Srivastava and Anil Misra, Financial Management, Oxford University Press
5. James C Van Horne, and John M. Wachowicz, Fundamentals of Financial Management, PHI
6. Financial Management, M Y Khan and P K Jain (8th ed.) McGraw Hill

##### **Journal(s):**

1. Indian Journal of finance
2. Journal of finance
3. The Review of Financial Studies

##### **Websites:**

1. <https://ocw.mit.edu/courses/sloan-school-of-management>
2. [Corporate Finance - Course \(nptel.ac.in\)](https://www.nptel.ac.in/courses/106/10601)

#### **CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	1	0	0	0	0	1	0
<b>CO2</b>	0	1	0	3	0	0	2
<b>CO3</b>	0	0	2	1	0	1	0
<b>CO4</b>	0	3	0	0	1	0	2
<b>CO5</b>	3	2	0	2	1	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

<b>BOS :</b>		<b>ACADEMIC COUNCIL</b>	NA
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<b>SDG No. &amp; Statement</b>	8		
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Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**SDG Justification:**

Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity, and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services. Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all.

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	<b>MMB 706</b>	<b>Business Research Methodology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>	
			<b>3</b>					<b>3</b>	
	<b>Course owner</b>	<b>Dept of Operations</b>	Syllabus version				1.0		
	<b>Course Pre-requisite(s)</b>	NIL	Contact hours				47		
	Course Co-requisite(s)	NIL	Date Approved						
	Alternate Exposure								

*Research methodology is the systematic and scientific method of how to review and research a topic. It starts with identification of the problem and continues with sample design, data collection, analysis and report. It is extensively used to find a solution to a problem and enhance knowledge. Continuous growth is one of the key challenges for business, which needs innovative ideas and solutions to stagnation in growth. Research is a valuable tool for businesses to identify potential avenues for growth and solutions to problems. Understanding the methodology to be adopted when researching is, therefore, very crucial for businesses.*

#### Course Outcomes:

To understand the formulation of research problem and hypotheses

1. To learn critical analysis, problem solving and research skills
2. To enable students to understand the rationale for using a particular qualitative and quantitative research method
3. To enable students to understand various methods to select appropriate research designs and methods to investigate their chosen research problems

#### UNIT - I Introduction to Research Methodology

**No of Hours : 7**

Importance of research methodology, types of research methods, research process, identification of the problem, hypothesis formulation, types of research design.

#### Learning Outcome:

After completion of this unit, the student will be able to

- Demonstrate knowledge on addressing management problems through business research methods L2
- Interpret, define and formulate research problems, hypothesis that can be tested L3
- Analyze the nature of business research and type of research L4

**Pedagogy tools:** Blended learning, Pre-class reading, flipped classroom, Video Lectures

#### UNIT - II Sample design

**No of Hours : 9**

Census Vs Population, determination of sample size, sampling techniques- data collection - primary data, secondary data- methods of collecting primary data: Interview, observation techniques, and questionnaire, and Sources of secondary data. Guidelines and design of questionnaire: Levels of measurement scales and scaling techniques.

#### Learning Outcome:

After completion of this unit, the student will be able to

- Explain different types of sampling techniques L2
- Analyze different sources of primary and secondary data L4
- Design a survey using different data collection methods and tools L4

**Pedagogy tools:** Blended learning, Pre-class reading, flipped classroom

#### UNIT - III Data Processing & Reporting writing

**No of Hours : 11**

Data processing: Editing, coding, classification, tabulation, diagrammatic and graphical representation of the data using Excel/SPSS; Interpretation; Report Writing – Importance of Report, types of reports, report preparation – report format, report writing, guidelines for tables and graphs; presentation of reports.

#### Learning Outcome:

After completion of this unit, the student will be able to

- Analyze data using different methods and tools L4

- Analyze and interpret the results of statistical tests L4
- Evaluate and prepare a structured business research report L5

**Pedagogy tools:** Blended learning, Pre-class reading, flipped classroom

**UNIT - IV Hypothesis Testing & Parametric tests: No of Hours : 12**

Components of hypothesis, Hypothesis testing procedure, parametric tests Z test, t distribution (single, independent, paired sample tests), ANOVA - one way and two ways test. (With numerical Problems)

**Learning Outcome:**

After completion of this unit, the student will be able to

- Explain the process of hypothesis testing L2
- Apply different statistical methods to test hypothesis L3
- Analyse and testing the hypothesis using parametric tests L4

**Pedagogy tools:** Blended learning, Numerical problems & Solving, Pre-class reading, flipped classroom

**UNIT - V Non-Parametric tests & Multivariate Analysis No of Hours : 8**

Non-Parametric tests- Chi-Square test, Mann-Whitney 'U' test, Kruskal-Wallis test (with numerical Problems). Introduction to multivariate analysis, discriminant Analysis, factor analysis (only theory and application)

**Learning Outcome:**

After completion of this unit, the student will be able to

- Differentiate parametric and non-parametric tests and its applications L2
- Analyze and testing the hypothesis using non-parametric tests L4
- Demonstrate knowledge in application of multivariate techniques in business situations. L2

**Pedagogy tools:** Blended learning, Numerical problems & Solving, Pre-class reading, flipped classroom

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

	Course Outcomes (COs)	Assessment
CO1	Demonstrate their knowledge on addressing various management decision process through business research.	A1, A3
CO2	Demonstrate their skill to apply different research techniques in a scientific manner to assist the management for proper decisions on functional aspects.	A3
CO3	Acquire knowledge in generating and handling data with the help of statistical software to draw meaningful conclusions and suitable suggestions.	A3
CO4	Conduct field based surveys either for problem identification or problem solving management issues.	A2

**Textbook(s):**

- Ranjith Kumar, Research Methodology- A step by step guide for beginners, SAGE publishers, Latest Edition.

**Additional Reading**

**Reference Book(s):**

- Malhotra, N. (2019). *Marketing Research: An Applied Orientation*, 7<sup>th</sup> Edition, Pearson Education Limited.

**Journal(s):**

- Journal of Business Research, Elsevier

**Website(s):**

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	3	3	2	2	2	2	2
CO2	3	3	2	2	2	2	2
CO3	3	3	2	2	2	3	2
CO4	3	3	2	2	2	2	2
CO5							

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :****ACADEMIC COUNCIL****SDG No. & Statement**

8

Decent Work and Economic Growth


**SDG Justification:**

The modules and topics mentioned in this course are designed to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

1-Low, 2- Medium and 3- High Correlation

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	<b>MMB 708</b>	<b>Operations Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>	
			4					4	
	<b>Course owner</b>		Syllabus version				1.0		
	<b>Course Pre-requisite(s)</b>	NIL	Contact hours				60		
	<b>Course Co-requisite(s)</b>	NIL	Date Approved						
	<b>Alternate Exposure</b>								

*Operations Management (OM) is concerned with the management of resources and activities that produce and deliver goods and services for customers. Efficient and effective operations can provide an organization with major competitive advantages since the ability to respond to customer and market requirements quickly, at a low cost, and with high quality, is vital to attaining profitability and growth through increased market share. Therefore, this course is designed to:*

- Understand the process model of operations that describes inputs being transformed into outputs within the boundary of an operations system.
- Know the role of operations managers, in particular the importance of focusing on suppliers and customers who are outside this boundary, as well as on other aspects of the operations system's external environment.

**Course Outcomes:**

Understand the basics of operations management using manufacturing and service examples.

1. Identify the roles and responsibilities of operations managers in different organizational contexts.
2. Apply the planning and control concepts for decision-making
3. Analyze the operations to identify areas for improvement
4. Evaluate strategies for improvement in manufacturing and service contexts

**UNIT - I Introduction to Operations & Operations Strategy No of Hours: 12**

Introduction to Operations Management- Scope, Need, Input-Process-Output Model, Nature of Operations, Goods Vs. Services, Four Vs, Five Performance Objectives, Operations Strategy and its Formulation.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Explain the role of operations management in an organisation L2
- Articulate the dimensions that make up the operations management L2
- Analyse the nature of operations and types of output L4
- Evaluate the crucial role of operations management in organisational success L5
- Apply different strategies for various businesses L3

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

**UNIT - II Designing Operations No of Hours: 12**

Designing Products and Services: Product Development, Sequential vs Concurrent Design. Process Design: Manufacturing and Service Process Types, Service Delivery Systems. Facilities Location – Location Decision Relevant Factors.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Articulate the designing of various product and services L2

- Explain the process of product development L2
- Evaluate the advantages of concurrent design L5
- Analyse the factors that influence the choice of layout L4
- Analyse the facilities location L4

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

**UNIT - III Planning and Control of Operations – I No of Hours: 12**

Layout Planning - Types of Layout, Implications for Layout Planning, Layout Design. Dependent and Independent Demand, Strategies to Meet Demand, Loading – Finite and Infinite, Sequencing, Capacity Planning.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Analyse the process of layout planning L4
- Illustrate the implications of dependent and independent demand L2
- Evaluate strategies to meet demand L5
- Explain the planning and control activities L2
- Apply sequencing and capacity planning techniques L3

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

**UNIT - IV Planning and Control of Operations – II No of Hours: 12**

Aggregate Production Planning (APP) - Strategies, Master Production Scheduling – Linkages with APP. Evolution of ERP – Developing MRP Logic - Bill of Materials (BoM), Lot Sizing Rules, Inventory Management.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Explain aggregate production planning L2
- Apply master production scheduling L3
- Illustrate the evolution of ERP L2
- Explain MRP logic and bills of materials L2
- Apply inventory management techniques L3

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

**UNIT - V Quality Management No of Hours: 12**

Introduction to Quality and its Characteristics, Quality Philosophy – Perspectives from WE Deming, PB Crosby and JM Juran, Quality Assessment Models and Frameworks – EFQM and ISO9001, Service Quality, BPR vs Continuous Improvement – Introduction to TQM, Lean and Six Sigma.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Illustrate the need for quality and its characteristics L2
- Apply quality philosophy L3

- Explain the perspectives from WE Deming L2
- Evaluate the differences between BPR and continuous improvement L5
- Analyse lean and six sigma tools and its applications L4

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the basics of operations management using manufacturing and service examples.	A1, A3, A4
CO2	Identify the roles and responsibilities of operations managers in different organizational contexts.	A1, A2, A3, A4
CO3	Apply the planning and control concepts for decision-making	A2, A3& A4
CO4	Analyze the operations to identify areas for improvement	A3, A4
CO5	Evaluate strategies for improvement in manufacturing and service contexts	A3, A4

**Textbook(s):**

1. Mahadevan B. *Operations Management: Theory and Practice*, Third Edition.

**Additional Reading**

**Reference Book(s):**

1. Slack, N., Brandon\_Jones, A. and Johnston, R. (2014), *Essentials of Operations Management*, 1st Indian Ed., Pearson Education Limited.
2. Hill, A. and Hill, T. (2011), *Essential Operations Management*, Palgrave Macmillan: Basingstoke.

**Journal(s):**

1. International Journal of Logistics Management, Emerald publisher.
2. Benchmarking: An International Journal.

**Website(s)**


1. [www.poms.org](http://www.poms.org)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	3	0	0	0	0	1	3
<b>CO2</b>	3	2	0	3	2	1	1
<b>CO3</b>	0	3	3	0	2	0	2
<b>CO4</b>	3	0	3	2	2	1	1
<b>CO5</b>	0	0	0	0	0	1	3
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							
<b>BOS :</b>	NA		<b>ACADEMIC COUNCIL</b>			NA	
<b>SDG No. &amp; Statement</b>	NA						
NA							
<b>SDG Justification:</b>							
Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.							

1-Low, 2- Medium and 3- High Correlation

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C	
	MMB 710	<b>Marketing Management</b>	4					4	
	Course Owner	Dept of Marketing	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

*Marketing helps to communicate the value of a product or service to the consumer, with an aim to sell the product. Marketing Management is a discipline focused on the application of marketing techniques and the management of marketing resources and activities. It is important to gain insights into the dynamic nature of the markets and the ways and means to manage them, using theoretical knowledge and its applicability on the field. The importance of the 4 Ps of Marketing, i.e. Product, Pricing, Promotion and Place can never be undermined.*

*This course provides an overview of marketing processes and marketing principles, and provides students with the opportunity to apply the key concepts to practical business situations*

#### **Course Outcomes:**

To explain the conceptual framework of marketing and its applications in “the real world

1. To apply marketing concepts to make business decisions under various environmental constraints
2. To illustrate the functionality and application of elements of Marketing Mix
3. To create a suitable Marketing plan for a product
4. To assess the range of common strategies used, with each of the various promotional mix tools

#### **UNIT – I Introduction to Marketing**

**No of Hours: 12 hours**

Nature, Scope, functions and importance of Marketing – Marketing concepts -Philosophies of Marketing. The environment of marketing –macro and micro components

#### **Learning Outcomes:**

After completion of this unit, the student will be able to

- To familiarize students with evolution and concepts of marketing concepts L1
- Appreciate the various philosophies of marketing L2
- Analyze the marketing environment L2
- Classify the different components of micro and macro environment. L3
- Understand the scope and functions of marketing. L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

#### **UNIT – II Building Customer value, Satisfaction and loyalty**

**No of Hours: 12 hours**

Buyers’ behavior – consumer verses organizational -Factors influencing buyer behavior – The Buying Decision Process: The Five-Stage Model - Segmenting, Targeting and Positioning - Concept of Market Segmentation, Bases and Levels of Segmenting Consumer Markets, Effective segmentation criteria, Evaluating and Selecting Target Markets. Targeting (T), Positioning (P) Value Proposition and USP

#### **Learning Outcomes:**

After completion of this unit, the student will be able to

- To familiarize students to the concepts of buyer behavior L1
- To understand the buying decision making process L2
- Understanding various bases of segmenting consumer markets L2
- Describe effective segmentation criteria L2
- Analyze the implementation of Targeting and positioning L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III                      Marketing mix                      No of Hours: 12 hours**

Elements of the marketing Mix – four P’s, extended 7 P’s of services. Product Decisions: Concept of a product; Classification of products; Major product decisions; Product line and product mix; Product life cycle; New product development and consumer adoption process

**Learning Outcomes:**

After completion of this unit, the student will be able to

- To familiarize students to the concepts of marketing mix. L1
- To understand the extension of the 4Ps to the 7Ps. L2
- Understanding the major product decisions L2
- Describe the new product development process L2
- Analyze the consumer adoption process L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - IV                      Price                      No of Hours: 12 hours**

Factors influencing pricing - Pricing Objectives - Methods of Pricing - Channels of Distribution: Definition - Need - Types of channels, channel conflicts- types - channel management

**Learning Outcomes:**

After completion of this unit, the student will be able to

- To familiarize students to the factors influencing pricing. L1
- To understand the objectives of pricing. L2
- Understanding the methods of pricing L2
- Describe the channels of distribution L2
- Analyze the channel management ways and handle channel conflicts L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - V                      Promotion                      No of Hours: 12 hours**

Nature and Importance of promotion - Promotion Mix - Managing Advertising, Sales Promotion, Personal Selling, Public Relations and direct marketing - Integrated Marketing Communication (IMC)-Role of technology in promotion –social media marketing –Recent trends – Green marketing

**Learning Outcomes:**

After completion of this unit, the student will be able to

- To familiarize students to the importance of promotion. L1
- To understand the concept of promotion mix. L2
- Understanding the different elements of promotion mix. L2
- Describe the role of technology in promotion. L2
- Analyze Integrated Marketing Communication (IMC) and recent trends in marketing L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

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

	<b>Course Outcomes (COs)</b>	<b>Assessment</b>
<b>CO1</b>	Have an insight into the basic marketing concepts, the role of marketing in the organization.	A1
<b>CO2</b>	Understand issues of marketing with an emphasis on learning to develop responsive marketing strategies that meet customer needs	A3
<b>CO3</b>	Get acquainted with the components of marketing mix, stages in new product development	A3 & A2
<b>CO4</b>	Analyze the objectives and methods for pricing products and selecting channel members	A3 & A2
<b>CO5</b>	Evaluate the techniques of promotion mix.	A2

**Textbook(s):**

1. Principles of Marketing by Philip Kotler, Gary Armstrong and Prafulla Agnihotri
2. Marketing Management by Ramaswamy and Namakumari

**Additional Reading**

Newspapers and Market reports

**Reference Book(s):**

1. Tapan K.Panda, Marketing management text and cases: Indian Context, Excel Books, 2019
2. Michael D. Hutt, Dheeraj Sharma, Thomas W. Speh, B2B marketing: a south - Asian perspective, 11th ed, Cengage Learning, 2020

**Journals:**

- Journal of Advertising.
- Journal of Consumer Research.


**Website(s):**

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>CO2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>CO3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>
<b>CO4</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Target Level</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>0</b>

1-Low, 2- Medium and 3- High Correlation

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	Course Code: MMB712	L	T	P	J	S	C	
	Course Title Human Resource Management	4	0	0	0	0	4	
	Course Owner: Dept. of HRM	Syllabus version				1.0		
	Course Prerequisite(s) Organisational Behaviour and Management Theory and Practice	Contact hours				56		
	Course Co-requisite(s)	Date Approved						
	Alternate Exposure ;							

The purpose of this course is to help students to understand the basic principles and techniques of Human Resource Management. The course takes a practical view that integrates the contributions of the behavioral sciences with the technical aspects of implementing the HR function in the real world. This basic understanding of HRM is essential for the student when he enters diverse workplaces. The key objective of this course is to give an understanding that HR Management is more than just accepting employment applications and keeping records; it is a central and strategic organizational activity of increasing complexity and importance.

## Learning Objectives

1. Comprehend in-depth the theoretical framework and the basic principles of HRM.
2. Comprehend in-depth functions of HRM (Job analysis, manpower planning, and recruitment, selection, onboarding, training & development, appraisal, compensation).
3. Apply the principles and techniques of HRM gained through this course to the discussion of major personnel challenges and the solution of typical case problems

### Unit I: Introduction

**No. of Hours: 10**

*Introduction* - Fundamentals Of HRM - The Nature And Scope Of HRM - Evolution Of HRM  
Models of HRM -The Formbrun -The Harvard Model - The Guest -The Warwick-Dave Ulrich Model  
Functions and Role of HR Manager - Skills for HR Professionals - Challenges of HRM.

**Learning Outcomes:** After completion of this unit, the student will be able to

1. Identify the difference between the traditional view of human resource management (HRM) and the present view. **L1**
2. Describe the HR challenges and Skills **L2**
3. Understanding alternative approaches to managing human resources and appreciating the diversity of factors that motivate workers **L5**

**Pedagogy tools:** Blended learning, Case, video lectures, self-reading, corporate reports, and online tools for right engagement. (Mentee-Mentor, Kahoot)

### Unit II: Procurement

**No. of Hours: 12**

*Procurement* - Job Analysis - Process of Job Analysis, Job Description and Job Specification, Job Design Steps in job design, contemporary issues in Job Design - Job Evaluation - Methods of Job Evaluation Human Resource Planning, Importance, HR Planning Process - Recruitment - Nature, Sources of Recruitment - Latest Methods of Recruitment - Selection - Significance of Selection - Selection Process, Barriers of selection - Onboarding process

**Learning Outcomes:** After completion of this unit, the student will be able to:

1. Describe the process of workflow analysis and identify why it is important to HRM. **L2**
2. Briefly discuss the major challenges and constraints involved in the recruiting process. **L3**
3. Understands various steps in the selection process and why it is so important to the organization. **L1**



**Pedagogy tools:** Caselet, video lectures, self-reading, TED talks, Online dashboards for recruitment and selection, Guest lectures.

**Unit III: Development**

**No. of Hours: 12**

*Development:* Training - Need, Training Process – Designing the Training Program - Methods of Training, the Difference between Training and Development Career Development, Roles for Career Development - Performance Appraisal – Objectives Methods of Performance Appraisal.

**Learning Outcomes:** After completion of this unit, the student will be able to:

1. Understands various steps in the selection process and why it is so important to the organization. **L1**
2. Describe the concepts of gamification, digital learning, and micro-learning, and the reasons that they have become more critical in today’s organizations. **L5**
3. Identify the difference between performance management and performance appraisals. **L2**
4. Identify some of the common problems, and how to avoid the problems, with performance appraisals. **L2**

**Pedagogy tools:** Caselet, video lectures, self-reading, Online survey and assessment, HR executive Interviews.

**Unit IV: Compensation and Maintenance**

**No. of Hours: 12**

*Compensation and Maintenance:* Compensation - Meaning, Components of Compensation, Ideal Compensation System Factors Influencing Employee Compensation, Pay Rates, Basic and Supplementary Pay Executive Remuneration, Components of Executives pay, Trends in Executives’ Pay Employee Safety, Need for safety, Safety Standards -Types of Accidents, Health - Physical and Mental Health, Work Stress.

**Learning Outcomes:** After completion of this unit, the student will be able to:

1. List various factors determining pay rates **L1**
2. Understand the difference between basic and supplementary compensation **L2**
3. Analyze the role of the supervisor in employee safety and minimize accidents at the workplace **L4**

**Pedagogy tools:** Caselet, Video lectures, Self-reading, Minor Survey and Report Writing, Report Analysis and Trend Analysis on Compensation, Industrial Visit to know about the safety standards

**Unit V: Integration and Separation**

**No. of Hours: 12**

*Integration and Separation* - Employee Wellbeing - Happiness Factor, Quality of Work Life. Collective Bargaining - Process of Bargaining - Separation - Types of Separations - Rightsizing - Exit Interview

**Learning Outcomes:** After completion of this unit, the student will be able to:

1. Understands how QWL program helps for organization effectiveness **L4**
2. Discuss the impact of downsizing on the organization and employees **L3**
3. Describe the laws that impact union and management relations **L2**

**Pedagogy tools:** Caselet, Video lectures, Self-reading, Roleplays, Group discussions, Discussions with Union/Welfare officer for industry exposure

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

	<b>Course Outcomes (COs)</b>	<b>Assessment</b>
<b>CO1</b>	Understand the fundamentals, evolution & challenges of HRM	A1,A2,A3
<b>CO2</b>	Explore the role of HRM in procurement of human resources	A2, A3
<b>CO3</b>	Evaluate training needs, methods of appraisal and perceptual errors	A3
<b>CO4</b>	Analyze the basic factors in designing the compensation	A1, A3
<b>CO5</b>	Evaluate the process of integration and separation for quality of work life	A1, A3

**Textbook(s):**

1. Gary Dessler & Biju Varkkey, "Human Resource Management", Pearson, New Delhi, 16th edition.
2. George W Bohlander, Scott A Snell, "Principles of Human Resource Management", Cengage Learning, 2017.16th edition.
3. Aswathappa, K., Human Resource and Personnel Management: Text & Cases, TMGH
4. Subba Rao, P., Personnel and Human Resource Management (Text & Cases), Himalaya  
Additional Reading
5. Edwin B Flippo, "Personnel Management", Tata McGraw Hill Publishing, New Delhi, 1984
6. John H. Bernardin, "Human Resource Management - An Experiential Approach", Tata McGraw Hill, New Delhi, 2013
7. Mirza, Saiyadain, "Human Resource Management", Tata McGraw Hill, New Delhi, 2013 •Gary Journal(s)
8. Harvard Business Review, Harvard Business School Publication USA
9. People Matters online Magazine
10. Human Capital Magazine
11. Vikalpa, Indian Institute of Management, Ahmedabad

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	1	3	2	2	1	1	3
<b>CO2</b>	1	2	1	2	3	1	2
<b>CO3</b>	1	2	1	2	1	1	2
<b>CO4</b>	2	1	1	2	1	2	2
<b>CO5</b>	2	1	0	1	0	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :****ACADEMIC COUNCIL**

NA

**SDG No. & Statement**

8


Decent Work and Economic Growth

**SDG Justification:**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

0=No Relevance;1=LowRelevance;2=Medium Relevance;3=High Relevance

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	Course Code: MMB 714	L	T	P	J	S	C
	Course Title: Organizational Communication	3	0	0	0	0	3
	Course Owner Dept of HRM	Syllabus version				1.0	
	Course Prerequisite(s): Organizational Behavior, Management Theory and Practice	Contact hours				49	
	Course Co-requisite(s):	Date Approved					
	Alternate Exposure:						

The focus of this paper is to make the students understand organizational communication, the impact of interpersonal relationships on interpersonal communication, to gain a perspective on the Management process and its dependence on communication.

#### Course Outcomes:

1. To understand the fundamentals of interpersonal communication and interpersonal relationships.
2. To explore the communication-process model to understand the variables of organizational communication.
3. To evaluate the three models of interpersonal communication for effective communication.
4. To analyze the dynamics of power, barriers to communication, and interpersonal influence within the context of the organizational hierarchy.

#### UNIT-1 Introduction

**No of Hours: 10**

*Functions of Communication* – Control, Motivation, Emotional Expression, Information – Communication Process – Formal and Informal Communication – Directions of Communication – Downward, Upward and Lateral – Formal Small Groups Network and Grapevine – Oral, Written and Nonverbal Communication – Channel Richness and Choice of Communication. *Communication and Management* - The Paradox of Human Communication - Problems with Multiple Messages – Problems with Differences in Language and Meaning – The Management Process and Communication – Planning, Organizing, Directing, Controlling -Interdependence of Management and Communication. *Communication as a process* – Source-Encoder, Message, Channel, Receiver-Decoder – The Nature of the Human Communication Process – Semantic Noise and Semantic Receivers - Achieving effectiveness in Human Communication - The Concept of Richness

#### Learning Outcomes:

After completion of this unit, the student will be able to

1. Understand the fundamentals of communication . L2
2. Analyse the significance of communication in management . L4
3. Analyse communication as a process L4

#### Pedagogy tools:

Blended learning, Lectures, experiential exercise, role play, videos, presentations, and guest lectures will comprise the delivery of the course.

Case Method - Classroom presentations and Case Reports. Lectures are designed to supplement and go beyond the assigned readings.

#### UNIT - II Management of Interpersonal Communication

**No of Hours: 12**

*Intrapersonal Foundations for Communication* – Managing Motivation to Influence Interpersonal Communication – The Need for Inclusion, The Need for Control, The Need for Affection - *Interpersonal Perception Upon Communication* – Interpersonal Perception and Superior-Subordinate Relations; *The Role of Emotions in Interpersonal Communication* – Fear in Interpersonal Communication, Anger in Interpersonal Communication.

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Understand the intrapersonal variables of communication · L2
2. Evaluate the role of motivation, perception, and emotions in interpersonal communication · L4

**Pedagogy tools:** Blended learning, Lectures, experiential exercise, role play, videos, PowerPoint presentations, guest lectures will comprise the delivery of the course.

Case Method - Classroom presentations and Case Reports.

Lectures are designed to supplement and go beyond the assigned readings.

**UNIT - III Models for Understanding Interpersonal Relationships****No of Hours: 12**

Exchange Theory as a Model for Interpersonal Communication;  
 Johari Window as a Model for Interpersonal Communication;  
 Transactional Analysis as a Model for Interpersonal Communication

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Understand the various models of understanding Interpersonal relationships · L2
2. Apply the models for understanding interpersonal relationships L3

**Pedagogy tools:** Blended learning, Lectures, experiential exercise, role play, videos, PowerPoint presentations, guest lectures will comprise the delivery of the course.

Case Method - Classroom presentations and Case Reports.

Lectures are designed to supplement and go beyond the assigned readings.

**UNIT - IV Barriers to Communication****No of Hours: 10**

Power Differences as a Barrier to Communication – Power Tactics – Taking Counsel, Manoeuvrability, Complete Communication, Compromise, Negative Timing

Language as a barrier to communication

Communication which Provokes Defensiveness – Evaluative, Dogmatic, Communication which implies Superiority, and Manipulative Communication.

Gateways to Communication – Interpersonal Trust - Listening - Feedback - Nonverbal Communication – Non-Directive Counselling.

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Identify the barriers to effective communication · L3
2. Understand the different approaches to communication that provokes defensiveness · L2

**Pedagogy tools:** Blended learning, Lectures, experiential exercise, role play, videos, PowerPoint presentations, guest lectures will comprise the delivery of the course.

Case Method - Classroom presentations and Case Reports.

Lectures are designed to supplement and go beyond the assigned readings.

**UNIT - V: Communication for Interpersonal Influence****No of Hours: 5**

*Interpersonal Influence* – The Influence Process – Influence of Behavior through Shaping, Influencing Behavior through Modelling, Influencing through Counselling and Coaching, Personal Influencing, Influencing through participation, Influencing through Changing the Work Environment

*Resistance to Change* – The Process of Changing Attitudes and Behavior – Lewin’s Three-Step Change Model

Organizational Limitations to Interpersonal Influence

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Understand the process of influencing · L2
2. Understand the concept of resistance to change · L2
3. Analyse the process of changing attitudes and behavior · L4

**Pedagogy tools:** Blended learning, Lectures, experiential exercise, role play, videos, PowerPoint presentations, guest lectures will comprise the delivery of the course.

Case Method - Classroom presentations and Case Reports.

Lectures are designed to supplement and go beyond the assigned readings.

	<b>Course Outcomes (COs)</b>	<b>Assessment</b>
<b>CO1</b>	Understand the fundamentals of interpersonal communication and interpersonal relationship	A1,A2,A3
<b>CO2</b>	Explore the communication-process model to understand the variables of organizational communication	A1,A2, A3
<b>CO3</b>	Evaluate the three models of interpersonal communication for effective communication	A1, A3
<b>CO4</b>	Analyze the dynamics of power, barriers to communication and interpersonal influence within the context of the organizational hierarchy	A1,A2, A3

**Textbook(s):**

1. Wofford, Gerloff, and Cummins, Organizational Communication – The Keystone to Managerial Effectiveness, McGraw Hill, 1977

**Additional Reading:**

1. Bovee & Thill, Business Communication, Pearson Education, 2019
2. Lesikar & Flatley, Basic Business Communication – Skills for Empowering the Internet Generation, 9th Edition, McGraw-Hill, 2019

**Journal(s):**

1. Asia Pacific Journal of HRM, Asia Pacific Institute of Management, New Delhi.
2. GITAM Journal of Management, GITAM University, Visakhapatnam.
3. Harvard Business Review, Harvard Business Publishing Co., USA.
4. HRD Times, National HRD Network, Hyderabad.

**Website(s):**

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	3	1	0	0	0	1	3
<b>CO2</b>	3	3	1	1	3	1	2
<b>CO3</b>	1	1	1	0	3	1	2
<b>CO4</b>	0	0	3	0	3	2	2
<b>CO5</b>	2	1	0	1	0	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

NA

**SDG No. & Statement**

8

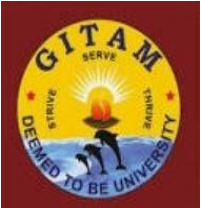
Decent Work and Economic Growth

**SDG Justification:**

Promote sustained, inclusive, and sustainable economic growth, and full productive employment and decent work for all

1-Low, 2- Medium and 3- High Correlation

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C	
	MMB 716	Innovation & Entrepreneurship	3					3	
	Course Owner	Prof.P.Manjushree / Dr. I.Bangar Raju	Syllabus version				1.0		
	Course Pre-requisite(s)	Venture Development	Contact hours						
	Course Co-requisite(s)	Business Environment	Date Approved						
	Alternate Exposure								

### Course Description

The process of converting ideas into a viable business proposition is a critical factor in today's economy. Entrepreneurship is a structured and dynamic process that involves creativity, risks, and meticulous planning. This course aims to lay a foundation and basic understanding of the Entrepreneurial framework and develop the competency to think and act entrepreneurially. Entrepreneurship in practice involves acquiring the necessary skills, competencies, and action-based activities.

### Learning Objectives:

This course aims to enable the students to know how the innovations, opportunities, and ideas convert into a new business.

- To know various theories of entrepreneurship and trends.
- To generate new business ideas from various sources.
- To identify various issues and challenges in starting a new venture.
- To know the elements of a business plan and designing a business model.
- To compare and contrast the entrepreneurship practices in the family business and social enterprise

### UNIT - I Title-Entrepreneurship Theory & Identification of Trends No of Hours :8

**Entrepreneurship Theory & Identification of Trend** - Internal & External business environment, Theory of Entrepreneurship, Evolution of Entrepreneurship, Approaches to Entrepreneurship, Entrepreneurial process, Entrepreneurial mindset, Entrepreneurial characteristics, Trends in Entrepreneurship Research , Corporate Entrepreneurship and Innovation, Intrapreneurship .

### Learning Outcomes:

After completion of this unit, the student will be able to

- Describe various aspects of the entrepreneurial process and approaches L1
- Analyse the environmental factors promoting entrepreneurship L3
- Differentiate various types of entrepreneurships L1
- Recognize the traits and mind-set of an entrepreneur L4
- Evaluate the trends in entrepreneurship research. L5

**Pedagogy tools:** :Blended learning, Case discussion, Group Discussion, video lectures, self-reading

## **UNIT - II Title : Innovation, Opportunity IdentificationNo of Hours:8**

**Innovation and Opportunity Identification** - Opportunity Identification - Entrepreneurial imagination and creativity,**Design Thinking - Ideation and Idea Selection** - Innovation and the Entrepreneur - The Innovative Process, Types of innovation, Principles of Innovation,Frugal Innovation, sources of innovative ideas, Parameters for internal evaluation of an idea, Minimum Viable Product.

### **Learning Outcomes:**

After completion of this unit, the student will be able to

- Identify new business opportunities L3
- Recognize various types of innovations L3
- Critically evaluate the benefit of innovation in various scenarios L2
- Identify the problem in the given business scenarios to find a solution L5
- Evaluate an idea's Minimum Viability requirements L4

**Pedagogy tools:** :Blended learning, Case discussion, Group Discussion, video lectures, self-reading

## **UNIT - III :Title New Venture Creationand legal issues of entrepreneurNo of Hours : 10**

**Title New Venture Creation and legal issues of entrepreneur** -New venture creation process - Challenges of new venture start-ups, Why New-Ventures fail, New- Venture Evaluation Process, Critical factors for New-Venture Development -Funding innovation, Importance of business valuation and different stages of funding, Debt vs Equity Financing, Different types of funding sources - Bootstrapping, Crowdfunding, Venture Capital, Business Angels, succession and exit strategy. Intellectual Property, Legal Challenges in Entrepreneurial ventures – an overview, Patents, copyrights, trademarks, IP infringement and its legalities, Legal Structures for Entrepreneurial Ventures.

### **Learning Outcomes:**

After completion of this unit, the student will be able to

- Explain the components of a new venture motivations L3
- Examine the process, prospects and funds of a new venture L4
- Identify the causes of success and failure factors of a new venture L4
- Analyse the feasibility reports of a new venture L4
- Recognize the legal challenges in a new product development L3

**Pedagogy tools:** Blended learning,Case discussion, Group Discussion, video lectures, self-reading

## **UNIT - IV Title Business plan and Business ModelsNo of Hours :10**

**Business Plan and Business Models : Entrepreneurial ventures and Business Plan** preparation for New Ventures – Pit falls in business planning, Benefits of business plan and Elements of a Business Plan-Executive summary-marketing plan, production and operations plan, organizational plan -Business Model Generation Principles, types of business models, Business Model Generation in Practice - Canvas, Patterns, Design, Strategy, Process -Contemporary Business models in era of Disruption.

### **Learning Outcomes:**

After completion of this unit, the student will be able to

- Analyse different types of business plans and components of a business plan L3
- Recognize varieties of business models and revenue streams L3
- Analyse the recent trends in business model innovations L4
- Create a business model canvas L4

- Prepare a business plan format

L5

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

### UNIT – V Title Family Business and Social Entrepreneurship No of Hours :9

**Family Business and Social Entrepreneurship:** Family Business – Family Business models and practices, Succession Plan and transfer of power, Financial considerations and valuation of the family business, adopting to current business environment, new technologies and global expansion - Social Entrepreneurship - Social Capital - Drivers and Challenges of Social Entrepreneurship - Empowerment of Beneficiaries, Business Models for Social Enterprises, Scaling Up of the social enterprises, Sustainability of Social Enterprise in practice.

Teaching Guide Lines : Aravind Eye Hospital Model- Grameen Bank Model of Bangladesh- - Barefoot College.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Critically differentiate business management practices and family business management L3
- Analyse the family business management theories and factors L4
- Analyse the relation between succession plan and the business growth of a family business L4
- Recognize social problems and ideas for social entrepreneurship L3
- Evaluate scaling techniques and sustainability of social enterprise L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

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

	Course Outcomes	Assessment
CO1	Understand various aspects of the entrepreneurial process and trends in entrepreneurship.	L2
CO2	Identify new business opportunities and outline the legal aspects of entrepreneurship in practice.	L4 ,L5 &L6
CO3	Examine the process and prospects of a new venture.	L4, L5 &L6
CO4	Develop a business plan and design a business model.	L5 &L6
CO5	Appraise the entrepreneurship process in the family business and social enterprise.	L5&L6

#### Textbook(s):

1. Kuratko, D. *Entrepreneurship: Theory, process, and practice* (International Edition; 9th ed.): Cengage Learning. 2013./ Latest Edition.
2. Tim Mazzarol, Sophie Reboud, *Entrepreneurship and Innovation, Theory, Practice and Context*. 4<sup>th</sup> Edition, Springer, <http://www.springer.com/series/10099>

#### Additional Reading and Reference Book(s):

1. Osterwalder, A., & Pigneur, Y. 2010. *Business Model Generation: A Handbook for Visionaries, Game Changers, And Challengers* Wiley.

#### Journal(s):

1. Journal of Business Venturing

#### Website(s): /Documentaries

- Bloomberg Game Changers (e.g. Zuckerberg, Brin & Page; Jobs, Musk, etc)



**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	1	0	1	1	3	1	1
CO2	1	2	1	2	2	2	2
CO3	1	1	1	2	2	1	2
CO4	2	1	2	2	2	1	2
CO5	0	0	1	1	3	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

BOS :

ACADEMIC COUNCIL

NA

SDG No. & Statement

9

Building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

**SDG Justification:**

The course aims to articulate learners with a mindset to align themselves in the route to Sustainable and inclusive industrialization. In doing so, the learner will be exposed to Innovative thinking and problem solving.

**This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).**

**0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance**

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**SEMESTER – III**

S. No	Code	Level of the Course	Title of course	Theory/ Project Report	Practical/Viva Voce	Credits	Internal Assessment Marks	External Assessment Marks	Total Marks
1	MMB801	Integrated	Strategic Management	3		3	50	50	100
2	MMB803	Integrated	Business Ethics & Corporate Governance	3		3	50	50	100
3		Elective	Elective – 1	3		3	50	50	100
4		Elective	Elective – 2	3		3	50	50	100
5		Elective	Elective – 3	3		3	50	50	100
6		Elective	Elective – 4	3		3	50	50	100
7		Elective	Elective – 5	3		3	50	50	100
8		Elective	Elective – 6	3		3	50	50	100
9	MMB891	Skill Based	Summer Internship & Viva-Voce			2+1	100		100
			<b>TOTAL CREDITS (excluding PCDs)</b>			<b>27</b>	<b>500</b>	<b>400</b>	<b>900</b>
1	MMB812	Skill Set	Current Business Affairs (CBA)			1	50		50
2	MMB814	University	Soft Skills 2			1	50		50
			<b>TOTAL CREDITS (including PCDs)</b>			<b>29</b>	<b>100</b>		<b>100</b>

**LIST OF ELECTIVES IN SEMESTER III**

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
<b>Instructor Lead Courses</b>										
			<b>Accounting and Finance</b>							
1.	MFI841	Elective	Financial Markets & Services	3		3	50	50	100	3
2.	MFI843	Elective	Security Analysis and Portfolio Management	3		3	50	50	100	3
3.	MFI845	Elective	Financial Statement Analysis	3		3	50	50	100	3
4.	MFI847	Elective	Fundamentals of Financial Services (CISI – 1)	3		3	50	50	100	3
5.	MFI849	Elective	Retail Bank Management	3		3	50	50	100	3
6.	MFI851	Elective	Securities Market Operations	3		3	50	50	100	3
			<b>Marketing</b>							
7.	MMK841	Elective	Consumer Behaviour	3		3	50	50	100	3
8.	MMK843	Elective	Advertising & Brand Management	3		3	50	50	100	3
9.	MMK845	Elective	Sales & Distribution Management	3		3	50	50	100	3
10.	MMK847	Elective	Retail Management	3		3	50	50	100	3
11.	MMK849	Elective	Digital Marketing	3		3	50	50	100	3
12.	MMK846	Elective	Marketing Researc	3		3	50	50	100	3
			<b>Human Resource Management</b>							
13.	MHU841	Elective	Learning and Development	3		3	50	50	100	3
14.	MHU843	Elective	Employee Welfare and Labour Administration	3		3	50	50	100	3
15.	MHU845	Elective	Employment Laws -1	3		3	50	50	100	3
16.	MHU847	Elective	Compensation Management	3		3	50	50	100	3
17.	MHU849	Elective	Human Resource Value Proposition	3		3	50	50	100	3
18.	MHU851	Elective	Performance Management	3		3	50	50	100	3
			<b>Operations &amp; Supply Chain Management</b>							
19.	MOP841	Elective	Production Planning and Control	3		3	50	50	100	3
20.	MOP843	Elective	Supply Chain Management	3		3	50	50	100	3
21.	MOP845	Elective	Project Management	3		3	50	50	100	3
22.	MBI857	Elective	International Trade Logistics	3		3	50	50	100	3
23.	HOM847	Elective	Service Operations Management	3		3	50	50	100	3
24.	MOP 847	Elective	Decision Modeling	3		3	50	50	100	3

			<b>Business Analytics (New Elective Basket)</b>							
25.	MAN841	Elective	Big Data Analytics	3		3	50	50	100	3
26.	MAN843	Elective	AI & Machine Learning	3		3	50	50	100	3
27.	MAN845	Elective	Marketing Analytics	3		3	50	50	100	3
28.	MAN847	Elective	Data Analysis with R	3		3	50	50	100	3
29.	MAN 849	Elective	Data Visualization (Tableau)	3		3	50	50	100	3
30.	MAN 851	Elective	Data Analysis with SPSS	3		3	50	50	100	3
31.	MBA842	Elective	Data Analysis with Python	3		3	50	50	100	3
			<b>International Business</b>							
32.	MBI841	Elective	EXIM Management*	3		3	50	50	100	3
33.	MBI843	Elective	International Economics	3		3	50	50	100	3
34.	MBI845	Elective	Geopolitical Environment & International Business	3		3	50	50	100	3
35.	MBI847	Elective	International Marketing Management	3		3	50	50	100	3
36.	MBI849	Elective	Cross Cultural Management	3		3	50	50	100	3
37.	MBI857	Elective	International Trade Logistics (Logistics Elective)	3		3	50	50	100	3
38.	MOP843	Elective	Supply Chain Management (Logistics Elective)	3		3	50	50	100	3
39.	MBI861	Elective	Freight Forwarding and Custom Clearance (Logistics Elective)	3		3	50	50	100	3
			<b>Banking &amp; Financial Services</b>							
40.	MBI851	Elective	Financial Institutions & Markets	3		3	50	50	100	3
41.	MBI853	Elective	Banking Theory & Practices	3		3	50	50	100	3
50	MBI855	Elective	Forex Management & Derivatives	3		3	50	50	100	3

	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C	
	MMB 801	Strategic Management	3					3	
	Course Owner		Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours						
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

### Course description and learning objectives

Any change that a business plans to implement has a strategy. Organizations that engage in strategic management generally outperform those that do not. The attainment of an appropriate match or fit between an organization's environment and its strategy, structure, and processes has positive effects on the organization's performance. As the world's environment becomes increasingly complex and changing, strategic management is used by today's corporations as one way to make the environment more manageable. However, strategic decisions need to be made on sound judgement. The key to any successful strategy is the thoroughness of its formulation, implementation and control. Hence it is imperative that every Management student is exposed to basic methodology of strategic management and the steps taken for rolling out an effective strategy. This course intends to make the students well versed with the understanding, analysis and evaluation of various stages of strategic management process and development of strategies.

#### Learning objectives:

This course intends the student to

- Be familiar with the concepts of Strategic management and describe the basic model of strategic management.
- Know the Industry analysis, Competitor Analysis and Organizational Analysis to gain Competitive Advantage.
- Realize the Strategy Formulation framework to arrive at strategic choice/formulation.
- Comprehend the formulation of Corporate, Business and Functional Strategies.
- Appreciate the various aspects of Strategy Implementation and Control for accomplishing desired results

### Course outline and indicative content

#### Unit I (07Sessions) (CO1, L1 & L2, L3)

##### Basic concepts of Strategic Management

Strategy, Strategic Decisions, Strategic Management, Evolutionary Phases of Strategic Management, Benefits of Strategic Management, Basic Model of Strategic Management, Pitfalls in Strategic Planning, Levels of Strategic Management, Vision, Mission and Objectives-Strategy competitive advantage.

#### Unit II (10Sessions)(CO2, L4& L5)

##### Strategic Analysis

**Environmental scanning:** Components of the external environmental analysis, Identifying External Environmental Variables. **Industry analysis:** Industry Life Cycle Analysis, Porters Five Force Model, Strategic Groups. **Competitor Analysis:** Analyzing Market Commonality and Resource Similarity, Competitive Intelligence, Monitoring Competitors for Strategic Planning. **Organizational Analysis and Competitive Advantage:** Resources, Capabilities, and Core Competencies, Building Core Competencies through VRIO framework and Value Chain Model.

### Unit III ((08 Sessions)(CO3, L6)

#### Strategy formulation

Strategy Formulation framework, SWOT Matrix, Boston Consulting Group (BCG) Matrix, GE Matrix, The Grand Strategy Matrix-Blue ocean strategy, Resource based strategy formulation.

### Unit IV ((10 Sessions)(CO4, L5& L6)

#### Formulation of Corporate, Business and Functional Strategies.

**Corporate Level Strategies:** Stability Strategies, Growth Strategies: Intensive Strategies - Integration Strategies - Diversification Strategies, Defensive Strategies: Turnaround – Divestment – Liquidation.

**Business Level Strategies:** Michael Porter’s Generic Strategies: Cost Leadership – Differentiation – Focus.

**Functional Level Strategies:** Marketing, Finance, Production, R&D, Human Resources, Logistics, Information Technology.

### Unit V ((10 Sessions)(CO5, L4 & L5)

#### Strategy Implementation and Control.

Issues of Strategy Implementation, Strategy – Structure relationship, Types of Organizational Structure for Strategy Implementation: Functional, Divisional, SBU, Matrix and Network/Virtual structures. Strategic leadership, Strategy supportive culture, Strategic change management, Strategy Control, Balanced Score card approach.

#### Case Analysis (Not Exceeding 200 words)

#### Assessment methods

	Task	Task type	Task mode	Weightage (%)
A1	Mid Exam	Individual	Written	20
A2	Coursera	Individual	Quiz/Assignment	10
A3	Project/Case study	Group	Presentations & Report	20
A4	End-term exam	Individual	Written	50

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

	Course Outcomes	Assessment
CO1	Describe strategic management and present its model through the examination of vision, mission and objectives of an organization.	A1, A2, A4
CO2	Illustrate industry & competitive analysis as well as resource-based view of the firm to assess the competitive position of the firm.	A1, A2, A4
CO 3	Generate alternative strategies by aligning key external and internal factors using appropriate techniques.	A4
CO 4	Evaluate the directional strategies in a typical organization and build competitive advantage through business and functional level strategies.	A3, A4
CO 5	Explain various issues of strategy implementation and evaluate strategic performance using strategic measures.	A1, A4

## TEXTBOOKS

1. Thomas L. Wheelen, J. David Hunger, Alan N. Hoffman and Charles E. Bamford "Concepts in Strategic Management and Business Policy", Pearson Education Limited, New Delhi, 2018.
2. Fred R. David and Forest R. David "Strategic Management: Concepts and Cases - A Competitive Advantage Approach", Pearson Education Limited, New Delhi, 2015.

## REFERENCES

1. Charles W. L. Hill and Gareth R. Jones, Strategic Management Theory: An Integrated Approach, Cengage Learning, New Delhi, 2010.
2. Hitt, Ireland, and Huskisson "Strategic Management: Competitiveness and Globalization (Concepts and Cases)", Cengage Learning, New Delhi, 2017.
3. John A Pearce, Richard B Robinson and Amita Mittal, "Strategic Management: Formulation, Implementation, and Control", McGraw Hill, New Delhi, 2012.
4. Barry J. Witcher & Vin Sum Chau, "Strategic Management Principles & Practice", Cengage Learning, UK, 2010.
5. C. Appa Rao, Parvathiswara Rao and B., Siva Ramakrishna, K., "Strategic Management and Business Policy", Excel Books, New Delhi, 2008
6. V. S. P. Rao and V. Hari Krishna, "Strategic Management: Text and Cases", Excel Books, New Delhi, 2004.

## JOURNALS

1. Harvard Business Review, Harvard Business School, USA
2. Vikalpa, Indian Institute of Management, Ahmedabad
3. The Indian Management Researcher, GITAM Hyderabad Business School

## CO PO Mapping


This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
	CO1	3	0	3	0	0	1
CO2	3	1	0	3	2	1	3
CO3	2	2	2	1	1	3	2
CO4	2	2	2	1	2	3	3
CO5	3	2	2	1	2	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

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	Course Code	Course Title	L	T	P	J	S	C	
	MMB 803	<b>Business Ethics and Corporate Governance</b>	3						3
	Course Owner		Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours						
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

### Course description and learning objectives

Ethics and responsibility in business has received critical focus in the wake of the various corporate scams that rocked the global economy. It is believed by many that in the own interest of business, importance be given to ethical functioning. Business decisions often concern complicated situations that are neither totally ethical nor totally unethical. The need for imparting sound ethics and a responsible mindset in the future leaders is considered as one of the important aspects of higher education. Decision making, when facing ethical dilemmas that arise in a wide range of contemporary business practices, is crucial, and is enabled through moral reasoning and understanding ethical norms of individuals and organisations. Having an insight into the challenges that may be encountered in different functional areas in the business and understanding the impact of decision making on various stakeholders is very crucial for the management professionals.

Another area of importance which has come into the fore in recent times in the Business & Corporate segment is Corporate Governance. Understanding the need for, and the role of corporate governance on sustainability of business is the need of the hour for all management professionals.

### Course Objectives

- Explain the concepts of personal and professional ethics.
- Describe the importance of business ethics and understand the need for ethical decision making.
- List out various ethical issues in functional areas of business management.
- Identify different corporate governance models.
- Explain the role of the board and governance committees in corporate governance

### Course outline and indicative content

#### Unit I (8 Sessions ) (CO1, CO2, L4 )

**Ethics and Values:** Understanding ethics and values and their formation - personal and professional ethics; moral overconfidence - moral justification; moral disengagement – a basis for unethical behavior.

#### Unit II (8 Sessions ) (CO2, L5)

**Corporate Culture and Ethics:** The need and importance of business ethics - Relation between ethics and business - Building an ethical corporate culture – the impact of business environment - Leadership and Code of ethics - Ethical dilemmas, conflict of interest and resolutions - ethical decision making - the impact of globalization on corporate culture - CSR as part of corporate culture.



**Unit III (8 Sessions ) (CO3,,L4)**

**Ethics in Functional Areas:** HR–harnessing diversity and building a fair workplace devoid of discrimination and harassment - HSE – safe working conditions, privacy, work-life balance, whistle blowing - Ethical issues in Marketing Mix-Issues due to globalization-Handling mechanism of breach of a contract-Ethical issues in Finance - Financial Management- An overview- Importance of financial statements- Fiduciary duty-Ethical issues in mergers and acquisitions- Hostile takeovers (Poison pill, Greenmail, Golden parachute, Management buyouts) - Insider trading - Money laundering - Issues due to globalization-Role of accountants- Accountants employed within the organizations- Accountants I professional practices (The Auditor)- The rules governing the professional conduct of accountants- Ethical audits.

**Unit IV (8 Sessions ) ( CO4, L6)**

**Corporate Governance An overview:** Evolution of Corporate Governance- Models of Corporate Governance- Anglo-American model, German model, Japanese model and Indian model formulation –Issues in corporate governance-The emerging trend in corporate governance-E-Governance - Corporate Lobbying.

**Unit V (8 Sessions ) (CO5 , L6)**

**Corporate Governance- Structures and Processes:** Selection of the board-Role of the board-Duties and responsibilities of board of directors-Governance committees-Committees of the Board: Audit committee, Remuneration committee, Nomination committee- Role of CEO -succession planning-Corporate governance reforms in India- Government role in ensuring corporate ethics-Contemporary issues in corporate governance in India.

**Case Analysis (Not Exceeding 200 words)**

	Course Outcomes	Assessment
CO1	Appraise the importance of personal and professional ethics (L4)	A1, A3 & A4
CO2	Explain why ethical decision making is vital in building successful business organisations.( L5)	A1, A2, A3 & A4
CO 3	Differentiate ethical issues in important functional areas of business. (L4)	A1, A2, A3 & A4
CO 4	Interpret the issues and emerging trends in corporate governance. (L6)	A1, A3 & A4
CO 5	Appraise importance of the board in corporate governance. (L6)	A3 & A4

**Teaching and learning resources****Text Books:**

1. Richard T. DeGeorge, “Business Ethics”, 7<sup>th</sup> Ed., Pearson, New Delhi, 2011
2. Fernando, A. C., “Business Ethics an Indian Perspective”, 3<sup>rd</sup> Ed., Pearson, New Delhi 2019

**References:**

1. M.G. Velasquez, Business Ethics, Prentice Hall India Limited, New Delhi: 2007
2. R.C. Sekhar., Ethical Choices in Business, Response Books, New Delhi: 2007
3. Manikutty, S., “Being Ethical – Ethics as the foundation of Business”, Random House India, Noida, 2011
4. Andrew Crane and Dirk Matten, Business Ethics. Oxford Publication, New Delhi: 2007.
5. Daniel E. Palmer (2015), Handbook of Research on Business Ethics and Corporate Responsibilities, Publisher: IGI Global, US. [Book]
6. Michael Hoffman, Robert Frederick and Mark Schwartz (Ed) (2014), Business Ethics: Readings and Cases in Corporate Morality, Fifth Edition, Publisher: Wiley Blackwell, US. [Book]
7. Milton Friedman, The Social Responsibility of Business is to Increase Profits [Journal Paper]

8. Edward Freeman () Stakeholder Theory of Modern Corporation [Journal Paper]

**Journals**

1. Economic and Political Weekly, Sameeksha Trust, Mumbai.
2. GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam
3. Harvard Business Review, Harvard Business School, USA.

**CO PO Mapping**

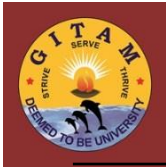
This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping							
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	1	0	0	1	1	1	1
CO2	2	3	3	0	0	1	3
CO3	0	0	0	3	3	3	2
CO4	0	0	2	0	3	3	3
CO5	2	0	0	3	3	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

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**ELECTIVES – FINANCE**  
**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
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**Visakhapatnam – 45.**

<b>Course Code: MFI 841</b>	<b>Course Title: Financial Markets And Services</b>	
<b>Semester: III</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s): MBA (General)</b>	<b>Batch/Academic Year: 2021 -22</b>	
<b>Course Leader:</b>		

### Course description and learning objectives

- To provide the student an overview of financial markets and services in India and to familiarize them with important fee and fund based financial services in India.
- To make learner understand modern financial markets. Central themes are the structure of financial markets, their pricing function, the interaction between financial markets and macro-economic conditions, and the process of innovation and regulation in these market
- To familiarize student for the study in market efficiency and the interaction between government policies and financial market
- The course will consider the stress on financial instruments, markets in which they are traded, and attendant structures.

### Course Outcomes:

- Understand what a financial system is and does, and the distinct functions of each component
- Understand some important financial instruments and the economic principles underlying their use
- Able to understand credit rating mechanism and working of mutual funds

### Course outline and indicative content

#### UNIT-I

Structure of Financial System – role of Financial System in Economic Development – Financial Markets and Financial Instruments – Money Markets - Bond Markets - Mortgage Markets - Stock Markets - Foreign Exchange Markets - Derivative Securities Markets – Role of SEBI – Secondary Market Operations – Regulation – Functions of Stock Exchanges – Listing – Formalities – Financial Services Sector Problems and Reforms.

#### UNIT-II

Financial Services: Concept, Nature and Scope of Financial Services – Regulatory Frame Work of Financial Services – Growth of Financial Services in India – Merchant Banking – Meaning-Types – Responsibilities of Merchant Bankers – Role of Merchant Bankers in Issue Management – Regulation of Merchant Banking in India. Wealth Management System

#### UNIT-III

Venture Capital – Growth of Venture Capital in India – Financing Pattern under Venture Capital – Legal Aspects and Guidelines for Venture Capital, Leasing – types of Leases – Evaluation of Leasing Option Vs. Borrowing. Hire Purchase Vs. Leasing (NP in Leasing)

#### UNIT-IV

Credit Rating – Meaning, Functions – Debt Rating System of CRISIL, ICRA and CARE. Factoring, Forfeiting and Bill Discounting – Types of Factoring Arrangements – Factoring in the Indian Context; (NP in Factoring)

#### UNIT-V

Mutual Funds – Concept and Objectives, Functions and Portfolio Classification, Organization and Management, Guidelines for Mutual Funds, Working of Public and Private Mutual Funds in India. Debt Securitization – Concept and Application – De-mat Services-need and Operations-role of NSDL and CSDL. NAV calculation – Sharpe, Jensen, Treynor models

#### Suggested Books

- Bhole&Mahakud, Financial Institutions and Market, TMH, New Delhi
- V.A.Avadhani, Marketing of Financial Services, Himalayas Publishers, Mumbai
- DK Murthy, and Venugopal, Indian Financial System, IK Int Pub House
- Anthony Saunders and MM Cornett, Fin Markets & Institutions, TMH, New Delhi
- PUNITHavathy Pandian, Financial Markets and Services, Vikas, New Delhi
- Vasanth Desai, Financial Markets & Financial Services, Himalaya, Mumbai
- Meir Khan – Financial Institutions and Markets, Oxford Press.
- Madura, Financial Markets & Institutions, Cengage, New Delhi

#### CO PO Mapping

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	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	1	1	0	1	0	1	0
CO2	0	1	0	1	0	1	0
CO3	0	3	0	1	0	1	0
CO4	1	3	0	1	0	1	0
CO5	1	2	0	1	0	1	0

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

#### APPROVED IN:

BOS :

ACADEMIC COUNCIL

SDG No. & Statement

8 & 9

SDG:8- Decent Work and Economic Growth  
SDG:9- Industry, Innovation and Infrastructure

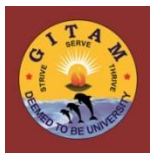
#### SDG Justification:

Knowledge on financial markets and services related to 8 & 9 SDGs, as subject deal with factors contributing to economic growth, industrial investments, Innovations and infrastructure development.

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

<b>CO</b>	<b>Course Outcomes</b>	<b>Assessment</b>	<b>Bloom Taxonomy</b>
CO1	Analyse & Apply knowledge of Financial System and markets	A1,A4	L3,L4
CO2	Analyse and Apply various Financial and various Merchant Banking Services and their Growth	A1, A4,A3	L3,L4
CO3	Analyse Leasing types and Evaluate leasing vs. buying	A2, A4	L4,L5
CO4	Analyse Credit Rating systems and evaluate Factoring services	A2,A4	L3,L4
CO5	Understand and Mutual funds and types and evaluate NAV calculations models.	A3,A4	L2,L5

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**Visakhapatnam – 45.**

<b>Course Code: MFI 843</b>	<b>Course Title: Security Analysis and Portfolio Management</b>	
<b>Semester: III</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s): MBA (2021-22) Admitted Batch</b>		
<b>Course Leader: Prof. M.S.V Prasad</b>		

### Course description

Since the financial deregulations in 1991, Indian economy has grown significantly and businesses have learnt and trapped the other sources of capital, than just bank loans. These days, organizations have a separate wing that deals with treasuries and capital to help hedge their risk exposure, be it from foreign exchange or interest rate fluctuations. Understanding the basic tools required to perform valuations of stocks, assessing risk by using fundamental and technical analysis, can assist one to manage a firm's financials more efficiently.

### Course Objectives:

- To understand the basic concepts of Security Analysis, by calculating returns and risk
- To understand the basic concepts of Fundamental Analysis and Technical Analysis
- To understand the basic concepts of Portfolio Analysis and the concepts of Mutual Fund Portfolio management

### Course outline and indicative content

#### Unit I (8 sessions) (CO1, CO2, L2, L3)

Introduction to security Analysis and Portfolio Management: Features of Investment – Investment vs. Speculation vs. Gambling – Risk definition and measurement; Stock Return and Valuation. Bonds – Valuation, Risks associated with bond investments, calculation of YTM. (NP)

#### Unit II (8 sessions) (CO2, CO3, CO4, L2, L3, L4)

Fundamental Analysis: Introduction to Economic analysis, components of Economic Analysis, Introduction to Industry analysis, components of Industry analysis, Introduction of Company analysis and components of company analysis.

#### Unit III (8 sessions) (CO2, CO3, CO4, CO5, L3, L4, L5)

Technical Analysis: Dow Theory, Support and Resistance Levels, Graphs and Charts; Technical Analysis vs. Fundamental Analysis; Indicators and Oscillators; Efficient Market Theory.

#### Unit IV (8 sessions) (CO1, CO3, L2, L4)

Portfolio Construction and selection: Markowitz model and efficient frontier, Sharpe Index model, Construction of Optimal portfolio, Capital asset pricing theory and arbitrage pricing theory. (NP)

## Unit V (8 sessions) (CO1, CO4, L2, L4)

Performance Evaluation of Portfolios: Need for Evaluation – Evaluation using Sharpe, Treynor and Jensen Index. (NP).

- Security Analysis and Portfolio Management – Punithavathy Pandian, Vikas Publishing House, 201
- Ranganatham, M., and Madhumathi, R., “Investment Analysis & Portfolio Management”, Pearson, New Delhi, 2012
- Fisher & Jordon, “Security Analysis and Portfolio Management”, Tata Mc-Graw Hill, New Delhi, 2008
- Edwin J Elton, Martin J Gruber, Stephen J Brown & William N Goetzmann, “Modern Portfolio Theory and Investment Analysis”, Wiley, New Delhi, 2014
- V.K Bhalla, “Investment Management”, S.Chand& Company Pvt,Ltd.,New Delhi, 2014

### Journals

- Harvard Business Review, Harvard Business School Publication Co. USA
- Vikalpa, Indian Institute of Management, Ahmedabad
- GITAM Journal of Management, GITAM Institute of Management, GITAM deemed to be university, Visakhapatnam

### CO PO Mapping

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0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	2	0	0	0	0	1	0
CO2	2	2	0	1	0	1	0
CO3	2	3	0	1	1	1	1
CO4	3	3	0	1	0	1	1
CO5	3	0	3	2	0	2	2

Note: 1 – Low Correlation 2 – Medium Correlation 3 – High Correlation

#### APPROVED IN:

BOS :

ACADEMIC COUNCIL

SDG No. & Statement

4 & 8

GOAL 4: Quality Education  
GOAL 8: Decent Work and Economic Growth

#### SDG Justification:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

**Course Outcomes (CO):**

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

CO	Course Outcomes	Assessment
CO1	Understanding of terminologies and concepts of Security Analysis and Portfolio Management	A1
CO2	Apply Fundamental analysis to estimate/calculate the company reports	A2
CO3	Analyse information using Technical analysis and Fundamental Analysis	A3
CO4	Make use of models and theories used for the Portfolio construction and selection	A2& A4
CO5	Evaluate the performance of Portfolios	A1, A2&A5

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**Visakhapatnam – 45.**

<b>Course Code: MF1845</b>	<b>Course Title: Title: Financial Statements Analysis</b>	
<b>Semester: III</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA (2021-22) Admitted Batch</b>		
<b>Course Leader: Prof. M.S.V Prasad</b>		

### **Course description and learning objectives**

The purpose of financial analysis is to assess the firm's historical financial performance in the context of its stated goals and strategy. The steps and tools used for financial statement analysis include ratio analysis, cash flow analysis, and the use of common size financial statements and other metrics. This process may also involve altering financial statements and developing thoughtful financial comparable.

#### **Course Objectives:**

This course is designed primarily for students who expect to be intensive users of financial statements as part of their professional responsibilities to understand financial performance and financial position and forecast financial statements to make informed decisions and focus on developing skills in

- Accounting Analysis – Assessing quality of financial statements; Potential accounting distortions; Recasting financial statements
- Financial Analysis – Ratio analysis including the DuPont framework – Cash flow analysis and funds flow analysis
- Prospective Analysis – Using accounting numbers in forecasting - Forecasting for credit analysis.

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

### **Course outline and indicative content**

#### **Unit I (CO1, L2)**

**Introduction and overview** of the financial statements analysis: Nature and objectives of Financial statement Analysis- forms and contents- users of financial statements - Statement of Financial Performance-Statement of Financial Position and Statement of changes in Equity. (N.P)

#### **Unit II (CO2, L2, L6)**

**Understanding financial statements** of Manufacturing concerns-Preparation of a Bank's financial statements- Analysis of a Balance sheet- Accounting for Non-Profit organization- Financial Analysis of companies from select industries –Need for performance measurement- principles of performance measurement- principles of performance measures- Aligning performance measures throughout the organization- types of performance measures- performance measure through computer based mode- operational performance measures- overcoming implementation obstacles and challenges- performance measures and rewards.

#### **Unit III (CO3, L4, L5,)**

**Comparative and Common Size Statements** and Percentage Changes and interpretation of comparative and common size financial statements- Perform a basic analysis and interpretation of the financial statements, including comparative and common-size income statements and balance sheets. (N.P)

**Unit IV (CO4, L2, L3, L4, L5,)**

**Ratio Analysis and performance** – Analysis of financial ratios and comparison among statements- Liquidity Analysis and working capital management- Analysis of capital structure and long term solvency- profitability ratio- Dupont Analysis – other measures of performance.

**Unit V (CO2, L2, L3, L6)**

**Financial Forecasting:** Need for forecasting- Proforma of financial statements- other proforma statements. **US GAAP:** US GAAP – Difference between US GAAP and Accounting standards- Sales forecast, preparation of proforma income statement, proforma balance sheet, growth and external funds requirement, computerized financial planning system.

**Course Outcomes (CO)**

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand components, users, forms and users of financial statements	A1, A3
CO2	Understand and prepare financial statements for various entities	A1,A2&A4
CO3	Analyze and evaluate various types of financial statements	A1,A4
CO4	Understand, apply and analyze various financial and liquidity ratios in order to evaluate an entity’s performance	A1,A4
CO5	Understand the need for forecasting, differences between US GAAP and accounting standards and preparation of proforma financial statements	A2,A4

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	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Target Level Max.</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>5</b>	<b>6</b>

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**(Declared as Deemed to be University u/s 3 of UGC Act. 1956)**  
**Visakhapatnam – 45.**

<b>Course Code: MFI 847</b>	<b>Course Title: CISI-1- Fundamentals of Financial Services</b>	
<b>Semester: III</b>	<b>Course Type: Elective</b>	<b>Credits:3</b>
<b>Home Programme(s): MBA (General)</b>	<b>Batch/Academic Year: 2021-23</b>	
<b>Course Leader:</b>		

### **Course description and learning objectives**

CISI is a recognized UK body that offers specific courses catering to the financial industry, which is highly sought out by banking industry. While taking this module, students should register with CISI to obtain training material and complete the online test to obtain certification from CISI. This module will provide introduction to the basic instruments like equities, bonds etc and their characteristics.

#### **Course Objectives:**

This course is designed primarily for students who expect to be intensive users of financial statements as part of their professional responsibilities to understand financial performance and financial position and forecast financial statements to make informed decisions and focus on developing skills in

- To understand financial systems and its components
- To gain knowledge on retail banking services
- To analyse the sources of finance
- To gain international financial markets and exchanges

### **Course outline and indicative content**

#### **Unit I (8 Sessions) (CO1, L1, L4)**

Introduction-financial system- components, Ethics and Integrity –principles of ethical behaviour in financial services, code of conduct by CISI.

#### **Unit II (9Sessions) (CO2, L2, L3)**

Savings and Borrowings- savers/borrowers-types, features, Banking-characteristics, retail vs commercial banks, customers-individuals/corporate-interest rates-quoted, effective annual rates of borrowing-secured vs unsecured borrowing- investment banks in M&A strategies -role of central bank.

#### **Unit III (8 Sessions) (CO3, L4)**

Equities-finance thorough equities, IPO, Dividends, capital gains, dividend yield, rights of shareholders. Bonds-features, types, terminology, duration, role of credit rating agencies-risks involved in financial leverage.

#### **Unit IV (9 Sessions) (CO4, L4)**

Derivatives-terminology, types, uses, applications and Markets-stock exchanges, role of stock exchanges-index-DJIA, S&P 500, FTSE100, Nikkei 225

## Unit V (9 Sessions) (CO5, L5, L6)

Financial Services- collective Fund management-foreign exchange-currency trading, exchange rates, Insurance-Personal, corporate, syndication.

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

### Course Outcomes (COs)

	Course Outcomes	Assessment
CO1	Getting the basics of financial market instruments	A1
CO2	To understand ethics and integrity in the industry	A2
CO3	Gaining basics of financial instruments, such as equities, bonds, derivatives.	A3
CO4	learning how to do assessing risk and returns of the instruments.	A4
CO5	learning in the CISI module test and obtain certification	A4

### Reference books:

CISI: Fundamentals of Financial Services

### References

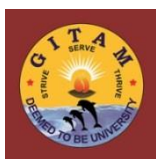
- Fundamentals of Financial Instruments: An Introduction to Stocks, Bonds, Foreign Exchange, and Derivatives (The Wiley Finance) by sunilparameswaran
- **An Introduction to Financial Markets and Institutions** by Maureen Burton , Reynold F. Nesiba , Bruce Brown.

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	0	0	0	3	1	1	1
CO2	1	1	0	3	2	2	1
CO3	1	2	0	3	2	1	1
CO4	1	3	2	2	3	2	1
CO5	1	2	3	1	2	2	1
<b>Target Level Max.</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>5</b>

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<b>Course Code: MFI 849</b>	<b>Course Title: Retail Bank Management</b>	
<b>Semester: III</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s): MBA (General)</b>	<b>Batch/AcademicYear: 2021-23</b>	
<b>Course Leader:</b>		

### **Course description and learning objectives**

Over the last three decades there has been a remarkable increase in the size, spread and scope of banking activities in India. The emergence of new private banks with enhanced technology has broadened the scope and range of banking services offered to consumers. This has led to intense competition among banks and financial institutions. The developments aiming at strengthening the system, in the retail banking sector in the last two decades are important factors for banking. A peek into the basic tools of banking, along with the regulations governing the sector is beneficial to those interested in taking banking as a profession.

### **Course Outcomes:**

- To understand the basic functions and services associated with banking
- To recognize various aspects and needs of customers and banking
- To be able to analyse and understand the need for the various regulations associated with banking
- To understand the various retail loans offered by the commercial banks.

### **Course outline and Indicative Content**

#### **Unit I (8 sessions) (CO1, CO2, L1 & L2)**

Introduction to Retail Banking: Definition and scope – customers, products, services; New Products & Services – Financial Planning and Advisory Services, Banc assurance, Mutual Funds, Portfolio Management Services.

#### **Unit II (8 sessions) (CO2, L2 & L3)**

Branchless Banking: Management of alternate delivery channels – Automated Teller Machine (ATM), Phone Banking, Mobile Banking, Card technologies, Internet Banking.

#### **Unit III (8 sessions) (CO2, CO3, L12, L3 & L4)**

Ancillary Services: Interbank Transfer – Electronic Clearing Services (ECS), Electronic Funds Transfer – NEFT, RTGS, SWIFT, Electronic cheques; Safe Deposit Lockers; FOREX service; DEMAT and Custodial service.

#### **Unit IV (8 sessions) (CO3, CO4, CO5, L13 & L4)**

Retail Lending: Cash Credit, retail loans – vehicle, personal, home, education; Creation of Security – hypothecation, mortgage, pledge, lien; Banker's Rights; management of non-performing assets (NPA)- capital adequacy – SLR –CRR.

**Unit V (8 sessions) (CO3, CO4, CO5, L3, L4)**

Responsibility of Banks: Know Your Customer (KYC), Prevention of Money Laundering, Banking Ombudsman, Banking Codes & Standards Board of India (BCSBI), introduction to Basel Norms.

Case Analysis (Not Exceeding 200 words)

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

**Course Outcomes**

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Would be able to deal with banking transactions, personal or professional with a better understanding.	A1
CO2	Would be able to tackle investment decisions with respect to Portfolio Management.	A3
CO3	Would develop a clarity of RBI regulations will make them handle various financial services with diligence, ensuring they are on the right side of law.	A2
CO4	Would understand the various retail lending products and regulation of the RBI with respect to the commercial banks.	A3 &A4
CO5	Helps to understand the regulatory framework of RBI towards the commercial banks.	A4

**References:**

- Ravi Subramanian, "The Incredible Banker", Rupa, New Delhi, 2013
- Rajesh, R., &Sivagnanasithi T., "Banking Theory Law &Prctice", Tata McGraw Hill, New Delhi, 2013
- Dr S Gurusamy, "Banking Theory Law & Practice", Tata McGraw Hill, New Delhi, 2013.

**Journals:**

- "Bank Quest", Journal of Indian Institute of Bankers, Mumbai
- "Prajnan", Journal of National Institute of Bank Management, Pune

**CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	1	1	0	0	0	1	1
<b>CO2</b>	3	2	0	0	0	1	2
<b>CO3</b>	3	0	0	0	0	1	2
<b>CO4</b>	3	0	0	0	0	2	2
<b>CO5</b>	3	2	0	0	0	1	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

<b>BOS :</b>		<b>ACADEMIC COUNCIL</b>	
<b>SDG No. &amp; Statement</b>	4 & 8		

Goal 4: Quality Education  
Goal 8: Decent Work and Economic Growth

**SDG Justification:**

This course enhances the quality of education and promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life.

This course enables students to benefit from employment and enterprising opportunities, contributing to the nation's economic development.

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**Visakhapatnam – 45.**

<b>Course Code: MFI 851</b>	<b>Course Title: Securities Markets &amp; Operations</b>	
<b>Semester: III</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Program(s):MBA (2021-23) Admitted Batch</b>		
<b>Course Leader:</b>		

**Course description and learning objectives**

This course is intended to provide a general overview of capital markets, financial instruments, and investment process. To familiarize the students about SEBI and other regularities and its rules to understand the activities and procedures of Security Market and its mechanism and also to acquaint the knowledge about funds mobilized through various sources and instruments of Financial Market.

**Course outline and indicative content**

**Unit I (9 Sessions) (CO1, CO3, L2, L4)**

Primary and Secondary Markets - Role and Functions of New Issue Market - Methods of Floatation; Pricing of Issues; Promoters Contribution; Offer Documents; Underwriting of Issues and Allotment of Shares; Appointment and Role of Merchant Bankers, Underwriters, Brokers, Registrars, Lead Managers and Bankers etc.

**Unit II (9Sessions) (CO4, CO1, L3, L4, L5, L6, L2)**

Stock Markets – Functions, Importance and Limitations; Mechanics of Stock Market Trading-Different Types of Orders, Screen Based Trading and Internet Based Trading; Settlement Procedure; Types of Brokers; Listing of Securities in Indian Stock Exchanges.

**Unit III (8 Sessions) (CO2, L3, L4)**

Legal Framework for Securities Market Operations - SEBI Guidelines Relating to the Functioning of the New Issue Market; Stock Exchanges and Intermediaries; SEBI Act 1992; Securities Contract Regulation Act, 1956; RBIs Rules, Regulations and Guidelines for FIIs.

**Unit IV (8 sessions) (CO6, L3, L4, L5)**

Trading Pattern in OTCEI and NSE – Significance and Functions, Procedure of Listing and Trading on OTC; NSE-Functioning and Trading Pattern in NSE-Capital Market Segment and Wholesale Market Segment; Security Market Indicators-Need and Importance; BSE Sensex, NSE, NIFTY and other Index Numbers.

**Unit V (8 sessions) (CO5, L3, L4, L5)**

Demat Trading: Meaning and Significance; SEBI Guidelines and other Regulations Relating to Demat Trading; Procedure of Demat Trading; Role of Depositories and Custodial Services. NSDL and CDSL – functions



### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	POS1	PSO2
CO1	1	0	3	3	0	1	1
CO2	0	2	1	0	0	1	2
CO3	0	3	1	1	2	1	2
CO4	3	3	0	0	2	1	2
CO5	0	2	0	2	2	1	2
Target Level Max.	4	10	5	6	6	5	9


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

#### Course Outcomes (Cos)

	Course Outcomes	Assessment
CO1	Summarize a general overview of capital markets, financial instruments, and investment process.	A1
CO2	Categorize and apply the regulations over the Capital market and various departments of SEBI and other regularities involved in financial Markets.	A2
CO3	Explore the role of various financial players involved in Issue management Activities.	A3
CO4	Trade at BSE and NSE	A4
CO5	Identify and appraise the working conditions and functions of Depositories	A4

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## MARKETING SPECIALIZATION

	Course Code	Course Title	L	T	P	J	S	C
	MMK 841	Consumer Behaviour						
	Course Owner	Prof M Jyothsna	Syllabus version				1.0	
	Course Pre-requisite(s)	Marketing Management	Contact hours				45	
	Course Co-requisite(s)	Coursera - Market Research and Consumer Behavior	Date Approved					
Alternate Exposure								

Consumer Behavior course enables a student to gain a comprehensive understanding of consumer behavior and its relevance in gaining consumer insight. This course explores various aspects of consumer decision making process keeping the individual, social and cultural dimensions of consumer behavior as a backdrop. During the course students will frequently be asked to consider two perspectives when thinking about the concepts they cover. One is the perspective of a marketing manager, who needs to understand consumer behavior to develop, implement and evaluate effective marketing strategies. Second is the perspective of the customer and understand influences of marketing on your own behavior. Consumer behavior is based around a model of human cognition rooted in sequential mental processing steps that intervene between the marketing mix (input) and purchase behavior (output). It is based on internal dynamics such as motivation, perception, personality, learning and attitude to the choices consumers make.

### Course Objectives

1. To identify Key Determinants of Consumer Behaviour in an informed and systematic way.
2. To Describe environmental dimensions that influence consumer decisions making.
3. To examine how motivation, perception and personality dimensions influence consumer behavior and the role of Learning on consumer buying behaviour.
4. To appraise the students perspective on attitude formation and socio-cultural environment.
5. To assess how consumer decision making is done.

### Unit 1 Title Introduction to Consumer Behavior

**No of Hours- 9**

Key Determinants of Consumer Behaviour and Marketing Strategy; Providing Customer Value Satisfaction and Retention; Market segmentation: Concept, Bases and Significance; How market segmentation operates; Criteria for effective targeting of market segments, Profile of the Indian Consumer.

### Learning Outcome:

- To review the concepts of Marketing and Consumer Behavior L1
- To explain the complex nature of consumer decision making L2
- To enable students understand the criteria for Segmenting, Targeting and Positioning L3
- To comprehend the profile of the Indian Consumer. L4

**Pedagogy Tools:** Blended learning, Case study, video lectures, self-reading

**Unit 2 Title Consumer Motivation, Perception and Personality**

**No of Hours- 9**

Motivation Theory and Marketing Strategy, Consumer Perception-Nature of Perception and Marketing Theory ,Personality and consumer behavior

**Learning Outcome:**

- Comprehend the types of Human Needs and Motives and the Meaning of Goals. L1
- Understand the Dynamics of Motivation, and Perception
- Examine the role of personality L2
- Interpret the role of motivation, perception and personality on decision making L4

**Pedagogy Tools:** Blended learning, Case study, video lectures, self-reading

**Unit 3 Title Learning and Consumer Behavior**

**No of Hours- 9**

Behavioral learning theories -Classical Conditioning, Instrumental Conditioning; Cognitive Learning-Learning Theory and Involvement Theory.

**Learning Outcome:**

- Understand the process of consumer learning. L1
- Explain the behavioral learning theory and its application to consumption behavior L2
- Examine the Cognitive learning theories and its application L3
- Appraise the students of information processing, cognitive learning and understand their strategic applications to consumer behavior. L4
- Understand how consumer learning and its results are evaluated. L5

**Pedagogy Tools:** Blended learning, Case study, video lectures, self-reading

**Unit 4 Title Attitude Formation and Social and Cultural Environment**

**No of Hours- 9**

Attitude formation and Attitude Change: Influence of family, social class and family lifecycle, influence of culture and cross culture

**Learning Outcome:**

- To examine the role of Attitude formation and decision making L2
- To evaluate the role of culture in shaping consumer behavior in a market L5
- To interpret the influence of social class on the purchase behavior of buyers L2
- To assess the role of family and its influence on decision making L2
- To analyze the impact of reference group and opinion leaders on consumer behavior L4

**Pedagogy Tools:** Blended learning, Case study, video lectures, self-reading

**Unit 5 Title Consumer Decision Processes**

**No of Hours- 9**

Levels of consumer decision making; Types of Consumer Decision Making, Consumer Decision Rules, Diffusion of Innovation

**Learning Outcome:**

- To learn the types of consumers buying decisions and explain how they relate to consumer involvement L2
- Interpret and Analyze the consumer decision-making process L3
- Apply critical thinking, analytical and interpretive skills while learning the decision process L4

**Pedagogy Tools:** Blended learning, Case study, video lectures, self-reading

On successful completion of the course student will be able to

	<b>Course Outcomes (COs)</b>	<b>Assessment</b>
CO1	Recall how knowledge of consumer behaviour can be applied to marketing.	A1
CO2	Demonstrate and illustrate how factors like motivation, perception and personality influence consumer behaviour.	A2
CO3	Inspect and analyse how learning can influence the choices consumers make.	A3 & A2
CO4	Formulate and support marketing strategies based on Attitude Formation, Social and Cultural Environment..	A3 & A2
CO5	Evaluate Consumer Decision Making and Consumer Decision Rules	A2

**Text Book**

Leon G. Schiffman, Joseph Wisenblit, Consumer behavior, Pearson Education, 12th Edition 2019

**References**

- Roger D. Blackwell (Author), Paul W. Miniard (Author), James F. Engel (Author), Zillur Rahman (Author) Consumer Behavior , 10th Edition, Cengage Publication,2017
- Michael R. Solomon Pearson ,Consumer Behavior: Buying, Having, and Being Pearson, 12th Edition,2017
- S. Ramesh Kumar, Consumer Behavior: The Indian Context (Concepts and Cases) Pearson, 2017.

**JOURNALS**

- The Journal of Marketing (JM)
- The Journal of Marketing Management
- The Journal of Consumer Marketing
- The Journal of Marketing Research
- GITAM Journal of Management, GITAM Institute of Management, GITAM University,Visakhapatnam
- Current News – Business News Papers
- E- Books and E-Journals

**Websites**

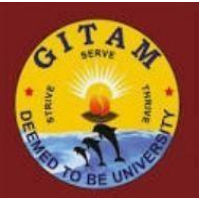
- <https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/the-consumer-decision-journey>
- <https://hbr.org/2020/11/in-a-pandemic-we-buy-what-we-know>

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	2	0	2	3	1	2	1
<b>CO2</b>	1	3	0	1	2	2	1
<b>CO3</b>	2	2	0	2	1	1	1
<b>CO4</b>	1	2	0	2	2	1	1
<b>CO5</b>	2	1	0	2	2	2	1
<b>Target Level Max.</b>	8	8	2	10	8	8	5

1-Low, 2- Medium and 3- High Correlation

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MMK 843</b>	<b>Advertising &amp; Brand Management</b>	3					3
	Course Owner		Syllabus version			1.0		
	Course Pre-requisite(s)	Basics of Marketing	Contact hours			45		
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Advertising is the dissemination of information concerning an idea, product or service that induces the need in customer, leading to the sale of the product. Advertising is used for communicating business information to the present and prospective customers. Advertising Management is the process of employing various media to sell a product or service. This process begins quite early from marketing research and encompasses the media campaigns that helps to sell the product. In the modern age of large-scale production, producers cannot think of pushing sale of their products without advertising.

Brand plays a very important role in influencing the minds of the customer. Brand not only creates a distinction from the other competitor brands but also adds value to customer by possessing it. Branding and maintaining brand equity play significant role in marketing of products

### Course Objectives

1. To understand the concepts of Advertising and the role of Ad Agencies
2. To know the significance of creativity in development of Ad.
3. To plan and evaluate of media strategy
4. To Identify and establish Brand Positioning and brand equity
5. To develop marketing programmes that enhance brand equity

### Unit I

### Introduction to Advertising

No of Hours – 9

Advertising: Concept, types and objectives of advertising, social, ethical, and economic aspects of advertising

Advertising budgets: Factors influencing budgeting decisions, methods of budgeting

Advertising Agencies: types, services of Ad Agencies

Trends in Advertising: social media, Mobile, Banner & Video, Search and Display Advertising

### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the basic concepts of advertising and Advertising budgets L1
- know the role of Ad agencies in promotion of products L2

**Pedagogy Tools:** PPT, Case study, Discussion, Self-reading,

**Unit II Advertising Creativity**

**No of Hours- 9**

Creativity: Importance of creativity, creativity process

Creativity Implementation and Evaluation: Advertising appeals, Execution styles

Creative Strategy Development: Ad campaigns, Creative brief, major selling ideas

Creative tactics: In print and electronic media.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the role of creativity to gain the attention of target customers L2
- Develop Ad appeals and adopt execution styles L3

**Pedagogy Tools:** Case study, Assignments, Student Presentations

**Unit III Media Planning and Strategy**

**No of Hours - 9**

Market analysis: Analysis of market, Company's marketing strategy, Creative strategy  
Establishing Media objectives

Developing and Implementing Media strategies: The Media Mix, Target Market Coverage, Geographic Coverage, Scheduling, creative aspects, Reach and Frequency, flexibility, budget considerations

Evaluation of Media: Merits and demerits of Broadcast, Print and Support

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Decide media objectives by analysing market situation L3
- Understand aspects of media planning to achieve reach and frequency L4
- Evaluate different media with respect to nature of product and target customers L4

**Pedagogy Tools:** Case study, Assignment, Self-reading, Student Presentations

**Unit IV Introduction to Branding**

**No of Hours-9**

**No of Hours- N**

Definition, Benefits of branding, Inputs for branding, Model (David Aker's) to develop brand strategy, Brand management process.

Brand Positioning: Definition and importance of positioning. Positioning Strategy: Target market, defining competition, Establishing Points of difference and Points of parity, Updating positioning overtime.

Brand Equity: Meaning, Relevance of brand equity to business, Brand elements to build brand equity

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Learn basics of branding and brand management L1
- Understand importance of brand Positioning and positioning strategies L2
- Know the importance of brand equity in competitive market L2

**Pedagogy Tools:** Case study, Discussion, PPTs, Student Presentations

**Unit V Brand Management**

**No of Hours -9**

Designing marketing programme to build brand equity: Developing Product, Price, Distribution channel and IMC strategy.

Product and Brand Extensions: Advantages of Extensions, Disadvantages of Brand Extensions

**Learning Outcomes:**

After completion of this unit, the student will be able to

- \* The role of marketing mix strategy modification to build brand equity. L2
- \* Understand the importance of Product & Brand Extensions to develop competencies L3

**Pedagogy Tools:** Case study, Discussion, Assignment, Student Presentations

**Case Let (Not Exceeding 200 Words)**

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

CO	On successful completion of this course, students will be able to	Blooms Taxonomy Level
CO 1	Describe the concepts and trends in Advertising, examine the methods of budgeting and specify the services of Ad agencies.	L1, L2
CO 2	Present various styles of execution of creative Ad appeals to target customers and develop major selling ideas	L3,L6
CO 3	Analyze and develop right media strategy to achieve advertising objectives.	L4,L6
CO 4	Learn basics of branding, brand Positioning and in depth about the role of marketing mix strategy to leverage brand equity	L4
CO 5	Understand in detail about the influence of different aspects of branding strategies to grow and sustain brand equity	L5, L6

**Text Book**

1. Advertising and Promotion: An Integrated Marketing Communications Perspective, 11th Edition by George Belch and Michael Belch
2. Strategic Brand Management, 4th Edition. Kevin Lane Keller. ©2013 | Pearson |

**References**

1. Kenneth Clow and Donald Black, "Integrated Advertisements, Promotion and Marketing Communication", 6th Ed., Prentice Hall of India, New Delhi, 2013



2. Philip Kotler, Kevin Lane Keller, Abraham Koshy and Mithileshwar Jha, "Marketing Management", Pearson 14th Edition New Delhi, 2013
3. Larry D. Kelly, Donald W. Jugenheimer, "Advertising Media Planning A Brand Management Approach", PHI, New Delhi, 2013
4. Kirti Dutta, Brand Management –Principles and Practices, Oxford Higher Education, New Delhi, 2012.

### **Journals**

1. Indian Journal of Marketing & Journal of Advertising Research
2. GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakahapatnam.
3. Harvard Business Review, Harvard Business School Publication Co. USA 142
4. Vikalpa, Indian Institute of Management, Ahmedabad

### **Websites**

Ad-<https://www.thetradedesk.com>  
<https://ads.sharechat.com>


### **CO PO Mapping**

**This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).**

**0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance**

<b>CO PO Mapping</b>							
<b>Internal</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>CO2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Target Level Max.</b>	<b>12</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>12</b>	<b>3</b>	<b>2</b>

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	<b>Course Code</b> MMK845	<b>Course Title: Sales &amp; Distribution Management</b>	L	T	P	J	S	C
	Course Owner	Dr. Sujit Kumar Patra	Syllabus version				1.0	
	Course Pre-requisite(s)	Knowledge of Marketing Management	Contact hours				45	
	Course Co-requisite(s)	Coursera- Effective Sales – An Overview	Date Approved					
	Alternate Exposure	Industrial selling, Retail selling, Services selling.						

Sales and Distribution Management focuses on the sales techniques and the management of the sales force. The success of any sales and marketing department lies in the effectiveness of the Sales Force. The goal of the Sales Management course is to examine the elements of an effective sales force as a key component of the organization's total marketing effort. A successful Sales Manager needs to understand the fundamentals of the sales process, the relationship between sales and marketing, sales force structure and issues in recruiting, selecting, training, motivating, compensating and retaining sales people. Distribution strategy is the method used to bring products, goods and services to customers or end-users. These distribution channels minimize the gap between point of production and point of consumption, and thereby create place, time and possession utilities.

#### Course Objectives

1. To help students understand the Sales & Distribution functions as integral part of marketing functions in a business firm
2. To comprehend the changing role of sales force and sales as a career.
3. To establish sales territories and estimate sales budgets.
4. To analyze sales force motivation, training and compensation methods
5. To assess the reasons for channel conflicts and their management

#### UNIT - I

##### Title: Introduction to Sales Management

No of Hours:10

Evolution of Sales Management, importance of Sales Management, types of Selling, difference between Selling and Marketing, Modern Day Sales Activities, Selling Skills, Selling Strategies, Selling Process. Changing role of sales force and sales as a career.

##### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the concepts of sales management L1 L2
- Apply the concepts of selling Vs Marketing L1 L3
- Comprehend Selling strategies and skills I2
- Recognize the changing roles of sales force and sales as a career L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

#### UNIT - II

##### Title: Sales Planning and Budgeting:

No of Hours:10

Sales planning process, sales forecasting methods, sales budgeting process, methods used for deciding sales budget, types of quotas and quota setting procedure, reasons for establishing or revising sales territories, routing and scheduling sales persons, market cost analysis.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Analyze data to effectively forecast sales of a company. L4
- Evaluate performance of the sales force visa-vis the targets given by the company. L5
- Assess the sales performance of the company. L5

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III**

**Title: Sales Force Management**

**No of Hours:10**

Recruitment and selection of the sales force, training the sales force, sales force motivation, sales force compensation, sales force control and evaluation.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the performance of the sales force visa-vis the targets given by the company. L4
- Comprehend sales force motivation. L2
- Evaluate sales force compensation to motivate sales force. L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading.

**UNIT - IV**

**Title: Introduction to Distribution Management:**

**No of Hours:7**

Definition, need for Distribution Channels, designing the Marketing Channels, Motivating and Evaluating Channel Members, Capturing the Customer requirements, online distribution of sales of goods and services.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concepts of sales management and distribution channel management. L1
- Apply the concepts of Motivation in sales management. L3
- Design the marketing channels with respect to nature of products. L5.

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - V**

**Title: Managing Distribution Channels**

**No of Hours:8**

Managing Channel Information Systems, reasons for Channel Conflicts, Managing Conflict, Managing, Ethical issues in Sales and Distribution Management, emerging trends in sales and distribution.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the reasons for sales conflict. L2
- Apply the concepts of sales and distribution channel management. L3

Examine the reasons for channels conflict L5

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

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

CO	Course Outcomes	Assessment
CO1	Will be able understand and apply the concepts of sales management and distribution channel management.	A1, A3
CO2	Analyze data to effectively forecast sales of a company.	A2, A1
CO3	Evaluate performance of the sales force visa-vis the targets given by the company.	A2
CO4	Evaluate sales performance of the company.	A2, A3

**Textbook(s):**

1. **Services Marketing: Valarie A. Zeithaml, Mary Jo Bitner, McGraw-Hill Education; 7th edition ,2017**
2. **Services Marketing, Jochen Wirtz , Christopher Lovelock , 8<sup>th</sup> Edition, 2016**

**Additional Reading**

Newspapers and Market reports

**Reference Book(s):**


1. Tapan K.Panda, Marketing management text and cases: Indian Context, Excel Books, 2019
2. Michael D. Hutt, Dheeraj Sharma, Thomas W. Speh, B2B marketing: a south - Asian perspective, 11th ed, Cengage Learning, 2020

**Journal(s):**

- Journal of Advertising.
- Journal of Consumer Research.

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	3	1	1	1	1	3	1
<b>CO2</b>	3	1	1	1	1	3	1
<b>CO3</b>	3	3	1	1	1	3	1
<b>CO4</b>	3	1	3	1	3	3	3
<b>CO5</b>	3	3	1	1	2	3	3
<b>Target Level Max.</b>	15	9	7	5	8	15	9

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	<b>MMK847</b>	<b>Retail Management</b>	L	T	P	J	S	C
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure	Field Visits						

Retail is the second highest employable sector in India after information Technology. Retailers today must take complex decisions about selecting the appropriate target market, products, price and presentation of the merchandise. This is in addition to training and motivating retail employees. Retailers must build a path based on well-developed strategic plans and use state-of-the-art information and distribution systems to be viable. Having a clear understanding of the fundamentals of retailing would help to survive and prosper in business.

### Course Objectives

- To provide an understanding of the concepts of Retail.
- To impart knowledge to analyse the retail strategy and process of strategy formulation.
- To evaluate the function of merchandizing and determine the pricing strategies of merchandize.
- To analyse the methodology of retail operations, specifically emphasizing on key activities and relationships.
- To apply the tools of retail communication mix and test the role of branding in retail marketing.

### Unit I Title: Introduction to Retail No of Hours- 8

#### Syllabus

Introduction to Retail: Meaning of Retail, the functions of Retailer, significance of retail, the evaluation of retail formats, understanding retail formats, the evaluation of retail, and drivers of retail

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the meaning of Retail and significance of retail as an industry. L2
- Classify the evolution of retail formats. L2
- Describe various retail formats. L2
- Comprehend the evolution of retail in India. L2
- Analyse the drivers of retail change in India. L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Guest lectures, field visits

### Unit II Title: Retail Strategy No of Hours- 10

#### Syllabus

Retail Strategy: Concept – strategic retail planning process, retail locations, types of locations, steps involved in choosing a retail location, trade area and their evaluation, franchising- advantages and disadvantages.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Define the concept of retail strategy. L1
- Relate the importance of retail strategy and process of strategy formulation. L2
- Explain various types and characteristics of retail locations. L1
- Inspect the various steps involved in choosing a retail location. L2
- Interpret the concept of franchising, its advantages and disadvantages. L1

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Guest Lectures, Field Visits

**Unit III****Title: Merchandising & Pricing****No of Hours- 8**

## Syllabus

Merchandizing and Pricing: Concept – evaluation and functions – role of merchandizer and buyer- function of buying for different types of organizations-merchandise planning-implications-process-sources of merchandize, concept of process of mechanize sourcing, retail price, factors affecting retail prices, elements of retail price, retail pricing strategies, SCM in Retail

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concept of merchandising and the functions for buying for different types of retail organizations. L2
- Discuss the concept of merchandise planning and the processes involved in it. L2
- Apply the technology tools that aid merchandise planning. L3
- Comprehend the concept of retail pricing, its policies and strategies.L2
- Assess the concept of supply chain management in retail and its significance. L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Guest Lectures

**Unit IV****Title: Store Operations****No of hours-12**

## Syllabus

Store Operations –Concept -5SS of retail operations, legal aspects of store operations, store design, visual merchandising, private label, need for private labels, category management – components of category management.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concept of retail store operations and 5 S's of store operations. L2
- Explain the legal aspects of store operations. L3
- Apply the concept of store design and visual merchandising. L2
- Categorize the concept of private label and need of private labels. L2
- Evaluate the concept of category management and the reasons for the emergence of category management. L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Field Visits, Guest Lectures.

**Unit V Title: Retail Marketing and Branding No of Hours -12**

**Syllabus**

Retail Marketing & Branding: Retail Marketing Mix, Retail Communication Mix, role of branding in retail,

1. customer loyalty, technology in retail-RFID, bar-coding, the changing Facets of retail *Market Basket Analysis and Retail Analytics lab sessions.*

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concept of retail marketing mix and the role of branding in retail marketing. L2
- Discuss the tools of retail communication mix and & relevance of IMC in retail. L2
- Comprehend what customer loyalty is and its important characteristics. L2
- Interpret the significance of technology and Omni channel retailing L1
- Evaluate retail analytics and Market Basket Analysis L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Guest Lectures

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the fundamentals of retail concepts which can be applied in retail career	A1
CO2	Develop a retail strategy that appeals to a specific target market, which includes location, layout/design, merchandising, pricing, and promotions.	A3
CO 3	Apply the knowledge of function of merchandizing and its pricing	A3 & A2
CO 4	Analyze how to carry out Store Management in the most effective way.	A3 & A2
CO 5	Evaluate the best retail communication mix and retail branding.	A2

**Text Book**

1. Swapna Pradhan, "Retail Management", Tata McGraw Hill Company, New Delhi,2017.
2. Levy &Weitz, "Retail Management", Tata McGraw Hill Company,New Delhi,2013

**References**

1. Piyush Kumar Sinha, "Retail Management", Wiley & Company,New Delhi,2014
2. Gibson G. Vedammani, "Retail Management", Jaico Publishing,NewDelhi,2013
3. TheJournalofBusiness&RetailManagementresearch,U.K
4. International journal of Retail & Distribution Management, Emerald
5. Journal of Marketing,India.
6. GITAM Journal of Management, GITAM Institute of Management, GITAM (Deemed to be University), Visakhapatnam..

### Journals(s)

1. IndianJournalofMarketing&JournalofAdvertisingResearch
2. GITAMJournalofManagement,GITAMInstitute of Management,GITAMdeemed to be university, Visakahapatnam
3. Harvard Business Review, Harvard Business School Publication Co. USA
4. Vikalpa, Indian Institute of Management, Ahmedabad

### Websites

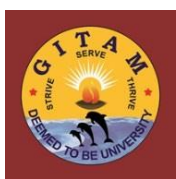
1. [Knowledge Reports | Retailers Association of India \(RAI\)m](#)
2. [RASCI - Retailers Association's Skill Council of India](#)
3. [Indian Retail Industry Analysis Presentation | IBEF](#)

	PO1	PO 2	PO 3	PO 4	PO 5	PSO1	PSO2
CO1	3	2	2	1	1	1	1
CO2	3	0	1	1	0	1	0
CO3	3	2	2	1	1	1	0
CO4	3	0	0	3	0	1	1
CO5	3	2	2	1	1	1	0
<b>Target Level Max.</b>	15	6	7	7	3	5	2

1-Low, 2- Medium and 3- High Correlation

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**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**  
**(Declared as Deemed to be University u/s 3 of UGC Act. 1956)**  
**Visakhapatnam – 45.**

Course Code	Course Name Title	L	T	P	J	S	C
MMK849	Digital Marketing	2		2			
Course Owner	Department of Marketing	Syllabus version				1.0	
Course Pre-requisite(s)	Fundamentals of Marketing, Basic Knowledge of Computers	Contact hours				64	
Course Co-requisite(s)	Better to have a Laptop or Desktop	Date Approved					
Alternate Exposure							
Semester: III	Course Type: Elective	Credits: 3					
Home Program(s): MBA	Batch/Academic Year: 2021 - 23						

### Course description

The era of digital environment and digital convergence has opened up new opportunities for marketing. The shift in the consumer behavior from brick to click is posing new challenges for the marketers. The digital revolution has created opportunity for innovation and empowered customer to digital convergence. The goal of digital marketing is to understand the accessibility of customers to digital media and how it created avenues to investigate the mindset of online consumers

### Course Objectives

- To understand and develop a comprehensive digital marketing strategy.
- To make use of search engines for optimising the visibility and search results.
- To formulate and implement Social Media Marketing Strategies.
- To create, analyse and send promotional content through E-mails and Mobiles
- To apply measurement techniques for evaluating the digital marketing efforts.

### Unit-1: Online marketing foundations (CO1, LO1) – 14 Sessions

Digital marketing strategy - exploring digital marketing - starting with a website - user experience design (UXD) - user interface design (UI), Content marketing - foundations of content marketing - creation of content plan - content creation and promotion - measuring content effectiveness - designing and developing blogs - creating, promoting and measuring blog content - using newsletter in content - using photos in content marketing

### Learning Outcomes:

After completion of this unit Student will be able to

- Understand the key issues of digital landscape. – L2
- Apply the content marketing goals – L3
- Analyse the Website usability – L4

- Create a digital marketing strategy – L6

### **Pedagogy Tools:**

Blended Learning, Lecture, Practice, Discussion, Student Presentation, Polls

### **Unit – 2: Search Engine optimisation (CO2, LO2) – 12 Sessions**

An introduction to search engine marketing (SEM) - Enhancing the organic search preferences, keyword allocation for improving website's searchability - Pay per click marketing - Online Reputation Management to improve SEM - Enhancing the organic search preferences - Keyword allocation for improving website's searchability - Pay per click marketing - Online reputation management to improve search engine marketing - keywords as the foundation of SEO - managing keyword data - link building strategies - measuring SEO effectiveness - local search - Paid search - creating an advertisement - pay per click advertising - researching keywords - creating a campaign

### **Learning Outcomes:**

After completion of this unit Student will be able to

- **Understand the importance of keywords – L2**
- Apply the concept of SEO for greater visibility – L3
- Analyse paid, owned, shared and earned media – L4
- Evaluate the content marketing – L5
- Create a content marketing strategy – L6

### **Pedagogy Tools:**

Blended Learning, Lecture, Practice, Discussion, Student Presentation, Polls

### **Unit -3: Social media marketing(CO3, LO3)–14 Sessions**

Understanding social media marketing - building online community - growing an online community - getting started with twitter - tweeting on twitter - building presence on twitter - getting started with facebook - marketing on facebook - building your presence on facebook - measuring your efforts - understanding instagram and advertising on instagram - developing linkedin's business strategy - finding audience - engaging audience

### **Learning Outcomes:**

After completion of this unit Student will be able to

- Understand different types and functions of social media – L2
- Apply the purpose of Social media within organizations – L3
- Evaluate social media campaigns – L5
- Create a plan to manage social media Campaigns. – L6

### **Pedagogy Tools:**

Blended Learning, Lecture, Practice, Discussion, Student Presentation, Polls

### **Unit-4: Marketing YouTube, E-Mail, Mobile (CO4, LO4, LO5) – 14 Sessions**

understanding YouTube - monetizing with YouTube partner program - building an audience - customising the channel - advanced video optimization on YouTube - using YouTube analytics, Email Marketing - Basic components of Email marketing - Designing emails to enhance Email Marketing - Viral email marketing campaigns - email marketing tools and setup - understanding of how email fits into a marketing plan - managing the audience - audience engagement, Mobile Marketing - understanding mobile marketing - Alternative mobile access technologies: platforms, services, devices and speeds - Consumer and corporate applications: content, marketing, sales promotion, ticketing, participation/interaction - Location-based services (Proximity marketing), SMS/ MMS, GPRS based services and marketing - Mobile messaging based Marketing - mobilizing web presence - SMS campaign and building mobile applications.

### Learning Outcomes:

After completion of this unit Student will be able to

- Understand the concepts of YouTube, e-mail & mobile marketing – L2
- Apply promotional campaigns through E-Mail & Mobile Marketing – L3
- Analyse the Viewership patterns – L4
- Evaluate the adverts' adherence to a recognized code of conduct – L5
- Create a marketing campaign using digital marketing tools. – L6

### Pedagogy Tools:

Blended Learning, Lecture, Practice, Discussion, Student Presentation, Polls

### Unit – 5: Web Analytics (CO5, LO6) – 10 Sessions

Usage of Google Analytics - Implementation of Google Analytics - understanding analytics core concepts - setting up goals - using different types of reports, Affiliate marketing foundations - fundamental affiliate marketing principles - preparations for affiliate marketing - rolling out affiliate efforts.(*stukend online resources*)

### Learning Outcomes:

After completion of this unit Student will be able to

- Understand the benefits of analytics in marketing and foundations of affiliate marketing – L2
- Apply the google analytics concepts – L3
- Analyze the usage of affiliate marketing – L4
- Evaluate dashboards & other promotional tools - L5
- Create and generate various types of reports – L6

### Assessment methods

Task Number	Task	Task Type	Task Mode	Weightage (%)
T1	Students have to develop a blog on their own	Group Activity	Practical	10
T2	Content Writing Using Key Words and Implementing it using SEO Techniques	Individual	Practical	10
T3	Students have to create a marketing campaign of their choice and promote it through Social Media Networks	Group Activity	Practical	10
T4	Create a YouTube channel and promote the ad campaign	Group Activity	Practical	10
T5	Identify at least two Customer Segments and send the E-Mails and SMS to 200 individuals by the students and list of E-Mails and Mobile Numbers have to be submitted	Individual	Practical	10
A1	A test will be conducted for 25 marks at the mid-term	Individual	Test	25
A2	A test will be conducted for 25 marks at the end-term	Individual	Test	25

### TEXT BOOK

1. Digital Marketing: Strategies for Online Success by Godfrey Parkin, New Holland Publishers.
2. The art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns by Ian Dodson Wiley, 2016.

- eMarketing: the essential guide to marketing in a digital world, Rob Stokes, 5<sup>th</sup> Edition, Quirk eMarketing (Pvt.) Ltd.

**REFERENCE BOOKS**

- Facebook Marketing: An Hour A Day by Chris Treadaway and Mari Smith, Sybex
- Fundamentals of Digital Marketing by Puneet Singh Bhatia, Pearson, 2017.
- Online Marketing, Richard Gay, Alan Charlesworth and Rita Esen, Oxford University Press, 2016

**Websites:**


- [www.seodigger.com](http://www.seodigger.com)
- [www.wix.com](http://www.wix.com)
- [www.google.com/analytics](http://www.google.com/analytics)
- [www.way2sms.com](http://www.way2sms.com)
- [www.blogger.com](http://www.blogger.com)
- [www.adwords.google.com](http://www.adwords.google.com)
- [www.klout.com](http://www.klout.com)

**CO PO Mapping**

This is to map the level of relevance of the Course Outcomes (CO) with Programmed Outcomes (PO).  
 0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	3	3	1	1	1	2	3
<b>CO2</b>	3	3	1	0	1	3	3
<b>CO3</b>	3	3	1	0	0	2	3
<b>CO4</b>	3	3	1	1	1	3	3
<b>CO5</b>	3	2	1	0	1	2	3
<b>Target level Max</b>	15	14	5	2	4	12	15

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MMK 846</b>	<b>MARKETING RESEARCH</b>						
	Course Owner		Syllabus version			1.0		
	Course Pre-requisite(s)		Contact hours			45		
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

This course provides a comprehensive introduction to marketing research, and discusses key concepts, processes, and techniques, as well as their applications. Students gain an appreciation for the breadth and depth of the subject and its significance for a business enterprise. Besides an overview of marketing research, the course covers research with qualitative data, and methods used for analyzing research data to make decisions.

### Course Objectives

1. Understand theoretical aspects of Marketing Research and its role in 21st century
2. Comprehend the planning and research process and designing the questionnaire.
3. Interpret measuring different scaling techniques in Marketing Research.
4. Evaluate different applications in Marketing Research and communicate through report writing
5. Apply recent research trends in different Marketing areas.

### UNIT-I Title: Dynamics of Marketing Research

**No of Hours: 7**

Introduction, Meaning of Research, Research Characteristics, Various Types of Research, Marketing Research and its Management, Nature and Scope of Marketing Research, Marketing Research in the 21st Century (Indian Scenario) Role of Research in Marketing, Practical tips for researchers

Learning Outcomes:

After completion of this unit the student will be able to

- Recognize the role of Research in Marketing L1
- Describe the research characteristics and its types L2
- Interpret the Marketing Research to Indian Scenario L3

Pedagogy tools: Blended learning, Case let, Video lectures, self-reading

### UNIT-II Title: Planning the Research Process

**No of Hours: 8**

Introduction, Stages in planning the market research, Interview Techniques, designing questionnaires and interview guides, Building Attitude Exploration into questionnaires

Learning Outcomes:

After completion of this unit the student will be able to

- Describe stages in Marketing Research L1&L2
- Illustrate the interview techniques in Marketing Research L3
- Design the Questionnaires L4
- Conducting Interviews L4

Pedagogy tools: Blended learning, Case let, Video lectures, self-reading

**UNIT-III Title: Measurement and Scaling Techniques**

**No of Hours: 10**

Introduction, Importance of Measurement and Scaling in Marketing Research, Scales of Measurement: Fundamental Properties, Primary Scales of Measurement, Attitude Measurement Scales, Qualitative Research and its Implementation, Qualitative Research Methodology, Analysis and Interpretation of Qualitative Research Data.

Learning Outcomes:

After completion of this unit the student will be able to

- Identify the use of different scaling techniques in Marketing Research L1&L3
- Describe the qualitative research and its implementation L1&L2
- Analyze and interpret the qualitative Research data L3&L4

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

**UNIT-IV Title: Applications of Marketing Research**

**No of Hours: 10**

Advertising Research- Introduction, Purpose, populations involved in audience and advertisement research, procedures for advertisement research, Publication considerations in advertisement research. Social Research- - Introduction, Purpose, populations involved in social research, procedures for social research

Report Writing and Presentation, Interpretation of Marketing Research Reports, Applications of Marketing Research.

Learning Outcomes:

After completion of this unit the student will be able to

- Recognize the Advertising Research and its procedure L1
- Describe the Social research and its procedure L2
- Interpret different Marketing Reports L3
- Evaluate different applications in Marketing Research L5

Pedagogy tools: Blended learning, Case let, Video lectures, self-reading

**UNIT-V Title: Recent Trends in Marketing Research**

**No of Hours: 10**

Online Marketing Research, Recent Trends in Marketing Research, Research in Lifestyle Retail, Marketing Research and Social Marketing, Rural Marketing Research, Trends in Services Marketing Research, Brand Equity Research, International Marketing and Branding Research

Learning Outcomes:

After completion of this unit the student will be able to

- Describe and apply the recent research trends in Marketing areas L2&L3
- Interpret the International Marketing and Branding Research L3
- Differentiate Social and Rural Marketing Researches L4

Pedagogy tools: Blended learning, Case let, Video lectures, self-reading

**Text Books:**

- Naresh K. Malhotra et.al., “Marketing Research – An Applied Orientation”, 5<sup>th</sup> Edition, Pearson, UK, 2017
- Nigel Bradley, “Marketing Research - Tools and Techniques”, 3<sup>rd</sup> Edition, Oxford University Press, NewDelhi, 2013.

**References:**

- Donald R. Cooper & Pamela S Schindler, “Marketing Research – Concepts and Cases” Tata McGraw Hill, New Delhi, 2006.
- G. Berry, “Marketing Research”, 4<sup>th</sup> Edition, Tata McGraw Hill, New Delhi

**Journals**

- GITAM Journal of Management
- Harvard Business Review, Harvard Business School Publication Co. USA
- Vikalpa, Indian Institute of Management, Ahmedabad

**Websites**

<https://www.marketresearch.com>


<https://www.toolsrush.com>

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	3	0	0	2	0	1	1
<b>CO2</b>	0	2	1	2	1	1	0
<b>CO3</b>	3	3	3	2	2	1	0
<b>CO4</b>	2	2	3	3	2	1	0
<b>CO5</b>	1	2	1	2	3	1	0
	8	10	8	11	8	5	1

1-Low, 2- Medium and 3- High Correlation

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## HR SPECIALIZATION

	Course Code	Course Title	L	T	P	J	S	C
	<b>MHU 841</b>	<b>Learning and Development</b>	3	3	0	0	0	3
	COURSE OWNER		Syllabus version					1.0
	Course Pre-requisite(s)	Positive mindset to deal people challenges at organization	Contact hours	50				
	Course Co-requisite(s)	Online certifications and reports	Date Approved					
	Alternate Exposure	HR Software's And Dash Boards , Membership In Professional Bodies Like NIPM,ISTD,SHRM						

A learning and development strategy outline how an organization develops its workforce's capabilities, skills and competencies to remain successful. It is an important part of an organization's overall business strategy.

The objective of this course is to help students understand the various facets of learning and development strategy such as business strategy, operational and cultural factors, the human capital approach, keeping strategy updated, and the investors in people process. The course provides participants with an understanding of the skills required, to employee training needs, design and administer employee training and development programs, and evaluate both the efficiency and effectiveness of such programs.

### Course Objectives

- To Understand the basic concepts of 'Learning and Development' and as a tool to develop capabilities of employees in the workplace.
- To identify the strategies in training and their needs assessment for organizational learning and development.
- To identify the fundamental concepts of Learning and Development in Case analysis.
- To acquire knowledge to develop skills and abilities to manage of the organizations.
- To evaluate the process of overall learning and development

### UNIT –I Introduction

**No of Hours 10**

**Introduction:** Concept and key components of Learning and Development – Overview of Training and Development systems – The forces influencing working and learning – Linking Training & Development to company's strategy – Requisites of effective training.

### Learning Outcomes:

After completion of this unit, the student will be able to



- Understand the key components of learning and development L1
- Discuss the various forces influencing the workplace and learning and explain how training can help companies deal with these forces. L2
- Design and understand the overview of training and development systems L5
- Critically understand the requisites of effective training L1

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, corporate report, and online tools for right engagement. (Menti Meter, Khoot)

**UNIT –II Strategic Training No of Hours 10**

**Strategic Training:** Evolution of Training – Learning as a strategic focus – Strategic Training & Development process – Organizational characteristics that influence training. Training Needs Assessment (TNA): Purpose of TNA – Training need assessment at different levels – Approaches to TNA – Training need assessment methods.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the strategic training and development process L1
- Identify the training needs assessment for the effective learning L2
- Discuss how to create learning or training brand why it is important L3

**Pedagogy tools:** Case let, video lectures, self-reading, TED talks, Online dash boards for recruitment and selection, Guest lectures.

**UNIT –III Learning and Transfer of Training No of Hours 10**

**Learning and Transfer of Training:** Concept of Learning – Learning Theories – Learning Process – Instructional emphasis for learning. Program Design: Considerations in designing effective training programs – Curriculum course, and lessons design – program design implications for transfer of training – using knowledge management for learning and transfer of training.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concept of learning theories L1
- Identify the considerations in designing effective training programs L2
- Understand the Curriculum course and lessons design L1
- Discuss how to use knowledge management for learning and transfer of training L3

**Pedagogy tools:**, Case let, video lectures, self-reading, Online survey and assessment, HR executive Interviews,

**UNIT –IV Training and Development Methods No of Hours 10**

**Training and Development Methods:** Traditional Training methods – Technology based training methods – Training Evaluation: Objectives of training evaluation – overview of the evaluation process – outcomes used in evaluation of training programs – Determining whether outcomes are appropriate – Evaluation practices – Determining Return of investment.

After completion of this unit, the student will be able to

- Understand the differences between the traditional and technological training methods L1
- Understand the objectives and overview of training evaluation process L1
- Analyze the outcomes used in evaluation of training programs L4

- Identify the appropriate outcomes for the evaluation practices

L2

Pedagogy tools:, Case let, video lectures, self-reading, Minor survey and report writing , Report analysis and Trend analysis on compensation ,Industrial visit to know about the safety standards

**UNIT – V The Future of T&D**

**No of Hours 10**

**The Future of Training & Development:** Training for Sustainability – Increased use of new technology for training delivery – Capturing and sharing intellectual capital and social learning – Just-in-time learning and performance support – Increased Emphasis on Performance Analysis: Big Data and learning for business enhancement – Stake holder focused learning – Training partnership and outsourcing.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the future trends that are likely to influence training departments and trainers  
L1
- Understand the concept of social learning  
L2
- Discuss how these future trends may affect training delivery and administration, as well as the strategic role of training department  
L3

Pedagogy tools:, Case let, video lectures, self-reading, Role plays, Group discussions, Discussions with Union/Welfare officer for industry exposure

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand and discuss the concepts of learning and development and translate learning strategy into action.	
CO2	Identify the key strategies in training and their needs assessment for organizational learning and development.	
CO 3	Analyze how to implement the theories of learning and transfer of training.	
CO 4	Discuss various training evaluation methods for the effectiveness and trends in Learning and development.	
CO 5	Evaluate the process of overall future learning and development.	

**Textbook(s):**

- Noe, Raymond A. and Kodwani, Amitabh Deo. Employee Training and Development, McGraw Hill Education India, 7<sup>th</sup> edition, Special Indian Edition, New Delhi, 2018.

**Reference Book(s):**

- Noe, Raymond A. and Kodwani, Amitabh Deo. Employee Training and Development, McGraw Hill Education India, 7<sup>th</sup> edition, Special Indian Edition, New Delhi, 2018.

**Journal(s)**

- GITAM Journal of Management, GIM, GITAM Deemed to be University, Visakhapatnam.
- HRM Review.
- HRD Review

- NHRD
- E – Books and E – journals

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	3	0	0	0	1	2	0
<b>CO2</b>	1	2	0	0	0	1	2
<b>CO3</b>	0	3	0	0	1	0	1
<b>CO4</b>	1	2	0	0	0	2	1
<b>CO5</b>	1	0	0	0	1	1	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**


Decent Work and Economic Growth

**SDG Justification:**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

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	Course Code <b>MHU843</b>	Course Title <b>Employee Welfare and labour Administration</b>	L	T	P	J	S	C
	COURSE OWNER		Syllabus version				1.0	
	Course Pre- requisite(s)	Awareness of various HR policies and Acts	Contact hours	48				
	Course Co- requisite(s)	Online certifications, coursera	Date Approved					
Alternate Exposure	Field visit to factory ,and Interaction with Welfare officer							

Employee welfare is a part of social welfare. Employee welfare includes anything that is done for the comfort and improvement of employees' life, and is provided over and above the wages. Welfare helps in keeping the morale and motivation of the employees high so as to retain the employees for longer duration which helps the organization to achieve its goals. Welfare may increase the expenses but it will benefit the organisation in the long run, as it had proved to have direct correlation to productivity, loyalty, industrial relations, discipline and brand image. It is also important for HR managers to understand various social security measures, State and Central government machinery responsible for implementation of various legislations on welfare and social security.

### Course Objectives

- To understand the concept of employee welfare and various welfare facilities
- To understand various agencies responsible for providing welfare facilities
- To understand the State and Central Government Labour administrative

### UNIT-1 Labour Welfare

**No of Hours 10**

**Labour welfare Concept and Scope:** Employee Welfare- Meaning and Scope, Objectives of Labour Welfare ,Theories of Labour Welfare- Principles of Labour Welfare, Labour Welfare in India: Pre and Post Independence, Welfare practices in India presently- Various Constitutional provisions for labour welfare in India.

### Learning Outcomes:

After completion of this unit, the student will be able to

Define the meaning and definition of employee welfare	L1
Undertands the labour welfare practices in India	L2
Interpret various welfare policies and its application across industries	L5

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, ,and online tools

### UNIT-II ILO

**No.of Hours 10**

**Impact of ILO on Employee Welfare in India:** ILO – International Labour Organization- Structure of ILO- Labour Welfare – Position in India -Agencies of labour welfare , Labour Welfare Work By Central Government, State Governments, Employer's role in welfare work, Trade Unions, NGO's -Others.

### Learning Outcomes:

After completion of this unit, the student will be able to

Remember the role of ILO for industrial harmony	L1
Understand various welfare agencies and welfare schemes	L2
Execute various agencies performance central and state level	L3
Pedagogy tools: Case let, video lectures, self-reading, Guest lectures,ppt	

### UNIT-III Welfare Facilities

No.of Hours 10

**Welfare Facilities:** Classification of Labour Welfare Activities, Extra mural activities, Intra mural activities, Welfare practices in India- Statutory & Non-Statutory Welfare Schemes, Factories act 1948, welfare centers , labour welfare officer- duties and function of labour welfare officer, - Status of welfare officer.

### Learning Outcomes:

After completion of this unit, the student will be able to

Understand classification of labour	L2
Remember both statutory and non-statutory schemes	L1
Examine the role of welfare officer across industries	L4
Pedagogy tools:, Case let, video lectures, self-reading, , HR executive Interviews,Field visit	

### UNIT-IV Social Security

No. of Hours 10

**Social Security Concept and Scope:** Concept and Scope, Social Assistance and Social Insurance, Organised, Sector- Employees State Insurance Act, 1948 , Employees Provident Funds& Miscellaneous Provisions Act, 1952, Employees Compensation Act, 1923, Maternity Benefits Act, 1961 and Payment of Gratuity Act,1972. Unorganised Sector-Unorganized Workers Social Security Bill, 2008 -Social security in India

### Learning Outcomes:

After completion of this unit, the student will be able to

Remember various social security acts	L1
Describes both organised and unorganised labour	L2
Evaluate social security schemes and its relevance	L5
Pedagogy tools:, Case let, video lectures, self-reading, Minor survey and report writing , Report analysis and Trend analysis on compensation ,Industrial visit to know about the safety standards	

### UNIT-V Labour Administration

No of Hours 8

**Labour Administration:** Evolution of Labour administration, Central Labour Administrative Machinery, Chief Labour Commissioner (CLC), Directorate General of Employment & Training(DG of E&T), Directorate General, Factory Advice Service and Labour Institutes(DGFASLI), Labour Bureau, Welfare Commissioners, Autonomous Organisations- Employees Provident Fund Organization (EPFO), Employees State Insurance Corporation (ESIC) Central Board for Workers Education (CBWE), Adjudicating Body- Central Government Industrial Tribunals cum-Labour Courts (CGITs), Arbitration Body- Board of Arbitration, Joint Consultative Machinery (JCM) Scheme, Central Labour Service (CLS), Citizens' / Client's Charter (CCC) Labour Administrative Machinery in A.P.

### Learning Outcomes:

After completion of this unit, the student will be able to

Remember various statutory bodies its administration L1  
 Understands the role of arbitration and labour bureau L2  
 Analyze the labour administration in AP L2  
 Pedagogy tools:, Case let, video lectures, self-reading, Role plays, Group discussions, Discussions with Union/Welfare officer

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

	<b>Course Outcome</b>	<b>Assessment</b>
CO1	understand the concept of employee welfare and various welfare facilities provided by the Central, State Governments and various agencies	A1,A2 & A4
CO 2	understand different statutory and non-statutory welfare facilities	A1,A2,A3 & A4
CO 3	determine the difference between social security measures in India	A3 & A4
CO 4	compare and contrast the State and Central Government Labour Administrative machinery	A3 & A4

**Textbook(s):**

- Sharma A. M., “Aspects of Labour Welfare and Social Security”, Himalaya Publishing House, Mumbai
- Vaid K. N., “Labour Welfare in India”, Sri Ram Centre for IR and HR, New Delhi,
- Dr. SubbaRao, P., “Labour Welfare and Social Security”, Himalaya Publishing House, Mumbai,

**Additional Reading and Reference Book(s):**

- Edwin B Flippo, "Personnel Management", Tata McGraw Hill Publishing , New Delhi, 1984
- John H. Bernardin, "Human Resource Management - An Experiential Approach", Tata McGraw Hill, New Delhi, 2013
- Mirza, Saiyadain, "Human Resource Management", Tata McGraw Hill, New Delhi, 2013
- Gary Dessler&BijuVarkkey, "Human Resource Management", Pearson, New Delhi, 2015 14th edition.

**Journal(s)**

- Harvard Business Review, Harvard Business School Publication USA
- People Matters online Magazine
- Human Capital Magazine
- Vikalpa, Indian Institute of Management, Ahmedabad

**CO - PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>CO3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>CO4</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :<< date >>**

**ACADEMIC COUNCIL: <<date>>**


**SDG No. & Statement:8**

**Decent Work and Economic Growth**

**SDG Justification:**

**Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**

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	Course Code: MHU 845	L	T	P	J	S	C
	Course Title: <b>Employment Laws - I</b>						
	Course Owner Dr Shamshuddin Shaik	Syllabus version				1.0	
	Course Prerequisite(s): None	Contact hours				48	
	Course Co-requisite(s): None	Date Approved					
	Alternate Exposure: Repeating exercises, either with the same participants or with others, with the help of semi-scripted Role Plays. Extracted Supreme Court and High Court case laws and Group Discussions from AIR, LLJ, LLR, or other sources. Identification of Important Sections and analyze the arguments relating to various topics and sub-topics.						

To promote Industrial Harmony and better Employment relations between Employer and Employees, the government always updates the rules and regulations for various organizations from time to time as it helps every community grow together. Accordingly, it is essential to know about modernized governmental policies and rules. Therefore, if any business wants to work without hurdles, an entrepreneur, Human Resource Department should be up to date with employment laws. The first thing to know about employment law is which laws apply to a particular business. Not all laws apply to all employers. Therefore, HR managers need to understand applicable employment laws to protect the rights of their employees. In the process, HR managers can help their companies avoid lawsuits, fines, and legal expenses. It is not uncommon for Human Resource management trainees to ignore the importance of learning about employment laws during their training. As a result, they enter the corporate world without having a thorough understanding of the various employment laws and the role of legal professionals in establishing and running harmonious relations and ventures.

#### Course Objectives:

1. To provide an understanding of the concepts of employment Laws
2. To impart knowledge to analyse the various employment Laws in India.
3. To evaluate the function of employment laws in Industrial Organizations.
4. To analyse the Cases and the Judgments of Supreme Court and High court
5. To apply the various sections of the Acts to solve case discussions.

#### Unit I: Title: Labor Legislation

No of Hours- 10

Employment Laws: Significance - Need - Principles - Scope - - Classification - New Codes of Employment Laws - Role of ILO - Aims - Objectives - Recommendations - Conventions - Impact of Indian Constitution on Employment Laws. Social Security and Social Dialogue in Employment Laws



**Learning Outcomes:** After completion of this unit, the student will be able to

- |    |   |    |
|----|---|----|
| 1. | Understand the significance of Labor Laws in India. | L2 |
| 2. | Classify the evolution of Case Laws.                | L3 |
| 3. | Understand the evolution of Cases and Sections.     | L3 |
| 4. | Understand the Judgments in various acts.           | L2 |

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Guest lectures, field visits.

### **Unit II: Industrial relations**

**No of Hours- 10**

The Industrial Disputes Act, 1947 - Significance - Need - Scope - Objectives - grievance redress Machinery and Mechanism - Conciliation - Arbitration - Adjudication - Strikes - Lockouts - Layoff - Retrenchment.

**Learning Outcomes:** After completion of this unit, the student will be able to

- |    |  |    |
|----|--|----|
| 1. | Define the concept of Industry.                        | L1 |
| 2. | Relate the importance of components of the above Acts. | L2 |
| 3. | Understand various types and characteristics of Laws.  | L3 |
| 4. | Understand various Cases related to the Acts.          | L2 |
| 5. | Understand the Legal framework of Act.                 | L1 |

### **Unit III: Standing Orders and Trade Unions**

**No of Hours- 8**

The Industrial Employment (Standing Orders) Act, 1946 - Significance - Need - Objectives - Scope - Certified Standing Orders - Posting - Principles of natural Justice - Amendment of Standing Orders - Trade Unions Act, 1926 - Significance - Need - Objective - Scope - Registration - Multiple Trade Unions - Contributions - Donations - Unfair Labor Practices - Collective Bargaining - Office Bearers.

**Learning Outcomes:** After completion of this unit, the student will be able to

- |    |  |    |
|----|--|----|
| 1. | Define the concept of Industry.                        | L1 |
| 2. | Relate the importance of components of the above Acts. | L2 |
| 3. | Understand various types and characteristics of Laws.  | L1 |
| 4. | Understand various Cases related to the Acts.          | L2 |
| 5. | Understand the Legal framework of Acts.                | L3 |

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Guest Lectures, Field Visits.

### **Unit IV: Health, Safety and Welfare**

**No of hours-10**

The Factories Act, 1948 - Significance - Need - Aims - Objectives - Health - Safety - Welfare - Working conditions - Working Hours - Leaves - Welfare Officer - Safety Officer - Chief Inspector - Rights - Duties - Penalties - Contract Labour (Regulation and Abolition) Act, 1970 - Significance - Need - Scope - Objectives - Registration - Licensing - Health - Safety - Welfare -

Penalties.

**Learning Outcomes:** After completion of this unit, the student will be able to

1. Understand the concept of Factory. L1
2. Understand the concept of the Contract Labor Act. L2
3. Apply the Cases related to the Supreme court in the discussion of the Case analysis. L3
4. Understand the role and Mechanism of the Regulatory Body. L2
5. Understand the Provisions and Penalties under the Law. L2

**Pedagogy tools: Blended learning, Case let, video lectures, self-reading, Field Visits, Guest Lectures.**

#### **Unit V: Wage Laws in India**

**No of Hours -10**

Payment of Wages Act, 1936 - Fixation of Wage periods - Time - Deductions - Maintenance of Registers and Records - Penalties - Minimum Wages Act, 1948 - Fixing of Wages - Wage Committees - Overtime - Exemption and Exceptions - Penalties.

**Learning Outcomes:** After completion of this unit, the student will be able to

1. Understand the concept of Wages in India. L2
2. Understand the Laws related to Wages. L1
3. Understand the Significance of Wage law in India. L2
4. Understand the Cases and applications in Discussion forums. L3
5. Understand the importance of Penalties. L4

**Pedagogy tools: Blended learning, Case let, video lectures, self-reading, Guest Lectures**

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Student will be able to understand the employment Law concepts.	A1,A2&A3
CO2	Student can understand Legal interventions and its effects on organisations.	A1,A3&A3
CO3	Students can understand the role of various enactments and applicability.	A2,A3&A3
CO3	At the end student will be able to understand the purposes, relevance and Various precedents, Judgments, Amendments.	A3,
CO3	Apply multidisciplinary approach to the employment and Legal context	A3,

#### **TEXTBOOK**

Padhi, P.K., "Labor and Industrial Laws", Prentice Hall of India, New Delhi, 2018

**REFERENCES**

Singh B.D., "Labor Laws for Managers", Excel Books, New Delhi, 2014  
 Malik P. L., "Industrial and Labor Laws", Eastern Book Company, 2013  
 Mishra S.N., "Labor and Industrial Laws", Central Law Publication, 2012


**JOURNALS**

Labor Law Reporter  
 Labor Law Journal

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	1	1	1	2	1	0	2
<b>CO2</b>	1	2	1	3	1	1	1
<b>CO3</b>	3	1	3	1	1	1	1
<b>CO4</b>	1	2	2	1	1	1	2
<b>CO5</b>							
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							
<b>BOS :</b>			<b>ACADEMIC COUNCIL</b>				
<b>SDG No. &amp; Statement</b>		8					
Decent Work and Economic Growth							
<b>SDG Justification:</b>							
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all							

1-Low, 2- Medium and 3- High Correlation

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MHU 847</b>	<b>COMPENSATION MANAGEMENT</b>	0	3	0	0	0	3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Compensation management is one of the important and complex functions of human resource management. Compensation is one of the strategies to attract and retain talent in organizations. It is a function that involves many principles, procedures and legislations. Knowledge of this function is important for every employee as most of the disputes in organizations are around the wages and salaries of employees. This course will equip the student with all the knowledge and skill of designing the compensation structure of employees in organizations.

### Course Objectives

1. To understand the various concepts related to compensation and wages.
2. To understand the concept of rewards and performance linked compensation.
3. To examine the different incentive systems adopted in organizations
4. To analyze the structuring of wages and compensation in organizations
5. To examine the differences in executive and non executive remuneration and the challenges of compensation management in MNCs.

### UNIT - I Title: Compensation and wages

**No of Hours : 10**

Meaning and objectives of compensation; Scope; Significance; Dimensions of compensation; 3P compensation concept; **Concepts of Wage**- Wages, Salary, Earnings, Take-Home pay, C.T.C; Types of Wages- Minimum wages, Fair wages, Living wages, Nominal wages, Real wages; **Wage Payments** -Time Rate system, Piece Rate system, Payment by results, work study, Balance or debt method, Incentive rate system; **Wage theories**- Subsistence theory, Wage fund theory, Marginal productivity theory, Residual claimant theory, Bargaining theory. **Wage Structure**: Components of wage structure- Basic; Dearness Allowance; Variable Dearness Allowance (V.D.A.) and Calculation of V.D.A.; Incremental system; Fringe benefits.

### Learning Outcomes:

After completion of this unit, the student will be able to

1. Understand the concepts of wages and salaries · L2
2. Differentiate between types of wages · L4
3. Illustrate the components of wage structure · L3

**Pedagogy tools:** Blended learning, Case let, video lectures, group discussions, self-reading

### UNIT - II Title: Performance linked Reward system

**No of Hours :12**

Concept of reward, Reward systems; Performance descriptors and Performance related pay; **Variable pay**- Types of variable pay plans – Individual, Group and Organization wide plans; Factors affecting success of

variable pay plans, Benefits of Variable pay plan; Forms and types of performance linked reward system- Merit pay, Skill based pay, Competency based pay, Shop floor incentive and bonus schemes- Individual piece work, work measure schemes, Measured day work, Incentives.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- 1. Evaluate the linkage between reward system and performance of employees · L4
- 2. Distinguish between the various forms of performance linked reward systems - L3

**Pedagogy tools:** Blended learning, Case let, video lectures, group discussions, self-reading

**UNIT - III Title: Wage Incentive system**

**No of Hours : 12**

Classification of incentives-Individual incentive plans- Halsey system, Rowan system, Bedaux Point system, Differential piece rate system, Emerson’s plan, Gantt Premium and task bonus, Accelerated Premium system: Group incentive plans- Scanlon Plan, Rucker plan; Organization based incentive plans- Gainsharing plans, Goal sharing plans, profit sharing plans, ESOPs – types of ESOPs, Annual Bonus, Economic value added / Market value added; Principles and procedures for installing incentive systems; Linking wages with productivity.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- 1. Classify different type of incentives · L2
- 2. Outline the various types of incentive plans L4

**Pedagogy tools:** Blended learning, Case let, video lectures, group discussions, self-reading

**UNIT - IV Title: Wage Fixation**

**No of Hours: 10**

Compensation Policies (Micro level), Compensation strategy at Micro level, Developing a total compensation strategy; Wage differentials- types; Wage curves, pay grades, broad banding; Pay surveys; Factors influencing wage determination; Wage determination process- Job evaluation- methods of job evaluation; Methods of Wage Fixation - Collective Bargaining; Wage Boards; Pay Commissions; Adjudication

**Learning Outcomes:**

After completion of this unit, the student will be able to

- 1. Evaluate the factors influencing wage determination · L4
- 2. Demonstrate the process of wage fixation - L4
- 3. Evaluate the different methods of wage fixation - L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - V Title: Executive Remuneration**

**No of Hours : 6**

Criteria for fixing executive remuneration; Unique features of Executive Remuneration; Why managers should be paid more; New developments in CEO's compensation; Principles & Procedures for Preparation of Remuneration for Consultants and Other Outsourcing Agencies; Role of HR department in Compensation Administration; Challenges of compensation management in MNC.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- 1. Differentiate between managerial and managerial compensation structure · L3
- 2. Evaluate the role of HR department in Compensation management · L4

3. Analyse the challenges of compensation management in MNCs.

· L4

**Pedagogy tools:** Blended learning, Case let, video lectures, group discussions, self-reading

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the various wage theories and the concepts related to pay	A1, A2, A4
CO2	Analyze and differentiate between the various components of wages of non executives and executives	A1,A2,A4
CO 3	Examine the different methods of wage fixation	A1, A3, A4
CO 4	Calculate the DA and other components of wages and salaries and prepare pay roll	A1, A4
CO5	Present the challenges of compensation management in MNCs	A2, A4

**Textbook(s):**

1. Singh, B.D., Compensation & Reward management. Excel books. New Delhi.
- 2.

**Additional Reading and Reference Book(s):**

1. Aswathappa, K ., Human Resources & Personnel Management. Tata Mc Graw Hill Publishing Limited.

New Delhi.

2. Sharma,A.M., Understanding wage systems in India. Himalaya Publishing House, Mumbai.

**Journal(s):**

1. GITAM Journal of Management, Visakhapatnam
2. Harvard Business Review, New Delhi.
3. HRM Review, Hyderabad Human Capital, New Delhi
4. Personnel To-day, Kolkata
5. NHRD Review, New Delhi.


**Website(s):**

- 1.

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	3	2	0	3	1	2	1
<b>CO2</b>	3	3	0	3	3	2	0
<b>CO3</b>	3	3	0	3	3	2	1
<b>CO4</b>	3	3	0	3	3	2	0
<b>CO5</b>	2	2	0	3	1	3	1
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							

<b>BOS :</b>		<b>ACADEMIC COUNCIL</b>	
<b>SDG No. &amp; Statement</b>	8		
Decent Work and Economic Growth			
<b>SDG Justification:</b>			
The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.			

	<b>Course Code: MHU849</b>	T	P	J	S	C
	<b>Course Title: HUMAN RESOURCE VALUE PROPOSITION</b>	3	0	0	0	3
	Course Owner Prof. YVVSSS Vara Prasad Syllabus version					1.0
	Course Prerequisite(s) Contact hours					43
	Course Co-requisite(s) Date Approved					
	Alternate Exposure					

HR practices generally deal with people performance, information and work because they create an infrastructure that affects, employees, customers, line managers and investors. HR professionals play different roles in an organization. Employee champion administrative expert, change agent and strategic partner and so on. HR investments build organizational capabilities. These organizational capabilities create intangibles, like, talent, speed, collaboration, accountability, shared mindset, learning and leadership. The essential message of this course is that HR must deliver value. HR practices must create value in the eyes of investors, customers, line managers and employees. HR departments must be organized and they must implement strategies that create value by delivering business results in efficient and effective ways. Similarly HR professionals deliver value when their personal competencies deliver business results. Value is the foundation and premise of the HR architecture.

- 1 understands what is HR Value proposition and its relevance in achieving the goals of the company
- 2 extrapolate the role of HR for value proposition
- 3 analyze the elements of value proposition
- 4 develop the skill of creating value proposition through HR

#### **UNIT - I Title: The concept of HR value: : (8 sessions) (CO1, CO2, L1 & L2)**

The concept of HR Value Proposition; its premise; five elements of HR Value Proposition; The fourteen criteria of the New HR.

Learning outcomes: at the end of the unit student will be able to :

- 1 describe HR Value Proposition concept Co1, L1
- 2 interpret the HRVP frame work Co2, L1
- 3 apply the criteria of the new HR Co2, L2

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

#### **Unit II External and Internal Business Realities: (9 sessions)(CO2, L2 & L3)**

**External and Internal:** External business realities; Technology; Economic and Regulatory Issues; workforce demographics external stakeholders; investors, customers; Internal Factors; Line managers and HR; Employees and HR.



Learning outcomes: at the end of the unit student will be able to :

1 demonstrate the external business realities Co2, L2

2 analyse the HR transformation in serving external and internal stakeholders Co2, L2

3 describe how HR can add value by addressing HR outside in Co2, L2, L3

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

**UNIT - III Title:HR and Value Proposition: (9 sessions)(CO2, CO3, L2, L3 & L4)**

**HR and Value Proposition;** Flow of people; Flow of Performance Management; Flow of information; Flow of work;  
HR leader; HR Competencies

Learning outcomes: at the end of the unit student will be able to :

1 describe the flow of people, performance management Co2, L2

2 describe the flow of information and work Co3, L3

3 can analyse and interpret the role of leader and HR competencies to add value to the organization  
Co3, L3

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

**UNIT - IV Title: HR organization: (9 sessions) (CO3, CO4, L3 & L4)**

**HR organization:** Single business and Functional HR; Holding company business and dedicated HR; diversified business and shared services HR; HR Transaction work; HR Transformation work; Roles for HR professionals: Employee advocates, Human Capital developers, functional experts, Strategic Partner, .

Learning outcomes: at the end of the unit student will be able to :

1 can explain the concepts of single business and functional HR Co3, L3

2 demonstrate how HR works in holding company and diversified business and shared services Co4,  
L3 & L4

3 analyse and apply various roles of HR professionals Co4, L3 & L4

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

**UNIT - V Title: Professional development and implications: (8 sessions) (CO3, CO4, L3, L4 & L5)**

**Professional development and implications,** Principles of Professional Development; Training for HR Professionals;  
Development experiences for HR Staff; implications for the transformation of HR.

Learning outcomes: at the end of the unit student will be able to :

- 1 describe the principles of professional development Co2, L3, L4
- 2 can apply HR Evaluation Co4, L3 & L4
- 3 can demonstrate HR Audit Co4, L3 & L4

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

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

	<b>Course Outcome</b>	<b>Assessment</b>
CO 1	understands what is HR Value proposition and its relevance in achieving the goals of the company	A1, A2 & A4
CO 2	extrapolate the role of HR for value proposition	A1,A2, A3& A4
CO 3	analyze the elements of value proposition	A3 & A4
CO 4	develop the skill of creating value proposition through HR	A4 & A5


**Textbook(s):**

1. Dave Ulrich and W. Brockbank, The HR Value Proposition; Harvard Business review press; New Delhi, 2013.
2. Dave Ulrich; Human Resource Champions HBR Press; 1995

**CO & PO Mapping:**

<b>CO PO Mapping</b>							
<b>Internal</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CO3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>Target Level Max.</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>6</b>

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	Course Code	Course Title	L	T	P	J	S	C
	<b>MHU 851</b>	<b>Performance Management</b>	3	3	0	0	0	3
	COURSE OWNER		Syllabus version					1.0
	Course Pre-requisite(s)	Positive mindset to deal people challenges at organization	Contact hours	50				
	Course Co-requisite(s)	Online certifications and reports	Date Approved					
	Alternate Exposure	HR Software's And Dash Boards , Membership In Professional Bodies Like NIPM,ISTD,SHRM						

Of all the human resource management functions, performance management has a special place since it is a strong determinant of organizational excellence. Organizations of contemporary era have realized that human resource needs to be continuously excited and provided with opportunities for gratification of motivational needs in order to sustain business growth. Performance management as a concept and practice has substantive potential to fulfil business demands of an organization by integrating its growth with motivational needs of human resource.

#### Course Objectives

- To understand the basic concepts of 'Performance Management' as a tool to measure performance of employees in the workplace
- To identify the fundamental concepts of Performance management in Case analysis
- To acquire knowledge in measuring performance and managing in organizations

#### UNIT –I Introduction

#### No of Hours 10

**Performance Management:** Introduction, Definition of PM – Objectives, Characteristics and Prerequisites of PM – Dimensions of PM – Factors affecting of Performance Management – Linkage of performance management with other HR Sub Systems – Role of HR Professionals in Performance Management.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the concept of performance management L1
- Identify the pre-requisites of performance management L1
- Design and understand the model of performance management L5
- Design and understand the model of performance management L1

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, corporate reports ,and online tools for right engagement.(Menti Meter,Khoot)

**UNIT –II**                                      **Performance Management System**                                      **No of Hours 10**

**Performance Management System (PMS):** Introduction to PMS – Objectives and Functions of PMS – Conceptual model of Performance Management System – Characteristics of PMS – Performance Management Process - Theories of Goal Setting and Corporate and Individual levels of goal setting – Expectancy Theory.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concept of performance management system                                      L1
- Design a performance management system                                      L2
- Evaluate the characteristics of an effective performance management system                                      L3

Pedagogy tools: Case let, video lectures, self-reading, TED talks, Online dash boards for recruitment and selection, Guest lectures.

**UNIT –III**                                      **Performance Planning**                                      **No of Hours 10**

**Performance Planning:** Definition and Importance of Performance planning – Objectives and Characteristics of performance planning – Methodologies of Performance Planning – Process of Performance Planning – Barriers to performance planning. Performance Managing: Meaning and Importance – Objectives and Characteristics – Performance Managing Process.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the performance management process and planning                                      L1
- Understand the theoretical framework of goal setting                                      L1
- Assess the methodologies of performance planning                                      L2
- Examine the barriers of performance planning                                      L3

Pedagogy tools:, Case let, video lectures, self-reading, Online survey and assessment, HR executive Interviews.

**UNIT –IV**                                      **Performance Appraisal**                                      **No of Hours 10**

**Performance Appraisal:** Meaning and Characteristics of appraisal – Objectives and Importance of appraisal – Process of Performance Appraisal – Methods of Performance Appraisal – Ethical Issues in Performance management.

After completion of this unit, the student will be able to

- Understand the concept of performance appraisal                                      L1
- Understand the objectives and importance of performance appraisal                                      L1
- Assess the process of appraisal system methods                                      L4
- Identify the ethical issues in performance management                                      L2

Pedagogy tools:, Case let, video lectures, self-reading, Minor survey and report writing , Report analysis and Trend analysis on compensation ,Industrial visit to know about the safety standards

**UNIT – V                      Performance Monitoring                      No of Hours 10**

**Performance Monitoring:** Definition of Performance Monitoring and Characteristics – Objectives of monitoring – Process of Performance Monitoring – performance management Documentation – Annual Stocktaking – Performance Management Audit – Leading high-performance teams – Integrated Performance Management – Maturity Alignment.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concept of performance Monitoring L1
- Define the process of performance monitoring L2
- Discuss about the performance management audit integrated PM L3

Pedagogy tools:, Case let, video lectures, self-reading, Role plays, Group discussions, Discussions with Union/Welfare officer for industry exposure

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understanding of terminologies and concepts of performance management.	
CO2	Apply the key tools of performance management which helps in practice.	
CO 3	Analyze how to implement performance planning and managing in performance management system.	
CO 4	Make use of different appraisal methods for employee development.	
CO 5	Evaluate the process of performance monitoring for employee development	

**Textbook(s):**

- Kohil A. S., & Deb, T., “Performance Management”, OXFORD University Press, New Delhi, 2008.
  - Herman Aguinis, “Performance Management”, Pearson, New Delhi, 2008.
  - Michael Armstrong and Angela Baron, “Performance Management”, Jaico Publishing House, Mumbai, 2009.
  - Rao, T. V., “Performance Management and Appraisal Systems”, Response books, New Delhi, 2007
- Additional Reading**

**Reference Book(s):**

- Kohil A. S., & Deb, T., “Performance Management”, OXFORD University Press, New Delhi, 2008.
- Herman Aguinis, “Performance Management”, Pearson, New Delhi, 2008.
- Michael Armstrong and Angela Baron, “Performance Management”, Jaico Publishing House, Mumbai, 2009.
- Rao, T. V., “Performance Management and Appraisal Systems”, Response books, New Delhi, 2007

**Journal(s)**

- GITAM Journal of Management, GIM, GITAM Deemed to be University, Visakhapatnam.
- HRM Review.
- HRD Review
- NHRD
- E – Books and E – journals

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	2	0	1	0	1	2	0
<b>CO2</b>	1	2	2	1	0	1	2
<b>CO3</b>	0	1	2	2	2	0	1
<b>CO4</b>	2	1	0	1	1	2	1
<b>CO5</b>	1	1	0	2	1	1	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :****ACADEMIC COUNCIL****SDG No. & Statement**

8

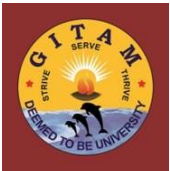
Decent Work and Economic Growth

**SDG Justification:**

Consumer behaviour helps us understand how consumer can be taught responsible consumption and thus ensures sustainable consumption and production patterns

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## OPERATIONS

	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
	<b>MOP841</b>	<b>Production Planning and Control</b>						3
	<b>Course owner</b>		Syllabus version		1.0			
	<b>Course Pre-requisite(s)</b>	NIL	Contact hours		30			
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

### Introduction

Production planning and control entails the acquisition and allocation of limited resources to production activities so as to satisfy customer demand over a specified time horizon. Planning is a forward looking process and it is about working out what action needs to be taken now to satisfy requirements in the future. Control is associated with checking that plans are being executed correctly and taking appropriate remedial action if there is a problem or deviation from plan. As such, planning and control problems are inherently optimization problems, where the objective is to develop a plan that meets demand at minimum cost or that fills the demand that maximizes profit. The underlying optimization problem will vary due to differences in the manufacturing and market context. This course provides a framework for discrete-parts of production planning and control and provides an overview of applicable model formulations.

### Unit - I Introduction to Production Planning and Control

**No of Hours: 6**

Introduction to operations management, locating the importance of planning and control in operations management. Input-Transformation-Output models, Goods Vs Services, The 4Vs of operations management, the five performance objective, polar diagrams, formulating operations strategy

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the basics of operations management L2
- Explain the Input-Transformation-Output models L2
- Analyse the 4Vs of operations management L4
- Analyse the five performance objectives and draw the polar diagrams L4
- Understand the basics of operations strategy L2

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - II Planning and Control Activities****No of Hours: 6**

Mechanisms of serving the market, planning and control activities: loading (finite and infinite), scheduling (backward and forward), sequencing, monitoring and control, volume/variety (vs) planning and control

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the mechanisms of serving the markets L2
- Explain finite and infinite loading at the work centre L2
- Differentiate between sequencing and scheduling L4
- Differentiate between the forward and backward scheduling L4
- Understand the basics of monitoring and control L2

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - III Capacity Planning****No of Hours: 6**

Fluctuating demand, planning horizon, capacity management, Rough Cut Capacity Planning (RCCP), Capacity Requirement Planning (CRP), queuing theory and forecasting

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concepts of capacity management for different planning horizon L2
- Analyse the hierarchical planning processes L4
- Differentiate between Rough Cut Capacity Planning (RCCP) and Capacity Requirement Planning (CRP) L4
- Choose a specific planning technique L3
- Understand the basics of queuing theory L2

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - IV Master Production Scheduling (MPS)****No of Hours: 6**

Background and links to sales and operations planning (SOP), sources of demand, Material Requirement Planning (MRP) – Bill of Material (BoM), MRP Explosion, Enterprise Resource Planning (ERP) and its history, bespoke vs packaged ERP software, ERP characteristics, SAP, benefits and challenges of ERP

**Learning Outcomes:**

After completion of this unit, the student will be able to



- Understand the concept of Master Production Scheduling (MPS) L2
- Evaluate the Material Requirement Planning (MRP) L5
- Understand bill of material and MRP explosion L2
- Understand the basics of Enterprise Resource Planning (ERP) L2
- Differentiate between bespoke and packaged ERP software L4

**Pedagogy tools:** Blended learning, case study, activities, self-reading

**Unit - V Lean Production & Theory of Constraints (ToC)**

**No of Hours: 6**

Fundamental lean concepts and their impact on capacity, the pull system. Using Kanban for process improvement, Understanding and managing constraints, improving process using ToC and impact on operations strategy, general types of constraint causes, logistics and ToC and scheduling and ToC, Drum-buffer-rope method

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the basics of lean production L2
- Explain the “Kanban” rule for process improvement L2
- Understand the fundamental principles of theory of constraints (TOC) L2
- Improve process using TOC L5
- Explain Drum-buffer-rope method L2

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the systematic planning and control activities to achieve the highest efficiency in producing goods/services.	A1, A2
CO2	Explore the production facilities like men, machines, materials, methods etc., to achieve stated production objectives with respect to quantity, quality, time and cost	A3
CO3	Evaluate & select a range of planning and control methods and techniques that can be used to match supply and demand in a variety of contexts.	A2, A4
CO4	Critique an organisation from production planning and control perspective.	A4
CO5	Work collaboratively and select, apply and critique appropriate theoretical concepts in relation to an organisational context.	A3

**Textbook(s):** Slack, N, Chambers, S and Johnston, R (2007), Operations Management, 6th Ed, Prentice Hall, ISBN: 0273731602

**Additional Reading**

**Reference Book(s) :**

Chapman, S N (2013). The fundamentals of Production Planning and Control, Pearson, 2013.  
Burbidge, J L (1981), Principles of Production Control. London, Donald and Evans.  
Greene, J H (1987), Production and Inventory Control Handbook. New York, McGraw Hill.  
Mc Leavey, Dennis W and Narasimhan, S L (1985), Production and Inventory Control. Boston, Allyn and Bacon. 1985.

**Journal(s):**

- Production Planning and Control
- Production and Operations Management
- International Journal of Production and Operations Management
- International Journal of Production Economics
- International Journal of Production Research
- Journal of Operations Management

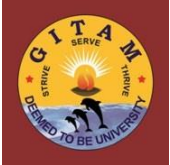
**Course Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	0	1	1	1	0	1	2
CO2	2	1	2	2	1	2	3
CO3	1	3	0	2	2	2	2
CO4	0	3	0	1	1	3	2
CO5	3	0	1	2	2	2	2

1-Low, 2- Medium and 3- High Correlation

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	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>	
	<b>MOP843</b>	<b>Supply Chain Management</b>		3					
	<b>Course owner</b>	Prof. N Sai Sudhakar	<b>Syllabus version</b>				1.0		
	<b>Course Pre-requisite(s)</b>	NIL	<b>Contact hours</b>				40		
	<b>Course Co-requisite(s)</b>	NIL	<b>Date Approved</b>						
	<b>Alternate Exposure</b>								

### Introduction

Uncertainty & vertical disintegration of supply chain architecture is a major component of supply chain management within the contemporary context of economic globalisation. This course is designed to:

- Develop the students' critical awareness of the contemporary debates relevant to supply chain management using manufacturing and service examples
- Relate and apply supply chain management concepts and techniques to analysis of real case activity, simulations and game activity between the organisations operating in the supply chain network

### Course Objective

The objective set for this course is to provide students with an understanding of formulation of practical solutions and procedures for the strategy development, planning and control of manufacturing and service related supply chain management at all levels of operations (SME/Large/MNE)

### Unit - I Understanding the supply chain

**No of Hours: 6**

Basics in supply chain, process view of a supply chain, material and information flow, decision phases, competitive and supply chain strategies, achieving strategic fit, expanding strategic scope, customer perspectives in supply chain and lead time, measuring supply chain performance

#### Learning Outcomes:

After completion of this unit, the student will be able to

- |   |    |
|---|----|
| Explain a supply chain and outline the steps that make up the chain | L2 |
| Explain the elements of managing and developing supply chains       | L2 |
| Explain the role of time in gaining competitive strategies          | L2 |
| Apply supply chain management concepts in practice                  | L3 |

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - II Managing operations and logistics in a supply chains No of Hours: 6**

Matching demand and supply including time based management, forecasting, capacity planning, scheduling, inventory management, JIT, lean and agile thinking

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Explain logistics and its role in a supply chain L2
- Explore how capacity of the supply chain can meet customer demand L3
- Explain the role of inventory in supply chain L2
- Analyse the important items to monitor in supply chain L4
- Apply JIT, lean and agile aspects to the supply chain L3

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - III Procurement and relationship management in supply chains No of Hours: 6**

Organizational/firm theories, Kraljic model for procurement, sourcing strategies, supplier rationalization, supply structure, supplier selection, supplier development, integration and coordination in the supply chain, managing inter-firm relationships

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Explain the theoretical perspectives that are useful in supply chain management L2
- Evaluate the factors involved in making decision to make or buy L5
- Analyse the procurement process: sourcing, category strategy and supplier relationship management L4

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - IV Retail logistics, warehousing, distribution in supply chains No of Hours: 6**

Facility location analysis: network design, its alternatives and costs associated with them; the infinite set approach - centre of gravity of supply and demand; the feasible set approach - location weighted score method

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Explain the role of warehousing in supply chain management L2
- Explain the role of operations in warehouses L2
- Analyse the mechanics of retail logistics L4
- Evaluate how distribution works in a supply chain L5

**Pedagogy tools:** Blended learning, case study, activities, self-reading

**Unit - V Risk management, reverse logistics and sustainability in supply chains No of Hours: 6**

The sources of supply chain complexity, mastering complexity, vulnerability in supply chains, understanding the supply chain risk profile, managing supply chain risk, achieving supply chain resilience, product returns, end-of-life disposal schemes, asset value recovery strategies, ethics and impact of supply chain activities on triple bottom line

**Learning Outcomes:**

After completion of this unit, the student will be able to

Explain the role of reverse logistics in supply chain management	L2
Identify risks and explaining the various risk mitigation strategies	L4
Analyse the humanitarian logistics	L4
Evaluate the impact of supply chain activities on triple bottom line	L5

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the role of operations and logistics for effective supply chain management.	A1, A2
CO2	Explore the role of procurement and relationship management in supply chain strategy	A4
CO3	Evaluate improvement strategies and solutions to problems in supply chains	A2, A3
CO4	Analyse risk in supply chain and evaluate mitigation strategies	A4
CO5	Evaluate an operation for sustainable supply chains	A4

**Textbook(s):**

Chopra, S. and Meindl, P. (2014). *Supply Chain Management: Strategy, Planning and Operation*, Sixth edition. Chennai: Pearson Education.

**Additional Reading**

**Reference Book(s) and journal papers:**

Harrison, A., Van Hoek, R., (2011). *Logistics management strategy: competing through the supply chain*, Fourth edition. Harlow: Financial Times Prentice Hall.

Cousins, P. D., Lamming, R., Lawson, B. and Squire, B. (2008). *Strategic Supply Management: Principles, Theories and Practice*, First edition. Harlow: Financial Times Prentice Hall.

Christopher, M. (2011). *Logistics & Supply Chain Management*, Fourth edition. Harlow: Financial Times Prentice Hall.

Blanchard, D. (2010). *Supply Chain Management Best Practices*, Second edition. Hoboken: John Wiley & Sons, Inc.

Kovács, G. & Spens, K. M. (2007). "Humanitarian logistics in disaster relief operations", *International Journal of Physical Distribution & Logistics Management*, Vol. 37, No. 2, pp.99-114.

Nudurupati, S. S., Bhattacharya, A. Lascelles, D. and Caton, N. (2015). "Strategic Sourcing With Multi-Stakeholders Through Value Co-Creation: An Evidence From Global Health Care Company", *International Journal of Production Economics*. Vol.166, pp.248-257.

Potter, A., Mason, R. & Lalwani, C. (2007). "Analysis of factory gate pricing in the UK grocery supply chain", *International Journal of Retail & Distribution Management*, Vol. 35 (10), pp.821-834,

Taticchi, P., Garengo, P., Nudurupati, S. S., Tonelli, F. and Pasqualino, R. (2015). "A Review of Decision-Support Tools and Performance Measurement for Sustainable Supply Chain Management", *International Journal of Production Research*, Vol.53, No.21, pp. 6473-6494

**Journal(s):**

- Journal of Supply Chain Management
- Supply Chain Management, An International Journal
- International Journal of Physical Distribution & Logistics Management
- Journal of Operations Management
- Production and Operations Management
- International Journal of Production and Operations Management
- International Journal of Production Economics
- International Journal of Production Research
- Production Planning and Control

**Co-Po Mapping:**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	2	1	1	2	2	1	2
<b>CO2</b>	1	1	1	2	2	1	2
<b>CO3</b>	2	1	2	2	2	1	2
<b>CO4</b>	1	1	1	2	2	1	2
<b>CO5</b>	2	2	1	2	2	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

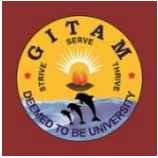
**SDG No. & Statement**

12

**SDG Justification:**

This course is related to managing data which is a vital asset to any organization. This course might help for building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

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**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**  
**(Declared as Deemed to be University u/s 3 of UGC Act. 1956)**  
**Visakhapatnam – 45.**

<b>Course Code: MOP 845</b>	<b>Course Title: Project Management</b>	
<b>Semester: III</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA</b>	<b>Batch/AcademicYear: 2021-23</b>	
<b>Course Leader:</b>		

**Course description and learning objectives**

Project management is becoming more important in today's world. Mastery of key tools and concepts could give a significant competitive advantage in the marketplace. This course is designed to:

- Provide experience in using the concepts, techniques, and decision tools available to project managers.
- Enlarge a basic understanding of the importance of work breakdown structures and networks to planning, scheduling, and controlling projects.
- Create an awareness of potential conflicts and problems that can occur on projects.
- Identify appropriate behavior for successfully managing a project.

**UNIT – I: INTRODUCTION (8 Hours)(CO1, CO2, L1 & L2)**

Definition, Projects and Operations, Project Management- Project Management Body of Knowledge (PMBOK). Application area Knowledge, standards and Regulations, Understanding the Project Environment. Importance of Project management. Project Life Cycle-Project Initiation; Project planning, Project Execution, Monitoring and Control, Project Closure.

**UNIT – II: PROJECT SCOPE MANAGEMENT (8 Hours)(CO2, L2& L3)**

Conceptual development, the scope statement, Work Breakdown Structure (WBS)-Development of WBS, Organizational Breakdown Structure. Project Communications Management.

**UNIT – III:PROJECT PLANNING (8 Hours) (CO2, CO3, L2, L3 & L4)**

Project Network Analysis-PERT/CPM, Time estimates in Critical Path Analysis, Floats, and Project Time – Cost Trade – off. Project Time Management

**UNIT – IV: PROJECT RISK MANAGEMENT(8 Hours) (CO3, CO4, L3, L4& L5)**

Risk Management Process, Contingency Planning, Project Cost Management, Project Quality Management.

**UNIT – V: LEADERSHIP & PROJECT MANAGEMENT(8 Hours)(CO1, CO2, L1, L2 & L3)**

Leaders vs. Managers, Traits of effective project leaders, Project Champions, Project Stakeholder Management, Project Human Resource Management.

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO). 0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	3	0	0	1	0	3	0
CO2	3	0	0	2	0	1	3
CO3	2	3	0	0	1	3	2
CO4	2	1	0	0	1	1	3
CO5	2	0	0	3	1	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

**SDG Justification:**

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

	Course Outcomes	Assessment
CO1	Demonstrate an understanding of the project environment, life cycle, and the project selection and approval process.	A1, A3, A4
CO2	Demonstrate the role of the Project Manager in the successful initiation and completion of a project.	A1, A2, A3, A4
CO3	Apply knowledge skills in forming and developing a project team.	A2, A3 & A4
CO4	Develop and integrate core management plans needed for a project.	A3, A4

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	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
	<b>MBI857</b>	<b>International Trade Logistics</b>		3				
	<b>Course owner</b>		Syllabus version				1.0	
	<b>Course Pre-requisite(s)</b>	NIL	Contact hours				40	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

## Introduction

In a business environment where world economies are depended on global trade for survival and sustenance, logistics that supports the exchange of goods and services among countries has evolved as a key pillar for economic success. This course helps a student to understand the nuances of logistics in the dynamic international trade arena. Students would be exposed to various modes through which the key players in logistics industry are contributing to the success of international trade. Students are expected to gain insights into the various gamut of logistics sector and their key roles and challenges in ensuring smooth flow of international trade.

## Course Objective

- To create awareness on the role of logistics in maintaining balance between demand and supply of goods across the world.
- To demonstrate about how logistic sector assures time, place, and form utility to the players in global business.
- To impart on the mechanism of multimodal transportation systems and how it provides the end-to-end services to global business operators.
- To sensitize on risk identification and management involved while dealing with global logistics services.
- To apprise on the implications of regulatory framework involved in international trade logistics.

## Unit - I Introduction to International Trade Logistics (ITL):

**No of Hours:8**

Meaning, evolution and need for ITL – ITL as a mode for balancing demand and supply for products & services. ITL as central function. Interfaces between marketing and logistics functions for ITL. Integrated logistics services, evolution of 3<sup>rd</sup> party service providers.

### Learning Outcomes:

After completion of this unit, the student will be able to

Understand the need and evolution of International Trade Logistics	L2
Understand the role of ITL in balancing demand and supply for products & services.	L2
Understand the Interfaces between marketing and logistics functions	L2
Analyse Integrated logistics services	L4

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - II Sub-systems in Trade Logistics****No of Hours: 8**

Material handling and unitization of cargo. Packing warehousing, transportation systems. Choice of transportation mode, innovations and developments influencing choice of transport, selection criteria. Transportation principles, functionality, and cost factors. Role of intermediaries in trade logistics. Freight principles and practices in trade logistics.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the Material handling and unitization of cargo	L2
Analyzing the sub systems in Trade logistics	L4
Understand the Transportation principles, functionality, and cost factors	L2
Analyze Role of intermediaries in trade logistics.	L4

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - III International Transport Infrastructure****No of Hours: 8**

Status of various transport infrastructure - Road Infrastructure, Rail Infrastructure, Inland waterways, Pipeline infrastructure, Ports and Shipping Infrastructure, Civil Aviation Infrastructure. Internationalization: Process & Theories, International Market Entry: Modes & Strategies, Firm Competitiveness in the International Market

**Learning Outcomes:**

After completion of this unit, the student will be able to

Assess the Status of various transport infrastructure	L4
Analyse the Internationalization: Process & Theories	L4
Analyse international marketing entry strategies and modes	L4
Evaluate Firm Competitiveness in the International Market	L5

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - IV Risks & Risk Mitigation in International Trade Logistics****No of Hours: 8**

Sources and types of risks in ITL. Risks assessment and management by exporters, importers. Cargo insurance and claim procedure. Principles of cargo insurance.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Evaluate Sources and types of risks in ITL	L5
Assess the Risks and management by exporters, importers	L4
Understand Cargo insurance and claim procedure	L2
Understand Principles of cargo insurance.	L2

**Pedagogy tools:** Blended learning, case study, activities, self-reading

**Unit - V Contemporary issues in International Trade Logistics****No of Hours: 8**

Discussions on reports published by United Nations Conference on Trade and Development (UNCTAD), World Bank on international trade logistics and maritime trade.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Analyze reports published by United Nations L4

Analyze the role of World Bank on international trade logistics and maritime trade. L4

Analyze major trends and directions of International trade L4

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

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

<b>CO1:</b>	Understand logistics for managing demand and supply of goods and services in international trade.	L2
<b>CO2:</b>	Explain utility of logistics services in international trade.	L5
<b>CO3:</b>	Analyse multimodal transportation networks.	L4
<b>CO4:</b>	Assess and mitigate risk in international trade logistics.	L4
<b>CO5:</b>	Understand on the implications of regulatory framework involved in international trade logistics.	L2

**Textbook(s):**

- Ram Singh , International Trade Logistics, Oxford publishers

**Additional Reading****Reference Book(s) and journal papers:**

- Anne O. Krueger, International Trade, Oxford University Press
- S.K. Baral, International Logistics Management, KUNAL BOOKS

**Journal(s):**

- Journal of International Trade, Logistics and Law
- Journal of International Logistics and Trade
- Journal of Shipping and Trade
- International Journal of Shipping and Transport Logistics

## Course Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO). (Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation)

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	Total
CO1	3	1	1	2	0	3	1	11
CO2	1	2	1	1	0	2	1	8
CO3	2	3	1	0	1	2	1	10
CO4	2	1	1	1	1	3	2	11
CO5	1	1	1	1	1	1	2	8
<b>Target Level Max</b>	9	8	5	5	3	11	7	58
Sustainable Development Goals (SGDs)								
<b>SDG17**</b>	2	0	0	1	2	1	1	
SDG Justification: Topics like Integrated logistics services correlating with trade and sustainable development, Risks assessment and management by exporters, importers, Cargo insurance and claim procedure, Discussions on reports published by United Nations Conference on Trade and Development (UNCTAD), World Bank on international trade logistics and maritime trade are in correlation with the sub goals of SDG17								

\*\*Partnerships to achieve the Goal- *Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.*

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**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**  
**(Declared as Deemed to be University u/s 3 of UGC Act. 1956)**  
**Visakhapatnam – 45.**

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<b>Course Code:</b> HOM847	<b>Course Title: Service Operations Management</b>	
<b>Semester:</b> III	<b>Course Type:</b> Elective	<b>Credits:</b> 3
<b>Home Programme(s):</b> MBA(General/IB)		<b>Batch/Academic Year:</b> 2021-23
<b>Course Leader:</b>		

**Course description and learning objectives**

This course addresses the strategic and operational aspects of managing service systems. In addition to discussing the design and operational control of service operations, specific issues pertaining to certain sectors of the service industry are also addressed.

**UNIT-I: -**

Introduction to Service Operations; Role of Services in Economy; -Nature of services-the Service Concept-Customers and relationships-Managing supply relationships -Global trends in Services Sector; Changing paradigms in Competitiveness of services.

**UNIT-II: -**

Service Strategy-developing an overall vision for the service system-Developing a service strategy-service culture

**UNIT-III: -**

Service delivery design-Implications for Service Delivery, Design-service Processes; service People, Resource utilization; Performance Measurement-Linking operations decisions to business performance

**UNIT-IV: -**

Managing Supply and demand-Managing Waiting Lines-Queuing, Theory Applications in Service Systems- Capacity issues in service systems-Forecasting Demand for services.

**UNIT-V: -**

Global Services Delivery Models in Practice in IT/ITES and Financial Sectors; Risk & Security issues in Financial Services Sector; Role of technology; Services Management in various sectors

**Textbook:**

Robert, Graham Clark. *Service Operations Management: Improving Service Delivery*, 2/e. Pearson Education.

**Reference Books:**

1. Fitzsimmons, J.A. and Fitzsimmons, M.J. *Service Management*, Mc Graw Hill International Edition (2006).
2. David W Parker, *Service operations Management-the total experience*
3. Bill Hollins, Sadie shinkins, *Managing Service Operations-Design and Implementation*, Sage Publications

**Journals:**

- International Journal of Operations and Quantitative Management, USA
- Journal of Applied Mathematics and Stochastic Analysis, Hindawi
- Journal of Operations and supply chain management.
- International Journal of Supply Chain and Operations Resilience

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	3	0	0	0	0	3	2
<b>CO2</b>	0	0	3	3	0	3	3
<b>CO3</b>	0	3	0	0	0	2	3
<b>CO4</b>	2	3	0	0	0	3	3
<b>CO5</b>	3	2	2	2	3	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

**SDG Justification:**

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**GITAM Institute of Management (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**

(Declared as Deemed to be University u/s 3 of UGC Act. 1956)

Visakhapatnam – 45.

<b>Course Code: MOP847</b>	<b>Course Title: Decision Modeling</b>	
<b>Trimester: III</b>	<b>Course Type: Elective</b>	<b>Credits: 3 (30 Sessions)</b>
<b>Home Programme(s): MBA (General/IB)</b>		
<b>Course Leader:</b>		

**Course description and learning outcomes**

Managerial decisions, regardless of their functional orientation, are increasingly based on analysis using *quantitative* models from the discipline of operations research/management science (ORMS). ORMS tools, techniques and concepts have dramatically changed the way businesses operate in marketing, finance, production, transportation, and service operations. The course is designed to introduce you to few well known techniques of using data to make informed management decisions.

**Course Objectives:**

- To familiarize students with the basic concepts, models and principles of the operations research/management science.
- To develop skills in formulating and structuring decision making problems as mathematical models.
- To understand the use of software for obtaining solutions of the models formulated and interpretation of results for better decision making.

**Course outline and indicative content**

**Unit - I (6 Hours)**

Decision Analysis-Influence diagrams, payoff tables, decision trees; Decision making with and without probabilities; Risk Analysis and sensitivity Analysis; Decision Analysis with Sample information, computing branch probabilities.

**Unit - II (6 Hours)**

Utility and Game Theory- meaning of Utility, Utility and Decision making-The expected utility approach, Determining the utility of money, Introduction to game theory-competing for market share, mixed strategy games, exercise problems.

**Unit - III (6 Hours)**

Project Scheduling- project scheduling with known activities, concept of critical path, determining the critical path, contributions of PERT/CPM, project scheduling with uncertain activities, variability in project completion, crashing activity times.

**Unit - IV (6 Hours)**

Multi Criteria Decision making (MCDM) model- Technique for Order Preference by Similarity to ideal Solution (TOPSIS), basic concepts, Decision matrix, ideal solution.

### Unit - V (6 Hours)

Inventory Models- EOQ model, sensitivity analysis for EOQ model, Economic production lot size model, Quantity discounts for the EOQ model, Single period Inventory model with probabilistic demand.

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

S. No.	Course Outcomes	Assessment
1	• Identify and formulate operations research models that represent real world problems	A1, A3
2	• Understand the mathematical tools that are needed to solve decision making problems	A1, A2
3	Use Excel-Solver software to solve the proposed models.	A2
4	Develop reports that describes the model and the solving technique, analyse the results and propose recommendations to the decision-making processes	A2, A3

**Prescribed text book:** *Quantitative methods for Business, Anderson et. al. 12e, Cengage.*

### CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	1	1	2	1	1	1	2
CO2	2	2	1	2	2	2	2
CO3	2	1	1	2	2	2	2
CO4	1	2	1	1	2	1	2
CO5	2	2	1	1	2	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

### APPROVED IN:

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ACADEMIC COUNCIL

SDG No. & Statement

8

Decent Work and Economic Growth


### SDG Justification:

Statement: The modules and topics mentioned in this course are designed to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

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## BUSINESS ANALYTICS (New Elective Basket)

	<b>MAN841</b>	<b>Big Data Analytics</b>	L	T	P	J	S	C	
			3		2			4	
	Course Owner	Department of Business Analytics & Fintech	Syllabus version				1.0		
	Course Pre-requisite(s)	Java Programming, Fundamentals of Linux	Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

Big data is a term used to describe a massive amount of structured and unstructured data collected over the years from different sources. Analysis of such data may provide great insights for a business. However, traditional data management functions are not capable for handling such data and requires specialized tool. Hadoop is a popular platform for carrying out big data analytics. This course offers basic level content related to theory and practice of big data analytics using Hadoop ecosystem.

### Course objective (CO)

1. To acquaint the students with the concepts of big data
2. To provide hands on experience in working with Hadoop
3. To provide hands on experience parallel processing
4. To provide hands on experience related to data warehousing for big data
5. To provide hands on experience related to NoSQL for big data

### Learning Outcomes (LO)

1. To understand the concept of big data and processing the same using software tools
2. To learn MapReduce paradigm and know how to use it for big data analytics.
3. To learn local and parallel data processing using Apache Pig.
4. To learn and practice SQL like operations for big data using APACHE Hive.
5. To understand suitability of NoSQL for big data analytics using APACHE HBase.

**UNIT - I Introduction to big data analytics****No of Hours:12**

Concept, Features of big data, big data challenges, Hadoop and its features, Hadoop Ecosystem, Hadoop Components, Hadoop Architecture, Hadoop Cluster, Installation methods, HDFS

**Learning Outcomes:****To understand and practice**

Understanding big data analytics and various processing strategies	L1
Know about various tools for big data analytics	L1
To understand computer networks with spl emphasis on Hadoop clusters	L1
To understand network file systems using HDFS	L1
Dealing with data through local and network file system (NFS)	L1

**Pedagogy tools:** video lectures, online learning materials, lab practice

**UNIT - II Hadoop Mapreduce****No of Hours:12**

Concept, YARN components, YARN, architecture, YARN mapreduce application execution flow, YARN workflow,

Java for Mapreduce programming; Mapreduce examples; Mapreduce for data analytics: analyzing numerical and categorical data sets; Mapreduce for statistical analysis; Hadoop streaming.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand mapreduce paradigm for programming	L2
Write mapreduce programs	L2
Analyze data sets using few in-build and user defined scripts	L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III Introduction to Apache Pig****No of Hours:12**

Installation, Pig Components & Execution, Pig data types, Data models in Pig, Programming in Pig.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand both local and parallel computing environments for data processing L3
- Parallel processing using Apache PIG L3
- Analyze few data sets using Apache Pig programming concepts L3

**Pedagogy tools:** video lectures, self-reading

**UNIT - IV Introduction to Apache Hive No of Hours:12**

Installation, Architecture and components, data types and data models, HIVE partitioning and bucketing, HIVE tables, HIVE QL: joining tables, dynamic partitioning. Introduction, Architecture and components, Run modes, configuration, data models, HIVE data loading techniques.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand SQL for big data analytics L4
- Practice SQL on big data sets using Apache Hive L4

**Pedagogy tools:** Blended learning, video lectures, self-reading

**UNIT - V Introduction to Apache Spark No of Hours:12**

Installation, Interactive analysis, RDD programming; Spark SQL, Handling data sets and Data Frames in Spark

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the spirit of parallel processing and distributed data L5
- Learn about Resilient Distributed Dataset (RDD) using Spark L5
- Handle data sets and data frames using Spark L5

**Pedagogy tools:** video lectures, self-reading

**Textbook(s):**

1. Kamakshaiah Musunuru, HADOOP Kichidi, Available at <https://kamakshaiah.github.io/hadoop-kichidi/>.

**Reference Book(s):**

1. Tom White, Hadoop The Definitive Guide, 4<sup>th</sup> edition, O’Reilly Media, Inc.
2. Edline, Hadoop – 2 Quick start guide, Pearson.

**Text Books**

**Topics**

**1:** Kamakshaiah Musunuru, HADOOP Kichidi, Available at <https://kamakshaiah.github.io/hadoop-kichidi/>.

**All**

**Reference Book(s):**

**Topics**

- 1 Tom White, Hadoop The Definitive Guide, 4<sup>th</sup> edition, O’Reilly Media, Inc.
2. Edline, Hadoop – 2 Quick start guide, Pearson.

**All**

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	2	2	0	0	2	1	1
<b>CO2</b>	2	3	0	0	3	1	2
<b>CO3</b>	2	3	0	0	3	1	2
<b>CO4</b>	2	3	0	0	3	1	2
<b>CO5</b>	2	3	0	0	3	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**


<b>BOS :</b>		<b>ACADEMIC COUNCIL</b>	
<b>SDG No. &amp; Statement</b>	9		

Industry, Innovation and Infrastructure

**SDG Justification:**

The course provides understanding about the financial derivatives market. A the course introduces the topics from the basics to applications, it provides for quality education and also kindles the interest amongst the students to explore further for better investment opportunities for the future.

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	<b>Course Code MAN843</b>	<b>Artificial Intelligence and Machine Learning</b>	L	T	P	J	S	C	
			2		2			3	
	Course Owner	Dept of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)	Nil	Contact hours				45		
	Course Co-requisite(s)	Nil	Date Approved						
	Alternate Exposure								

Artificial Intelligence has its foundation in Boolean algebra. With the introduction of computers, AI has gained prominence, where attempts were made to make computers think and reason like humans. It has come a long way from playing games to intelligent robots. This program aims to introduce the basic concept AI, Knowledge base and Machine Learning.

**Course objectives:**

- To understand AI/ML role in Business/Management
- To understand and practice various algorithms related to Artificial Intelligence.
- To understand and practice various algorithms related to Supervised Machine Learning.
- To understand and practice various algorithms related to Unsupervised Machine Learning.
- To use algorithms on few business use cases and solve few relevant business problems using AI/ML

<b>UNIT - I</b>		<b>No of Hours: 9</b>
<p>Graph Theory, Strategies for State Space Search and Control Strategies: Breadth First Search, Depth-First Search, Iterative Deepening Depth First Search, Bi-Directional Search methods.</p> <p>Practice: solving few business problems or use cases using Python/any other popular programming language.</p>		
<b>Learning Outcomes:</b>		
After completion of this unit, the student will be able to		
Understand the Strategies of State Space Search and Control		L2
Understand the logic of Graph theory		L2
Analyze the applicability of each strategy to real life problem		L4
Practice the relevant business problems /cases on state space search strategies		L3
<b>Pedagogy tools:</b> Blended learning, Case let, video lectures, self-reading		
<b>UNIT - II</b>		<b>No of Hours: 9</b>
<p>Heuristic Search: Hill climbing, Simulated Annealing, AO* Algorithm. Recursive methods: Best First Search Depth First Search, Binary search, Pattern-Matching. Knowledge based agents and knowledge representation: methods and techniques.</p> <p>Practice: solving few business problems or use cases using Python/any other popular programming language used for AI.</p>		
<b>Learning Outcomes:</b>		
After completion of this unit, the student will be able to		
Understand the concept of Heuristic Search		L2
Understand the logics in Recursive Methods		L2
Understand the Knowledge based agents and Knowledge representation		L2
Analyze and solve the business problems in that area		L3
<b>Pedagogy tools:</b> Blended learning, Case let, video lectures, self-reading		

<b>UNIT - III</b>		<b>No of Hours: 9</b>
Introduction to numerical optimization: convex vs non-convex, smooth, and non-smooth problems, noisy vs. exact cost functions. Various types of optimizers. Practice: on particle swarm optimization, Genetic algorithms.		

<b>Learning Outcomes:</b>		
After completion of this unit, the student will be able to		
Understand the concept of Convex and non-convex problems		L2
Understand the concept of smooth and non-smooth problems		L2
Understand the concept of noisy and exact cost function problems		L2
Describe the different types of optimizers		L2
Solve the real-life problems using particle swarm optimizer and Genetic algorithm		L3
<b>Pedagogy tools:</b> Blended learning, Case let, video lectures, self-reading		
<b>UNIT - IV</b>		<b>No of Hours: 9</b>
Supervised machine learning algorithms: Linear models, discriminant analysis, SVM, Nearest Neighbors, Naïve bayes, Feature selection, Neural networks.		
Practice: Solve few business use cases using Python libraries.		
<b>Learning Outcomes:</b>		
After completion of this unit, the student will be able to		
Understand the concept of Supervised Machine Learning algorithms		L2
Solve the classification problems using discriminant analysis, SVM and Nearest Neighbor, Neural Network approaches		L3
Understand the procedure of feature selection		L2
Solve the business problems using supervised machine learning algorithms through python programming		L3
<b>Pedagogy tools:</b> Blended learning, Case let, video lectures, self-reading		
<b>UNIT - V</b>		<b>No of Hours: 9</b>
Unsupervised learning algorithms: Gaussian Mixture Models (GMM), Clustering, Covariance estimation, Novelty and outlier detection, Density estimation, Neural networks.		
Practice: Solve few business use cases using Python libraries.		
<b>Learning Outcomes:</b>		
After completion of this unit, the student will be able to		
Understand the concept of Unsupervised Machine Learning algorithms		L2



Solve the clustering problems using GMM, and Neural Networks	L3
Understand the concepts of Covariance Estimation, Outlier Detection, and Density estimation	L2
Solve the business cases / problems on Outlier detection	L3
<b>Pedagogy tools:</b> Blended learning, Case let, video lectures, self-reading	
<b>Textbook(s):</b>	
Online resources and instructor led material.	
<b>Additional Reading</b>	
<b>Reference Book(s):</b>	

<ol style="list-style-type: none"> <li>1. Saroj Koushik, Artificial Intelligence, 2016, Cengage Learning</li> <li>2. Tom Mitchell. Machine Learning, 2017, McGraw Hill</li> <li>3. Stuart J. Russell, Peter Norvig, Artificial Intelligence, A Modern Approach, 3<sup>rd</sup> Edition, Pearson.</li> </ol>
<b>Website(s):</b>
<ol style="list-style-type: none"> <li>1. <a href="https://archive.ics.uci.edu/ml/index.php">https://archive.ics.uci.edu/ml/index.php</a></li> <li>2. <a href="https://www.kaggle.com/">https://www.kaggle.com/</a></li> <li>3. <a href="https://data.gov.in/">https://data.gov.in/</a></li> </ol>

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	2	2	0	0	2	1	1
<b>CO2</b>	2	3	0	0	3	1	2
<b>CO3</b>	2	3	0	0	3	2	2
<b>CO4</b>	2	3	0	0	3	2	2
<b>CO5</b>	2	3	0	0	3	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

4

Quality Education

**SDG Justification:**

A the course introduces the topics from the basics to applications, it provides for quality education

*1-Low, 2- Medium and 3- High Correlation*

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	<b>Course Code MAN845</b>	<b>Marketing Analytics</b>	L	T	P	J	S	C	
			3					3	
	CourseOwner	Department of Business Analytics	Syllabusversion				1.0		
	CoursePre-requisite(s)	Nil	Contacthours				45		
	CourseCo-requisite(s)	Nil	DateApproved						
	AlternateExposure								

*With rapid sharing of data across different social media platforms, companies are now focusing on deploying several tools to analyze the same to develop targeted marketing and positioning strategies. This course introduces different multivariate methods to students that can be used in practice for segmenting, attracting and retaining different customers in different product and services.*

#### **Course Objectives**

1. Understand what is Marketing Analytics
2. Importance of Marketing Analytics in modern day business landscape
3. Understand different types of multivariate techniques used in marketing
4. Understand the application of tools like Excel, and Python for marketing analytics.
5. Able to make inferences and recommendations for marketers.

**UNIT - I            Title: Analyzing Marketing Data and Environment            No of Hours:9**

Need of Marketing Analytics, Data Preparation, Slicing and Dicing, Data Summary using Graph, Graph Aided Business Decision Making, Introduction to R for data analytics, Compare Sales Performance

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the need of marketing analytics L2
- Understand Data cleaning and preparation L2
- Understand use of Graphical tools for basic data analysis L2
- Understand using R for basic data analysis L2

**Pedagogy tools:** MS Excel, R-studio, Videos, Case-lets

**UNIT - II            Title: Segmenting, Targeting and Positioning: Product Analytics    No of Hours:9**

Item Exploration, Exploratory Factor Analysis, Cluster Analysis, Product Design, Attribute Selection, Test Marketing, Demand Forecasting

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the usage of exploratory factor analysis L2
- Understand the usage of cluster analysis L2
- Describe product design through attribute selection L2
- Understand the concept of test marketing L2

**Pedagogy tools:** MS Excel, R-studio, Videos, Case-lets, Conjoint Analysis, Logistic Regression, Least Squares Regression, Moving Average, Naïve Method.

**UNIT - III            Pricing & Place Analytics            No of Hours: 9**

Linear and Non-linear pricing, Price Optimization, Price Bundling, Discounted Pricing, Price Skimming, Revenue Management, Markdown Pricing, Designing Retail Outlet, Online Product Assortment, Allocating Retail Space and Sales Resources, Catalog/Email Marketing

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Identify different pricing methods L2
- Perform price optimization L3
- Understand retail outlet design L3
- Understand the importance of catalog/ email marketing L3

**Pedagogy tools:** MS Excel, R-studio, Videos, Case-lets, Market Basket- -Analysis, RFM Analysis

**UNIT - IV            Promotion Analytics    No of Hours:9**

Media Selection Model, Measure the effect of advertisement, Google AdWords Bid and CPC, Viral Marketing, measuring consumer responses, measuring consumer value

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the importance of media selection models L3
- Evaluate the impact of advertisement L3
- Understand the importance of Google AdWords L3
- Understand the significance of viral marketing L3
- Understand and evaluate consumer value L3

**Pedagogy tools:** MS Excel, R-studio, Videos, Case-lets, Regression Analysis, Structural Equation Modelling, CLV Modelling.

**UNIT - V            Qualitative Data Analysis    No of Hours:9**

Analyzing customer reviews, Twitter reviews analysis, Sentiment Analysis

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Extract data from online reviews L2
- Use R and Python for web scrapping L5
- Using R for analyzing customer sentiments L5
- Able to make suggestions to marketers L5

**Pedagogy tools:** R-studio, Python, MS Excel, Tableau, SPSS

**Textbook(s):**

*1 Marketing Analytics : A Practical guide to improving Consumer Insights Using Data Techniques By Mike Grisby*

**Additional Reading**

**2. Reference Book(s):***Marketing Research: An Applied Orientation, 7/e,NareshMalhotra&Satyabhushan Dash, Pearson India*

**Journal(s):**

1. Journal of Marketing Analytics, Springer.

**Website(s):**

- 4. <https://archive.ics.uci.edu/ml/index.php>
- 5. <https://www.kaggle.com/>
- 6. <https://data.gov.in/>

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	3	2	0	0	2	3	1
<b>CO2</b>	3	3	0	0	3	3	2
<b>CO3</b>	3	3	0	0	3	3	2
<b>CO4</b>	3	3	0	0	3	3	2
<b>CO5</b>	2	3	0	0	3	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**


9

Industry, Innovation and Infrastructure

**SDG Justification:**

The course provides understanding about the marketing analytics. A the course introduces the topics from the basics to applications, it provides for quality education and also kindles the interest amongst the students to explore further.

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	<b>MAN847</b>	<b>Data Analytics with R</b>	L	T	P	J	S	C	
			2		2			3	
	Course Owner	Department of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				45		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

R is an open source programming language for statistical computing and graphics. Being open source, it has found huge acceptance among data scientists and is one of the popular tool for data science and machine learning business applications.

#### Course Objectives

1. Understand the programming concepts of R
2. To handle data on R platform
3. To be able to Descriptive Analytics using R
4. To be able to do Predictive Analytics using R
5. To Build Machine Learning models using R

**UNIT - I** Elements of R**No of Hours:9**

Concept of R, IDE of R, Mathematical Operators and Vectors, Assigning Variables, Special Numbers, Logical Vectors, Classes, Different types of numbers, Changing classes, Examining Variables, The workplace, Elements in R – Vectors, Matrices and Arrays, Lists, Conversion between vectors and lists, Combining lists, Data Frames

**Learning Outcomes:**

After completion of this unit, the student will be able to

Install the R and R studio	L1
Understand the mathematical operators	L2
Understand the Different types of numbers	L4
Change the class of objects	L3
Deal with matrices and arrays	L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - II** Functions, Strings and Factors and Flow Controls**No of Hours:9**

Environments, Functions, 185 Strings, Factors, Flow Controls - Conditional – if and else, Vectorized if, Multiple Selection, Loops – repeat loops, while loops, for loops, Advanced looping – replication, looping over lists, looping over arrays, Multiple – Input Apply, Instant vectorization, Split-Apply-Combine

**Learning Outcomes:**

After completion of this unit, the student will be able to

Create list	L3
Convert the lists into other types of data	L3
Do the basic data manipulation	L3
Create basic functions	L3
Construct the strings	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III** Packages and Visualization

**No of Hours:9**

Loading packages, search path, libraries and installed packages, installing packages, maintaining packages, Visualization – The three plotting systems, Scatterplots – base graphics, lattice graphics, ggplots, Line Plots, Histograms, Box Plots, Bar Charts, Other plotting packages and systems

**Learning Outcomes:**

After completion of this unit, the student will be able to

Implement if and else statement	L3
Do multiple selection on data frames	L3
Implement different looping techniques	L4
Do the instant vectorization	L4
Can split the data frame	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - IV** Computing Statistics and Exploratory Data Analysis with R

**No of Hours:9**

Summarizing data, Calculating relative frequencies, Tabulating Factors and creating contingency tables, Testing categorical variables for independence, Calculating Quantiles of a dataset, Converting data into z-scores, t-test, testing sample proportions, testing normality, comparing means of two samples, testing correlation for significance, Variations, Missing Values, Covariation, Patterns and Models

**Learning Outcomes:**

After completion of this unit, the student will be able to

Summarize the data	L3
Create contingency tables	L3
Normalize the dataset	L4
Testing on sample data	L4
Do the regression analysis	L4



**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

**UNIT - V** Machine Learning and Model Building with R

**No of Hours:9**

Types of machine learning algorithm, supervised learning algorithms – Linear regression in R, Logistic Regression in R Unsupervised Learning in R -Clustering with R, Recommendation Algorithms, Steps to generate recommendations in R, Model Building: Model basics, Type of Models, Visualizing models – Predictions, Residuals, Model Building, Communicating results – Basics of R Markdown

**Learning Outcomes:**

After completion of this unit, the student will be able to

Deal with R packages	L2
Visualize the given dataset	L2
Create different plots	L2
Deal with packages meant for visualization	L2

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

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

CO	Course Outcome	Assessment
CO1	Understand the elements of R programming and write basic programs in R language	A1, A2, A4, A5
CO2	Write programs in R using control structures	A1, A4, A5
CO3	Perform data visualization with R	A5
CO4	Perform statistical analysis in R language	A5
CO5	Perform machine learning tasks in R language	A3

**Textbook(s):**

1. Abraham Silberschatz, Henry F Korth, Database System Concepts, McGraw Hill Education

**Additional Reading**

**Reference Book(s):**

1. A. Hoffer Jeffrey, V. Ramesh, Topi Heikki, Modern Database Management, Pearson
2. Andrew Couch, Microsoft Access Plain & Simple

**Journal(s):**

1. Journal of Business Analytics, Taylor & Francis

**Website(s):**

1.

**Practical Experiments**

**Text Books**

**Topics**

**1: Gardener, M (2013), Beginning R, New Delhi: Wiley India.**

**All**

**Additional Reading**

**Reference Book(s):**

**Topics**

**1: Teetor, P. (2014), R Cookbook, Mumbai: O’ Reilly India / Shroff Publishers.**

**All**

**2. Cotton, R. (2014), Learning R, Mumbai : O’ Reilly India / Shroff Publishers.**

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	0	1	0	0	2	1	2
CO2	0	2	0	0	2	1	2
CO3	0	2	0	0	2	2	3
CO4	0	3	0	0	3	3	3
CO5	0	2	0	0	2	2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

9

Industry, Innovation and Infrastructure

**SDG Justification:**

This course is related to visualization, which helps in understanding the data better and to provide useful insights, practice of data analytics, and digital infrastructure in the industry  
So, this course might help for building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

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**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**  
 (Declared as Deemed to be University u/s 3 of UGC Act. 1956)  
 Visakhapatnam – 45.

<b>Course Code:</b> MAN849	<b>Course Title: DATA VISUALIZATION WITH TABLEAU</b>	
<b>Semester:</b> III	<b>Course Type:</b> Core	<b>Credits:</b> 3
<b>Home Programme(s):</b> MBA (BA)		Batch: 2021 – 2023
<b>Course Leader:</b>		

**Course description and learning outcomes**

Data Visualization is the presentation of data in a pictorial or graphical format. Today analysts are required to deal with large amount of data. Visualization helps in presenting the data in pictorial or graphical format. Such visual representation will help in providing better insights to the decision maker. Tableau is popular visualization tool to create visual data.

**COURSE OBJECTIVES**

- To understand the concept and benefits of visualization
- Understand the usage of different visual encoding
- Provide hands on working with Tableau tool

**UNIT–I: Introduction to Visualization:** Concept and importance of data visualization, Choosing appropriate visual encodings – ordering of items, number of distinct values, structure of visualization, Positioning - Placement and Proximity, Graphs and Layouts, Colors, Size, Text and Typography, Shape, Lines.

**UNIT–II: Working with Tableau Data Source and Basic Charts:** Introduction to Tableau, Connecting to Data Source: Text Files, Excel, Access, other databases, merging multiple data sources, Univariate Charts – Creating tables, bar graphs, pie charts, histograms, line charts, stacked bar graphs, box plots, Showing aggregate measures, Bivariate Charts – Creating tables, scatter plots, swapping rows and columns, adding trend lines, selecting color palettes, using dates

**UNIT III: Fields, Hierarchies &Filters:**Using predefined fields, calculating percentages, applying if-then logic, applying logical functions, showing totals and percentages, discretizing data, manipulating text, aggregate data. Grouping and creating hierarchies in Tableau. Creating and using Filters in Tableau.

**UNIT–IV: Multivariate Charts and Maps:** Facets, area charts, bullet graphs, dual axes charts, Gantt charts, heat maps, Maps – Setting geographical roles, placing marks on map, overlaying demographic data, choropleth maps, polygon shapes, customizing maps

**UNIT–V: Dashboards in Tableau:** Adding title and caption, font size and colors, adding various marks, adding reference lines, using presentation mode, adding annotation, adding drop-down selectors, search box selectors, slider selectors, creating dashboards, creating animated visualizations. Connecting and using Tableau Public Server.

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

S. No.	Course Outcomes	Assessment
1	Understand and design data visuals with different visual encodings	A1 & A2
2	Create different types of charts and maps in Tableau	A2 & A4
3	Work with User defined fields	A2,A3 & A4
4	Customize the presentation with different elements in Tableau	A1,A3 & A4

**CO PO Mapping**

**This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	0	1	0	0	2	1	2
<b>CO2</b>	0	2	0	0	2	1	2
<b>CO3</b>	0	2	0	0	2	2	3
<b>CO4</b>	0	3	0	0	3	3	3
<b>CO5</b>	0	2	0	0	2	2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**


9

Industry, Innovation and Infrastructure

**SDG Justification:**

This course is related to programming, which is considered important for IT applications, practice of data analytics, and digital infrastructure in the industry. So, this course might help for building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

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	<b>MAN851</b>	<b>Data Analysis through SPSS</b>	L	T	P	J	S	C	
			2		2			3	
	Course Owner	Department of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				45		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

SPSS is a Windows based program that can be used to perform data entry and analysis and to create tables and graphs. SPSS is capable of handling large amounts of data and can perform all of the analyses covered in the text and much more. SPSS is commonly used in the Social Sciences and in the business world, so familiarity with this program should serve you well in the future.

#### Course Objectives

1. Understand the SPSS interface
2. To handle data on SPSS platform
3. To be able to Descriptive Analytics using SPSS
4. To be able to do Predictive Analytics using SPSS
5. To Build Machine Learning models using SPSS

**UNIT - I Introduction to SPSS****No of Hours:9**

Data entering and filtering - Defining variables, understanding data measurement, assigning values and codes to the strings, understanding measures of a data. Data preparation for further analysis – Testing outliers, missing values, normality, computing variables in case of multi item measurement, Charts, graphs and legacy dialogs.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Enter Data on SPSS. Define Variables etc	L1
Understand Data Measurement, assign values/codes etc	L2
To be able to Interpret the output	L4
To be able to handle missing values	L3
To be able to draw charts / graphs using SPSS	L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - II Correlation and Regression****No of Hours:9**

Introduction, Concept, types, Preparing and running correlation analysis. Introduction, Concept, Preparing data and running linear Regression analysis. Introduction, Concept, testing assumptions, running multiple Regression analysis, interpretation of the results.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the concept of correlation and why we calculate it	L3
To be able to run correlation analysis on SPSS and interpret the results	L3
Understand the concept of Regression and its relevance	L3
To be able to run Linear Regression Analysis on SPSS and interpret the outcome	L3
To be able to run Multiple Regression Analysis on SPSS and interpret the outcome	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III T-Test and ANOVA****No of Hours:9**

Introduction, Concept, types, Preparing and running t-test, interpretation of the results. Introduction, Concept, Preparing data and running ANOVA, interpretation of the results. Running Post-hoc tests and interpretation of the results. Students will be able to work and learn with real-life hands-on assignment / model using raw dataset

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand what is T test and where it is used	L3
To be able to run T test on SPSS and interpret the results	L3
Understand the concepts of ANOVA and Post-hoc tests	L4
To be able to run ANOVA and Post-hoc tests and interpret the results	L4
To be able to build models using real time raw datasets	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - IV Factor Analysis****No of Hours:9**

Introduction, Concept, Use, Concept of Orthogonal Rotation and principal Component. Running Alkin-Mayor Test, interpretation of the results. Running Factor Analysis, Scree plot, Concept of Rotated Solutions, Eigen value and factor loading. Clubbing the items under factors, removal of variables based on factor loading, naming the factors. Running factor Analysis on SERVIQUAL Scale

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the concept of PCA	L3
To be able to run PCA and interpret results	L3
Understand Factor Analysis	L4
To be able to run Factor Analysis and interpret results	L4
To be able to run Factor Analysis on SERVIQUAL Scale	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

Concept, importance, Soft Sciences, Introduction to Scale, process of Scale development, Introduction to preparation of a Questionnaire, Pilot study, importance of running pilot study. Running a reliability Analysis, Cronbach's Alpha, Inter-Item correlation, Delete an item, maximization of Alpha value, Interpretation of the results

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand Scales and process of Scale development L3
- To be able to build a questionnaire L3
- To be able to run Reliability Analysis on SPSS L3
- Understanding Alpha value and to be able to maximise Alpha value when there is a need L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**Textbook:**

Performing Data Analysis using IBM SPSS by AJ Guarino

SPSS Statistics for Data Analysis and Visualisation by Jesus Salcedo and Keith McCormick

**References:**

Data Analysis using SPSS by Lokesh Jasrai

Text Books	Topics
1: Performing Data Analysis using IBM SPSS by AJ Guarino	All
SPSS Statistics for Data Analysis and Visualisation by Jesus Salcedo and Keith McCormick	

Additional Reading

Reference Book(s):



### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	2	2	0	0	2	1	1
<b>CO2</b>	2	3	0	0	2	1	2
<b>CO3</b>	2	3	0	0	2	1	2
<b>CO4</b>	2	3	0	0	2	1	2
<b>CO5</b>	2	3	0	0	3	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

4

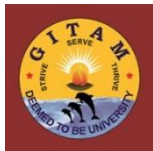
Quality Education

**SDG Justification:**

A the course introduces the topics from the basics to applications, it provides for quality education

**0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance**

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**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**  
**(Declared as Deemed to be University u/s 3 of UGC Act. 1956)**  
**Visakhapatnam – 45.**

<b>Course Code: MBA 842</b>	<b>Course Title: DATA ANALYSIS WITH PYTHON</b>
<b>Semester: III</b> <b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA</b>	<b>Batch / Academic Year: 2021-2023</b>
<b>Course Leader:</b>	

### Course description and learning outcomes

Python is an open source high level interpreter based language. Python is interactive and object oriented language with wide range of applications. Python is commonly used in the area of data science and web based analytics.

#### Course Objectives

- Understand the analytics features of python
- Get hands on experience in build data applications with python

#### Unit I (8 sessions) (CO1 & L2)

**Introduction to Python:** Keywords and Identifiers, Statements and Comments, Input-Output and Import, Operators, Python namespace, Data types - Numbers, Strings, Lists, Tuples, Set, Dictionaries, Arrays, Matrix, Flow Control: If – else, for loop, while loop, break and continue, Pass statement, Looping technique

#### Unit II (8 sessions) (CO2 & L2)

**Functions and OOP Concepts:** Defining and calling a function, Types of Function, Recursion, Python Modules, Packages, OOP Concepts: OOP concepts in Python – Class, Inheritance, Multiple Inheritance, Operator Overloading

#### Unit III (8 sessions) (CO3 & L2, L3)

**IPython, NumPy and Pandas:**IPython Basics, code development in IPython, IPython features, NumPy Basics, NumPyArrays, Vectorized Computation, Indexing and sorting arrays, Structured arrays, Pandas Basics, Pandas data structures, Descriptive statistics, Handling missing data, Hierarchical Indexing, Vectorized string operations, working with time series

#### Unit IV (8 sessions) (CO4 & L4)

**Working with Data:** Reading and writing data in text format, binary data formats, interacting with web, interacting with database, Combining and merging data sets, Reshaping and Pivoting, Data Transformation, Data Aggregation, Pivot tables and Cross Tabulation

#### Unit V (8 sessions) (CO5 & L3)

**Data Visualisation:** Introduction to Matplotlib, line plots, scatter plots, visualizing errors, Density and contour plots, Histograms and Binnings, Text and Annotation, Three dimensional plotting in Matplotlib

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

CO	Course Outcome	Assessment
CO1	Understand the language elements of Python	A1, A2
CO2	Understand the OOP concepts in Python	A1, A4
CO3	Write programs in python	A1, A4, A5
CO4	Use python for data analysis	A3
CO5	Use python for data visualization	A5

### CO PO Mapping

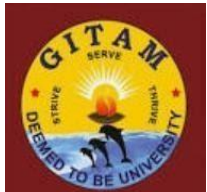
This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

	Programme Outcomes (POs)					PSOs	
	1	2	3	4	5	1	2
CO1	0	2	0	0	2	1	1
CO2	2	3	0	0	3	1	2
CO3	0	3	0	0	3	1	2
CO4	2	3	0	0	3	1	2
CO5	3	3	0	0	3	1	2
<b>SDG 9: Industry, Innovation and Infrastructure</b>							
<p><b>Statement:</b> This course is related to programming, which is considered important for IT applications, practice of data analytics, and digital infrastructure in the industry. So this course might help for building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.</p>							

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

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## INTERNATIONAL BUSINESS

	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MBI 841</b>	<b>EXIM Management</b>						
	Course Owner	Dr.Srilalitha Girija Kumari Sagi	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Export Import Management is part of international business and it is an important activity of global economic and trading environment. The objective of this course is to inculcate a strong understanding of the export import process and procedures to follow. The students will be able to understand the role of various export promotion councils in promoting exports. In addition the students will also be able to map the exchange of commodities from one country to another and know the nuances of export import procedures.

### Course Objectives:

- The course aims to provide a comprehensive view of Export-Import Management
- Relevant procedures with practical inputs are given to understand the operational procedures and documentation formalities
- To enable student to be an integral part of Export-Import Management division of any organization
- To enable the students to efficiently manage processing of export orders and import clearances with an understanding of; International Trade practices aligned with World Trade Organization (WTO), World Customs Organization (WCO), International Trade Control and Harmonizing System (ITC HS) Norms, Export Inspection Agency (EIA) norms.
- Explore the role of Export organization in promoting trade.

### Unit I Title: Introduction Foreign Trade Policy Framework

**No of Hours- 10**

Foreign Trade Policy framework, objectives of Foreign Trade Policy, and overview of the Policy . Export Promotion Schemes, Export Facilities, Licenses & Incentives. Special Economic Zones, Status holders 100% EOUs

### Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Foreign Trade Policy L1
- To understand the framework of Foreign Trade Policy L2
- Understand the concept of Export Promotion Strategy L3
- Explain the preference given Special Economic Zones L4

- Explore the framework of Foreign Trade Policy and Incentives system L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

**Unit II Title : Export Contract and International Commercial Terms (INCOTERMS) No. 10**

Export contract, Terms of Delivery, INCOTERMS 2010, Payment Terms: Documentary Collection & Export Costing, Export Finance, Documentary Credits, Uniform Customs and Practice for Documentary Credits (UCPDC), Uniform Rules for Collection (URC 522) in India

**Learning outcomes:**

After completion of this unit, the student will be able to

- To have a knowledge on Export Contract L1
- To understand the framework of International Commercial Terms L2
- Understand the concept of Documentary Credits Export Costing L3
- Explain the importance of UCPDC L4
- Explore the framework of URC 522 L5

**Pedagogy Tools:** Case study, Discussion, Self-reading, Polls, Student Presentations

**Unit III Title : Key Risks in International Trade (Transit Risk, Credit & Country Risk) No.10**

Types of Risks in International Trade: Transit Risks covered by Marine Cargo insurance, Credit & Country Risks Management covered through Export Credit Insurance by Export Credit Guarantee Corporation of India and role of ECGC in export credit risk management

**Learning outcomes:**

After completion of this unit, the student will be able to

- To have a knowledge on types of risks involved in Export process L1
- To understand the framework of Marine Cargo Insurance Act L2
- Understand the concept of Cargo Insurance and Policies available L3
- Explain the importance of ECGC in export risk management L4
- Explore the framework of ECGC credit risk policies L5

**Pedagogy Tools:** Case Study, Discussion, Self-reading, Polls, Student Presentations

**Unit IV Title : Need and Importance of Export Documentation No.10**

Export documentation, need and importance of documentation, study of three types of documentation process (Commercial documents, Regulatory documents, Incentive Documents) A step-by-step approach to shipment process an export order

**Learning outcomes:**

After completion of this unit, the student will be able to

- To have a knowledge on types of export documents L1
- To understand the framework of Aligned Documentation Process L2
- Understand the concept of Export Procedures and set of documents L3
- Explain the importance of Regulatory Documents L4
- Explore the framework of Incentives and documents L5

**Pedagogy Tools:** Workshop on processing Export Order, Discussion, Self-reading, Polls, Student Presentations

**Unit V Title : Import Regulations and Procedures of Customs Clearance No.10**

Imports, Regulations, Open General and Special Licenses, Customs Act 1962, Rules of origin, Valuation, Assessment procedure Customs Tariff, Import Clearance procedure: Documentation, Customs House Agents (CHA)

**Learning outcomes:**

After completion of this unit, the student will be able to

- To have a knowledge on Import Regulations L1
- To understand the framework of Customs Act 1962 L2
- Understand the concept of Customs Valuation and Assessment L3
- Explain the importance of Customs Clearance and Tariff L4
- Explore the framework of Out of Charge and role of CHA L5

**Pedagogy Tools:** Workshop on processing Import Order, Discussion, Self-reading, Polls, Student Presentations

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

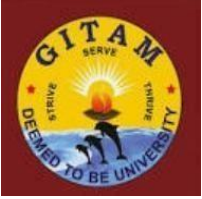
	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the role of exports and imports process in international business.	A1
CO2	Explore the role of export management and trade procedures in international trade.	A3
CO 3	Evaluate strategies and solutions to problems in export markets and export incentives schemes.	A2
CO 4	Understand the risks in export cargo loss and tampering the cargo and evaluate mitigation strategies.	A2&A4
CO5	Understand the role of Export organization in promoting trade.	A4

**CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

	POs					PSOs		Sum
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	
<b>CO1</b>	1	1	0	1	0	1	1	5
<b>CO2</b>	2	2	0	2	2	1	3	12
<b>CO3</b>	2	2	2	2	2	1	3	14
<b>CO4</b>	2	3	2	3	1	3	2	16
<b>CO5</b>	2	3	0	3	1	2	2	13
<b>Target Level Max</b>	9	11	4	11	6	8	11	54
<b>Sustainable Development Goals (SDG)s</b>								
<b>SDG8 and 17 **</b>	2	0	0	1	1	1		2
**Introduction to decent work and economic, growth global trade and financial systems, concepts in the sustainable production and supply methods and sustainable means of the usage of resources are in correlation with the SDG goals.								

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MBI 843</b>	International Economics						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		50			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

The current course would focus on international trade and trade theories. The operations related to international trade in goods, services, and capital. Further gives useful insights on trade operations, international management, international economics and finance, and international competence.

### Course Objectives

The objective of the course is to understand, analyze, and examine the following:

- The factors that determine trade between countries: labor productivity, labor intensity, technology, skills, etc.; protectionism and new trade policies of developed and developing countries;
- Impact of global trade patterns on developing countries including
- Impact of exchange rate regime and global financial crisis on trade;
- The new world trading system, International markets, and its implications on the developing world.
- To understand the regulatory framework of the International economy.

#### Unit I Title: Introduction to Trade theories No of Hours- 10

Trade Patterns: Mercantilism and New Mercantilism; Explanations of trade patterns – Absolute and comparative advantage – **Calculations of Gains of Trade**. Factor endowment Theory & Factor Price Equalization Theory; Innovations and R&D; Intra industry trade; Uppsala Model, **Tariffs and effective rate of protection & its calculation**. (Case: Germany's Competitiveness)

#### learning outcomes:

After completion of this unit, the student will be able to

- To have a clear knowledge of trade theories. L1
- To understand the gains of trade. L2
- Understand the core concepts of Intra trade. L3
- Explain the tariff structures. L4
- Explore the basis of international trade. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards, cure card presentation

#### Unit II Title: Foreign Exchange Markets & Quantitative Easing No. of Hours-10

Emerging Markets: Impact of Quantitative Easing (QE) and its tapering on emerging markets – short-term capital movements – **Impact on exchange rates** - scope for coordination with developed economies; **Exchange rate changes and Impact on trade** – Elasticities (Marshall-Lerner condition and empirical estimates) – **lags in impact** (J-curve).



(Case: Recent Terms of Trade of Developing Countries)

**learning outcomes:** After completion of this unit, the student will be able to

- To have a clear knowledge of Forex market. L1
- To understand the concept of quantitative easing. L2
- Understand the core concepts of Marshal Learner Condition. L3
- Explain the J-curve mechanism. L4
- Explore the impact of exchange rates on exports and imports. L5

**Unit III Title: Trade and Development & WTO No of Hours- 10**

Trade and Development, and WTO Issues: Global trade; Trade as engine of growth debate – Terms of trade of developing economies -Fallacy of Composition Adding-up problem and **Illustration of Flying-geese model**; Regional economic arrangements; WTO issues - Functions and basic principles - anti-dumping, subsidies and countervailing duties, safeguards - agriculture – GATS – TRIPS - plurilateral agreements.

(Cases: Flying Geese Model of Trade, ADD on India Shrimps, GI Status for Indian Products)

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the relation between trade and development. L1.
- Explain the problem of Fallacy of composition. L2
- Analyze the Flying Geese Model of Trade. L3
- Understand the role and objectives-functioning of WTO. L4
- Explain the impact tariff and non-tariff barriers of trade. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards, cure cards

**Unit IV Title: Global Economic Slowdown No of Hours.10**

Global economic slowdown –Double-dip recession - Euro zone crisis; capitalism and rising inequality; Middle-income trap (between low-skills and innovation) – Impact of Covid Health crisis on World trade; Resurgence of Japan.

**Learning outcomes:** After completion of this unit, the student will be able to

- Understand the reasons for global economic slowdown. L1
- Understand the double dip recession. L2
- Explain the Euro Zone Crisis. L3
- Explain the situation of two lost decades of Japan. L4

- Explain the impact of Covid Health Crisis on the World trade. L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title: International Monetary Systems No of Hours- 10**

Global Finance: International monetary system – Bretton Woods - fixed vs. flexible exchange rates - International financial architecture; International capital movements; Renminbi as an international currency; Management of foreign exchange reserves – Investing in US Treasury Bills . (Case: India’s Exports of Select Products & Exchange Rate)

**learning outcomes:** After completion of this unit, the student will be able to

- Understand the challenges of international monetary systems. L1
- Understand the International capital movements. L2
- Explain the management of foreign exchange systems. L3
- Discuss the emergence of renminbi. L4
- Describe the role of Bretton woods systems. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the regulatory and policy frameworks of Global Economy.	A1
CO2	To understand the economic and business environment of the world economy	A3
CO3	To identify the prospects and challenges of the Global Business Environment	A3 & A2
CO4	Understand the evolution and progress of International Trade theories.	A3 & A2
CO5	Understand the regulatory framework of the International economy.	A4

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

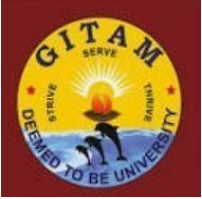
#### MBA – IB -CO-PO Mapping (International Economics)

	POs					PSOs		Sum
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	
<b>CO1</b>	1	1	0	1	0	1	1	5
<b>CO2</b>	2	2	0	2	2	1	3	12
<b>CO3</b>	2	2	2	2	2	1	3	14
<b>CO4</b>	2	3	2	3	1	3	2	16
<b>CO5</b>	2	3	0	3	1	2	2	13

<b>Target Level Max</b>	9	11	4	11	6	8	11	54
<b>Sustainable Development Goals (SDG)s</b>								
<b>SDG17**</b>	2	0	0	1	1	1	2	
**Introduction to global financial systems, concepts in the Unit-5 on sustainable production and supply methods and sustainable means of usage of resources are in correlation with the SDG goals.								

\*\*Partnerships to achieve the Goal- *Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development*

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	MBI 845	Geo Political Environment						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		45			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

*The Geo politics of the world has been fast changing because of globalization and advancement of technology. Every single situation and the event of the world in any corner of the world has influence on every corner of the globe. In the current global canvas India has been playing a vital role as the epi-center of the global power has tilted towards Asia. In the given context the current course would help understand the global geo-politics. In addition the students would learn the ways to operate business in global political environment. And will be trained to have hands on experience by exposing to real time case studies and articles of importance appeared in Press in the field of geo-politics and international business*

### Course Objectives

1. To discuss critical geopolitics and politics of globalisation o
2. To examine inter industry factor mobility and the politics of trade.
3. To study the power potential of Eurasia using geographical position, area, and physiography. Choke points.
4. To understand the maritime political geography.
5. To examine the effect of geopolitics on financial market

### Unit I Title: Introduction to Geo-Political Environment

**No of Hours- 10**

Classical Geopolitics, Critical Geopolitics & Environmental Geopolitics, Borders & Borderlands, Politics of Globalization, Trans-Atlantic Alliance and anti-Americanism of Europe. Heartland and Rim land Theories

**Geopolitics and Commodity Markets:** Geopolitics and natural resources -carbon credits market etc, Inter-industry factor mobility and the politics of trade. *Case Study: Case of oil and energy markets*

### Learning outcomes:

After completion of this unit, the student will be able to

- To have a grasp of geostrategic analysis of major world regions. L1
- To understand the geopolitical trends and issues in the World arena. L2
- Understand the core concepts in geo politics. L3
- Explain the power and structure of International trade. L4
- Explore the concept of interindustry factor mobility and politics of trade. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit II**                      **Title: Geo –Politics of Mid Eurasia**                      **No of Hours- 10**  
Central Asia and New Silk Road (Eurasian Corridor), Geopolitical value of Afghanistan; current situation Pathan Homeland; Durand Line; Pipeline Crossroads.: Siberia, the Caucasus, and Sino-Russian political geography (Fortress Russia). Analyzing the power potential of Eurasia using geographical position, area, and physiography. Choke points: Kyber Pass, Bolens Pass, Chumbi, Roof of the World, Great Northern Wall. Himalayan Watershed (Mother of all the great rivers of South, Southeast and East Asia). Boundary disputes in South Asia- India, Pakistan and China (Kashmir; Sino-Indian Frontier. *Case Study: Arunachal Pradesh*

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the Geo politics of Eurasia.                      L1
- Explain the situation in Afghanistan.                      L2
- Analyze the power potential in Eurasia.                      L3
- Describe the power potential in Southeast Asia.                      L4
- Explain the boundary disputes in Asia.                      L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards, cure cards

**Unit III**      **Title: Supranational organizations in shifting world power cores**      **No of Hours.10**

World Trade Organization (WTO), Organization of the Islamic Conference (largest world religious organization), League of Arab Nations. European Union and U.S. Trade Priorities and United nations Organization, UNSC, North American Free Trade Agreement (NAFTA), Organization of the Petroleum Exporting Countries (OPEC), North American Treaty Organization (NATO) and its role in World Geo Politics. China's One belt and one Road Initiative. The Quad group, G7 & G20. The New Development Bank (BRICS).*Case Study: The Covid-19 health crisis and WHO*

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the role of the various international organizations.                      L1
- Understand the objectives and functioning of various regional groupings.                      L2
- Explain the process and objectives of United Nations organization.                      L3
- Explain the formation of New Development bank.                      L4
- Explain the reasons behind the formation of the Quad group.                      L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit IV**                      **Title: Maritime Political Geography**                      **No of Hours- 10**

Atlantic Ocean—Atlantic Community Majority of world’s shipping and trade. Pacific Ocean—Majority of world’s population and land area (Pacific Basin). Indian Ocean—Geopolitically hot (Arabian Gulf, Red Sea, and Arabian Sea). South China Sea—Flash point involving Vietnam, China, Indonesia, and Philippines (especially the Spratleys and Pescadores); East China Sea, Yellow Sea. Choke points Hainan Island PRC EEZ versus U.S. EEZ Lines of Maritime and the Law of the Sea. PRC in Panama and the Panama Canal.  
*Case Study: South China Sea*

**Learning outcomes:** After completion of this unit, the student will be able to

- |  |     |
|--|-----|
| Explain the maritime geo politics              | L1. |
| ● Explain the case of South China Sea.         | L2  |
| ● Understand the maritime political geography. | L3  |
| ● Outline the significance of Indian Ocean.    | L4  |
| ● Discuss the significance of Maritime Law.    | L5  |

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title: Geopolitics and Financial markets (4 Sessions) No of Hours- 10**

Challenges associated with geo political environment and measures to mitigate risks Protectionist Tendencies & emerging trade norms. Euro currency market; Effect of geopolitics on financial market returns; Paradigms of political economy, Ideas and interest groups, imperialism and world system; Financial geography of Europe.  
*Case study: Brexit & EU*

**Learning outcomes:**

After completion of this unit, the student will be able to

- |   |    |
|---|----|
| ● Understand the challenges of geopolitical environment.                  | L1 |
| ● Understand the Euro currency markets.                                   | L2 |
| ● Explain the emergence of imperialism and world systems.                 | L3 |
| ● Discuss the value of geo political environment                          | L4 |
| ● Describe the role of protectionist tendencies and emerging trade norms. | L5 |

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	To familiarize students to acquire and develop conceptual knowledge of different types of environments prevail globally, structures, systems and institutions with suitable global markets entry strategies	A1
CO2	To identify geopolitical, social, economic (issues) in major world political regions, as well as underlying reasons of selected inter-state conflict	A3
CO3	To examine major global and transnational issues that present major threats to national security, and political and economic stability of the world family of nation-states.	A3 & A2
CO4	To deal the diversity in International politics and relations	A3 & A2
CO5	To develop conceptual capacities in students to understand the interface between global geo-political developments and its impact on international business.	A4

New Geo-Political Great Game of Indo-Pacific: Challenges and Options for India by D R Bawa Singh. **CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

#### MBA – IB -CO-PO Mapping

#### Geopolitical Environment & International Business

	<b>POs</b>					<b>PSO's</b>		
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>Total</b>
<b>CO1</b>	1	1	0	1	0	1	1	5
<b>CO2</b>	2	2	0	2	2	1	3	12
<b>CO3</b>	2	2	2	2	2	1	3	14
<b>CO4</b>	2	3	2	3	1	3	2	16
<b>CO5</b>	2	3	0	3	1	2	2	13
<b>Max Target Achieved</b>	9	11	4	11	6	8	11	60
Sustainable Development Goals (SDG)s								
<b>SDG16**</b>	2	0	0	1	1	1	2	
**Introduction to international relations and geo politics and discussion on the geo political tensions and need to introduce fair trade and responsible production and respect to country's sovereignty and international peace discussed in Unit. III & Unit IV, highly correlate to the SDG goal 16.								

#### Prescribed Textbooks:

- International Business – environments and Operations-John D Daniels, Lee H Radebaugh, Daniel P Sullivan, Prashant Salwan –Published by Pearson Prentice Hall, published by Dorlin Kindersley (India) Pvt. Ltd, new Delhi, Twelfth edition 2010
- The Global Business Marketing – Warren Keegan, Published by Prentice Hall of India Private Limited,

New Delhi, Seventh Edition 2007

- The Geopolitics of the Indo-Pacific edited by Pradeep Kaushiva Abhijit Singh Feb 2014 Knowledge World, New Delhi.
- Business Environment - Shaik Saleem, published by Pearson Education in South Asia, Delhi, Feb 2008 (3 revised edition)
- Elements of International Business, - S N Chary, published by Willy India (P) Ltd, Edition 2006
- International Business – Concept, Environment and Strategy – Vyuptakesh Sharan, Published by Pearson Education, Second Edition 2007

**Suggested Readings:**

- Credit Suisse (2013), Markets face an increasing number of geopolitical risks in 2014 - Market Update, Mid-Dec 2013,, Australia, [www.credit-suisse.com](http://www.credit-suisse.com)
- Ravenhill, John (2011) *Global Political Economy*, 3rd ed. Oxford University Press 1
- Rice University (2008), *The increasing risk of geopolitical risk in energy markets*, James A Baker III Institute of Public policy.
- *The Economist* (2014), 'European Energy Security', 5 April.
- Tol, Richard, S J (2014), 'Climate policy targets revisited' [www.voxeu.org](http://www.voxeu.org), 25 April
- Balaam, David N., Bradford Dillman (2011), *Introduction to International Political Economy*, 5th ed. Longman
- New Geo-Political Great Game of Indo-Pacific: Challenges and Options for India by D R Bawa Singh.

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	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>	
	<b>MBI847</b>	<b>International Marketing Management</b>		3					
	<b>Course owner</b>		Syllabus version				1.0		
	<b>Course Pre-requisite(s)</b>	NIL	Contact hours				40		
	Course Co-requisite(s)	NIL	Date Approved						
	Alternate Exposure								

### Introduction

The international markets are expanding rapidly touching the realms of economies across the globe. The scope of international marketing, needless to say, is at the pinnacle engulfing countless diversified, competitive and innovative products/services/events and experiences each day. The fact that a transaction takes place “across national borders” highlights the difference between domestic and international marketing. All this within the diverse economic, social and political environments of host and home economies is what makes this subject interesting, informative and prescriptive. Primarily aimed to equip the students with critical perspectives of the international marketing scenario. Throughout the course an emphasis is placed on an integration of theoretical concepts and real market situations.

### Course Objective

1. To provide an understanding of the international marketing environment
2. To impart knowledge to analyze the complex global markets
3. To familiarize development of international competitive and cooperative strategies
4. To equip with skills in framing international marketing mix strategies
5. To update international marketing trends and practices

### Unit - I Introduction to International Marketing

**No of Hours:8**

Introduction to Global Marketing, Globalization and Global Marketing, Management orientations, Driving & restraining forces, Global Marketing Environment. Global culture environment

#### Learning Outcomes:

After completion of this unit, the student will be able to

- |  |    |
|--|----|
| Understand the International Marketing management concepts theories and principles | L2 |
| Understand the management orientations to global marketing                         | L2 |
| Understand the driving & restraining forces  | L2 |

Analyse global culture environment L4

**Pedagogy tools:** Blended learning, case study, videos, self-reading

## **Unit - II Global Market Research and Analysis**

**No of Hours: 8**

Research requirements in International Marketing, Global marketing information system

### **Learning Outcomes:**

After completion of this unit, the student will be able to

Evaluate the role of international marketer L5

Understand the research requirements in International Marketing L2

Understand the importance of international marketing research L2

Analyze global marketing information system L4

**Pedagogy tools:** Blended learning, case study, videos, self-reading

## **Unit - III Developing Global Marketing Strategies**

**No of Hours: 8**

Internationalization: Process & Theories, International Market Entry: Modes & Strategies, Firm Competitiveness in the International Market, Global Market Segmentation, Targeting and positioning.

### **Learning Outcomes:**

After completion of this unit, the student will be able to

Assess the International Market Entry process L4

Analyse the Firm Competitiveness in the International Market L4

Analyse Global Market Segmentation L4

Evaluate Targeting and positioning strategies L5

**Pedagogy tools:** Blended learning, case study, videos, self-reading

## **Unit - IV Creating Global Marketing Programs**

**No of Hours: 8**

Global Product & Brand Strategy, Global Pricing Strategy, Global Distribution & Supply Chain Strategies, Global integrated marketing communications.

### **Learning Outcomes:**

After completion of this unit, the student will be able to

Develop a global marketing strategy by applying the basic concepts of product, pricing, promotion, and channels of distribution in international settings. L5

Evaluate Global Product & Brand Strategies L5

Design global integrated marketing communications L5

Analyse international marketing opportunities L4

**Pedagogy tools:** Blended learning, case study, activities, self-reading

**Unit - V Managing Global Marketing Operations****No of Hours: 8**

Global organization and leadership: managing the global marketing effort, the future of global marketing: major trends and directions

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understanding role of global organizations and leadership in international marketing L2

Analyze the global marketing effort L4

Analyze major trends and directions L4

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

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

<b>CO1:</b>	Understand the International Marketing management concepts theories and principles	L2
<b>CO2:</b>	Evaluate the role of international marketer and his/ her responsibilities in international markets	L5
<b>CO3:</b>	Demonstrate knowledge of the impact of environmental factors (cultural, economic, institutional, legal and political) on international marketing activities.	L4
<b>CO4:</b>	Develop a global marketing strategy by applying the basic concepts of product, pricing, promotion, and channels of distribution in international settings.	L5
<b>CO5:</b>	Apply personal and interpersonal skills appropriate to being an effective member of an international marketing team.	L3

**Textbook(s):**

- Warren J. Keegan & Gautam Dutta, Global Marketing Management, VIII ed. Pearson Education.
- Kiefer Lee & Steve Carter, Global Marketing Management, Latest Edition, Oxford University Press

**Additional Reading****Reference Book(s) and journal papers:**

1. Cateora Philip R., Mary C. Gilly & John L. Graham, International Marketing, 16th Edition, New York: McGraw-Hill/Irwin, 2013.
2. Johny K. Johansson, Global Marketing-Foreign Entry, Local Marketing & Global Management, 5th Edition, McGrawHill,

**Journal(s):**

Journal of International Marketing

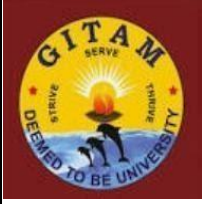
Harvard Business Review

**Course Mapping**

**This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO). (Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>Total</b>
<b>CO1</b>	3	0	1	0	2	1	1	8
<b>CO2</b>	3	0	2	1	1	2	0	9
<b>CO3</b>	0	3	0	3	3	0	2	11
<b>CO4</b>	3	2	0	3	0	2	2	12
<b>CO5</b>	1	2	3	0	3	1	1	11
<b>Target Level Max</b>	10	7	6	7	9	6	6	51
<b>Sustainable Development Goals (SGDs)</b>								
<b>SDG17**</b>	2	0	0	1	2	1	1	
SDG Justification: Topics like managing the global marketing effort, the future of global marketing: major trends and directions, Management orientations, Driving & restraining forces are correlating with trade and sustainable development are in correlation with sub goals of SGD17								

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MBI 849</b>	<b>Cross Cultural Management</b>						
	Course Owner	<b>Dr.Srilalitha Girija Kumari Sagi</b>	Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		50			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

The international markets are expanding rapidly touching the realms of economies across the globe. It is concerned with managing different cultures – in particular, “cross country and multi cultural similarities and differences including challenges and issues” that invariably arise in international business. Failure to understand and manage the differences in attitudes, values, and behaviours of those with whom managers interact in international business transactions consistently has been shown to be a major source of difficulties. The course addresses topics such as cross – cultural communication, cultural sensitivity, international business practices, and various national cultures and regional cultures and their approaches to business and management. The course includes lectures, presentations, case analyses, debates, workshop with panel discussion, and experiential exercise along with video clippings.

#### **Course Objectives:**

The objectives of the course are to understand, analyse, and examine the following:

- Managing effectively across national and cultural boundaries in the international business is an important feature of corporations and the modern workforce facing today.
- Understanding the role of culture in an organizational processes and activities is an important aspect of modern management.
- A keen awareness and a high degree of cross-cultural competence in management are therefore key to the career success of both present and aspiring managers / professionals.
- The main aim of the course is to provide conceptual, theoretical and practical knowledge of cross-cultural management to the participants.
- This course aims to give an overview of cross-cultural management practices and it examines how culture is expressed.

#### **1. Unit I Title : Dimensions of Culture – a management perspective No.10**

Definitions and Classification of Culture and Culture Code, Modalities of Cross-Cultural Dimensions- Hofsted’s Cultural Dimensions, Hall’s Cultural Dimensions -Religion and its implication on business -A comparison of world views: East and West -The importance of World views and international management

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Culture

L1

- To understand the framework of National Culture L2
- Understand the concept of Hofstede's cultural Dimensions L3
- Explain the importance of Religion in cross cultural management L4
- Explore the framework of Hall's Cultural Dimensions L5

**Pedagogy Tools:** Case Study, Video Clippings , Discussion, Self-reading, Polls, Student Presentations

**2. Unit II Title : Cross Cultural Communication **No.10****

Characteristics of Communication- Culture and Communication -Major Obstacles to Cross Cultural Communication- Non-verbal communication – across cultures –Hall and Hall's concept of Low and High Context communication - Cross – Cultural Conflict -Source and Type of Conflicts - Cross Cultural conflict and resolution.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Communication both verbal and non-verbal L1
- To understand the framework of cross cultural communication L2
- Understand the concept of High and Low Context Communication L3
- Explain the importance of Communication to deal with conflict L4
- Explore the framework of Cross Cultural Conflict resolutions 5

**Pedagogy Tools:** Case Study, Video Clippings , Discussion, Self-reading, Polls, Student Presentations

**3. Unit III Leadership Use of Power and Authority in Different **No.10****

Defining leadership – Models of Leadership, Use of power and Authority in different cultural set up, Various Behavioural Styles of leaders across cultures, Leadership in different cultures -Motivation and Culture

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Leadership and role of leader in a culture L1
- To understand the framework of Power and Authority in culture L2
- Understand the concept of Motivation in a culture L3
- Explain the importance of Behavioral Styles of leaders in a culture L4
- Explore the framework for Models of Leadership L5

**Pedagogy Tools:** Case Study, Video Clippings, Discussion, Self-reading, Polls, Presentations

**4. Unit IV Organizational Culture in Multi-National Corporations (MNCs) **No.10****

Organizational Culture in Multi-National Corporations (MNCs) -Organizational Culture & National Culture - Family culture - Eiffel Tower culture -Guided Missile culture -Incubator culture -Managing Multiculturalism and Diversity, Phases of Multicultural Development.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Organizational Culture L1
- To understand the framework of National & Organizational Culture L2
- Understand the concept of Multiculturalism L3
- Explain the importance of Diversity in Organizational Culture L4
- Explore the framework of Organizational Culture in MNCs L5

**Pedagogy Tools:** Case Study, Video Clippings, Discussion, Self-reading, Polls, Student Presentations

**5. Unit V Doing Business Across Cultures No. 10**

Managing across Cultures - Cross Cultural differences and similarities in doing business -Parochialism and Simplification -Cultural differences in selected countries and regions - Doing Business in China -Doing Business in India - Doing Business in France- Doing Business in Arab Countries Doing Business in Africa

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Managing Across Cultures L1
- To understand the framework of Parochialism L2
- Understand the concept doing business and cultural nuances L3
- Explain the importance of Culture Code L4
- Explore the framework of Business Culture L5

**Pedagogy Tools:** Case Study, Video Clippings , Discussion, Self-reading, Polls, Student Presentations

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the various theoretical perspectives and practical approaches to dealing with culture, cultural difference, and cultural change within the framework of international business.	A1
CO2	Understand management practices followed in different cultures and countries	A3
CO3	Describe and explain key models used for comparing cultures, critically assessing the practical value of these in the context of cross – cultural management decision-making.	A2
CO4	Evaluate strategies to manage cultural challenges in an international business context and cross – cultural issues	A4
CO5	Presents an overview of cross-cultural management practices and it examines how culture is expressed.	A3 &A4

## CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	POs					PSOs		Sum
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	
<b>CO1</b>	1	1	0	1	0	1	1	5
<b>CO2</b>	2	2	0	2	2	1	3	12
<b>CO3</b>	2	2	2	2	2	1	3	14
<b>CO4</b>	2	3	2	3	1	3	2	16
<b>CO5</b>	2	3	0	3	1	2	2	13
<b>Target Level Max</b>	9	11	4	11	6	8	11	54
<b>Sustainable Development Goals (SDGs)</b>								
<b>SDG 4 **</b>	2	0	0	1	1	1		2

\*\* Unit 1,4,5 deals with the role of culture in an organizational processes and activities is an important aspect of modern management

\*\* Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
	<b>MBI857</b>	<b>International Trade Logistics</b>		3				
	<b>Course owner</b>		Syllabus version				1.0	
	<b>Course Pre-requisite(s)</b>	NIL	Contact hours				40	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

### Introduction

In a business environment where world economies are depended on global trade for survival and sustenance, logistics that supports the exchange of goods and services among countries has evolved as a key pillar for economic success. This course helps a student to understand the nuances of logistics in the dynamic international trade arena. Students would be exposed to various modes through which the key players in logistics industry are contributing to the success of international trade. Students are expected to gain insights into the various gamut of logistics sector and their key roles and challenges in ensuring smooth flow of international trade.

### Course Objective

- To create awareness on the role of logistics in maintaining balance between demand and supply of goods across the world.
- To demonstrate about how logistic sector assures time, place, and form utility to the players in global business.
- To impart on the mechanism of multimodal transportation systems and how it provides the end-to-end services to global business operators.
- To sensitize on risk identification and management involved while dealing with global logistics services.
- To apprise on the implications of regulatory framework involved in international trade logistics.

### Unit - I Introduction to International Trade Logistics (ITL): No of Hours:8

Meaning, evolution and need for ITL – ITL as a mode for balancing demand and supply for products & services. ITL as central function. Interfaces between marketing and logistics functions for ITL. Integrated logistics services, evolution of 3<sup>rd</sup> party service providers.

### Learning Outcomes:

After completion of this unit, the student will be able to

Understand the need and evolution of International Trade Logistics L2

Understand the role of ITL in balancing demand and supply for products & services. L2

Understand the Interfaces between marketing and logistics functions L2

Analyse Integrated logistics services L4

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - II Sub-systems in Trade Logistics**

**No of Hours: 8**

Material handling and unitization of cargo. Packing warehousing, transportation systems. Choice of transportation mode, innovations and developments influencing choice of transport, selection criteria. Transportation principles, functionality, and cost factors. Role of intermediaries in trade logistics. Freight principles and practices in trade logistics.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the Material handling and unitization of cargo L2

Analyzing the sub systems in Trade logistics L4

Understand the Transportation principles, functionality, and cost factors L2

Analyze Role of intermediaries in trade logistics. L4

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - III International Transport Infrastructure**

**No of Hours: 8**

Status of various transport infrastructure - Road Infrastructure, Rail Infrastructure, Inland waterways, Pipeline infrastructure, Ports and Shipping Infrastructure, Civil Aviation Infrastructure. Internationalization: Process & Theories, International Market Entry: Modes & Strategies, Firm Competitiveness in the International Market

**Learning Outcomes:**

After completion of this unit, the student will be able to

Assess the Status of various transport infrastructure L4

Analyse the Internationalization: Process & Theories L4

Analyse international marketing entry strategies and modes L4

Evaluate Firm Competitiveness in the International Market L5

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - IV Risks & Risk Mitigation in International Trade Logistics**

**No of Hours: 8**

Sources and types of risks in ITL. Risks assessment and management by exporters, importers. Cargo insurance and claim procedure. Principles of cargo insurance.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Evaluate Sources and types of risks in ITL	L5
Assess the Risks and management by exporters, importers	L4
Understand Cargo insurance and claim procedure	L2
Understand Principles of cargo insurance.	L2
<b>Pedagogy tools:</b> Blended learning, case study, activities, self-reading	

<b>Unit - V</b>	<b>Contemporary issues in International Trade Logistics</b>	<b>No of Hours: 8</b>
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Discussions on reports published by United Nations Conference on Trade and Development (UNCTAD), World Bank on international trade logistics and maritime trade.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Analyze reports published by United Nations	L4
Analyze the role of World Bank on international trade logistics and maritime trade.	L4
Analyze major trends and directions of International trade	L4
<b>Pedagogy tools:</b> Blended learning, case study, video lectures, self-reading	

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

<b>CO1:</b>	Understand logistics for managing demand and supply of goods and services in international trade.	L2
<b>CO2:</b>	Explain utility of logistics services in international trade.	L5
<b>CO3:</b>	Analyse multimodal transportation networks.	L4
<b>CO4:</b>	Assess and mitigate risk in international trade logistics.	L4
<b>CO5:</b>	Understand on the implications of regulatory framework involved in international trade logistics.	L2

**Textbook(s):**

- Ram Singh , International Trade Logistics, Oxford publishers

**Additional Reading**

**Reference Book(s) and journal papers:**

- Anne O. Krueger, International Trade, Oxford University Press
- S.K. Baral, International Logistics Management, KUNAL BOOKS

**Journal(s):**

- Journal of International Trade, Logistics and Law
- Journal of International Logistics and Trade
- Journal of Shipping and Trade
- International Journal of Shipping and Transport Logistics

**Course Mapping**

**This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO). (Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation)**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	Total
<b>CO1</b>	3	1	1	2	0	3	1	11
<b>CO2</b>	1	2	1	1	0	2	1	8
<b>CO3</b>	2	3	1	0	1	2	1	10
<b>CO4</b>	2	1	1	1	1	3	2	11
<b>CO5</b>	1	1	1	1	1	1	2	8
<b>Target Level Max</b>	9	8	5	5	3	11	7	58
Sustainable Development Goals (SGDs)								
<b>SDG17**</b>	2	0	0	1	2	1	1	
SDG Justification: Topics like Integrated logistics services correlating with trade and sustainable development, Risks assessment and management by exporters, importers, Cargo insurance and claim procedure, Discussions on reports published by United Nations Conference on Trade and Development (UNCTAD), World Bank on international trade logistics and maritime trade are in correlation with the sub goals of SDG17								

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**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**  
**(Declared as Deemed to be University u/s 3 of UGC Act. 1956)**  
**Visakhapatnam – 45.**

<b>Course Code:</b> MOP843	<b>Course Title:</b> Supply Chain Management	
<b>Semester:</b> III	<b>Course Type:</b> Elective	<b>Credits:</b> 3 (40 Sessions)
<b>Home Programme(s):</b> MBA (General/IB)		<b>Batch/Academic Year:</b> 2021-22
<b>Course Leader:</b> Prof. Sai Sudhakar Nudurupati		

### Course description

Uncertainty & vertical disintegration of supply chain architecture is a major component of supply chain management within the contemporary context of economic globalisation.

### Course Objectives:

This course is designed to:

- Develop the students' critical awareness of the contemporary debates relevant to supply chain management using manufacturing and service examples
- Relate and apply supply chain management concepts and techniques to analysis of real case activity, simulations and game activity between the organisations operating in the supply chain network
- Formulate practical solutions and procedures for the strategy development, planning and control of manufacturing and service related supply chain management at all levels of operations (SME/Large/MNE).

### Course outline and indicative content

#### Unit I (6 sessions) (CO1; L1- L6)

**Understanding the supply chain:** Basics in supply chain, process view of a supply chain, material and information flow, decision phases, competitive and supply chain strategies, achieving strategic fit, expanding strategic scope, customer perspectives in supply chain and lead time, measuring supply chain performance

#### Unit II (6 sessions) (CO2; L1- L6)

**Managing operations and logistics in a supply chains:** Matching demand and supply including time based management, forecasting, capacity planning, scheduling, inventory management, JIT, lean and agile thinking

#### Unit III (6 sessions) (CO2, CO3; L1- L6)

**Procurement and relationship management in supply chains:** Organizational/firm theories, Kraljic model for procurement, sourcing strategies, supplier rationalization, supply structure, supplier selection, supplier development, integration and coordination in the supply chain, managing inter-firm relationships

#### Unit IV (6 sessions) (CO3, CO4; L1- L6)

**Retail logistics, warehousing, distribution in supply chains:** Non-food logistics and food logistics, the role of information technology, factory gate pricing, the role of warehouse in supply chains, warehouse operations, warehouse layout, material handling equipment, home delivery, distribution channels, third and fourth party logistics, e-tailing trends and issues

## Unit V (6 sessions) (CO4, CO5; L1- L6)

**Risk management, reverse logistics and sustainability in supply chains:** The sources of supply chain complexity, mastering complexity, vulnerability in supply chains, understanding the supply chain risk profile, managing supply chain risk, achieving supply chain resilience, product returns, end-of-life disposal schemes, asset value recovery strategies, ethics and impact of supply chain activities on triple bottom line

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

	Course Outcomes	Assessment
CO1	Understand the role of operations and logistics for effective supply chain management.	A1, A2
CO2	Explore the role of procurement and relationship management in supply chain strategy	A4
CO3	Evaluate improvement strategies and solutions to problems in supply chains	A2, A3
CO4	Analyse risk in supply chain and evaluate mitigation strategies	A4
CO5	Evaluate an operation for sustainable supply chains	A4

### **Prescribed text book:**

Chopra, S. and Meindl, P. (2014). *Supply Chain Management: Strategy, Planning and Operation*, Sixth edition. Chennai: Pearson Education.

### **Referential text books and journal papers:**

Harrison, A., Van Hoek, R., (2011). *Logistics management strategy: competing through the supply chain*, Fourth edition. Harlow: Financial Times Prentice Hall.

Cousins, P. D., Lamming, R., Lawson, B. and Squire, B. (2008). *Strategic Supply Management: Principles, Theories and Practice*, First edition. Harlow: Financial Times Prentice Hall.

Christopher, M. (2011). *Logistics & Supply Chain Management*, Fourth edition. Harlow: Financial Times Prentice Hall.

Blanchard, D. (2010). *Supply Chain Management Best Practices*, Second edition. Hoboken: John Wiley & Sons, Inc.

Kovács, G. and Spens, K. M. (2007). "Humanitarian logistics in disaster relief operations", *International Journal of Physical Distribution & Logistics Management*, Vol. 37, No. 2, pp.99-114.

Nudurupati, S. S., Bhattacharya, A. Lascelles, D. and Caton, N. (2015). "Strategic Sourcing With Multi-Stakeholders Through Value Co-Creation: An Evidence From Global Health Care Company", *International Journal of Production Economics*. Vol.166, pp.248-257.

Potter, A., Mason, R. and Lalwani, C. (2007). "Analysis of factory gate pricing in the UK grocery supply chain", *International Journal of Retail & Distribution Management*, Vol. 35, No.10, pp.821-834,

Taticchi, P., Garengo, P., Nudurupati, S. S., Tonelli, F. and Pasqualino, R. (2015). "A Review of Decision-Support Tools and Performance Measurement for Sustainable Supply Chain Management", *International Journal of Production Research*, Vol.53, No.21, pp. 6473-6494

### **Suggested journals:**

- Journal of Supply Chain Management
- Supply Chain Management, An International Journal
- International Journal of Physical Distribution & Logistics Management
- Journal of Operations Management
- Production and Operations Management

- International Journal of Production and Operations Management
- International Journal of Production Economics
- International Journal of Production Research
- Production Planning and Control

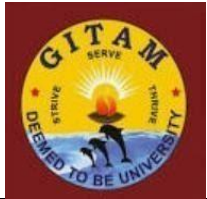
**Co-Po Mapping:**

**This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).**

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	2	1	1	2	2	1	2
<b>CO2</b>	1	1	1	2	2	1	2
<b>CO3</b>	2	1	2	2	2	1	2
<b>CO4</b>	1	1	1	2	2	1	2
<b>CO5</b>	2	2	1	2	2	1	2
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							
<b>BOS :</b>				<b>ACADEMIC COUNCIL</b>			
<b>SDG No. &amp; Statement</b>		12					
<b>SDG Justification:</b>							
This course is related to managing data which is a vital asset to any organization. This course might help for building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.							

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MBI 861</b>	<b>Freight Forwarding &amp; Customs Clearance</b>						
	Course Owner	Dr.Srilalitha Girija Kumari Sagi	Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		50			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Freight forwarding, customs clearance and cargo management is an important activity of shipping and logistics departments. Loading and discharging cargo in port and care of cargo in transit is major activity of a transit hubs and ports. The goal of this course is to train in “Cargo Handling & Stowage” in connection with freight forwarding activity and to provide students with knowledge, understanding and proficiency in monitoring the loading, stowage, securing and unloading of cargoes. It includes procedures for safe entry into confined spaces and handling hazardous / dangerous goods.

- The course makes the student understand the process of freight forwarding activities
- To acquire and improve their skills of clearing & forwarding procedures along with stowage techniques
- To Perform more productively in their cargo management activities through a stowage techniques and cargo management process
- To demonstrate the skills meet the challenges of cargo terminal management.
- To demonstrate skills as a trained customs clearance and cargo manager.

**1. Unit I Title : Freight Forwarding and Stowage Process Session : No.10**

Stowage and Freight forwarding, World Custom Organization (WCO) Customs Act 1962 ITC (HS) HSN codes, SION norms of Import & Exports under customs procedures. Freight Forwarding, procedures for Pre-Operating Shipment Checks / consignment – shipping documents Air way bills Freight Forwarding. Regulations

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Freight forwarding and stowage process L1
- To understand the framework of Customs Act 1962 L2
- Understand the concept of SION norms of export and import L3
- Explain the importance of Pre –Operating Shipment Checks L4
- Explore the framework of shipping L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

**2. Unit II Title : Customs Valuation and Assessment Sessions : No. 10**

Customs Valuation & Assessments Calculation of Customs Duty and Duty calculator Customs Clearance Documentations, Shipping Bill, Bill of Entry etc.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Customs Valuation L1
- To understand the framework of Customs Clearance L2
- Understand the concept levy of Duty and Assessment L3
- Explain the process Bill of Entry filing and process L4
- Explore the framework of goods out of charge from customs L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

**3. Unit III Title : Categories of Customs Clearance, Factory, Dock & Warehouse Stuffing No.10**

Categories of Customs Clearance Procedure by Case study analysis : Export by Factory stuffing & Dock Stuffing, Export of Warehoused goods without payments of duty, First Check procedure & second Check Procedure in Import, Export on re-import and Import on Re-export

Learning outcomes:

After completion of this unit, the student will be able to



- To have a knowledge on categories of customs clearance L1
- To understand the framework of Factory, ware house stuffing clearance L2
- Understand the concept of First & Second Check Procedure L3
- Explain the preference given to goods without payment L4
- Explore the framework of export on re-import on re-export L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

**4. Unit IV Customs Bonding Process Session : No.10**

Customs Bonding Procedure: Unclear goods (Unclaimed by buyer), Warehoused goods (In-bond & Ex-bond), KYC norms for Customs House Agent – (CHA)

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on customs warehouse process L1
- To understand the framework of customs bonding procedures L2
- Understand the concept of unclaimed /unclear goods L3
- Explain the preference given to KYC norms L4
- Explore the framework of Customs House Agent – CHA L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

**5. Unit V Foreign Trade Policy / EXIM policy and Schemes of Incentives Session : No.10**

Foreign Trade Policy / Exim Policy Incentives, Customs Duty Draw Back claims and settlements under Section 74, Section 75 Customs Rules for Search, Seizure, confiscation & Arrest in case of any mis-appropriation.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Foreign Trade Policy L1
- To understand the framework of Foreign Trade Policy L2
- Understand the concept of Export Promotion Strategies L3
- Explain the preference given to Export promotion L4
- Explore the framework of Foreign Trade Policy and Incentives system L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the concepts related to Freight forwarding & Clearance	A1
CO2	Improve their skills of clearance, stowage, shipping and logistics handling.	A3
CO 3	Demonstrate skills as a trained in stowage, freight forwarding & Clearing & Forwarding	A3 & A2
CO 4	Can deal with the International trade logistics operations of cargo handling and stowage in clearing and forwarding.	A3& A2
CO5	Helps to understand the customs clearance and cargo management.	A4

**CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

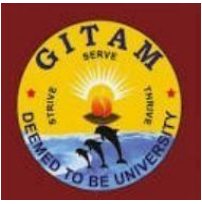
0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	POs					PSOs		Sum
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	
<b>CO1</b>	1	1	0	1	0	1	1	5
<b>CO2</b>	2	2	0	2	2	1	3	12
<b>CO3</b>	2	2	2	2	2	1	3	14
<b>CO4</b>	2	3	2	3	1	3	2	16
<b>CO5</b>	2	3	0	3	1	2	2	13
<b>Target Level Max</b>	9	11	4	11	6	8	11	54
<b>Sustainable Development Goals (SDG)s</b>								
<b>SDG 17**</b>	2	0	0	1	1	1		2
**Introduction to global trade and financial systems, concepts in the Unit-5 on sustainable production and supply methods and sustainable means of usage of resources are in correlation with the SDG goals.								

\*\*Partnerships to achieve the Goal- *Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development*

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## Electives in Banking & Financial Services

	Course Code	Course Title	L	T	P	J	S	C
	MBI 851	<b>Financial Institutions and Markets</b>						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Financial markets, or markets for financial assets, play an important role in the efficient functioning of a market economy. Financial Institutions are any establishments that make these markets function efficiently.

### Unit I Title: Introduction to Financial Institutions No of Hours- 10

**Introduction**, Financial Institutions, Financial Intermediaries, and Asset Management Firms  
 Depository Institutions: Activities and Characteristics, The U.S. Federal Reserve and the Creation of Money, Monetary Policy, Insurance Companies, Investment Companies and Exchange-Traded Funds.

#### Learning outcomes:

After completion of this unit, the student will be able to

- To have a grasp knowledge on various financial institutions. L1
- To understand the functioning of financial intermediaries and asset management firms. L2
- Understand the core concepts involved in US Federal Reserve System. L3
- Explain the mechanism in monetary policy. L4
- Explore the functioning of traded firms. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

### Unit II Title: Pricing of Financial Assets No. of Hours: 10

Properties and Pricing of Financial Assets, The Level and Structure of Interest Rates, The Term Structure of Interest Rates, Risk/Return and Asset Pricing Models, Primary Markets and the Underwriting of Securities, Secondary Markets.

#### Learning outcomes:

After completion of this unit, the student will be able to

- To understand the properties and pricing of financial assets. L1
- To understand the level and structure of interest rates. L2
- Understand the core concepts of interest rates, risk and returns L3

- Explain the mechanism in asset price models. L4
- Explore the functioning of primary and secondary markets. L5

**Unit III Title: Treasury and Agency Security Markets No of Hours.10**

Treasury and Agency Securities Markets, Markets for Common Stock: The Basic Characteristics, Markets for Corporate Senior Instruments: The Residential Mortgage Market, Residential Mortgage-Backed Securities Market, Market for Commercial Mortgage Loans and Commercial Mortgage-Backed

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the role of the treasury and security markets. L1
- Understand the basic characteristics of treasury markets. L2
- Explain the residential mortgage market. L3
- Explain the mechanism of commercial mortgages. L4
- Explain the reasons behind the commercial mortgage loans. L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit IV Title: Maritime Political Geography No of Hours- 10**

Futures Markets, Options Markets, Pricing of Futures and Options Contracts, The Applications of Futures and Options Contracts, OTC Interest Rate Derivatives: Forward Rate Agreements, Swaps, Caps, and Floors, Market for Credit Risk Transfer Vehicles: Credit Derivatives and Collateralized Debt Obligations.

**Learning outcomes:** After completion of this unit, the student will be able to

- Explain the Futures markets. L1.
- Explain the Options markets. L2
- Understand pricing of the futures and options contracts. L3
- Outline OTC interest rates and derivatives. L4
- Discuss the significance of credit risk. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title: Geopolitics and Financial markets (4 Sessions) No of Hours- 10**

International Financial Institutions, International Monetary Fund, ADB, New Development Bank, International Infrastructure Investment Bank, BRICS Development Bank, International Financial Corporations.

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the challenges of International financial institutions. L1
- Understand the International Monetary Fund. L2
- Explain the emergence of New Development Bank. L3
- Discuss the AIIB L4
- Describe the role of International Financial Corporations. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Apply concepts relevant to financial markets and financial institutions, such as the flow of funds, levels of interest rates and interest rate differentials, to current events or topical issues.	A1
CO2	Determine and analyze the appropriate measures of risk and return for various financial instruments.	A3
CO3	Identify and evaluate the role symmetric versus asymmetric information plays in the structure and operation of the financial system information.	A3 & A2
CO4	Evaluate empirical evidence of market performance, and contrast it with theories of market performance.	A3 & A2
CO5	Understand the mechanics and regulation of financial securities exchanges and determine how the value of stocks, bonds, and securities are calculated.	A4

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
	CO1	1	1	0	1	0	1
CO2	2	2	0	2	2	1	1
CO3	2	2	2	2	2	1	1
CO4	2	3	2	3	1	2	2
CO5	2	3	0	3	1	2	2
<b>Target Level Max.</b>	<b>9</b>	<b>11</b>	<b>4</b>	<b>11</b>	<b>6</b>	<b>7</b>	<b>7</b>

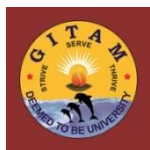
### Teaching and learning resources

Soft copies of teaching notes/cases etc. will be uploaded onto the G-learn. You need to read different books and journal papers to master certain relevant concepts to analyses cases and evaluate projects. Some of these reference books given below will be available in our library.

#### Suggested Readings:

- ✓ Bank Management and Financial Services Paperback – 1 July 2017, by Peter Rose (Author), Sylvia Hudgin
- ✓ International Financial Institutions, Climate Change & The Urgency To Facilitate Clean Energy Investment In Developing & Emerging Market Economies, ova Science Publishers Inc, Year published: 2017-04-30
- ✓ Coping with Crisis: International Financial Institutions in the Interwar Period by Mokoto Cosova <https://www.biblio.com/>

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**Gandhi Institute of Technology and Management (GITAM)**  
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**Visakhapatnam – 45.**

<b>Course Code: MBI 853</b>	<b>Course Title: Banking Theory &amp; Practices</b>	
<b>Semester: III</b>	<b>Course Type: Elective</b>	<b>Credits:3</b>
<b>Home Programme(s):MBA</b>	<b>Batch/AcademicYear:2021-23</b>	
<b>Course Leader:</b>		

### Course description and Course objectives

The significance of banking sector in India is continuously in upward direction for several decades. The sector is playing a role of a catalyst in development of three pillars of the economy i.e., agriculture, industry and services. The change process began with a passing of Banking Regulation Act, 1949. The Act was considered as a Land Mark in the history of commercial banking in India as it provided consolidation and regulation of banking system in India. Nationalization of 14 Banks in 1969 is another land mark. The Banks started playing a critical role in social development process and became a partner in Government's welfare schemes and policies. The third land mark in the development of Banking Sector in the country is the liberalization policies introduced by the Government of India in 1991.

#### Course objectives:

- The course aims to equip the student with the historical background of Banking in India, growth of commercial Banks in India and the regulations of Indian Banks.
- To make the student to know about the banking theory
- To give the student adequate exposure to banking practice.
- Understand and apply innovations in the banking sector.
- To give an overall exposure to banking theory and practices.

#### Unit I (8 sessions) (CO1, CO2, L1 & L2)

Introduction: Origin of banking – Definition- Banker and Customer - relationship – General and special types of customers – Types of customer – Types of deposits – Origin and growth of commercial Banks in India.

#### Unit II (8 sessions) (CO2, L2& L3)

Modes of Credit Delivery: Cash Credit – Loans – Overdrafts – Bills Finance – Pricing of loans – Types of Securities – Pledge, Hypothecation, Assignment, Lien and Mortgage.

#### Unit-III (8 sessions) (CO2, CO3, L12, L3 & L4)

Banking Practices: Obligations, Duties of a banker, Rights of banker, Clayton's Rule, guidelines for writing cheques, endorsements, Banking Ombudsman Scheme, 2006.

**Unit IV (8 sessions) (CO3, CO4, CO5,L13 & L4)**

Banks' Financial Statements: Bank Liabilities – Bank Assets – Contingent Liabilities – Income Statement – CAMELS Ratings

**Unit V (8 sessions) (CO3, CO4, CO5,L3, L4 & L5)**

Banking Innovations: Banking Services and Innovations – Product centric Innovations – Process centric Innovations – Marketing Innovations – Pricing Innovations - E-Payment Systems and Electronic Banking.

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Acquire knowledge about theoretical aspects of banking and relationship between banker and customer.	A1
CO2	Learn about the practicalities of banking and the latest trends in banking	A3
CO3	Analyze Financial Statements, Assets and Liabilities	A2
CO4	Learn the practical and latest approaches in the banking sector	A4
CO5	Gives an exposure to banking theory and practices.	A4

**CO PO Mapping**

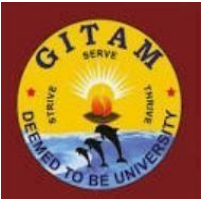
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CO2	2	2	0	2	2	1	2
CO3	2	2	2	2	2	1	2
CO4	2	3	2	3	1	2	2
CO5	2	3	0	3	1	2	2
<b>Target Level Max.</b>	<b>9</b>	<b>11</b>	<b>4</b>	<b>12</b>	<b>6</b>	<b>7</b>	<b>9</b>

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	MBI855	<b>Forex Management &amp; Derivatives</b>						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Forex Management and Derivatives market has been transformed over the past decade, largely in response to regulations that emerged from the global financial crisis. Forex Management and Derivatives is essentially a way of knowing what type of uncertainties are out there and taking steps to counter them and be fully prepared for eventualities. Decisions have to be taken, business needs to be conducted. Forex Management and Derivatives gives a thorough understanding of forex markets and concepts related to derivatives and helps to make informed decisions.

**Unit I Title: The Foreign Exchange Market No of Hours- 10**

The Foreign Exchange Market - Organization – Spot Vs Forward Markets – Bid and Ask rates – Interbank Quotations – International Market Quotations – Cross Rates –Merchant Rates – FEDAI Regulations – Role of RBI.

**Learning outcomes:**

After completion of this unit, the student will be able to

- To have a clear knowledge of foreign exchange market. L1
- To understand the Sport and forward markets. L2
- Understand the core of Interbank quotations. L3
- Explain the International market quotations. L4
- Explore the FEDAI regulations L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards, cure card presentation

**Unit II Title: Foreign Exchange Markets & Quantitative Easing No. of Hours-10**

Emerging Markets: Impact of Quantitative Easing (QE) and its tapering on emerging markets – short-term capital Exchange Rates - Exchange rate systems – Gold Standard – Bretton Woods – Fixed Vs Floating Exchange Rate systems – Determinants of Exchange Rates – Exchange Controls

**Learning outcomes:** After completion of this unit, the student will be able to

- To have a clear knowledge of Quantitative easing. L1
- To understand the impact of Short term capital. L2
- Understand the core exchange rate systems. L3

- Explain the system of Bretton Woods. L4
- Explore the impact of exchange rates on exports and imports. L5

**Unit III Title: Trade and Development & WTO No of Hours- 10**

Foreign Exchange Transactions – Purchase and Sale transactions – Spot Vs Forward transactions – Forward Margins – Interbank Deals – Cover deals – Trading – Swap deals – Arbitrage Operations – Factors determining Forward margins – Different types of Foreign exchange exposer.

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the relation between trade and development. L1.
- Explain the problem of forward margins. L2
- Analyze the interbank deal. L3
- Understand the arbitrage operations. L4
- Explain the types of foreign exchange exposer. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards, cure cards

**Unit IV Title: Global Economic Slowdown No of Hours.10**

Ready and Forward Exchange Rates – Principle types of Ready Merchant rates – Ready rates based on cross rates – Forward exchange contracts – Execution of Forward contracts – cancellation and Extensions - Dealing position – Exchange position – Cash position.

**Learning outcomes:** After completion of this unit, the student will be able to

- Understand the forward exchange rates. L1
- Understand the ready merchant rates. L2
- Explain the execution of forward contracts. L3
- Explain the situation of cancellation and extentions. L4
- Explain the concept of cash position. L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title: International Monetary Systems No of Hours- 10**

Currency Derivatives – Currency Forwards – Currency Futures – Currency Options – Exchange traded transactions – Financial Swaps – Forward Rate agreements – Interest Rate Options.

**Learning outcomes:** After completion of this unit, the student will be able to

- Understand the currency derivatives. L1
- Understand the currency forwards and futures. L2
- Explain the exchange traded transactions. L3
- Discuss the financial swaps. L4
- Describe the forward rate agreements. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the concepts related to Forex Market and Derivatives Market.	A1
CO2	To understand the factors effecting the forex market and derivatives market.	A3
CO3	Demonstrate knowledge of the framing and procedures relating to Forex markets and different types of currency derivatives and its operations.	A3 & A2
CO4	Evaluate the latest developments in the forex markets and derivates market.	A3 & A2
CO5	To understand the global factors effecting the forex and derivatives market	A4

#### CO PO Mapping

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CO PO Mapping	PO1	PO2	PO3	PO4	PO5	PSO	PSO2	Sum
	CO1	1	1	0	1	0	1	1
CO2	2	2	0	2	2	1	1	10
CO3	2	2	2	2	2	1	1	12
CO4	2	3	2	3	1	1	2	14
CO5	2	3	0	3	1	1	2	12
<b>Target Level Max.</b>	<b>9</b>	<b>11</b>	<b>4</b>	<b>12</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>54</b>

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**SEMESTER – IV**

S.No	Code No.	Level of the Course	Title of course	Theory /Project Report	Practical/Viva Voce	Credits	Internal Assessment Marks	External Assessment Marks	Total Marks
						NEW			
1		Elective	Elective – 1	3		3	50	50	100
2		Elective	Elective – 2	3		3	50	50	100
3		Elective	Elective – 3	3		3	50	50	100
4		Elective	Elective – 4	3		3	50	50	100
5	MOE802		<b>Open Elective</b>	1		1	50	-	50
6			Contemporary Course -1			1	50	-	50
7			Contemporary Course -2			1	50	-	50
8	MMB892	Skill Based	Comprehensive Viva			2	100	-	100
			<b>TOTAL CREDITS (excluding PCDs)</b>			<b>17</b>	<b>450</b>	<b>200</b>	<b>650</b>
9	MMB816	Skill Set	Business Simulations			2	50	-	50
10	MMB818	Skill Set	Club Activity			2*	50	-	P/F
11	MMB822	Skill Set	Spreadsheet Modelling			1	50	-	50
			<b>TOTAL CREDITS (including PCDs)</b>			<b>20</b>	<b>550</b>		<b>750</b>

**Total Credits without PCDs is 101.Total Credits With PCDs-112**

**The MBA Programme**

Open Elective: This is course that the student should select from the list of open electives offered by University. Student may also choose a course from BSE and NSE Certification courses or UGC Swayam/Moocs or Coursera courses with minimum of 4 weeks duration. However the students has to produce pass/course completion certificate for Viva voce for awarding marks.

PCDs out of 11 credits students must earn minimum 7 credits. But venture Development is a compulsory course.

The curriculum of the Four Semester MBA program is designed to have a total of 112 credits. However for the award of MBA degree, the students has to earn a minimum of 108 credits including 7 PCDs.

**LIST OF ELECTIVES IN SEMESTER IV**

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
<b>Instructor Lead Courses</b>										
<b>Finance</b>										
1.	MFI842	Elective	Financial Risk Management	3		3	50	50	100	3
2.	MFI844	Elective	International Financial Management	3		3	50	50	100	3
3.	MFI846	Elective	Corporate Valuation	3		3	50	50	100	3
4.	MFI848	Elective	Financial Derivatives	3		3	50	50	100	3
5.	MFI850	Elective	International Introduction to Investment (CISI – 2)	3		3	50	50	100	3
6.	MFI852	Elective	Insurance Management	3		3	50	50	100	3
<b>Marketing</b>										
7.	MMK842	Elective	Rural Marketing	3		3	50	50	100	3
8.	MMK844	Elective	Services Marketing	3		3	50	50	100	3
9.	MMK848	Elective	Customer Relationship Management	3		3	50	50	100	3
10.	MMK850	Elective	B2B Marketing	3		3	50	50	100	3
11.	MMK852	Elective	Global Marketing	3		3	50	50	100	3
12.	MMK854	Elective	Marketing Metrics	3		3	50	50	100	3
<b>Human Resource Management</b>										
13.	MHU842	Elective	Employment Laws - II	3		3	50	50	100	3
14.	MHU844	Elective	Industrial Relations & Statutory Compliance and Drafting	3		3	50	50	100	3
15.	MHU846	Elective	Global Human Resource Management	3		3	50	50	100	3
16.	MHU848	Elective	Strategic Human Resource Management	3		3	50	50	100	3
17.	MHU850	Elective	HR & Technology	3		3	50	50	100	3
18.	MHU852	Elective	Change Management	3		3	50	50	100	3
<b>Operations &amp; Supply Chain Management</b>										
19.	MOP842	Elective	Materials Management	3		3	50	50	100	3
20.	MOP844	Elective	Quality Management	3		3	50	50	100	3

21.	MOP846	Elective	Logistics Marketing	3		3	50	50	100	3
22.	MOP848	Elective	Strategic Logistics Management	3		3	50	50	100	3
23.	MOP 850	Elective	Port & Terminal Management	3		3	50	50	100	3
24.	MBI858	Elective	Global Sourcing	3		3	50	50	100	3
			<b>Business Analytics (New Electives)</b>							
25.	MAN 842	Elective	Web & Social Media Analytics	3		3	50	50	100	3
26.	MAN 844	Elective	Decision Science	3		3	50	50	100	3
27.	MAN 846	Elective	Data Science with Python	3		3	50	50	100	3
28.	MAN 848	Elective	Advanced Excel & Models	3		3	50	50	100	3
29.	MAN 850	Elective	Business Intelligence	3		3	50	50	100	3
30.	MAN 852	Elective	HR Analytics	3		3	50	50	100	3
			<b>International Business</b>							
31	MBI842	Elective	Managing Global Compliance in Exports	3		3	50	50	100	3
32	MBI844	Elective	Doing Business with Emerging Markets	3		3	50	50	100	3
33	MBI846	Elective	International Business Negotiations	3		3	50	50	100	3
34	MBI848	Elective	Sectoral and Cluster Strategies for International Business	3		3	50	50	100	3
35	MBI850	Elective	Multilateral Trade Institutions & India	3		3	50	50	100	3
36	MBI856	Elective	Port and Shipping Management (Logistics Elective)	3		3	50	50	100	3
37	MBI858	Elective	Global Sourcing	3		3	50	50	100	3
			<b>Banking &amp; Financial Services</b>							
38	MBI852	Elective	International Commodity Management	3		3	50	50	100	3
39	MBI854	Elective	Risk Management in Banking	3		3	50	50	100	3
40	MBI 860	Elective	International Trade Finance	3		3	50	50	100	3



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<b>Course Code: MFI 842</b>	<b>Course Title: Financial Risk Management</b>
<b>Semester: IV</b> <b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA</b>	<b>Batch / Academic Year: 2021-2023</b>
<b>Course Leader:</b>	

### **Course description and learning objectives**

The course offers an introduction into the evolving and expanding practice of financial risk management. Risk management is a complex process of identifying, quantifying and managing various risk exposures. The course analyzes and discusses the various sources of risk. Particular attention is devoted to the main risk management techniques such as Value at Risk (VaR), volatility models, and correlation models. The course focuses on the main issues of financial risk management. Risk management has emerged as one of the most important area in finance. The evolution of this subject has been attracting the interest of both practitioners and academia. Therefore, the course is a blend of theory and application. Real data analysis is an important part of this course. A student successfully completing this course will be familiar with the main current practices of financial risk management.

#### **Learning objectives:**

- To provide understanding of essential terms, concepts and principles of financial risk management.
- To build the required skills and ability to apply principles of financial risk management for corporate decision making
- To develop skills in students to use the techniques for risk management.

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

#### **Unit I (CO1, CO2, L2,L3)**

Financial Risk: An Overview, Evolution, and the Environment. Risks definition (market, credit, liquidity, operational), more specifically on the identification of different forms of risk (currency, interest rate, equity, commodity) – Stock pricing model- Black Scholes Model and Greeks.

#### **Unit II (CO2, L2 & L3)**

Market Data Analysis, Probability and distributions of asset prices, measuring return and risk, Modeling Risk Factors, Using implied volatility in Value-at-Risk measures Risk and volatility Measurement, the issue of time aggregation, different measures of volatility such as EWMA, ARCH & GARCH processes, volatility clusters and the issue of time varying volatility. (N.P)

#### **Unit III (CO2, CO3, L12, L3 & L4)**

Risk & Forecasting issues in asset prices (exchange rates & interest rates), modeling interest rates such as Cox-Ingersoll-Ross Models, ARMA processes in generating currency forecasts and using in decision making. Currency risk analysis in global investing, risk environment in Indian forex markets, forwards and non-deliverable forwards, cross-currency risk analysis.

#### Unit IV (CO3, CO4, L13 & L4)

Credit Risk Basics: Probability of Default, Credit ratings & Transition Matrix analysis, Contingent claim approach and the KMV Model, Credit Risk Management and Credit VaR. Indian environment in VaR applications (NSE, BSE, NCDEX, CCIL), RBI guidelines for credit & market risk management, VaR based margining.

#### Unit V (CO3, CO4, L3, L4 & L5)

Operational and other key Risks: Overview of operational risk, liquidity risk, funding risk. Interaction of Market, credit and liquidity risks. Approaches in modeling operational risks- Fraud Risk- Regulatory Risk- External Risk.

#### Course Outcomes (Cos)

Course outline and indicative content		
	Course Outcomes	Assessment
CO1	Understanding of terminologies and concepts of financial risk management	A1,A4
CO2	Apply Tools and techniques deployed in organizations across the risk classes to manage risks	A1,A4
CO3	Analyze information and apply quantitative methods used in Risk Management to support decision making	A2,A4
CO4	Evaluate Credit /Market / Operational Risks	A2,A4
CO5	Formulate a risk management strategy	A2,A4

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	CO1	1	2	2	3	3	1
CO2	1	1	2	2	2	1	1
CO3	2	2	1	2	3	1	1
CO4	1	0	1	1	2	2	2
<b>Target Level Max.</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>5</b>	<b>5</b>

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<b>Course Code: MF1844</b>	<b>Course Title: International Financial Management</b>	
<b>Semester: IV</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA (2021-23) Admitted Batch</b>		
<b>Course Leader:</b>		

### Course description and learning outcomes

Finance function cannot be isolated from the forces of Globalisation. The growth of Multinationals, the liberalization of capital and foreign exchange markets of various nations and the subsequent increase in the private capital flows across the globe demand the study of International Financial Management (IFM). The increasing contagion effects of financial crisis triggered to the rest of the world has compelled the CFOs of even firms with purely domestic focus. This course draws its concepts from the macro level course in International Economics and the fundamental course in Financial Management, and adds additional dimensions, for building theories and models for decision making at the firm level, especially in an international context.

### Course Objectives

The broad objective of this course is to expose the students to the various issues related Investment, Financing and Risk Management functions of Corporate Financial Management in an international context. In this process it aims at the following specific objectives

- To differentiate International Financial Management from Financial Management
- To understand the environment which add new dimensions to the subject
- To appreciate the conceptual underpinnings in practicing the Finance function in an international context
- To apply a few specific techniques for effective decision making

### Course outline and indicative content

#### UNIT-I: CO1,L1,L4

International Finance: Finance function in a global context, global financial markets, International Monetary System- Introduction to IDR-Sovereign Risk. International Financial Environment – IMF - SDR – EMU – CAD (BOP)

## UNIT-II: CO2, L2,L3

ForeignExchangeMarket:Structure, mechanism ofcurrencytrading,exchangerate quotations, forward contracts, interest arbitrage, exchange rateregimes and the foreign exchange market in India (NP)

## UNIT-III: CO3, L1, L2, L3, L4

Management of Currency Exposure: Measurement of exposure andrisk, managing transaction exposure, operating exposure, short-termfinancial management in multinational corporation(NP). Currency Derivatives –Netting – forfeiting.

## UNIT-IV: CO4, L2, L3, L4

International Financing  
Decision:Evaluatingborrowingoptions,fundingavenuesinglobalcorporatemarkets,internationalequityfinancin g,introduction to ADRs, GDRs, Private Equity, understanding International transferring. International Capital Structure, International Portfolio

## UNIT-V: CO5, L4, L5

International Project appraisal: Problems and issues in foreigninvestment analysis, methods of Capital Budgeting, NPV and APV methods(NP).

On successful completion of this course students will be able to: ( LOs)

CO	Course Outcomes	Assessment
CO 1	Understand the international financial environment	A1,A3,A4
CO 2	Apply & evaluate exchange rate regimes & arbitrage process	A1,A3,A4
CO 3	Evaluate alternatives to decide risk exposures	A3
CO 4	Apply funding & borrowing options to take financial decisions in MNCs.	A2,A4
CO 5	Evaluate capital budgeting decisions	A2,A4

### TEXTBOOK

Jeff Madura, *International Corporate Finance*, Cengage Learning, Latest Edition.

Alan C Shapiro, *Multinational Financial Management*, John Wiley & Sons.

P.G.Apte, *International Financial Management*, Tata McGraw Hill Co. Ltd.

Eun& Resnick, *International Financial Management*, Tata McGraw Hill Co. Ltd.

C. Jeevanandam, *Foreign Exchange & Risk Management*, Sultan Chand Publishers

Eitman, Stone Hill, and Muffet, *Multinational Financial Management*,

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<b>CO1</b>	3	2	0	2	1	1	2
<b>CO2</b>	2	2	0	1	1	1	2
<b>CO3</b>	2	2	1	0	1	1	1
<b>CO4</b>	3	2	1	0	0	0	1
<b>CO5</b>	2	2	1	1	1	0	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

12

Responsible Consumption and Production

**SDG Justification:**

Promote sustained, inclusive economic growth; full and productive employment and decent work for all

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**Visakhapatnam – 45.**

<b>Course Code: MFI 846</b>	<b>Course Title: Corporate Valuation</b>
<b>Semester: IV</b> <b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA</b>	<b>Batch / Academic Year: 2021-2023</b>
<b>Course Leader:</b>	

### Course description and learning objectives

The primary objective of a firm is to maximize shareholders' value through effective financial management. Hence it is imperative that all financial managers understand the drivers of corporate value and the process involved in computing corporate value. Gaining an insight into the basic techniques used for measuring the value of an organisation and the strategies that can be adopted for maximizing shareholders' value will prove beneficial to managers as well as organizations.

#### Learning objectives:

- To understand the concepts of Valuation and to evaluate various valuation techniques
- To understand the concepts of Merger and Acquisition and to evaluate the financial implications of M&A
- To understand the concepts of value creation from Divestitures
- To apply the techniques learnt to value a company

#### Unit I (8 sessions) (CO1, CO2, L2, L3)

Context of Valuation: Concept of value, need for valuation and myths of valuation, Approaches to Valuation.

#### Unit II (8 sessions) (CO2, CO3, CO4, L2, L3, L4)

DCF Approach to Corporate Valuation: Introduction, steps, McKinsey's Enterprise DCF Model. Relative valuation approach to corporate valuation: Introduction, steps, Equity Valuation Multiples, Enterprise Valuation Multiples and Operational Multiples (NP).

#### Unit III (8 sessions) (CO2, CO3, CO4, CO5, L3, L4, L5)

Concept of Mergers and Acquisitions: Types and benefits, major laws involved in M&A - Companies Act 1956, Competition Act 2002 and SEBI Regulations.

#### Unit IV (8 sessions) (CO1, CO3, L2, L4)

Valuation of Mergers and Acquisitions: Significance of share exchange ratio, significance of P/E Ratio and EPS analysis in the merger process, calculation of minimum and maximum share exchange ratios. (NP)

## Unit V (8 sessions) (CO1, CO4, L2, L4)

Takeover Strategies and Defensive Strategies: Value creation from divestitures, sources of value creation using divestitures and managing divestitures.

On successful completion of this course, students will be able to: (COs)

	Course Outcomes	Assessment
CO1	Understanding of terminologies and concepts of Mergers & Acquisition and Valuation	A1,A3
CO2	Apply DCF Approach to Mergers & Acquisition and Valuation	A1,A3 & A4
CO3	Analyze the significance of share exchange ratio, significance of P/E Ratio and EPS analysis in the merger process	A2,A4
CO4	Make use of Concept of Mergers and Acquisitions	A2,A4
CO5	Evaluate the Takeover Strategies and Defensive Strategies	A2&A4

### TEXT BOOK

- Prasanna Chandra, Corporate Valuation and Value Creation, Tata McGraw Hill, New Delhi, 2013

### REFERENCES

- Damodaran. A, "Valuation", New Jersey: John Wiley & Sons, 2006

### JOURNALS

- Strategic Management Journal, John Wiley & Sons
- GITAM Journal of Management, GITAM Institute of Management, GITAM (Deemed to be University), Visakhapatnam

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	2	2	1	1	1	1	1
CO2	1	1	2	2	2	1	1
CO3	1	1	2	2	2	1	1
CO4	2	2	3	3	3	2	2
CO5	1	1	2	1	2	2	2
<b>Target Level Max.</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>7</b>	<b>7</b>

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**Visakhapatnam – 45.**

<b>Course Code: MFI 848</b>	<b>Course Title: Financial Derivatives</b>
<b>Semester: IV</b> <b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA</b>	<b>Batch / Academic Year: 2021-2023</b>
<b>Course Leader:</b>	

### **Course description and learning objectives**

Financial Markets are the lifeblood of an economy and country. Since the financial deregulations in 1991, Indian economy has grown significantly and businesses have learnt and tapped the other sources of capital, than just bank loans. The Capital Markets course offers the basic foundation of Equities/ Stocks, upon which the Financial Derivatives markets are built upon. Those who plan to become financial analysts in organizations need to manage client funds more efficiently by hedging the financial risk exposure. Financial Derivative products are one of the effective tools for hedging financial risk.

#### **Learning objectives:**

This course will help:

- To understand the basic concepts of Forwards Trading, Futures, Trading & Options Trading.
- To understand the basic concepts of Currency and Interest Rates Swaps and apply them to hedge risk exposure
- To understand the basic concepts of Option Pricing Models (Binomial and Black Scholes)

#### **Unit I (8 sessions) (CO1, CO2, L2, L3)**

Introduction of Financial Derivatives -types of derivatives- Trading mechanism and contracts of the main Financial Derivatives instruments: Clearing and settlement of trades, margin trading

#### **Unit II (6sessions) (CO2, CO3, CO4, L2, L3, L4)**

Forwards and Futures trading and differences between them: Trading in Forwards, Futures: theory, pricing and hedging strategies for foreign exchange, short and long-term interest rate and Index Futures.

#### **Unit III (6sessions) (CO2, CO3, CO4, CO5, L3, L4, L5)**

Options Market: Trading and hedging using Options; equity Options; Options vs. Futures. Option pricing using Black-Scholes Model and Binomial Analysis; Options on Stock Indices and currency; Option Greeks; Exotic Options (NP)

#### **Unit IV (6sessions) (CO1, CO3, L2, L4)**

Options trading Strategies - Spreads (Bull Spreads, Bear Spreads and Butterfly Spreads) - Combinations (Straddles, Strangles, Strips and Straps)

**Unit V (6sessions) (CO3, CO4,L2, L4)**

Swaps Markets: Structure, currency, interest-rate, equity and commodity Swaps- pricing of swaps - pricing simulations. (N.P. - Numerical Problems)

On successful completion of this course, students will be able to: **(COs)**

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understanding of terminologies and concepts of financial Derivatives	A1,A4
CO2	Apply techniques of applying forwards and futures trading mechanism using hedging strategies.	A1,A2&A4
CO3	Analyze options contracts using various pricing tools	A2&A4
CO4	Evaluate different options trading strategies	A2 &A4

**Prescribed Text Book**

- Gupta, S. L., "Financial Derivatives, Theory, Concepts & Problems", PHI Learning Pvt. Ltd., New Delhi, 2013.

**References**

- Ranganatham, M., &Madhumathi, R., "Derivatives and Risk Management", Pearson, New Delhi, 2014
- Kevin, S., "Commodity and Financial Derivatives", Pearson, New Delhi, 2014(Latest Edition)
- John C Hull and ShankarshanBasu" Options and futures and other derivatives" ninth edition, 2015, Pearson Publishers.

**Journals**

- Harvard Business Review, Harvard Business School Publication Co. USA
- Vikalpa, Indian Institute of Management, Ahmedabad
- GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam
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**CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>SUM</b>
<b>CO1</b>	3	1	0	0	0	3	0	7
<b>CO2</b>	3	1	0	0	0	3	0	7
<b>CO3</b>	3	3	0	0	0	3	3	12
<b>CO4</b>	3	3	0	0	0	3	3	12
<b>CO5</b>	3	3	0	0	0	3	3	12
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation								
<b>APPROVED IN:</b>								
<b>BOS :</b>					<b>ACADEMIC COUNCIL</b>			

<b>SDG No. &amp; Statement</b>	4		
Equity in education			
<b>SDG Justification:</b>			
As the course is the foundation for understanding financial Analytics, the course introduces the topics with pedagogy designed to include all types of students. This will ensure that every learner achieves the desired outcomes and receives a quality education.			

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**Visakhapatnam – 45.**

<b>Course Code: MFI 850</b>	<b>Course Title: CISI – 2 International Introduction to Securities &amp; Investments</b>	
<b>Semester: IV</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s): MBA (2021-23) Admitted Batch</b>		
<b>Course Leader:</b>		

### **Course description and Learning Objectives**

CISI is a recognized UK body that offers specific courses catering to the financial industry, which is highly sought out by banking industry. While taking this module, students should register with CISI to obtain training material and complete the online test to obtain certification from CISI. This module will provide introduction to the basic instruments like equities, bonds etc and their characteristics.

#### **Learning objectives:**

This course will help:

- To understand the basic concepts of financial services industry.
- To understand the basic understanding of Assets and Markets
- To evaluate bonds

#### **Unit I (8 sessions) (CO1A1 & A2, A4)**

Financial Services Industry -features, role of different parties in the financial services industry. Economic Environment-factors, types-state controlled, market, mixed, open-supply of goods and services-need for credit-causes/impact/control of Inflation/deflation- GDP/BOP/Unemployment.

#### **Unit II (8 sessions)(CO2A2 & A3,A4)**

Financial Assets and Markets-types, characteristics, Money Market Instruments-CP/TB/CD, Property Investment-direct/indirect, Foreign Exchange markets, securities-types, features-pre emptive rights, right to vote, capital gain, dividends, risks associated with equity stock.

#### **Unit III (8 sessions) ( CO3, A3,A4)**

Bonds-characteristics, types, duration, YTM, Derivatives –features, types, futures, options, swaps.

#### **Unit IV (8 sessions) (CO4, A3, A4)**

Investment Funds-Mutual funds-Open/closed, REITs, ETFs; Financial services Regulation- financial crime, insider trading and Ethics

#### **Unit V (8 sessions) (CO5, A3, A4)**

Other Financial Products- features, types, retirement plans, mortgages, loans and Life assurance.

## References

- CISI: International Introduction to Securities & Investment
- Capital Markets, Fifth Edition
- Institutions, Instruments, and Risk Management by Frank J. Fabozzi
- Introduction to futures and options markets (3<sup>rd</sup> edition) by John Hull
- All about derivatives by **Michael Durbin**.

## CO PO Mapping

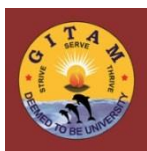
This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
 0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	Sum
	CO1	3	3	0	1	0	1	1
CO2	3	3	3	2	1	1	1	14
CO3	3	3	3	2	1	1	1	14
CO4	3	3	3	2	1	1	1	14
CO5	2	2	2	2	2	1	1	12
<b>Target Level Max.</b>	<b>14</b>	<b>14</b>	<b>11</b>	<b>11</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>63</b>

On successful completion of this course, students will be able to: (COs)

CO	Course Outcomes	Assessment
CO1	To understand the basics of financial services industry.	A1
CO2	To understand the basic economic environment.	A2
CO3	Evaluating bonds using different models	A3
CO4	To apply the learning in managing investment funds.	A4
CO5	To apply the learning in the CISI module test and obtain certification.	A4

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**Visakhapatnam – 45.**

<b>Course Code: MFI 852</b>	<b>Course Title: Insurance Management</b>	
<b>Semester: IV</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA (General)</b>	<b>Batch/Academic Year: 2021-23 Admitted Batch</b>	
<b>Course Leader: Prof.P.Sheela</b>		

### **Course description and learning objectives**

Risk is part of any business endeavor, unless there is risk taking there is no return. A great deal of time, efforts and money is spent in coping with downside risks by using insurance as a tool. Having an understanding of the fundamentals of risk and insurance management and its application on problem-solving from managerial, consumer, and societal perspectives. This course is very crucial in Management education. This course offers a comprehensive overview and a broad prospective of the principles of Risk Management and Insurance. While emphasizing traditional risk management and insurance, this course introduces other types of risk management and stresses that professionals may use the same general framework to manage all types of risk. The value of insurance lies in the protection it affords from losses arising from risk control failures or from other causes.

#### **Learning objectives:**

- Enable the students to understand the way in which business and society make an assessment of, control and manage risk.
- Introduces to the students insurance as a tool for risk management.
- Engage students in active discovery of risk management principles and prepare them to Analyze and use appropriate risk management techniques for various situations.
- Develop the students' critical awareness of the contemporary debates relevant to insurance management from the business and individual point of view.
- Demonstrate knowledge of common insurance policies and the industry operations.

#### **Unit I (10 sessions) (CO1,CO2,CO3- L2,L3,L4)**

**Risk:** Introduction to Risk, Risk Identification, Chances of loss, peril and hazard, classification of risk, types of pure risk, burden to the society, methods of handling risk, Risk Management: Objective of risk management, Steps in risk management process, Benefits of risk management, Risk reporting.

#### **Unit II (10 sessions) (CO1,CO2,CO3-L2,L3,L4)**

**Insurance:** Basic characteristics of Insurance, requirements of an insurable risk, types of insurance business, insurance as contract, essential elements, fundamental principles of insurance, Conceptual Framework of Double Insurance, Over-insurance, Under-insurance, Insurance documents.

### Unit III (12 sessions) (CO1,CO2,CO3,CO4-L2,L3,L4)

**Life Insurance:** Principles of Life Insurance, Types of life insurance, policy options, condition & privilege, nomination, assignment, annuities, need for annuities, contract, classification of annuities, Group Insurance, Types of Group insurance Schemes, Group and Pension Insurance Policies, calculation of premium.

### Unit IV (10 sessions) (CO2,CO3,CO4,CO5-L2,L3,L4)

**General Insurance:** Principles of General Insurance, laws related to General Insurance, Types of General Insurance- Fire, Marine, Motor Vehicles, Health Insurance, Rating making in General insurance.

### Unit V (12 sessions) (CO2,CO3,CO4,-L2,L3,L4)

**Insurance Company Operations: Underwriting-**Principles of Underwriting, Underwriting in Life and General Insurance, **Claims Management-**Claim Settlement in General Insurance and Life Insurance, **Insurance**

**Marketing:** Marketing of Insurance Products, Reinsurance.

**Case study (CO1,CO2, CO3,CO4,CO5-L2,L3,L4,L5)**

On successful completion of this course, students will be able to: **(COs)**

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	To use appropriate risk management techniques in situations	A1,A2,A3,A4
CO2	Effectively communicate risk management and insurance, concepts, practices, and applications	A1,A2,A3,A4
CO3	Apply the insurance mechanism in risk management in both life and general	A1,A2,A3,A4
CO4	To analyze various products offered by the insurance companies and their significance;	A1,A2,A3,A4

### Text Book

- George E.Rejda,“Principles of Risk Management & Insurance”,Pearson, New Delhi,2014

### References

- Scott Harington, “Risk Management & Insurance”, Tata McGraw-Hill Education, New Delhi,2014
- RichardJones,“RiskBasedManagement”,GulfPub,2014
- RakeshAgarwal,“GeneralInsuranceAgents”,K.M.RaiMittakforMittalPublications, 2013

### Journals

- Journal of Insurance and Risk Management, BIM Tech, New Delhi
- Indian Journal of Risk management, Institute of Management, Nirma University of Science and Technology, Ahmedabad
- GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam
- Indian Journal of Public Enterprise, Institute of Public Enterprise Research.
- The IUP Journal of Risk & Insurance, Hyderabad
- SAARJ Journal of Banking and Insurance Research, South Asian Academic Research Journal.
- ICFAI Journal of Risk & Management, Hyderabad.
- Insurance Chronicle, ICFAI, Hyderabad.
- Insurance Times, Kolkata.

- Yogakshema, LIC of India, Mumbai.

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
 0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	Sum
<b>CO1</b>	2	2	2	2	2	1	0	11
<b>CO2</b>	3	2	3	3	3	1	0	15
<b>CO3</b>	3	2	3	3	3	1	1	16
<b>CO4</b>	3	3	3	3	3	1	1	17
<b>CO5</b>	3	3	3	3	3	1	1	17

Note: 1 – Low Correlation 2 – Medium Correlation 3 – High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

4 & 8

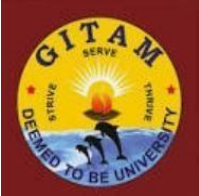
4: Quality Education.,  
 8: Decent Growth & Economic Growth.

**SDG Justification:**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

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## MARKETING SPECIALIZATION

	Course Code	Course Title	L	T	P	J	S	C	
	MMK 842	Rural Marketing							
	Course Owner	Prof Smitha V Girija	Syllabus version				1.0		
	Course Pre-requisite(s)	Marketing Management	Contact hours				45		
	Course Co-requisite(s)	Coursera - Sustainable Innovation for Subsistence Market Places	Date Approved						
	Alternate Exposure								

Rural Marketing has emerged as an important internal sub-division within marketing discipline particularly in the context of a large rural economy like India. In India the rural economy contributes nearly half of the country's GDP and the size of the rural market is growing in a steady phase and companies are re designing some of their products to match rural consumers' affordability. An insight into a more holistic perspective of rural marketing which includes rural marketing environment, buying behavior, STP approach and Pricing would be beneficial to Management students who wish to move into this emerging area of Rural Marketing.

### Course Objectives

- To discuss the various aspects of rural marketing as an integral part of marketing management and develop an understanding of rural marketing.
- Differentiate the rural market environment from the urban and semi-urban markets
- Understand the factors influencing the rural consumer behavior and their brand loyalty
- To analyze rural markets through marketing mix while applying the marketing concepts suitable to the rural markets.
- To evaluate pricing and distribution strategies for rural consumers

### Unit 1 Title: Nature, Characteristics of Rural Market

**No of Hours- 9**

A Conceptual Framework, Nature, Characteristics of Rural Market, Challenges & Opportunities. An Overview of Indian Rural Market, rural marketing mix. Bottom of the Pyramid.

#### Learning Outcome:

- To develop an insight into rural marketing regarding different concepts and basic practices in this area. L1
- To discuss the challenges and opportunities in the field of rural marketing. L2
- To analyze emerging perspectives of rural marketing L3

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards ,

### Unit 2 Title: Rural Marketing Environment

**No of Hours- 9**

Defining rural India, evolution of rural marketing, rural market structure - demographic environment, physical environment, economic environment and technological environment

#### Learning Outcome:

- To study the Developments and Complexities of Rural Environment L2

- To evaluate New Market Opportunities and Rural Market Conditions L5
- To analyze the Effect of External Factors L4

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards ,

### **Unit 3 Title Rural Consumer Behavior**

**No of Hours- 9**

Consumer buying behavior models, factors affecting consumer buying behavior, characteristics of rural consumers, consumer buying process, opinion leadership, brand loyalty

#### **Learning Outcome:**

- To review the importance of Consumer Behavior L1
- Understand the consumer purchase decision-making process and the factors that influence the consumer and its outcomes L2
- Know the initiatives that a marketer can take to assist the rural consumer in his decision-making process L3

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

### **Unit 4 Title Marketing Mix and Product Strategies**

**No of Hours- 9**

Segmenting, Targeting Positioning, Product strategy, marketing mix challenge, product concept and classification, rural product categories, new product development, product lifecycle, product mix and rural packaging, Need for Innovation in Rural Markets

#### **Learning Outcome:**

- To debate the emerging managerial initiatives and relevant frameworks in rural marketing L3
- To examine the way marketing initiatives in product development are built around social issues L5
- To Identify and assess rural market potential for products and services L4

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

### **Unit 5 Title: Pricing, Distribution and Communication Strategies**

**No of Hours- 9**

Pricing strategy, Internal influences, pricing objectives, external influences pricing strategies, marketing entry strategies, distribution strategy, channels of distribution, behavior of the channel and communication strategy

#### **Learning Outcome:**

- To understand the factors affecting the pricing decision of products for rural markets
- To discuss the importance of designing the right rural distribution model
- To evaluate the challenges and devise strategies for communication

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

S. No.	Course Outcomes (COs)	Assessment
CO1	Discuss rural market Challenges & Opportunities in a dynamic market.	A1
CO2	Explain and interpret Rural Marketing Evolution and Structure	A3
CO3	Apply the concepts relating to consumer buying behaviour	A3 & A2
CO4	Differentiate and design marketing strategies for rural specific products.	A3 & A2
CO5	Assess and interpret the relevance of pricing and distribution strategies.	A2

#### Text Book

PradeepKashyap,"RuralMarketing",Pearson,NewDelhi,2016

#### References

- Rural Marketing: Text and Cases, 2e Paperback – 2011by Krishnamacharyulu
- Ashraflmam,MassoumehNasrollah,ZadehandAph,"RuralMarketing",2013
- Mathur, U., "The Rural Marketing Book", 2013
- Sanal Kumar, "Rural Marketing", Sage Publications, New Delhi, 2012

#### JOURNALS

- International Journal of Rural Management, Sage Publications
- Journal of Rural Studies, Elsevier
- Prabandhan: Indian Journal of Management.
- Journal ofMarketing, India
- Journal of MarketingResearch, India
- GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam

#### Websites

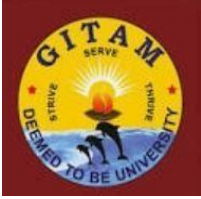
- <https://knowledge.wharton.upenn.edu/article/how-companies-can-win-in-rural-india/>
- <https://hbr.org/2014/06/unlocking-the-wealth-in-rural-markets>

	PO1	PO2	PO3	PO4	PO5	PSOs 1	PSOs 2	SUM
CO1	2	2	2	3	0	1	0	10
CO2	2	2	2	3	0	1	0	10
CO3	3	2	3	3	0	1	0	12
CO4	3	2	1	3	0	1	0	10
CO5	3	0	0	3	0	1	0	7
<b>Target Level Max.</b>	13	8	8	15	0	5	0	49

1-Low, 2- Medium and 3- High Correlation

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C	
	<b>MMK844</b>	<b>Services Marketing</b>							
	Course Owner	Dr. Sujit Kumar Patra	Syllabus version				1.0		
	Course Pre-requisite(s)	Knowledge of Marketing Management	Contact hours				45		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

Since the service sector is growing rapidly in virtually all countries around the world, new job creation comes mainly from services. As an economy develops, the relative share of employment between agriculture, industry and services changes dramatically. Even in emerging economies, the service output is growing rapidly and often represents at least half of the Gross Domestic Product (GDP).

While the importance of services is ever growing, the challenges faced by the managers are unique and severe, the services sector being very diverse in nature. From giant international airlines, banks, hotel chains, insurance, telecommunications, and government to locally owned or operated small businesses like laundry, beauty salons, cyber-cafes, and many business-to business services, the marketing-relevant issues can be as wide as one can imagine. The aim of this course is to familiarize the students with the various aspects, processes and components of services marketing.

### Course Objectives

- To able to differentiate between product and services marketing and apply the extended marketing mix
- To identify the quality dimensions for different services and develop SERVQUAL
- To comprehend the behaviour of consumers in Services Marketing
- To assess the new consumer development process and organizational culture for services.
- To familiarize students with the contemporary trends of services marketing.

#### UNIT – I Title: Understanding Services and Service Quality

No of Hours:9

**Introduction to Services Marketing:** Understanding services-Five unique characteristics of services- Services marketing Mix- Gaps model of services -Service Quality management- Dimensions of service quality,- SERVQUAL

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Define the key concepts and principles of services marketing L1
- Understand the importance of Services Marketing Mix.. L2
- Comprehend the dimensions of SERVQUAL . L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading.

**UNIT - II Title: Consumer behavior in Services Marketing****No of Hours:9**

**Consumer behavior in services and Service strategies:** Understanding how consumers choose and evaluate services-Factors that influence customer expectations and perceptions of service- Service Differentiation and Positioning –Building customer relationships- Service Recovery Importance of customer satisfaction

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Recall how consumers choose among varied services . L2
- Describe Consumer Behaviour with regard to perception of different services. L3
- Categorize and differentiate services L3
- Evaluate customer satisfaction and service recovery for failure of service . L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III Title: New Service Development****No of Hours:9**

**New Service Development:**New service development process - Service Blue Printing -Company defined and Customer defined service standards-Impact of service-scape on customers' perceptions of service.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Apply the concepts in New Service Development process L3
- Interpret service blueprinting in designing of new services
- Assess service standards of the company and the customers L4
- Evaluate customers' perceptions of service. L4

L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT – IV Title: Organization Culture for Service Excellence****No of Hours:9**

**Managing people for competitive advantage:** Creating an organization culture for achieving service excellence-Role of service employees, intermediaries and customers in enhancing the quality and productivity of service-Balancing service capacity and demand-Self service technologies

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Examine the organization culture for achieving service excellence L3
- Comprehend the role of employees, intermediaries and customers for enhancing service and quality L4
- Assess service capacity and demand L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT – V Title:** Integrated Service Marketing Communications & Pricing of services **No of Hours: 9**

**Managing Service Promise :** Strategies for managing service promises and customer expectations- Integrated Service Marketing Communications- Pricing of services

**Latest trends in service marketing:** Innovations in Services Marketing-Service Profit Chain-Creating a Leading Service Organization.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Identify Strategies for managing service promises L5
- Examine the role of Integrated Service Marketing Communications .
- Comprehend the pricing of services.
- Be appraised of the latest trends in Services Marketing

L5

**Pedagogy tools:** Blended learning, Case let, video lectures, Project

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	To develop an understanding of services and service marketing.	A1, A2, A3, A4
CO2	To differentiate the Segmentation, Targeting, Positioning process in services.	A1, A3
CO3	To illuminate the students about the service quality dimensions and SERVQUAL model.	A1, A2, A3, A4
CO4	To apprehend the overview and different strategies for marketing of services.	A3, A4
CO5	To acquire the knowledge of contemporary issues in services marketing.	A3

**Textbook(s):**

1. Zeithaml *et al* (2018) Services Marketing, Tata McGraw Hill Education Private Limited, 7<sup>th</sup> Edition

**Additional Reading**

1. Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of marketing*, 49(4), 41-50.
2. Zeithaml, Valarie A., Ananthanarayanan Parasuraman, and Leonard L. Berry. "Problems and strategies in services marketing." *Journal of marketing* 49, no. 2 (1985): 33-46.
3. Zeithaml, Valarie A., Leonard L. Berry, and Arantharathan Parasuraman. "The nature and determinants of customer expectations of service." *Journal of the academy of Marketing Science* 21, no. 1 (1993): 1-12.
4. Parasuraman, A., Zeithaml, V. A., & Malhotra, A. (2005). ES-QUAL: A multiple-item scale for assessing electronic service quality. *Journal of service research*, 7(3), 213-233.
5. Zeithaml, Valarie A., Arun Parasuraman, and Arvind Malhotra. "Service quality delivery through web sites: a critical review of extant knowledge." *Journal of the academy of marketing science* 30, no. 4 (2002): 362-375.

**Reference Book(s):** Lovelock, C. H., & Wirtz, J. (2004). *Services marketing: People, technology, strategy*. Upper


**CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Program Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping								
Internal	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	Sum
C01	3	0	0	0	0	0	0	3
C02	3	3	0	0	0	0	0	6
C03	3	1	0	0	2	1	0	7
C04	3	0	0	3	1	0	1	8
C05	1	1	2	1	0	0	3	8
<b>Target Level Max.</b>	<b>13</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>32</b>

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	Course Code	Course Title	L	T	P	J	S	C
	MMK 848	Customer Relationship Management	3					3
	Course Owner		Syllabus version				1.0	
	CoursePre-requisite(s)	Basics of Marketing	Contact hours				45	
	CourseCo-requisite(s)		Date Approved					
AlternateExposure								

Customer Relationship Management is all about the tools, technologies and procedures to manage, improve or facilitate sales, support related interactions with customers, prospects, and business partners through out the enterprise. At its core, a CRM tool creates a simple user interface for a collection of data that helps businesses recognize and communicate with customers in a scalable way. The goal of the system is to track, record, store in database, and then determine the information in a way that increases customer relations.

### Course Objectives

1. Understand the concepts of Customer Relationship Management and the relationship between loyalty, and retention of customers
2. Apply the tools and techniques of CRM in Customer Segmentation, Customer Churn Prediction, Market Basket Analysis
3. Analyze the influence of distribution and communication channels on CRM.
4. Assess the issues in implementation of CRM
5. Evaluate the process of CRM in different industries and develop plans under changing scenarios

### Unit I Introduction to CRM

**No of Hours- 10**

Definition, concept, factors leading to evolution of CRM, Need and benefits of CRM, IDIC model for building relationships, Features & advantages of e-CRM, process of CRM, types of CRM, CRM Cycle.

Customer Retention: Need & Importance, Determinants of retention, Strategies to boost customer retention.

Customer Loyalty: types of loyalty, Attitudinal vs Behavioural loyalty, , loyalty ladder, loyalty classification on profitability and duration, types of loyalty programmes, Process of designing loyalty programmes

### Learning Outcomes:

After completion of this unit, the student will be able to

- summarize the basic concepts of Customer Relationship Management L2
- illustrate the relevant aspects of CRM viz., e-CRM, CRM process, CRM cycle etc. L2
- explain customer retention and its determinants and explore strategies to enhance customer retention rate L2, L4
- discuss various aspects of customer loyalty and design loyalty programmes suitable in a given industry L2, L6

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

## Unit II Analytical tools and techniques in CRM

No of Hours- 11

*Management of Data:* Customer database, Passive marketing database and Active marketing database

*Data Warehouse:* Features of Data Warehouse, ETL process, Multidimensional Analysis.

*Analytical CRM through Data Mining:* Concept of Data Mining, Techniques. Applications in CRM: Customer Segmentation, Customer Churn Prediction, Market Basket Analysis

### Learning Outcomes:

After completion of this unit, the student will be able to

- recognize the importance of data in CRM and explain the various types of database and their management in CRM. L2
- describe data warehouse and its role in CRM L2
- apply the analytical tools and techniques to maintain CRM L3

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

## Unit III CRM: Marketing aspects

No of Hours- 12

Web marketing, digital marketing, analyzing customer buying behavior, customer behavior prediction, customer life-cycle, customer life-time value.

*CRM & Marketing channels*

*Distribution Channels:* Functions of distribution channels, Factors affecting CRM through distribution channels, Major challenges in facing CRM through distribution channels.

*Communication channels:* Importance of communication channels, Emerging trends of Communication channels in CRM

### Learning Outcomes:

After completion of this unit, the student will be able to

- examine various types of marketing and their relevance in CRM
- analyze and predict the buying behavior of customer and to interpret the customer life-time value L4
- identify the functions of distribution channels and explain the factors that affect the challenges in CRM through distribution channels L2
- Interpret the emergent channels of communication and determine and examine the appropriate channel for CRM in a given context. L2, L3 & L4

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

## Unit IV Implementation of CRM

No of Hours- 8

Elements of CRM System, CRM implementation, Key success factors of CRM, Role of a contact center in building relationships, Barriers and Challenges in CRM, Reasons for failure of CRM

### Learning Outcomes:

After completion of this unit, the student will be able to

- explain various elements of a CRM system L1

- illustrate various steps involved in and analyze various key success factors in the implementation of CRM L2, L4
- specify the barriers and challenges in the path of CRM implementation L2

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

## **Unit V Sectoral application of CRM**

**No of Hours- 4**

CRM in retailing, Business organizations (B2B), Rural marketing  
CRM in services marketing: Quality dimensions and service gaps

### **Learning Outcomes:**

After completion of this unit, the student will be able to

- describe and apply the process of CRM in varied sectors L2 & L3
- examine the dimensions and gaps of service quality and to choose an appropriate decision to fill the gaps L4

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

### **Case Let (Not Exceeding 200 Words)**

#### **Text Book**

1. Jagdish.N.Sheth, AtulParvatiyar & G.Shainesh - Customer Relationship Management – Emerging Concepts, Tools& Applications- TATA McGraw-Hill , 2001
2. Mallika Srivastava, Customer Relationship Management, VikasPublications, New Delhi,2016.
3. G. Shainesh and Jagdish N Sheth (2006), 'Customer Relationship Management – A Strategic Perspective' Trinity Press (Laxmi Publications): New Delhi

#### **References**

1. Alex Berson, Stephen Smith, Kurt Thearling., Building Data Mining Applications for CRM. Tata McGraw Hill, New Delhi, 2014.
2. Mohammed, H.Peeru and A.Sagadevan, Customer Relationship Management, Vikas Publishing House, New Delhi, 2013.
3. Paul Greenberge, CRM-Essential Customer Strategies for the 21st Century. Tata McGraw Hill, New Delhi, 2013.

#### **Journals**

1. GITAM Journal of Management, GITAM University, Visakhapatnam, India.
2. Harvard Business Review, Harvard Business School Publication Co., USA.
3. Marketing Mastermind, IUP Publications (A Division of the ICFAI Society), Hyderabad, India

#### **Websites**

1. <https://www.agilecrm.com/resources>
2. <https://crm.org/>

	PO1	PO 2	PO 3	PO 4	PO 5	PS01	PS02	SUM
CO1	3	0	0	0	2	0	2	7
CO2	2	3	0	0	2	2	2	11
CO3	3	2	0	1	2	0	2	10
CO4	2	3	1	0	2	2	2	12
CO5	2	1	0	1	2	2	2	10
<b>TOTAL</b>	12	9	1	2	10	6	10	50

1-Low, 2- Medium and 3- High Correlation

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### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the concept of Organizational Buying Process. L1
- Explain the importance of classifying Products, Customers and Organizations. L2
- Appraise the various types of Organizational customers and their unique characteristics. L2
- Assess the importance of Organizational Buying Behavior L1
- Evaluate Organizational Buying Process and Various models.L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Field Visits

<b>UNIT - III</b>	<b>Title Establishing Enduring relationships in B2B Marketing</b>	<b>No of Hours :9</b>
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#### Syllabus

Establishing enduring relationships in B2B marketing, new generation value added partnerships roles in B2B Marketing, Managing buyer seller relationships. **Segmenting Business Markets and Demand Analysis:** Segmenting, Targeting and Positioning. Value based segmentation, Organizational demand analysis, determining market and sales potential, Sales forecasting methods.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the importance of establishing enduring relationships in B2B Marketing. L3
- Describe the new generation value added partnerships roles in B2B Marketing. L2
- Apply techniques to manage buyer seller relationships. L3
- Comprehend the importance of Segmenting, Targeting and Positioning in B2B Markets. L3
- Analyze the importance of value based segmentation. L4
- Evaluate the concept of Organizational demand analysis and methods used to determine sales potential and various methods of Sales forecasting. L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Field Visits

<b>UNIT - IV</b>	<b>Title Managing Innovation and Marketing Mix</b>	<b>No of Hours :9</b>
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#### Syllabus

**Managing Innovation and Marketing Mix:** New product development process, Direct & Indirect channels, Distributors & manufacturers rep, Channel objectives & Design, Selection & Motivation of channel members, Pricing in Business-to-Business Marketing. Pricing basis, managing price as part of Marketing Strategy, Managing pricing tactics, pricing implementation-case of negotiated pricing, B2B Advertising, Trade shows, Personal selling, Key account management.

#### Learning Outcomes:

- Understand the importance of New Product Development in B2B Markets. L2
- Explain the roles of direct and indirect channels. L1
- Apply methods which can motivate Channel members. L3
- Assess the concept of Pricing in B2B Markets. L4
- Evaluate the role of B2B Advertising, Trade shows, Personal selling and Key Account Management. L1

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Field Visits

**UNIT - V Title Strategic Perspectives in Business Marketing Planning**

**No of Hours :9**

Managing services for Business Markets, Use of technology and AI as a strategic intervention for profit maximization, e- commerce for business customers and e-Supply chains in industrial markets, Planning, implementation and control of B2B marketing.

**Learning Outcomes:**

- Understand how to manage services in Business Markets. L2
- Describe the usage of technology and AI as a strategic intervention for profit maximization. L3
- Explain the concepts of e-commerce and e-supply chains in industrial markets. L1
- Assess the significance of technology in B2B Markets. L2
- Evaluate the importance of planning , implementation and control of B2B Markets. L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, Field Visits

**Text Book(s)**

1. B2B Marketing Text &Cases ,Krishna K.Havaladar & Shailendra Dasari, MHE,5e July 2021.
2. Robert Vitale, Waldemar Pfoertsch and Joseph Giglierano, “Business to Business Marketing”, Pearson Publications, New Delhi, 2011

**Additional Reading**

1. Michael D. Hutt, DheerajSharma,Thomas W. Speh, "Business Marketing Management: B2B", 10th Ed., Cengage Learning India Pvt. Ltd., New Delhi, 2012
2. James C Anderson and Seshadri, D. V. R., "Business Market Management (B2B): Understanding, Creating and Delivering Value", 3rd Ed., Pearson Publications, New Delhi, 2011
3. Armstrong, Gary and Philip Kotler, "Principles of Marketing", Prentice Hall, New Delhi, 2006


**Journal(s)**

5. IndianJournalofMarketing&JournalofAdvertisingResearch
6. GITAM Journal of Management,GITAMInstitute of Management,GITAM, deemed to be university, Visakahapatnam
7. Harvard Business Review, Harvard Business School Publication Co. USA
8. Vikalpa, Indian Institute of Management, Ahmedabad

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	SUM
CO1	3	3	1	2	1	2	1	13
CO2	3	2	0	2	0	2	1	10
CO3	3	3	0	2	0	2	1	11
CO4	3	2	1	1	0	2	3	12
CO5	3	2	1	1	0	2	3	12
Target Level Max	15	12	3	8	1	10	9	58
BOS :								
SDG No. & Statement	9							

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C	
	MMK 852	Global Marketing	3					3	
	Course Owner		Syllabus version				1.0		
	Course Pre-requisite(s)	Basics of Marketing	Contact hours				45		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

In an increasingly global economy, businesses need to employ marketing strategies that can advantageously position them in a competitive world market. Global marketing necessitates a firm to understand the environments associated with servicing customers locally with global standard solutions or products. Marketing in a global economy has the importance of being the avenue for maintaining competitiveness among an increasing number of competitors; addressing changing consumer needs and patterns. The objective of this course is to make the students well versed with Marketing in the global scenario to understand the environment in which the global companies operate, and the importance of market research and various strategies applicable to global markets.

### Course Objectives

1. Describe globalization and examine various strategies to enter new global markets considering environmental factors affecting global business.
2. Determine the significance of global Marketing Research and Information
3. Analyze the bases and process for global markets segmentation and explain the criteria for grouping countries.
4. Assess how modification of product, price and channels are required to operate in a global market.
5. Evaluate the export procedure and documentation required to operate globally.

### Unit I Globalization & Environment

No of Hours - 10

Globalization: Scope and Objectives – Multinational Corporations – Entry strategies

Environmental factors affecting global business: Economic Environment - Cultural Environment - Political Environment - Legal Environment – Regional Integration.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- explain the core concepts of global marketing L2
- describe the entry strategies of Multinational Corporations L2
- appraise the ecosystem in which the global business is being operated L4

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

### Unit II Global Marketing Intelligence

No of Hours- 11

Global Marketing Research and Information - Information Requirements of Global Markets- Organization for Global Market Research - Global Marketing Information System

**Learning Outcomes:**

After completion of this unit, the student will be able to

- discuss the need for research in global markets L2
- examine the information requirements of global markets L4
- Illustrate the mechanism of global marketing intelligence and demonstrate its organization L2 & L3

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

**Unit III Global Market Segmentation****No of Hours - 12**

Segmenting the Global Market - Segmenting Basis and Process - Global Markets and Criteria for Grouping Countries.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- analyze how global markets are segmented L4
- apply the criteria for Grouping Countries L3

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

**Unit IV Global Marketing Decisions****No of Hours - 8**

Product Policy and Planning- Global Pricing Strategies- Global Channels of Distribution - Global Advertising.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Explain the product planning strategies in global marketing L3
- Determine the pricing strategies that affect a company's future performance L2
- Assess the channels of distribution in a global business setting L2
- Evaluate the appropriate channel of media for advertising in a global context L4

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

**Unit V Sales Management & Export Documentation****No of Hours -4**

Multinational Sales Management and Foreign Sales Promotion - Export Procedure and Documentation - Special Economic Zones.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Discuss the intricacies of multinational sales management L2
- Illustrate the sequential export procedure and documentation L3
- Explain the role of Special Economic Zones in export promotion L2

**Pedagogy Tools:** Case study, Videos, Activity, Discussion, Self-reading, Polls, Student Presentations

### Course Outcomes

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

	Course Outcomes	Assessment
CO1	Define globalization and examine various strategies to enter new global markets considering environmental factors affecting global business.	A1, A4
CO2	Determine the significance of global Marketing Research and Information	A1, A4
CO 3	Analyze the bases and process for global markets segmentation and explain the criteria for grouping countries.	A1, A4
CO 4	Assess how modification of product, price and channels are required to operate in a global market.	A2, A3, A4
CO 5	Explain the export procedure and documentation required to operate globally.	A1, A4

### Text Book

1. Masaaki Kotabe, Kristiaan Helsen, Global Marketing Management, 7th Edition, Wiley, 2016.
2. Svend Hollensen, Global Marketing, 7th Edition, Pearson, 2016.

### References

1. Philip R. Cateora , John Graham , Mary C Gilly International Marketing, 17th Edition, McGraw-Hill Education, 2015.
2. Warren J. Keegan., Global Marketing Management, 8th Edition, Pearson, 2013 (latest).

### Journals

1. Global Business Review, International Management Institute, New Delhi.
2. International Journal of Global Business and Competition
3. GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam.
4. E- Books and E-Journals

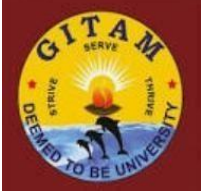
### Websites

1. <https://hbr.org/1986/05/customizing-global-marketing>
2. <https://www.noodle.com/articles/what-does-a-global-marketing-manager-do-job-description>

	PO1	PO 2	PO 3	PO 4	PO 5	PSO1	PSO2	SUM
CO1	2	0	2	3	1	1	1	10
CO2	1	3	0	1	2	1	1	9
CO3	2	2	0	2	1	1	0	8
CO4	1	2	0	2	2	1	1	9
CO5	2	1	0	2	2	1	1	9
TOTAL	10	8	2	10	8	5	4	45

1-Low, 2- Medium and 3- High Correlation

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	<b>Course Code</b>	<b>Course Title</b>					
	<b>MMK 854</b>	<b>Marketing Metrics</b>					
	Course Owner: Rajeshwari Panigrahi	Department of Marketing	Syllabus version	1.0			
	Course Pre-requisite(s)	Knowledge of marketing and basic statistics	Contact hours	50			
	Course Co-requisite(s)		Date Approved				
	Alternate Exposure						

In recent years, data-based marketing has swept through the business world. In its wake, measurable performance and accountability have become the keys to marketing success. In this environment Management students need a comprehensive, practical reference on the metrics used to quantify their results.

### Course Objectives

1. Explain the concepts related to measuring and quantifying decisions in marketing
2. Apply key marketing metrics in decision making
3. Develop analytical skills
4. Compare and evaluate performance of marketing decisions based on various metrics generated.
5. Evaluate and develop marketing data to understand the effectiveness of marketing decisions.

### UNIT - I Title: Share of Hearts Minds and Markets No of Hours: 10 hrs.

Market Share, Relative Market share, Market concentration, Brand Development Index, Category Development Index, Penetration, share of requirements, Heavy Usage Index, Awareness Attitudes and usage, Customer satisfaction, Willingness to recommend Net promoter, Willingness to search.

### Learning Outcomes:

- |   |    |
|---|----|
| 1. Understand market share and penetration metrics.   | L3 |
| 2. Examine the dynamics behind market share and take appropriate marketing decisions.                     | L3 |
| 3. Understand attitude of the customers and usage rate to plan segmented promotions and loyalty programs. | L1 |

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

### UNIT - II Title :Market Penetration Metrics No of Hours:10

Trial, Repeat, Penetration and volume projections, Growth Percentage and CGR, Cannibalization Rate and Fair share draw rate, Brand equity Metrics, Conjoint utilities and consumer preference, Segmentation and conjoint utilities, Conjoint utilities and volume projections





**Textbook(s):**

1. Marketing Metrics -The Definitive guide to Measure Marketing performance Paul W Ferris et.al, Pearson Publications New Delhi 2018 edition

2. Marketing Metrics A manager's guide to measuring marketing performance Neil T Bendle et.al Pearson Publications New Delhi 2018 edition

**Reference Book(s):** Marketing Metrics –

1. The Definitive guide to Measure Marketing performance Paul W Ferris et.al, Pearson Publications New Delhi 2018 edition.

2. Data Driven Marketing The 15 Metrics Everyone in Marketing Should Know, Mark Jeffery Wiley Publications Wiley; 1st edition (29 January 2010)

**CO PO Mapping**


This is to map the level of relevance of the Course Outcome (CO) with Program Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping								
Internal	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	Sum
C01	3	1	1	0	0	0	0	5
C02	1	3	1	0	0	0	0	5
C03	3	3	0	0	1	0	1	8
C04	3	3	1	0	0	0	1	8
C05	1	3	0	0	0	0	0	4
<b>Target Level Max.</b>	<b>11</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>30</b>

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## Human Resource Management

	Course Code: <b>MHU 842</b>	L	T	P	J	S	C
	Course Title: <b>Employment Laws - II</b>						
	Course Owner	Syllabus version				1.0	
	Course Prerequisite(s): None	Contact hours				50	
	Course Co-requisite(s): None	Date Approved					
	Alternate Exposure: Repeating exercises, either with the same participants or with others, with the help of semi-scripted Role Plays. Extracted Supreme Court and High Court case laws and Group Discussions from AIR, LLJ, LLR, or other sources. Identification of Important Sections and analyze the arguments relating to various topics and sub-topics.						

To promote Industrial Harmony and better Employment relations between Employer and Employees, the government always updates the rules and regulations for various organizations from time to time as it helps every community grow together. Accordingly, it is essential to know about modernized governmental policies and rules. Therefore, if any business wants to work without hurdles, an entrepreneur, Human Resource Department should be up to date with employment laws. The first thing to know about employment law is which laws apply to a particular business. Not all laws apply to all employers. Therefore, HR managers need to understand applicable employment laws to protect the rights of their employees. In the process, HR managers can help their companies avoid lawsuits, fines, and legal expenses. It is not uncommon for Human Resource management trainees to ignore the importance of learning about employment laws during their training. As a result, they enter the corporate world without having a thorough understanding of the various employment laws and the role of legal professionals in establishing and running harmonious relations and ventures.

### Course Objectives

1. To provide an understanding of the concepts of employment Laws
2. To impart knowledge to analyse the various employment Laws in India.
3. To evaluate the function of employment laws in Industrial Organizations.
4. To analyse the Cases and the Judgments of Supreme Court and High court
5. To apply the various sections of the Acts to solve case discussions.

### Unit I: Labor Legislation

**No of Hours- 10**

The Employees State Insurance Act, 1948: Significance - Need - Aims - Objectives - Scope - Social Security - Corporation - Fund - Social Security Officers - Duties - Contributions - Benefits - Penalties

**Learning Outcomes:** After completion of this unit, the student will be able to

1. Understand the significance of the ESI Act in India.

L1

- |   |    |
|---|----|
| 2. Classify the evolution of Benefits under the Act.              | L2 |
| 3. Understand the evolution of Cases and Sections.                | L3 |
| 4. Understand the Judgments of High courts and the Supreme Court. | L2 |

**Pedagogy tools: Blended learning, Case let, video lectures, self-reading, Guest lectures, field visits.**

### **Unit II: Compensation and Gratuity**

**No of Hours- 10**

The Employees Compensation Act,1923 - Significance - Objectives - Scope - Injury - Partial and permanent Injury - Total Disablement - contributory Negligence - Compensation - Meaning - Calculation of compensation Distribution - Penalties - The Payment of Gratuity Act,1976 - Meaning - Objectives - Scope - Eligibility - Calculation - Limitation - compulsory Insurance - Nomination - Penalties.

**Learning Outcomes:** After completion of this unit, the student will be able to

- |   |    |
|---|----|
| 1. Define the concept of Compensation.                                  | L1 |
| 2. Define the concept of Gratuity.                                      | L2 |
| 3. Understand various Sections in Acts.                                 | L3 |
| 4. Understand the Applicability of the Act in Industrial Organizations. | L2 |
| 5. Understand the Legal framework of Acts.                              | L1 |

### **Unit III: Provident fund and Maternity Benefit**

**No of Hours- 8**

The Employees Provident Fund and Miscellaneous Provisions Act, 1952 - Significance - Aims - Objectives - Scope - Contributions - Pension Scheme - Deposit Linked Insurance Scheme - Withdrawal - Transfers - Penalties - The Maternity Benefit Act,1961 - Significance - Objectives - Applicability - Maternity Benefit - Leave with Wages - Social security - Miscarriage - Nursing Breaks - Inspectors - Powers and duties - Forfeiture - Registers - Penalties.

**Learning Outcomes:** After completion of this unit, the student will be able to

- |   |    |
|---|----|
| 1. Define the concept of Provident fund.                    | L1 |
| 2. Define and Understand the concept of maternity Benefits. | L2 |
| 3. Understand the components of the Acts.                   | L3 |
| 4. Understand and analyze the Case laws in India.           | L2 |
| 5. Understand the Legal framework of Acts.                  | L1 |

**Pedagogy tools: Blended learning, Case let, video lectures, self-reading, Guest Lectures, Field Visits.**

### **Unit IV: Bonus and Equal Remuneration laws**

**No of hours-12**

The Payment of Bonus Act,1965 - Applicability - Aims - Objectives - Computation of Profit - Eligibility - Statutory Bonus - Minimum Bonus - Maximum Bonus - Set off - Set on - Penalties - The Equal Remuneration Act, 1976 - Significance - Objectives - Discrimination - Advisory Committee - Inspectors - Penalties - Amendments.

**Learning Outcomes:** After completion of this unit, the student will be able to

- |    |  |    |
|----|--|----|
| 1. | Understand the concept of Bonus.   | L1 |
| 2. | Understand the concept of Equal Remuneration.                                    | L2 |
| 3. | Apply the Cases related to the Supreme court in discussion of the Case analysis. | L3 |
| 4. | Understand the role and Mechanism of Regulatory Bodies.                          | L2 |
| 5. | Understand the Provisions and Penalties under the Law.                           | L2 |

**Pedagogy tools: Blended learning, Case lets, video lectures, self-reading, Field Visits, Guest Lectures.**

**Unit V: Title: Child labor – Shops and Establishments**

**No of Hours -10**

The Child Labor (Prohibition & Regulation) Act, 1986 - Significance - Aims - Objectives - Scope - Regulation - Prohibition - Conditions of work - Disputes of Age - Health - Safety - Penalties - A.P. Shops & Establishments Act,1988 - Registrations - Renewal - Daily and Weakly Hours - Opening and closing - Holidays - Maternity Benefit - Insurance Scheme - Wages - Deductions - Penalties - Amendments.

**Learning Outcomes:** After completion of this unit, the student will be able to

- |    |  |    |
|----|--|----|
| 1. | Understand the concept of Child labor laws in India.                             | L1 |
| 2. | Understand the Laws related to Shops and Establishments.                         | L2 |
| 3. | Understand the Significance of abolition and Regulation of child labor in India. | L2 |
| 4. | Understand the Cases and applications in Discussion forums.                      | L3 |
| 5. | Understand the importance of Penalties.  | L4 |

**Pedagogy tools: Blended learning, Case let, video lectures, self-reading, Guest Lectures**

**TEXTBOOKS**

Padhi, P.K., "Labor and Industrial Laws", Prentice Hall of India, New Delhi, 2018

**REFERENCES**

Singh B.D., "Labor Laws for Managers", Excel Books, New Delhi, 2014 Malik P. L., "Industrial and Labor Laws", Eastern Book Company, 2013 Mishra S.N., "Labor and Industrial Laws", Central Law Publication, 2012

**JOURNALS**

Labor Law Reporter


Labor Law Journal

**CO PO Mapping**

Internal	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
C01	2	1	1	1	2	1	1
C02	1	1	1	1	3	1	2
C03	1	2	1	3	2	2	1
C04	2	1	1	1	1	1	1
C05	1	1	1	1	1	1	1

1-Low, 2- Medium and 3- High Correlation

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MHU844</b>	<b>INDUSTRIAL RELATIONS AND DRAFTING OF STATUTORY COMPLIANCES</b>	3	0	0	0	0	3
	Course Owner		Syllabus version				1.0	
	Course Prerequisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

*Industrial relations which is an insuperable part of the personnel function encompasses the complex web of relations, between employers, workers and the government. Industrial climate today is characterized by the escalating expectations of workers, the gradual contraction of managerial powers, strife and indiscipline coupled with worker-militancy uncertainties caused by structural developments in the industry. This course gives insights to students in understanding the dynamics of industrial climate and the mechanisms supporting good industrial relations.*

#### Course Objectives

1. To recognize the dynamics of industrial relations in organizations
2. To examine the causes of poor industrial relations in organizations
3. To describe the different mechanisms for maintaining good industrial relations
4. To apply the various principles and procedures for maintaining discipline in organisations
5. To discuss the statutory compliances in an organization to maintain good industrial relations

#### UNIT - I Title Industrial Relations

**No of Hours: 10**

Concept of IR; Significance of IR; Scope and aspects of IR; Components of IR; Approaches to IR- Psychological approach, Sociological approach, Human relations approach, Systems approach, Gandhian approach; Factors affecting IR; Prerequisites for successful IR; Emerging trends in IR; Impact of Globalization and technology on IR.

#### Learning Outcomes:

After completion of this unit, the student will be able to

1. Understand the components of industrial relations and the significance of healthy industrial relations L3
2. Understand the various approaches to industrial relations -L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, group discussions and presentations

#### UNIT - II Title: Trade Union Concept

**No of Hours: 10**

Evolution of trade unions in India; Functions of Trade Unions in India; Problems of Trade Unions; Role of trade unions in IR; employers organizations - functions and their role in IR; the role of State in IR and different types of interventions.

#### Learning Outcomes:

After completion of this unit, the student will be able to

1. Analyse the role of trade unions in maintaining good industrial relations · L3
2. Analyse the role of employer associations and Government in maintaining good industrial

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, group discussions and

presentations

**UNIT – III Title: Industrial Conflicts**

**No of Hours : 12**

Classification of industrial disputes; causes and consequences of disputes; Prevention of industrial disputes- Collective bargaining(CB), workers participation in Management, joint management committees and Work committees; Resolution of industrial disputes- Tripartite bodies, Bipartite bodies, ILC and SLC; Settlement machinery–mediation, conciliation, arbitration and adjudication.

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Analyse the causes of industrial disputes - L3
2. Differentiate between the different types of strikes · L3
3. Evaluate the various dispute prevention and settlement mechanisms · L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - IV Title: Discipline**

**No of Hours : 12**

Grievances -causes of grievances, grievance redressal mechanism; Discipline- managing discipline, code of discipline and its objectives; unfair labor practices; Misconduct, acts of misconduct; Domestic enquiry - Principles of Natural Justice, domestic enquiry process, Consequences of non-compliance with the principles; Standing orders -The main provisions of Industrial employment (Standing Orders) Act, 1946.

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Manage discipline and conduct domestic enquiry L4
2. Understand the principles of natural justice L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, group discussions and presentations

**UNIT - V Title: Drafting of Statutory Compliance Forms**

**No of Hours : 06**

Important provisions of Labour Laws- Section 2A, 11-A and 17-B under the industrial disputes act; Non compliance of statutory compliances; Drafting the various compliance forms, domestic enquiry reports.

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Understand the application of Sections 2A, 11 A and 17B =L2
2. Draft the charge sheet and the domestic enquiry report. - L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading, group discussions and presentations

**Textbook(s):**

1. Memoria & Memoria, “Dynamics of Industrial Relations”, Himalaya Publishing House, New Delhi.
- 2.

1. H.L. Kumar; Law relating to disciplinary proceedings in industries; Universal Law Publications, New Delhi.
2. P.K. Padhi; Labour and Industrial Laws; Prentice Hall;

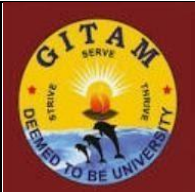
3. S.N. Mishra; Labour and Industrial Laws, Central Law Publications; New Delhi.
4. Singh, B. D., "Industrial Relations - Emerging Paradigms", EXCEL BOOKS, New Delhi,

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	2	1	0	3	3	2	1
CO2	2	1	0	3	3	2	1
CO3	2	1	1	3	3	3	1
CO4	3	2	1	3	3	3	1
CO5	3	1	1	3	3	3	2
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							
<b>BOS :</b>			<b>ACADEMIC COUNCIL</b>				
<b>SDG No. &amp; Statement</b>		8					
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all							
<b>SDG Justification:</b>							
The completion of this course will trigger the thinking process among the students (managers or entrepreneurs) to work towards sustained economic growth and creation of employment and decent work for all.							

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	<b>Course Code :</b> <b>MHU846</b>	<b>Course Title</b>	L	T	P	J	S	C
	Semester : IV	<b>Global Human Resource Management</b>	3					3
	Course Owner :		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

### ***Course description and learning outcomes***

In the emerging global economic environment, even companies which operate in domestic markets have to contend with global competition. The rise of India and its growth story highlights the growing role of multinational companies in India and Indian multinationals in global economy. Among the various dimensions of international business, the people dimension or the management of human resources with all its cross cultural complexities and culture fit issues in mergers and acquisitions assume greater significance and pose major challenges.

Managing people in a multinational context is the essence of international human resource management. This requires a broader perspective of what operating internationally involves, and a clear recognition of the range of issues pertaining to all categories of staffing operating in different functional, task and managerial capacities. The objective of this course is to equip the students with basic concepts of GHRM including various HR processes and high performance Human Resource Practices.

### **Course Objectives:**

The course intent to enable students to

- To understand the basic concepts of 'Global Human Resource Management'
- To understand the effect of 'Culture' global HRM
- To identify the Issues and Challenges arise in Global Context.
- To acquire knowledge regarding Best HR practices in Global context

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

	Course Outcome	Assessment
CO1	Understand the concepts of 'Global Human Resource Management' in terms of PCN, HCN and TCN.	A1, A2 & A3
CO2	Understand the cultural theories, employee recruitment and selection and their relevance in GHRM.	A1, A2 & A3
CO3	Understand the issues and challenges arising in Global Context (Expatriate compensation, Expatriate training, Reassignment etc) and leverage the diversity for organizational development.	A3 & A4
CO4	Understand global employee relations and its challenges to HR managers.	A3 & A4
CO5	At the end student will be able to understand regarding Best HR practices in Global context	

### Unit I (10 sessions) CO1, CO2, L3, L4

No. of Hours = 10

International Human Resource Management: Concept, scope and significance, approaches to International Human Resource Management, differences between domestic and international HR activities, organizational structure of multinational corporations.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on international human resource management L1
- To understand the concept of International Human Resource Management L1
- To analyse the differences between domestic and international HR L1
- Explain the preference given to organizational structure of Multi National Corporations L2
- Explore the framework of International HR activities L1

**Pedagogy Tools:** Case Study, Self-reading, Polls, Group Discussion, Video Lectures, Research Project Blended Learning, Student Presentations

### Unit II (10 sessions) CO2, CO5, L3, L4

No. of Hours = 10

Recruitment and selection criteria for international assignments, culture-theories of culture and its impact on organizations.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the contents and importance of selection process of IHR L2
- Recognize the framework of International HR Terms L2
- Analyse the concept of culture in IHR L3
- Describe the importance of cultural theories L4
- Analyse the impact of culture on organizations and IHR L4

**Pedagogy Tools:** Case Study, Self-reading, Polls, Group Discussion, Video Lectures, Research Project Blended Learning, Student Presentations

**Unit III (10sessions) CO2, CO3, CO5, L3, L4, L5**

**No.of Hours = 10**

Training and development, methods of training, management development in international assignments, process for repatriation.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand types of training methods L1
- Describe the framework of training and development L2
- Analyse the concept of repatriation and polices available L3
- Summarize the importance of training and development methods L4
- Understand the process of international human resource management L1

**Pedagogy Tools:** Case Study, Self-reading, Polls, Group Discussion, Video Lectures, Research Project Blended Learning, Student Presentations

**Unit IV(10sessions) CO3,CO4, CO5, L3,L4,L5**

**No.of Hours = 10**

Compensation; multinational corporations and compensation system; performance management in MNCs.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Recognise and elaborate different types compensation mechanisms L1
- Interpret the framework of corporate compensation system L2
- Summarize about the performance management in MNCs L3
- Apply the knowledge to learn about the methods of performance management systems L4
- Understand the framework of Incentive system of MNCs L5

**Pedagogy Tools:** Case Study, Self-reading, Polls, Group Discussion, Video Lectures, Research Project Blended Learning, Student Presentations

**Unit V (10 sessions)CO3,CO4, CO5,L3,L4, L5**

**No.of Hours = 10**

Labor Relations in multinational corporations; issues and challenges of IHRM.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Describe the nature and scope of Labour Regulations L1
- Interpret the framework of Labour Relations in MNCs L2
- Understand the concepts of IHRM L3
- Recognize the importance of labour relations in IHRM L4
- Define the issues and challenges of IHRM L5

**Pedagogy Tools:** Case Study, Self-reading, Polls, Group Discussion, Video Lectures, Research Project Blended Learning, Student Presentations

**Prescribed Text book:**

- PeterJ.Dowling,DeniceE.Welch.,**International Human Resource Management**.Thomson,India: Latestversion.
- Anne-WilHarzingJorizVanRuyseveldt.,InternationalHumanResourceManagement, SagePublications.NewDelhi:2006.
- Charles M. Vance Yongsun Paik.,Managing a GlobalWorkforce.Prentice–Hall.NewDelhi:2007.
- K. Aswathappa,Sadhna Dash.,InternationalHumanResourceManagement.TataMcGraw–HillPublishingCompanyLimited. NewDelhi:2007.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	2	1	2	1	1	2	2
<b>CO2</b>	2	1	1	2	1	2	2
<b>CO3</b>	1	1	2	1	2	1	2
<b>CO4</b>	2	1	1	2	2	1	1
<b>CO5</b>	2	2	2	2	2	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. &Statement**


17

Partnerships to achieve the Goal

**SDG Justification:**

Partnerships to achieve the Goal- Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

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	<b>Course Code: MHU848</b>	T	P	J	S	C
	<b>Course Title: Strategic Human Resource Management</b>	3	0	0	0	3
	Course Owner Prof. YVSSS Vara Prasad Syllabus version					1.0
	Course Prerequisite(s) Contact hours					42
	Course Co-requisite(s) Date Approved					
	Alternate Exposure					

**Though the concepts of Strategic Human Resource Management** students will be able to understand the link between human resources department and strategic goals and objectives of the organization in order to improve the organization's performance and develop the organization's culture to ensure that there is innovation and flexibility. Strategic Human Resource Management requires the accepting of the Human resource function as a partner in the formulation of the company's strategies and also in the implementation of those strategies through the human resource activities of the company.

Strategic Human Resource Management deals with taking care of the organization's human resource and managing the human resource appropriately to help in the generation of the organization's profit and also drive the organization towards achieving its goals.

### Course Objectives

- 1 understand the relationship of HR strategy with other functional and overall corporate strategy
- 2 how to formulate HR strategy, apply different models to business needs
- 3 apply different models to develop strategies, where different HR practices requires
- 4 evaluate and audit different practices of HR

### UNIT - I Title: Introduction to SHRM : (9 sessions) (CO1, CO2, L1 & L2)

Definition of SHRM, Need and Importance of SHRM; Human resources as a source of competitive advantage; Traditional HR Vs. Strategic HR, Barriers to strategic HR, Types of Strategies - Corporate Strategy, Business strategy and HR Strategy.

Learning outcomes: at the end of the unit student will be able to :

- 1 understand the basics of SHRM Co1, L1
- 2 differentiate strategic HR from traditional HR Co2, L1
- 3 explain different barriers and types of strategies Co2, L2

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

## **Unit II Integration of HR Strategy : (8 sessions)(CO2, L2 & L3)**

Integration of HR Strategy : Integration of HR Strategy with corporate and business strategies; Different approaches to integration; the 5-P model for linking people with strategic needs of business; Role of HRM in strategy formulation and implementation; HR as a Strategic partner;

Learning outcomes: at the end of the unit student will be able to :

- 1 integrate HR strategy Co2, L2
- 2 describe different approaches for strategy integration Co2, L2
- 3 demonstrate HR role in strategy formulation and implementation Co2, L2
- 4 describe how HR can be a strategic partner Co2, L2, L3

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

## **UNIT - III Title:HR Environment and Strategic HR Processes:(9 sessions)(CO2, CO3, L2, L3 & L4)**

HR Environment and Strategic HR Processes: Impact of Technology, Changing nature of work, demographic changes, workforce diversity etc., on HR; HR Planning, Strategic issues in staffing; Performance Management: Meaning and need for performance management, performance appraisal systems and their limitations.

Learning outcomes: at the end of the unit student will be able to :

- 1 identify the technology impact on HR environment Co2, L2
- 2 describe what is HR planning and strategic issues in the process of Staffing, Co3, L3
- 3 can analyse Performance management, various appraisal systems and their limitations Co3, L3

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

## **UNIT - IV Title: Training and Development Strategies : (9 sessions) (CO3, CO4, L3 & L4)**

Training and Development Strategies : Cross - cultural training, Multi-skilling, Succession Planning; Creating a learning organization; Strategically oriented compensation and reward systems: Skill - based pay broad banding , variable pay, profit sharing, employee stock option plans, executive compensation.

Learning outcomes: at the end of the unit student will be able to :

- 1 can explain the concepts of cultural training, Multi-skilling, Succession Planning Co3, L3
- 2 can set a learning organization Co4, L3 & L4
- 3 demonstrate Strategically oriented compensation Co3, L3 & L4
- 4 apply various contemporary changes in the compensation strategically

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

**UNIT - V Title: Systems of high-performance human resource practices: (7 sessions) (CO3, CO4, L3, L4 & L5)**

Systems of high-performance human resource practices; Human resource Evaluation; Measures of Evaluation; HR Audit.

Learning outcomes: at the end of the unit student will be able to :

- 1 describe the systems of high-performance strategically **Co3, L4**
- 2 can apply HR Evaluation **Co3, Co4, L3 & L4**
- 3 can demonstrate HR Audit **Co3, Co4, L3 & L4**

**Pedagogy tools:** Blended learning, Case discussion, video lectures, self-reading, group discussions

**Textbook(s):**

- Jeffrey A. Mello “Strategic Human Resource Management” – Cengage Learning
- Charles R. Greer., Strategic Human Resource Management- A general managerial approach. Pearson Education (Singapore) Pvt. Ltd.
- K. Prasad, Strategic Human Resource Management, K. Prasad. Macmillan India Ltd.
- Rajib Lochan Dhar., Strategic Human Resource Management, Excel Books, New Delhi
- Tanuja Aggarwala., Strategic Human Resource Management, Oxford University Press, New Delhi.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	1	2	1	2	1	1	2
<b>CO2</b>	2	1	2	1	1	1	1
<b>CO3</b>	2	1	1	2	1	1	1
<b>CO4</b>	1	2	1	1	1	2	1
<b>CO5</b>	1	2	2	1	1	1	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**


Decent Work and Economic Growth

**SDG Justification:**

Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work. This course will equip the student with all the knowledge and skill to design the compensation structure of employees in organizations.

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	<b>Course Code: MHU850</b>	L	T	P	J	S	C
	<b>Course Title: HR &amp; TECHNOLOGY</b>	3	0	0	0	0	3
	Course Owner	Syllabus version				1.0	
	Course Prerequisite(s)	Contact hours				50	
	Course Co-requisite(s)	Date Approved					
	Alternate Exposure						

*The tide of technology has reached HR's shores and is carrying it into deeper waters where it can analyze data to play a more active role in the organization. The big data that is available to an HR manager within the organization can be used for talent management. This course is designed to create an awareness of the significant role of human capital metrics in managing talent in organizations. Employee value propositions can be created by making decisions based on data available in an organization. Moreover, HR was one of the most impacted functions during the pandemic Covid-19. Adapting technology in various HR practices was one of the most observed changes in the HR function.*

#### Course Objectives

1. To explain the significance of human capital metrics in creating a value proposition for the organization
2. To analyze the application of analytics to make various HR decisions
3. To create a business playbook
4. To design an HRIS based on organization needs
5. To familiarise with the trends in HR and Technology

#### UNIT - I Title: Introduction to Analytics

**No of Hours: 10**

Meaning of analytics; Classification; Importance of HCM Model; Employee value proposition; Human Capital performance metrics-second generation and third generation metrics; Predictive analytics for Human Capital Management- interpreting data.

#### Learning Outcomes:

After completion of this unit, the student will be able to

1. Analyse the significance of analytics in HR Management · L3
2. Familiarise with the human Capital performance metrics -L2

**Pedagogy tools:** Blended learning, Caselet, video lectures, self-reading, group discussions

#### UNIT - II Title: The new face of workforce planning

**No of Hours: 10**

The workforce planning; Segmentation of skills; Compensation for attracting, motivating and retaining employees; Measuring employee engagement; Disorder and disengagement; Signs of departure-behaviour based signs, event-based signs, data-based signs of departure. **The business playbook:** Concept of business playbook; the significance of business playbook; scenario planning; contents of a playbook; the process of creating a playbook; HR playbook.

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Understand the significance of analytics in workforce planning -L2
2. Create a playbook - L4 **1/3**

**Pedagogy tools:** Blended learning, Caselet, video lectures, self-reading

**UNIT - III Title: Introduction to HRIS No of Hours: 10**

Definition and significance of HRIS; Types of HRIS; System Development process of HRIS; Database concepts Data, information and knowledge; DBMS concepts- Entities, Attributes, Relationships, Primary keys and Foreign keys; Data and users in HRIS.

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Differentiate between different types of HRIS - L3
2. Understand the concepts of DBMS - L2

**Pedagogy tools:** Blended learning, Caselet, video lectures, self-reading

**UNIT - IV Title: Designing HRIS****No of Hours: 10**

HRIS architecture- two tier, three tier, N-tier architecture with ERP; Cloud computing; Planning system implementation; System development Life cycle (SDLC) phases – need analysis, logical design, physical design, vendor selection, assessing system feasibility; ERP life cycle; project management in HRIS – IT perspective, HR perspective, investments in HRIS cost-benefit analysis, implementation costs, estimating indirect benefits.

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Understand the concepts related to designing an HRIS -L2
2. Manage projects in HRIS -L4 · L3 · L3 · L2 · L5 · L1

**Pedagogy tools:** Blended learning, Caselet, video lectures, self-reading

**UNIT - V Title: Emerging trends in HR & Technology****No. of Hours: 10**

Artificial Intelligence in HR, Open work force, Workplace experience, Candidate experience, Data-driven HR strategies- Recruitment marketing, Pre-employment assessments, Onboarding kiosks, Employee learning and Virtual team building, Health advocacy programs, Caregiving benefits, HR agility.

**Learning Outcomes:**

After completion of this unit, the student will be able to

1. Understand the emerging trends in HR and the applications of technology - L3

**Pedagogy tools:** Blended learning, Caselet, video lectures, self-reading

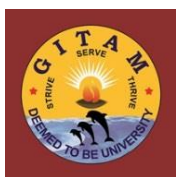
**Textbook(s):**

1. Fitz-Enz, J. (2010). *The new HR analytics*. American Management Association.
2. Kavanagh, M. J., & Johnson, R. D. (Eds.). (2017). *Human resource information systems: Basics, applications, and future directions*. Sage Publications.
3. Badgi, S. K. (2012). *Practical Human Resource Information Systems*. PHI Learning Pvt. Ltd.
4. Ray, R. (2010). *Enterprise Resource Planning*. Tata McGraw Hill, New Delhi.

5. Gupta, A.K. (2005). *Developing Human Resource Information System*. Daya Publishing House, New Delhi.
6. Goyal, D. P. (2011). *Enterprise Resource Planning*. Tata McGraw-Hill Education, New Delhi.

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	1	2	1	3	2	1	3
CO2	1	2	3	3	0	0	3
CO3	1	2	1	3	0	1	3
CO4	1	1	0	3	0	1	3
CO5	1	1	0	3	0	1	3
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							
<b>BOS :</b>			<b>ACADEMIC COUNCIL</b>				
<b>SDG No. &amp; Statement</b>	8						
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all							
<b>SDG Justification:</b>							
The completion of this course will trigger the thinking process among the students (managers or entrepreneurs) to work towards sustained economic growth and creation of employment and decent work for all.							

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**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**  
**(Declared as Deemed to be University u/s 3 of UGC Act. 1956)**  
**Visakhapatnam – 45.**

<b>Course Code: MHU 852</b>	<b>Course Title: CHANGE MANAGEMENT</b>
<b>Semester: IV</b> <b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA</b>	<b>Batch / Academic Year: 2021-2023</b>
<b>Course Leader:</b>	

### Course description and learning outcomes

In a changing world, progress is rarely achieved only by 'reasonable' man. Leadership, vision, and inspiration are essential for success in handling change. The course attempts to enable the students to understand the key 'ingredients' for successful change. Also, the course exposes the student to a range of concepts and techniques to help them handle change more effectively.

#### Course Outcomes:

At the end of the course student will be able to

- Understand the concept of change and its consequences
- Understand organizational culture and its change consequences
- Appreciate the process of organizational development and OD interventions

#### UNIT-I ☹️ (CO1 L2, L4)

Organizational Change: Introduction, forces of change, planned internal change, planned external change, types of change.

#### UNIT-II (CO2 L2, L3, L4)

Models of Change: Characteristics, Systems Model, Lewin's Force Field Analysis, Continuous Change Process Model, change and its impact, resistance to change.

#### UNIT-III: (CO3 L2)

Organizational Culture and Change: Corporate culture, a systematic approach to making change, ten keys to effective Change Management.

#### UNIT-IV: (CO4 L2)

Organizational Development: Characteristics, assumptions of OD, Model of OD Action Research.

#### UNIT-V: (CO5 L2, L3)

OD Interventions: Selecting an OD intervention, classification of OD interventions, OD interpersonal interventions, OD team development interventions, OD intergroup development interventions.

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

	<b>Course Outcome</b>	<b>Assessment</b>
CO1	Understand the concept of change and consequences to change in organisations	A1, A2, A4
CO2	Analyze the different models of change and understand the process of changes	A1,A2,A4
CO3	Analyze the impact of organizational culture in the process of change	A1, A3, A4
CO4	Understand the concept of Organizational development	A1, A4
CO5	Understand the various OD interventions	A2, A4

#### Text Book

1. Kavitha Seth, "Organization Change and Development", Excel Books, 2014

#### References

1. Radha R. Sharma, "Change Management", Tata McGraw Hill, New Delhi, 2012
2. Nilakant and Ramanarayan, "Change Management", Response Books, New Delhi, 2012
3. Kirpatrick, D. L., "Managing Change Effectively", Butterworth, New Delhi, 2012

#### Journals

1. Stanford Social Innovation Review Stanford University
2. Harvard Business Review, Harvard Business School, USA
3. Vikalpa, Indian Institute of Management, Ahmedabad

#### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
**0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance**


	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	2	0	3	1	1	1	3
<b>CO2</b>	2	0	1	2	1	1	2
<b>CO3</b>	2	1	1	1	2	1	2
<b>CO4</b>	1	0	1	0	3	2	2
<b>CO5</b>	0	1	1	1	1	1	2
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							
<b>BOS :</b>			<b>ACADEMIC COUNCIL</b>				
<b>SDG No. &amp; Statement</b>		8					
Decent Work and Economic Growth							

**SDG Justification:**

Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work. This course will equip the student with all the knowledge and skill to design strategic HRM in organizations.

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## OPERATIONS

	<b>MOP 842</b>	<b>Materials Management</b>	L	T	P	J	S	C	
			3	0	0	0	0	3	
	Course Owner	Department of Operations	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				36		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

### Course Description and Course outline

The cost of materials is a significant component in the over-all cost of production in manufacturing & services. To keep costs low, purchase of material, storage and inventory control becomes essential. Materials management is in fact a bridge between optimal acquisition of input materials and the eventual smooth transfer into output of products and services. Prudent management of materials becomes thus a core activity. The various concepts and techniques of Materials management would benefit contemporary as well as the evolving futuristic organizations, for their stability and prosperity. This would also facilitate meeting global competitiveness effectively for organizations.

### Course Objectives

- To understand the basic concepts of Materials Management for enhancing competitiveness in organizations.
- To recognize the fundamental concepts of various decision-making tools used in the Materials Management
- To understand the frame work of Inventory Control in Organizations
- To acquire skills in formulating Materials management strategy

**UNIT - I****No of Hours:7**

Materials management an Overview: Strategic importance of materials management and its relationship with various functional managements, purchase, stores and inventory control functions.

**Learning Outcomes:**

After completion of this unit, the student will be able to:

Indicate the importance of materials management	L1
Compare the relation with various functional managements	L3
Examine different functional blocks	L2
Explain the role of materials management in an manufacturing industry	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - II****No of Hours: 7**

Materials Forecasting & Sourcing: Demand forecasting, sourcing of materials, vendor developing and sellers relationship.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Describe forecasting	L2
Investigate types of forecasting techniques	L3
Explain Vendor development	L4
Pinpoints the importance of relationship	L3

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

**UNIT - III****No of Hours: 8**

Materials Planning and Control: Materials planning and budgeting, functions of inventory, Inventory systems and modelling, process of inventory and spare parts management.



**Learning Outcomes:**

After completion of this unit, the student will be able to:

Explain Materials Planning and Control	L1
Practice Materials planning and budgeting	L2
Pinpoints the importance of VMI	L3
Identify EOQ	L3
Manage VMI	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - IV**

**No of Hours: 7**

Stores management: Stores functions, material codification, materials standardization, location of stores, stores security and loss function and stores accounting.

**Learning Outcomes:**

After completion of this unit, the student will be able to:

Explain facility allocation	L4
Inspect material standardization	L3
Compare store functionalities	L1
Demonstrate material codification	L2
Manage risk	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - V**

**No of Hours: 7**

Materials Management - Organization & Appraisal: Materials management organization, M.I.S for Materials management, Materials management control and its performance appraisal.

## Learning Outcomes:

After completion of this unit, the student will be able to:

Explain material management control	L4
Manage operation for sustainable materials management	L4
Prepare Materials management strategy	L3
Inspect MIS	L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

## Journals

1. International Journal of Logistics Management, Emerald publisher.
2. Journal of Purchasing and Materials Management, Wiley publisher.

## Website(s)

1. [www.poms.org](http://www.poms.org)

## CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	1	0	0	1	1	1	1
CO2	2	2	1	1	2	2	2
CO3	1	0	1	1	2	2	2
CO4	1	3	2	1	1	2	2
CO5	1	2	2	1	2	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:


BOS :

ACADEMIC COUNCIL

SDG No. & Statement

SDG Justification:

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	<b>MOP844</b>	<b>Quality Management</b>	L	T	P	J	S	C	
			3					3	
	Course Owner	Department of Operations	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours						
	Course Co-requisite(s)		Date approved						
Alternate Exposure									

### Course Description and Course outline

Total quality is a description of the culture, attitude and organization of a company or a business that aim to provide, and continue to provide, its customers with products and services that satisfy their needs. The culture requires quality in all aspects of the company's or business operations with aim to perform things right at the very first attempt and defects and waste are eradicated fully from operations. TQM, QC, SQC, PC, TQC are varied nomenclatures being used in literature to achieve the goal of quality. It the quality of the product or services at reasonable cost with good design that can bring country at the top of technologically advanced nation today. This course introduces major concepts and statistical techniques used in total quality management. It introduces quality management and its role in enhancing value creation. Emphasis is given to familiarize the students with the basic foundations of quality, Quality Gurus, The Philosophy of TQM, Leadership and Strategic Planning, TQM Kite marks, Statistical Concepts in Quality Management, Six sigma, Quality Improvement Tools, Kaizen- Continuous Improvement, Breakthrough Improvement, Benchmarking, Business Process Re-engineering, Business Process Management, Total Productive Maintenance, Customer Driven Quality, TQM in Service and Quality Management Systems. Several cases have been suitably mapped for every module for class discussion. On successful completion of the course students will able to apply quality principles to real world scenarios and improve business processes both in manufacturing and services

### Course Objectives

- Appreciate the importance of leadership and quality culture for ensuring the philosophy of total quality management maintained in delivering quality products and services to ensure long term competitive success.
- Appreciate the role of statistical concepts in quality, six sigma and quality improvements tools in improving quality and creating customer satisfaction.
- Appreciate the role of Quality Awards, Kaizen and Breakthrough improvement in ensuring firms to attain total quality.
- Appreciate the importance of business process reengineering, benchmarking and total productive maintenance in ensuring total quality management.

- Appreciate the role of customer in ensuring quality and role of TQM in services through quality management systems.

## **UNIT - I            Foundations of Quality**

**No of Hours: 9**

### **Chapter: 1,2,3 and 4**

Quality Concepts, Quality Gurus, The Philosophy of TQM, Leadership and Strategic Planning

#### **Learning Outcomes:**

After completion of this unit, the student will be able to

- |  |        |
|--|--------|
| ● Understand the different dimensions of product and service quality             | L2, L4 |
| ● Understand the contribution of Quality Gurus to the growth of quality movement | L2, L4 |
| ● Understand the key principles and key elements of TQM                          | L2, L4 |
| ● Understand strategic quality management  | L2, L4 |

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

## **UNIT - II            Quality Management Tools and Strategy**

**No of Hours: 9**

### **Chapter 5,6,7 and 8**

TQM Kitemarks, Statistical Concepts in Quality Management, Six Sigma, Quality Improvement Tools

#### **Learning Outcomes:**

After completion of this unit, the student will be able to

- |   |            |
|---|------------|
| ● Understand the different Awards in Quality Management       | L2, L4     |
| ● Understand the different statistical measurement in quality | L2, L3, L4 |
| ● Understand the fundamentals of the Six Sigma strategy       | L2, L4     |
| ● Evaluate the seven quality control tools                    | L2, L3, L4 |

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - Six Sigma and Kaizen  
III**

**No of Hours:10**

**Chapter: 9,10,11,12**

Kaizen- Continuous Improvement, Breakthrough Improvement, Benchmarking, Business-Process Re-engineering

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Evaluate the approaches of continuous improvement L2, L4
- Understand the importance of innovation and value engineering L2, L4
- Understand the process and importance of benchmarking L2, L4, L5
- Evaluate the methodology of BPR and phases of implementation L2, L4, L5

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

**UNIT - Role of Customer in Quality  
IV**

**No of Hours:9**

**Chapter: 13,14,15,16**

Business Process Management, Total Productive Maintenance, Customer-driven quality, TQM in Services

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Evaluate the importance of business process management L2, L4, L5
- Evaluate the pillars of total productive maintenance L2, L4, L5
- Recognize the value of customer focus in quality management L2, L4, L5
- Evaluate the importance of different models for improving service quality L2, L4, L5

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

## **UNIT - Quality Standards V**

**No of Hours:3**

### **Chapter: 17, 18**

Quality Management System, Management Audit

#### **Learning Outcomes:**

After completion of this unit, the student will be able to

- Identify the benefits of ISO certification L2, L4, L5
- Evaluate the importance of QMS, EMS, and OHSMS L2, L4, L5
- Identify the importance of auditing L2, L4, L5
- Evaluate the issues with registration and certification for quality L2, L4, L5

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

#### **Course Text**

**Total Quality Management**, 3<sup>rd</sup> Edition, **Poornima M. Charantimath**, Person India Education Services Ltd.

#### **Reference Texts**

- Dale H. Besterfield, Carol Besterfield Michna, Glen Besterfield, Mary Besterfield Sacre, "Total Quality Management", Prentice Hall
- Suganthi.L and Anand Samuel, "Total Quality Management", Prentice Hall (India) Pvt. Ltd., 2006.
- Janakiraman. B and Gopal .R.K., "Total Quality Management – Text and Cases", Prentice Hall (India) Pvt. Ltd., 2006.
- David L. Goetsch, Stanley Davis, Stanley B. Davis, "Quality Management", Prentice Hall
- Joel E. Ross, "Total Quality Management: Text, Cases and Reading", St. Lize Press
- James R. Evans, "Total Quality Management, Organization and Strategy", Thomson, South Western
- John S. Oakland, "Total Quality Management: Text With Cases", Butterworth - Heinemann

#### **Journals**

1. Benchmarking: An International Journal, Emerald Publisher
2. The TQM Journal, Emerald Publisher  
Total Quality Management and Business Excellence, Taylor & Francis Publisher

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	3	2	3	2	2	1	1
CO2	1	3	0	1	3	1	2
CO3	3	2	1	0	2	1	2
CO4	2	2	1	1	2	2	2
CO5	2	2	3	1	2	2	2

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**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**  
 (Declared as Deemed to be University u/s 3 of UGC Act. 1956)  
 Visakhapatnam – 45.

<b>Course Code: MOP 846</b>	<b>Course Title: Logistics Marketing</b>	
<b>Semester: IV</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s): MBA</b>	<b>Batch/Academic Year: 2021-23</b>	
<b>Course Leader:</b>		

**Course description and learning objectives**

Marketing and logistics have been managed separately within most organizations. However, in today's highly competitive global marketplace, organizations are increasingly required to create and deliver customer value and to focus on the interrelated business processes involved in providing superior service to current and prospective customers. Therefore, this course is designed to:

- Understand the integral and on-going relationship between marketing, logistics, distribution (transportation), marketing channels and the broader aspects of marketing.
- Understand the importance of marketing logistics interface.

**UNIT-I (8 Hours)(CO1, CO2, L1 & L2)**

**INTRODUCTION TO MARKETING LOGISTICS**

Introduction, concept of Marketing Logistics, Objectives of Marketing Logistics, Importance of Marketing Logistics, Logistics Tasks, Logistics and Marketing, Domestic & International Logistics, Recent Developments in International Logistics, Role of Information Technology.

**UNIT-II: (8 Hours)(CO2, L2& L3)**

**MARKETING STRATEGIES AND LOGISTICS**

Customer Service, Framework for Strategic Logistics Planning, Strategic Distribution Arrangements, Managing Physical Distribution of products/services, Environment of Foreign Trade, challenges of the Market Place, Balancing Functional Objectives, and Integration of Systems Functions in International supply Chains.

**UNIT-III: (8 Hours) (CO2, CO3, L2, L3 & L4)**

**LOGISTICS AND CUSTOMER VALUE**

The marketing and logistics interface, Importance of customer retention, concept of relationship marketing, Defining customer service & Developing a Market-driven logistics strategy- Shift from brand value to customer value – Costs of ownership and Customer Profitability management.

**UNIT-IV (8 Hours) (CO3, CO4, L3, L4& L5)**

**STRATEGIC LEAD-TIME MANAGEMENT**

Time-based competition, Critical sources of competitive advantage, Strategies for lead time reduction-Logistics process re-engineering - Measuring and managing the 'lead-time gap'. Demand-Driven Supply Chains: Creating agile supply chains – Connecting the supply chain through shared information - Quick response logistics, Efficient Consumer Response (ECR).

**UNIT-V: (5 SESSIONS) (8 Hours)(CO1, CO2, L1, L2 & L3)**

**MANAGING MARKETING LOGISTICS**

Need for organizational change, Manage processes, Manage supply and demand. Importance of performance management, focus on internal and external customer satisfaction - Managing risk in the Supply chain, building supply chain resilience.



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


	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the importance of marketing logistics.	A1, A3, A4
CO2	Understand the role of marketing and logistics strategies	A1, A2, A3, A4
CO3	Realize the importance of marketing logistics interface	A2, A3 & A4
CO4	Understand the role logistics and customer value	A3, A4
CO5	Realize the importance of time based competition	A1, A3, A4

#### **CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO). 0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

<b>CO PO Mapping</b>							
<b>Internal</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>C01</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>C02</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>C03</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>C04</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>C05</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

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	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>	
	<b>MOP848</b>	<b>Strategic Logistics Management</b>		3					
	<b>Course owner</b>	Prof. N Sai Sudhakar	<b>Syllabus version</b>				1.0		
	<b>Course Pre-requisite(s)</b>	NIL	<b>Contact hours</b>				40		
	<b>Course Co-requisite(s)</b>	NIL	<b>Date Approved</b>						
	<b>Alternate Exposure</b>								

## Introduction

Traditionally, “Logistics” had been treated as an operational activity and was perceived as an activity which does not have any function other than “transportation”. However, over the past two decades, perceptions on this have changed dramatically and “logistics” gained attention to be included in the strategic planning processes of firms. It has increased its importance from a “minimum necessary function” to (i) an activity of significant cost savings (ii) an activity that had enormous potential to provide better customer service and (iii) a marketing weapon that could be effectively utilized to gain sustainable competitive advantage. The improved logistics capabilities will complement the supply chain operations.

## Course Objective

- The objective set for this course is to provide students with an understanding of conceptual framework in logistics, logistics mix, approaches to logistics management, risk assessment and strategies, etc.

### Unit - I Introduction to strategic logistics planning

**No of Hours: 6**

conceptual framework of logistics; logistics mix, logistics – a system concept; logistics for business excellence; customer service – a key element in logistics; service attributes; value added logistical services; logistics outsourcing – benefits, 3PLs & 4PLs; logistics and competitive strategy: gaining competitive advantage through logistics; the mission of logistics management; the changing logistics environment

#### Learning Outcomes:

After completion of this unit, the student will be able to

- |  |    |
|--|----|
| Understand the role of logistics in creating competitive advantage     | L2 |
| Understand role of customer service in logistics strategy              | L2 |
| Understand logistics competitive framework for strategic planning      | L2 |
| Evaluate alternative options in developing logistics strategy/planning | L5 |

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - II    Transportation, storage and material handling****No of Hours: 7**

Transportation: transportation modes & options; infrastructure; freight management; transportation networking; Storage: warehousing functions; options; layout design; costing and performance; cold chain infrastructure; Material handling: its role; equipment and systems; packaging

**Learning Outcomes:**

After completion of this unit, the student will be able to

- |  |    |
|--|----|
| Analyse different transportation modes & mix for decision-making | L4 |
| Analyse the factors influencing the transportation costs         | L4 |
| Explain the various storage options available                    | L2 |
| Evaluate different material handling systems                     | L5 |

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - III    Inventory management & logistics information systems****No of Hours: 6**

Inventory: Its functions; costs related to inventory and controls; Kanban; just-in-time; Logistics information systems (LIS): information needs, designing LIS; role of technology; automatic identification technology; communication technology; simulation.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- |   |    |
|---|----|
| Explain the role of inventory in logistics & supply chain management and its implications | L2 |
| Evaluate inventory planning models, control techniques and policies                       | L5 |
| Analyse characteristics of logistical information system and the design needs             | L4 |
| Evaluate role of technology in logistics  | L5 |

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - IV    Network design analysis****No of Hours: 5**

Facility location analysis: network design, its alternatives and costs associated with them; the infinite set approach - centre of gravity of supply and demand; the feasible set approach - location weighted score method

**Learning Outcomes:**

After completion of this unit, the student will be able to

- |   |    |
|---|----|
| Explain how supply chain design facilitates network integration.                                      | L2 |
| Apply the main network design and implementation steps.   | L3 |
| Identify the major factors to be taken into account during network design and in locating facilities. | L4 |

Evaluate different modelling approaches and techniques that are applicable for network design L5

**Pedagogy tools:** Blended learning, case study, activities, self-reading

**Unit - V Reverse logistics and humanitarian logistics**

**No of Hours: 6**

why reverse logistic and its scope; product returns; end-of-life disposal schemes; asset value recovery strategies; ethics and impact of logistics & supply chain activities on triple bottom line; green logistics management; Humanitarian logistics: insights & challenges

**Learning Outcomes:**

After completion of this unit, the student will be able to

Explain the role of reverse logistics in supply chain management - product returns & end-of-life disposal schemes L2

Evaluate asset recover strategies L5

Evaluate the impact of supply chain activities on triple bottom line (sustainability) L5

Analyse the humanitarian logistics L4

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

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

<b>CO1:</b>	Understand the role of logistics in strategic planning.	L2
<b>CO2:</b>	Explore the role of transportation, storage, distribution and risk management in strategic planning	L3
<b>CO3:</b>	Evaluate the storage capacity and other factors for better utilization of warehouse space	L5
<b>CO4:</b>	Analyse the network design to evaluate the location decisions	L4
<b>CO5:</b>	Evaluate strategies for reverse logistics and humanitarian logistics	L5

**Textbook(s):**

2. Sople, V.V. (2013). Logistics management (3<sup>rd</sup> edition). Pearson publications: New Delhi.

**Additional Reading**

**Reference Book(s) and journal papers:**

Harrison, A., Van Hoek, R., (2011). *Logistics management strategy: competing through the supply chain*, Fourth edition. Harlow: Financial Times Prentice Hall.

Chopra, S. and Meindl, P. (2014). *Supply Chain Management: Strategy, Planning and Operation*, Sixth edition. Chennai: Pearson Education.

Christopher, M. (2011). *Logistics & Supply Chain Management*, Fourth edition. Harlow: Financial Times Prentice Hall.

Stock, J.R., & Lambert, D.M. (2000). *Strategic logistics management*, Fourth edition. McGraw-Hill/Irwin publications: USA.

Kovács, G. and Spens, K. M. (2007). "Humanitarian logistics in disaster relief operations", *International Journal of Physical Distribution & Logistics Management*, Vol. 37, No. 2, pp.99-114.

Taticchi, P., Garengo, P., Nudurupati, S. S., Tonelli, F. and Pasqualino, R. (2015). "A Review of Decision-Support Tools and Performance Measurement for Sustainable Supply Chain Management", *International Journal of Production Research*, Vol.53, No.21, pp. 6473-6494

**Journal(s):**

3. International Journal of Physical Distribution & Logistics Management Journal of Supply Chain Management
4. Supply Chain Management, An International Journal
5. Journal of Operations Management
6. Production and Operations Management
7. International Journal of Production and Operations Management
8. International Journal of Production Economics
9. International Journal of Production Research
10. Production Planning and Control

**Course Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	3	0	0	1	0	3	0
CO2	3	0	0	1	0	1	3
CO3	3	1	0	0	0	3	3
CO4	2	3	0	0	0	3	2
CO5	2	0	0	3	0	2	1
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation							
<b>APPROVED IN:</b>							
<b>BOS :</b>			<b>ACADEMIC COUNCIL</b>				
<b>SDG No. &amp; Statement</b>	8						
<b>SDG Justification:</b>							

1-Low, 2- Medium and 3- High Correlation

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**GITAM Institute of Management (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**

(Declared as Deemed to be University u/s 3 of UGC Act. 1956)

Visakhapatnam – 45.

<b>Course Code:</b> MOP850	<b>Course Title: Port &amp; Terminal Management</b>	
<b>Trimester:</b> IV	<b>Course Type:</b> Elective	<b>Credits:</b> 3 (30 Hours)
<b>Home Programme(s):</b> MBA (All) 2021-23		
<b>Course Leader:</b>		

**Course Description and Learning Outcomes**

The subject deals with the importance of the Ports and Terminals and how they facilitate the Shipping Industry. The subject deals with the Planning, Programming, and execution of the right applications in the Ports and Terminals which gives the student any employment opportunity in Ports and Terminals. Students specializing in shipping must understand the significance and challenges related to ports. Ports constitute an integral part of the logistics chain; their role goes beyond the traditional cargo-handling functions, and they are faced with the challenge of having to provide value added services. The course analyses how ports are organized, managed, and planned, and how ports interface with the logistics chain. The course provides knowledge and analysis of the principles and evolution of container terminal management, port indicators and supply chain management.

**UNIT - 1:**

Difference between Major and Minor Ports - Ports in India - Natural Harbours - New Ports to be developed in India - Major Ports of the World - Largest Port in the world - Port Officials and their roles - Role of Ports - Who are Port users.

**UNIT - 2:**

Container Terminals - Privatization of Terminals - Reason for Privatization - Major Terminal Operators in India - Terminal Operators of the world - Privatization the need of the hour - Agreement between and existing Port Terminal and the new operator

**UNIT - 3:**

Import Cycle - Export Cycle - Positions and Places in a Terminal - Facilities in a Terminal - Container Monitoring and stacking - CFS inside a Terminal - Reasons for Congestion of a terminal - de-congesting the terminal - Window system in a terminal.

**UNIT - 4:**

Major Port Trust Act - Port as a custodian of the cargo - Transit sheds - Cargo receivers - Wharfs and Berths - Various berths in a Port - Meaning of Berth Restrictions - Port equipments and damage - Extra services - Berth reservation schemes

**UNIT - 5:**

Port Tariff - Pilots and their duties - Tugs and its usage - Night navigations - Light Dues - Tariff Authorities of Major Port - Revision of rates - Port Trustees - Safety Procedures - Introduction of ISPS - Damage to Port property by ships - Compensation and confiscation of cargo to adjust dues

**COURSE OUTCOMES:**

As a result of taking this course, the student should be able to:

1. Define the role of ports, including in a through transport context, and their features, including different forms of ownership structure of ports.
2. Identify the interface of ports with logistics and the position of ports in the supply chain.
3. Analyze port performance and relevant quality management systems.
4. Describe the involvement of principal stakeholders in port management, port safety and port security (unions, customs, etc.).
5. Analyze port charges and port competition related issues.
6. Integrate port planning and development policies

**TEXTBOOKS:** 1. Major Port Trust Act – Government of India

**REFERENCE BOOKS:**

- 1) Port Industry Statistics, American Association of Port Authorities
- 2) AP MOLLOR Guidebook on Terminal
- 3) DUBAI PORT AUTHORITIES Manual

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	3	0	0	0	1	2	1
CO2	1	2	0	0	0	2	1
CO3	0	3	0	0	2	2	1
CO4	2	2	0	0	0	2	3
CO5	7	0	0	0	1	2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

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**SDG No. & Statement**


4

Unit 1 and 2 deals with what the roles and responsibilities are important in the management.

**SDG Justification:**

As this course is aimed to understand the concepts at global context, it helps students in exploring the ways to build relations by understanding the cultural differences.

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MBI 858</b>	<b>Global Sourcing</b>						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		50			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Globalization and growth of free trade have given numerous opportunities to the growth of manufacturing and services sectors across the world. Improving interdependence among nations allowed business organisations to look for suppliers and customers beyond their physical boundaries. Technological innovations coupled with growth of internet conferred newer avenues for business managers to seamlessly procure goods from across the world and manage inventory levels. These developments have significantly improved industry expectations from the business executives. The course is, therefore, designed to enhance the skillset of students who wish to create niche for themselves in this domain. Contents of the curriculum cover the dynamics of global sourcing that can equip the students to confidently support the global sourcing practices at the organisations that they join.

**Unit I Title: Introduction to Global Sourcing**

**No of Hours- 10**

Definition and meaning of Sourcing & Outsourcing; global purchasing management; Skill required; Need for global sourcing; Modes of global sourcing. Global sourcing models & risks involved.

*Case Study: Global Sourcing Development at IKEA*

**Learning Outcomes:**

After completion of this unit, the student will be able to

- To understand the concepts of sourcing and outsourcing. L1
- To understand the global purchase management system. L2
- Understand the core concepts of skill requirement. L3
- Explain the infrastructure and needs of global sourcing. L4
- Explore the various global sourcing models and the risks involved. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit II Title: Cost considerations in global sourcing**

**No. of Hours: 10**

Landed costs: developing landed cost models; integrating domestic supply chain requirements, reducing landed costs; transportation and logistics. Risk management & insurance – contract and business relationship management; political risk, receivables, and export credit, steps in mitigating risks. Developing an inbound supply chain risk management strategy

**Learning Outcomes:**

After completion of this unit, the student will be able to



- Understand the landed costs and landed cost models. L1
- To understand the supply chain requirements. L2
- To understand the relationship between contract and business. L3
- Identify the various risks involved in supply chain. L4
- Helps the students to understand the supply chain risk management strategy. L5

**Unit III Title: Strategic sourcing plan and its operations' alignment: No of Hours.10**

Requirement mapping, opportunity analysis, segmentation. Types of Global Sourcing: Technology Oriented Global Sourcing, Cost Oriented Global Sourcing & Competition Oriented Global Sourcing. Global Procurement

*Case Study: ASL Case Study*

**Learning Outcomes:** After completion of this unit, the student will be able to

- Understand the Requirement mapping. L1
- Understand the factors influencing the opportunity analysis. L2
- Explain the different models of global sourcing. L3
- Explain the factors influencing global procurement. L4
- Explain the global sourcing market segmentation. L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit IV Title: Sourcing through Bids and Proposals: No of Hours- 10**

Solicitation planning and methods. Supplier diversity management – diversity programs, supplier diversity best practices; global supplier diversity; diversity advocacy organizations. Sustainability – Issues, Guidelines, criteria for supplier evaluation, World Bank Reports of International Bidding.

*Case Study: Global Sourcing at Nike*

**Learning Outcomes:** After completion of this unit, the student will be able to

- Explain the concept of soliciting and planning. L1.
- Explain the role of global supplier diversity. L2
- Understand Sustainability of supply chain. L3
- Explain supplier evaluation. L4
- Discuss international bidding. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title: Global sourcing trends No of Hours- 10**

Developing global sourcing strategies; Trends in Global Sourcing, International trade requirements. Sourcing to settle (S2S) – Need for S2S; Implementing, managing, & outsourcing S2S process.

*Case Study: Philips healthcare: global sourcing in a post-covid-19 world*

**Learning Outcomes:** After completion of this unit, the student will be able to

- Understand the various global sourcing strategies. L1
- Understand the trends in global sourcing. L2
- Explain the S2S sourcing to settle. L3
- Discuss the outsourcing S2S process. L4
- Explain Needs for S2S. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Course Outcomes:**

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

	Course Outcomes	Assessment
CO1	Understand need, modes, and models of global sourcing	A1
CO2	Explore and analyze the role of trade promotion bodies of India.	A3
CO3	Students will be able to examine worldwide inter country trade volumes.	A3 & A2
CO4	Understand the various functions and operations of various multilateral trade institutions.	A3 & A2
CO5	Understand the opportunities and challenges of India in the various multilateral trade organizations.	A4

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO). 0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

MBA – IB Global sourcing, -CO-PO Mapping

	POs					PSO's		
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	Total
CO1	1	1	0	1	0	1	1	5
CO2	2	2	0	2	2	1	1	10
CO3	2	2	2	2	2	1	1	12
CO4	2	3	2	3	1	3	2	16
CO5	2	3	0	3	1	2	2	13
Target Maxim Achieved	9	11	4	11	6	8	7	56
Sustainable Development Goals (SDG)s								
SDG16**	1	0	0	1	1	1	1	
**The concepts in the Unit-1 to 4 on sustainable production and supply methods and responsible means of usage of resources are in correlation with the SDG goal 16.								

\*\*Peace and Justice Strong Institutions- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Reference Books:**

- E-Resources, Cases, E-Books, Websites, E-Library, Handouts.
- Sourcing and Supply Chain Management – Handfield, Monczka, Patterson; CENGAGE
- Strategic Global Sourcing Best Practices By Fred Sollish, John Semanik · 2011
- Global Sourcing and Supply Management Excellence in China (2017), Procurement Guide for Supply Experts Authors: Marc Helmold, Brian Terry

**Additional Learnings/Journals**


- Journal of Global Operations and Strategic Sourcing, Emerald
- Understanding Integrated Global Sourcing, Emerald Insights

**Videos**

1. Global Sourcing strategies- <https://www.coursera.org/lecture/international-business-operations/global-sourcing-strategies-kDkSd>

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**BUSINESS ANALYTICS**

	<b>MAN842</b>	<b>Web And Social Media Analytics</b>	L	T	P	J	S	C	
			3					3	
	Course Owner	Department of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				45		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

Marketing has evolved from its traditional form into digital marketing covering the world of social media, mobile and many more forms of digital technologies that are evolving, for example, the wearable devices being the next frontier. The pressure on the marketing departments and the marketing heads has always been the proper justification of spend with the return of investment that can be obtained. This equation becomes more complex as the marketing spend now gets divided into many platforms, channels, and mediums that are available both in the offline and online world. We see marketing as a new paradigm and WSMA for marketing will help all the marketers to streamline their efforts, and justify spending with measurable and meaningful metrics covering both the offline and online world. This analytics course has been created keeping in focus a marketing professional, and with the prerequisite that the professionals are already familiar with the basics of digital marketing concepts.

**Course Objectives**

- 1) Understand the concept of web analytics
- 2) Understand clickstream and emerging analytics like social, mobile and video
- 3) Apply web analytics metrics using a tool
- 4) Use different web metrics to understand a web site and its users
- 5) develop a working proficiency of statistical concepts used in Web Analytics for decision making

## UNIT - I

No of Hours:9

**Introduction to Web Analytics:** Concept of web analytics, Importance and benefits of Web Analytics, Selecting a web analytic tool, Web Metrics – Visits and Visitors, Time on page and Time on site, Bounce Rate, Exit Rate, Conversion rate, Engagement, Attributes of metrics, Strategic elements related to web metrics – diagnosing root cause, leveraging customer reports, macro view of the site’s performance Understanding Digital Data, Understanding Consumer Behavior, Digital Marketing - Biggest Business Use Case, Data Types and Data Generation

### Learning Outcomes:

After completion of this unit, the student will be able to

Understand digital data	L1
Understand Consumer Behavior	L2
Understand digital marketing	L4
Understand data types	L3
Understand data generation	L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

## UNIT - II

No of Hours:9

Google trends and analysis, Google Ads, Understanding the Web Metrics – Basic, Understand the web metrics – Inferential, Understanding the web metrics – Advanced. Google Merchandise Store, WSMA - Business Case - Google Merchandise Store Evolution and Measurement

### Learning Outcomes:

After completion of this unit, the student will be able to

Deal with google trends	L3
Deal with google ads	L3
Understand the Web Metrics	L3
Understanding the Web Metrics - inferential	L3
Understanding the web metrics – Advanced	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

## **UNIT - III**

**No of Hours:9**

**Leveraging Qualitative Data, Testing and Experimentation:** Lab Usability Studies, Usability Alternatives, Surveys, Web-enabled emerging user research options, Testing – A/B Testing, Multivariate Testing, Actionable Testing ideas, Controlled Experiments, Creating and Nurturing a testing culture, Competitive Intelligent Analysis – CI data sources, types and secrets, web traffic analysis, search and keyword analysis

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand what Lab usability studies are and usability alternatives	L3
Web enabled emerging user research options	L3
To be able to A/B testing, Myltivariate Testing/ generate actanable Testing Ideas	L4
Do controled experiments, creating and nurturing a testing culture	L4
To be able to do Web traffic Analysis	L4

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

**UNIT - IV**

**No of Hours:9**

. **Emerging Analytics:** Social Analytics – Data challenge, content democracy evolution, twitter revolution, analyzing offline customer experiences, analyzing mobile customer experiences, Measuring the success of blogs, Quantifying the impact of Twitter, Analysing performance of videos, Hidden web analytics traps – accuracy or precision, Dealing with data quality, Building action dashboard, Nonline marketing opportunity and multichannel measurement, Behaviour Targeting, Challenges in Online data mining and Predictive Analytics

**Learning Outcomes:**

After completion of this unit, the student will be able to

To analyse customer experience through different platforms	L3
To analyse the performance of videos and hiden web analytics traps	L3
To be able to measure success of Blogs	L4
To be able to Quantify the impact of Twitter	L4
To understand the challenges in Online Data Mining and ways to overcome	L4

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

**UNIT - V**

**No of Hours:5**

Text Mining: Overview, Text Mining: Process Flow, Text Mining & Sentiment Analysis Process Flow, Text mining: Executing Hands-on, Text & Sentiment Analysis Hands-on..

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand what text mining is and its relevance	L2
Do text mining and interpret results	L2
What sentiment analysis is and its applications	L2
To be able to do Sentiment Analysis and interpret	L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

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

CO	Course Outcome	Assessment
CO1	Understand and appreciate the most widely used tools of web analytics which form the basis for rational and sound online business decisions	A1, A4, A2
CO2	Create an effective online marketing strategy for clients across industries	A3
CO3	Optimize accounts and effectively allocate budget	A1, A4
CO4	Develop skills in analysis and interpretation of data	A1, A4
CO5	Handle challenging problems using appropriate analysis tools	A3

**Textbook(s):** Web Analytics 2.0 by Avinash Kaushik

1. Social Media Analytics by Matthew Ganis

**Reference Book(s):**


	Programme Outcomes (POs)					PSOs	
	1	2	3	4	5	1	2
CO1	2	2	0	0	2	1	1
CO2	3	3	0	0	3	2	2
CO3	3	3	0	0	3	2	2
CO4	2	3	0	0	3	1	2
CO5	2	3	0	0	3	1	2
<b>SDG 4: Quality Education</b>							



**Statement:** The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity for all persons and promote learning opportunities at all times.

*1-Low, 2- Medium and 3- High Correlation*

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	<b>MAN 844</b>	<b>Decision Science</b>	L	T	P	J	S	C	
			3					3	
	Course Owner	Dept of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)	Nil	Contact hours				45		
	Course Co-requisite(s)	Nil	Date Approved						
	Alternate Exposure								

This course will introduce you to some deterministic and probabilistic models in Decision Science. The course will focus on mathematical modeling and strong emphasis will be given to model formulation. The deterministic models include linear programming problems, transportation problems and Assignment problems whereas Game theory, Simulation and Network models are covered in probabilistic models.

**Course objectives:**

- To familiarize students with the basic concepts, models and principles of the decision science theory.
- To develop skills in formulating and structuring decision-making problems as mathematical models.
- To understand the use of software for obtaining solutions of the models formulated and interpretation of results for better decision making.



**UNIT - I            Introduction****No of Hours: 10**

Nature and meaning of Operations Research, Management applications of Operations Research, main characteristics of Operations Research, scope of Operations Research, role of Operations Research in decision making. Introduction to Model Building, Formulation of a Linear Programming problem, some basic concepts/principles, solution by graphic method.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the concept of Operations Research and its applications in Management	L2
Describe the characteristics of Operations Research, scope and role in decision making	L2
Build the model and formulate the LP problem	L4
Solve the LP problem using graphical method	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - II            Linear Programming****No of Hours: 11**

Introduction to simplex method, slack & surplus variables, solution by Simplex method, sensitive analysis and duality. Analyzing the solutions through Excel-SOLVER.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the simplex method concepts	L2
Solve the LP problem using simplex method	L4
Conduct a sensitivity analysis on LP problem	L4
Analyze the solution using Excel -SOLVER	L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III**

**Transportation and Assignment Problems**

**No of Hours: 9**

Introduction, Basic feasible solutions by various methods: North-West, least Cost and Vogel's Approximation. Assignment Problems – Introduction, Solution by various methods, Hungarian method.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concepts in Transportation problem L2
- Solve the transportation problems using different approaches taught L4
- Understand the concepts in Assignment problems L2
- Solve the Assignment problems using different methods taught L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - IV                      Game Theory and Simulation    No of Hours: 10**

Game theory: Introduction, Two Person Zero Sum Games, Pure Strategies, Dominance Principle, Graphical; Simulation: introduction, types of simulation, generation of random numbers, Monte Carlo Simulation, and waiting lines.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the concepts in Game theory L2
- Apply the concepts in real-life problems L3
- Understand the term simulation and its types L2
- Generate the random numbers and apply Monte Carlo simulation to solve the real-life problem L4
- Understand the concept of waiting lines L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - V                      Network Scheduling by PERT / CPM    No of Hours: 10**

Introduction, network and basic components, logical sequencing, rules of network construction, Critical Path Analysis, probability considerations in PERT, distinction between PERT and CPM.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the concepts of Network Scheduling	L2
Apply critical path analysis model to solve the real-life problem	L4
Understand the concepts in PERT	L2
Distinguish between PERT and CPM and its application	L3

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

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

	Course Outcomes	Assessment
CO1	Identify the roles and responsibilities of operations managers in different organizational contexts	A1, A3
CO2	Identify and formulate decision science models that represent real world problems	A1, A4
CO3	Understand the mathematical tools that are needed to solve decision making problems	A1, A2, A3
CO4	Use Excel-Solver software to solve the proposed models.	A3
CO5	Develop reports that describes the model and the solving technique, analyze the results and propose recommendations to the decision-making processes	A3, A4

#### Text Book

1. Quantitative Techniques in management (5e) – N D Vohra, TMH.

#### Reference Books

1. Introduction to Operations Research- Hillier, F. S. and Lieberman, G. J. (8th ed.), New York: McGraw-Hill.
2. Quantitative Techniques for Managerial Decisions- Sharma, McMillan.
3. Operations Research: An introduction-Taha, H., Pearson Education.
4. Introduction to Management Science – Anderson, Sweeney & Williams.
5. Quantitative methods for Business, Anderson et. al. 12e, Cengage
6. Quantitative Techniques in management (5e) – N D Vohra, TMH.
7. Operations Research Theory and Applications – J K Sharma.

### CO PO Mapping


This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	Programme Outcomes (POs)					PSOs	
	1	2	3	4	5	1	2
CO1	2	2	0	0	2	2	1
CO2	2	3	0	0	3	2	2
CO3	2	3	0	0	3	2	2
CO4	2	3	0	0	3	2	2
CO5	2	3	0	0	3	2	2
<b>SDG 4: Quality Education</b>							
<b>Statement:</b> The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity for all persons and promote learning opportunities at all times.							

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	<b>MAN846</b>	<b>Data Science with Python</b>	L	T	P	J	S	C	
			2		2			3	
	Course Owner	Department of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				45		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

Python is an open source high level interpreter based language. Python is interactive and object oriented language with wide range of applications. Python is commonly used in the area of data science and web based analytics.

**Course Objectives**

1. Understand the programming concepts of python
2. To handle data on py
3. thonTo be able to Descriptive Analytics using python
4. To be able to do Predictive Analytics using python
5. To Build Machine Learning models using python

**UNIT - I                      Introduction to Python****No of Hours:9**

Keywords and Identifiers, Statements and Comments, Input-Output and Import, Operators, Python namespace, Data types - Numbers, Strings, Lists, Tuples, Set, Dictionaries, Arrays, Matrix, Flow Control: If – else, for loop, while loop, break and continue, Pass statement, Looping technique

**Learning Outcomes:**

After completion of this unit, the student will be able to

Deal with input-output of Python	L1
Deal with data types in Python	L2
Deal with arrays	L4
Deal with matrix	L3
Deal with flow control	L2

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

**UNIT - II                      Functions and OOP Concepts****No of Hours:9**

Defining and calling a function, Types of Function, Recursion, Python Modules, Packages, OOP Concepts: OOP concepts in Python – Class, Inheritance, Multiple Inheritance, Operator Overloading

**Learning Outcomes:**

After completion of this unit, the student will be able to

Call a function	L3
Deal with Python Modules	L3
Deal with Python packages	L3
Define function	L3
deal with OOP concepts	L4

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

**UNIT - III**                      **IPython, NumPy and Pandas**                      **No of Hours:9**

IPython Basics, code development in IPython, IPython features, NumPy Basics, NumPyArrays, Vectorized Computation, Indexing and sorting arrays, Structured arrays, Pandas Basics, Pandas data structures, Descriptive statistics, Handling missing data, Hierarchical Indexing, Vectorized string operations, working with time series

**Learning Outcomes:**

After completion of this unit, the student will be able to

Deal with NumPy	L3
Deal with IPython	L3
Deal with Pandas	L4
Handle missing data	L4
Work with time series	L4

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

**UNIT - IV**                      **Working with Data**                      **No of Hours:9**

Reading and writing data in text format, binary data formats, interacting with web, interacting with database, Combining and merging data sets, Reshaping and Pivoting, Data Transformation, Data Aggregation, Pivot tables and Cross Tabulation

**Learning Outcomes:**

After completion of this unit, the student will be able to

Deal with text and binary data	L3
Interact with web	L3
Interact with database	L4
Transform data	L4
Pivot tables and Cross Tabulation	L4

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

Introduction to Matplotlib, line plots, scatter plots, visualizing errors, Density and contour plots, Histograms and Binnings, Text and Annotation, Three dimensional plotting in Matplotlib

### Learning Outcomes:

After completion of this unit, the student will be able to

Use matplotlib for plots	L2
Create Density and contour plots	L2
Create Histograms and Binnings	L2
Create 3 dimensional plot	L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

### Course Outcomes

1. Work with different programming constructs of Python
2. Apply OOP concepts of Python
3. Work with Python libraries
4. Perform data analysis with Python
5. Perform data visualization with Python

### Textbook:

Wes McKinney (2013), *Python for Data Analysis*, Mumbai: O'Reilly - Shroff Publishers & Distributors Pvt. Ltd.

### References:

- 1) Kenneth A Lambert (2015), *Fundamentals of Python*, New Delhi: Cengage Learning
- 2) Davy Cielen, Arno D.B. Meysman, Mohamed Ali, *Introducing Data Science: Big Data, Machine Learning and More, Using Python Tools*, New Delhi: Wiley India
- 3) Guttag, John V (2016), *Introduction to Computation and Programming with Application to Understanding Data*, New Delhi: Prentice Hall of India
- 4) Will Richert, Luis Pedro Coelho, *Building Machine Learning Systems with Python*, Mumbai: PACKT / Shroff Publishers.

**CO PO Mapping**

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0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	0	2	0	0	2	1	1
<b>CO2</b>	2	3	0	0	3	1	2
<b>CO3</b>	0	3	0	0	3	1	2
<b>CO4</b>	2	3	0	0	3	1	2
<b>CO5</b>	3	3	0	0	3	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :****ACADEMIC COUNCIL****SDG No. & Statement**

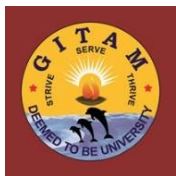
9

Industry, Innovation and Infrastructure

**SDG Justification:**

This course is related to programming, which is considered important for IT applications, practice of data analytics, and digital infrastructure in the industry. So, this course might help for building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

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**GITAM INSTITUTE OF MANAGEMENT (GIM)**  
**Gandhi Institute of Technology and Management (GITAM)**  
 (Declared as Deemed to be University u/s 3 of UGC Act. 1956)  
 Visakhapatnam – 45.

<b>Course Code: MAN 848</b>	<b>Course Title: Advanced Excel &amp; Models</b>	
<b>Semester: IV</b>	<b>Course Type: Elective</b>	<b>Credits: 3</b>
<b>Home Programme(s):MBA(General/IB)</b>	<b>Batch/ Academic Year: 2021-2023</b>	
<b>Course Leader:</b>		

### Course description and learning outcomes

Business uses various analytics to gain insight and establish a competitive advantage. Business Analytics are the tools used for such analysis. These tools analyse the past data and drive business planning. Analytics can be categorized as descriptive, predictive or prescriptive based on the type and technique used in analysis. Excel is a tool that helps in doing basic analytics tool.

#### Course Objectives

- To understand the advanced features of Excel
- To provide hands on experience in using Excel as analytic tool

#### Unit- I: (6 sessions) (CO1 & L2)

**Decision Analysis with MS Excel:** What if Analysis- Data Tables, Scenario Manager, Goal Seek,

#### Unit II: (6 sessions) (CO2 &L2, L3)

**Multidimensional Analysis with MS Excel: Pivot Table** - Creating PivotTables, Working with Pivot Charts, Working with Power PivotL2, L3)

#### Unit – III: (6 sessions) (CO3 &L2, L3)

**Excel for Descriptive Analytics:** Data Visualization, Visualization tools in Excel, Other data visualization tools, Descriptive statistics in Excel, Statistical inference – Hypothesis testing, Analysis of Variance (ANOVA), Chi Square test for independence

#### Unit IV: (6 sessions) (CO4 &L2, L3)

**Excel for Predictive Analytics:** Trend lines and Regression Analysis, Forecasting Techniques, Monte Carlo simulation – Concept, Usage in Excel

#### Unit V: (6 sessions) (CO5 & L4)

**Excel for Prescriptive Analytics:** Linear Optimization – Concept, Applications, Integer Optimization, Solver in Excel

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

CO	Course Outcome	Assessment
CO1	Understand the working of Excel as Analysis tool	A1, A2
CO2	Work with What – If Analysis and Pivot Tables	A4, A5
CO3	Use Excel as a descriptive analytics tool	A4, A5
CO4	Use Excel as a predictive analytics tool	A4, A5
CO5	Use solver to solve optimization problems	A3


**CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	Programme Outcomes (POs)					PSOs	
	1	2	3	4	5	1	2
CO1	1	2	0	0	2	1	1
CO2	1	3	0	0	2	1	2
CO3	1	3	0	0	2	1	2
CO4	1	3	0	0	2	1	2
CO5	1	3	0	0	2	1	2
<b>SDG 4: Quality Education</b>							
<b>Statement:</b> The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity for all persons and promote learning opportunities at all times.							

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	<b>Course Code MAN850</b>	<b>Business Intelligence</b>	L	T	P	J	S	C	
			3					3	
	Course Owner	Department of Business Analytics & Fintech	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				45		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

Many organizations struggle to provide the right information to the right people at the right time, to help them make the right decisions. People at all levels in an organization need access to critical business information, and to have the ability to analyze and share that information with suppliers, partners, and customers. With aggressive competitors and highly dynamic markets, “gut feelings” and “trial and error” are not effective for managing an enterprise. Business users throughout many organizations need Business Intelligence (BI) for quick-and-easy access to information, to make timely and accurate decisions. The BI is a systematic approach to automating and improving high-volume operational and managerial decisions. It promotes a shift from speculative guessing to informed and fact based decision making.

#### Course Objectives

1. Explain the role of computational support for decision making
2. Describe different components of BI architecture
3. Design a data warehouse schema for multidimensional analysis
4. Design a dashboard for a business
5. Analyze KPIs and find the causes of problems in a business scenario



**UNIT - I****Title: Decision Support Systems****No of Hours: 9**

Definition, Characteristics, Benefits and Limitations of DSS, Components of DSS, Classes of DSS, Decision Making and Decision Makers – Types of Decision Makers, Decision making Styles and DSS, Herbert Simon model of decision making, Rational and Bounded Rationality of Decision making, Decision Making in the Organization.

**Learning Outcomes:**

Discuss the characteristics of DSS	L2
Evaluate the type of DSS based on decision makers	L5
Describe the steps in HSM	L2
Discuss the concept of bounded rationality	L2
Analyze the working of DSS in organization	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - II****Title: Business Intelligence Concepts****No of Hours: 9**

BI – Definition, BI architecture, BI Components, BI and DSS, BI platforms, the main components of BI platforms, their capabilities, competitive landscape of BI platforms, the building blocks of business reports, the types of business reports, the components and structure of business reporting systems.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Describe BI architecture	L2
Distinguish different BI components	L2
Distinguish different components of business reports	L3
Evaluate how to write a business report	L5

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III                      Title Introduction to Data Warehousing and OLAP                      No of Hours: 9**

Characteristics of Data Warehouse, Advantages and Disadvantages of Data Warehousing, Data Mart, Aspects of Data Mart, ETL Process, Online Analytical Processing , Characteristics of OLAP, OLAP Tools, OLAP Data Modeling, OLAP Tools and the Internet, Difference between OLAP and OLTP, Multidimensional Data Model, Data Modeling using Star Schema and Snowflake Schema

**Learning Outcomes:**

After completion of this unit, the student will be able to

- |   |    |
|---|----|
| Distinguish between data warehouse and data marts | L2 |
| Distinguish between OLTP and OLAP                 | L2 |
| Design a data warehouse schema                    | L3 |
| Distinguish different types of OLAP               | L2 |
| Discuss different OLAP operations                 | L4 |

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

**UNIT - IV                      Title Visualizations and Dashboards                      No of Hours: 9**

Importance of data visualization, types of basic and composite charts, Best practices in designing data visualizations. Dashboards - Characteristics of a dashboard, the types of dashboards, and the list attributes of metrics usually included in dashboards, guidelines for designing dashboard

**Learning Outcomes:**

After completion of this unit, the student will be able to

- |   |    |
|---|----|
| Evaluate different type of charts                       | L2 |
| Describe the characteristics of dashboards              | L2 |
| Design a dashboard for a given problem                  | L4 |
| Evaluate the effectiveness of a dashboard using metrics | L5 |

**Pedagogy tools:** Blended learning,Case let, video lectures, self-reading

**UNIT - V****Title Business Performance Management Systems and BI Strategy****No of Hours: 9**

Concept of Business Performance Management (BPM), Components of BPM, BPM cycle, Usage of KPIs in BPM, Balanced scorecards, BI Maturity - levels of BI maturity, the factors that impact BI maturity within an organization, Challenges and the potential solutions for a pervasive BI maturity within an organization, BI Strategy - Critical success factors for implementing a BI strategy, BI framework, and BI implementation targets.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Distinguish the components of BPM	L2
Understand BI framwwork	L2
Evaluate the BPM using KPI	L5
Evaluate BI maturity in an organization	L5

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**Course Outcomes:**

1. Discuss the components of Decision Support Systems
2. Distinguish different Business Intelligence Concepts
3. Distinguish different OLAP operations
4. Distinguish different type of visualization methods for creating dashboards
5. Explain BI framework

**Textbook(s):**

1. Ramesh Sharda, Efraim Turban, Dursun Delen, Business Intelligence, Analytics, and Data Science: A Managerial Perspective, Pearson Education, New Delhi, 2019

**Additional Reading****Reference Book(s):**

1. Ramesh Sharda, Efraim Turban, Dursun Delen, Business Intelligence and Analytics: Systems for Decision Support, Pearson Education, New Delhi, 2018.
2. SK Shinde, Uddagiri Chandrasekhar, Data Mining and Business Intelligence, Wiley India, Noida, 2019
3. Steve Wexler, Jeffery Shaffer, Andy Cotgreave, The Big Book of Dashboards: Visualizing your data using real world business scenarios, Wiley, USA, 2017

**Journal(s):**

- 1.

**Website(s):**

1. <https://archive.ics.uci.edu/ml/index.php>
2. <https://www.kaggle.com/>
3. <https://data.gov.in/>

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	0	1	0	0	2	1	2
CO2	0	2	0	0	2	1	2
CO3	0	2	0	0	2	2	3
CO4	0	3	0	0	3	3	3
CO5	0	2	0	0	2	2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**


9

Industry, Innovation and Infrastructure

**SDG Justification:**

This course is related to programming, which is considered important for IT applications, practice of data analytics, and digital infrastructure in the industry. So, this course might help for building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

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	<b>Course Code MAN 852</b>	<b>HR Analytics</b>	L	T	P	J	S	C	
			3					3	
	Course Owner	Dept of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)	Nil	Contact hours				45		
	Course Co-requisite(s)	Nil	Date Approved						
	Alternate Exposure								

We are on the threshold of most exciting and promising phase of the evolution of human resources and human capital management. Today there is a shift of the attention towards predictability. The course is designed to study about predictive management, that is, managing today and tomorrow. It is also known as HCM: 21. It is holistic predictive management model and operating system for human resources function. HCM: 21 is a four-phase process that starts with scanning the market place and ends with an integrated measurement system. In the middle it addresses workforce and succession planning in a new way and shows how to optimize and synchronize the delivery of HR services.

### Course Objectives

- To understand the importance of Analytics in HRM
- To understand the Concepts and models in predictive analytics that come handy in solving realtime HR problems/cases.
- To understand, apply and appreciate HCM: 21.
- To analyse predictive management model and its process and HCM:21 process
- To make a detailed study of case studies from Government and private companies.

**UNIT - I            Meaning of Analytics**

**No of Hours: 9**

Classification; Importance HCMs; Role and Perspective of HCMs.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the meaning of Analytics L2
- Understand the classification and importance of HCM L2
- Describe the Role and Perspective of HCMs L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - II            HCM Model**

**No of Hours: 9**

The Employee Value Proposition; Compensation, Attracting, Motivating and retaining employees now and in the future.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the key concepts of Employee value proposition L2
- Understand the terms compensation, Attraction, Motivation L2
- Describe the ways and means to retain the employees in an organization L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - III            The new face of work force planning**

**No of Hours: 9**

The workforce planning; segmentation of skills, the business playbook; the contents and process of creating a playbook.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the concept of workforce planning	L2
Understand the segmentation process	L2
Create a business playbook	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - IV                      Quality employee engagement                      No of Hours: 9**

Employee Engagement Definition and Measurement; Engagement Drivers; Disorder and Disengagement; Behaviour Based Signs of Departure, Event based Signs of Departure, Databased Signs of Departure;

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the basis of employee engagement and its measurements	L2
Describe the drivers of engagement	L2
Understand the concepts based on Departure	L2

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

**UNIT - V                      Meaning of Metrics                      No of Hours: 9**

Our Human Capital Performance Metrics; The Second Generation and Third Generation Metrics Connecting the Metrics; Predictive Analytics for Human Capital Management

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understand the Human Capital Performance Metrics and its derivatives	L2
Understand the concept of Predictive Analytics for HRM	L2
Solve the real-life cases in HRM	L4

**Pedagogy tools:** Blended learning, Case let, video lectures, self-reading

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

	<b>Course Outcome</b>	<b>Assessment</b>
CO1	Explain the significance of human capital metrics in creating value proposition for the organization	A1, A3,A4
CO2	Analyze the application of analytics to make various HR decisions	A1,A2, A3,A4
CO3	Create a business playbook	A2
CO4	Design a HRIS based on organization needs	A1, A2
CO5	Implement HRIS in an organization using concepts of Project management	A1, A4

**Textbook(s):**HR Analytics:Strategic Decision Making by Nishant Uppal

Textbooks, E-books, Reference Materials, Web resources, Computer Lab

<b>Journal(s):</b> International Journal of Human Resource Management, Taylor & Francis online
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**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>
<b>CO1</b>	3	1	1	1	1	1	0
<b>CO2</b>	1	3	1	1	2	1	0
<b>CO3</b>	3	1	2	1	1	1	0
<b>CO4</b>	1	1	2	1	1	0	1
<b>CO5</b>	1	1	2	1	3	0	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL**

**SDG No. & Statement**

8

Decent Work and Economic Growth

**SDG Justification:**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

1-Low, 2- Medium and 3- High Correlation

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## Electives in International Business

	Course Code	Course Title	L	T	P	J	S	C	
	<b>MBI 842</b>	Managing Global Compliance in Exports							
	Course Owner		Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				50		
	Course Co-requisite(s)		Date Approved						
Alternate Exposure									

Managing global compliance in exports is in conjunction with international business and exports imports management. This course presents various compliance procedures to comply with internationally. It provides a comprehensive knowledge in all areas of Export/Import Trade Compliance. Trade compliance is the process and system of understanding and adhering to the laws and regulations controlling the export and import of goods, products, information and technology between countries.

### Course Objectives

- Grasp the foundations of compliance in international trade
- Acquire and improve their skills of compliance management and broaden their understanding of how to deal with international procedures of compliances.
- Perform more productively in their operations of international business and deal with compliances.
- Continue enriching and upgrading their knowledge and honing their compliance skills, by applying study techniques (e.g. learning, practice, reflection, and inquiry) as part of the instructional content.
- Acquip with the global compliance skills in exports in conjunction with international business sand exports imports management

### Unit I Title : Introduction to Export Administration Regulation Sessions :No. 10

An Introduction to Export Control, Export Administration Regulations (EAR), International Traffic in Arms Regulations (ITAR)

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on EAR Process L1
- To understand the framework of Export Control L2
- Understand the concept of ( ITAR) L3
- Explain the importance of International Traffic Control L4

- Explore the framework of International Traffic In Arms Regulations L5

**Pedagogy Tools:** Case Study, Discussion, Self-reading, Polls, Student Presentations

**Unit II Title: Introduction to Foreign Corrupt Practices Act (FCPA) Sessions No.10**

Foreign Corrupt Practices Act (FCPA), Customs and Border Protection (CBP) Automated Export System (AES), Classification of goods and compliance requirements.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on FCPA Process L1
- To understand the framework of CBP L2
- Understand the concept of Automated Export System (AES) L3
- Explain the importance of Classification of Goods L4
- Explore the framework of Regulations of Compliance L5

**Pedagogy Tools:** Case Study, Discussion, Self-reading, Polls, Student Presentations

**Unit III Title : Foreign Trade Regulation (FTR), ECCN Classification Sessions No.10**

Foreign Trade Regulations (FTR) Export Control Classification Number (ECCN) Classification (Jurisdiction, ECCN, Schedule Band HTS) Compliance Program Best Practices, Recent Developments and Changes

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on FTR Process L1
- To understand the framework of ECCN L2
- Understand the concept of HTS Schedule Band L3
- Explain the importance of Classification Procedure L4
- Explore the framework of FTR and ECCN process L5

**Pedagogy Tools:** Case Study, Discussion, Self-reading, Polls, Student Presentations

**Unit IV Title: Licensing Practices, Internal Compliances Process Sessions No. 10**

Internal compliance, Licensing Practices, Compliance commitment, Logistics/Traffic and Shipping  
Export Controls with tariff barriers

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on compliance process L1
- To understand the framework of Licensing Practices L2
- Understand the concept of Traffic and Shipping process L3
- Explain the importance of Export Control Processes L4
- Explore the framework of Tariff Barriers and Procedures L5

**Pedagogy Tools:** Case Study, Discussion, Self-reading, Polls, Student Presentations

**Unit V Title: The ATA Carnet A temporary Under Bond (TIB) Sessions : No. 10**

The ATA Carnet, A Temporary Import under Bond (TIB) Temporary Importation under Bond - Duty free entry of goods to be re-exported. Temporary admission, The Temporary Import/Export Scheme (TIS), Mexico - Temporary Entry, Strategic commodities control, Hong Kong

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on ATA Carnet procedure L1
- To understand the framework of TIB and Bonding L2
- Understand the concept of Duty Free Entry of Goods L3
- Explain the importance of Temporary Import & Export Process L4
- Explore the framework of Mexico Temporary Entry L5

**Pedagogy Tools:** Case Study, Discussion, Self-reading, Polls, Student Presentations

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the concepts related to compliance in the International Business process	A1
CO2	Improve their skills in understanding and managing global compliances	A3
CO 3	Demonstrate skills as trained compliance and international business process	A3 & A2
CO 4	Can deal with the diversity in International trade and global compliance management issues	A3 & A2
CO5	Understand the global compliance skills in exports in conjunction with international business sand exports imports management	A4


### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	POs					PSOs		Sum
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	
<b>CO1</b>	1	1	0	1	0	1	1	5
<b>CO2</b>	2	2	0	2	2	1	3	12
<b>CO3</b>	2	2	2	2	2	1	3	14
<b>CO4</b>	2	3	2	3	1	3	2	16
<b>CO5</b>	2	3	0	3	1	2	2	13
<b>Target Level Max</b>	9	11	4	11	6	8	11	54
<b>Sustainable Development Goals (SDG)s</b>								
<b>SDG8 and 17 **</b>	2	0	0	1	1	1	2	
**Introduction to decent work and economic, growing global trade and financial systems, concepts in the sustainable production and supply methods and sustainable means of the usage of resources are in correlation with the SDG goals.								

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	MBI844	<b>Doing Business with Emerging Markets</b>						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		50			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

The course helps the students to understand the cultural, economic and geopolitical environments; and International Relations of emerging markets of the world. It would facilitate the students, understand the regulatory and policy frameworks of the emerging market economies of the Asia Pacific Countries. Further, to highlight the opportunities and challenges of India in doing business with the selected emerging market economies and to train them with practical orientation of trading with selected emerging market economies.

### Course Objectives

The objectives of the course are to understand, analyse, and examine the following:

- To introduce the students to the political and business systems of the emerging market economies
- To facilitate the students to understand the cultural, economic and geopolitical environments; and International Relations of emerging markets of the world.
- To facilitate the students, understand the regulatory and policy frameworks of the emerging market economies of the Asia Pacific Countries.
- Further, to highlight the opportunities and challenges of India in doing business with the selected emerging market economies.
- To train them with practical orientation of trading with selected emerging market economies.

### Unit I Title: Introduction to Emerging Markets: No of Hours- 10

Introduction to Emerging Markets, Emerging, developing, catching up • Economic performance, GDP and emerging markets, Financial markets and macro-economic stability, Political instability and economic performance, Wealth, productivity and inequality, Demography and wealth, Consumption and first time buyers, Infrastructure, Sophistication of the economy.

**Learning outcomes:** After completion of this unit, the student will be able to

- To have a grasp knowledge on emerging markets. L1
- To understand the functioning of financial markets. L2
- Understand the core concepts of macroeconomic stability. L3

- Explain the infrastructure presence in these economies. L4
- Explore the functioning of the business in emerging economies. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit II Title: Operating in the Emerging Markets: No. of Hours: 10**

Operating in Emerging Markets, The determinants of attractiveness and the four dimensions classifying the determinants of attractiveness, four macro dimensions that shape emerging markets, operationalizing the four dimensions analysis.

Emerging Markets Innovation: The Next Wave Triggered by Low-Cost Cars • Low-cost business models in emerging markets • Key levers in reducing product costs • Design effectiveness – key for sustainable low-cost solutions • Driving down factor costs.

Managing Risk in Emerging Markets: Defining risk in EM, Expected and unexpected risk Location risk and targeted risk, from location to targeted risk, Assessing and managing risk- Case Study: Economic Crises: Evidence and Insights from East Asia

**Learning outcomes:** After completion of this unit, the student will be able to

- Understand the regulatory and policy frameworks of the emerging market economies of the world. L1
- To understand the cultural, economic and geopolitical environments; and International Relations of the emerging market economies of the world. L2
- Political and Business Systems in the emerging market economies. L3
- Identify the Opportunities and Challenges of Doing Business with Asia Pacific Countries. L4
- Helps in understanding the practical orientation of trading with selected emerging market economies.L5

**Unit III Title: Introduction to Emerging Markets: No of Hours.10**

Introduction to Emerging Markets, Emerging, developing, catching up · Economic performance, GDP and emerging markets, Financial markets and macro-economic stability, Political instability and economic

performance, Wealth, productivity and inequality, Demography and wealth, Consumption and first time buyers, Infrastructure, Sophistication of the economy

**Learning outcomes:** After completion of this unit, the student will be able to

- Understand the role of the emerging markets. L1
- Understand the factors influencing the macro stability. L2
- Explain the problem of income inequalities in these economies. L3
- Explain the influence of demography on economies. L4
- Explain the reasons behind importance of political stability. L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

#### **Unit IV Title: Emerging Market Economies –Country Specific Discussions No of Hours- 10**

Brazil, Russia, India, China, Vietnam, Indonesia, Philippines, Thailand, Turkey, Africa: Consumer Outlook, Buying Power, Cultural Differences, Technology and Infrastructure, Competitive Advantage of Domestic vs International firms, Effect of Globalization, FDI, Growth, Inflation, Political stability, Poverty, Corruption, Risks, Environmental Issues, Business Development and Micro-Financing, Trade tensions and Policies, Role of WTO and others. Opportunities, Outsourcing and others. **Case Studies:** *Harvard Case Study: Singapore Inc, The Fundamental Institutions of China's Reforms and Developments, Chenggang Xu*

**Learning outcomes:** After completion of this unit, the student will be able to

- Explain the concept of micro financing L1.
- Explain the Options markets in Asia. L2
- Understand the geopolitics of emerging markets. L3
- Outline role of WTO and other organizations. L4
- Discuss the institutional reforms of China. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

#### **Unit V Title: The Asian Emerging Economies No of Hours- 10**

Trade policy of the Asia Pacific Countries-Implications on India; Bilateral Trade and Investment and co-operations; Trade in Goods –services-co-operations in knowledge-based industries and protection of Intellectual property rights – Select sectors –Agriculture - Tariffs and Non-Tariff Barriers. Case Study: Asia's dynamic growth in the new century.

## Learning outcomes:

After completion of this unit, the student will be able to

- Understand the challenges of International trade. L1
- Understand the role of WTO. L2
- Explain the emergence of New Mercantilism. L3
- Discuss the Asian emerging economies. L4
- Describe the role of International Financial Corporations. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	Course Outcomes	Assessment
CO1	Understand the regulatory and policy frameworks of the emerging market economies of the world.	A1
CO2	To understand the cultural, economic and geopolitical environments; and International Relations of the emerging market economies of the world.	A3
CO3	Identify and evaluate the role symmetric versus asymmetric information plays in the structure and operation of the financial system information.	A3 & A2
CO4	Identify the Opportunities and Challenges of Doing Business with Asia Pacific Countries.	A3 & A2
CO5	Helps in understanding the practical orientation of trading with selected emerging market economies.	A4

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO). 0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

**MBA – IB Doing Business with Emerging markets  
Mapping**

**-CO-PO**

	POs					PSO's		
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	Total
<b>CO1</b>	1	1	0	1	0	1	1	5
<b>CO2</b>	2	2	0	2	2	1	3	12
<b>CO3</b>	2	2	2	2	2	1	3	14
<b>CO4</b>	2	3	2	3	1	3	2	16
<b>CO5</b>	2	3	0	3	1	2	2	13




<b>Target Maxim Achieved</b>	9	11	4	11	6	8	11	60
	Sustainable Development Goals (SDG)s							
<b>SDG16**</b>	1	0	0	1	1	2		1
	**Introduction to global financial systems, concepts in the Unit-1 to 4 on sustainable production and supply methods and responsible means of usage of resources are in correlation with the SDG goal 16.							

**Reference Books:**

- International Business; An Asia Pacific perspective by Andrew Delios, Paul W. Beamish Jane W. Lu., Pearson Education; Second edition(January 18, 2010)
- Why Nations Fail: The origins of Power, Prosperity and Poverty by Acemoglu, Daron and James Robinson, 2012, Crown Publishing.
- Business Growth Strategies for Asia Pacific by Chien.W.Shih.S and Chu.P.Y, 2005, John Wiley & Sons (Asia) Pvt. Ltd.
- Business in Asia Pacific: Text and Cases by Sonia El Kahal, 2001, Oxford University Press.

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MBI 846</b>	<b>International Business Negotiations</b>						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
Alternate Exposure								

The success of international business relationships depends on effective business negotiations. Negotiators need to be well prepared. Understanding how to achieve international business negotiation outcomes and the factors relevant to the process will allow negotiators to be more successful. The course content includes Negotiation Fundamentals, Framework for IB Negotiation some international approaches of and types of negotiations.

### Course Objectives

- Grasp the foundations of negotiation, the nature and basic characteristics of negotiation situations, and the evolving framework for IB negotiation in responding to change in international business community, with a focus on the China context.
- Acquire and improve their skills of negotiation and communication, and broaden their understanding of how to deal with diversity in international negotiation, including the increasing role of English as a lingua franca.
- Perform more productively in their private life and on their future job positions by acting as an educated or trained negotiator.
- Continue enriching and upgrading their negotiation knowledge and honing their negotiation skills, by applying study techniques (e.g. learning, practice, reflection, and inquiry) as part of the instructional content.
- The course provides an overview of International Business Negotiations.

### Unit I Title: Psychology and negotiation

No of Hours- 10

Psychology and negotiation: negotiators as psychological beings; perceptual distortions and strategies (proactive and reactive); cognitive biases (psychological traps) and counter-measures; framing and reframing crucial to negotiation; emotion as an emerging inquiry and as influence tactics and ethical and unethical tactics: a cultural perspective.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a grasp knowledge on the negotiations. L1
- To understand the psychology of negotiators. L2
- Understand the core concepts of cognitive biases. L3
- Explain the different types of ethical and unethical tactics. L4
- Explore the cultural aspects of negotiations. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit II Title: Communication and Negotiation Essentials of Negotiation and the nature of negotiation Ethics in Negotiation** **No. of hours: 10**

Fundamentals of Communication Potential Barriers or miscommunications in negotiation; Effective Communication Skills: Inquiry, good listening, observation Intercultural communication: appropriateness and efficacy Stage-related Communication Considerations; Classroom Activity: Personal Bargaining Inventory Questionnaire and Follow-up Group Discussion; Self-assessment: Are you a good listener? Self-study: 1. Body language; 2. Negotiating Culturally: Dealing with diversity.

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the fundamentals of communication. L1
- To understand the importance of effective communication skills. L2
- To understand the role of intercultural communication. L3
- To understand the stage related communication. L4
- Helps the students to understand the effective ways of bargaining. L5

**Unit III Title Basic structure of Integrative Negotiation: No of Hours.10**

Basic structure of Integrative Negotiation; some related strategies and tactics; Distinction and relationship between Distributive Bargaining and Integrative Negotiation

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the basic structure of integrative negotiation. L1
- Understand the factors effecting related strategies and tactics. L2
- Explain distributive bargaining. L3
- Explain the Integrative negotiation. L4
- Explain the basic structure of related strategies. L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit IV Title: Planning and Negotiation Process No of Hours- 10**

Goals and Strategy as key elements in planning; Stages/Phase-based Negotiation Process; Planning Guide (effective planning steps), Application of Planning Guide Case illustration: strategy choice and strategic negotiation process, Learning outcomes: After completion of this unit, the student will be able to

- Explain the key elements of planning. L1.
- Explain the various stages of phased negotiation process. L2
- Understand the planning guide. L3
- Outline role the strategy choice. L4

- Discuss the strategic negotiation process. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title:** The Central Routes to Influence (4 Sessions) **No of Hours- 10**

The Central Routes to Influence: The Message and Its Delivery Peripheral Routes to Influence; the Role of Receivers—Targets of Influence.

Learning **outcomes:** After completion of this unit, the student will be able to

- Understand the central routes to influence. L1
- Understand the system of message and its delivery L2
- Explain the peripheral routes to influence. L3
- Discuss the role of receivers. L4
- Explain the market targets of influence. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the basic concepts and process of Commodity Derivatives.	A1
CO2	Experiment with data through technical tools for decision making.	A3
CO3	Evaluate different markets and strategies for Commodity Derivative Decision Making.	A3 & A2
CO4	Analyze risk and uncertainty in the Market.	A3 & A2
CO5	Understand and perform providing the cost-effective economic development strategies	A4

**Reference Books:**

- E-Resources, Cases, E-Books, Websites, E-Library, Handouts.
- Lax, David A. and James K. Sebenius. Deal crafting: The Substance of Three- Dimensional Negotiations, Negotiation Journal January 2002, pp.5-28
- Jamal A. Al-Khatiba, AvinashMalshea, MazenAbdulKader. Perception of unethical negotiation tactics: A comparative study of US and Saudi managers, International Business Review 17 (2008) 78–102.

### CO PO Mapping


This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	POs					PSOs		Sum
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	
CO1	1	1	0	1	0	1	1	5
CO2	2	2	0	2	2	1	3	12
CO3	2	2	2	2	2	1	3	14
CO4	2	3	2	3	1	3	2	16
CO5	2	3	0	3	1	2	2	13
Target Level Max	9	11	4	11	6	8	11	54
<b>Sustainable Development Goals (SDG)s</b>								
SDG4 **	2	0	0	1	1	1		2
**Introduction trade and systems, sustainable production and supply methods, and sustainable means of resource usage are correlated with the SDG goals. Units 1 and 2 deal with what roles and responsibilities are essential in management.								

\*\* To achieve the Goal- *Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development*

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MBI 848</b>	<b>Sectoral and Cluster Strategies for International Business</b>						
	Course Owner	Dr.Srilalitha Girija Kumari Sagi	Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		50			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Clusters can be defined as sectoral and geographical concentration of enterprises, in particular Small and Medium Enterprises (SME)s. Clusters are geographic concentrations of competing and collaborating firms that tend to produce innovation and higher than average wages. Cluster-based economic development strategies are interventions designed to improve a cluster’s performance by addressing the common needs of businesses within the cluster. Clusters generate wealth in a region, clusters give a region a competitive advantage, and clusters can provide the basis for cost-effective economic development strategies.

**Course Objectives:**

- Grasp the foundations of negotiation,
- Acquire and improve their skills of negotiation and communication, and broaden their understanding of how to deal with diversity in international negotiation, including the increasing role of English as a lingua franca.
- Perform more productively in their private life and on their future job positions by acting as an educated or trained negotiator.
- Continue enriching and upgrading their negotiation knowledge and honing their negotiation skills, by applying study techniques (e.g. learning, practice, reflection, and inquiry) as part of the instructional content.
- To understand and perform providing the cost-effective economic development strategies.

**Unit I Title: Introduction to Clusters      Session : No. 10**

What is a cluster, what characterize clusters typically, role of suppliers, service providers, knowledge providers, and associated institutions that do business with each other and share needs for common talent, technology,

and infrastructure, developing Industry Clusters for economic growth. Economic Cluster qualifiers and differentiators

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Industrial Clusters L1
- To understand the Framework of Clusters L2
- Understand the concept of Cluster Development Strategy L3
- Explain the preference given to Cluster Approach L4
- Explore the framework of Technology and Infrastructure system L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

**Unit II Title : Sectoral Clusters and Categories Marshallian Trinity Approach Session : No. 10**

clusters categories: Emerging (low scale; high growth), Competitive (high scale; growing), Mature (high scale; stable or declining), Stabilizing, (diversifying), Strategic (based on the plans and/or needs of public sector actors. Marhsallian trinity Approach: a) Labor Market Pooling, b) Supplier Specialization c) Knowledge Spillover

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Categories of Clusters L1
- To understand the framework Marshallian Trinity Approach L2
- Understand the concept of Labor Market Pooling L3
- Explain the preference given to Supplier Specialization L4
- Explore the framework of Sect oral Clusters system L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

**Unit III Title: Clusters and Strategies Sessions: No. 10**

**The** five types of cluster strategies : defensive cluster strategies, offensive cluster strategies, prospective cluster strategies, cluster-based business recruitment, and pre-cluster consolidation strategies.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Cluster Strategies L1
- To understand the Framework of Defensive Cluster Strategy Policy L2
- Understand the concept of Prospective Cluster Strategies L3
- Explain the preference given to Pre – Cluster Consolidation strategies L4
- Explore the framework of Cluster based business recruitment system L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

**Unit IV Title : Clusters of Competencies and Economic Impact Sessions : No. 10**

Competencies of Clusters and Economic Impact, determining the industry clusters effect on the economic development of a region, regional economic development strategy of clusters and Economic Performance Process.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Competencies of Clusters L1
- To understand the Framework of Economic impact L2
- Understand the concept of Economic Development Strategy L3
- Explain the preference given to Regional Development L4
- Explore the framework of Clusters and Economic Performance process L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

**Unit V Title: Regional Purchase and Local Demand for the Commodities Sessions: No. 10**

Cluster analysis with highly localized components and services. Cluster managing and global markets impact and competition. The role of regional purchase coefficients average RPC is the proportion of local demand for the Commodity that is currently met by local production, Developing Local Economy Based on Regional Superior Commodities. Producer groups and Commodity Clusters

Learning outcomes:

After completion of this unit, the student will be able to

- To have a knowledge on Regional Purchase Process L1



- To understand the Framework of Local Demand  
Process L2
- Understand the concept of the role Regional Purchase L3
- Explain the preference given to Regional Commodities and supplies L4
- Explore the framework of producer groups and commodity clusters system L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Discussion Groups

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

	Course Outcomes	Assessment
CO1	Understand the concepts related to sectoral clusters in International Business process	A1
CO2	Improve their skills in understanding industrial cluster management and sectoral zones.	A3
CO3	Demonstrate skills as a trained international trader in clusters and sectoral zones	A3 & A2
CO4	Can deal with the diversity in International trade and cluster management issues	A3 & A2
CO5	understand and perform providing the cost-effective economic development strategies	A4

### CO PO Mapping

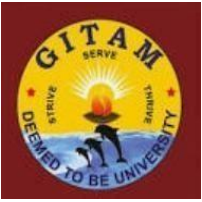
This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	POs					PSOs		Sum
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	
CO1	1	1	0	1	0	1	1	5
CO2	2	2	0	2	2	1	3	12
CO3	2	2	2	2	2	1	3	14
CO4	2	3	2	3	1	3	2	16
CO5	2	3	0	3	1	2	2	13
Target Level Max	9	11	4	11	6	8	11	54
<b>Sustainable Development Goals (SDG)s</b>								
SDG12**	2	0	0	1	1	1		2

Responsible Consumption and Production: Achieving economic growth and sustainable development requires urgently reducing our ecological footprint by changing how we produce and consume goods and resources. To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MBI 850</b>	<b>Multilateral Trade Institutions &amp; India</b>						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

International Trade management has gained immense significance in India in the last decade. The objective of this course is to inculcate a strong understanding of the institutional framework of the global trading environment. The students will be able to understand the role of various International Organization in Promoting International Trade. In addition the students will also be able to map the flow of volumes of various commodities from one country to the.

### Course Objectives

- Grasp the foundations of various International Organizations in promoting International Trade.
- Acquire and improve the knowledge of trade promotion bodies of India.
- Understand the worldwide inter country trade volumes.
- Understand the various functions and operations of various multilateral trade institutions.
- To Analyze the opportunities and challenges of India in the various multilateral trade organizations.

### Unit I Title: Introduction to Multilateral Trading Systems No of Hours- 10

International Trade Environment, Multilateral Trading system, Institutional Framework for Multilateral Trading systems- WTO, Legal Framework for Multilateral Trading System, Implications of Uruguay Round- The Indian Perspective, 4<sup>th</sup> Ministerial Meeting-Doha Declaration

Learning outcomes:

After completion of this unit, the student will be able to

- To have a grasp knowledge on multilateral trading systems.

L1

- To understand the Institutional framework for Multilateral Trading System. L2
- Understand the core concepts of WTO. L3
- Explain the infrastructure presence in these economies. L4
- Explore the legal framework of Multilateral trading system. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit II Title: International Developmental Organizations No. of Hours: 10**

Role of World Bank, International Monetary Fund, Asian Development Bank, BRICS Development Bank, Asian Infrastructure Investment Bank, World Trade Organization, United Nations Organization for Trade and Development, International Trade Centre(ITC)-Geneva.

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the regulatory and policy frameworks of the developmental organizations. L1
- To understand the objectives and functioning of international developmental banks. L2
- To understand the Political and Business Systems in the Worlds. L3
- Identify the Opportunities and Challenges of United Nations Organization. L4
- Helps the students to understand the objectives and functioning of the World Bank. L5

**Unit III Title: Introduction to Regional Blocks: No of Hours.10**

**Regional Trade Blocks**

European Union, NAFTA, ASEAN, APEC, SAARC, CARICOM, MERCOSUR, SAFTA, BRICS. Quad & G7

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the Regional Trade Blocks. L1
- Understand the factors influencing the formation of trade blocks. L2
- Explain the different regional trade blocks. L3
- Explain the influence of BREXIT on EU. L4
- Explain the reasons behind the formation of recent block Quad. L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit IV Title: Trade Promotion Organization in India No of Hours- 10**

Ministry of Commerce, Export Promotion Councils & Commodity Boards, India Trade Promotion Organization, Export-Import Bank of India, ECGC, FIEO, Skill development co-operation.

Learning Outcomes: After completion of this unit, the student will be able to

- Explain the concept of Export Promotion. L1.
- Explain the role of export promotion councils. L2
- Understand the ideology of new mercantilism. L3
- Outline role of trade promotion organization in India. L4
- Discuss the institutional reforms of export promotion in India. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title: Trade Statistics and Data Analysis (4 Sessions) No of Hours- 10**

Trade Information for Exports/Imports/Investments/Growth rates, Systems of Trade Classification HS/SITC, Various Sources of Trade Statistics, FAO, World Bank, ITC, IMF, DGCI & S, TRAINS, UNCOMTRADE.

Learning **outcomes:** After completion of this unit, the student will be able to

- Understand the various sources of trade data sites. L1
- Understand the system of commodity Classification. L2
- Explain the sources of trade data classification. L3
- Discuss the research methods in trade data analysis. L4
- Explain the analysis of trade data. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	Course Outcomes	Assessment
CO1	To Assess the role of various International Organizations in promoting International Trade.	A1
CO2	Explore and analyze the role of trade promotion bodies of India.	A3
CO3	Students will be able to examine worldwide inter country trade volumes.	A3 & A2
CO4	Understand the various functions and operations of various multilateral trade institutions.	A3 & A2
CO5	Understand the opportunities and challenges of India in the various multilateral trade organizations.	A4

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

MBA – IB – Multilateral Trade Institutions and India

CO-PO Mapping

	POs					PSO 1	PSO's		Total
	PO1	PO2	PO3	PO4	PO5		PSO 2		
CO1	1	1	0	1	0	1	1	5	
CO2	2	2	0	2	2	1	3	12	
CO3	2	2	2	2	2	1	3	14	
CO4	2	3	2	1	1	1	2	12	
CO5	2	3	0	1	1	2	2	11	
<b>Target Maximum Achieved</b>	9	11	4	7	6	6	11	54	
<b>Sustainable Development Goals (SDGs)</b>									
<b>SDG17**</b>	1	0	0	1	1	2	1		
**Introduction to global financial systems, concepts in the Unit-1 to 4 on sustainable production and supply methods and sustainable means of usage of resources are in correlation with the SDG goal 17.									

\*\*Partnerships to achieve the Goal- *Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development*

#### Reference Books:

- E-Resources, Cases, E-Books, Websites, E-Library, Handouts.

- International Business –V.Sharan
- International Business –SumatiVerma

### **Recommended and Reference Textbooks**

1. Trade Facilitation in the Multilateral Trading by Wu Hao
2. WTO at the Margins-Small States and the Multilateral Trading System by Roman Grynberg
3. International Business –V.Sharan

### **Additional Learnings/Journals**

- Academy of International Business
- Asian Development Bank –Country Reports

### **Videos**


Is Multilateralism at Crisis, [https://www.wto.org/english/forums\\_e/debates\\_e/debate45\\_e.htm?](https://www.wto.org/english/forums_e/debates_e/debate45_e.htm?)

Markets Trade and Institutions, [https://www.wto.org/english/forums\\_e/debates\\_e/debate45\\_e.htm](https://www.wto.org/english/forums_e/debates_e/debate45_e.htm)

### **1. Software Requirements for the Course**

Microsoft Office

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	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>
		Port and shipping Management		3				
	<b>Course owner</b>		Syllabus version				1.0	
	<b>Course Pre-requisite(s)</b>	NIL	Contact hours				40	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

### Introduction

Ports and shipping industry, as a key node in logistics sector, hold a vital role in the growth of foreign trade of a nation. Existence of vibrant ports and robust shipping services help accelerate the pace of development. Considering the significance of India's buoyant foreign trade volumes, the course aims to equip students with the intricacies and make them ready to handle the opportunities and challenges of this sector

### Course Objective

1. Role of maritime industry in facilitating global trade and in supporting the growth prospects of a nation.
2. The initiatives take by ports in providing value added services to its clients apart from the initiatives in port infrastructural developments that make a port robust.
3. The ownership models and how these models influence their ability to provide services to clients and improve performance.
4. Various departments/processes at a port and required assets each of such department/process.
5. Sourcing and investment procedures at port, cost calculations & tariff fixation at ports.

### Unit - I Maritime business:

**No of Hours:8**

Role, features, and functions of Shipping in development of economies; Understanding facilities at ports; Physical infrastructure at ports, departments and processes in ports; port vs. terminal; Types of Vessels and Cargo handled; Value added services provided at ports.

#### Learning Outcomes:

After completion of this unit, the student will be able to

Understand the role of Shipping in development of economies	L2
Understand the different facilities at ports	L2
Understand different types of Vessels and Cargo handled	L2
Evaluate Value added services provided at ports.	L5

**Pedagogy tools:** Blended learning, case study, videos, self-reading



**Unit - II** World cargo movement trends, Sea trade routes, Maritime conventions **No of Hours: 8**

Hub & spoke ports; Port performance metrics; Review of performance of key ports across the world; Future of ports; Ports and Shipping in India.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Analyse World cargo movement trends	L4
Analyse the Sea trade routes and port	L4
Review of performance of key ports across the world	L2
Analyse future of ports and shipping in India.	L4

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - III** Types of ports **No of Hours: 8**

Port ownership models; Meaning, features, role of Inland Container Depots (Dry Ports), Container Freight Stations; Inland waterways; Port capacity planning and management; Port logistics & Supply chain systems; Port strategic alliances, Market positioning and differentiations.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Explain the Port ownership models	L2
Assess the Dry Ports, Container Freight Stations and Inland waterways	L5
Analyse Port capacity planning and management; Port logistics & Supply chain systems	L4
Evaluate Port strategic alliances, Market positioning and differentiations.	L5

**Pedagogy tools:** Blended learning, case study, videos, self-reading

**Unit - IV** Port and Shipping Operations: **No of Hours: 8**

Marine Management Services and Operations; Vessels' Planning; The Four Stages of Port and shipping Management and Operations; Marine Terminal Operator (MTO) Agreements and Leasing Opportunities; Marine Terminal Operators and Leasing Opportunities: Case Studies. The future of ports & Shipping - strategic& tactical port planning; Port and shipping planning and decision factors.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Explain Marine Management Services and Operations	L2
Identify the Four Stages of Port and shipping Management and Operations	L4
Evaluate Marine Terminal Operator (MTO) Agreements and Leasing Opportunities	L5
Analyse The future of ports & Shipping	L4

**Pedagogy tools:** Blended learning, case study, activities, self-reading

**Unit - V** Port & Shipping Finance & Investments cost & revenue heads **No of Hours: 8**

Basis for cost calculations at ports and Shipping; investments appraisals, guidelines of Tariff Authority for Major Ports (TAMP); TAMP Notifications; Understanding Scale of Rates at selected public and private ports; Shipping Costs and freight Calculations.

**Learning Outcomes:**

After completion of this unit, the student will be able to

Understanding Basis for cost calculations at ports and Shipping	L2
Analyze investments appraisals, guidelines of Tariff Authority for Major Ports (TAMP)	L4
Understanding Scale of Rates at selected public and private ports	L2
Analyze Shipping Costs and freight Calculations.	L4

**Pedagogy tools:** Blended learning, case study, video lectures, self-reading

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

<b>CO1:</b>	To understand the Maritime industry, Port and Shipping Operations	L2
<b>CO2:</b>	Explain Port and Shipping Operations, their trends and performance	L3
<b>CO3:</b>	Analyze the Port and Shipping related developments across the world	L4
<b>CO4:</b>	Evaluate Port and Shipping Operations for asset planning	L5
<b>CO5:</b>	Understand the Sourcing and investment procedures at port, cost calculations & tariff fixation at ports	L2

**Textbook(s):**

- Ronald H. Ballou, Samir K. Srivastava 2007, *Business Logistics/Supply Chain Management*, 5/e, Pearson Education.

**Additional Reading**

**Reference Book(s) and journal papers:**

- Khalid Bichou, *Port Operations, Planning and Logistics*, Routledge
- *Marine Transportation Management*, Henry S. Marcus, Auburn House Pub. Co., 1986.
- *Management of Transportation*, Bardi Edward J., Cengage Learning (Thompson), 6th Edition 2006 [International Edition].
- Martin Stopford, *Maritime Economics*, 3e, Routledge, 2009.

**Journal(s):**

11. *Journal of Shipping and Trade*
12. *International Journal of Shipping and Transport Logistics (IJSTL)*
13. *Contemporary Shipping Logistics and Port Management*

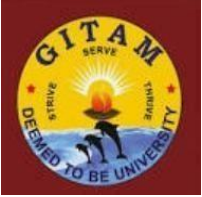
**Course Mapping**

**This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO). (Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>Total</b>
<b>CO1</b>	1	1	0	1	0	2	1	6
<b>CO2</b>	2	2	0	2	1	2	1	10
<b>CO3</b>	2	2	2	1	2	2	2	13
<b>CO4</b>	2	2	1	2	1	2	2	12
<b>CO5</b>	2	1	0	3	1	2	3	12
<b>Target Level Max</b>	9	8	3	9	5	10	9	53
Sustainable Development Goals (SGDs)								
<b>SDG17**</b>	2	0	0	2	1	2	2	
SDG Justification: Topics like Port logistics & Supply chain systems; Port strategic alliances, The future of ports & Shipping – strategic & tactical port planning; Port and shipping planning and decision factors, are in correlation with sub goals of SGD17								

**\*\*Partnerships to achieve the Goal- *Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.***

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	<b>MBI 858</b>	<b>Global Sourcing</b>						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version			1.0		
	Course Pre-requisite(s)		Contact hours			50		
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Globalization and growth of free trade have given numerous opportunities to the growth of manufacturing and services sectors across the world. Improving interdependence among nations allowed business organisations to look for suppliers and customers beyond their physical boundaries. Technological innovations coupled with growth of internet conferred newer avenues for business managers to seamlessly procure goods from across the world and manage inventory levels. These developments have significantly improved industry expectations from the business executives. The course is, therefore, designed to enhance the skillset of students who wish to create niche for themselves in this domain. Contents of the curriculum cover the dynamics of global sourcing that can equip the students to confidently support the global sourcing practices at the organisations that they join.

### Course Objectives

To explain the skills required for global sourcing

Explore the role of supply chain management and trade promotion bodies of India.

Students will be able to discuss the strategic source plan

Elucidate the supplier diversity management

Assess the S2S process outsourcing

### Unit I                      Title: Introduction to Global Sourcing                      No of Hours- 10

Definition and meaning of Sourcing & Outsourcing; global purchasing management; Skill required; Need for global sourcing; Modes of global sourcing. Global sourcing models & risks involved.

*Case Study: Global Sourcing Development at IKEA*

Learning outcomes:

After completion of this unit, the student will be able to

- To understand the concepts of sourcing and outsourcing. L1
- To understand the global purchase management system. L2
- Understand the core concepts of skill requirement. L3
- Explain the infrastructure and needs of global sourcing. L4
- Explore the various global sourcing models and the risks involved. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards



- Explain the concept of soliciting and planning. L1.
- Explain the role of global supplier diversity. L2
- Understand Sustainability of supply chain. L3
- Explain supplier evaluation. L4
- Discuss international bidding. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title: Global sourcing trends No of Hours- 10**  
 Developing global sourcing strategies; Trends in Global Sourcing, International trade requirements. Sourcing to settle (S2S) – Need for S2S; Implementing, managing, & outsourcing S2S process.  
*Case Study: Philips healthcare: global sourcing in a post-covid-19 world*

Learning **outcomes:** After completion of this unit, the student will be able to

- Understand the various global sourcing strategies. L1
- Understand the trends in global sourcing. L2
- Explain the S2S sourcing to settle. L3
- Discuss the outsourcing S2S process. L4
- Explain Needs for S2S. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand need, modes, and models of global sourcing	A1
CO2	Explore and analyze the role of trade promotion bodies of India.	A3
CO3	Students will be able to examine worldwide inter country trade volumes.	A3 & A2
CO4	Understand the various functions and operations of various multilateral trade institutions.	A3 & A2
CO5	Understand the opportunities and challenges of India in the various multilateral trade organizations.	A4

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

MBA – IB Global sourcing, -CO-PO Mapping

	POs					PSO's		
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	Total
CO1	1	1	0	1	0	1	1	5
CO2	2	2	0	2	2	1	1	10
CO3	2	2	2	2	2	1	1	12
CO4	2	3	2	3	1	3	2	16
CO5	2	3	0	3	1	2	2	13
<b>Target Maxim Achieved</b>	9	11	4	11	6	8	7	56
Sustainable Development Goals (SDG)s								
<b>SDG16**</b>	1	0	0	1	1	1	1	
**The concepts in the Unit-1 to 4 on sustainable production and supply methods and responsible means of usage of resources are in correlation with the SDG goal 16.								

\*\*Peace and Justice Strong Institutions- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

#### Reference Books:

- E-Resources, Cases, E-Books, Websites, E-Library, Handouts.
- Sourcing and Supply Chain Management – Handfield, Monczka, Patterson; CENGAGE
- Strategic Global Sourcing Best Practices By Fred Sollish, John Semanik · 2011
- Global Sourcing and Supply Management Excellence in China (2017), Procurement Guide for Supply Experts Authors: Marc Helmold, Brian Terry

#### Additional Learnings/Journals


- Journal of Global Operations and Strategic Sourcing, Emerald
- Understanding Integrated Global Sourcing, Emerald Insights

#### Videos

1. Global Sourcing strategies- <https://www.coursera.org/lecture/international-business-operations/global-sourcing-strategies-kDkSd>

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## Banking & Finance Services

	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	MBI852	<b>International Commodity Management</b>						
	Course Owner	Dr.Radha Raghuramapatruni	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				50	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Commodity derivatives play significant role in the growth and development of an economy. Moreover, it is an integral part of international trade in commodities. The course will cover details of basic concepts and practices in commodities derivatives, Indian and International Commodity Exchanges and technical aspects of commodity derivative trading with live examples.

### Course Objectives

- Grasp the concepts of commodity management.
- Acquire and improve their skills of related to commodity management.
- Understand the technical tools related to commodity management.
- Continue enriching and upgrading their knowledge of derivative and commodity markets.
- To understand and perform providing the cost-effective economic development strategies.

### Unit I Title: Introduction to the commodity markets

**No of Hours- 10**

Understanding Commodity markets and derivatives, Physical commodity markets; Characteristics of physical commodity markets and factor affecting demand and supply of commodity, Need for an organized exchange, Types of Derivative, Payoff for the derivative positions, Commodity derivative vs. Financial derivative, Derivative market participants.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a grasp knowledge on the commodity markets. L1
- To understand the Institutional framework related the commodity markets. L2
- Understand the core concepts of exchange. L3
- Explain the different types of derivatives. L4
- Explore the factors effecting the exchange market. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

### Unit II Title: Global commodity exchanges

**No. of Hours: 10**

Global Commodity Exchanges, Indian Commodity exchanges, Function and role of exchange, price of the futures, Convergence of spot and futures, Basic principle of Hedging, Speculation, and Arbitrage.

Learning **outcomes:**

After completion of this unit, the student will be able to



- Understand the global commodity exchanges. L1
- To understand the objectives and functioning of International commodity exchanges. L2
- To understand the role of exchange pricing. L3
- To understand hedging and principles of hedging. L4
- Helps the students to understand the speculation. L5

**Unit III Title: Introduction to price analysis of commodities: No of Hours.10**

Price analysis of commodity: fundamental and technical approach; Supply and demand of commodities  
 Fundamental analysis of copper, Fundamental analysis of sugar, Charts and analysis of charts, Price patterns Moving Averages, Oscillators, Elliot Wave Theory, Fibonacci Series

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the commodity price analysis. L1
- Understand the factors influencing supply and demand of commodities. L2
- Explain analysis of Charts. L3
- Explain the price patterns and moving averages. L4
- Explain the Elliot Wave theory. L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit IV Title: Trade Promotion Organization in India No of Hours- 10**

Speculation strategies - Arbitrage strategies - Hedging Strategies; Basic principles, applications and using futures for benefit of farmers - Function and Regulations; members and clients, risk management, regulatory framework and misconception of futures market - Exchange transaction; methods of trading, flow of transactions and technology - clearing and settlement; process of settlement.

**Learning outcomes:** After completion of this unit, the student will be able to

- Explain the speculation strategies. L1.
- Explain using futures for benefit of farmers. L2
- Understand risk management. L3
- Outline role of exchange transactions. L4
- Discuss the clearing and settlement process. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

The underlying market in agricultural commodities, metal and energy market - Recent innovation in the commodity derivative markets - Globalization and commodity market; what we can learn from it - concluding comments and suggestions.

Learning **outcomes:** After completion of this unit, the student will be able to

- Understand the market of agricultural commodities. L1
- Understand the system of commodity Classification. L2
- Explain the recent innovations in commodity markets. L3
- Discuss the metal and energy markets. L4
- Explain the market for agricultural commodities. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understand the basic concepts and process of Commodity Derivatives.	A1
CO2	Experiment with data through technical tools for decision making.	A3
CO3	Evaluate different markets and strategies for Commodity Derivative Decision Making.	A3 & A2
CO4	Analyze risk and uncertainty in the Market.	A3 & A2
CO5	Understand and perform providing the cost-effective economic development strategies	A4

**CO PO Mapping**

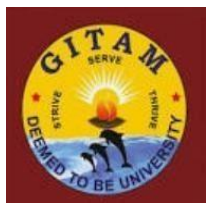
This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).  
 0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
	CO1	1	1	0	1	0	1
CO2	2	2	0	2	2	1	1
CO3	2	2	2	2	2	1	1
CO4	2	3	2	3	1	1	1
CO5	2	3	0	3	1	1	1
<b>Target Level Max.</b>	<b>9</b>	<b>11</b>	<b>4</b>	<b>11</b>	<b>6</b>	5	5

**Reference Books:**

- E-Resources, Cases, E-Books, Websites, E-Library, Handouts.
- Risk Management – IIB / Macmillan Publications
- International Business -SumatiVerma

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	<b>Course Code</b>	<b>Course Title</b>	L	T	P	J	S	C
	MBI854	Risk Management in Banking						
	Course Owner		Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		50			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Risk management in banking has been transformed over the past decade, largely in response to regulations that emerged from the global financial crisis. Risk management is essentially a way of knowing what type of uncertainties are out there and taking steps to counter them and be fully prepared for eventualities. Decisions have to be taken, business needs to be conducted. Risk management helps identify uncertainties to make informed decisions

### Course Objectives

- Grasp the concepts of Risk Management.
- Acquire and improve their skills of related to Risk management.
- Understand the technical tools related to Risk Management.
- Continue enriching and upgrading their knowledge of market risks.
- To understand and perform providing the cost-effective economic development strategies.

### Unit I

#### Title: Introduction to the Risk Management

No of Hours- 10

Understanding of COSO Framework and Integrated Risk Management - Role of Enterprise risk management in Modern Banks - Bank Balance Sheet Perspective & Risk Management - Overview of Credit Risk, Market Risk / ALM and Operational Risk - Evolution of 'Banking Risk Management' and impetus BIS, Basel's Global Banking advisory norms of Basel I, Basel II and Basel III. - Indian experience in adopting global banking norms and RBI's guidance note on Credit Risk, ALM, Risk Management Systems, Market Risk, Stress Testing, and Operational Risk.

Learning outcomes:

After completion of this unit, the student will be able to

- To have a grasp knowledge on risk management. L1
- To understand the management of modern banks. L2
- Understand the core concepts of Risk Management. L3
- Explain the three Basel Reforms. L4
- Explore the concept of credit risk. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit II Title: Communication and Negotiation Essentials of Negotiation and the nature of negotiation Ethics in Negotiation** **No. of hours: 10**

Establishing a Risk Governance Mechanism for a Bank – Primer on Basics of Risk Management and the need for Risk Capital Measurement & Management in a Bank - Evolving codified risk policies - Risk Measurement methods across ALM, Market Risk, Credit Risk and Operational Risk - Risk Management for the Board Level Functionaries - Risk Based Internal Audit (RIBA).

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the fundamentals of risk governance mechanism. L1
- To understand the importance of risk management. L2
- To understand the different types of risks. L3
- To understand the functioning of board level functionaries L4
- Helps the understand the Risk Based Internal Audit. L5

**Unit III Title: Introduction to Credit Risk Management: No of Hours.10**

Credit Risk Management and the concept of Risk Weighting and applying Capital based on Risk - Internal Credit Rating Framework for a Bank - Differences between Credit Scoring and Credit Rating Models - Establishing Rating Pool for Banks and Rating Verification, Rating Validation Methodologies, Operative Modalities and Best practices - Credit Rating Framework and its role in maintaining credit quality - Internal Vs External Credit Rating and CRAR - Loan Pricing based on default risk probability - Estimating Credit Risk Capital requirements based on Risk Exposure (RAROC).

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the basic structure of credit risk management L1
- Understand the factors effecting the credit score. L2
- Explain credit models. L3
- Explain the credit rating framework. L4
- Explain the Estimating Credit Risk Capital requirements L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit IV Title: Asset Liability Management No of Hours- 10**

Asset liability Management (ALM) - Measurement of Interest Rate Risk for ALM and select ALM issues - Interest Rate Risk Management - Gap and Duration Gap Management - Duration Ratio - Interest Rate forecasting for the ALM - Market Risk and its measurement by Value at Risk (VaR)

Learning **outcomes:** After completion of this unit, the student will be able to

- Explain the key elements of ALM L1.
- Explain the various stages of interest Rate Risk. L2
- Understand the Gap and duration management. L3
- Outline the role of forecasting ALM. L4
- Discuss the market risk and its measurement. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title: Operational Risk and RBI guidelines (4 Sessions) No of Hours- 10**

BIS paper on Regulatory Treatment of Operational Risk & RBI Guidelines on Operational Risk Management - Capital Allocation for Operational Risk - Building ‘Key Risk Indicators’ - Regulatory and Economic Capital Issues – with emphasis on capital bleeding because of poor ORM programme in banks.- Risk Management of Derivative Products - The write-off of the “Too Big to fail” Theory.

Learning **outcomes:** After completion of this unit, the student will be able to

- Understand the operational risk. L1
- Understand the system of capital allocation. L2
- Explain the building of key risk indicators. L3
- Discuss the role of risk management of derivative products. L4
- Explain the regulatory frame work of operational risk. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	<b>Course Outcomes</b>	<b>Assessment</b>
CO1	Understanding of terminologies and concepts of Risk Management.	A1
CO2	Understand and assess various risks involved in the banking system.	A3
CO3	Explain the tools and techniques deployed in banks across the risk classes to manage risks.	A3 & A2
CO4	Understand functions of Credit, Market and Operational Risks.	A3 & A2
CO5	Evaluate Credit /Market / Operational Risks across Banks portfolios with Capital standards as prescribed in Basel II and III	A4

### CO PO Mapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

CO PO Mapping							
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	1	1	0	1	0	1	1
CO2	2	2	0	2	2	1	1
CO3	2	2	2	2	2	1	1
CO4	2	3	2	3	1	2	2
CO5	2	3	0	3	1	2	2
<b>Target Level Max.</b>	<b>9</b>	<b>11</b>	<b>4</b>	<b>12</b>	<b>6</b>	7	7


### Teaching and learning resources

Soft copies of teaching notes/cases etc. will be uploaded onto the G-learn. You need to read different books and journal papers to master certain relevant concepts to analyses cases and evaluate projects. Some of these reference books given below will be available in our library.

#### Reference Books:

Risk Management – IIB / Macmillan Publications

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	Course Code	Course Title	L	T	P	J	S	C
	MBI 860	International Trade Finance						
	Course Owner		Syllabus version		1.0			
	Course Pre-requisite(s)		Contact hours		50			
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Globalization and growth of free trade have given numerous opportunities to the growth of financial transactions across the world. The current course on International Trade Finance helps the students develop an understanding of the finance principles required to conduct business in a global environment, including import and export, and multinational operations. The major topics include globalization; trade risk and risk assessment; methods of payment; use of bonds, guarantees, and letters of credit; currency risk management; export credit insurance; trade finance; structure trade finance; terms of payment; international trade theory; the international monetary market; the global capital market; and foreign direct investment.

### Course Objectives

**Unit I Title: Introduction to Globalization & Trade Risks and Risk assessment: No of Hours- 10**

The globalization debate- Managing in global market place for global financing; International trade practices, Product risks, Commercial risks (purchaser risks) adverse business risks, Political risks, Currency risks, Financial risk.

Learning outcomes:

After completion of this unit, the student will be able to

- Sensitize students on the finance principles required to conduct business in a global environment L1
- Understand the various payment methods used in international trade. L2
- It explains the detailed process flow of complex payment methods like collections, letter of credit, escrow account, and bank guarantees. L3
- Impart knowledge related to risk assessment methods. L4
- Update the students on the trends in international trade financing L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit II Title: International Payment Methods: No. of hours: 10**

Export Costing and Transaction Viability  
International methods and terms of payment (e.g., cash in advance, letter of credit, clean/documentary collection), Factoring and Forfaiting, Cash Flow Planning and Management, Performance Bonds and Guarantees, Insurance to protect investment in foreign countries, Alternative methods of payment (Countertrade and Consignment).

Case Study: IBM & Thailand

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the fundamentals of payment mechanism. L1
- To understand the cash flow and planning. L2
- To understand the alternative payment methods. L3
- To understand the functioning of factoring and forfaiting L4
- Helps to understand the insurance to protect investment. L5

**Unit III Title: Introduction to Trade Finance:**

**No of Hours.10**

Finance alternatives Pre-shipment finance Supplier credits Refinancing of supplier credits Buyer credits The international money market, International leasing Lines of credit and local currency finance Project finance and joint venture Multilateral development banks. *Case Study: Project Financing & China*

**Learning outcomes:**

After completion of this unit, the student will be able to

- Understand the basic structure of pre-shipment finance L1
- Understand the factors effecting the international money market. L2
- Explain credit models. L3
- Explain project financing. L4
- Explain multilateral development banks L5

**Pedagogy Tools:** Discussions, Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit IV Title: Export Credit Insurance & Equity Markets**

**No of Hours- 10**

The private sector insurance market Export credit agencies Investment insurance, EXIM Bank of India. Benefits of the global capital market Global capital market risks, The Euro currency market, The global bond market & The global equity markets.

**Learning outcomes:** After completion of this unit, the student will be able to

- Explain the private sector insurance market L1.
- Explain the investment insurance L2
- Understand the Euro Currency market. L3
- Outline the global bond market. L4
- Discuss the global equity markets. L5



**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

**Unit V Title: International Monetary Markets & Foreign Direct Investment (FDI No of Hours- 10**

The Gold Standard, Bretton Woods System, The collapse of Fixed Exchange Rate System, Exchange Rate Systems in practice, Foreign Direct Investment, Advantages, Costs and Benefits of Foreign Direct Investment, Government policy Instruments & FDI. . *Case Study: The Impossible Trinity Dilemma*

Learning **outcomes:** After completion of this unit, the student will be able to

- Understand the operational risk. L1
- Understand the system of capital allocation. L2
- Explain the building of key risk indicators. L3
- Discuss the role of risk management of derivative products. L4
- Explain the regulatory frame work of operational risk. L5

**Pedagogy Tools:** Case study, Guest lectures, self-reading, polls, Conversation Boards

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

	Course Outcomes	Assessment
CO1	Sensitize students on the finance principles required to conduct the business	A1
CO2	Identify export and import sources of financing.	A3
CO3	Implement risk assessment methods	A3 & A2
CO4	Identify forms and sources of official trade finance.	A3 & A2
CO5	Understand the trends in international trade financing	A4

**Reference Books:**

Risk Management – IIB / Macmillan Publications

**CO PO Mapping**

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).

0= No Relevance; 1= Low Relevance; 2= Medium Relevance; 3= High Relevance

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
<b>CO1</b>	1	1	0	1	0	1	1
<b>CO2</b>	2	2	0	2	2	1	3
<b>CO3</b>	2	2	2	2	2	1	3
<b>CO4</b>	2	3	2	3	1	3	2
<b>CO5</b>	2	3	0	3	1	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

<b>BOS :</b>		<b>ACADEMIC COUNCIL</b>	
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<b>SDG No. &amp; Statement</b>	17		
Introduction to global financial systems, concepts in the Unit-1 to 4 on sustainable production and supply methods and sustainable means of usage of resources are in correlation with the SDG goal 17			
<b>SDG Justification:</b>			
Partnerships to achieve the Goal- Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development			

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**LIST OF CONTEMPORARY COURSES (SEMESTER IV)**

S. No.	Course Type	Course Code	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
1.	Elective	MCC801	CSR & Sustainable Development	2		2	50		50	2
2.	Elective	MCC802	Social Innovation	2		2	50		50	2
3.	Elective	MCC803	Behavioral Economics	2		2	50		50	2
4.	Elective	MCC804	Marketing Analytics	2		2	50		50	2
5.	Elective	MCC805	Technological Entrepreneurship	2		2	50		50	2
6.	Elective	MCC806	Alternative Investments	2		2	50		50	2
7.	Elective	MCC807	Financial Metrics	1	2	2	50		50	2
8.	Elective	MCC808	Sustainable Finance	2		2	50		50	2
9.	Elective	MCC809	Behavioral Finance	1	2	2	50		50	2
10.	Elective	MCC810	HR Metrics	2		2	50		50	2
11.	Elective	MCC811	Psychometrics	2		2	50		50	2
12.	Elective	MCC812	Personal Tax Planning	2		2	50		50	2

## Contemporary Courses

### MBA IV SEMESTER MCC 801: CSR & SUSTAINABLE DEVELOPMENT

#### INTRODUCTION

Corporate Social Responsibility (CSR) assumes pivotal significance in the world-wide debate on sustainable development. Much of humankind is vulnerable to natural disasters, extreme poverty, infectious disease and a host of other challenges. In the name of development humans have irreversibly harmed the socio-ecological fabric. Businesses have awakened to this fact and are trying to catch up and reduce the alarming rate of this impact.

More than ever, corporations are engaging the larger community with policies and procedures in pursuit of Corporate Social Responsibility (CSR). With India leading the way in 2013, by introducing the historic bill on CSR in the Companies Act 2011, we now require to build young, gender sensitive and environmentally conscious India. It is essential to sensitize future managers about social sector - welfare initiatives, non-governmental interventions and the importance of CSR.

#### LEARNING OBJECTIVES

To understand the need of corporate social responsibility (CSR) Recognizing various social sectors where CSR can be of significance  
Analysing the importance of public-private partnership (PPP) in social development  
Sensitize the students about fragile issues of sustainable and responsible business development.

#### LEARNING OUTCOMES

##### On completing this course the student

1. Will be more empathetic towards the lesser fortunate strata of the society
2. Will have a positive inclination towards CSR and will be able to appreciate it rather than treat it as a forced obligation
3. Understanding the role of CSR for sustainable development and the various stakeholder perspectives will give them clarity in guiding the firm they associate with in effective implementation of CSR strategies

#### COURSE SYLLABUS

**Unit I:** Business and Society: Introduction to Corporate Social Responsibility (CSR): Concepts, social aspects of CSR, drivers of CSR; Corporate Citizenship, limitations of approaches to CSR.

**Unit II:** CSR debate in India: Indian traditional value system for CSR - from philanthropy to Public-Private-People Partnerships; trusteeship (Gandhism).

**Unit III:** Sustainable Development: Stakeholder engagement - concept and practice, its relevance in achieving triple bottom line.

**Unit IV:** Regulatory guidelines regarding CSR and its impact; the role of Non Government Organizations (NGO) in CSR.

**Unit V:** Investigating corporate social irresponsibility.

#### **TEXT BOOK**

Baxi, C.V., Prasad, A., "Corporate Social Responsibility - concepts and cases", Excel Books, New Delhi: 2013

#### **REFERENCES**

Srivastava, A., Kothari, A., "Churning the Earth - the making of Global India", Viking, 2012

Biswas, S.C., Gandhi Theory and Practice Social Impact and Contemporary Relevance, Indian Institute of Advanced Studies, Simla, 1969

Moon, J., "The Contribution of Corporate Social Responsibility to Sustainable Development", John Wiley & Sons Ltd, InterScience 15, 2007

#### **JOURNALS**

Journal of Business Ethics

Vikalpa, Indian Institute of Management, Ahmedabad

## INTRODUCTION

Social innovation refers to new strategies, concepts, ideas and organizations that meet social needs of all kinds - from working conditions and education to community development and health - and that extend and strengthen civil society.

Existing structures and policies have found it impossible to crack some of the most pressing issues of present times - such as climate change, the worldwide epidemic of chronic disease, and widening inequality. There is a wide, and probably growing, gap between the scale of the problems faced and the scale of the solutions on offer.

Social innovation has become the theme in many fields. They include: (1) Social entrepreneurship (2) Technology (3) Public Policy (4) Cities and Urban Development (5) Social Movements (6) Community Development.

## LEARNING OBJECTIVES

The objectives of the course therefore are to enable students to apply conceptual frameworks and toolkits to evaluating social and environmental (ir)responsibility; to understand when and how businesses may do better by doing good; and to anticipate new market opportunities to develop a competitive advantage in an era of higher social and environmental expectations.

## LEARNING OUTCOMES

The course on Social Innovation enables the students to:

1. Develop sensitivity to the social end of the business-society spectrum.
2. Identify innovative ideas that could be tailored to become socially innovative products/service on the lines of business plans.
3. Where ever possible bring about a social sensitivity within the organizations they are employed in.

## COURSE SYLLABUS

**Unit 1:** Market failure, recognizing problems/opportunities, future of the world.

**Unit 2:** Social Innovation - introduction, stages, sustenance.

**Unit 3:** Social Innovation in Government, Public Sector, Private Sector, CSR.

**Unit 4:** Social Entrepreneurship - meaning, business model, scaling, sustaining.

**Unit 5:** Cases related to Social Innovation in the community.

#### **TEXT BOOK**

"Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs, Muhammad Yunus", Reviewed By Rodney Schwartz, Public Affairs 2010

#### **ONLINE RESOURCES**

[http://www.addmecop.eu/home/european/library/literature/Social\\_Innovator\\_020310.pdf](http://www.addmecop.eu/home/european/library/literature/Social_Innovator_020310.pdf)  
<http://www.sbs.ox.ac.uk/centres/skoll/research/Documents/Social%20Innovation.pdf> [http://www.ngobiz.org/g/picture/File/Social%20Enterpeuneur - The%20Case%20of%20Definition.pdf](http://www.ngobiz.org/g/picture/File/Social%20Enterpeuneur-The%20Case%20of%20Definition.pdf) <https://www.ashoka.org>

#### **JOURNALS**

Stanford Social Innovation Review Stanford University Online Magazine  
<http://changemaking.ashoka.org/>

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**MBA IV Semester**  
**MMC 803:- BEHAVIORAL ECONOMICS**

**Introduction**

This course provides a non-technical introduction to behavioural economics. Behavioural economics analyses regularities in actual individual and strategic decision making and documents departures from behaviour predicted by classical economic theory. Behavioural economics explains these departures by incorporating psychological aspects into economic theories. This course will help student to understand why people make the decisions they make, improve their own decision making, and predict how others behave in situations in which they interact with them strategically.

Behavioural economics combines insights from psychology, judgment, and decision making, and economics to generate a more accurate understanding of human behavior.

The purpose of this course is to inform future managers, underlying the decisions made by customers, competitors, peers, and themselves, with emphasis on how to incorporate insights into business, marketing, and investing strategies. It also provides students with practical advice about applying these findings to topics in marketing, management and finance.

Learning Objectives:

- To learn the rational and cognitive decision making and Decision Fatigue.
- To know perception basis and inertial effects.
- It understand the concepts of Behavioural finance and advanced behavioural economic concepts.

Learning Outcomes:

On the completion of this course students would be able to

- Students can explain behavioural concepts in individual decision making
- Student would understand behavioural concepts in strategic interaction
- Students could apply simple behavioural concepts to new situations.

**Syllabus:**

**Unit I:** Introduction to Behavioral Economics: Understanding Human Behavior - Behavioral Traits - Preferences, Actual Processes, Non-economic information, Decision Fatigue, Manipulation, Bounded Rationality –Optimal Satisficing, Cognitive Surplus- Kahneman’s Cognitive System

**Unit II:** Economic Behavior: Heuristics for complex choices – Utility Function, Cardinal Utility, Satisficing, Directed Cognition, Choice Arbitrariness; Choice with Risk – Exponential Discounting, Learning from New Information – Social Preferences- Social Utility and Decision Making, Bargain Impasse.

**Unit III:** Economic Anomalies: **Rational Man** – Consumer Choice under Certainty and Uncertainty; **Prospect Theory** – Reference Point, S-Curve, Loss Aversion; **Perception Biases** – Saliency, Framing, Anchoring, Sunk Cost Bias; **Inertial Effects** – Endowment Effect, Status Quo Effect, Disposition Effect; Causality – Representativeness, Conjunction Fallacy, Randomness, Small Sample Bias and Probability Neglect.

**Unit IV:** Behavioral Finance: Efficient Market Hypothesis – Value Investing – Noise Trading – Positive Economics – Equity Premium Puzzle -

**Unit V:** Advances in Behavioral Economics: Neuroeconomics –Cognitive Processes, Cognitive Mistakes; Risk-as-Feelings Hypothesis – Experimental Economics - Nudging as a tool to influence freedom of choice – Policy and Behavior



**Recommended text book:**


1. Behavioral Economics, Edward Cartwright, Routledge, Second edition, 2011.

**Reference Books:**

1. Human Agency and Behavioral Economics: Nudging Fast and Slow, Cass R Sunstein, Palgrave MacMillan, 2017
  2. Misbehaving: The Making of Behavioral Economics, Richard Thaler, W. W. Norton & Company, 2015
  3. Behavioral Finance: Understanding the Social, Cognitive and Economic Debates, Edwin T Burton and Sunit N Shah, John Wiley & Sons, 2013.
  4. Exotic Preferences: Behavioral Economics and Human Motivation, George Lowenstein, Oxford University Press, 2007
- \*\*\*\*\*

## MBA IV Semester

### MCC 804: MARKETING ANALYTICS

	<b>Course Code</b>	<b>Marketing Analytics</b>	L	T	P	J	S	C	
			3					3	
	CourseOwner	Department of Business Analytics	Syllabusversion				1.0		
	CoursePre-requisite(s)	Nil	Contacthours				45		
	CourseCo-requisite(s)	Nil	DateApproved						
AlternateExposure									

*With rapid sharing of data across different social media platforms, companies are now focusing on deploying several tools to analyze the same to develop targeted marketing and positioning strategies. This course introduces different multivariate methods to students that can be used in practice for segmenting, attracting and retaining different customers in different product and services.*

#### Course Objectives

1. Understand what is Marketing Analytics
2. Importance of Marketing Analytics in modern day business landscape
3. Understand different types of multivariate techniques used in marketing
4. Understand the application of tools like Excel, R and Python for marketing analytics.
5. Able to make inferences and recommendations for marketers.

**UNIT - I      Title: Analyzing Marketing Data and Environment      No of Hours:9**

Need of Marketing Analytics, Data Preparation, Slicing and Dicing, Data Summary using Graph, Graph Aided Business Decision Making, Introduction to R for data analytics, Compare Sales Performance

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the need of marketing analytics L2
- Understand Data cleaning and preparation L2
- Understand use of Graphical tools for basic data analysis L2
- Understand using R for basic data analysis L2

**Pedagogy tools:** MS Excel, R-studio, Videos, Case-lets

**UNIT - II      Title: Segmenting, Targeting and Positioning:      No of Hours:9**  
**Product Analytics**

Item Exploration, Exploratory Factor Analysis, Cluster Analysis, Product Design, Attribute Selection, Test Marketing, Demand Forecasting

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the usage of exploratory factor analysis L2
- Understand the usage of cluster analysis L2
- Describe product design through attribute selection L2
- Understand the concept of test marketing L2

**Pedagogy tools:** MS Excel, R-studio, Videos, Case-lets, Conjoint Analysis, Logistic Regression, Least Squares Regression, Moving Average, Naïve Method.

**UNIT - III      Pricing & Place Analytics      No of Hours:9**

Linear and Non-linear pricing, Price Optimization, Price Bundling, Discounted Pricing, Price Skimming, Revenue Management, Markdown Pricing, Designing Retail Outlet, Online Product Assortment, Allocating Retail Space and Sales Resources, Catalog/Email Marketing

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Identify different pricing methods L2
- Perform price optimization L3
- Understand retail outlet design L3
- Understand the importance of catalog/ email marketing L3

**Pedagogy tools:** MS Excel, R-studio, Videos, Case-lets, Market Basket- Analysis, RFM Analysis

**UNIT - IV                      Promotion Analytics    No of Hours:9**

Media Selection Model, Measure the effect of advertisement, Google AdWords Bid and CPC, Viral Marketing, measuring consumer responses, measuring consumer value

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Understand the importance of media selection models L3
- Evaluate the impact of advertisement L3
- Understand the importance of Google AdWords L3
- Understand the significance of viral marketing L3
- Understand and evaluate consumer value L3

**Pedagogy tools:** MS Excel, R-studio, Videos, Case-lets, Regression Analysis, Structural Equation Modelling, CLV Modelling.

**UNIT - V                      Qualitative Data Analysis    No of Hours:9**

Analyzing customer reviews, Twitter reviews analysis, Sentiment Analysis

**Learning Outcomes:**

After completion of this unit, the student will be able to

- Extract data from online reviews L2
- Use R and Python for web scrapping L5

- Using R for analyzing customer sentiments L5
- Able to make suggestions to marketers L5

**Pedagogy tools:** R-studio, Python, MS Excel, Tableau, SPSS

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

Course Outcomes
Understand the business problems in the domain of marketing those analytical applications can address
Provide an overview of analytics landscape especially in the retail sector
Understand the role of predictive modeling in influencing customer behavior
Understand technology trends in Marketing analytics
Learn how to plan and implement Analytics projects

**Textbook(s):**

**1 Marketing Analytics : A Practical guide to improving Consumer Insights Using Data Techniques By Mike Grisby**

**Additional Reading**

**1. Reference Book(s): Marketing Research: An Applied Orientation, 7/e, Naresh Malhotra & Satyabhushan Dash, Pearson India**

**Journal(s):**

1. Journal of Marketing Analytics, Springer.

**Website(s):**

1. <https://archive.ics.uci.edu/ml/index.php>
2. <https://www.kaggle.com/>
3. <https://data.gov.in/>

## MCC 805 – Technological Entrepreneurship

### Introduction

This course aims to provide students with an understanding of the nature of enterprise and entrepreneurship and introduces the role of the entrepreneur, innovation and technology in the entrepreneurial process. It is not about small business or life style businesses but instead the development of growth oriented businesses - whether for-profit or not-for-profit. Entrepreneurship is both a way of thinking and of doing. It involves "building something from nothing" and successful entrepreneurs know how to manage and mitigate uncertainty and risk. The course content is relevant to those individuals thinking about starting a business or who are already in business - large or small, those who are interested in commercialising their own innovations or of others, and those who advise entrepreneurs or engage in policy making in the entrepreneurship area

### Course Objectives

- To learn the concepts and importance of Value Creation ,Competence and New Knowledge Acquisition
- To enable students thinking abilities for Venture Idea Generation
- To make the students to understand the way to Develop and Implement the Technology Business Plan
- To enhance the knowledge about Venture Valuation and Venture Exit

### Syllabus

**Unit 1:** Technology Entrepreneurship – Trends, Opportunities and Challenges; The Technology Entrepreneur – Who? Character Traits, Opportunity Orientation, Self Efficacy – Five Pillars of Technology Entrepreneurship: Value Creation, Lean Startup, Customer Discovery and Validation, Business Model Canvas, Entrepreneurial Method.

**Unit 2:** Opportunity Emergence – Discovery, Knowledge, Discontinuity, Bold Innovation; Competence – Dynamic Competence, Competence Enhancement, Technological Competence, Creativity; New Knowledge Acquisition – Knowledge, Open Innovation, Networks, Alliances, Purchasing Knowledge,

**Unit 3:** Venture Idea Generation – Venture Types (B2C, B2B, B2G)- Idea Generation Process – Idea Development Process – Market/Product/Service Development

**Unit 4:** Protecting Intellectual Property – Legal Structure and Equity Distribution – Developing and Implementing the Technology Business Plan – Capital and Capital Sources

**Unit 5:** Venture Launch – Marketing and Selling Products – Venture Valuation and Venture Exit; Emerging Futures – Climate Change, Energy, Robotics, Artificial Intelligence, Internet of Things.

## Course Outcomes

On completion of this course the students would be able to

- Would understand the need and significance of dynamic competence and Competence Enhancement
- Would develop a Creative venture idea with the acquired new knowledge
- Could be ready to present technology business plan for financial support with the required contents.
- Ready to prepare venture valuation for the proposed new venture

Dynamic Competence, Competence Enhancement, Technological Competence, Creativity; New Knowledge Acquisition

### Text Books:

- Technological Entrepreneurship: Technology-Driven vs Market-Driven Innovation, Ian Chaston, Palgrave MacMillan, 2017.
- Technology Entrepreneurship: Taking Innovation to the Marketplace, Thomas N. Duening, Robert D. Hisrich and Michael A. Lechter, Academic Press, 2<sup>nd</sup> Edition, 2015.

### Reference Books:

1. Essentials of Entrepreneurship and Small Business Management, Norman M Scarborough and Jeffrey R Cornwall, Pearson, 8<sup>th</sup> Edition, 2016
2. From Science to Startup: The Inside Track of Technology Entrepreneurship, Anil Sethi, Copernicus Books, 2016.

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## MCC 806: ALTERNATIVE INVESTMENTS

### Introduction:

Interest in alternative investments has grown rapidly in recent years from the high net worth investors and institutions such as hedge funds in search for investments outside the traditional universe. As alternative investments have low correlation with traditional investments, they are sought after by these investors. Therefore, it is important to understand the nature of the alternative assets and their risk-return profile. This course is designed to equip the students with the knowledge and techniques to analyse alternative investment assets.

### Syllabus

1. The Hedge Fund Sector
2. Due Diligence of Hedge Funds
3. Fundamental Strategies: Equity Long-Short & Dedicated Short Bias
4. Quantitative Equity Strategies: Equity Market Neutral and Statistical Arbitrage
5. Arbitrage: Event Driven, Convertible Bonds & Fixed Income
6. Macro Strategies: Global Macro, Managed Futures and Emerging Markets
7. Investing in Commodity Futures
8. Hedge Fund Benchmarks
9. Venture Capital
10. LBOs
11. Real Estate
12. Private Equity, Closely Held Companies and Distressed Securities

### Reference Book

**Ben Stein, Phil DeMuth**, The Little Book of Alternative Investments: Reaping Rewards by Daring to be Different, Wiley

**Stuart R. Veale**, The Investor's Guidebook to Alternative Investments: The Role of Alternative Investments in Portfolio Design, amazon

### Textbooks:

1. Mark J. P. Anson: Handbook of Alternative Assets 2nd John Wiley & Sons
2. Hedge Fund Strategies by Lasse H. Pedersen
3. Real Estate, Thirteenth Edition, by James D. Shilling, Thomson South-Western.
4. Evaluating Hedge Fund Performance, by Vinh Q. Tran, John Wiley & Sons.

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## MCC 807: FINANCIAL METRICS

### INTRODUCTION

Financial analytics helps in analyzing the financial statements and forecast possible future financial scenarios. It can help in improving the performance of a business. Financial analysis software can speed up the creation of reports and present the data in a graphical presentation that is easier to read and interpret.

### OBJECTIVES

- To understand different financial statistics and their usage
- Understand financial securities
- Understand trading strategies

### LEARNING OUTCOMES

- 1) Perform financial statistics for a given finance data
- 2) Gauge the market sentiment by using different techniques
- 3) Get insight to the trading strategies

### SYLLABUS

**Unit I: Analytical Thinking and Financial Statistics:** Introduction to Financial Analytics, Financial Statistics – Probability, Combinatorics, Mathematical Expectation, Sample Mean, Standard Deviation, and Variance, Sample Skewness and Kurtosis, Sample Covariance and Correlation, Financial Returns, Capital Asset Pricing Model

**Unit II: Financial Securities:** Bond Investments, Stock Investments, The Housing Crisis, The Euro Crisis, Securities Datasets and Visualization, Adjusting for Stock Splits, Adjusting for Mergers, Plotting Multiple Series, Securities Data Importing, Securities Data Cleansing, Securities Quoting

**Unit III: Time Series Analysis:** Examining Time Series, Stationary Time Series, Auto-Regressive Moving Average Processes, Power Transformations

**Unit IV: Gauging the Market Sentiment:** Markov Regime Switching Model, Reading the Market Data, Bayesian Reasoning, The Beta Distribution, Prior and Posterior Distributions, Examining Log Returns for Correlation, Momentum Graphs

**Unit V: Simulating Trading Strategies:** Foreign Exchange Markets, Chart Analytics, Initialization and Finalization, Momentum Indicators, Bayesian Reasoning within Positions, Entries, Exits, Profitability, Short-Term Volatility, The State Machine

### TEXTBOOK

Mark J. Bennet, Dirk L. Hugen (2016), *Financial Analytics with R*, Cambridge: Cambridge University Press.

### REFERENCE BOOKS:

- 1) Michael Samonas (2015), *Financial Forecasting, Analysis and Modelling: A Framework for Long-Term Forecasting*, New Delhi: Wiley Publishing.
- 2) Chandan Sengupta (2011), *Financial Analysis and Modeling using Excel and VBA*, New Delhi: Wiley India.
- 3) Scott Proctor K (2010), *Building Financial Models with Microsoft Excel*, New Delhi: Wiley India

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# MCC 808 Sustainable Finance

## Course framework:

The course comprises five modules with 14 lectures:

### Module 1:

Introduction to Sustainable Finance (SF) Lecture

1.1: Sustainability meets finance Module

### Module 2:

Sustainability, ESG and Finance Lecture

2.1: Introduction to ESG integration in financial decision-making Lecture

2.2: Sustainability data, accounting & reporting Lecture

2.3: SF policies & regulations

### Module 3:

Climate change and Finance Lecture

3.1: The state of the climate Lecture

3.2: Climate transition risks & opportunities Lecture

3.3: Physical risks & adaptation finance (1&2)

### Module 4:

SF financing and investing Lecture

4.1: Responsible & sustainable banking Lecture

4.2: Responsible & sustainable investing (1&2) Lecture

4.3: Blended finance

### Module 5:

Key topics in focus Lecture

5.1: Renewable energy finance Lecture

5.2: Natural capital & finance

## MCC 809 BEHAVIORAL FINANCE

### UNIT - 1

Introduction to Behavioral finance – Nature, scope, objectives and application; Investment Decision Cycle: Judgment under Uncertainty: Cognitive information perception - Peculiarities (biases) of quantitative and numerical information perception - Representativeness – Anchoring - Exponential discounting - Hyperbolic discounting.

### UNIT – 2

Utility/ Preference Functions: Expected Utility Theory [EUT] and Rational Thought: Decision making under risk and uncertainty - Expected utility as a basis for decision-making – Theories based on Expected Utility Concept - Investor rationality and market efficiency.

### UNIT – 3

Behavioral Factors and Financial Markets: The Efficient Markets Hypothesis – Fundamental Information and Financial Markets - Information available for Market Participants and Market Efficiency -Market Predictability –The Concept of limits of Arbitrage Model - Asset management and behavioral factors - Active Portfolio Management: return statistics and sources of systematic underperformance. - Fundamental information and technical analysis – the case for psychological influence.

### UNIT – 4

Behavioral Corporate Finance: Behavioral factors and Corporate Decisions on Capital Structure and Dividend Policy - Capital Structure dependence on Market Timing -. Systematic approach to using behavioral factors in corporate decision making. External Factors and Investor Behavior: Mechanisms of the External Factor influence on risk perception and attitudes - Connection to human psychophysiology and emotional regulation Active portfolio management – the source of the systematic underperformance.

### UNIT – 5

Emotions and Decision – Making: Experimental measurement of risk-related - Measuring Risk - Emotional mechanisms in modulating risk-taking attitude - Neurophysiology of risk taking. Personality traits and risk attitudes in different domains.

### Reference Books

- Behavioral Finance: Psychology, Decision-Making, and Markets", by Ackert and Deaves.
- Understanding Behavioral Finance by Ackert The Psychology of Investing by John R. Nofsinger, Pearson Prentice Hall, (4th Edition)
- What Investors Really Want - Learn the lessons of behavioral Finance, Meir Statman, McGraw-Hill
- Handbook of Behavioral Finance – Brian R. Bruce
- Behavioral finance - Wiley Finance - Joachim Goldberg, Rüdiger von Nitzsch
- Plous, Scott, 1993, The Psychology of Judgment and Decision Making, Ch 10-15
- Shleifer, Andrei, 2000, Are Financial Markets Efficient?, Chapter 1 in Inefficient Markets, Oxford University Press.
- Ackert, L., and R. Deaves, 2010, Behavioral Finance: Psychology, Decision-Making and

Markets, South-Western Cengage Learning, Mason, Ohio.

- Nofsinger, J. R., 2001, Investment Madness, Prentice Hall.
- Mitchell, O. S., and S. P. Utkus, eds., 2004. Pension Design and Structure: New Lessons from Behavioral Finance (Oxford University Press, New York, New York).
- Shleifer, Andrei (2000): Inefficient Markets: An Introduction to Behavioral Finance, Oxford University Press, Oxford.
- Montier, James (2002): Behavioural Finance, John Wiley & Sons, New York.
- Plous, S. (1993). The psychology of judgment and decision-making NY: McGrawHill.

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**MBA IV Semester**  
**MCC 810: HR METRICS**

**INTRODUCTION**

We are on the threshold of most exciting and promising phase of the evolution of human resources and human capital management. Today there is a shift of the attention towards predictability. The course is designed to study about predictive management, that is, managing to day and tomorrow. It is also known as HCM: 21. It is holistic predictive management model and operating system for human resources function. HCM: 21 is a four-phase process that starts with scanning the market place and ends with an integrated measurement system. In the middle it addresses workforce and succession planning in a new way and shows how to optimize and synchronize the delivery of HR services.

**Course Objectives:**

To understand the Concepts of predictive analytics and HCM: 21.

To analyse predictive management model and its process and HCM:21 process To make a detailed study of case studies from Government and private companies.

**Unit I:** Meaning of Analytics; Classification; Importance HCMs; Role and Perspective of HCMs.

**Unit II:** The HCM Model: The Employee Value Proposition; Compensation, Attracting, Motivating and retaining employees now and in the future.

**Unit III:** The new face of work force planning; The workforce planning; segmentation of skills, The business playbook; the contents and process of creating a playbook.

**Unit IV:** Quality employee engagement: Employee Engagement Definition and Measurement; Engagement Drivers; Disorder and Disengagement; Behaviour Based Signs of Departure, Event based Signs of Departure, Databased Signs of Departure;

**Unit V :** Meaning of Metrics; The our Human Capital Performance Metrics; The Second Generation and Third Generation Metrics Connecting the Metrics; Predictive Analytics for Human Capital Management.

**Course Outcomes**

After completion of the course the student is able to learn The conceptual understanding of HR Analytics

The HCM Model of HR Analytics

The meaning of Metrics, the first, second, and third generation metrics

**TEXT BOOK**

JAC Fitzeng: The New HR Analytics

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## MBA IV Semester

### MCC 811 :PSYCHOMETRICS

#### INTRODUCTION

Human Resource Management increasingly deals with behavioral issues at the work situation. Consequently, increased demands are being placed on human resource managers to have a fundamental understanding of the basics of human behavior and an awareness of scientific assessment of behavioral factors significant at work.

#### LEARNING OBJECTIVES

1. To facilitate a theoretical and applied understanding of human behavior at work.
2. To equip the HR manager to scientifically assess behavior at work using the methods
3. To standardized tools of psychometry.

#### LEARNING OUTCOMES

The course on psychometrics enables the student to:

1. Identify areas where psychometrics can aid in HR decision making
2. Enlist and use psychometric techniques and tools to aid HR decision making
3. Design techniques as per various HR requirements in the event of unavailability of tools in specific areas.

#### COURSE SYLLABUS

**Unit I** : Psychological Assessment: Parameters of Assessment; Psychophysical Methods; Psychological Scaling; Reaction Time; Illusins and embedded figures; Thresholds.

**Unit II** : Test Construction: Item Writing; Item Analysis; Reliability; Validity; Norm Development.

**Unit III** : Abilities: Assessment of General Abilities - Intelligence, Aptitudes; Assessment of Special Abilities; Standard Progressive Matrices; David's Battery of Differential Abilities; Emotional Quotient.

**Unit IV** : Personality: Assessment of Values and Interests; Assessment of Interpersonal Behavior; Self-report inventories; Use of semi-projective and projective techniques; Qualitative Methods. 16 Personality Factor Scale; Multiple Personality Type Indicator; Thematic Apperception Test.

**Unit V** : Assessment of Abnormal Functioning: Substance Abuse; Stress; Anxiety; Depression and disease-prone personality; CAGE; Presumptive Stressful Life Events Scale; General Health Questionnaire-28;

Beck Depression Inventory.

**TEXT BOOK**

Furr, R.M. & Bacharach, V.R. (2014). Psychometrics: An Introduction. Thousand Oaks:Sage.

**REFERENCE BOOKS:**

Anastasi, A. (1997). Psychological testing. New York: MacMillan.2013

Ciminero, A.R. (1986). Handbook of behavioral assessment.New York: John Wiley.2013

Kaplan, R. &Saccuzzo (2007). Psychological testing. Wadsworth: Cengage2013

**JOURNALS**

Psychological Assessment

Journal of Psychopathology and Behavioral Assessment

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**MCC 812 : PERSONAL TAX PLANNING**

**INTRODUCTION**

Income tax is subject matter of everyone in India. There is a lot demand for professional tax planner in our country. The objective of this course is to acquaint the student with basic personal tax planning procedure and filing of the return.

**LEARNING OBJECTIVES**

The student gets basics of personal concepts

The student gets calculation of personal tax under various provisions

The student will understand how to plan paying income tax under various exemptions.

The student will get practical knowledge of calculating tax on excel/software The student will know how to file online returns

**LEARNING OUTCOMES**

**On completion of the course**

1. Student would be able to calculate Personal Tax
2. Student would able to pay tax after various exemptions
3. Student is able to file Tax Returns

**Unit I :** Introduction to Indian Income Tax Act, 1961, - basic concepts of Income tax- incidence of tax -Indian income and foreign income- introduction to exempted incomes-income tax authorities powers-responsibilities.

**Unit II :** Introduction to various types of tax heads -introduction to income from salary- definition of salary -feature of salary-components of salary- exempted salary.

**Unit III :** Introduction to income from salary-basics calculation of various types of salary components- calculation of allowances and perquisites -(NP)

**Unit IV :** Computation of income from salary - format of presentation of income from salary calculation of taxable income under various components of salary  
- calculation of taxable income under salary (NP).

**Unit V :** Computation of tax liability - exemptions under section 80- Tax planning -Tax rates - calculation of tax liability --filing of returns - ITR forms- online return filing (NP).

**Recommended Book:**

V.P Gaur, D.B. Narang, Puja Gaur and Rajeev Puri, "Income Tax Law and Practice" assessment year 2017-18.

**References:**

G.K Singania, Tax man series "Income Tax Law and Practice" assessment year 2017- 18.

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Professional Competency Development Courses (PCD) consists of Eleven Courses spread over all the Four Semesters. PCD comprises of:

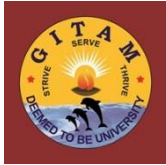
**LIST OF PROFESSIONAL COMPETENCY DEVELOPMENT (PCDs)**

S.No.	Code	Title of course	Level	Credits
SEM1	MMB806	Venture Development (Compulsory)	University	2
SEM1	MMB810	Soft Skills 1	University	1
SEM 2	MMB808	British English Course (BEC)	Skill Set	1
SEM 2	HSMCH102	Universal Human Values	Value	1*
SEM 2	MMB802	Current Business Affairs (CBA)-1	Skill Set	1
SEM 2	MMB820	Social Project	Value based	1
SEM 3	MMB812	Current Business Affairs (CBA)-2	Skill Set	1
SEM 3	MMB814	Soft Skills 2	University	1
SEM 4	MMB816	Business Simulations	Skill Set	2
SEM 4	MMB818	Club Activity	University	2*
SEM 4	MMB820	Spreadsheet Modelling	Skill Set	1
		Total		11

The total credits offered under PCD are 11. The student can earn these credits and get included in the marks list only upon successful completion of the programme. All credits pertaining to this category will be reflected in the IV Semester only. The credits will not be reflected in case the student fails to secure pass grade.

The student is required to acquire **7 credits** out of the 11 available credits to be eligible for the award of the degree. In case the student is able to secure more than 7 credits, for calculation of CGPA, the best grade points of 7 credit courses will be considered.

In case the student does not secure minimum pass grade point (in securing 7 credits), he/she is required to appear along with the following batch of students. Reappearing for PCD courses is not allowed in the Business Simulation and BEC courses.



**GITAM Institute Management  
GITAM (deemed to be University)**

<b>Course Code:</b> MMB806	<b>Course Title:</b> Venture Discovery
<b>Semester:</b> I <b>Course Type:</b> PCD Internal	<b>Credits:</b> 2
<b>Program:</b> All MBA Programmes	
<b>Course Leader:</b> Venture Discovery Centre	

### Course description and learning outcomes

India as part of its Make in India initiative has been focusing on creating incubation centers within educational institutions, with an aim to generate successful start-ups. These start-ups will become employment creators than employment seekers, which is the need of the hour for our country.

This common course for all the disciplines is a foundation on venture development. It is an experiential course that lets students venture and find out what is a business, financial and operating models of a business are. How to design and prototype a solutions that meets their customers' needs and generate revenue for the business.

#### Course Objectives

- Discover who you are – Values, Skills, and Contribution to Society.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

#### Unit I (8 sessions)

**Personal Values:** Defining your personal values, Excite & Excel, Build a Team, Define purpose for a venture. Four stages: Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration.

#### Unit II (8 sessions)

**Solution Discovery:** Craft and mission statement, Experience design, Gaining user insight, Concept design and positioning, Product line strategy, Ideation & Impact.

#### Unit III (8 sessions)

**Business Model Discovery:** Prototyping solutions, Reality Checks, Understand your industry, Types of business models, Define Revenue Models, Define Operating Models

#### Unit IV (8 sessions)

**Discovery Integration:** Illustrate business models, Validate business models, Define company impact

#### Unit V (8 sessions)

**Tell a Story:** Can you make money, Tell your venture story.

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

	<b>Course Outcome</b>	<b>Assessment</b>
1	Understand conceptual framework of the foundation of a venture	A1, A2
2	Understand the concept of purpose, mission and value-add service offered by a venture	A3
3	Analyze design and positioning of the product	A3
4	Demonstrate prototyping	A3
5	Analyze business, revenue and operating models	A3

#### Assessment methods

<b>Task</b>	<b>Task type</b>	<b>Task mode</b>	<b>Weightage (%)</b>
A1. Assignments	Individual	Report/Presentation	20
A2. Case / Project/Assignment	Groups* or Individual	Presentations/Report/Assignment	40
A3. Project	Individual/Group	Report/Pitch	40

#### Transferrable and Employability Skills

	<b>Outcomes</b>	<b>Assessment</b>
1	Know how to use online learning resources: G-Learn, online journals, etc.	A1 & A2
2	Communicate effectively using a range of media	A1& A2
3	Apply teamwork and leadership skills	A2
4	Find, evaluate, synthesize & use information	A1 & A2
5	Analyze real world situation critically	A3
6	Reflect on their own professional development	A3
7	Demonstrate professionalism & ethical awareness	A2
8	Apply multidisciplinary approach to the context	A2

#### Learning and teaching activities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, directed study, independent study via G-Learn, case studies, projects and practical activities (individual & group)

#### Teaching and learning resources

Soft copies of teaching notes/cases etc. will be uploaded onto the G-learn. Wherever necessary, printouts, handouts etc. will be distributed in the class. Prescribed text book will be provided to all. However you should not limit yourself to this book and should explore other sources on your own. You need to read different books and journal papers to master certain relevant concepts to analyze cases and evaluate projects. Some of these reference books given below will be available in our library.

***Prescribed Modules:***

Access to NU-IDEA online modules will be provided.

***Referential text books and journal papers:***

Personal Discovery Through Entrepreneurship, Marc H. Meyer and Chaewon Lee, The Institute of Enterprise Growth, LLC Boston, MA.

***Suggested journals:***

Vikalpa, Indian Institute of Management, Ahmedabad  
Journal of General Management, Mercury House Business Publications, Limited  
Harvard Business Review, Harvard Business School Publishing Co. USA

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## **MMB 810 & MMB 814: SOFT SKILLS - 1&2 ( Workshop)**

### **INTRODUCTION**

Management involves utilising the human capital of an enterprise to contribute to the success of the enterprise. Management is the act of coordinating the efforts of people to accomplish desired goals using available resources efficiently and effectively.

Today's workforce comes from varied social and cultural backgrounds, with differing standards of behaviour. These may not always be in sync with the norms of the organization. The ability to deal with differences, multiculturalism and diversity is needed more than ever. It is important, for students who would be entering the corporate world for the first time, to inculcate behaviour that is appropriate for the workplace. The importance of personal grooming, business etiquette, verbal and non-verbal communication, telephone etiquette and general professional conduct, can never be undermined.

Soft Skills is now recognised as key to making businesses more profitable and better places to work. Increasingly, companies aren't just assessing their current staff and future recruits on their business skills. They are now assessing them on a whole host of soft skill competencies around how well they relate and communicate to others.

It has been found that soft skills can be developed and honed on an on-going basis through good training, insightful reading, observation, and of course, practise, practise, practise.

Students can focus on areas of self-improvement to help improve their behaviour, transform their professional image and create a positive impact in their careers. Greater awareness of grooming and etiquette will help one to develop poise and confidence. This will significantly impact the image that one has in any formal, professional and social situations

### **LEARNING OBJECTIVES**

4. To understand and enhance social skills
5. To develop logical reasoning and quantitative abilities
6. To help build greater confidence when interacting with people
7. To build on the ability to make a positive first impression
8. To help improve the overall appearance

### **LEARNING OUTCOMES**

Soft skills would enable the student in

1. Understanding the strengths and weaknesses of oneself and
2. Gaining confidence in participating in group discussion on current topics.
3. Improving problem solving abilities (Quantitative and Logical)

## **ACTIVITY STRUCTURE DURING WORK SHOP**

The ideal duration of the work shop would be 6 days, however the Institute may decide the duration of the work shop according to the requirements.

Students would be focusing on the following major activities during the workshop:

- a) Grooming & etiquette
- b) Introspection, self awareness and self introduction
- c) CV writing
- d) Facing interviews
- e) Training in aptitude and employability tests.

Guidance on the above issues would be given by an expert and the deputed Faculty would be guiding them through one-to-one interaction. Assessing them on their performance would be done by the concerned Faculty.

The assessment would be for 50 marks.

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## MMB 808: BUSINESS ENGLISH CERTIFICATE (BEC)

### INTRODUCTION

The world may be getting smaller, but people still speak different languages. International trade and business needs a common language and as all are aware, that place has been taken by English language. However, the words of business are different to everyday use so it's not really something everyone picks up intuitively.

Business English Certificate (BEC) programme is one of the value added programmes offered by GITAM Institute of Management in collaboration with University of Cambridge & British Council. BEC is used by hundred of employers, either as part of their staff development programme or as a qualification that they look for when recruiting staff. BEC is a globally recognized qualification and it enhances the job prospects and adds value to the CV of the student. BEC gives the opportunity to learn practical workplace English skills. Preparing for BEC improves one's confidence in using business English, particularly speaking. Many Universities internationally recognize BEC for business courses.

### LEARNING OBJECTIVES

- To understand the nuances of Business English To enhance the student's English speaking skills
- To clearly understand the difference between business English and colloquial English
- To achieve maximum proficiency in business English

### LEARNING OUTCOMES

- Upon completion of this course, students will -
- c Learn to confidently communicate in English at the workplace
  - c Acquire the following Business English skills in accordance with their BEC Levels:
  - c BEC Preliminary: read reports, charts and advertisements; write short email or memo; understand short conversations; give short presentations.
  - c BEC Vantage: read longer business reports and company documents; write letters or proposals; listen to short discussions; contribute to a discussion about a business topic.
  - c BEC Higher: understand authentic business articles; write reports and summarize graphs; listen to extended discussions and presentations; give presentations and express opinions in a business discussion.

### ACTIVITY STRUCTURE:

BEC is offered at three levels namely, BEC Preliminary, BEC Vantage and BEC Higher, based on four skills - Reading, Writing, Listening and Speaking.

- c BEC Preliminary is a lower intermediate level and is meant for candidates having limited confidence in their usage of English.
- c BEC Vantage is at intermediate level and is suitable for candidates who have fluency in English.
- c BEC Higher is an advanced level certificate and is for candidates who can use English very confidently in both professional and social situations.

The students would be evaluated based on their performance in various tests conducted. The tests include:

- c Diagnostic test
- c Speaking test
- c Mock test conducted by the Institute
- c Test conducted by British Council.

Performance in BEC would be evaluated for 50 marks each. A certificate would be awarded to those students who clear the test conducted by the British Council.

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## MMB 802 & MMB 812: CURRENT BUSINESS AFFAIRS (CBA) -1&2

### INTRODUCTION

*Knowledge is Power - Sir Francis Bacon.*

It is certain that with knowledge or education one's potential or abilities in life will certainly increase. Having and sharing knowledge is widely recognised as the basis for improving one's reputation and influence. This means a person has the resourcefulness to obtain and criticize useful and informative information in order to become well informed citizens who can make intelligent decisions based upon their understanding and awareness of everyday situations. Equipped with knowledge, a person can project a confident demeanour.

Management students, aspiring to enter the corporate world, need to know what is happening around them and remember them. This can be made easy by inculcating a habit of keenly following the happenings in the world, that can have impact on business, through regular reading, which should include newspapers, magazines - business and other, listen to news and keep a healthy interaction with the whole world.

### LEARNING OBJECTIVES

1. Improve reading habit
2. To create awareness on current business matters
3. Improve critical thinking on business issues
4. Equip students with knowledge and skill to succeed in job interviews

### LEARNING OUTCOMES

On participation in the discussion and giving the online test On Current Business Affairs the student would

1. Gain an understanding on the issues being dealt currently in the country.
2. Gain confidence in participating in group discussion on current topics.

### COURSE STRUCTURE

The student is required to read a Business magazine supplied by the Institution and appear for a weekly online quiz conducted on each Issue. During the class session (two sessions per week) Group Discussion is conducted (group of 6-8) on current topics relevant to that period and which are considered important for Management students.

### REFERENCES

Suggested readings:

#### **Newspapers:**

Economic Times  
Mint  
Business Line  
The Hindu

#### **Magazines:**

Business World  
Business India  
India Today  
Business Today

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## MMB820: SOCIAL PROJECT

### INTRODUCTION

In a large democracy like India, social issues or concerns are many within various commUNITies. Some of them could be common, some unique and depends on the surroundings/environment that the commUNITY is exposed to. Even though there could be interventions from governmental and non- governmental bodies, some of these persist, which the commUNITY wishes would vanish. This course, Social Project is designed as a study that can take social concerns, research the facts, constraints, alternatives and recommend implementable solutions that can alleviate the concern within a commUNITY. Students are expected to go into the commUNITY to identify the perennial problem and see the best way to resolve them, by interacting with commUNITY members, NGOs and other governmental bodies.

### LEARNING OBJECTIVES

1. To understand the concerns of a commUNITY.
2. To pick a concern that can add maximum value to the commUNITY
3. Analyze, organize and prioritize constraints/concern.
4. Recommend a solution that is implementable.

### LEARNING OUTCOMES

On completing this course the student

1. Will be able to empathize with the social concern within the commUNITY.
2. Will be able to assess and gather relevant information.
3. Will be proud that they have made a difference to the commUNITY.

### ACTIVITY STRUCTURE:

Before the course starts, students are assigned a specific faculty mentor, who will be their point of contact for the social project. As this course is a self- study assessment of concerns within the commUNITY. Students are expected to go out into the commUNITY to assess problems and work with their faculty mentor to finalize the project and submit a report to earn credits.

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**MODEL SYLLABUS FOR**  
**UNIVERSAL HUMAN VALUES 2: UNDERSTANDING HARMONY**

**Course code: HSMC (H-102)**

**Credits: 2-1-0-3**

**Semester: 3rd or 4th**

**L-T-P-C: 2-1-0-3**

**Course No.: HSMC (H-102)**

**Course Title: Universal Human Values 2: Understanding Harmony**

**Pre-requisites: None. Universal Human Values 1 (Desirable)**

**Human Values Courses:** During the Induction Program, students would get an initial exposure to human values through Universal Human Values – I. This exposure is to be augmented by this compulsory full semester foundation course.

**OBJECTIVE:** The objective of the course is four fold:

1. Development of a holistic perspective based on self- exploration about themselves (human being), family, society and nature/existence.
2. Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence
3. Strengthening of self-reflection.
4. Development of commitment and courage to act.

**COURSE TOPICS:** The course has 28 lectures and 14 practice sessions in 5 modules:

**Module 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

1. Purpose and motivation for the course, recapitulation from Universal Human Values-I.
2. Self-Exploration—what is it? - Its content and process; ‘Natural Acceptance’ and Experiential Validation- as the process for self-exploration.
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority.
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfil the above human aspirations: understanding and living in harmony at various levels.

Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on liking-disliking.

## **Module 2: Understanding Harmony in the Human Being - Harmony in Myself!**

1. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'.
2. Understanding the needs of Self ('I') and 'Body' - happiness and physical facility.
3. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer).
4. Understanding the characteristics and activities of 'I' and harmony in 'I'.
5. Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail.
6. Programs to ensure Sanyam and Health.

Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life.

Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease

## **Module 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

1. Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship
2. Understanding the meaning of Trust; Difference between intention and competence
3. Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship
4. Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals
5. Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.

Include practice sessions to reflect on relationships in family, hostel and institute as extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives.

## **Module 4: Understanding Harmony in the Nature and Existence - Whole existence as Coexistence**

1. Understanding the harmony in the Nature
2. Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature.
3. Understanding Existence as Co-existence of mutually interacting units in all-pervasive space.
4. Holistic perception of harmony at all levels of existence.
5. Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and

role of technology etc.

### **Module 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics**

1. Natural acceptance of human values
2. Definitiveness of Ethical Human Conduct
3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
4. Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
5. Case studies of typical holistic technologies, management models and production systems
6. Strategy for transition from the present state to Universal Human Order:
  - a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers
  - b. At the level of society: as mutually enriching institutions and organizations
7. Sum up.

Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions e.g. To discuss the conduct as an engineer or scientist etc.

#### **READINGS:** Text Book

1. Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010

#### **Reference Books**

1. Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi.
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj - PanditSunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

**MODE OF CONDUCT (L-T-P-C 2-1-0-3 or 2L:1T:0P 3 credits):** Lectures hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them.

Tutorial hours are to be used for practice sessions.

While analysing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self- observation, self-reflection and self-exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations.

Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practical are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignment and/or activity are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

It is recommended that this content be placed before the student as it is, in the form of a basic foundation course, without including anything else or excluding any part of this content. Additional content may be offered in separate, higher courses.

**This course is to be taught by faculty from every teaching department, including HSS faculty.**

**Teacher preparation with a minimum exposure to at least one 8- day FDP on Universal Human Values is deemed essential.**

**ASSESSMENT:**

This is a compulsory credit course. The assessment is to provide a fair state of development of the student, so participation in classroom discussions, self-assessment, peer assessment etc. will be used in evaluation.

Example:

Assessment by faculty mentor: 10 marks

Self-assessment: 10 marks

Assessment by peers: 10 marks

Socially relevant project/Group Activities/Assignments: 20 marks Semester End Examination: 50 marks

The overall pass percentage is 40%. In case the student fails, he/she must repeat the course.

**OUTCOME OF THE COURSE:** By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

This is only an introductory foundational input. It would be desirable to follow it up by

- a) faculty-student or mentor-mentee programs throughout their time with the institution
- b) Higher level courses on human values in every aspect of living. E.g. as a professional

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## MMB 816: BUSINESS SIMULATION

### INTRODUCTION

*People learn best by doing.*

Business is particularly in need of professionals who are able to turn theory into practice. As the use of interactive technology in games, communication and business expands, so does the need to offer courses based on interactive learning experiences. An emotional involvement is essential to motivate inquiry, to retain information, and to develop strategic thinking skills.

Students learn more and give better evaluations when they enjoy their educational experience. Simulations teach using the ultimate educational combination of reading, lecture and hands-on experience. Students may forget what they read and hear, but few forget a simulation-based course because they inject realism, enthusiasm and interactivity into education. Interaction is "a necessary and fundamental mechanism for knowledge acquisition and the development of both cognitive and physical skills".

Business Simulation is a comprehensive introduction to basic business concepts, providing hands-on decision making experience in R&D, marketing, production and finance. Capstone business simulation teaches business strategy using a more complex business model operating in a multi-layered marketplace.

### OBJECTIVES

Demonstrate effectiveness of multi-discipline teams working together To use strategic thinking to an advantage

Understand overall interaction and impact of various parts of a business on one another

Grow an awareness of competition in the business world

To gain knowledge through experiential learning, as to how a business operates, understand key financial metrics, and leverage team-mates' expertise.

### LEARNING OUTCOMES

By the end of the semester, students should be able to:

Demonstrate understanding of the underlying principles of marketing, management, finance, and accounting and the interrelatedness and impact of these areas on business strategy.

Demonstrate problem-solving skills involving quantitative and statistical analysis

Demonstrate effective oral and written communication skill through case analysis, class discussion and presentations


### ACTIVITY STRUCTURE

Students would be assigned into teams and would be given a simulation exercise where they would face a complex and rapidly evolving scenario in which business acumen is tested and enhanced through modelling, analysis and strategic planning. The students would be evaluated based on their participation, the strategies used and



the performance of the individual as well as their firm. The assessment would be for 50 marks.

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	<b>MMB822</b>	<b>Spreadsheet Modeling</b>	L	T	P	J	S	C	
					2			1	
	Course Owner	Department of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				30		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

Spreadsheet is one of most popular and powerful software tool. They can be used to build models for different decision-making scenarios. Spreadsheet modeling helps in using different mathematical models to solve various optimization problems and to take effective decision.

**Course objectives:**

1. To provide an understanding of modeling approach to decision making
2. To provide hands on experience in working with Excel Solver Add-in to solve various Optimization problems

**Unit – I: Introduction to Modeling:** Modeling approach to decision making, characteristics and benefits of modeling, Mathematical models, Categories of mathematical models

**Unit – II: Linear Programming with Spreadsheets:** Applications of mathematical Optimization, Linear Programming, Modeling and solving LP problems in spreadsheet.

**Unit – III: Sensitivity Analysis:** Introduction, Purpose of sensitivity analysis, Approaches to sensitivity analysis, sensitivity report

**Unit - IV: Network Modeling:** Shortest path problem, Transportation / Assignment Problem, Network Flow Problem

**Unit V: Integer Programming:** Solving Integer Linear Programming problems using Solver, Nonlinear Programming, Solver options for solving NLPs.

**Course Outcomes**

1. Explain the importance of Modeling for decision making
2. Solve LP problems using spreadsheet
3. Build a sensitivity report using spreadsheet
4. Solve network optimization problems using spreadsheet
5. Solve Integer and Non-Linear Problems using spreadsheet

**Reference Books:**

1. Cliff Ragsdale, Spreadsheet Modeling and Decision Analysis: A Practical Introduction to Business Analytics
2. Wayne L. Winston, Microsoft Excel - Data Analysis and Business Modeling, Prentice Hall of India.

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