GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT(GITAM)
(Deemed to be University)

VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A⁺ Grade

REGULATIONS AND SYLLABUS

OF

Master of Business Administration (Business Analytics)
(MBA-BA)
(for 2020-21 admitted batch)

Master of Business Administration in Business Analytics
(w.e.f.2020-21admittedbatch)

1.0 ADMISSION

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

2.0 ELIGIBILITY CRITERIA

2.1 Bachelor Degree or equivalent examination with 50%aggregate marks approved by GITAM University along with High scorein CAT/XAT/MAT/GMAT/CMATorHighscoreinGIMOnlineTest (GOT).

3.0 CHOICEBASEDCREDITSYSTEM

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

- StudentCenteredLearning
- Cafeteriaapproach
- Studentstolearncourses oftheirchoice
- Studentstolearnattheir own pace
- Inter-disciplinarylearning

Learning goals/objectives and outcomes arespecifiedleading to what a student should be able to do at the end of the program.

4.0 MEDIUMOFINSTRUCTION

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

STRUCTUREOFTHE PROGRAM

TheProgramConsistsof

i. Foundation Courses (compulsory) which give general exposure to a Student in communication and subject related area. ii)

ii. Core Courses(compulsory).

iii. Disciplinecentricelectiveswhich

a) aresupportivetothediscipline

b) giveexpandedscopeofthesubjectIntraDepartmentalElectives

c) giveinterdisciplinaryexposure

d) NurturethestudentskillsInter DepartmentalElectives

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iv)Openelectives-whichareofgeneralnatureandunrelatedtothediscipline to expose the student in areas such as general knowledge, personality development, economy, civil society, governance, etc.

Eachcourseisassignedacertainnumberofcreditsdependinguponthenumber of contact hours (lectures & tutorials) perweek.

In general, credits areas signed to the courses based on the following contact hours per week per semester

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

Rangeofcredits

Nameofthecourse	Rangeof credits
Theory	2to6
Practical	2to3
ProjectWork	1to5
ProfessionalCompetencyDevelopment	1or2
VivaVoce	1or2
Seminar	1or2
Seminar	1or2

4.6. The curriculum of the Four Semester MBA (BA) program is designed to haveatotalof260credits.However,fortheawardofMBA(BA)degree, the students has to earn a minimum of **107** credits only as shown in Table1

5.0REGISTRATION

Every student has to register himself / herself for each semester individually at thetimespecifiedbythe Institute /University.

6.0 ATTENDANCEREQUIREMENTS

A student whose attendance is less than 75% in all the courses put together in any Semester will not be permitted to attend the end- Semester examination and can be detained.

However, the Vice Chancellor on the recommendation of the Director of the University Institute may condone the shortage of attendance to the students whose attendance is between 66% and 74% on genuine medical grounds and on payment of prescribed fee. Any student with less than 66% attendance, even on medical grounds, will not be permittedtoattendtheEnd-Semesterexaminationandcanbedetained.

7. EVALUATION

The assessment of the student's performance in each courses hall 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, subjecttotheconditionthatthecandidatemusthavesecuredaminimum 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

Table-2AssessmentProcedure

S.No.	Component of assessment	Marks allotted	Type of assessment	Schemeofevaluation
	Theory/ Practical	50	Continuous Evaluation	(i)MidSemesterexaminations: Twomidexaminationswillbeconducted**for20 marks each**.**Betteroftwo**willbe consideredforfinal20 marks. If the student is absent for one Mid exam, the marks secured in the other mid exam will be considered asfinalmarks. **No** more Re-examinations will be conducted under any circumstances except exceptional cases as approved by the HOI.ii)Courseracourse/online Course:**10marks.**(studentneed to complete respective subject wise Coursera course/ on line course listed by GIM through online and required

				to submit the course Completioncertificate. Upon which student need to give presentation/vivaforawardingmarksupto10) (iii) <u>Class room Presentations / Seminars andCase analysis / workshop / trainin g/ Assignments/survey/projectw ork</u>:**20marks**
		50	Semester-end Examination	Fifty(50)marksfo rSemesterEnd Examinations **Note**: In respect of courses having practicals, theory examinations hall befor Thirty (30) marks andpracticalexamfortwenty(2 0)marks.(Data Mining,MachineLearningwith Applications,NeuralNetworks)
	Total	100		
	Practicals Courses (Introduction topython, Data Visualization with Tableau, Bigdata Analytics)	100	Continuous Evaluation	i) 50marksfor a performance,record and viva-voce ii) 50 marks for two testsof25 markseach(oneat the mid-termandthe other towardsthe end of thesemester conducted by the he concerned labteacher.
	Projectwork(8 weeks) at III Semester	100	Continuous Evaluation	i) Projectreport carries50marks ii) Projectvivavocecarri es50marks

- ClassAttendance- 100%Attendanceisareflectionofone'scommitment,discipline,timemanagementthatfacilitates continuous learning.

- Presentations / GDs - This is designed to shed inhibitions of publicspeaking, within a controlled class - room environment.

- Case Analysis - This is designed to improve analytical skills and proposal/ reflective

writing skills.

- Projects works /surveys - Application of theoretical knowledge to practical real - world problems, not only provides an end-solution, butreinforcesconfidenceandzealto takeup bigger challenges.Field or industry projects helpgroomstudentstoworkingenvironment.

- Viva-voce - This is designed to test comprehensive knowledge gained and articulation style.

- Workshops / Training - 2 to 6 days workshops can be conducted asper the requirement of the Course

Semester End Examination:

Examinations are not the end, but launching platform in to brighter future.The knowledge gained during the Semester are tested through the Semester end- examinations. The duration of each Semesterend - examination shall be for 3 hours.

Students are updated on the examination rules during admission and at regular intervals. Violation of norms regarding behavior in the examination hall will attract severe penalty.Action, asper the University guidelines wouldbe taken against students found copying in the examination halls.

Students hall not be absent for any of the end-term examinations conducted by the Institute.In casethe studentisabsent, in exceptionalcases onapplication, the Institute will decide the merits of the application on a case to case basis.

Duration andPattern ofSemesterEndExamination (Offline)

The durationoftheExaminationis3hours.

A. The followingshall bethe structureofquestionpaperforcourses with Case Studies

S.No.	Pattern	Marks
1.	SectionA:Fiveonepageanswerquestions	5X2marks=10marks
2.	SectionB:FiveEssaytypequestions (eitherorchoiceQuestionsfromeachUNIT)	5X6marks= 30marks
3.	SectionC:OneCaselet(notmorethan200words)	1X10=10marks
	Total	**50 marks**

The following shall be the structure ofquestion paper for courses with numerical problems.

S.No.	Pattern	Marks
1.	SectionA:Fiveonepageanswerquestions (both Theory and Numerical)	5X2marks= 10marks
2.	Section B :Problems/Theory questions (FiveoutofEightquestionstobeanswered)	5X8marks=40marks
3.	**Total**	**50marks**

Note : If the end exams are on line the duration and pattern of examinationwill be decided by the Universityandwill be communicated to the students

	TransferableandEmployabilityskills
1	Knowhowtouseonlinelearningresources:G-Learn,onlinejournals,etc.
2	Communicateeffectivelyusingarangeofmedia
3	Applyteamworkandleadershipskills
4	Find,evaluate,synthesize&useinformation
5	Analyzerealworldsituationcritically
6	Reflectontheirownprofessionaldevelopment
7	Demonstrateprofessionalism&ethicalawareness
8	Applymultidisciplinaryapproachtothecontext

EndTermExamination-General MarkingCriteria

WellBelow Expectations	**(0-20%)**	Littleorno relevant materi sented. Unclear or unsubstantiated arguments al or accuracy and with understanding.Littleevidenceofachievementoftherelevantstated learning outcomes of the course unit.
low Expectations	**(20-40%)**	Revealsaweakunderstandingoffundamentalconceptswithno critical analysis. Produces answers which may contain factual and/orconceptualinadequacies.Providespoorlywrittenanswers thatfailtoaddressthequestion,or answersthataretoobrief to answerthequestionproperly.Providessolutionstocalculative questions that demonstrate inadequate analytical skills.
Expectations	**(40-60%)**	Demonstratesgoodunderstandingofthematerial.Showsabasic knowledge of relevant literature but draws mainly on lecture material. Addresses the questions and demonstrates reasonable writingskillswithsomeabilitytostructurethemateriallogically. Provides solutions to calculative questions that demonstrate good analytical skills.
Expectations	**(60-80%)**	Demonstratesanabilitytointegratetheconceptsintroducedand appliesthemtoproblemswithsomeevidenceofcriticalanalysis. 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.
Well Above Expectations	**(80-100%)**	Demonstrates the ability to evaluate concepts and assumptions critically and to thoughtfully apply concepts to problems. Demonstrates independent thinking and insight into theoretical issues.Showsevidenceof extensivereading beyond thelecture notes and the ability to synthesize and integrate the relevant literature. Writes well and structures the response so as to provide a succinct,coherentandlogicalanswer. Clearlypresentssolutions tocalculativequestionsanddemonstratesexcellentanalytical skills.

9.0 VIVA-VOCE:

Semester - endviva - voce willbe arranged at the end each semester. The contents, marks and the composition of Board of each Viva-Voce shall be as follows. The Vivavoce will be conducted on the course studied during the respective semester carrying 50 marks.

Semesterend Viva - voce examination / Board will consist of :
ClassCoordinator / Programme Coordinator -Convener OneseniorFaculty
from theInstitute - Member

Director/orNominee -Member

For summer Internship Project Viva / Internship Seminar / Presentation: Thee valuation

board will consist of:

Director/or Nominee- Member Institute ProjectGuide- Member One External Professor / one Senior Executive from Industry - Member ClassCoordinator /Programme Coordinator - Convener

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

1.1.   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.

1.2.   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.

1.3.   1.3 ProvisionforAnswerBookVerification&ChallengeEvaluation:

12.1 Suppose a student is notsatisfied with his/her gradeafterrevaluation.Inthatcase,the student can applyfor,answerbookverification on payment of a prescribed feeforeach course within one week after the announcement of revaluation results.

12.2 Afterverification,ifastudent isnot satisfied with revaluationmarks/grade awarded,he/she can apply for challenge valuation within one week after the announcementofanswerbookverificationresult/ twoweeksafter 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.

12.   SUPPLEMENTARYEXAMINATION

12.1   The   odd   semester   supplementary   examinations   will   be conductedondailybasisafterconductingregularevensemester examinations in April/May.

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

12.3   A student who has completed his/her period of study and still has "F" grade in final

semestercourses iseligible to appear for Special Examination normally held during summer vacation.

13. **Promotionto theNextYearofStudy**

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.

13.0BETTERMENTOFGRADES

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 andwho have obtained a Passor 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. Bettermentof Gradesispermitted only through appearanceof 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. Candidatescanappearforbettermentatonecourse/subjectpertrimester, 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 betterGrade secured either inthefirst orbettermentappearance shall beconsideredas thefinalGrade.

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. Candidateshavetopayabetterment feeasprescribedbytheUniversity.

14.0GRADINGSYSTEM

Based on the student performance during a given **semester,** afinal letter grade will be awarded at the end of the **Semester** in each course.
Thelettergradesandthecorresponding gradepoints areasgiveninTable3.

Table 3:Grades&GradePoints

Sl.No.	Grade	Grade Points	AbsoluteMar ks
1	O(outstanding)	10	90andabove
2	A+(Excellent)	9	80to89
3	A(VeryGood)	8	70to79
4	B+(Good)	7	60to69
5	B(AboveAvera ge)	6	50to59
6	C(Average)	5	45to49
7	P(Pass)	4	40to44
8	F(Fail)	0	Lessthan40
9	Ab.(Absent)	0	--

A student who earns a minimum of 4 grade points (Pgrade)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 fora pass in these mester.**

This is applicable to both theory and practical papers. In the caseof Project ReportandVice-Vocealso,theminimumpasspercentageshallbe40%only.

15.0GRADEPOINTAVERAGE

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

$$\frac{\sum [C \times G] \ GPA}{\sum C}$$

Where

C=number ofcredits forthecourse,

G=gradepoints obtainedbythestudent inthecourse.

GPAisawardedtothosecandidateswhopassinallthesubjectsofthesemester. To arrive at Cumulative Grade Point Average (CGPA), a similar formula is used consideringthe student'sperformancein allthe coursestaken, inallthese mesters / semesters up to the

particular point of time.

CGPArequiredforclassificationof classafterthe successfulcompletionof theprogramisshownin Table4.

Table 4:CGPArequiredforawardofClass

Distinction	8.0*
FirstClass	6.5
SecondClass	5.5
Pass	5.0

*In addition to the required CGPA of 8.0, the student must have necessarily passed allthe courses of everySemesterinfirstattempt.

16.0 THETWININGMBAPROGRAMMEINUNIVERSITYOFNEBRASKA(UNO),OMAHA,USA

Afterfulfillingacademicrequirementsoffirstyear MBAatGIM, students of IMBA and MBA are eligible to study in UNO, the students would receive MBA fromUNO.Inthiscasethe student has exitoptionatendoffirstyear MBA and is only eligible togetmarks statement for first year and not degree fromGITAM University.

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

After fulfillingtheacademic requirements of MBA firstyearat GIM, students of MBA with 4 year UG
degree are eligible to study second year in CMU. After successful completion at CMU the students hall get MBA or MSIS from CMU. In this case
thestudent hasexit option at theendof firstyearMBAandis only
eligible to getmarks statement forfirstyear and not degree from GITAM University.

Study a broad programme with University of Nebraska (UNO), Omaha, USA The students ofBBA, IMBA or MBA can study their last semester in UNO as part of student exchange programme. At the end of the programme, upon
producing pass certificate equalnumber of UNO creditswhichotherwise earned in GIM, the student is
eligible theawardofdegreefromGITAMUniversity.

17.0 ELIGIBILITYFORAWARDOFMBA(BA)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   students hall   beeligible   for   awarde

MBA(BA)   degreeif   they   fulfillfollowing

conditions.
  I. Registered and successfully completed all the courses and projects.
  II. Successfullyacquired the minimum requiredcredits asspecifiedin the curriculum within the stipulated time.
  III. Has nodues totheInstitute,Hostels,Libraries,NCC/NSS,etc.and,Nodisciplinaryactionispendingagainstthem

18.0PEDAGOGY

The classroom 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 class room sessions and the interactions during theclasses. Knowledge thus gained builds a stronglong - lasting foundation. Typically classroom pedagogy ranges from instructions, simulations, casediscussions, roleplays, etc.Simulations and case discussionsare adopted extensively acrossthe curriculum, tosupplementclass room instructions / lectures.

PROGRAMEDUCATIONALOBJECTIVES(PEOs)

Theprogramaimsatdevelopinggraduateswho:

PEO 1	Are competent, creative, and highly valued professionals in industry, academia, or government.
PEO 2	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 managementcareers.
PEO 3	Continue their professional development by obtaining advanced degrees in Management or other professional fields.
EO 4	Act with global, ethical, societal, ecological, and commercial awareness expectedofpracticingmanagementprofessionals.

PROGRAMOUTCOMES(POs)ANDPROGRAMSPECIFICOUTCOMES (PSOs):

The programwill enable the students to:

PO1	Apply knowledge of management theories and practices to solve business problems.
PO2	Foster analytical and critical thinking abilities for databased decision making.
PO3	Abilitytodevelopvalue-basedleadershipapproach.
PO4	Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.
PO5	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
PO6	Apply rangeofentrepreneurialskillsinbusiness decisions.
PO7	Ability to recognize the need and adopt the knowledge of contemporary issues, and to engage in continuous learning.
PO8	Evaluate opportunities and risks for operating businesses in the international context.
PO9	Construct and communicate a logical, relevant, and professional quantitative assessment of business information in an effective manner

PO10	Demonstratecomprehensionofcross-culturalcommonalitiesand differencesininternational business activitiesandcustoms
PO11	Create, select, and apply appropriate techniques, resources, and modern management processes and IT tools to complex business problems and boundaries.
PO12	Apply ethical principles and commit to professional ethics and responsibilities and norms of the management practices.

PROGRAMMESPECIFICOUTCOMES(PSOs)

Aftertheculminationof thecoursestudentswillbeabletoacquire:

PSO1	Use innovative application ofanalytics across different functional areas of management
PSO2	Employ the tools of business analytics to develop innovative solutions to business problems.

Table 1:CourseStructure

NatureofCourse	No.ofCourses	TotalCredits	Percentage
a)Foundation/generalcourses	12	30	11.5%
b)Corecourses	17	52	20%
c)Disciplinecentricelectives			
(i)Withindiscipline			
(ii)Relateddiscipline	56	168	64.5%
d) Professional Competency development courses	8	10	4%
Total	**93**	**260**	**100%**

Table1:PreparatoryCourses (BridgeCourses)

Sl.No.	Courses	No.ofHours
1	**Business,GovernmentandSociety**	4
2	Economics	5
3	**PerspectivesonEntrepreneurship**	3
4	BasicMathematics&Statistics	8
5	**BasicsofFinance**	4
6	UnderstandingFinancialStatements	7
7	AcademicWriting	4

8	CaseAnalysis	4
9	Presentations	6

Note: The results of Preparatory Courses will not be reflected in the grade sheets

Curriculum Structure

Semester - I

Sl. No.	Course Code	Course	Sessions			Marks			Credits
			T	P		CA	SEE	Total	
1	MAN701	DecisionScience-I		3	3	50	50	100	3
2	MAN703	StatisticalMethods -I		3	3	50	50	100	3
3	MMB705	ManagerialEconomics		3	3	50	50	100	3
4	MMB707	OrganizationalBehavior		3		50	50	100	3
5	MMB709	AccountingforManagers		4		50	50	100	4
6	MAN705	DataMining(withpracticals)		1		50	50	100	1+2
7	MAN707*	IntroductiontoPython(100% internals)			3	100			1+2
8	MAN709*	DataVisualizationinTableau (100% internals)			3	100			1+2
9.	MAN791	SemesterEndViva-Voce							1
		Total				**25**	**500**	**300**	**26**

Sl.No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MMB802	CBA-1	2		2	50		50	1
2	MMB804	ga&Meditation		2	2	50		50	1
3	MMB806	entureDiscovery	2		2	100		100	2
		Total	**4**	**2**	**6**	**200**		**200**	**4**
		GrandTotal						**1050**	**30**

Semester-II

Sl.No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE		
1	MAN702	DecisionScience -II	3		3	50	50		3
2	MMB704	FinancialManagement	4		4	50	50		4
3	MAN704	StatisticalMethods -II	3		3	50	50		3
4	MMB708	OperationsManagement	4		4	50	50		4
5	MMB710	MarketingManagement	4		4	50	50		4
6	MMB712	HumanResourceManagement	4		4	50	50		4
7	MMB714	ManagerialCommunication	3		3	50	50		3
8	MMB716	InnovationandEntrepreneurship	3					100	3
9.	MAN792	SemesterEndViva-Voce						50	1
		Total	**28**					**800**	**28**

PCDs

Sl.No.	Course Code	Course	T	P	Total	CA	SEE	Total	Credits
				Sessions		Marks			
1	MMB808	BEC		1	1	50		50	1
2	MMB810	SoftSkills-1(WorkShop)			1			50	1
		Total			**2**			**100**	**2**
		GrandTotal						**900**	**30**

SummerInternshiptobedoneduring summer vacation at endof first year for
8 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

Sl.No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MMB801	StrategicManagement	3		3	50	50	100	
2	MAN801*	BigDataAnalytics(100% internals)	1	2	3	100		100	1+2
3	MAN803	Machine Learning and Applications (with practicals)	1	2	3	50	50	100	1+2
4	MAN805	MarketingandRetailAnalytics	3		3	50	50	100	
5	MAN807	FinanceandRiskAnalytics	3		3	50	50	100	
6		Elective-1	3		3	50	50	100	
7		Elective-2	3		3	50	50	100	3
8		Elective-3	3		3	50	50	100	3
9	MAN891	SummerInternshipandViva-Voce				100		100	2+1
10	MAN893	SemesterEndViva-Voce						50	1
		Total	**20**		**24**	**50**	**350**	**950**	**28**

Sl. No.	Course Code	Course	Sessions				Marks			Credits
			T	P	Total	CA	SEE	Total		
1	MMB812	CBA-2	2		2	50		50		1
2.	MMB814	SoftSkills-2(WorkShop)		2	2	50		50		1
		Total	**2**	**2**	**4**	**100**		**100**		**2**
		GrandTotal						**1050**		**30**

Each student has to choose 3 elective courses from 6 specialization groups during semester III. And minimum no. of students for each elective should be 20.

III Semester ElectiveCourses

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T		Total	CA	SEE	Total	
			InstructorLeadCourses							
			Finance							
1.	MFI841	Elective	FinancialMarkets& Services	3		3	50	50	100	3
2.	MFI843	Elective	SecurityAnalysis and Portfolio Management	3			50	50	100	3
3.	MFI845	Elective	FinancialStatement Analysis				50	50	100	3
4.	MFI847	Elective	FundamentalsofFinancial Services (CISI – 1)				50	50	100	3
5.	MFI84	Elective	RetailBank Management				50	50	100	3
6.	MFI851	Elective	Securities Market Operations				50	50	10	3
			Marketing							
7.	MMK841	Elective	ConsumerBehavior	3		3		50	100	3
8.	MMK843	Elective	Advertising&Brand Management		3	3		50	100	3

No.	Code	Type	Subject							
9.	MMK845	Elective	Sales&Distribution Management	3		3		50	100	3
10.	MMK847	Elective	RetailManagement	3		3		50	100	3
11.	MMK849	Elective	DigitalMarketing	3		3		50	100	3
12.	MMK851	Elective	MarketingMetrics	3		3		50	100	3
HumanResourceManagement										
	MHU841	Elective	Learningand Development		3		3	50	0	100	3
	MHU843	Elective	EmployeeWelfareandLabourAdministration								
	MHU845	Elective	EmploymentLaws- 1								
	MHU847	Elective	Compensation Management								
	MHU849	Elective	HumanResource ValueProposition								
	MHU851	Elective	Performance Management								
Operations&BusinessAnalytics										
	MOP841	Elective	Production Planning and Control								
	MOP843	Elective	SupplyChain Management								
	MOP845	Elective	Project Management								
	MBA841	Elective	DecisionSupport System								

S.No	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MAN802	Web and SocialMedia Analytics	3		3	50	50	100	3
2	MAN804	NeuralNetworks(with practicals)	1	2	3	50	50	100	3
3		Elective–1	3		3	50	50	100	3
4		Elective–2	3		3	50	50	100	3
5		Elective-3	3		3	50	50	100	2
6	MMB892	Comprehensive Viva				100		100	2
7	MMB802 – MMB816 &VDC111	PCDs (VDcourse is compulsory)	7*		7*	350		350	7*
					22	700			23

* In case of PCDs , the student has to earn minimum of 7 credits out of 10 credits offered across 4semesters togetthedegree and creditsearnedshall be shown in IV semester only. PCDs

Sl. No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MMB816	Business Simulation Game		2	2	50		50	2

			Sessions			Marks			Credits
		Total		2	2	50		50	2
		Grand Total						1000	25

Each student has to choose 4 elective courses from 6 specialization groups during semester IV. And minimum no. of students for each elective should be 20

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Tota l	
InstructorLead Courses										
			Finance							
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
			Marketing							

7.	MMK842	Elective	RuralMarketing	3		3	50	50	100	3
8.	MMK844	Elective	ServicesMarketing	3		3	50	50	100	3

SemesterIVElectiveCourses

9.	MMK846	Elective	Marketing Research	3		3	50	50	100	3
10.	MMK848	Elective	Customer Relationship Management	3		3	50	50	100	3
11.	MMK850	Elective	B2BMarketing	3		3	50	50	100	3
12.	MMK852	Elective	GlobalMarketing	3		3	50	50	100	3
HumanResourceManagement										
13.	MHU842	Elective	Employment Laws -II	3		3	50	50	10	3
14.	MHU844	Elective	Industrial Relations&Statutory Complianceand 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
OPERATIONS&BusinessAnalytics										
19.	MOP842	Elective	Materials Management	3		3	50	50	100	3

Sl No.	Course Code	Type	Subject	T	P		CA	SEE	Total	Credits
20.	MOP844	Elective	Quality Management	3		3	50	50	100	3
21.	MOP846	Elective	Marketing of Logistics Services	3		3	50	50	100	3
22.	MOP848	Elective	Strategic Logistics Management	3		3	50	50	100	3

23.	MBA842	Elective	DataAnalysis with Python	2	2	4	50	50	100	3
24.	MBA844	Elective	BigDataAnalytics with Hadoop	2	2	4	50	50	100	3
25.	MBA846	Elective	Machine Learning-2	2	2	4	50	50	100	3
26.	MBA848	Elective	E–Business	3		3	50	50	100	3
27.	MBA850	Elective	Artificial Intelligence	3		3	50	50	100	3

Key: T = Theoryclasses, P = Practical, SEE – Semester endevaluation, CA-Continuousassessment

IVSemesterPCDsCOURSES

Sl No.	CourseCode	Subject	Credits	Semester
1	MMB802	CBA-1	1	I
2	MMB804	YogaandMeditation	1	I
3	MMB806	VentureDiscovery	2	I
4	MMB808	BEC	1	II
5	MMB810	SoftSkills-1(WorkShop)	1	II
6	MMB812	CBA-2	1	III
7	MMB814	SoftSkills-2(WorkShop)	1	III
8	MMB816	BusinessSimulationGame	2	IV
		Total	**10**	

- **In case of PCDs, the student has to earn minimum of 7 credits out of 10 credits offered across 4 semesters to get the degree and credits earned shall be shown in IV semester only.**

Credit Distribution

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

Semester-I

Sl. No.	Course Code	Course	Sessions			Marks			Credits
			T				SEE	Total	
1	MAN701	DecisionScience -I	3				50	100	3
2	MAN703	StatisticalMethods -I	3				50	100	3
3	MMB705	ManagerialEconomics	3				50	100	3
4	MMB707	OrganizationalBehavior	3				50	100	3
5	MMB709	AccountingforManagers	4				50	100	4
6	MAN705	DataMining(withpracticals)	1				50	100	1+2
7	MAN707*	IntroductiontoPython(100% internals)	1					100	1+2
8	MAN709*	DataVisualizationinTableau (100% internals)	1					100	1+2
9.	MAN791	SemesterEndViva-Voce						50	1
		Total	**19**				**300**	**850**	**26**

PCDs

Sl.No.	Course Code	Course	Sessions	Marks	Credits
1	MMB802	CBA-1	2	50	
2	MMB804	Yoga&Meditation	2	50	
3	MMB 806	VentureDiscovery	2	100	
			Total	**200**	
			GrandTotal	**1050**	

CourseCode:MAN701	CourseTitle:DecisionScience-1	
Semester:I	CourseType:Core	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescription&Courseobjectives

This course will introduce you to some deterministic and probabilistic models in Decision Science. The course will focus on mathematical modeling and strong emphasiswill be givento model formulation. The deterministic models include linear programming problems, transportation problems and AssignmentsproblemswhereasGametheory,SimulationandNetworkmodels are covered in probabilistic models.

Courseobjectives:

- To familiarize students with the basic concepts, models and principles of the decision science theory.

- To develop skillsin formulating and structuringdecision-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 UnitI

(10sessions)(CO1,CO2,&L2)

Introduction: 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.

UnitII (11sessions)(CO2,CO4,L2,L3&L4)

Linear Programming – Introduction to simplex method, slack & surplus variables, solution by Simplex method, sensitive analysis and duality.
AnalyzingthesolutionsthroughExcel-SOLVER.
Unit III (9sessions)(CO2,CO3,CO4,L2,L3&L4)

Transportation Problems – Introduction, Basic feasible solutions by various methods: North-

West, least Cost and Vogel's Approximation. Assignment Problems – Introduction, Solution by various methods, Hungarian method.

UnitIV(8sessions)(CO2,CO3,CO4,L3&L4)

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

Unit V(10sessions)(CO2, CO5,L3,L4&L5)

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

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	Identifytherolesandresponsibilitiesofoperationsmanagersin different organizational contexts	A1,A3
CO2	Identifyandformulatedecisionsciencemodelsthatrepresentreal world problems	A1,A4
CO3	Understandthemathematicaltoolsthatareneededtosolvedecision making problems	A1,A2,A3
CO4	UseExcel-Solversoftwaretosolvetheproposedmodels.	A3
CO5	Developreportsthatdescribesthemodelandthesolving technique, analyze the results and propose recommendations to the decisionmaking processes	A3,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written	20
A2	Coursera	Individual	Presentations/Q&A/Viva	10
A3	Case/ProjectWork	Groups	Presentations/Report with Q&A/Viva	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge			**CO1(A1, A4)**			
Procedural Knowledge				**CO2(A1, A4), CO3(A1,A2, A3)**	**CO4(A3) CO5(A3)**	
MetaCognitive Knowledge						

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, through MS-Excel, directed study, independent study via case studies and project activities (individual & group).

Teachingand learningresources

Softcopiesofteachingnotes/casesetc.willbeuploaded ontotheG-learn.You shouldnotlimityourselftoonebookandshouldexploreothersourcesonyour own. You need to read different books and journal papers to get clarity on certainrelevantconceptstoanalyzecasesandevaluateprojects.Someofthese reference books given below will be available in our library.

BooksforReference:

1. QuantitativeTechniquesinmanagement(5e)–NDVohra,TMH.

2. IntroductiontoOperationsResearch-Hillier,F.S.andLieberman,G.
3. J.(8thed.),NewYork:McGraw-Hill.

4. QuantitativeTechniquesfor ManagerialDecisions-Sharma,McMillan.

5. Operations Research:Anintroduction-Taha,H.,PearsonEducation.

6. Introduction to Management Science – Anderson, Sweeney &Williams.

7. QuantitativemethodsforBusiness,Andersonet.al.12e,Cengage

8. QuantitativeTechniquesinmanagement(5e)–NDVohra,TMH.

9. Operations ResearchTheoryandApplications– JKSharma.

***

Course Code:MAN703	CourseTitle:StatisticalMethod-1	
Semester:I	CourseType:Core	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
Course Leader:		

Coursedescription&Courseobjectives

Organizations are surrounded with numerical data and information. All of usin day-to-day routine use numbers in our calculations. Problems in business containa greatdegree of quantitativeelementintheformoffacts and figures. It is essential for managers to carry out data analysis and interpretation foreffective decisions. In this context, they need to prepare quantitative arguments to justify their decisions. Decision making using statistical methods is the answer for accomplishing this purpose. APSM focusesontheroleofBusinessStatisticsinhelpingorganizationstakeeffective decisions with minimum risk.

Courseobjectives:

- To understandtheroleofmathematics inbusiness applications

- To understandthenatureofstatisticalinferencesaboutpopulation

- To understand theroleof statistics in scientificinvestigationanddecisionmaking

- Tobeequippedwithavarietyoftechniques foranalyzingstatisticaldata

Course outline andindicative content Unit

I (10 sessions) (CO1, L3)

Probability: Basics of Probability, Probability Rules, Additive Rule, Multiplication Rule, Marginal Probability, Joint Probability, and Bayes' Theorem.

UnitII (10sessions)(CO2,L2)

Probability Distributions: Discrete Probability Distribution,ExpectedValues, Expected Variance,Random Variable, Binomial Distribution, Poisson distribution, Continuous Probability Distribution, Normal Distribution.

UnitIII (10sessions)(CO2,L3)

Central Tendency: Introduction to central tendency, Merits, Demerits, Applications of Central Tendency, Grouped and Ungrouped data; Mean, WeightedMean,GeometricMean,HarmonicMean,CombinedMean,Median, Mode.

UnitIV(10sessions)(CO4,L4)

Measures of Dispersion: Introduction to Measures of Dispersion, Merits and Demerits, Applications, Range, Quartile Deviation, Mean Deviation, Standard Deviation,CombinedStandardDeviation,Coefficient

ofVariation forGroupedandUngroupeddata.

UnitV(10sessions)(CO4,L4)

IndexNumbers: Construction,PriceandQuantityindexnumbers,Laspeyres', Paasche's, Edgeworth-Marshall's, Fisher's method, Relative methods, Chain

base index number, Cost of living index number (CLI),Uses of CLI and its applications, Uses and limitations of index numbers

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Understandandappreciatethemostwidelyusedtoolsofbusinessstatistics which formthe basis forrational and sound businessdecisions	A1
CO2	Focusonproblemrecognitionandtesthypothesis/modelinthecontext of managerial decision-making.	A1,A2
CO3	Developskillsinanalysisandinterpretationofdata	A2,A3
CO4	Handlechallengingproblemsusingappropriateanalysistool	A3
CO5	Understandtheimportanceofvarioustechniquesforanalyzingthe statistical data.	A4

Assessmentmethods

Task	**Tasktype**	**Taskmode**	**Weightage (%)**
A1.Midexam	Individual	Written	20
A2.Coursera	Individual	Presentations/Q&A/Viva	10
A3.Case/ Project Work	Groups	Presentations/ReportwithQ&A/Viva	20
A4.End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge			**CO1(A1, A4)**			
Procedural Knowledge				**CO2(A1,A3, A4), CO3(A1,A2, A3)**	CO4(A2, A3) CO5(A2, A4)	
MetaCognitive Knowledge						

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based facetofaceteaching,throughMS-Excel,directedstudy,independentstudyvia case studies, projects and practical activities (individual & group).

Teachingand learningresources

Soft copies of teaching notes/cases etc. will be uploaded onto the G-learn. Prescribed text book will be provided to all. However, you should not limit yourself to thisbook and should explore other sourceson your own. You need to read different books and journal papers to get clarity certain relevant conceptstoanalysecasesand evaluateprojects.Someofthesereferencebooks given below will be available in our library.

*Reference books***:**

1. Trevor Hastie, Robert Tibshirani, Jerome Friedman, The Elements of Statistical Learning: Data Mining, Inference, and Prediction, Second Edition, Springer

2. SudhaG.Purohit,StatisticsUsingR,SecondEdition,NarosaPublications   DalgaardPeter   , Introductory Statistics with R, Second Edition, Springer

*Online Resources***:**
   a. Onlinestatbook.com

GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

Course Code:**MMB705**	CourseTitle:**ManagerialEconomics**	
Semester:I	CourseType:Core	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
Course Leader:		

Coursedescription&Courseobjectives

In today's competitive business environment, effective managerial decision making requires useof economic concepts and tools.Businessefficiencydependsonminimizationofcostandmaximization of production which requires perfect understanding of the economic concepts like demand, supply, 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.

Courseobjectives:

The objectives of the course are to impart the knowledge and transform it into an action.

- To comprehend the knowledge of key economic concepts which are used for effective business decision-making

- Tomakeuseoftheconceptualknowledgeofdemandandsupplyinpricing decisions.

- Tocombinethe knowledgeofcosts andproductiontotakeefficientproductiondecisions

- To determine right output and price under different market structures both in private and public sectors.

- To recognize the need for various government policies at macro economy level

Course outline and indicative content Unit I (9 sessions) (CO1, CO2, L1 & L2)

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 managerialeconomics concepts in business decision making.

UnitII (9sessions)**(CO2,L2&L3)**

Utility, Demand & Supply Analysis: Utility Concept, TU, MU and DMU. Determinants of demand, Types of demand – Individual demand and Market demand,Industrydemandandcompanydemand,producer'sgoodsdemandand consumergood'sdemand,directdemandandindirectdemand,deriveddemand and autonomous demand, short run demand and long run demand. Law of Demand – assumptions, explanation of the law with schedule, graph & mathematical function and exceptions of the law. Determinants of supply, law of supply - assumptions, explanation of the law with schedule, graph & mathematical function and exceptions of the law. Market equilibrium - Price mechanism/Market mechanism with a graphical explanation. Elasticity of demand, types of elasticity, methods to measure elasticity – Point elasticity, total outlay, arc method, gradient method. Demand forecasting – Qualitative Methods–Survey method, Expertopinion method, DelphiMethod, salesforce opinionmethod,Focusgroups-Quantitativemethods–Trendline,Regression, Correlation, Smoothing techniques (Moving Averages), Barometric Demand Forecasting through Economic Indicators, econometric models of demand forecasting.

UnitIII (9sessions)**(CO2,CO3,L12,L3&L4)**

ProductionandCostAnalysis:Productionfunction,LawsofProduction-Short runproductionfunctionwith one variable input, Short runproductionfunction with two variable inputs - Iso-quants, properties of iso-quants, types of iso – quants.Iso-costline(Budgetconstraintorfactorpriceline)–changeandshiftsin iso-cost line, producer's equilibrium, expansion path. Production with all variable inputs - Lawofreturnsto scale – Increasing returnsto scale, Constant returns to scale, Decreasing returns to scale. Cost - Cost concepts and classifications, Sunkcostfallacy, Costoutputrelation- short runcostoutput relationship, longrun cost output relationship,Learning curve, Dofirmsoperate at an optimal scale? - Economies of scale, dis-economies of scale and economies of scope.

UnitIV(9sessions)**(CO3,CO4,L13&L4)**

Market Structure - Basisforclassificationofmarket power,kindsof competitivemarket, Effectof time on supply – Very short run supply curve, short run supply curve and long run supply curve, Determination of price in shortrun and long run - price and output decisions in perfect competition under normal profit, supernormalprofitandlossconditionsofafirm and shutdown point. Determination of price in short run and long run - price and outputdecisions in Monopoly – equilibrium at under utilization capacity, over utilization capacity and Optimal Capacity, Monopoly power, Monopsony-Discriminating monopoly – (First degree, second degree and third degree) a Diagrammatic explanation - Monopolistic – Price and output determination in the short run and long run, Chamberlin's GroupEquilibrium,ExcessCapacity -Oligopoly–collusiveandnon-collusive Oligopoly,Kinkeddemandcurve,PriceandoutputdeterminationinOligopoly market, Nash equilibrium, Game theory. Differences between various market structures - Market Failures – public goods, social goods, merit goods, administeredprices(ceilingpriceandfloorprice)andExternalities– Positive and negative externalities. Fundamentals of Internalization of externalities – Social Cost-Benefit analysis, Pareto optimality criterion, Pigovian taxes, Subsidies and incentives for clean technologies.

Unit V(9sessions)**(CO3, CO4,L3, L4&L5)**

Macroeconomics - Macroeconomic indicators-GDP growth rate, consumer price index, interest rate, unemployment, foreign exchange rate, Balance of payments (BOP) - National Income-Concepts ofnational 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 MethodandSocialAccountingMatrix,GDPatPurchasingPowerParity(PPP)-Inflation- causes-demandpullandcostpushinflation,measuresto control inflation,business cycles -phases of business cycles and measuresto controlbusinesscycles – Stabilizationpolicies–Monetary PolicyandFiscalPolicy.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

		CourseOutcomes	**Assessment**
CO1		Discussthenatureandscopeofbusinesseconomicsconcepts suitable to business problems	A1,A2,A4
CO2		Identifythedifferencesbetweendemandandsupplyconditionsto balance the market forces through price mechanism and government interference	A1,A2,A3,A4
CO3		Decideonsuitableproductionquantities-basedcostconditionsto achieve economies of scale in long run businessactivities.	A2,A3,A4
CO4		Assessthepriceandoutputdecisionsundervariousmarket structures in any form of business.	A2,A3,A4
CO5		Evaluatethecausesandeffectsofmacroeconomicissueswhich effects business management decisions	A2,A3,A4

Assessmentmethods

	Task	**Tasktype**	**Taskmode**	**Weightage(%)**
A1	Midexam	Individual	Written–L3level	20
A2	Coursera/Online course	Individual	Viva/Presentation on completionofthecourse	10
A3	Casestudy/Project	Group/Individual	Discussion and Presentation-L5level	20
A4	End-term examination	Individual	Written(short/long)–L4 level	50

MappingCOs-Bloom'slevels-AssessmentTools

Knowledge Dimension/ Cognitive Dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		**CO1– A1**	**CO1– A1**			
Procedural Knowledge		CO1-A2)	CO2 (A1, A2, A3)	**CO3and CO4 (A2,A3,A4)**	**CO5 (A1,A3 , A4)**	
MetaCognitive Knowledge						

Learningand teachingactivities

Case Analysis
SituationAnalysis
Brainstorming
Group Discussion
Research Project
Chalk and Talk
StudentPresentations

Teachingandlearningresources

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 analyse cases and evaluate projects. Some of these reference books given below will be available in our library.

TextBook:

1. Geetika, P.Ghosh, P.R.Choudhury, Managerial Economics, McGrawHill Education PrivateLimited, New Delhi, 2018/Latest Edition.

ReferenceBooks:

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. EconomicandPoliticalWeekly,SameekshaTrust,Mumbai

2. GITAM Journal of Management, GITAM Institute of Management, GITAM (Deemed to be University), Visakhapatnam

3. Indian JournalofEconomics,AcademicFoundation,NewDelhi

4. GITAMJournalofManagement

5. E-BooksandE-Journals

CourseCode:MMB 707	CourseTitle:Organizational Behavior	
Semester:I	CourseType:Core	Credits:3
Home Programme(s):MBA(BA)	Batch/AcademicYear: MBA(2020-2021)	
CourseLeader:Prof.AshokKarri		

CoursedescriptionandCourseobjectives

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 ofmanagement – 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 behaviour, and not on acquiring usable skills. In the last two decades, academia has come to realize the importance of human behaviour 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 resultinbeneficial results in terms of managerial effectiveness and performance.

CourseObjectives:

Onsuccessfulcompletion ofthiscourse,students willbeable:

- To familiarize the students with the nature of human behavior in corporate and other organizations.

- To explain thedifferent stylesofemployee motivation, leadership and   Group dynamics.

- To explain the strategies of organization, organization design and structure and to measure organization culture.

- To demonstrate learning and adapting to teamwork and collaboration.

Course outline andindicative content

Unit I

The Individual: Nature of Organizational Behavior - Ability – physical ability, intelligence. Attitude – Major Job Attitudes - Job Satisfaction.

UnitII

Perception - Perception and decision-making - Motivation: Theories of Motivation – Maslow, Herzberg, Vroom, Goal-Setting Theory, And Equity Theory - Applications of Motivation.

UnitIII

The Group: Stages of GroupDevelopment - Group properties. Leadership – BehavioralTheories. Conflict – TheConflict Process

UnitIV

The OrganizationSystem: Organizational Culture - Culture'sfunctions- Creating a culture - How employees' learn culture.

UnitV

Organizational Change - Forces for change - Planned change - Resistance to change - Managing organizational change - Work stress and its management

	LearningOutcomes	Assessment
CO1	Demonstratetheapplicabilityoftheconceptoforganizational behavior to understand the behavior of people in the organization.	A1,A2
CO2	Demonstratetheapplicabilityofanalyzingthecomplexities associated with management of individual behaviorin the organization.	A1,A2, A3
CO3	Analyzethecomplexitiesassociatedwithmanagementofthe group behavior (Group Dynamics) in the organization.	A2,A3
CO4	Demonstratehowtheorganizationalbehaviorcanintegrate in understanding the motivation, Organisational culture, organizational change and managing stress for creating positive work culture.	A2,A3

Assessmentmethods

	Task	Task type	Taskmode	Weightage(%)
A1	Midexam	Individual	Written	20
A2	Coursera	Individual	Courseracertificateor assignment	10
A3	Case/Project /Assignment/ Quiz	Groups*or Individual	Presentations/Report/Assignment &Classroom activities	20
A4	End-exam	Individual	Written(short/long)	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension / Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
FactualKnowledge						
Conceptual Knowledge			CO1 (A1,A2A3, A4)			
Procedural Knowledge				CO2(A2, A3,A4) CO3(A2, A3,A4)	CO4 (A2,A4) O5(A2, A4)	
MetaCognitive Knowledge						

Learningand teachingactivities

Lectures, Case Discussions and Presentations, Self-Awareness Exercises & Group Activities

Teachingandlearning resources

Softcopiesofuncoveredtopicsinthetextbooksandcasematerialwillbemade available through G-learn. Students are required to go through E- Resources (Gitam.edu) and suppose to come prepared to the classgiven study material & handouts along with the following suggested readings.

TEXTBOOK

Robbins, S. P., Judge, T., & Vohra, N., "Organizational Behavior" 15[th]Ed., Pearson Education, New Delhi, 2018

REFERENCES

Sushma Khanna (editor), "Udai Pareek's Understanding Organizational Behavior" 3rd Edition, Oxford University Press, 2013

Nelson, Quick & Khandelwal, "ORGB – An Innovative Approach to Organizational Behavior, A South Asian Perspective", CENGAGE Learning, New Delhi, 2013

McShane & Von Glinow, "Organizational Behavior" 4th Ed., McGraw Hill, New Delhi, 2012

JOURNALS

Vikalpa,IndianInstituteofManagement,Ahmedabad

HarvardBusiness Review,HarvardBusiness School PublicationCo.USA

GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam

CourseCode:MMB709	CourseTitle:AccountingforManagers	
Semester:I	CourseType:Core	Credits:4
HomeProgram(s):MBA(2020-21)AdmittedBatch		
CourseLeader:Prof.S.S.PrasadaRao		

CourseDescription&Courseobjective

Inaneconomy,everymanufacturing& tradingentity inherentlyhas financial transactions. These financial transactions arethe accounting framework's backbone,which isasimportantasthe technical or legal framework. Knowledge in Financial Accounting enables managers to understand and interpret financial reports essential for financialdecision making & problem-solving.CostAccountingisa

branchofAccountingwhichisdesignedtomeasuretheeconomicresourcesused 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.

CourseObjectives:

Oncompletion ofthis course,students shouldbeableto

- know the accounting framework to prepare Final Accounts of trading concerns.

- Analyzeand interpret the accountinginformation offinancial statements for decision making.
- Understandthe costsheetpreparationprocess andtracingofActivitiesforthecostobjectthroughActivity-BasedCosting.

- Value the concepts of marginal costing and its application in managerial decision-making.

- Developthe budgets and performance reportsfor planning and control purposes.

Course outline andindicative content Unit – I

Financial Accounting: Book-Keeping– Double Entry System –Accounting ConceptsandConventions.AccountingEquation–PreparationofProfitand Lossa/candBalance Sheet using the accounting equation. Basics of IFRS. (CO1: L2, L3, L4)

Unit–II

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 L4, cash L5) flow statements. (CO2: L2, L3,

Unit–III

CostAccounting: Elements ofCost–Types ofCosts–PreparationofCostSheetSpecialworkorders.Activity-BasedCosting(ABC):Concept ofABCCategories in activity-based costing- allocation of overheads under ABC – Benefits and Limitationsof Activity Based Costing. (CO3:L2,L3,L4)

Unit–IV

Marginal Costing: Marginal Cost and Marginal Costing – Importance. BreakEvenAnalysis: Cost Volume Profit RelationshipApplication of Marginal Costing Techniques – Fixing Selling Price, Make or Buy, Accepting a Foreign Order, and Deciding Sales Mix. (CO4: L2, L3, L4, L5)

Unit–V

BudgetingandBudgetary 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. (CO5: L2, L3, L4)v

Onsuccessfulcompletionofthiscourse,theStudentwillbeableto:

CO	CourseOutcomes	Assessment
CO1	Apply accounting framework to prepare final accountsof trading concern.	A1,A4
CO2	Analyze,interpret,andcommunicatetheinformationcontained inbasicfinancialstatementsandexplain such statements'limitations.	A1,A2,A3,A4
CO3	Understandthemethodofpreparingthecostsheetandtracing activities for the cost objects through activity-based costing.	A3,A4
CO4	Valuetheconceptsofmarginalcostinganditsapplicationin managerial decision making.	A2,A3,A4
CO5	Preparebudgetsandperformancereportsforplanningand control purposes.	A2,A3,A4

AssessmentMethods

Task	Tasktype	Taskmode	Weightage(%)
A1.Midexam	Individual	Written/MCQs	20
A2.Coursera	Individual	Online	10
A3.Classroompresentation/Seminarsand Case analysis/ workshop / training / Assignments/survey/project work	Groups*or Individual	Presentations/ Report/Assignment with Q&A/Viva	20
A4.End-termexam	Individual	Written (short/long)/ Online(MCQs)	50

MappingCOs-Bloom'slevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge	CO1 (A1)	CO1 (A1,A2&A3)				
Conceptual Knowledge			CO1 (A1,A2&A3)			
Procedural Knowledge				CO2(A3) CO3(A3 & A4)	CO4,CO5 (A3&A4)	
MetaCognitive Knowledge						

Learningand teachingactivities

- Teacher-studentinteraction
- Student-studentinteraction
- Theuseofaudio, visuals,video
- Hands-ondemonstrationsandexercises
- Online classes
- Formativequizzes
- Smallgroupactivities

Teachingand learningresources

Softcopiesofuncoveredtopicsinthetextbooksandcasematerialwillbemade available through X-Learn/G-learn. Students must go through E-Resources (www.gitam.edu), and required study material & handouts along with the following suggested readings.

TextBook

Robert N. Anthony, David Hawkins, Kenneth A. Merchant,and Prakash Singh (2019). **Accounting: Texts and Cases.** McGraw Hill, 13thEd.

References
1. S.N. Maheshwari, S.K. Maheshwari and CA S.K. Maheshwari (2016).Accounting for Management.Vikas Publishing House, 3rd Ed. Noida.
2. Ambrish Gupta (2016). Financial Accounting for Management: An Analytical Perspective. Pearson Education, 5th Ed. New Delhi.
3. Paul M. Collier (2015). Accounting for Managers: Interpreting Accounting Information for Decision Making. Wiley Publishers, UK.
4. Jerry J. Weygandt, Paul D. Kimmel, Donald E. Kieso (2017). Managerial Accounting: Tools for Business Decision Making. Wiley Plus Publishers, 8th Edition

COPOMapping

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

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

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GITAM Institute of Management (GIM)
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Visakhapatnam–45.

Coursecode: MAN705	Coursetitle:DataMining	
Semester:I	Coursetype:Core	Credits:3
Homeprogramme(s):MBA(BA)	Batch/academicyear:2020-2022	
Courseleader:		

CoursedescriptionandCourseobjectives

Machine Learning, categorically falls under predictive analytics and is fundamentally associated with information discovery in databases. Machine Learning Aims at finding useful patterns from largedata setsinan attempt to make data more informative and qualitativelyinsightful. Thevalueofpatterns discovered fromminingthe data enables businesses to make effective data driven decisions and develop sustainable competitive advantage. Applications of data mining can be found in e-commerce, social welfare, politics, terrorism, sales andmarketing,finance, operationsInthis coursewe explore how thisfieldbringstogether techniquesfromstatistics,mlearning, and information retrieval. We will discuss the main data mining methods currently used,includingclustering,classification;associationrulesmining,decisiontreesand randomforest.

CourseObjectives

Thecourseaims toprovide

- Abilitytobuild Models using Clustering, ClassificationTreeTechniques, RandomForest
- Understand key statisticalmeasurestobe observedwhen building models and ensuremodelrobustness

Courseoutlineand indicativecontent

Unit–I:(6Sessions)(CO1,CO2andL2,L3)

Unsupervised Machine Learning: Introduction to Clustering, Types of Clustering, Hierarchical Clustering, Hierarchical Clustering with R

Unit–II:(6Sessions)(CO1, CO2andL2,L3)

Unsupervised Machine Learning: K-Means Clustering, Applications of Clustering, Market Basket Analysis

Unit–III:(6Sessions) (CO1,CO3andL2,L3)

Decision Trees: Application of Decision Trees, Decision Trees – CART, Pruning, CART-Hands-on

Unit–IV:(6Sessions)(CO1,CO3andL2,L3)

Random Forest: Random Forest - Hands- On, CHAID, CHAID - Hands – On

Unit–V:(6Sessions)(CO4andL4)

Evaluation of Models: Gain and Lift Chart, Model Performance - Hands – On, Concordance - Discordance ratio, Root Mean square error and Mean Absolute error

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

S.No.	LearningOutcome	Assessment
1	Understanddifferenttypeofdataminingtechniques	A1,A2,A4
2	PerformunsupervisedlearningtechniquesinR	A5
3	PerformsupervisedlearningtechniquesinR	A5
4	Understanddifferentmodelevaluationtechniques	A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual		20
A2	Coursera	Individual		10
A3	Project	Group		20
A4	End-term examination	Individual		30
A5	Practical	Individual		20

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
	CO1 (A1,A4)					
	CO1(A2)	CO2(A5) CO3(A5)	CO4(A3)			

Learningand teachingactivities

Lectures, Case studies, Discussions; You will be exposed to R Programming for data analysis and application.

Teachingandlearningresources Text

Book:

Shmueli, Data Mining for Business Analytics: Concepts, Techniques, and Applications With Xlminer®,3rd Edition, Wiley

References:

FinlayS.,PredictiveAnalytics,DataMiningandBigData,PalgraveMacmillan

COPOMapping

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Visakhapatnam–45.

CourseCode:MAN707	**CourseTitle**:IntroductionTo Python	
SEMESTER:I	**CourseType:Core**	**Credits**: 3
HomeProgramme(s): **MBA (BUSINESS ANALYTICS)**	Batch/AcademicYear:2020-2022	
CourseLeader:		

CoursedescriptionandCourseobjectives

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. Theapproachwillbetopresentanexamplefollowedbyasmallexercisewhere the learner tries something similar to solidify a concept. It is intended for students with little or no programming background, although students with such a background should be able to move forward at their preferred pace.

CourseObjectives

Thegoalofthecourseis to

- Introducestudents toPythonprogramming usinghandsoninstruction.

- Show how to install Python and use the suitable IDE (Integrated Development Environment) for writing and debugging programs

Courseoutlineand indicativecontent

UNIT–I: **(6 sessions) (CO1 & L2)** Introduction: Features of Python, Settingup path, Variables and Data types, Operators in Python, Input – Output Statements, Control Structures: Conditional Statements, Looping Statements, Control Statements

UNIT–II: **(6 sessions) (CO2 & L2)**Data Structures of Python: Strings, Lists, Tuples,Dictionaries,Functions:
DefiningAndcallingafunction,TypesofFunction;Modules:Importing
Module,Packages,Composition,ExceptionHandling.OOPConceptsand Regular Expressions: OOP concepts in Python, Regular Expressions: MatchFunction, Search Function, Matching Vs Searching, Modifiers, Patterns, Working with Database.

UNIT–III:**(6sessions) (CO3& L3,L5)**

Python for Data Analysis - I: NumPy Basics: Arrays and Vectorized Computation, Pandas Basics: Working with Series and DataFrame; Scipy Basics: Random Variables, Building Specific distributions,Univariate analysis,Bivariateandmultivariateanalysis.

UNIT–IV: **(6 sessions) (CO4 & L3, L4, L5)**Python for Data Analysis– I: Pandas for Data Analysis: I/O tools; Series, Data frames, arrys, Indexing & selecting data, Merge, Join and Concatenate; Reshaping and Pivot tables; Working with missing data; Working with numerical and categorical data.

UNIT–V: **(6 sessions) (CO5 & L3, L5)**Advanced Visualizations: Python packages for plotting and visualizations; Introduction to Matplotlib package; Subplots, axes and figures; Text, Labels andAnnotations; Managing colors; Working with lines, dates and text on plots; Scatter plots; Pie and Polar charts; Bar charts and Histograms; Plotting discrete distributions; Plotting categorical variables;Plotting images, contours and fields; Visualizations for statistics; Animations.

On successful completion ofthis course,students will beabletounderstand:

S.No.	Course Outcomes	Assessment
1	UnderstandthelanguageelementsofPython	A1
2	UnderstandtheOOPconceptsinPython	A1
3	Writeprogramsinpython	A3,A4
4	Usepythonfordataanalysis	A2,A3,A5
5	Usepythonfordatavisualization	A3,A5

Assessmentmethods

Task	Tasktype	Taskmode	Weightage(%)
A1.Quiz	Individual	MultipleChoiceOnline/ Written	10
A2.Case/Project /Assignment/ Courseracourse/ Online course	Groups*or Individual	Presentations/Report/ Assignmentwith Q&A/Viva/ Lab Work	30 Courseracourse/Online course (10 marks)
A3.Record work	Individual	Practical&WrittenDocument	10
A4.MidLabexam	Individual	Practical	25
A5.EndLabexam	Individual	Practical	25

MappingCos–Blooms Levels–AssessmentTools

Knowledge Dimension/ Cognitive Dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1(A1) CO2(A1)				
Procedural Knowledge			CO3(A3) CO4(A3) CO5(A3)	CO4(A2)	CO3(A4) CO4(A5) CO5(A5)	
MetaCognitive Knowledge						

Learningand teachingactivities

Lectures, Case studies, Discussions; You will be exposed to Python Programming for data analysis and application.

Teachingandlearningresources Text

Book:

PadmanabhanT.R.,ProgrammingwithPython,SpringerVerlag,Singapore
References:

Henley A.J., Learn Data Analysis with Python, APressIdris Ivan,

Python Data Analysis, Packt Publishing Limited

Vo.T.H Phuong, Getting Started with Python Data Analysis, Packt Publishing Limited

COPOMapping

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Visakhapatnam–45.

CourseCode:MAN709	Course Title: **DATA VISUALIZATION USING TABLEAU (DVT)**	
SEMESTER:I	**CourseType:Core**	**Credits**:3
Home Programme(s):**MBA (BUSINESSANALYTICS)**	Batch/AcademicYear:2020-2022	
CourseLeader:		

CoursedescriptionandCourseobjectives

The fastest way for people to understand data of any size is through a visual medium.Unfortunately,alotofcompaniesadoptvisualizationasnomorethan snazzy graphics. Very often the people who design information displays are nottrainedtodesignthemforeffective communication.Aprimarygoalofdata visualizationis to communicate informationclearly andefficiently to usersviathe formationgraphics. Effective visualization helps users in analyzing and reasoning about data and evidence. This course will help you in understanding effective visualization using Tableau.

Courseobjectives

This courseaimsto

- help develop a working proficiency ofstatistical conceptsfor decision making

Course outline andindicative content

Unit – I: (6 Sessions) (CO1 & L2)

Introduction to Visual Analytics: Exploring the Tableau Desktop, Importing Data, Deriving Insights: Number Vs Visuals

Unit–II: (6Sessions)(CO2& L2,L3)

Design Principles: Selecting the Appropriate Charts Based on the Data, Design Principles - Tree Map, Design Principles - Box Plot, Design Principles
-GanntChart

Unit–III:(6Sessions)(CO3&L3,L5)

Calculations: String Calculations, Date Calculations, Logical Operations, Groups in Tableau, Joining Groups

Unit–IV:(6Sessions) (CO4&L4)

Introduction to Dashboards: Special Types of Charts, Funnel and Control Charts, Parameters in Tableau Sorting with Parameters, What If Analysis with Parameters

Unit–V:(6Sessions)(CO5& L3,L5)

Building Dashboards: Building Storyboards, Dashboards Actions, Advanced Mapping Techniques, Creating Groups, Advanced Calculations in Tableau

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

S.No.	CourseOutcome	Assessment
1	Understandhowbrainperceivesdataanddrawinsightsfromdata	A1
2	Recognizevisualcharacteristicsofdatathataremeaningful	A1,A3
3	Chooseanappropriatedisplaymechanismtocommunicatedata effectively	A3,A4
4	Transformdataintoinformationthatisactionable	A3,A5
5	StartusingTableausoftwaretosolverealbusinessproblems	A2

Assessmentmethods

Task	Tasktype	Taskmode	Weightage(%)
A1.Quiz	Individual	MultipleChoiceOnline/ Written	10
A2. Case / Project / Assignment/Coursera course/Onlinecourse	s*or Individual	Presentations/Report/ Assignmentwith Q&A/Viva/ LabWork	30 Courseracourse/Online course (10 marks)
A3.Record work	Individual	Practical&WrittenD ocument	10
A4.MidLabexam	Individual	Practical	25
A5.EndLabexam	Individual	Practical	25

MappingCos–BloomsLevels –AssessmentTools

Knowledge Dimension/ Cognitive Dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		**CO1(A1) CO2(A1)**				

			CO2(A3) CO3(A3) CO4(A3)	CO5(A2)	CO3(A4) CO4(A5)	
Procedural Knowledge			CO2(A3) CO3(A3) CO4(A3)	CO5(A2)	CO3(A4) CO4(A5)	
Meta Cognitive Knowledge						

Learningand teachingactivities

Lectures, Case studies, Discussions; You will be exposed to Tableau Software for data analysis and application.

Teachingandlearning resources

Text Book:

1. Murray Daniel G., Tableau Your Data! - Fast and Easy Visual Analysis With Tableau Software, Wiley india Pvt. Ltd

References:

1. Stirrup Jen, Tableau Dashboard Cookbook, Packt Publishing Limited

   Baldwin David, Mastering Tableau, Packt Publishing Limited

2. KhanArshad,JumpstartTableau,APress

COPOMapping

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CourseCode:MMB806	**CourseTitle**:VentureDiscovery	
Semester:I	**Course Type:**Internal	**Credits**: 2
Program: AllMBAProgrammes		
CourseLeader:VentureDiscoveryCentre		

CoursedescriptionandCourseobjectives

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.Itisanexperientialcoursethat lets students venture and findoutwhatisa business,financialandoperating models ofa business are. Howto design and prototype a solution that meets their customers' needs and generate revenue for the business.

CourseObjectives

- Discoverwhoyouare–Values, Skills,andContributiontoSociety.

- Gain experienceinactually goingthrough theinnovation process.

- Conductfield research to testorvalidate innovationconceptswithtargetcustomers.
- Understand innovation outcomes: issues around business models, financing forstart-ups,intellectualproperty, technologylicensing, corporate ventures, and productlineorserviceextensions.

Courseoutlineand indicativecontent

UnitI (6sessions)

Personal Values:

Defining your personal values, Excite&Excel,BuildaTeam,Define purpose for a venture.
Four stages:Personal Discovery,Solution Discovery, Business Model Discovery, Discovery Integration.

Unit II (6sessions)

Solution Discovery: Craft and mission statement, Experience design, Gaining user insight, Conceptdesign and positioning, Product line strategy, Ideation &Impact.

UnitIII (6sessions)

Business Model Discovery: Prototyping solutions, Reality Checks, Understand your industry,Typesof business models, Define RevenueModels,DefineOperatingModels

Unit IV(6sessions)

DiscoveryIntegration:Illustratebusinessmodels,Validatebusinessmodels, Define company impact

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	Course Outcome	Assessment
1	Understandconceptualframeworkofthefoundationofa venture	**A1,A2**
2	Understandtheconceptofpurpose,missionandvalue-add service offered by a venture	**A3**
3	Analyzedesignandpositioningoftheproduct	**A3**
4	Demonstrateprototyping	**A3**
5	Analyzebusiness,revenueandoperatingmodels	**A3**

Tell a Story: Can you make money, Tell yourventure story.On successful completion of this course, students will be able to:

Assessmentmethods

Task	Tasktype	Taskmode	Weightage(%)
A1.Assignments	Individual	Report/Presenta tion	20
A2.Case/Project/ Assignment	Groups*or Individual	ations/Repor/ signment	40
A3.Project	Individual/ Group	Report/Pitch	40

TransferrableandEmployabilitySkills

	Outcomes	Assessment
1	Knowhowtouseonlinelearningresources:G-Learn,onlinejournals, etc.	A1&A2
2	Communicateeffectivelyusingarangeofmedia	A1&A2
3	Applyteamworkandleadershipskills	A2
4	Find,evaluate,synthesize&useinformation	A1&A2
5	Analyzerealworldsituationcritically	A3
6	Reflect on their development own professional	A3
7	Demonstrateprofessionalism&ethicalawareness	A2
8	Applymultidisciplinaryapproachtothecontext	A2

Learningand teachingactivities

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)

Teachingand learningresources

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.

PrescribedModules*:*

AccesstoNU-IDEAonlinemoduleswillbeprovided.

***Referential text books andjournalpapers*:**

PersonalDiscoveryThroughEntrereneurship,MarcH.MeyerandChaewon
Lee,TheInstituteofEnterpriseGrowth,LLCBoston,MA.

Suggestedjournals:

Vikalpa,IndianInstituteofManagement,Ahmedabad
Journal of General Management, Mercury House Business Publications, Limited Harvard Business Review, Harvard Business School Publishing Co. USA

Semester-II

Sl. No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MAN702	DecisionScience -II	3		3	50	50	100	3
2	MMB704	FinancialManagement	4		4	50	50	100	4
3	MAN704	StatisticalMethods -II	3		3	50	50	100	3
4	MMB708	OperationsManagement	4		4	50	50	100	4
5	MMB710	MarketingManagement	4		4	50	50	100	4
6	MMB712	HumanResourceManagement	4		4	50	50	100	4
7	MMB714	ManagerialCommunication	3		3	50	50	100	3
8	MMB716	InnovationandEntrepreneurship	3		3	50	50	100	3
9.	MAN792	SemesterEndViva-Voce						50	1
		Total	**28**		**28**	**400**	**400**	**800**	**28**

PCDs

Sl. No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MMB808	BEC		1	1	50		50	1
2	MMB810	SoftSkills-1(WorkShop)		1	1	50		50	1
		Total		**2**	**2**	**100**		**100**	**2**
		GrandTotal						**900**	**30**

SummerInternshiptobedoneduring summer vacation at endoffirst year for8 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

Course Code:MAN702	CourseTitle:DecisionScience-2	
Semester:II	CourseType:Core	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand Courseobjectives

This course will introduce you to some deterministic and probabilistic models in Decision Science . The course will focus on mathematical modelling and strong emphasis will be given to model formulation. The deterministic models includelinearprogrammingproblems,QueuingTheory**,**IntegerProgramming, Goal Programming, Non-Linear Programming and Dynamic Programming models are covered in probabilistic models.

Courseobjectives:

- To familiarize students with the basic concepts, models and principles of the operations research 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.

Course outline and indicative content Unit I(10 sessions) (CO1, CO2, &L2)

Queueing Theory-Structure of a queuing system; Performance measures of a queuing system; Classificationof queuingmodels;Single– server queuing models: exponential service /unlimited queue and exponential service / limited queue; Multi –phase service queuing model: Erlang service time distribution with phases.

UnitII (11sessions)(CO2,CO4,L2,L3&L4)

Integer Programming- Introduction, Applications of Integer Programming, Enumeration and Cutting Plane solution concept, Gomory's Integer Cutting Plane Method, Branch and Bound Method.

Unit III (9sessions)(CO2,CO3,CO4,L2,L3&L4)

Goal Programming - Introduction, Difference between LP and GP approach, Concept of Goal Programming, Goal Programming model formation, Graphical Solution,Modified Simplex Method, and
Alternative SimplexMethod.

UnitIV(8sessions)(CO2,CO3,CO4,L3&L4)

Non-Linear Programming -Introduction, General Non-Linear Programming problem, Graphical Solution, Quadratic Programming, Applications of Quadratic Programming.

Unit V(10sessions)(CO2, CO5,L3,L4&L5)

Dynamic Programming - Introduction, Applications of Dynamic Programming,Terminology,DynamicProgrammingundercertainty,Dynamic Programming approach for solving Linear Programming .

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	Identifytherolesand responsibilitiesofoperationsmanagersin different organizational contexts.	A1,A3
CO2	Identifyandformulatedecisionsciencemodelsthatrepresentreal world problems .	A1,A4
CO3	Understandthemathematicaltoolsthatareneededtosolveinteger, nonlinearand dynamic programming decision making problems.	A1,A2, A3
CO4	UsetosolvetheproposedqueuingandGoalprogramming models.	A3
CO5	Develop reports thatdescribes the model and the solving technique, analyze the results and propose recommendations to the decision making processes	A3,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written	20
A2	Coursera	Individual	Presentations/Q&A/Viva	10
A3	Case/ ProjectWork	Groups	Presentations/Report with Q&A/Viva	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge			CO1(A1, A4)			
Procedural Knowledge				CO2(A1, A4),CO3 (A1,A2,A3)	CO4(A3) CO5(A3)	
MetaCognitive Knowledge						

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based facetofaceteaching,throughMS-Excel,directedstudy,independentstudyvia case studies and project activities (individual & group).

Teachingand learningresources

Soft copiesofteachingnotes/cases etc. will beuploadedontothe G-learn.You shouldnotlimityourselftoonebookandshouldexploreothersourcesonyour own. You need to read different books and journal papers to get clarity on certain relevantconceptsto analyze casesand evaluate projects.Some of these reference books given below will be available in our library.

BooksforReference:

1. QuantitativeTechniquesinmanagement(5e)–NDVohra,TMH.
2. Introduction to Operations Research- Hillier, F. S. and Lieberman, G. J. (8th ed.),New York: McGraw-Hill.
3. QuantitativeTechniquesforManagerialDecisions-Sharma,McMillan.
4. OperationsResearch:Anintroduction-Taha,H.,PearsonEducation.
5. Introduction to ManagementScience–Anderson,Sweeney &Williams.
6. QuantitativemethodsforBusiness,Andersonet.al.12e,Cengage
7. Operations ResearchTheoryandApplications–JKSharma.

COPOMapping

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GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

CourseCode:MMB 704	Course Title:FinancialManagement	
Semester:II	CourseType:Core	Credits:4
Home Programme(s):MBA(BA)	Batch/AcademicYear:2020-2021	
CourseLeader:Dr.K.LubzaNihar		

CoursedescriptionandCourseobjectives
Financial management is one of the most important aspects in business. In order to start up or even run a successful business, you will need excellent knowledge in Financialfinancialmanagement. Management willKnowledge of help organisations in planning and acquisition of funds; effectively utilising and allocating the funds received or acquired;making criticalfinancial decisions; improving theprofitabilityof organisations; and increasing the firms or organisations.the overallvalue of

Courseobjectives:

- To understand comprehensively how thevarious principlesoffinancial theoryy that arebeingapplied forcorporate decision making - whether it is strategic, analyticalorsimplythe routinedecisions afinancial manager takes every day.

- To provide clarity on the assumptions and concepts underlying the decision-making in the area of Finance.

- To getfamiliarwiththetechniques ofFinancialPlanningandAnalysis

Course outline andindicative content Unit – I (7 sessions)
(CO1, CO2, L2, L3)

Nature,Scope,Goalsandorganizationoffinance function -Thefinance function and its interlinkages with other functional areas of management -Finance Vs Accounting,Corporate FinanceVs Financial Management - Time value ofmoney–PV andFVincaseoflumpsumcashflows,Annuitiesand Uneven Cashflows-IntroductiontomeasurementofRiskand Return.

Unit–II (10sessions)(CO2,CO3,CO4,L2,L3,L4)

CostofCapitalandCapitalStructure(FinancingDecision):SourcesofFinance forBusiness–Classificationof markets- Concept of Costof Capital–Costof equity,debtand WACC-Theoriesof Capital Structure –Factors affecting Capital Structure Decision- Introduction to leverage- Types of leverages and Measurement.

Unit–III(10sessions)(CO2,CO3,CO4,CO5,L3,L4,L5)

InvestmentDecisions(CAPEX):PhasesofCapitalExpenditureDecisions,Capital BudgetingProcess - Estimatingcashflows forcapitalbudgeting - Capital Budgeting Techniquesfor decisions making - Introductionto Risk Adjusted Capital Budgeting Techniques.

Unit–IV(8sessions) (CO1,CO3,L2,L4)

Working Capital Management: Meaning of Working capital – Factors influencingworking capital– Estimating working capitalrequirement- Managing various components of Working Capital: Cash and Marketable securities management; Accounts Receivable and inventory management-EOQ-Reorderlevels–Inventorycycle-Operatingcycle–Cash Conversion cycle– Sources of financingworkingcapital

Unit–V(5sessions)(CO1,CO4,L2,L4)

DividendDecisions: Factors influencing dividend decisions-Classificationof dividends – Theoriesof Dividend–WaltersandGordonModel-MMModel.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	Course Outcomes	**Assessment**
CO1	Understandingofterminologiesand conceptsoffinancial management	A1,A3
CO2	Applymeasuresofcostofcapital/solveproblemsontimevalueof money	A2
CO3	Analyzeinformationandconstruct a statement ofcash flows incapital budgeting,estimateWACC,estimateWorkingCapitalRequirement	A3,A4
CO4	Makeuseofdividendmodels,capitalstructuretheoriesfor decision making	A3,A4
CO5	Evaluatealternativecapitalbudgetingtechniquesfordecision making	A3,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual	Written–L2,L3levels	20
A2	Coursera/Online course	Individual	Viva/Presentationoncompletionof the course -L3.L4 levels	10
A3	Casestudy/ Project/ Assignment	Group/ Individual	DiscussionandPresentation-L4,L5 levels	20
A4	End-term examination	Individual	Written-L2,L4,L5levels	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1(A1,A3)				
Conceptual Knowledge			CO2 (A2)			
Procedural Knowledge		CO1 (A1,A3)	CO2 (A2)	CO3 (A3,A4)	CO4 (A3,A4)	
MetaCognitive Knowledge				CO4 (A3,A4)	CO5 (A3,A4)	

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based facetoface teaching,onlineteaching,directedstudy,independentstudyviaG- Learn, case studies, projects and practical activities (individual & group).

Teachingand learningresources

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 analyse cases and evaluate projects. Some of these reference books given below will be available in our library.Problem sets and small cases whenever given are a means of focusing on central issues, concepts of knowledge. Your ability to solve them is also a

reflectionoftheextenttowhichyouhave understoodtheconceptsreadbyyou.

<u>**COPOMapping**</u>

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

CourseCode:MAN704	CourseTitle:StatisticalMethod-2	
Semester:II	CourseType:Core	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

CoursedescriptionandCourseobjectives

Time series analysis is an integral part of business data analytics. An overview of a few simple methods of time series data analysis is covered in this course.

Courseobjectives:

- To understandtheroleofmathematics inbusiness applications

- Tounderstandthenatureofstatisticalinferencesaboutpopulation

- To understand theroleof statistics in scientificinvestigationand decisionmaking

- Tobeequippedwithavarietyoftechniques foranalyzingstatisticaldata

Course outline andindicative content
Unit I (10 sessions) (CO1, L3)

Time Series Analysis: Overview, Visualization of Time Series Components, Components of Time Series, Visualizing Seasonality, Data Preparation – Missing Data, Measures of Forecast Accuracy, Exponential Smoothing, Exponential Smoothing with Seasonality: Holt Winters' Model.

UnitII (10sessions)(CO2,L2)

Correlation: Introduction to correlation, Types of Correlation, Scatter Diagrams,KarlPearson'sCoefficientof Correlation,Spearman'sRankCorrelation Coefficient.

UnitIII (10sessions)(CO2,L3)

Regression: Introduction to Regression,Regression Coefficients,Prediction with Regression Equation,Calculation of means and correlation from regression equations, Multiple Regression.

UnitIV(10sessions)(CO4,L4)

HypothesisTesting:Introduction,HypothesisandTesting,ParametricTests – 't' distribution, 'Z' distribution, F test and ANOVA test (one way and two way); Non-Parametric Tests – Chi Square test, Mann-Whitney U test, KruskalWallis test, Sign test.

Unit V(10sessions)(CO4,L4)

Sampling and Data Collection: Introduction to Research, types of research, Research Process, Sample Design – Sample size, Sampling Techniques, Data Collection – Primary data collection methods, sources of secondary data, Data Processing, Diagrammatic and Graphical representation of the data, data analysis, Report Writing – Types of reports, parts of report writing, presentation of reports.

Onsuccessfulcompletion ofthis course,students willbeableto:

	CourseOutcomes	**Assessment**
CO1	ComponentsofTimeseriesanalysis	A1
CO2	Applicationoftime seriesanalysisinreal situations	A1,A2
CO3	UnderstandsandAppliesforecastingmodelscorrelation and regression.	A2,A3
CO4	Appliesvarioushypothesistestsintheresearch	A3
CO5	TheResearchandabletocollectandanalyzetherequiredd ata	A4

Assessmentmethods

Task	**Tasktype**	**Taskmode**	**Weightage(%)**
A1.Midexam	Individual	Written	20
A2.Coursera	Individual	Presentations/Q&A/Viva	10
A3.Case/ProjectWork	Groups	Presentations/Report with Q&A/Viva	20
A4.End-termexam	Individual	Written(short/long)	50

MappingCOs-Bloom'slevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge			CO1(A1,A4)			
Procedural Knowledge				CO2(A1,A3, A4) CO3(A1, A2, A3)	CO4(A2,A3) CO5(A2, A4)	
Meta Cognitive Knowledge						

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based facetofaceteaching,throughMS-Excel,directedstudy,independentstudyvia case studies, projects and practical activities (individual & group).

Teachingand learningresources

Soft copies of teaching notes/cases etc. will be uploaded onto the G-learn. 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 get clarity certain relevant conceptstoanalyzecasesandevaluateprojects.Someofthesereferencebooks given below will be available in our library.

Reference books:

1. Shmueli Galit, Practical Time Series Forecasting with R, Axelrod Schnall Publishers

2. Franses Philip Hans, Time Series Models for Business and Economic Forecasting, 2nd edition, Cambridge University Press

3. Montgomery Douglas C., Introduction to Time Series Analysis and Forecasting, John Wiley & Sons Inc

4. Brockwell Peter J., Introduction to Time Series and Forecasting, SpringerVerlag New York

OnlineResources:

Onlinestatbook.com

CourseCode:MMB708	CourseTitle:OperationsManagement	
Semester:II	CourseType:Core	Credits:4
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-22	
CourseLeader:Prof.Ch.Venkataiah		

CoursedescriptionandCourseobjectives

Operations Management (OM) is concerned with the management of resources and activities that produce and deliver goods and services for customers. Efficient andeffective operations canprovide an organizationwithmajor 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 andgrowth through increasedmarketshare.

CourseObjectives

Thiscourse isdesignedto:
- Understand the process model ofoperationsthat describesinputsbeing transformedinto outputswithintheboundaryofanoperations system.
- Knowtheroleofoperationsmanagers, inparticulartheimportanceoffocusing on suppliers and customers who are outside this boundary, as well as on other aspects of the operations system's external environment.

Course outline and indicative content

UNIT– I (8 Sessions)(CO1, CO2, L1 & L2)

IntroductiontoOperations&OperationsStrategy

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.
UNIT–II(8Sessions)(CO2,L2&L3)

Designing Operations

Designing Products and Services: Product Development, Sequential vs Concurrent Design. Process Design: Manufacturing and Service Process Types, Service Delivery Systems. Layout Planning - Types of Layout, Implications for Layout Planning, Layout Design.

UNIT–III (8Sessions)(CO2,CO3,L2,L3&L4)

PlanningandControlofOperations–I

Facilities Location – Location Decision Relevant Factors, Dependent and Independent Demand, Strategies to Meet Demand, Loading – Finite and Infinite, Sequencing, CapacityPlanning.

UNIT –IV(8Sessions)(CO3,CO4,L3,L4&L5)

PlanningandControlofOperations–II

Aggregate Production Planning (APP) -Strategies, Master Production Scheduling–LinkageswithAPP.EvolutionofERP–DevelopingMRPLogic
- Bill ofMaterials(BoM),Lot SizingRules,InventoryManagement.

UNIT–V(8Sessions)(CO1,CO2,L1,L2&L3)

QualityManagement

Introduction to Quality and its Characteristics, Quality Philosophy – Perspectivesfrom WE Deming, PBCrosby and JM Juran, Quality Assessment Models and Frameworks – FEQM and ISO9001, Service Quality, BPR vs Continuous Improvement – Introduction to TQM, Lean and Six Sigma.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

		Course Outcomes	**Assessment**
CO1	Understandthebasicsofoperationsmanagementusing manufacturing and service examples.		A1,A3,A4
CO2	Identifytherolesandresponsibilitiesofoperationsmanagersin different organizational contexts.		A1,A2,A3,A4
CO3	Applytheplanningandcontrolconceptsfordecision-making		A2,A3&A4
CO4	Analyzetheoperationstoidentifyareasforimprovement		A3,A4
CO5	Evaluatestrategiesforimprovementinmanufacturingandservice contexts		A3,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Presentation	10
A3	Case/Project	Group	Presentation&Report	20
A4	EndTermExam	Individual	Written(short/long)	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1(A1,A4)	CO1(A1, A3,A4)			
Procedural Knowledge				CO2(A1, A3), CO3(A2, A3,A4)	CO4(A2, A3), CO5(A4)	
MetaCognitive Knowledge						

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment etc.

Teachingandlearningresources

E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

COPOMapping

This is to map the level of relevance of the Course Outcome (CO) with Programme Outcome (PO).0= No Relevance; 1= Low Relevance; 2=

MediumRelevance;3= HighRelevance

CourseCode:MMB 710	CourseTitle:MarketingManagement	
Semester:II	CourseType Core	Credits:4
HomeProgramme(s):MBA-BA	Batch/AcademicYear:2020-2021	
CourseLeader:		

Course description and Course Objectives

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, usingtheoreticalknowledgeandits applicabilityonthefield. Theimportanceofthe4 Psof 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

CourseObjectives

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

- To apply marketing concepts to make business decisions under various environmental constraints

- To illustrate the functionality and application of elements of Marketing Mix

- TocreateasuitableMarketingplanforaproduct

- To assess the range of common strategies used, with each of the various promotional mix tools.

Course outline and indicative content

UNIT-I(6 sessions) (CO1, CO2, L1 &L2):

Introduction to Marketing: Nature, Scope, functions and importance of Marketing–Marketingconcepts-PhilosophiesofMarketing.Theenvironment of marketing –macro and micro components

UNIT-II (6sessions)(CO2,L2&L3):

Building Customer value, Satisfaction and loyalty – Buyers behaviour – consumer versesorganizational-Factors influencing buyerbehaviour– 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 SelectingTargetMarkets. Targeting(T), Positioning (P) Value Proposition and USP

UNIT-III (6sessions)(CO2,CO3,L12,L3&L4):

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

UNIT-IV(6sessions)(CO3,CO4,L13& L4):

Price:Factorsinfluencingpricing- PricingObjectives–Methodsof Pricing-ChannelsofDistribution: Definition-Need-Typesof channels, channel conflicts-types - channel management

UNIT-V (6sessions)(CO3,CO4,L3,L4& L5):

Promotion:NatureandImportanceofpromotion -PromotionMix-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

Onsuccessfulcompletionofthis course,students will beableto:

S. No.	CourseOutcomes(COs)	Assessment
CO1	Haveaninsightintothebasicmarketingconcepts,theroleof marketing in the organization.	A1
CO2	Understand issues of marketing with an emphasis on learningtodeveloresponsivemarketingstrategiesthatmeet customer needs	A3
CO3	Getacquaintedwiththecomponentsofmarketingmix,stagesin new product development	A3&A2
CO4	Analyzetheobjectivesandmethodsforpricingproductsand selecting channel members	A3&A2
CO5	Evaluatethetechniquesofpromotionmix.	A2

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Quiz/Assignment	10
A3	Project/Casestudy	Group	Presentations&Report	20
A4	End-termexam	Individual	Written	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1(A1) (A3)	CO2 (A3)(A4)			
Procedural Knowledge				CO3(A2&A3) CO4 (A2)	CO5(A2)	
Meta Cognitive Knowledge						

Learningand teachingactivities

Classroom Teaching, online courses, Power Point Presentation, Application in real life situation, Problem Solving, Project, Assignment etc.

Teachingand learningresources

E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

COPOMapping

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

CourseCode:MMB712	Course Title: Human Resource Management	
Semester:II	CourseType:Core	Credits:4
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2021	
CourseLeader:Dr.Soudamini		

CoursedescriptionandCourseobjectives

The general purpose of this course is to familiarize students with the basic principles and techniques of HRM. 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 into the diverse work places. 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.

CourseObjectives

- Comprehend in the theoretical framework and basic principles of HRM

- Comprehend in depth functions of HRM (Job analysis, man power planning, and recruitment, selection, on boarding, training & development, appraisal, compensation).

- 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**.**

Courseoutlineand indicativecontent

UnitI(10sessions)

FundamentalsofHRM:EvolutionOfHRFunction,TheNatureAndScopeof HRM, Challenges of HRM, Competencies of HR Manager.

UnitII (10sessions)

Procurement: Job Analysis, Job Design, Job Evaluation Human Resource Planning, Recruitment, Selection, on boarding.

UnitIII(10sessions)

Development: Training needs analysis, designing the training program, methods of training,difference between training& development, performance appraisal.

UnitIV(10sessions)

Compensation and Maintenance: Basic factors in determining pay rates, basic, supplementary and executive remuneration, safety and health.

UnitV(10sessions)

Integration and Separation: Quality of work life, collective bargaining, separation process, Exit Interview.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes(COs)	Assessment
CO1	Understandthefundamentals,evolution&challengesofHRM	A1,A2,A3
CO2	ExploretheroleofHRMinprocurementofhumanresources	A2,A3
CO3	Evaluatetrainingneeds,methodsofappraisalandperceptualerrors	A3
CO4	Analyzethebasicfactorsindesigningthe compensation	A1,A3
CO5	Evaluatetheprocessofintegrationandseparationforqualityofwork life	A1,A3

AssessmentMethods

	Task	Task Type	Taskmode	Weightage(%)
A1	Midexam(one)	Individual	Written–L3level	20
A2	Coursera	Individual	Certificate/Assignment	10
A3	SURVEY/GD/Presentation/Roleplays(one/Group)	Group	Report/Presentation(8-10 pages) –L4 level	20
A4	End-termexamination	Individual	Written(short/long)–L4level	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		CO1(A1,A2, A3)				
Procedural knowledge		CO2(A2,A3)		CO4(A1,A 3)	CO3 (A3) CO5(A1,A 3)	
Meta cognitive knowledge						

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment ,surveys, etc.

Teachingand learningresources

Studymaterial,E-Resources,E-Books,Websites,E-Library,Handouts.

Softcopiesofuncoveredtopicsinthetextbooksandcasematerialwillbemade available through G-learn. Students are required to go through E-Resources (Gitam.edu) and required study material & handouts along with the following suggested readings..

TEXTBOOK

- Gary Dessler & BijuVarkkey, "Human Resource Management", Pearson, New Delhi,16th edition.

- George W Bohlander, Scott A Snell, "Principles of human Resource Management", Cengage Learning, 2017.16th edition.

REFERENCES

- 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 & Biju Varkkey, "Human Resource Management", Pearson, New Delhi, 2015 14th edition.

JOURNALS

- HarvardBusiness Review,HarvardBusiness SchoolPublicationUSA

- PeopleMattersonlineMagazine

- Vikalpa,IndianInstituteofManagement,Ahmedabad

COPOMapping

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

GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

CourseCode:MMB714	CourseTitle:ManagerialCommunication	
SemesterII	CourseType: Core	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2021	
CourseLeader:Prof.AshokKarri		

CoursedescriptionandCourseobjectives

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 theManagementprocessand its dependence on communication.

CourseObjectives

- To gain an overall perspective on the nature of human relationships and its impact on communication

- Tounderstandthecommunication-processmodeltoappreciate organizational communication

- Analyze the effectiveness of human communication in terms of intrapersonal and interpersonal variables of interpersonal communication

- Learn three Models of Interpersonal Communication and apply them to increase their communicative effectiveness by understanding the underlying relationship on which interpersonal communication is based

- Learntoattainand developinterpersonal influenceandinfluenceothersto develop and utilize their talents

Course outline andindicative content UNIT I: (6 Sessions)

CommunicationandManagement-TheParadox ofHuman Communication–
The Management Process and Communication- Communication as a process - Achieving effectiveness inHuman Communication

UNITII: (6Sessions)

Management of Interpersonal Communication - Intrapersonal Foundations for Communication – Motivation; Perception; Emotions.

UNITIII:(6Sessions)

Models for Understanding Interpersonal Relationships- Models- Exchange Theory; Johari Window; Transactional Analysis.

UNITIV:(6Sessions)

Barriers – Power Differences - Language - Defensiveness - Gateways – Interpersonal Trust - Listening - Feedback -Nonverbal Communication – Non Directive Counselling

UNITV:(6Sessions)

InterpersonalInfluence-InterpersonalI n f l u e n c e
– The InfluenceProcess – Resistance to Change – Organizational Limitations to Interpersonal Influence

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes(COs)	Assessment
CO1	Understandthefundamentalsofinterpersonalcommunicationand interpersonal relationship	A1,A2,A3
CO2	Explorethecommunication-processmodeltounderstandthe variables of organizational communication	A1,A2,A3
CO3	Evaluatethethreemodelsofinterpersonalcommunicationfor effective communication	A1,A3
CO4	Analyzethedynamicsofpower,barriersto communicationand interpersonal influencewithinthecontext oftheorganizationalhierarchy	A1,A2,A3

Assessmentmethods

Assessment Tool	Nature	Participation	Assessmentmode	Weightage(%)
A1	Midexam(one)	Individual	Written–L3level	20
A2	CaseReport/Case Presentation	Individual	Report /Presentation (8-10pages)–L4level	20
A3	Coursera Certificate	Individual	Viva	10
A4	End-term examination	Individual	Written(short/long) –L4level	50

Mapping COs-Bloom'slevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Under stand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		CO1(A1 ,A2, A3)				
Procedural knowledge		CO2(A2, A3)		CO4(A1, A3)	CO3(A1, A3)	
Meta cognitive knowledge						

Learningand teachingactivities

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.

Teachingand learningresources

Soft copies of teaching notes and cases will be made available through X- Learn/GLearn. Required handouts will be distributed in the class. Required textbooks, journals and magazines will be prescribed.

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

REFERENCES
1. Bovee&Thill,BusinessCommunication,PearsonEducation,2019
2. Lesikar & Flatley, Basic Business Communication – Skills for Empowering the Internet Generation, 9th Edition, McGraw-Hill, 2019
3. Monippally,MM.,BusinessCommunicationStrategies,McGrawHill,2016

JOURNALS

1. AsiaPacific Journal of HRM,AsiaPacific Institute ofManagement,NewDelhi.

2. GITAM JournalofManagement,GITAMUniversity,Visakhapatnam.

3. HarvardBusinessReview,HarvardBusinessPublishingCo.,USA.

4. HRD Times,NationalHRDNetwork,Hyderabad.

5. GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

CourseCode:MMB716	Course Title: Innovation &Entrepreneurship	
Semester:II	CourseType:Core	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-21	
CourseLeader:		

CourseDescriptionandCourseobjectives

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.

CourseObjectives:

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

- Toknow varioustheoriesof entrepreneurshipandtrends.
- To generatenew businessideasfrom varioussources.
- To identify various issues and challenges in starting
- To know new the venture. elements of a business plan and designing a business model.
- To compare and contrast the entrepreneurshippracticesin the familybusiness and social enterprise

Courseoutlineand indicativecontent

UnitI:(Sessions-7).**(CO1,L1,L2)**

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, Entrepreneurship

UnitII:(Sessions-8)(CO2,L2,L3)

Innovation,Opportunity Identification **and legal issues of entrepreneur (**Opportunity Identification–Entrepreneurialimagination and creativity, Innovation and the Entrepreneur - The Innovative Process, Types of innovation, Principles of Innovation, sources of innovative ideas, Parameters for internal evaluation of an idea, Minimum Viable Product.

Intellectual Property, Legal Challenges in Entrepreneurial ventures – an overview, Patents, copyrights, trademarks, IP infringement and its legalities, Legal Structures for Entrepreneurial Ventures.

UnitIII:(Sessions-8)(CO3, L3,L4)

New Venture Creation : 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.

UnitIV:(Sessions-10)(CO3,CO4,L3,L4)

BusinessPlanand BusinessModels:Entrepreneurialventuresand
BusinessPlanpreparationforNewVentures–Pit falls inbusiness planning,Benefitsof businessplanandElementsofa BusinessPlan-Executive summary-marketing plan, production and operations plan, organizational Business Model Generation Principles,typesofbusinessmodels,Business ModelGenerationinPractice-Canvas,Patterns,Design,Strategy,Process-ContemporaryBusinessmodelsin eraof Disruption–Netflixbusinessmodel.

UnitV:(Sessions-7)(CO1,CO5,L4,L5)

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 tocurrent business environment, new technologies and global expansion - Social Entrepreneurship - Social Capital -Drivers and Challenges of Social Entrepreneurship - EmpowermentofBeneficiaries, BusinessModels for Social Enterprises, Scaling Up of the social enterprises, Sustainability of Social Enterprise in practice - Aravind Eye Hospital Model- Grameen Bank Model of Bangladesh- - Barefoot College.

Onsuccessfulcompletionofthis course,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Understandvariousaspectsoftheentrepreneurialprocessandtrends in entrepreneurship.	L2
CO2	Identifynewbusinessopportunitiesandoutlinethelegalaspectsof entrepreneurship in practice.	L4,L5&L6
CO3	Examinetheprocessandprospectsofa newventure.	L4,L5&L6
CO4	Developabusinessplananddesignabusinessmodel.	L5&L6
CO5	Appraisetheentrepreneurshipprocessinthefamilybusinessand social enterprise.	L5&L6

Assessmentmethods

Assessment Tool	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written L3level	20
A2	Coursera	Individual	Viva/Presentation on completionofthecourse	10
A3	Casestudy/ Project	Group/ Individual	DiscussionandPresentation -L5level	20
A4	End-term examination	Individual	Written(short/long)–L4 level	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge	CO1(A1,A4)	C05 (A1,A4)				
Conceptual knowledge		CO2 (A1,A3)		CO2(A1,A2)		
Procedural knowledge			CO3 (A1,A2)		CO3 (A1,A2)	
Metacognitive knowledge					CO4 (A2,A4)	CO4 (A2,A4)

Learningand teachingactivities

- CaseAnalysis

- SituationAnalysis

- Brainstorming

- GroupDiscussion

- ResearchProject

- ChalkandTalk

- Student Presentations

Teachingandlearningresources

Textbook

1. Kuratko, D. *Entrepreneurship: Theory, process, and practice* (International Edition; 9th ed.): Cengage Learning. 2013./ Latest Edition.
   2. OtherBooks
3. Osterwalder, A., & Pigneur, Y. 2010. Business Model Generation: A HandbookforVisionaries,GameChangers,And ChallengersWiley.
4. Neck, Heidi & Greene, Patricia & Brush, Candida. (2014). Teaching entrepreneurship: A practice-based approach. 10.4337/9781782540564.

Journals

1. Shane,S.,&Venkataraman,S.2000.The Promise ofEntrepreneurship asa Field of Research.AcademyofManagementReview,25(1):217-226.

2. Shane, S. 2012. Reflections on the 2010 AMR Decade Award: Delivering on the Promise of Entrepreneurship as a Field of Research. Academy of Management Review, 37(1): 10-20.

3. Murphy, P. J., Liao, J., & Welsch, H.P. 2006. A conceptual history of entrepreneurial thought. Journal of Management History, 12(1): 12-35.

4. de Jong, J. P. J., & Marsili, O. 2015. The distribution of Schumpeterian and Kirznerian opportunities. Small Business Economics, 44(1): 19-35. Baron, R. A. 2006.

5. Kirzner, I. 1999. Creativity and/or Alertness: A Reconsideration of the Schumpeterian Entrepreneur. The Review of Austrian Economics, 11(12): 5-17.

6. Eckhardt, J. T., & Shane, S. A. 2003.Opportunities and Entrepreneurship. Journal of Management, 29(3): 333-349.

7. Haynie et al, 2010. A situated metacognitive model of the entrepreneurial mindset. Journal of Business Venturing, 25: 217-229 Blank, S. 2013. Why the Lean Start-Up Changes Everything? Harvard Business Review, 91(5): 63-72.

8. Ries, Eric. 2011. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Business. (Book)

9. Sarasvathy, S. D. 2001. Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency. The Academy of Management Review, 26(2): 243-263.

10. Dew, N., Read, S., Sarasvathy, S. D., & Wiltbank, R. 2009. Effectual versus predictive logics in entrepreneurial decision-making: Differences between experts and novices. Journal of Business Venturing, 24(4): 287309.

11. Perry, J. T., Chandler, G. N., & Markova, G. 2012. Entrepreneurial Effectuation: A Review and Suggestions for Future Research. Entrepreneurship Theory and Practice, 36(4): 837-861.

12. Zott, C., Amit, R., & Massa, L. 2011. The BusinessModel: Recent Developments and Future Research. Journal of Management, 37(4):1019-1042.

COPOMapping

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

Semester-III

Sl. No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MMB801	StrategicManagement	3		3	50	50	100	3
2	MAN801*	BigDataAnalytics(100% internals)	1	2	3	100		100	1+2
3	MAN803	Machine Learning and Applications (with practicals)	1	2	3	50	50	100	1+2
4	MAN805	MarketingandRetailAnalytics	3		3	50	50	100	3
5	MAN807	FinanceandRiskAnalytics	3		3	50	50	100	3
6		Elective-1	3		3	50	50	100	3
7		Elective-2	3		3	50	50	100	3
8		Elective-3	3		3	50	50	100	3
9	MAN891	SummerInternshipandViva- Voce				100		100	2+1
10	MAN893	SemesterEndViva-Voce						50	1
		Total							**28**

PCDs

Sl. No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MMB812	CBA-2	2		2	0		50	1
2.	MMB814	SoftSkills-2(WorkShop)		2	**2**	0		50	**1**
		Total	**2**	**2**	**4**	**00**		**100**	**2**
		GrandTotal						**1050**	**30**

Each student has to choose 3 elective courses from 6 specialization groups during semester III. And minimum no. of students for each elective should be 20.

III Semester ElectiveCourses

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	
InstructorLeadCourses										
Finance										
1.	MFI841	Elective	FinancialMarkets& Services	3		3	50	50	100	3
2.	MFI843	Elective	SecurityAnalysisand PortfolioManagement	3		3	50	50	100	3
3.	MFI845	Elective	FinancialStatement 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	RetailBank Management	3		3	50	50	100	3
6.	MFI851	Elective	Securities Market Operations	3		3	50	50	100	3
Marketing										
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	RetailManagement	3		3	50	50	100	3
11.	MMK849	Elective	DigitalMarketing	3		3	50	50	100	3
12.	MMK851	Elective	MarketingMetrics	3		3	50	50	100	3
HumanResourceManagement										
13.	MHU841	Elective	Learningand Development						100	3
14.	MHU843	Elective	EmployeeWelfare And LabourAdminis-tration						00	3
15.	MHU845	Elective	EmploymentLaws-1						100	3

16.	MHU847	Elective	Compensation Management								100	3
17.	MHU849	Elective	HumanResource ValueProposition								100	3
18.	MHU851	Elective	Performance Management								100	3
Operations&BusinessAnalytics												
19.	MOP841	Elective	Production Planning and Control	3							100	
20.	MOP843	Elective	SupplyChain Management	3							100	
21.	MOP845	Elective	ProjectManagement	3							100	
22.	MBA841	Elective	DecisionSupport System	3							100	
23.	MBA843	Elective	DataAnalysiswithR	2		2					100	
24.	MBA845	Elective	DataAnalysiswith Advanced Excel	2		2					100	
25.	MBA847	Elective	DataWarehousing	3							100	
26.	MBA847	Elective	DataAnalysiswith SAS	2		2					100	
27.	MBA849	Elective	MachineLearning-1	2		2					100	

GITAM Institute of Management (GIM)

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Visakhapatnam–45.

CourseCode:MMB 801	**CourseTitle:StrategicManagement**	
Semester:III	**CourseType:Core**	**Credits:3**
Home Programme(s):MBA(BA)	**Batch/AcademicYear:2020-22**	
CourseLeader:		

CoursedescriptionandCourseobjectives

Any change that a business plans to implement has a strategy. Organizations that engage in strategic management generally outperform those that do not.

Theattainmentofanappropriate matchorfit between an organization's environment and its strategy, structure,andprocesseshaspositiveeffectsontheorganization'sperformance. As the world's environment becomes increasingly complex and changing, strategic management is used by today's corporations as one way to make the environmentmoremanageable.However,strategicdecisionsneedstobemade on sound judgement. Thekeyto any successful strategy isthe thoroughnessof its formulation, implementation and control. Hence it is imperative that every Managementstudentisexposedtobasicmethodologyofstrategicmanagement 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.

Courseobjectives:

Thiscourseintends thestudentto

- Be familiar with the conceptsof 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 (07 Sessions) (CO1, L1 & L2, L3) Basic

concepts of StrategicManagement

Strategy,StrategicDecisions,StrategicManagement**,**EvolutionaryPhasesofStrategicManagement, Benefits of StrategicManagement, Basic Model of Strategic Management, Pitfalls in StrategicPlanning, Levels of Strategic Management, Vision, Mission and Objectives-Strategy competitive advantage.

UnitII(10 Sessions)(CO2,L4 & L5) Strategic Analysis

Environmentalscanning: Componentsoftheexternalenvironmentalanalysis, Identifying External Environmental Variables. **Industry analysis:** Industry LifeCycleAnalysis,PortersFiveForceModel,StrategicGroups. **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.

UnitIV((10Sessions)(CO4,L5&L6)

FormulationofCorporate, Businessand FunctionalStrategies.

Corporate Level Strategies: Stability Strategies, Growth Strategies: Intensive Strategies -IntegrationStrategies- DiversificationStrategies,Defensive Strategies:Turnaround

– Divestment–Liquidation.

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

FunctionalLevelStrategies: 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.

Onsuccessfulcompletionofthis course,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	Describestrategicmanagementandpresentitsmodelthroughthe examinationofvision, missionandobjectivesofanorganization.	A1,A2,A4
CO2	Illustrateindustry&competitiveanalysisaswellasresource-basedview ofthefirmtoassessthe competitivepositionofthefirm.	A1,A2,A4
CO3	Generatealternativestrategiesbyaligningkeyexternalandinternal factors using appropriate techniques.	A4
CO4	Evaluatethedirectional strategiesinatypicalorganizationandbuild competitiveadvantagethroughbusinessandfunctionallevel strategies.	A3,A4
CO5	Explainvariousissuesofstrategyimplementationandevaluatestrategic performance using strategic measures.	A1,A4

Assessmentmethods

	Task	Task type	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Quiz/Assignment	10
A3	Project/Casestudy	Group	Presentations&Report	20
A4	End-termexam	Individual	Written	50

Case Analysis (Not Exceeding 200 words) Mapping

COs - Blooms levels- Assessment Tools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge	CO1 (A1,A2, A4)	CO1 (A1,A2, A4)	CO1 (A1, A2, A4)			

				CO2, CO5 (A1,A2, A4)	CO2, CO4, CO5 (A1,A2,A3,A)	
Conceptual Knowledge				CO2, CO5 (A1,A2, A4)	CO2, CO4, CO5 (A1,A2,A3,A)	
Procedural Knowledge						CO3,CO4 (A3, A4)
Meta Cognitive Knowledge						

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, PPTs, videos, directed study, independent study via G- Learn, case studies, projects and practical activities (individual & group)

Teaching and learning resources textbooks

1. Thomas L.Wheelen,J.David Hunger, Alan N. Hoffman and Charles E. Bamford "ConceptsinStrategicManagementandBusinessPolicy", Pearson Education Limited, NewDelhi,2018.

2. FredR.DavidandForestR.David"StrategicManagement:Conceptsand Cases - A Competitive Advantage Approach", Pearson Education Limited, NewDelhi, 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 andGlobalization(ConceptsandCases)",CengageLearning,NewDelhi, 2017.

3. John A Pearce, Richard B Robinson and Amita Mittal,"Strategic Management: Formulation, Implementation, and Control",McGraw Hill, NewDelhi,2012.

4. Barry J. Witcher&Vin Sum Chau, "Strategic Management Principles&Practice", Cengage Learning, UK,2010.

5. AppaRao,ParvathiswaraRaoandB.,SivaRamakrishna,K.,"Strategic Management and Business Policy", Excel Books, New Delhi, 2008

6. S. P. Rao and V. Hari Krishna, "Strategic Management:Text and Cases", Excel Books, New Delhi, 2004.

JOURNALS

1. HarvardBusiness Review,HarvardBusiness School,USA

2. Vikalpa,IndianInstituteofManagement,Ahmedabad

3. The Indian Management Researcher, GITAM Hyderabad Business School

CO PO Mapping

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Visakhapatnam–45.

CourseCode: MAN801	Course Title:**BIGDATAANALYTICS**	
SEMESTER:III	**CourseType:Core**	**Credits**: 3
Home Programme(s): **MBA (BUSINESSANALYTICS)**	Batch/Academic Year:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Big Data analytics is a discipline which includes methodologies and technologies to explore historical data to generate insights useful for taking futuristicdecisions. Beit financial,insurance,marketing, information systems, human resources or operations management related problems, organizations face the challenge to improve their ability to understand the stakeholders better and deliver value to them. This concept uses statistical and quantitative analysis, optimizationtechniquesondatatomakebetterdecisions.Analyticshasagreat potentialtohelpcompaniesfocusonthemostimportantinformationinthedata they have collected about the behavior of their customers and potential customers. Big Data Analytics helps organizations in discovering information within the data that queries and reports can't effectively reveal.

CourseObjectives

Thiscourseaimstoprovide

- a foundation for decision makers seeking to understand the core principles of Big Data analytics

- toimprovebusinessperformancethroughbetterdatameasurement.

Courseoutlineand indicativecontent

Unit – I: (6 Sessions) (CO1 & L2) Introduction to Linux: Overview of open source operating systems, history. Installing Linux OS using VMs. Linux Terminal, BASH basics, shell scripting. Introduction to networking: theories andmethods,basicsofBeowulfcluster.OpenSSH&OpenSSL,paralleland

distributedcomputing.

UnitII:(6Sessions)(CO2&L3,L5)Hadoopcluster: IntroductiontoApache Hadoop. Hadoop versions. Hadoop ecosystem and framework. Practice of HDFS commands. **Mapreduce:** A Programming paradigm, Closer look to Map reduce, Practical Approach to Map reduce.

Unit – III:(6 Sessions) (CO3 & L3. L5)PIG: Setup, running Pig scripts in localandmapreducemodes.PigLatinStatements:Loadingdata,workingwith data, storing intermediate and final results.

Unit –IV: (6 Sessions) (CO4, CO5 & L3, L5)Apache Hive: Installation &Configuration, Running Hive CLI.DDL,DML,SQL operations.**Apache HBase**: Standalone vsdistributed HBase, Configuration, versions and compatibility, HBase Shell – Interactive & non-interactive, commands. Data model and Schema design. HBase and MapReduce.

Unit – V: (6 Sessions) (CO6 & L4)Spark: Getting Started - Basics of Spark, RDDs programming, SQL programming. Dataset operations, caching. Self contained applications. Practice of real-time data analytics using Pyspark.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

S.No.	CourseOutcome	Assessment
1	Understandtheconceptofbigdataandtheprocessofbigdataanalytics	A1
2	WriteprogramsinHadoopMapreduce	A3,A4
3	WriteprogramsinAPACHEPIG	A3,A5
4	WorkwithAPACHEHive	A3,A5
5	UnderstandthecomponentsinAPACHEHBase	A1
6	PerformBigDataAnalyticswithHadoopTechnologies	A2

Assessmentmethods

Task	Tasktype	Taskmode	Weightage(%)
A1.Quiz	Individual	MultipleChoiceOnline/Written	10
A2.Case/Project /Assignment/ Courseracourse/ Online course	Groups*or Individual	Presentations/Report/ Assignmentwith Q&A/Viva/Lab Work	30 Courseracourse/Online course (10 marks)
A3.Record work	Individual	Practical&WrittenDocument	10
A4.MidLabexam	Individual	Practical	25
A5.EndLabexam	Individual	Practical	25

MappingCos–Blooms Levels–AssessmentTools

Knowledge Dimension/ Cognitive Dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyz	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1(A1) CO5(A1)				
Procedural Knowledge			CO2(A CO3(A CO4(A	CO6(A	CO2(A4) CO3(A5) CO4(A5)	
MetaCognitive Knowledge						

Learning and teaching activities

Lectures,Casestudies,Discussions;

Teaching and learning resources

Text Book:

Kamal, PreetiSaxena, Big Data Analytics, Introduction to Hadoop, Spark, and MachineLearning, McGraw Hill

References:

Minelli Michael, Big Data Big Analytics - Emerging Business Intelligence and Analytic Trends for Today's Businesses, Wiley india Pvt. Ltd

YLakshmiPrasad,BigDataAnalyticsMadeEasy,NotionPress,Inc.

<u>COPOMapping</u>

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Visakhapatnam–45.

CourseCode: MAN803	CourseTitle: **MACHINE LEARNING AND APPLICATIONS**	
SEMESTER:III	**CourseType: Core**	**Credits**: 3
Home Programme(s):MBA (BUSINESSANALYTICS)	Batch/AcademicYear: 2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Machine Learning course will focus on the end to end process of examining the data through a machine learning lens. One will not only get the basic idea behind some selected machine learning methods but also a detailed understanding of how, why and when to use them. In this course you will focus on training and assessing a machine learning model, keeping in mind the ultimate goal of producing an accurate and credible version of it.

CourseObjectives

Thiscourseaimstoprovide

- an introductionto thetechniquesandapplications ofMachineLearning
- helpthe students to workwithstructured andunstructureddataandrefine itintotrendsandpredictions.

Courseoutlineand indicativecontent

Unit –I:**(6Sessions)(CO1&L2)**

Introduction to machine learning: Overview, History. Machine learning in otherfields, Theoriesin machinelearning:Approachesand
models. Limitations and ethics. Software toolsformachine learning practice.

Unit–II:**(6Sessions)(CO2&L3)**

Supervised learning 1: linear models, linear and quadratic discriminant, kernel ridge regression, support vector machines, stochastic gradient descent, nearest neighbors, Gaussian processes, cross decomposition.

Unit –III:**(6Sessions)(CO2&L3)**

Supervised learning 2: Naive bayes, decision trees. Ensemble methods, multiclass and multi-label algorithms, feature selection, isotonic regression, probability calibration, neural network models (supervised)

Unit –IV:**(6Sessions)(CO3&L3)**

Unsupervised learning: Gaussian mixture models, manifold learning, clustering, biclustering, covariance estimation, novelty and outlier detection, density estimation, neural network models (unsupervised)

Unit–V: **(6Sessions)(CO4&L4)**

Practice of supervised and unsupervised learning methods on live data sets. Practice on developing and deploying applications of machine learning using free hosting services.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

S.No.	CourseOutcome	Assessment
1	UnderstanddifferentconceptsinMachineLearning	A1,A2,A4
2	PerformSupervisedlearningtechniques	A5
3	PerformUnsupervisedlearningtechniques	A5
4	ApplyMachineLearningTechniquesonLiveDatasets	A3

Assessmentmethods

Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	20
A2	Coursera	Individual	10
A3	Project	Group	20
A4	End-termexamination	Individual	30
A5	Practical	Individual	20

MappingCos–Blooms Levels–AssessmentTools

Knowledge Dimension / CognitiveDimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
FactualKnowledge						
Conceptual Knowledge		Co1(A1,A4)				
Procedural Knowledge		CO1(A2)	Co2 (A5)	Co4 (A3)		

			Co3			
			(A5)			
MetaCogni tive Knowledge						

Learningand teachingactivities

Lectures, Case studies, Discussions; You will be exposed to R Programming for data analysis and application.

Teaching and learning resources

TextBook:

U Dinesh Kumar, Manaranjan Pradhan, Machine Learning Using Python 1st Edition, Wiley

References:

MGopal,AppliedMachineLearning,McGrawHill

GhatakAbhijit,MachineLearningwithR,SpringerVerlag,Singapore

COPOMapping

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

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

CourseCode:MAN805	CourseTitle:Marketing&RetailAnalytics	
SEMESTER:III	CourseType:Core	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

The course focuses mainly on the application of Analytics from a business perspectivew i t h a specific focuson thedomain of RetailandalsolaysstressonMarketing Analytics. It focuses on the concepts and the understanding of applicationsratherthanon specific techniques orthedevelopmentaltools(orprogramminglanguages like SAS, R, SPSS etc.). Presentation of the course, therefore, is in an interactive format. The course borrows many ideas and concepts from other functional subjects to build up understanding among the participants.

CourseObjectives

This courseaimsto

- help develop a working proficiency of statisticalconceptsfordecision making

Course outline and indicativecontent Unit – I:(6 sessions) (CO1, CO2 & L2, L3)

Overview of Marketing, Marketing Terminologies, RFM Analysis Using Tableau, RFM Analysis Using KNIME

Unit–II:(6sessions)(CO1,CO2& L2,L3)

Percentiles and Auto Binner Function in KNIME, Cluster Analysis, K-Means Segmentation

Unit–III:(6sessions)(CO3& L2,L3)

ChurnRatePrediction,ChurnPrediction-LogisticRegressionHandsOn
Unit–IV:(6sessions)(CO3& L2, L3,L4)

Churn Prediction - Decision Tree & Random Forest HandsOn, Customer Churn Rates

Unit–V:(6sessions)(CO4,CO5& L2,L3,L4,L5)

MarketBasketAnalysis,CustomerLifetimeValue(CLV)Model

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcomes	Assessment
CO1	Understandthebusinessproblemsinthedomainofmarketingthat analytical applications can address	A1,A4
CO2	Provideanoverviewofanalyticslandscapeespeciallyintheretailsector	A1,A4
CO3	Understandtheroleofpredictive modeling ininfluencingcustomer behavior	A1,A4
CO4	UnderstandtechnologytrendsinMarketinganalytics	A1,A4,A2
CO5	LearnhowtoplanandimplementAnalyticsprojects	A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual		20
A2	Coursera	Individual		10
A3	Project	Group		20
A4	End-termexamination	Individual		50

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge						
Procedural knowledge		CO1(A1,A4) CO2(A1,A4) CO3(A1,A4) CO4(A1,A4)	CO1(A1,A4) CO2(A1,A4) CO3(A1,A4) CO4(A1,A4)	CO4(A2)	CO5(A3)	
Meta cognitive knowledge						

Learningand teachingactivities
Lectures, Case studies, Discussions; You will be exposed to R Software for data analysis and application.

Teachingandlearning resources Text Book:

SachsAnna-Lena,RetailAnalytics,SpringerInternationalPublishingAG

References:

CoxEmmett,RetailAnalytics,RetailAnalytics

Winston Wayne L., Marketing Analytics, Wiley India Pvt. Ltd Grigsby Mike,

Marketing Analytics, Kogan Page Ltd

COPOMapping

• **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**

CourseCode:MAN807	CourseTitle:**FinanceandRiskAnalytics**	
SEMESTER:III	**CourseType:Core**	**Credits**:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Inthis course, we studyhowBanksandother financialinstitutionsuse predictive analytics for modeling their risk. With the requisite statistical and financial foundationin place,thecandidatesthenget trained onexhaustive modules, techniques and case studies in Market Risk and Credit Risk. Risk analyticshas attracted a lotofattention in the wake of financialcrisis. can banks predict when their loans would default? Can they estimate aggregate default rate? What aggregate tools can be used in this pursuit?

CourseObjectives

This courseaimsto

- Helpdevelop a working proficiency ofstatistical conceptsfor decision making

Course outline andindicative content Unit – I: (6 Sessions & CO1, L2, L3)

Financial Risk Analytics- Overview, Kinds of Risk, Credit Risk Basics, Credit Risk Modeling

Unit–II:(6Sessions& CO2,L2)

CreditRiskModelingPD, Credit RiskLoss Distributions,

Unit–III:(6Sessions &CO3,L4)

Credit Risk-Discriminant Model,Credit Risk-LogisticModel

Unit–IV:(6Sessions&CO4,L3)

Default Risk Estimation, Market Risk- Returns andRisk, Market Risk Optimization

Unit–V:(6Sessions& CO4,L3)

Market Risk (ML in Consumer Finance), Operational Risk-Basics, Fraud & Conclusion of FRA

Onsuccessfulcompletionofthis course,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	UnderstandtheconceptsofFinancialRiskAnalytics	A1,A4,A2
CO2	UnderstandCreditRiskModeling	A1,A4
CO3	PerformCreditRiskModelingusingDiscriminantanalysisandLogistic Regression	A3
CO4	UnderstandMarketRiskandEstimation	A4,A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual		20
A2	Coursera	Individual		10
A3	Project	Group		20
A4	End-termexamination	Individual		50

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		CO1(A1,A4) CO2(A1,A4)	CO4(A4) CO1(A2)	CO3(A3)		
Procedural knowledge						
Meta cognitive knowledge						

Learningand teachingactivities

Lectures, Case studies, Discussions; You will be exposed to R Software for data analysis and application. **Teaching and learning resources**

TextBook:

Cruz Marcelo G., Fundamental Aspects of Operational Risk and Insurance Analytics, John Wiley & Sons Inc

References:

Blokdyk Gerardus, Risk Analytics A Complete Guide - 2019 Edition, 5starcooks Baesens

Bart, Credit Risk Analytics, John Wiley & Sons Inc

Doumpos Michalis, Analytical Techniques in the Assessment of Credit Risk, Springer International Publishing AG

<u>COPOMapping</u>

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

CourseCode:MFI841	CourseTitle:FinancialMarketsAndServices	
Trimester:III	CourseType:Elective	Credits:3
HomeProgramme(s):MBA		
CourseLeader:		

Coursedescriptionand CourseObjectives

To provide the student an overviewof financialmarketsand servicesinIndiaandtofamiliarizethemwithimportantfeeand fundbased financial services in India. Tomake learner understand modern financial markets. Central themes arethe structure of financial markets, theirpricingfunction,theinteractionbetween financialmarketsand macroeconomicconditions,andthe process of innovation and regulation in these markets. To Familiarize student for thestudyin market efficiency and theinteractionbetween government policies and financial market. The course will consider the stress on financial instruments,markets in which they are traded, andattendant structures.

Courseobjectives:

- Understand what a financial systemis anddoes, andthe distinct functions of each component

- Understand some important financial instruments and theeconomic principles underlying their use

- Abletounderstandcredit ratingmechanismandworking ofmutualfunds

Course outline andindicative content
UNIT–I

StructureofFinancialSystem–roleofFinancialSysteminEconomicDevelopment–FinancialMarketsandFinancialInstruments–MoneyMarkets-BondMarkets-MortgageMarkets-StockMarkets-ForeignExchange

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 – MerchantBanking – Meaning-Types – Responsibilities of Merchant Bankers – Role

of Merchant Bankers in Issue Management – Regulation of Merchant Banking in India. Wealth Management System

UNIT–III

VentureCapital–GrowthofVentureCapitalinIndia–FinancingPatternunder VentureCapital–LegalAspectsandGuidelinesforVentureCapital,Leasingtypes 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

MutualFunds– ConceptandObjectives,FunctionsandPortfolioClassification,OrganizationandManagement,Guidelinesfor 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

CaseAnalysis(NotExceeding200 words)

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcomes	Assessment	Bloom Taximony
CO1	Analyse&ApplyknowledgeofFinancial System and markets	A1,A4	L3,L4
CO2	AnalyseandApplyvariousFinancialand variousMerchantBankingServicesandtheir Growth	A1,A4,A3	L3,L4
CO3	AnalyseLeasingtypesandEvaluateleasingvs. buying	A2,A4	L4,L5
CO4	AnalyseCreditRatingsystemsandevaluate Factoring services	A2,A4	L3,L4
CO5	UnderstandandMutualfundsandtypesand evaluate NAV calculations models.	A3,A4	L2,L5

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	MidExam	Individual	Written	20
A2	Coursera			10
A3	Case/Project	Groups	Presentations,Report	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension /cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO5 (A3,A4)	CO1 (A1,A4) CO2 (A1,A3,A4)	CO1(A1,A4) CO3(A2,A4)	CO3 (A2,A4)	
Procedural Knowledge				CO2 (A1,A3,A4) CO3(A2,A4) CO4(A2,A4)	CO4(A2,A4) CO5(A3,A4)	
Meta Cognitive Knowledge						

Teachingandlearningresources Suggested Books

• Bhole&Mahakud, Financial Institutionsand Market, TMH, NewDelhi

Marketing ofFinancial

Himalayas Publishers, Mumbai

DK Murthy,and   Venugopal,   Indian   Financial
System,IKInt   PubHouse

-      Anthony Saunders andMM Cornett,Fin Markets &Institutions,TMH, New Delhi

PUNIThavathy   Pandian,Financial   Marketsand
Services,   Vikas,NewDelhi

VasanthDesai   Financial   Markets&M   Financial
, Services,   Himalaya,   umbai

-      MeirKhan–FinancialInstitutionsand Markets,Oxford Press.
-      Madura, FinancialMarkets &Institutions, Cengage,NewDelhi

Learningand teachingactivities

COPOMapping

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GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

CourseCode:MFI843	Course Title: Security Analysis and Portfolio Management	
Semester:III	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(2020-21)AdmittedBatch		
CourseLeader:Prof.M.S.VPrasad		

Coursedescriptionand CourseObjectives

Since the financial deregulations in1991,Indian economyhasgrownsignificantlyandbusinesseshavelearntand trapped the othersources ofcapital,thanjustbank loans.Thesedays, organizationshaveaseparatewingthatdealswithtreasuriesandcapitaltohelp hedge their risk exposure, be it from foreign exchangeorinterest ratefluctuations.Understandingthebasictools requiredto perform valuations of stocks, assessing risk by using fundamental and technical analysis, canassistoneto manage afirm'sfinancials moreefficiently.

CourseObjectives

• 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(6 sessions) (CO1, CO2, L2, L3)

Introduction to security Analysis and Portfolio Management: Features of Investment–Investmentvs.Speculationvs.

Gambling–Riskdefinitionandmeasurement; Stock Return and Valuation. Bonds – Valuation, Risks associated with bond investments, calculation of YTM. (NP)

UnitII (6sessions)(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 (6sessions)(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.

UnitIV(6sessions)(CO1,CO3,L2,L4)

PortfolioConstructionandselection:Markowitz
model and efficient frontier, Sharpe Index model, Construction ofOptimal portfolio, Capital asset pricing theory and arbitrage pricing theory. (NP)

Unit V(6sessions)(CO1,CO4,L2,L4)

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

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcomes	Assessment
CO1	UnderstandingofterminologiesandconceptsofSecurityAnalysisand Portfolio Management	A1
CO2	ApplyFundamentalanalysistoestimate/calculatethecompanyreports	A2
CO3	AnalyseinformationusingTechnicalanalysisandFundamental Analysis	A3
CO4	MakeuseofmodelsandtheoriesusedforthePortfolioconstruction and selection	A2&A4
CO5	EvaluatetheperformanceofPortfolios	A1,A2&A5

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written	20
A2	Coursera	Individual	Onlinelearningand assessment	10
A3	WeeklyVirtualtrading/ Project Work	Individual	Weeklyvirtualtrading performance/Report with Q&A/Viva	20
A4	End-termexam	Individual	Written(short/long theory and numerical)	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
FactualKnowledge		CO1 (A1,A4)				
Conceptual Knowledge			CO2 (A1,A4)			
Procedural Knowledge		CO1 (A1,A4)	CO2 (A1,A4)	CO3 (A2,A4)	CO4 (A2,A4)	
MetaCognitive Knowledge				CO4 (A2,A4)	CO5 (A2,A4)	

Learningand teachingactivities

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).

Teachingand learningresources

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 thisbook 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 evaluateProjects. Some of these reference books given below will be available in our library.

It is expected that an average student will be required to spend about two hour for each hourofcontact session. Problem setsandsmallcaseswhenevergiven are ameansoffocusingoncentral issues, conceptsofknowledge. Yourability tosolvethemis alsoa reflectionoftheextenttowhichyouhave understoodthe concepts read by you.

• S ecurity Analysisand PortfolioManagement – Punithavathy Pandian, Vikas Publishing House, 201

• Ranganatham,M.,andMadhumathi,R., "InvestmentAnalysis&PortfolioManagement",Pearson,NewDelhi,2012

• Fisher& Jordon, "Security Analysisand

PortfolioManagement",Tata McGrawHill,NewDelhi,2008

- EdwinJElton,MartinJ Gruber,StephenJ Brown& William NGoetzmann,"ModernPortfolio TheoryandInvestment Analysis",Wiley, New Delhi,2014

- V.KBhalla,"InvestmentManagement",S.Chand&Company Pvt,Ltd.,New Delhi, 2014

Journals

- Harvard BusinessReview, Harvard BusinessSchool Publication Co.USA

- Vikalpa,Indian InstituteofManagement,Ahmedabad

- GITAM Journal of Management, GITAM Institue of Management, GITAM deemed to be university, Visakhapatnam

COPOMapping

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GITAM Institute of Management (GIM)

GandhiInstituteofTechnologyandManagement(GITAM)

(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)

Visakhapatnam–45.

Course Code:MFI 845	CourseTitle: FinancialStatements Analysis	
Semester:IV	Course Type:Elective	Credits:3
HomeProgramme(s):MBA	Batch/ AcademicYear:2020-21 admitted batch	
CourseLeader:MSVPrasad		

Coursedescriptionand CourseObjectives

The purpose of financialanalysis is toassessthe firm'shistoricalfinancialperformancein the context of itsstated goals and strategy. The steps and tools usedfor financialstatementanalysis include ratio analysis, cash flow analysis, and theuseofcommonsize financialstatementsandother metrics. This process mayalso involve altering financialstatementsand developingthoughtfulfinancialcomparable.

Courseobjectives:

This course is designed primarily for students who expect to be intensive users offinancialstatements aspartoftheir professionalresponsibilitiestounderstand financialperformanceand financialposition andforecast financialstatements to make informed decisions and focus on developing skills in

•   Accounting Analysis –   Assessing quality   of   Financial statements;Potentialaccounting   distortions; Recasting financial statements

•   Financial Analysis – Ratio analysis including the DuPont framework – Cashflow analysis and fundsflowanalysis

•   Prospective Analysis – Using accounting numbers in forecasting - Forecasting for credit analysis.

Course outline andindicative content Unit

I (CO1, L2)

Introduction and overview ofthefinancialstatements analysis: Nature and objectives of Financial statement Analysis- forms and contents- users offinancialstatements- StatementofFinancialPerformance-Statementof Financial Position and Statement of changes in Equity. (N.P)

UnitII (CO2,L2,L6)

Understanding financial statements of Manufacturing concerns-Preparation ofaBank'sfinancialstatements-Analysisofa Balance sheet- AccountingforNon-Profitorganization- FinancialAnalysisofcompaniesfromselect 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-operationalperformance measures- overcoming implementation obstacles andchallenges-performancemeasures andrewards.

UnitIII(CO3,L4,L5,)

Comparative and Common Size Statements and Percentage Changes and interpretationofcomparativeand common size financialstatements- Perform a basic analysis and interpretationofthefinancialstatements,
including comparative and common-size income statements and balance sheets. (N.P)

Unit IV(CO4,L2, L3,L4,L5,)

Ratio Analysis and performance –Analysisoffinancialratios andcomparison among statements- Liquidity Analysis and
working capital management- Analysis of capitalstructureand longtermsolvency-profitabilityratio- Dupont Analysis – other measures of performance.

UnitV(CO2,L2,L3,L6)

Financial Forecasting:Needforforecasting-Proforma of financialstatements-other proforma statements. **US GAAP:** US GAAP–DifferencebetweenUSGAAPandAccountingstandards-Sales

forecast, preparation of proforma income statement, proforma balance sheet,
growth and external funds requirement, computerizedfinancial planning system.

Onsuccessfulcompletionofthis course,students will beableto:

	CourseOutcomes	Assessment
CO1	Understandcomponents, formsandusers users, of financial statements	A1,A3
CO2	Understandandprepare financial statementsforvarious entities	A1,A2&A4

CO3	Analyzeandevaluatevarious financial types of statements	A1,A4
CO4	Understand,applyandanalyze variousfinancialandliquidity ratios in order to evaluate an entity's performance	A1,A4
CO5	Understandtheneedforforecasting,differencesbetween US GAAP and accounting standardsand preparation of proforma financialstatements	A2,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	MidExam	Individual	Written	20
A2	Coursera/online course	Individual	Onlinelearningand assessment	10
A3	Case/Project	Groups	Presentations,Report	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension / cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1(A1,A3)				
Conceptual Knowledge		CO2,CO4 (A1,A2,A3)	CO4 (A2,A3)	CO3 CO4 (A2,A3)	CO4 (A1,A4)	CO4 (A1,A4)
Procedural Knowledge		CO5 (A2,A4)	CO5 (A2,A4)		CO3 (A2,A4)	CO2 (A1, A3)
MetaCognitive Knowledge						CO5 (A2,A4)

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, directed study, independent study via G-Learn, case studies, projects, presentations and practical activities (individual & group)

Teachingand learningresources

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. However, student should not limit to the books uploaded on the G-Learn and he/sheshouldexploreothersourcesontheirown.Studentneedtoreaddifferent books and journal papers to master certain relevant concepts to analyse cases and evaluate projects. Some of these reference books given below will be available in institute as well as Knowledge Resource Centre.

COPOMapping

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(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

Course Code:MFI 847	Course Title: CISI-1- Fundamentals of Financial Services	
Semester:III	Course Type:Elective	Credits:3
HomeProgramme(s):MBA	Batch/AcademicYear:2020-22	
CourseLeader:		

CoursedescriptionandCourseobjectives

CISI isarecognized UK body thatoffersspecific courses catering to thefinancialindustry,which is highlysoughtoutbybankingindustry.Whiletaking this module, students should register with CISI to obtaintraining material and completetheonline testto obtain certification from CISI. This module willprovide introduction to the basic instruments like equities, bonds etc and their characteristics.

Course Objectives

Course outline and indicative content Unit I (8 Sessions) (CO1, L1, L4)

Introduction-financial system- components,Ethicsand Integrity –principles ofethicalbehaviourin financialservices, code of conduct by CISI.

UnitII (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.

UnitIII (8Sessions)(CO3,L4)

Equities-finance thoroughequities, IPO, Dividends,capitalgains, dividendyield, rights of shareholders. Bonds-

features,types,terminology,duration,roleof creditrating

agencies-risks involvedinfinancialleverage.

UnitIV(9Sessions)(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(9Sessions) (CO5,L5,L6)

FinancialServices-collectiveFundmanagement-foreignexchange-currencytrading, exchange rates, Insurance-Personal, corporate, syndication.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	To understandthebasics of financial ketinstruments	A1
CO2	Tounderstandethicsandintegrityintheindustry	A2
CO3	To understandthebasics financial as instruments,such bonds, equities, derivatives.	A3
CO4	Toapplythelearninginassessingriskandreturnsofthe instruments.	A4
CO5	ToapplythelearningintheCISImoduletestandobtain certification	A4

Assessmentmethods

	Task	Tasktype	TaskMode	Weightage(%)
A1	Midexam	Individual	Written	20
A2	Coursera	Individual	Onlinelearningandassessment	10
A3	Case/ProjectWork	Groups	Presentations/ReportQ&A/Viva	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension /Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1(A1,A4)				
Conceptual			CO1			

Knowledge			(A1,A4)			
Procedural Knowledge			CO2 (A1, A3, A4), CO3 (A1, A2, A3)	CO4 (A2, A3) CO5 (A2, A3)		
Meta Cognitive Knowledge						

earningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, directed study, independent study via X-Learn, case studies, projects and practical activities (individual & group)

Teachingand learningresources

Soft copies of teaching notes/cases etc. will be uploaded onto the X-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 conceptstoanalysecasesandevaluateprojects.Someofthesereferencebooks given below will be available in our library.

Referencebooks:

CISI:FundamentalsofFinancialServices

References

• FundamentalsofFinancialInstruments:AnIntroductiontoStocks,Bonds, Foreign Exchange, and Derivatives (The Wiley Finance) by sunilparameswaran

• **An Introduction to Financial Markets and Institutions by** MaureenBurton , Reynold F. Nesiba , Bruce Brown.

COPOMapping

ThisistomapthelevelofrelevanceoftheCourseOutcome(CO)with Programme Outcome (PO).

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CourseCode:**MFI849**	CourseTitle:**RetailBankManagement**	
Semester:III	CourseType:Elective	Credits:3
HomeProgramme(s):MBA	Batch/AcademicYear:2020-22	
CourseLeader:**Dr.RadhaRaghuramapatruni**		

CoursedescriptionandCourseobjectives

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 newprivate banks with enhanced technology has broadened the scope and rangeof banking services offered to consumers. This has led to intense competition among banks and financialinstitutions.The developments aimingatstrengtheningthe system,in theretailbanking sector in the last two decades are important factors for banking. A peek into thebasic tools of banking, along with the regulations governingthe sector isbeneficialtothoseinterestedin taking banking as aprofession.

CourseObjectives(LOs):

• To understandthebasic functionsandservicesassociatedwithbanking

• To recognizevariousaspectsandneeds ofcustomers andbanking

• To be able to analyse and understand the need for the various regulations associated with banking

• To understandthevariousretailloansofferedby thecommercialbanks.

Course outline and Indicative Content Unit I(6 sessions) (CO1, CO2, L1 &L2)

IntroductiontoRetailBanking:Definitionand scope-customers,products, services;NewProducts & Services - Financial Planning and Advisory Services, Banc assurance, Mutual Funds, Portfolio Management Services.

Unit II (6sessions)(CO2,L2&L3)

Branchless Banking: Management of alternate delivery channels - Automated Teller Machine (ATM), Phone Banking, Mobile Banking, Card technologies, Internet Banking.

Unit III (6sessions)(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.

UnitIV(6sessions)(CO3,CO4,C05,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.

UnitV(6sessions)(CO3,CO4,C05,L3,L4)

Responsibility of Banks: Know Your Customer (KYC), Prevention of Money Laundering,BankingOmbudsman,BankingCodes&StandardsBoardofIndia (BCSBI), introduction to Basel Norms.

CaseAnalysis(NotExceeding200words)

Onsuccessfulcompletionofthis course,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Wouldbeabletodealwithbankingtransactions,personalor professional with a better understanding.	A1
CO2	WouldbeabletotackleinvestmentdecisionswithrespecttoPortfolio Management.	A3
CO3	WoulddevelopaclarityofRBIregulationswillmakethemhandle variousfinancialserviceswithdiligence, ensuring theyareontheright side of law.	A2
CO4	Wouldunderstandthevariousretaillendingproductsand regulation of the RBI with respect to the commercial banks.	A3&A4
CO5	HelpstounderstandtheregulatoryframeworkofRBItowardsthe commercial banks.	A4

Assessmentmethods

	Task	**Tasktype**	**Taskmode**	**Weightage(%)**
A1	MidExam	Individual	Written	20
A2	Coursera/ online course	Individual	Onlinelearningand assessment	10
A3	Case/Project	Individual/Groups	Presentations, Report	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge	CO4 (A1&A3)	CO1 (A1&A3)	CO4 (A2&A3)	CO3 (A1& A2)	CO4 (A1 & A4)	CO3 (A2)
Conceptual Knowledge	CO2 (A2&A3)	CO1 (A1&A3)	CO1(A1)	CO3(A3)	CO4 (A3 & A4)	
Procedural Knowledge	CO4, CO5 (A1,A2&A3)	CO (A2,A3 & A4)	CO4(A2)	CO4,CO5 (A2&A3)	CO1 (A2 & A3)	CO3 (A2)
Meta Cognitive Knowledge	CO4(A1)	CO1(A2)	CO4(A3)	CO3,CO5 (A2&A4)	CO4(A2)	

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment etc.

Teachingand learningresources

• E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

• Padmalatha Suresh& JustinPaul,Management of Banking andFinancial Services, 5th impression, Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson, New Delhi, 2014

• RaviSubramanian,"TheIncredibleBanker",Rupa, New Delhi, 2013

• Rajesh,R.,&Sivagnanasithi T., "BankingTheory Law&Prctice", Tata McGraw Hill, New Delhi, 2013

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& 2013. Practice", Tata McGrawHill, New Delhi,

Journals:
"BankQuest",JournalofIndianInstituteofBankers,Mumbai

• "Prajnan",JournalofNationalInstituteofBankManagement,Pune

COPOMapping

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

CourseCode:MFI 851	Course Title: SecuritiesMarkets&Operations	
Semester:III	Course Type:Elective	Credits:3
HomeProgram(s):MBA(2020-21)AdmittedBatch		
CourseLeader:Dr.KasturiG		

CoursedescriptionandCourseobjectives

This course is intended to provide a general overview of capital markets, financial instruments,andinvestment process. To
familiarizethe students learn about SEBI and other regularitiesanditsrulestounderstandtheactivitiesandproceduresofSecurity Market and its mechanism and also to acquaint the knowledge about funds mobilized through various sources and instruments of Financial Market.

Courseobjectives(missing)

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;UnderwritingofIssuesandAllotmentofShares;Appointmentand Role of Merchant Bankers, Underwriters, Brokers, Registrars, Lead Managers and Bankers etc.

UnitII (9Sessions)(CO4,CO1,L3,L4,L5,L6,L2)

Stock Markets – Functions, Importance and Limitations; Mechanics of Stock MarketTrading-DifferentTypesof Orders, Screen Based Trading and Internet Based Trading; Settlement Procedure; Types of Brokers; Listing of Securities in Indian Stock Exchanges.

UnitIII (8Sessions)(CO2,L3,L4)

LegalFrameworkforSecuritiesMarketOperations-SEBIGuidelinesRelating 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(8sessions) (CO6,L3,L4,L5)

Trading Pattern in OTCEI and NSE–Significance andFunctions,Procedure ofListingandTradingonOTC; NSE-Functioning and Trading Pattern in NSECapital Market Segment and Wholesale Market Segment; Security Market Indicators-Need and Importance; BSE Sensex, NSE, NIFTY and other Index Numbers.

Unit V (6sessions) (CO5,L3, L4,L5)

DematTrading: Meaningand Significance;SEBIGuidelines andother
Regulations Relating to Demat Trading; Procedure of Demat Trading; Role of Depositories and Custodial Services. NSDL and CDSL – functions

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	Summarizeageneraloverviewof capitalmarkets,financialinstruments,and investmentprocess.	A1
CO2	CategorizeandapplytheregulationsovertheCapitalmarketand various departmentsof SEBIand other regularitiesinvolved in financial Markets.	A2
CO3	ExploretheroleofvariousfinancialplayersinvolvedinIssue managementActivities.	A3
CO4	TradeatBSEandNSE	A4
CO5	Identifyandappraisetheworkingconditionsandfunctionsof Depositories	A4

AssessmentMethods:

	Task	Tasktype	Taskmode	Weightage (%)
A1	MidExam			
A2	Coursera/online course			
A3	Case/ProjectWork			
A4	End-termexam			

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1,CO3 A1,A2,A3, A4	CO5 A3,A4	CO2 A1,A3,A2,A4		
Procedural Knowledge			CO5 A3,A4	CO3,CO5 A1,A2,A3,A4	CO5,CO6, A4,A3	
Meta Cognitive Knowledge						CO4, A3

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based facetofaceteaching,throughMS-Excel,directedstudy,independentstudyvia case studies, projects and practical activities (individual & group).

Teachingand learningresources

Soft copies of teaching notes/cases etc. will be uploaded onto the G-learn. Prescribed text book will be provided to all. However you should not limit yourself to thisbook and should explore other sources on your own. You need to read different books and journal papers to get clarity certain relevant

concepts to analyse cases and evaluate projects. Some of these reference books given below will be available in our library.

COPOMapping

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

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

CourseCode:MMK841	CourseTitle :ConsumerBehaviour	
SEMESTER:III	**Course Type:Elective**	**Credits:3**
Home Program(s): MBA(BA)	**Batch/AcademicYear2020-22**	
CourseLeader:Prof.M.Jyothsna		

CoursedescriptionandCourseobjectives

Consumer behavior is based around a model of human cognition rooted in sequential mental processing steps (e.g., awareness, interpretation, attitude, etc.) that intervene between the marketing mix (input) and purchaserbehavior (output). It is dynamic and changes are based on certain attitude and circumstantialfactors.Understandingconsumerbehaviorthroughmajorissues like attitudes, impulsive vs. deliberative purchase, brand loyalty, experiential marketing, self identity and product satisfaction, give the necessary tools to managers to strategize their product design and marketing methods.

CourseObjectives

Thiscourseintends thestudentto

• Identify Key Determinants ofConsumer Behaviour in an informed and systematic way.

• Explainhowmotivation,perceptionand personalitydimensionsinfluence consumer behavior.

• ExaminetheroleofLearning onconsumerbuying behaviour.

• Build the students perspective on attitude formation and socio-cultural environment.

• Assess howconsumerdecisionmakingis done.

Courseoutlineand indicativecontent
UnitI (6sessions)

Introduction to Consumer Behaviour: Key Determinants of Consumer Behaviour and

Marketing Strategy; Providing Customer Value Satisfaction and

Retention; Market segmentation: Concept,Basesand Significance; How market segmentation operates; Criteria for effective targeting of market segments, Profileofthe IndianConsumer.

Unit II (6sessions)

Consumer Motivation- Motivation Theory and Marketing Strategy, Consumer Perception-Nature of Perception and Marketing Theory, Personalityandconsumerbehavior

UnitIII (6sessions)

Learning and Consumer Behaviour: Behavioural learning theories - Classical Conditioning, Instrumental Conditioning; Cognitive Learning-Learning Theory and Involvement Theory.

Unit IV(6sessions)

AttitudeFormationandAttitudeChange,SocialandCultural Environment: Influenceof family,socialclassandfamily lifecycle,influenceofcultureandcrossculture.

UnitV(6sessions)

ConsumerDecisionProcesses-Levels of consumer decision making; Types of Consumer Decision Making, Consumer Decision Rules, Diffusion of Innovation.

CaseAnalysis(NotExceeding200 words)

Onsuccessfulcompletionofthecoursestudentwill beableto

	CourseOutcomes(COs)	Assessmen t
CO1	Recallhowknowledgeofconsumerbehaviourcanbeappliedto marketing.	A1
CO2	Demonstrateandillustratehowfactorslikemotivation,perception and personalityinfluence consumer behaviour.	A2
CO3	Inspectandanalysehowlearningcan influencethechoicesconsumers make.	A3&A2
CO4	FormulateandsupportmarketingstrategiesbasedonAttitude Formation, Social and Cultural Environment..	A3&A2
CO5	EvaluateConsumerDecisionMakingandConsumerDecisionRules	A2

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	CoursecompletionCertificate, Vivaand presentation	10
A3	Project	Group	Presentations&Report	20
A4	End-term exam	Individual	Writte(short/long)	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Ccognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge	CO1 (A1,A3)	CO1 (A1,A3)	CO1 (A1,A3)			
Conceptual knowledge				CO2,CO5 (A2,A3)	CO2,CO4, CO5(A2,A3)	
Procedural knowledge						CO3,CO4 (A2)
Metacognitive knowledge						

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Case Analysis, ProblemSolving, Project, Assignment etc

Teachingandlearningresources Text

Book

1.   Leon G. Schiffman, Joseph Wisenblit, Consumer behavior, Pearson Education, 12th Edition 2019

References

1.   Roger D. Blackwell (Author), Paul W. Miniard (Author), JamesF.Engel(Author),ZillurRahman(Author)Consumer Behavior , 10th Edition, Cengage Publication,2017

2.   MichaelR.SolomonPearson,ConsumerBehavior:Buying, Having, and Being Pearson, 12th Edition,2017

3.   S.RameshKumar,ConsumerBehaviour:TheIndianContext (Concepts and Cases) Pearson, 2017.

JOURNALS

1.   TheJournalofMarketing(JM)

2.   TheJournalofMarketingManagement

3.   TheJournalofConsumerMarketing

4.   TheJournalofMarketingResearch

5.   GITAM Journal of Management, GITAM Institute of Management, GITAM University,Visakhapatnam

6.   CurrentNews–Business NewsPapers

7.   E-BooksandE-Journals

COPOMapping

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

CourseCode:MMK843	CourseTitle:Advertising&Brand Management	
Semester:III	CourseType:Elective	Credits:3
HomeProgramme(s): MBA (BA)	Batch/AcademicYear:	
CourseLeader:		

CoursedescriptionandCourseobjectives

Advertising isthe dissemination of information concerningan idea,product or service that induces the need in customer, leading to the sale of the product. Advertisingisusedforcommunicatingbusinessinformationtothepresentand prospective customers. Advertising Management is the process of employing variousmediatosellaproductorservice.Thisprocessbeginsquiteearlyfrom marketingresearch and encompasses the media campaign 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 playsa very important rolein influencing themindsof thecustomer.
Brand not only creates a distinction from the other competitor brands but also adds value to customer by possessing it. Branding and maintaining brand equityplaysignificant rolein marketing
ofproducts

Courseobjectives:

Thiscourseintends thestudentto

- KnowtheconceptsofAdvertisingandtheroleofAdAgencies

- Realizethesignificanceofcreativityin developmentofAd.

- Understandtheplanningandevaluationofmediastrategy

- IdentifyandEstablishBrandPositioning

- Design marketing programmes to enhance brand equity and manage brands over time

Courseoutlineandindicativecontent

UnitI (Numberofsessions-10)(CO1,CO2,L1&L2)

Advertising: Concept, types and objectives of advertising, social, ethical and economic aspects of advertising

Advertising budgets: Factors influencing budgeting decisions, methods of budgeting

AdvertisingAgencies:types,servicesofAdAgencies

Trends in Advertising: Social media, Mobile, Banner & Video, Search and Display Advertising

UnitII (Numberofsessions-9)(CO2,L2&L3)

Creativity:Importanceofcreativity,creativityprocess

Creativity Implementation and Evaluation: Advertising appeals, Execution styles

Creative Strategy Development: Ad campaigns, Creative brief, major selling ideas

Creativetactics: Inprint andelectronicmedia

Unit III (Numberofsessions-9)(CO2,CO3,L12,L3&L4)

Market analysis: Analysis of market, Company's marketing strategy, Creative strategy

EstablishingMediaobjectives

Developing and Implementing Media strategies: The Media Mix, Target Market Coverage, Geographic Coverage, Scheduling, creative aspects, Reach andFrequency, flexibility, budget considerations

Evaluation of Media: Merits and demerits of Broadcast, Print and Support Media

UnitIV(Numberofsessions-11)(CO3,CO4,L13&L4)

Definition, Benefitsofbranding,Inputsfor
branding,Model(David Aker's) to developbrand strategy, Brand management process.
Brand   Positioning:Definitionand   importanceof
positioning.PositioninStrategy:Targetmarket, Defining Competition, EstablishingPointsof
differenceandPoints ofparity,Updatingpositioning
overtime.

Brand Equity: Meaning, Relevance of brand equity to business, Brand elements to build brand equity. Designing marketing programme (Product, Price, Distribution channel and IMC strategy) to build brand equity

UnitV(Numberofsessions-11)(CO3,CO4,L3,L4&L5)

Brand Portfolio: Meaning and Objectives of portfolio, Developing portfolio, Challenges in brand portfolio management

Brand Architecture: Models of brand architecture, Developing brand architecture, Indicators of brand architecture issues.

Product and Brand Extensions: Advantages of Extensions, Disadvantages of Brand Extensions, Brand Extension Guidelines

Leveraging Secondary Brand Associations: Company, Country of origin, Channels of Distribution, Co-Branding, Licensing, Celebrity Endorsement, Events.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcomes	Blooms Taxonomy Level
CO1	DescribetheconceptsandtrendsinAdvertising,examinethemethods of budgeting and specify the servicesof Ad agencies.	L1,L2
CO2	PresentvariousstylesofexecutionofcreativeAdappealstotarget customers and develop major selling ideas	L3,L6
CO3	Analyzeanddeveloprightmediastrategytoachieveadvertising objectives.	L4,L6
CO4	Learnbasicsofbranding,brandPositioningandindepthabouttherole of marketing mix strategy to leverage brand equity	L4
CO5	Understandindetailaboutthe influenceofdifferentaspectsof brandingstrategiestogrowandsustainbrandequity	L5,L6

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Quiz/Assignment	10
A3	Project/Casestudy	Group	Presentations& Report	20
A4	End-termexam	Individual	Written	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension / Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge	CO1 (A1,A3)	CO1 (A1,A3)	CO2(A1, A2,A3)			
Conceptual Knowledge				CO3,CO4 (A3)	CO5 (A2,A3)	
Procedural Kowledge						CO2,CO3, CO5 (A1,A2, A3)
MetaCognitive Knowledge						

Learningandteachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, PPTs, independent study via G-Learn, discussion ofcase studies, projects and fieldactivities(individual&group)

TEXTBOOKS
1.   **Advertising and Promotion**: An Integrated Marketing Communications Perspective, 11th Edition by George **Belch** and Michael **Belch**
2.   **Strategic BrandManagement**,4thEdition.**KevinLaneKeller**.©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.   IndianJournalofMarketing&JournalofAdvertisingResearch
2.   GITAM Journal of Management, GITAM Institute of

Management, GITAM University, Visakahapatnam.

3.	Harvard Business Review, Harvard Business School Publication Co. USA

4.	Vikalpa,IndianInstituteofManagement,Ahmedabad

<u>COPOMapping</u>

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

CourseCode:MMK845	Course Title: Sales & Distribution Management	
Semester:III	CourseType:Elective	Credits:3
Home Programme(s): MBA (BA)	Batch/AcademicYear:2020-22	
CourseLeader:		

CoursedescriptionandCourseobjectives

Sales Management focuses on the sales techniques and the management of the salesforce. The successofany salesand marketing departmentliesin the effectivenessof the Sales Force. The goal of the Sales Management course is to examine the elementsof aneffective salesforce asakey componentof 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.

• Effectively divide territories and set quota forefficient territory management.

• Developasalesteamandassess performance.

Courseobjectives:

• Understandtheconceptspertainingtosalesanddistributionchannel.

• Demonstrateeffectivechannelmanagementskills.

• Analyzemarketconditionsanddevelopstrategiesforthecompany

Course outline and indicative content

Unit I(6 Sessions) (CO1, L1 & L2)

Introduction to Sales Management: Evolution of Sales Management, importance of SalesManagement, typesof Selling, difference between Selling andMarketing,ModernDaySalesActivities,SellingSkills,SellingStrategies, Selling Process.

UnitII(15Sessions)(CO2,CO3,CO4L3,L4)

Sales Planning and Budgeting: Sales planning process, sales forecasting methods, sales budgeting process, methods used for deciding sales budget, typesofquotasandquotasettingprocedure,reasonsforestablishingorrevising sales territories, routing and scheduling sales persons, market cost analysis.

UnitIII (10Sessions)(CO3,L3,L4)

Sales Force Management: Recruitment and selection of the sales force, training the salesforce, salesforce motivation,salesforce compensation, sales force control and evaluation.

Unit IV(7Sessions)(CO1,L2&L3)

Introduction to Distribution Management: Definition, needfor Distribution Channels, designing the Marketing Channels,
Motivating and Evaluating Channel Members, Capturing the Customer requirements

Unit V(10Sessions)(CO1,L3andL4)

Managing Distribution Channels: Managing Channel Information Systems,
reasonsfor Channel Conflicts, Managing
Conflict,Managing,EthicalissuesinSalesand Distribution Management

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	COURSEOUTCOMES	Assessment
CO1	Willbeableunderstandandapplytheconceptsofsalesmanagement and distribution channel management.	A1,A3
CO2	Analyzedatatoeffectivelyforecastsalesofacompany.	A2,A1
CO3	Evaluateperformanceofthesalesforcevisa-visthetargetsgivenby the company.	A2
CO4	Evaluatesalesperformanceofthecompany.	A2,A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Writtentest	20
A2	Courseeracourses	Individual	Onlinecoursecompletionon course era and class room presentation	10
A3	Casestudiesand assignments	Group	ClassDiscussionand presentation	20
A4	End-term examination	Individual	WrittenTet	50

MappingCourseOutcomes(COs)-Bloomslevels-AssessmentTools

Knowledge dimension /cognitive dimension	l1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge	CO1 A1,**A3**	CO1 **A2**,A1,A4	CO2 A1, A2,A3,A4	CO3 A2,A3,A4	CO4 A2,A3	
Procedural Knowledge						
MetaCognitive Knowledge						

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment etc.

Teachingand learningresources

E-Resources,E-Books,Websites,E-Library,Handouts,CourseEra

CO PO Mapping Mapping COs-Blooms levels-

Assessment Tools

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

CourseCode:MMK847	CourseTitle:Retail Management	
Semester:III	Course Type:Elective	Credits:3
Home Programme(s):MBA(BA)	Batch/AcademicYear:2020-22	
CourseLeader:Dr.T.Venkateswarlu		

CoursedescriptionandCourseobjectives

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 informationanddistributionsystemstobeviable.Having a clear understanding of the fundamentals of retailing would help to survive and prosper in the retail jungle.

Courseobjectives:

•   To provideanunderstandingoftheconcepts ofRetail.

•   To impartknowledge to analyze the retail strategy and process of strategy formulation.

•   To evaluate the function of merchandizing and determine the pricing strategies of merchandize.

•   To analyze the methodologyofretailoperations, specificallyemphasizing on key activities and relationships.

•   To apply the tools of retail communication mix and test therole of branding in retail marketing.

Course outline and indicative content Unit I (8 Sessions) (CO1, CO2, L1 & L2)

IntroductiontoRetail:Meaningof Retail,thefunctions of Retailer, significance of retail,

the evaluation of retail formats,

understandingretailformats,theevaluationofretail,and drivers ofretail

UnitII (8Sessions)(CO2,L2&L3)

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.

UnitIII(12Sessions)(CO2,CO3,L12,L3&L4)

Merchandizing and Pricing: Concept – evaluation and functions – role of merchandizer and buyer- function of buying for different types of organizationsmerchandize planning-implications-process-sources of merchandize, concept of process of mechanize sourcing, retail price, factors affectingretailprices,elementsofretailprice,retailpricingstrategies,SCMin Retail.

UnitIV(10Sessions)(CO3,CO4,L13&L4)

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

Unit V(12Sessions)(CO3,CO4,L3,L4&L5)

Retail Marketing & Branding: Retail Marketing Mix, Retail Communication Mix, role of branding in retail, customer loyalty, technology in retail-RFID, bar-coding, the changing Facets of retail

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	Understandthefundamentalsofretailconceptswhichcanbeapplied in retail career	A1

CO2	Developaretailstrategythat appealstoaspecific targetmarket,whichincludeslocation,layout/design,merchandising,pricing,andpromotions.	A3
CO3	Applytheknowledgeoffunctionofmerchandizingandits pricing	A3&A2
CO4	AnalyzehowtocarryoutStoreManagementinthemost effective way.	A3&A2
CO5	Evaluatethebestretailcommunicationmixandretail branding.	A2

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Project	Group	FieldVisit	20
A3	CaseStudy	Group	Presentation	10
A4	End-term examination	Individual	Written	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledgedimen- sion / Cognitivedimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
FactualKnowledge						
Conceptual Knowledge			CO1 (A1)			
Procedural Knowledge				CO2(A3), CO3(A2&A3)	CO4(A2) CO5(A2)	
MetaCognitive Knowledge						

Teachingand learningresources

E-Resources,Cases,E-Books,Websites,E-Library,Handout

1.   Swapna Pradhan, "Retail Management", Tata McGraw Hill Company, New Delhi,2017.
2.   Piyush Kumar Sinha, "Retail Management", Wiley & Company,New Delhi,2014
3.   Levy &Weitz, "Retail Management", Tata McGraw Hill Company,New Delhi,2013
4.   GibsonG.Vedammani,"RetailManagement",Jaico Publishing,NewDelhi,2013
5.   TheJournalofBusiness&RetailManagementresearch,U.K
6.   InternationaljournalofRetail&DistributionManagement,Emerald
7.   Journalof Marketing,India.
8.   GITAM Journal of Management, GITAM Institute of Management, GITAM (Deemed to be University), Visakhapatnam.

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, ProblemSolving,Project,Assignment et

COPOMapping

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

CourseCode:MMK849	CourseTitle: DIGITALMARKETING	
Semester:III	**Course Type:Elective**	**Credits:3**
Home Program(s): MBA(BA)	**Batch/AcademicYear:2020-22**	
CourseLeader:Dr.GNPVBabu		

Coursedescriptionand CourseObjectives

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.Thegoalofdigitalmarketingistounderstandtheaccessibilityof customers to digital media and how it created avenues to investigate the mindset of online consumers

CourseObjectives

• Tounderstandanddevelopacomprehensivedigital marketingstrategy.

• To make use of search engines for optimizing the visibility and search results.

• Toformulateand implementSocialMediaMarketingStrategies.

• To create, analyse and send promotional content through E-mails and Mobiles

• To apply measurement techniques for evaluating the digital marketing efforts.

Courseoutlineand indicativecontent

Unit-1:Onlinemarketingfoundations(CO1,LO1)

Digital marketing strategy - exploring digital marketing - starting with a website - user experience design (UXD) - user interface design (UI), Content marketing- foundationsofcontentmarketing-creationofcontentplan-

content creation and promotion - measuring content effectiveness - designing anddevelopingblogs-creating,promotingandmeasuringblogcontent -using newsletter in content - using photos in content marketing

Unit–2:SearchEngineoptimization(CO2,LO2)

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 managementtoimprovesearchenginemarketing -keywordsasthefoundation 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

Unit-3:Socialmediamarketing(CO3,LO3)

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

Unit-4: Marketing YouTube, E-Mail, Mobile (CO4, LO4, LO5) understanding YouTube - monetizing with YouTube partner program - building an audience - customizing 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

Unit–5:Web Analytics(CO5,LO6)

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.

CourseOutcomes

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

No.	CourseOutcome	Assessment
CO1	Gainknowledgeaboutthedesigning,developingandpromoting through Blogs	A1
CO2	Usethesearchenginesforbettervisibility intheonline world	A2
CO3	Create,ImplementandMakeaMarkinthesocialnetworkingsites	A3
CO4	BuildaYoutubechannelforpromotions	A4
CO5	Learnhowtousee-mail/Mobilemarketingforpromotional activities	A5

CO6	Workwithgoogleanalyticsforidentifying, filteringandtrackingtheday to day businessactivitiesintheorganisation	

Assessmentmethods

Task Number	Task	TaskType	Task Mode	Weightage (%)
T1	Studentshavetodevelopablogontheirown	Group Activity	Practical	10
T2	ContentWritingUsingKeyWordsand ImplementingitusingSEOTechniques	Individual	Practical	10
T3	Studentshavetocreateamarketingcampaign of their choice and promote it through Social Media Networks	Group Activity	Practical	10
T4	CreateaYouTubechannelandPromotethead campaign	Group Activity	Practical	10
T5	Identify at least two Customer Segments and sendtheE-MailsandSMSto200individuals bythestudentsandlistofE-MailsandMobile Numbers have to be submitted	Individual	Practical	10
A1	Atestwillbeconductedfor25marksatthe mid-term	Individual	Test	25
A2	Atestwillbeconductedfor25marksatthe end-term	Individual	Test	25

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge		CO1,CO2, CO3,CO4, CO5,CO6 (T2,A1, A2)				
Conceptual knowledge	CO1,CO2, CO3,CO4, CO5,CO6 (T1,A1,A2)			CO1,CO2, CO3,CO4, CO5, CO6 (T2, T3, A1,A2)		

Procedural knowledge			CO2, CO3 (T1,T2)		CO5 (T5)	CO4 (T4,T5)
Metacognitive knowledge						

Learningandteachingactivities

Computer PracticalBrainstorming

Group Activity

StudentPresentations

Teachingandlearningresources

TEXT BOOK

1.   Digital Marketing: Strategies for Online Success by Godfrey Parkin, New Holland Publishers.

2.   TheartofDigitalMarketing:The DefinitiveGuidetoCreating Strategic,Targeted, and Measurable Online Campaigns by Ian Dodson Wiley, 2016.

3.   eMarketing: the essential guide to marketing in a digital world, Rob Stokes, 5th Edition, Quirk eMarketing (Pvt.) Ltd.

REFERENCE BOOKS

1.   Facebook Marketing: An Hour A Day by Chris Treadaway and Mari Smith, Sybex

2.   Fundamentals of Digital Marketing by Puneet Singh Bhatia, Pearson, 2017.

3.   Online Marketing, Richard Gay, Alan Charlesworth and Rita Esen, Oxford University Press, 2016

Websites:

1.   www.seodigger.com

2.   www.wix.com

3.   www.google.com/analytics

4.   www.way2sms.com

5.	www.blogger.com

6.	www.adwords.google.com

7.	www.klout.com

COPOMapping

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

GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

CourseCode:MMK851	CourseTitleMarketingMetrics	
Semester:III	**CourseType:Elective**	**Credits:3**
HomeProgram(s):MBA(BA)	**Batch/AcademicYear:2020-22**	
CourseLeader:		

Coursedescriptionand CourseObjectives

Inrecentyears,data-basedmarketinghassweptthroughthebusinessworld.In itswake, measurable performance and accountability havebecome the keys to marketing success. In this environment Management students need a comprehensive,practicalreferenceonthemetricsusedtoquantifytheirresults.

CourseObjectives

- To givestudents anunderstandingofmeasurablefunctions ofMarketing

- Quantifymarketing dataandtakedecisions

- To developquantitativeanalyticalskills neededtoMarketproductively

- ToanalyzeandaidintakingMarketingdecisions.

- Compareand revisemarketingdecisionsbased

Course outline andindicative content Unit I (10 sessions)

Share of Hearts Minds and Markets-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.

UnitII (10sessions)

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.

UnitIII(10sessions)

Margins,SellingPriceandChannelMarginsAveragePriceperunitandprice

perstatistical unit, Variablecosts andfixedcosts,
Marketingspending-Total,fixedand variable, breakeven analysisandcontribution analysis,Target Volume.

UnitIV(10sessions)

Advertising Impressions, gross rating points, Cost per thousand impressions, Netreachandfrequency,shareofvoice,Impressionspageviewsandhits,Rich MediaDisplaytime,RichMediaInteractionrate,Clickthroughrates,Costper impressions, Cost per click and cost of acquisition, Visits, Visitors and abandonment bounce rate, Friends ,followers and supporters, downloads.

UnitV(10sessions)

Baseline sales, Incremental sales, and promotional lift, Redemption rates for coupons/rebates, Percent sales on deal Percent time on deal and average deal depth, Pass through and price waterfall.

Case Analysis Research Project Group Presentation Classroomactivities

onthesuccessofmarketingprograms.

	CourseOutcome	Assessment
CO1	Explaintheconceptsofmarketingaccountabilityandcredibility	A1&A3
CO2	Reviewcriticallythetheoreticalandempiricalmarketing performance literatures.	A2
CO3	Usekeymarketingmetricsindecisionmaking	A2
CO4	Evaluatemediareportstounderstandmediaeffectiveness	A2&A3
CO5	Analyzefinancialimplicationofmarketing efforts	A3&A2

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written	20
A2	Case/Project/ Assignment	Groups*or Individual	Presentations/Report/ Assignment with Q&A/Viva	20
A3	End-termexam	Individual	Written(short/long)	60

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension /cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge						
Procedural knowledge						
Metacognitive knowledge						

Teachingand learningresources

1.   Farris W. Paul (2011), *Marketing Metrics: The Definitive Guide to Measuring Marketing Performance*, New Delhi: Pearson Education.

2.   Winston L Wayne (2015), *Marketing Analytics: Data Driven Techniques with Microsoft Excel*, New Delhi: Wiley India.

3.   Stephen Sorger (2013), *Marketing Analytics: Strategic Models and Metrics*, USA: Create Space Independent Publishing Platform.

Journals

1.   IndianJournalofmarketing

2.   ElKsInternationalJournalof Marketing

3.   International Journal of Marketing 4. JournalofMarketing Vista

COPOMapping

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

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GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

CourseCode:MHU841	CourseTitle:LearningandDevelopment	
Semester:III	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:Dr.SureshSirisetti		

Coursedescriptionand CourseObjectives

A learning and development strategy outline how an organization develops its workforce's capabilities, skills and competencies to remain successful. It isan important part of an organization's overall business strategy.

The objective of thiscourse isto helpstudentsunderstandthe variousfacetsof learning and development strategy such as business strategy, operational and culturalfactors,thehumancapitalapproach,keepingstrategyupdated,andthe 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 theefficiency andeffectivenessof such programs.

CourseObjectives:

• 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 evaluatetheprocess ofoveralllearninganddevelopment

Course outline and indicative content

Unit – I(10 sessions) (CO1,CO2, L2, L3)

Introduction:Conceptand keycomponentsofLearningandDevelopment– Overviewof Training and Development systems –Theforcesinfluencing working and learning – Linking Training & Development to company's strategy – Requisites of effective training.

Unit–II(10Sessions)(CO2,CO3,CO4,L2,L3,L4)

Strategic Training: Evolution of Training – Learning as a strategic focus – Strategic Training & Development process – Organizational characteristics thatinfluence training. Training Needs Assessment(TNA):Purposeof TNA– TrainingneedassessmentatdifferentlevelsApproachestoTNA–Trainingneedassessment methods.

Unit –III (10Sessions)(CO2,CO3,CO4,CO5,L3,L4,L5)

LearningandTransferofTraining: ConceptofLearning–LearningTheoriesLearning 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.

Unit–IV(10Sessions)(CO1,CO3,L2,L4)

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.

Unit–V(10Sessions)(CO1,CO4,L2,L4)

TheFutureofTraining&Development:TrainingforSustainability –Increased useofnewtechnologyfortrainingdelivery–Capturingandsharingintellectual 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.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Understandanddiscusstheconceptsoflearninganddevelopment and translate learning strategy into action.	
CO2	Identifythekeystrategiesintrainingandtheirneedsassessmentfor organizational learning and development.	
CO3	Analyzehowtoimplementthetheoriesoflearningandtransferof training.	
CO4	Discussvarioustrainingevaluationmethodsfortheeffectiveness and trends in Learning and development.	
CO5	Evaluatetheprocessofoverallfuturelearninganddevelopment.	

Assessmentmethods

	Task	TaskType	TaskMode	Weightage (%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Online/Assignments	10
A3	Case&Project	Group	Presentations&Reports	20
A4	EndTermExam	Individual	Written	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1 (A1,A4)				
Conceptual Knowledge			CO2 (A1,A4)			
Procedural Knowledge		CO1 (A1,A4)	CO2 (A1,A4)	CO3 (A3,A4)	CO4 (A2,A4)	
MetaCognitive Knowledge				CO4 (A2,A4)	CO5 (A2,A4)	

Learningand teachingactivities

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).

Teachingand learningresources

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 thisbook 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.

It is expected that an average student will be required to spend about two hours for each hour of contact session. Problem sets and small cases whenever given are a means of focusing on central issues, concepts of knowledge. Your ability to solve them is also a reflection of the extent to which you have understood theconcepts read by you.

TextBookPrescribed:

• Noe,RaymondA.andKodwani, Amitabh Deo. EmployeeTraining andDevelopment, McGraw Hill Education India, 7thedition, Special Indian Edition, New Delhi, 2018.

Journals:

• GITAM Journal of Management, GIM, GITAM

▪ Deemed to be University, Visakhapatnam.

• Indian Journal of Training and Development.

• HRM Review.

• HRD Review

• NHRD

• E – Books and E - journals

Mapping

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

0=NoRelevance;1=LowRelevance;2=MediumRelevance;3= High Relevance

CourseCode:MHU843	Course Title: Employee Welfare and Labour Administration	
Semester:III	CourseType:Elective	Credits:3
Home Programme(s): MBA	Batch/AcademicYear:2020-2022	
CourseLeader:Prof.YVVSSSVaraPrasad		

Coursedescriptionand CourseObjectives

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 employeeshigh so as to retain the employeesfor longer duration which helps the organization to achieve its goals. Welfare mayincreasetheexpenses butitwill benefittheorganisationinthelongrun, asithadprovedtohave direct correlation to productivity, loyalty, industrial relations, discipline and brand image. It is also important for HR managers to understand varioussocial security measures, State and Central government machineryresponsible for implementation of various legislations on welfare and social security.

Courseobjectives:

•   To understand the concept of employee welfare and various welfare facilities

•   Tounderstandvarious agenciesresponsibleforprovidingwelfarefacilities

•   To understand the State and Central Government Labour administrative machinery

Course outline and indicative content

Unit I(6 sessions) (CO1, CO2, L1 &L2)

Labour welfare Concept and Scope: Theories of Labour welfare, Indian Constitution and welfare, role of welfare in industry.

Unit II (6sessions)(CO1,CO2,L1,L2&L3)

Impact of ILO on Employee Welfare in India: Agencies of labour welfare and their role - Government, Management, Trade unions and NGOs.

Unit III (6sessions) (CO3,CO4,L3, L4&L5)

Welfare Facilities: Statutory and non- statutory, extramural and intramural, welfareofficer-role,statusandfunctions.

Unit IV(6sessions)(CO3,CO4,L3,L4&L5)

Social Security Concept and Scope: Social assistance and social insurance, social security measures in India.

Unit V(6sessions)(CO4, CO5,L4&L5)

Labour Administration: Central Labour Administrative Machinery, CLC, DG ofE&T,DGFASLI,EPFO,ESIC-LabourAdministrativeMachineryin A.P.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcome	**Assessment**
CO1	understandtheconceptofemployeewelfareandvariouswelfare facilitiesprovidedbytheCentral,StateGovernmentsandvarious agencies	A1,A2 &A4
CO2	understanddifferentstatutoryandnon-statutorywelfarefacilities	A1,A2, A3&A4
CO3	determinethedifferencebetweensocialsecuritymeasuresinIndia	A3&A4
CO4	compareandcontrasttheStateandCentralGovernmentLabour Administrative machinery	A3&A4

Assessmentmethods

	Task	**Tasktype**	**Taskmode**	**Weightage(%)**
A1	Midexam	Individual	Written	20
A2	Coursera	Individual	Coursecompletion certificate with Assessment	10
A3	Case/ Project / Assignment	Groups*or Individual	Presentations/Report/ AssignmentwithQ&A/ Viva	20
A4	End-term	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge	CO1 (A1,A2&A4)	CO1, CO2 (A1,A2&A4)				
Conceptual knowledge		CO2 (A1,&A4)	CO2 (A1&A4)			
Procedural knowledge			CO2 (A2&A4)	CO3 (A2&A4)	CO4 (A2&A4)	
Metacognitive knowledge				CO4 (A2,A3&A4)	CO5 (A2,A3&A4)	

Learningandteachingactivities

ClassroomTeaching,PowerPointPresentation,Applicationinreallifesituation, Problem Solving, Case, Assignment etc.

Lectureswillbesupportedbyactiveclassroomparticipation,presentationsand group discussion related to the lecture content. This will include case studies, role plays involving hypothetical problems in organizations. Students are expected to spent reasonable time to understanding real time work challenges of the organizations through field work andprojectrelatedactivities.

Teachingand learningresources

E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

Softcopiesofuncoveredtopicsinthetextbooksandcasematerialwillbemade available through X-Learn/G-learn. Students are required to go through E- Resources (Gitam.edu) and required study material & handouts along with the following suggested readings..

•   Sharma A. M., "Aspects of Labour Welfare and Social Security", Himalaya Publishing House, Mumbai

•   Vaid K. N., "Labour Welfare in India", Sri Ram Centre forIR and HR, New Delhi,

•   Dr. SubbaRao, P., "Labour Welfare and Social Security", Himalaya Publishing House, Mumbai,

COPOMapping

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

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GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

CourseCode:MHU845	Course Title: EMPLOYMENT LAWS- I	
Semester:III	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-22	
CourseLeader:Dr.ShaikShamshuddin		

CoursedescriptionandCourseObjectives

Labour and Employment laws assumed great importance and relevance and therefore an in-depth knowledge of Employment laws is mandatory for effective Human Resource Management. This sharpens the managerial excellence and enables the Human Resource Manager to take right decisions at appropriate times, to avoid litigations of varied nature and help in maintaining industrial peace and harmony.

Courseobjectives:

•   Tounderstandthebasicconcepts ofvariousEmploymentlegislations

•   Toacquireskills inpresenting theviews duringlitigationsin acourtoflaw

•   To acquaint with various formats to be submitted to various labour departments

Course outline andindicative content Unit I (8) (CO1, CO2, L1 & L2)

Labour Legislation: Principles of Labour Legislation, role of ILO and Indian Constitution

UnitII (7)(Co1).(Lo1)

TheIndustrialDisputes Act,1947

Unit III (6)**(CO2,CO3,L1&L3)**

The Industrial Employment (Standing Orders) Act, 1946 and Trade Unions Act, 1926.

UnitIV(7)**(CO1,O3,,L1&L3)**

The Factories Act, 1948 and the Contract Lab our (Regulation and Abolition) Act, 1970.

UnitV(9)(CO2,CO3,,L3)

The Minimum Wages Act, 1948 and Paymentof Wages Act, 1936. On successful

completion of this course, students will be able to:

	CourseOutcomes	Assessment
CO1	StudentwillbeabletounderstandtheemploymentLawconcepts.	A1,A2&A3
CO2	StudentcanunderstandLegalinterventionsanditseffectson organisations.	A1,A3&A3
CO3	Studentscanunderstandtheroleofvarious enactmentsand applicability.	A2,A3&A3
CO3	Attheendstudentwillbeabletouunderstandthepurposes,relevance and Various precedents, Judgments, Amendments.	A3,
CO3	ApplymultidisciplinaryapproachtotheemploymentandLegal context	A3,

Assessmentmethods

Assessment Tool	Nature	Participation	Assessmentmode	Weightage(%)
A1	Midexam(one)	Individual	Written–L3level	20
A2	SurpriseQuiz	Individual	Onlinetest–L3level	15
A3	Case discussion/ Assignment submission/classroom activities	Individual	Assignment L4	15
A4	End-termexamination	Individual	Written(short/long)– L3, L4 & L5 level	50

MappingCOs-Bloomslevels-AssessmentTools:

Knowledgedimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
FactualKnowledge						
ConceptualKnowledge			CO1 (A1,A2A3)			

ProceduralKnowledge				CO2 (A2, A3,A4) CO3 (A2, A3,A4)	CO4 (A3, A4) CO5 (A3, A4)	
MetaCognitive Knowledge						

Learningand teachingactivities

Lecturing, Power Point Presentations, Class room Presentations, On line quiz, Role Plays, Presentations etc.,

Teachingandlearningresources

TEXT BOOK

Padhi, P.K., "Labour and Industrial Laws", Prentice Hall of India, New Delhi, 2012

REFERENCES

Singh B.D., "Labour Laws for Managers", Excel Books, New Delhi, 2014 Malik P. L., "Industrial and Labour Laws", Eastern Book Company, 2013 Mishra S.N., "Labour and Industrial Laws", Central Law Publication, 2012

JOURNALS

Labour Law
ReporterLabour
Law Journal

COPOMapping

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

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CourseCode:MHU847	CourseTitle:CompensationManagement	
Semester:III	CourseType: Elective	Credits:03
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:DrKVSandhyavani		

Coursedescriptionand CourseObjectives

Compensation management is one of the interesting and complex functions of human resource management. 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.

Courseobjectives:

• Explainthevarious types ofwagesandthe conceptsrelatedtopay

• Differentiate between the various components ofwages ofnonexecutives and executives

• Examinethe different methods of wage fixationand preparationofpayroll

• CalculatetheDAandothercomponentsof wagesand salaries

Course outline and indicative content
Unit I (6sessions)(CO1,CO2,L2,L3)

Compensation: Meaningandobjectives ofcompensation; Scope; Significance; Concepts of Wage- Salary, Earnings, Take-
Home pay, C.T.C; Types of Wages- Minimum wages, Fair wages, Living wages,Nominalwages,Realwages,TimeRateandPieceRate;Wagetheories.

Unit II (6 sessions) (CO2, L3, L4)
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.

Unit III (6 sessions) (CO2, CO3,L3 & L4)

Executive Remuneration: Concept;Criteriaforfixing executive remuneration Unique features of Executive
Remuneration;Whymanagersshouldbepaidmore;CEO'scompensation package; New developments in CEO's compensation.

Unit IV(6sessions)(CO3,CO4, L2,L3,L4&L5)

Wage Fixation:Wagecurves,paygrades,broad banding;Wagedifferentials;
Factorsinfluencingwagedetermination;Wagedetermination process; Methodsof Wage Fixation -Collective Bargaining; Wage
Boards; Pay Commissions; Adjudication; Principles & Procedures for Preparation of Remuneration for Consultants and Other Outsourcing Agencies.

Unit V (6sessions) (CO5, L2,L4&L5)

Role of HR department in Compensation Administration: Important recommendations of National Commission on Labour – II; Impact of globalization on compensation. Challenges of compensation management in MNC.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Understandthevariouswagetheoriesandtheconceptsrelatedtopay	A1,A2,A4
CO2	Analyzeanddifferentiatebetweenthevariouscomponentsofwagesof non executives and executives	A1,A2,A4
CO3	Examinethedifferentmethodsofwage fixation	A1,A3,A4
CO4	CalculatetheDAandothercomponentsofwagesandsalariesandprepare pay roll	A1,A4
CO5	PresentthechallengesofcompensationmanagementinMNCs	A2,A4

Assessmentmethods

Assessment Tool	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual	Written–L3level	20
A2	Coursera/ Online course	Individual	Viva/Presentation on completion of the course	10

A3	Casestudy/Project	Group/ Individual	Discussion and Presentation-L5level	20
A4	End-term examination	Individual	Written(short/long) –L4level	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1 (A1,A3, A4)	CO1 (A1, A3,A4)	CO2 (A1, A3,A4)		
Conceptual Knowledge		CO1 (A1,A3, A4)	CO2 (A1, A3,A4)			
Procedural Knowledge				CO3 (A1, A2,A4)	CO4 (A1, A2,A4)	
MetaCognitive Knowledge					CO5 (A2, A4)	

Learningandteachingactivities

• Lecturemethodofteaching concepts

• Case methodology tomakethestudentpracticeapplication ofconcepts.

• Group discussions and presentations can also be adopted to evaluate the various employability skills of students.

Teachingand learningresources

The teaching material in the form of presentations or word documents, extra material from journals, internet, and websites related to labour department, ebooks from GIM library will be uploaded for the student in G-learn

REFERENCES

• Aswathappa, K ., Human Resources & Personnel Management. Tata Mc Graw Hill Publishing Limited.New Delhi:

• Report of National commission on labour-II .Government of India. New Delhi.

• Sharma,A.M., Understanding wage systems in India. Himalaya Publishing

House. Mumbai.

• Singh, B.D., Compensation & Reward management. Excel books. New Delhi

JOURNALS

1. GITAMJournalofManagement,Visakhapatnam

2. HarvardBusiness Review,NewDelhi.

3. HRMReview,HyderabadHumanCapital,NewDelhi

4. PersonnelTo-day,Kolkata

5. NHRDReview,NewDelhi.

COPOMapping

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CourseCode:MHU849	CourseTitle:HumanResourceValueProposition	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)		
CourseLeader:Prof.YVVSSSVaraPrasad		

Coursedescriptionand CourseObjectives

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 deliveringbusiness resultsin efficientandeffectiveways.SimilarlyHR professionals deliver value when their personal competencies deliver business results. Value is the foundation and premise of the HR architecture.

Courseoutline andindicative content Unit I (6 sessions)

TheconceptofHRvalue:The conceptofHRValueProposition;its premise; five

elementsofHR Value Proposition; The

fourteen criteriaoftheNewHR
Unit II (6sessions)

External and Internal: External business realities; Technology; Economic andRegulatoryIssues;workforcedemographicsexternalstakeholders;

investors, customers; Internal Factors; Line managers and HR; Employees and HR.

UnitIII (6sessions)

HR and Value Proposition; Flow of people; Flow of Performance Management; Flow of information; Flow of work; HR leader; HR Competencies

Unit IV(6sessions)

HR organization: Single business and Functional HR; Holding company business and dedicatedHR;diversified businessand shared services HR; HR Transaction work; HR Transformation work; Roles for HR professionals: Employee advocates, Human Capital developers, functional experts, Strategic Partner,

UnitV(6sessions)

Professional development and implications, Principles of Professional Development; Training for HR Professionals; Development experiences for HR Staff; implications for the transformation of HR.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcome	Assessment
CO1	understandswhatisHRValuepropositionanditsrelevancein achieving the goals of the company	A1,A2&A4
CO2	extrapolatetheroleofHRforvalueproposition	A1,A2,A3&A4
CO3	analyzetheelementsofvalueproposition	A3&A4
CO4	developtheskillofcreatingvaluepropositionthroughHR	A4&A5

Assessmentmethod

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual	Written	20
A2	Coursera/Open elective course	Individual	Course completion certificate with Assessment	10
A3	Case/Project/ Assignment	Groups*or Individual	Presentations/Report/ Assignment with Q&A/ Viva	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge	CO1 (A1,&A4)	CO1, CO2 (A1,A2&A4)				
Cnceptual knowledge		CO2 (A1,A2&A4)	CO2 (A1,A2&A4)			
Procedural knowledge			CO2 (A2,&A4)	CO3 (A2&A4)	CO4 (A2&A4)	
Meta cognitive knowledge				CO4 (A3&A4)	CO4 (A3&A4)	

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Case, Assignment etc.

Teachingandlearningresources

E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

Teachingand learningresources

Soft copies of uncovered topics in the text books and case material will be made available through X-Learn/G-learn. Students are required to go through E-Resources (Gitam.edu) and required study material & handouts along with the following suggested readings..

References:

1.   Dave Ulrich and W. Brockbank, The HR Value Proposition; Harvard Business review press; New Delhi, 2013.

2.   DaveUlrich;HumanResourceChampions HBR Press;1995

3.   Dave Ulrich, W. Brockbank;Competencies for the New HR; Society for HRM, University of Michiga Press : 2005.

COPOMapping

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

CourseCode:MHU851	CourseTitle:PerformanceManagement	
Semester:III	CourseType:Elective	Credits:3
Home Programme(s): MBA (BA)	Batch/AcademicYear:2020-2022	
CourseLeader:Dr.SureshSirisetti		

Coursedescriptionand CourseObjectives

OfalltheHumanResourceManagementFunctions,PerformanceManagement hasaspecialplacesinceitisastrongdeterminantoforganizationalexcellence. Organizationsofcontemporaryerahaverealizedthathumanresourceneedsto be continuously excited and providedwithopportunitiesforgratificationof motivational needs in order to sustain business growth. Performance managementasa concept and practice has substantive potential to fulfil business demands of an organization by integrating its growth with motivational needs of human resource.

CourseObjectives:

• To Understand the basic concepts of 'Performance Management' and 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.

Course outline and indicative content

Unit – I: 10 Sessions(CO1, CO2, L2, L3)

PerformanceManagement:Introduction,Definitionof 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.

Unit–II:10Sessions (CO2,CO3,CO4,L2,L3,L4)

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.

Unit–III:10Sessions (CO2,CO3,CO4,CO5,L3,L4,L5)
Performance Planning: Definition and Importance of Performance planning– Objectives and Characteristicsperformance planning – Methodologies of Performance Planning – Process of Performance Planning – Barriers to performance planning. Performance Managing: Meaning and Importance – Objectives and Characteristics – Performance Managing Process.

Unit–IV:10Sessions(CO1,CO3,L2,L4)

Performance Appraisal: Meaning and Characteristics of appraisal – Objectives and Importanceof appraisal –Process of Performance Appraisal – Methods of Performance Appraisal – Ethical Issues in Performance management.

Unit–V:10Sessions(CO1,CO4,L2,L4)

PerformanceMonitoring:DefinitionofPerformance Monitoringand Characteristics – Objectives of monitoring – ProcessofPerformanceMonitoring– performancemanagement Documentation – Annual Stocktaking – Performance Management Audit – Leading high-performance teams – Integrated Performance Management – Maturity Alignment.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Understandingofterminologiesandconceptsofperformance management.	
CO2	Applythekeytoolsofperformancemanagementwhichhelpsin practice.	
CO3	Analyzehowtoimplementperformanceplanningandmanagingin performance management system.	
CO4	Makeuseofdifferentappraisalmethodsforemployeedevelopment.	
CO5	Evaluatetheprocessofperformancemonitoringforemployee development	

Assessmentmethods

Assessmen t	Task	TaskType	TaskMode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Online/ Assignments	10
A3	Case&Project	Group	Presentations & Reports	20
A4	EndTerm Exam	Individual	Written	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1 (A1,A4)				
Conceptual Knowledge			CO2 (A1,A4)			
Procedural Knowledge		CO1 (A1,A4)	CO2 (A1,A4)	CO3 (A3,A4)	CO4 (A2,A4)	

Learningand teachingactivities

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).

Teachingand learningresources

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 thisbook andshould explore othersources onyour own.Youneed 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.

Itisexpectedthatanaveragestudentwillberequiredtospendabouttwohours foreachhourofcontactsession.Problemsetsandsmallcaseswhenevergiven areameansoffocusingoncentralissues,conceptsofknowledge.Yourability tosolvethemis alsoa reflectionof
theextent to which you haveunderstoodthe concepts read by you.

TextBookPrescribed:

• Kohil A. S., & Deb, T., "Performance Management", OXFORD University Press, New Delhi, 2008.

• HermanAguinis,"Performance Management",Pearson, NewDelhi,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.

Journals:

• GITAM Journal of Management, GIM, GITAM Deemed to be University, Visakhapatnam.

• HRM Review.

• HRD Review

• NHRD

• E–Books andE-journals

COPOMapping

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

CourseCode:MOP841	Course Title: Production Planning and Control	
Semester:III	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-22	
CourseLeader:Prof.SaiSudhakarNudurupati		

Coursedescriptionand CourseObjectives

Production planning and control entails the acquisition and allocation of limitedresourcestoproductionactivitiessoastosatisfycustomerdemand over aspecified timehorizon. Planningis aforward looking process andit is about working out what action needs to be taken *now* to satisfy requirements in the *future*. Controlisassociatedwithcheckingthatplansarebeing *executed*correctly and taking appropriate remedial *action* if there is a problem or deviation from plan. As such, planning and control problems are inherently optimizationproblems,wheretheobjectiveistodevelopaplanthatmeets demand atminimumcostorthatfillsthedemand 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.

Courseobjectives:

Courseoutlineandindicative content

UnitI(6sessions)(CO1;L1–L6)

Introduction to production planning and control: Introduction to operations management, locating the importance of planning and control inoperationsmanagement.Input-Transformation-Outputmodels,Goods

Vs Services, The 4Vs ofoperations management,the fiveperformanceobjective,polar diagrams,formulating operationsstrategy.

UnitII (6sessions)(CO1,CO2;L1–L6)

Planningandcontrolactivities:Mechanismsofservingthemarket, planning and controlactivities: loading (finite and infinite),
scheduling(backwardandforward),
sequencing,monitoring and control, volume/variety (vs) planning and control

Unit III (6sessions) (CO2,CO3;L1–L6)

Capacity planning: Fluctuating demand, planning horizon, capacity management, Rough Cut Capacity Planning (RCCP), Capacity Requirement Planning (CRP), queuing theory and forecasting

UnitIV(6sessions)(CO3,CO4;L1–L6)

Master Production Scheduling (MPS): Background and links to sales andoperationsplanning(SOP),sourcesofdemand,MaterialRequirement Planning (MRP) – Bill of Material (BoM), MRP Explosion, Enterprise Resource Planning (ERP) and its history, bespoke vs packaged ERP software,ERPcharacteristics,SAP,benefitsandchallenges ofERP

Unit V(6sessions) (CO4,CO5;L1–L6)

Lean Production & Theory of Constraints (ToC): Fundamental lean concepts and their impacton capacity, the pull system. Using Kanban for process improvement,Understanding and managing constraints, improving process using To C and impact on operations strategy, general types of constraint causes, logistics and ToC and scheduling and ToC, Drum-bufferrope method

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Understandthesystematicplanningandcontrolactivitiestoachieve thehighestefficiency inproducing 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 techniquesthatcanbeusedtomatchsupplyanddemandinavariety of contexts.	A2,A4
CO4	Critiqueanorganisationfromproductionplanningandcontrol perspective.	A4
CO5	Workcollaborativelyandselect,applyandcritiqueappropriate theoretical concepts in relation to an organisational context.	A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written	20
A2	Coursera/onlineCourse	Individual	Report/	10

A4	End-termexam	Groups*	PPT presentations	20
		Individual	Written	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1				
Conceptual Knowledge					CO3	
Procedural Knowledge			CO2		CO4	
MetaCognitive Knowledge			CO5			

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, directed study, independent study via X- Learn, case studies, projects and practical activities (individual & group)

Teachingand learningresources

Soft copies of teaching notes/cases etc. will be uploaded ontothe X-learn. Wherevernecessary,printouts,handoutsetc.willbedistributedintheclass. 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.Youneedtoreaddifferentbooksandjournalpaperstomastercertain relevant concepts to analyse cases and evaluate projects. Some of these reference books given below will be available in our library.

Prescribedtextbook:

Chapman, S N (2013). The fundamentals of Production Planning and Control, Pearson, 2013.

Referential textbooksand journalpapers:

Slack, N, Chambers, S and Johnston, R (2007), Operations Management, 6th Ed, Prentice Hall, ISBN: 0273731602

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.

Suggested journals:

- ProductionPlanningandControl
- ProductionandOperationsManagement
- International Journal of Productionand OperationsManagement
- International JournalofProductionEconomics
- International JournalofProductionResearch
- JournalofOperationsManagement

COPOMapping

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

CourseCode:MOP843	CourseTitle:SupplyChainManagement	
Semester:III	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-22	
CourseLeader:Prof.SaiSudhakarNudurupati		

Coursedescriptionand CourseObjectives

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 thecontemporarydebatesrelevanttosupplychainmanagementusingmanufacturingandserviceexamples

• Relateandapplysupplychainmanagement conceptsandtechniquestoanalysisofrealcaseactivity,simulationsandgameactivitybetween theorganizations operating in the supply chain network

• Formulate practicalsolutionsandproceduresforthestrategy development, planning and control ofmanufacturingandservicerelatedsupplychainmanagementatall levels of operations (SME/Large/MNE).

==Course objectives: (missing)==Courseoutlineandindicative content

Unit I (6 sessions) (CO1; L1- L6)

Understanding the supply chain: Basics insupply chain, process viewof a supply chain, material and information flow,decision phases, competitive andsupplychain strategies,achievingstrategic fit, expanding strategicscope,customerperspectivesinsupplychainandleadtime,measuringsupplychainperformance

UnitII(6sessions)(CO2;L1-L6)

Managingoperationsandlogisticsinasupplychains: Matching

demand and supply including time based management, forecasting, capacityplanning,scheduling,inventorymanagement,JIT,leanandagile thinking

UnitIII(6sessions)(CO2,CO3;L1-L6)

Procurementandrelationshipmanagementinsupply chains:
Organizational/firmtheories,Kraljicmodelforprocurement, sourcing strategies, supplier rationalization, supply structure, supplierselection, supplier development, integration and coordination in the supply chain, managing interfirmrelationships

UnitIV(6sessions)(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

UnitV(6sessions)(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 chainresilience,productreturns,end-of-lifedisposalschemes,assetvalue recovery strategies, ethics and impact of supply chain activities on triple bottom line

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	Understandtheroleofoperationsandlogisticsforeffectivesupply chain management.	A1,A2
CO2	Exploretheroleofprocurementandrelationshipmanagementin supply chain strategy	A4
CO3	Evaluateimprovementstrategiesandsolutionstoproblemsin supply chains	A2,A3
CO4	Analyseriskinsupplychainandevaluatemitigationstrategies	A4
CO5	Evaluateanoperationforsustainablesupplychains	A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual	Written	20
A2	Coursera/ onlineCourse	Individual	Report / Presentation	10
A3	Casestudy	Groups*	PPT presentations	20
A4	End-termexam	Individual	Written	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1				
Conceptual Knowledge			CO2			
Procedural Knowledge				CO4	CO5	
MetaCognitive Knowledge					CO3	

Learningandteachingactivities

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)

Teachingand learningresources

Soft copies of teaching notes/cases etc. will be uploaded ontothe X-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.Youneedtoreaddifferentbooksandjournalpaperstomastercertain relevantconceptstoanalysecasesandevaluateprojects.Someofthesereferencebooksgivenbe lowwillbeavailableinourlibrary.

Prescribedtextbook:

Chopra, S. and Meindl, P. (2014). Supply Chain Management: Strategy, Planning and Operation, Sixth edition. Chennai: Pearson Education.

Referential textbooksand journalpapers:

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:FinancialTimesPrenticeHall.

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:
- JournalofSupply ChainManagement
- Supply ChainManagement,AnInternationalJournal
- International Journal of Physical Distribution & Logistics Management
- Journalof OperationsManagement
- ProductionandOperationsManagement
- International JournalofProductionandOperationsManagement
- InternationalJournalofProductionEconomics
- International Journal of Production Research • Production Planning and Control

COPOMapping

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

CourseCode:MOP845	**CourseTitle:ProjectManagement**	
Semester:III	**CourseType: Elective**	**Credits:3**
Home Programme(s):MBA(BA)	**Batch/AcademicYear:2020-22**	
CourseLeader:Prof.Ch.Venkataiah		

Coursedescriptionand CourseObjectives

Projectmanagementisbecomingmoreimportantintoday's world.
Mastery of keytoolsandconceptscould givea significantcompetitiveadvantageinthe marketplace. This course is designed to:

• Provideexperienceinusingtheconcepts, techniques,and decision tools availabletoProjectmanagers.

• Enlargeabasicunderstandingofthe importanceofworkbreakdownstructuresand networks toplanning,scheduling,andcontrolling projects.

• Createanawarenessofpotentialconflicts and problems thatcan occuronprojects.

• Identifyappropriatebehaviorforsuccessfully managing a project.

==Courseobjectives:(missing)==

Courseoutlineand indicativecontent

UNIT–I:INTRODUCTION(8Hours)(CO1,CO2,L1 &L2)

Definition,Projects andOperations,ProjectManagement- Project Management Body of Knowledge (PMBOK).
Application area Knowledge, standards and Regulations, Understanding theProjectEnvironment.ImportanceofProjectmanagement.ProjectLife Cycle-ProjectInitiation;Projectplanning,ProjectExecution,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.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

		CourseOutcomes	Assessment
CO1		Demonstrateanunderstandingoftheprojectenvironment ,life cycle, and the project selection and approval process.	A1,A3,A4
CO2		DemonstratetheroleoftheprojectManagerinthesuccessful initiation and completion of a project.	A1,A2,A3,A4
CO3		Applyknowledgeskillsinforminganddevelopingaprojectteam.	A2,A3&A4
CO4		Developandintegratecoremanagementplansneededfor a project.	A3,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Presentation	10
A3	Case/Project	Group	Presentation&Report	20
A4	EndTermExam	Individual	Written(short/long)	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1 (A1, A4)	CO1 (A1, A3, A4)			
Procedural Knowledge					CO4(A2, A3), CO5 (A4)	
Meta Cognitive Knowledge						

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment etc.

Teachingand learningresources

E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

COPOMapping

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

CourseCode: MAN841	CourseTitle:DecisionSupportSystems	
Semester:III	CourseType:Elective	Credits:3
HomeProgramme(s):MBA (BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

A Decision Support System (DSS) is a computer – based information system that supports business or organizational decision – making activities. DSS serve the management, operations and planning levels of an organization and helps them to make decisions, based on real-time data updates that may be rapidly changing and cannotbeeasilyspecifiedin advance.A properly designedDSS is an interactive software – based system intended to help decision makers compile useful information from a combination of raw data, documents, and personal knowledge, or business models to identify and solve problems and make decisions.

CourseObjectives

• 		Acquaintthestudents withthe conceptofdecisionsupportsystems

• 		UnderstandtheusageofDSSinanOrganization

Courseoutlineandindicativecontent Unit I

(6 Sessions) (CO1 & L2)
DecisionConcept:Steps,DecisionSupportSystem-components,
characteristics,classification&application.

Unit II (6sessions) (CO2& L2, L3,L4,L5)

Models: Modelling process, types of models – optimization, simulation, heuristic, descriptive ,predictive; mode base, modeling languages, model directory,modelbasemanagementsystem,modelexecution,integrationand

commandprocessing,modelpackages

Unit III (6sessions)(CO3& L2,L3,L4,L5)

Development Process: Software, hardware and data acquisition, model acquisition, dialog development, integration, testing and validation, training and implementation.

Unit IV(6sessions)(CO4&L2,L3,L4,L5)

Decision Engineering: Decision making software, decision theory, expert systems, business intelligence, artificial intelligence.

Unit V (6sessions) (C05&vL2,L3, L4,L5)

Group DSS: DSS in E-business era, integrating with functions, Impact and future of DSS.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	UnderstandthecharacteristicsofDSS	A1
CO2	Proposeappropriatemanagerialmodelsthathelptoanalysedifferent business scenarios	A1,A3
CO3	UnderstandthedevelopmentprocessofDSS	A1,A2,A4
CO4	UnderstandtheusageofdifferentITconceptsindecisionmaking	A1,A2,A4
CO5	UnderstandGroupDSS	A1,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A/viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-termexamination	Individual	Written(short/long)	50

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		CO1(A1) CO3(A2) CO4(A2)	CO2(A1)	CO3(A3) CO4(A4) CO5(A4	CO2(A4)	

Procedural knowledge						
Metacognitive knowledge						

Learning and teaching activities Classroom

Lectures,Application Cases **Teaching and**

learning resources

Textbooks,Ebooks,ReferenceMaterials,Webresources

<u>COPOMapping</u>

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

CourseCode:MAN 843	CourseTitle:DATAANALYSISWITHR	
Semester:III	Course Type:Elective	Credits:3
HomeProgramme(s): MBA (BA)	Batch/ AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

R is an open source programming language for statistical computing and graphics. Being open source, it has found huge acceptance among data scientistsand isoneofthe popular toolfordatascience andmachine learning.

CourseObjectives

- Understandthe programmingconceptsofR

- Gainhandsonexperiencein workingwithR

Course outline andindicative content Unit I (6 sessions) (CO1, L2,L4)

ElementsofR: ConceptofR,IDEofR,MathematicalOperatorsand 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

UnitII (6sessions)(CO2,L4)

Functions, Strings and Factors and Flow Controls: Environments, Functions, Strings, Factors, Flow Controls - Conditional – if and else, Vectorizedif,MultipleSelection,Loops –repeatloops,while loops,forloops, Advanced looping – replication, looping over lists, looping over arrays, Multiple – Input Apply, Instant vectorization, Split-Apply-Combine

UnitIII (6sessions)(CO3,L4)

Packages and Visualization: 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.

UnitIV(6sessions)(CO4,L4)

ComputingStatisticsand Exploratory DataAnalysiswithR: Summarizing data, Calculating relative frequencies, Tabulating Factors and creating contingency tables, Testing categorical variables for independence,Calculating Quantilesof a dataset, Converting data into z-scores, t-test, testing sample proportions, testing normality, comparing means of two samples, testing correlation for significance, Variations, MissingValues,Covariation,PatternsandModels

Unit V(6sessions)(CO5,L3)

Machine Learning and Model Building with R: Types of machine learning algorithm, supervised learning algorithms – Linear regression in R, Logistic Regression in R Unsupervised Learning in R -Clustering with R, RecommendationAlgorithms,StepstogeneraterecommendationsinR,Model Building: Model basics, Type of Models, Visualizing models – Predictions, Residuals, Model Building, Communicating results – Basics of R Markdown

Onsuccessfulcompletion ofthis course,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	UnderstandtheelementsofRprogrammingandwritebasic programs in R language	A1,A2,A4,A5
CO2	WriteprogramsinRusingcontrolstructures	A1,A4,A5
CO3	PerformdatavisualizationwithR	A5
CO4	PerformstatisticalanalysisinRlanguage	A5
CO5	PerformmachinelearningtasksinRlanguage	A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A /viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-term examination	Individual	Written(short/long)	30
A5	Practical	Individual	WorkingonSystem	20

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		Co1 (A1, A4) CO2(A1,A4)				
Procedural knowledge		CO1(A2)	Co5(A3)	Co1(A5) Co2(A5) Co3(A5) Co4(A5)		
Metacognitive knowledge						

Learningand teachingactivities

ClassroomLectures,Problem solvingexercises,Demonstration,LabSessions

Teachingand learningresources

Computer Lab, R Package, Textbooks, Ebooks, Reference Materials, Web resources

COPOMapping

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

CourseCode: MAN845	CourseTitle:DataAnalysis With Advanced Excel	
Semester:III	Course Type:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Business uses various analytics to gain insight and establish a competitive advantage.BusinessAnalyticsarethe toolsusedforsuchanalysis.Thesetools analyses 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.

CourseObjectives

• Tounderstandtheadvancedfeatures ofExcel

• Toprovidehands onexperienceinusingExcel as analytictool

•

Course outline andindicative content Unit- I: (6 sessions) (CO1 & L2)

Decision Analysis with MS Excel: What if Analysis- Data Tables, Scenario Manager, Goal Seek,

Unit II:(6sessions)(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:(6sessions) (CO4&L2,L3)

Excel for Predictive Analytics: Trend lines and Regression Analysis, Forecasting Techniques, Monte Carlo simulation – Concept,Usage in Excel

Unit V:(6sessions)(CO5&L4)

Excel for Prescriptive Analytics: Linear Optimization – Concept, Applications, Integer Optimization, Solver in Excel

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	UnderstandtheworkingofExcelasAnalysistool	A1,A2
CO2	WorkwithWhat–IfAnalysisandPivotTables	A4,A5
CO3	UseExcelasadescriptiveanalyticstool	A4,A5
CO4	UseExcelasapredictiveanalyticstool	A4,A5
CO5	Usesolvertosolveoptimizationproblems	A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A/viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-term examination	Individual	Written(short/long)	30
A5	Practical	Individual	WorkingonSystem	20

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factualknowledge						
Conceptual knowledge		**Co1(A1) CO2(A4) CO3(A4) CO4(A4)**				
Procedural knowledge		**Co1(A2)**	**CO2(A5) Co3(A5) Co4(A5)**	**Co5(A3)**		
Metacognitive knowledge						

Learningand teachingactivities

ClassroomLectures,Problem solvingexercises,Demonstration,LabSessions

Teachingand learningresources

Computer Lab, MS Excel, Weka, Textbooks, Ebooks, Reference Materials, Web resources

COPOMapping

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

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Course Code:MAN847	Course Title:DataWarehousing	
Semester:III	Course Type:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Each and every organization maintains database related to their business such as employees, customers, products, sales and so on. As the business grows, amount of data that is accumulated over the years and in different sourceswill also grow. Buildingandmanagingsuch database is importantfor efficient querying and analysis of data. An understanding of the concepts of DBMS and Data Warehousingwill helpin building efficient database system.

CourseObjectives

• Understand differentconceptsinDBMSandDatawarehousing

• UnderstandtheconceptofOLAP

• Gainhandsonexperiencein workingwithSQL

Course outline andindicative

content Unit I: (6 sessions) (CO1

&L3)

Database: Concept of database and DBMS, Components of DBMS, Relational data model, Entity relational model, Integrity constraints and Keys, Normalization

Unit II :(6sessions)(CO2&L5)

SQL: Introduction to SQL, DDL Statements – Create, Alter, Drop, DML statements – Insert, Select, Update, Delete, Commit and Rollback, Grant and Revoke, Group functions, Join condition, Sub queries

Unit III: (6sessions)(CO3&L4,L5)

Data warehousing: Concept, Features of data warehouse, Data warehouse Architecture, Meta data, Data Marts, ETL Process, Dimensional Modeling

Unit IV:(6sessions)(CO4&L4)

OLAP in Data Warehouse: Concept of OLAP, Multidimensional Analysis, OLAP functions, OLAP Applications, OLAP Models – MOLAP, ROLAP, HOLAP, DOLAP, OLAP Design Considerations.

Unit V:(6sessions) (CO5&L4)

SQL Analytic Functions: Introduction, Query partition clause, Order By clause, Windowing clause, Analytics Fu1nctions

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	UnderstandtheconceptsofDBMS	A1
CO2	WritesqueriesinSQL	A3
CO3	Designdatawarehouseschema	A1,A2
CO4	UnderstandtheconceptofOLAPanditsfunctions	A1,A4
CO5	WorkwithSQLAnalyticalfunctions	A1,A4

Assessmentmethods

	Task	Task type	Taskmode	Weightage(%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A/viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-termexamination	Individual	Written(short/long)	50

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factualknowledge						
Conceptual knowledge			CO1(A1)			
Procedural knowledge				CO3(A1) CO4(A4) CO5(A4)	CO2(A3) CO3(A2)	
Metacognitive knowledge						

Learningandteachingactivities

ClassroomLectures,Problem solvingexercises,Demonstration,LabSessions

Teachingand learningresources

Textbooks, Ebooks, Reference Materials, Web resources, Computer Lab, Oracle

COPOMapping

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

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CourseCode: MAN849	CourseTitle:DataAnalysisWith Sas	
Semester:III	Course Type:Elective	Credits:3
Home Programme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

SAS is a business suite that is used not only to perform statistical analysis but data mining as well. It is a popular analytics tool and is considered as a leader in business analytics softwares and services. Many organizations use SAS to carry out analysis

CourseObjectives

•   TounderstandtheimportanceofSAS inAnalytics

•   Providehands onworkingwithSAS

Course outline andindicative content Unit I (6 Sessions) (CO1 & L2)

Introduction to SAS: Introduction to SAS interface and library structure, Reading data, importing and exporting datasets, Formats and Informats, Variableattributes and data modification

Unit II (6Sessions)(CO2&L2,L3)

ProcSQL: IntroductiontoProcSQL,Retrievingandselectingdatafromtable, Retrievingandselectingdatafrommultipletables,Concatenatingqueryresults

UnitIII (6Sessions)(CO3&L3,L3)

SASMacros: Introduction, MacroFunctions,SQLclausesforMacros,The %Macrostatement,Conditionalstatement

Unit IV(6Sessions)(CO4&L3,L3)

Statistics in SAS: Descriptive statistics, Hypothesis testing, parametric and Non-Parametric tests, Statistical procedures for different statistics

Unit V(6Sessions)(CO5&L4)

Data Exploration: Data Preparation, Data Cleaning, Data type conversion, Missing value treatment, Data summarization

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	UnderstandtheusageofSASforDataAnalysis	A1,A2
CO2	UseProcSQLtoworkwithdatabase	A4,A5
CO3	CreateSASmacros	A4,A5
CO4	UseStatisticsinSAS	A4,A5
CO5	UseSAStoexploredata	A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A/viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-term examination	Individual	Written(short/long)	30
A5	Practical	Individual	WorkingonSystem	20

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						

Conceptual knowledge		**CO1(A1) CO2(A4) CO3(A4)CO4(A4)**			
Procedural knowledge		**CO1(A2)**	**CO2(A5) CO3(A5) CO4(A5)**	**CO5(A3)**	
Meta cognitive knowledge					

Learningand teachingactivities

ClassroomLectures,Problem solvingexercises,Demonstration,LabSessions

Teachingand learningresources

Computer Lab, SAS package, Textbooks, Ebooks, Reference Materials, Web resources

COPOMapping

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GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

Course Code:MAN851	CourseTitle:MachineLearning-I	
Semester:III	Course Type:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-22	
CourseLeader:		

Coursedescriptionand CourseObjectives

Machine learning is anapplicationofartificial intelligence(AI)that provides systemstheability to automatically learn and improve from experience without being explicitly programmed.

CourseObjectives

• Understand differentcategoriesofMachineLearning

• Understand differentalgorithmsinMachineLearning

Course outline andindicative content SYLLABUS

Unit–I:(6sessions)(CO1&L2)

Introduction to Machine Learning: Basics of Machine Learning, Categories of Machine Learning, Steps in Machine Learning, The Machine Learning process, Train and Test Data, Validation Techniques (Cross-Validation)

Unit–II:(6sessions) (CO2&L3,L4)

Supervised Learning - I: Linear Regression, Logistic Regression, Naïve BayesClassifier,K-NearestNeighbors SupportVector
Machines

Unit–III:(6sessions)(CO3&L3,L4)

SupervisedLearning–II: DecisionTrees-ID4,C4.5,CART,Ensembles
methods,Bagging&Boosting,C5.0boosting,Randomforest,Gradient

BoostingMachinesandXGBoost

Unit–IV:(6sessions)(CO4& L3,L4)

Unsupervised Learning - I: Clustering: Distance measures, Different clustering methods (Distance, Density, Hierarchical), Iterative distance-based clustering; Dealing with continuous, categorical values in K-Means,

Unit-V:(6sessions) (CO5&L2)

Unsupervised Learning - II: Constructing a hierarchical cluster, K-Medoids, K-Mode and density-based clustering, Measures of quality of clustering, Dimensionality Reduction/ Feature Selection

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	UnderstandtheconceptsofMachineLearning	A1,A2,A4
CO2	Useatooltoimplementregressionmethods	A3,A5
CO3	Useatooltoimplementdecisiontrees algorithms	A3,A5
CO4	Useatooltoimplementunsupervisedlearning	A3,A5
CO5	Understanddifferentfeatureselectionmethods	A1,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A/viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-termexamination	Individual	Written(short/long)	30
A5	Practical	Individual	WorkingonSystem	20

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		CO1(A1,A4) CO5(A1,A4)				
Procedural knowledge		CO1(A2)	CO2(A3) CO3(A3) CO4(A3)	CO2(A5) CO3(A5) CO4(A5)		

Metacognitive knowledge						

Learningand teachingactivities

ClassroomLectures,Problem solvingexercises,Demonstration,LabSessions

Teachingandlearning resources

Textbooks, Ebooks, Reference Materials, Web resources, Computer Lab, ML Software

COPOMapping

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Semester-IV

Sl. No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MAN802	WebandSocialMediaAnalytics	3		3	50	50	100	3
2	MAN804	NeuralNetworks(withpracticals)	1	2	3	50	50	100	3
3		Elective–1	3		3	50	50	100	3
4		Elective–2	3		3	50	50	100	3
5		Elective-3	3		3	50	50	100	2
6.	MMB892	ComprehensiveViva				100		100	2
7.	MMB802 – MMB816 &VDC111	PCDs (VDcourseiscompulsory)	7*		7*	350		350	7*
			20	2	22	700	250	950	23

* In case ofPCDs , the student has to earnminimum of7 credits out of10 creditsofferedacross4semesterstogetthedegreeandcreditsearnedshall be shown in IV semester only. PCDs

Sl. No.	Course Code	Course	Sessions			Marks			Credits
			T	P	Total	CA	SEE	Total	
1	MMB816	BusinessSimulationGame		2	2	50		50	2
		Total		2	2	50		50	2
		GrandTotal						1000	25

Each student has to choose 4 elective courses from 6 specialization groups during semester IV. And minimum no. of students for each elective should be 20

S. No.	Course Code	Course Level	Course	Sessions			Marks			Credits
				T	P	Total	CA	SEE	Total	

<p align="center">Semester IV ElectiveCourses</p>

InstructorLead Courses										
Finance										
1.	MFI842	Elective	FinancialRisk 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
Marketing										
7.	MMK842	Elective	RuralMarketing	3		3	50	50	100	3
8.	MMK844	Elective	ServicesMarketing	3		3	50	50	100	3
9.	MMK846	Elective	MarketingResearch	3		3	50	50	100	3
10.	MMK848	Elective	Customer Relationship Management	3		3	50	50	100	3
11.	MMK850	Elective	B2BMarketing	3		3	50	50	100	3

12.	MMK852	Elective	GlobalMarketing	3		3	50	50	100	3

HumanResourceManagement

13.	MHU842	Elective	EmploymentLaws -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	GlobalHuman Resource Management	3		3	50	50	100	3
16.	MHU848	Elective	StrategicHuman 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

OPERATIONS&BusinessAnalytics

19.	MOP842	Elective	Materials Management	3		3	50	50	100	3
20.	MOP844	Elective	QualityManagement	3		3	50	50	100	3
21.	MOP846	Elective	Marketing of LogisticsServices	3		3	50	50	100	3
22.	MOP848	Elective	StrategicLogistics Management	3		3	50	50	100	3
23.	MBA842	Elective	DataAnalysiswith Python	2	2	4	50	50	100	3
24.	MBA844	Elective	BigDataAnalytics with Hadoop	2	2	4	50	50	100	3
25.	MBA846	Elective	MachineLearning -2	2	2	4	50	50	100	3
26.	MBA848	Elective	E–Business	3		3	50	50	100	3

| 27. | MBA850 | Elective | Artificial Intelligence | 3 | | 3 | 50 | 50 | 100 | 3 |

Key:T = Theoryclasses,P=Practical,SEE–Semesterendevaluation,CA-
Continuousassessment

IVSemesterPCDsCOURSES

Sl No.	CourseCode	Subject	Credits	Semester
1	MMB802	CBA-1	1	I
2	MMB804	YogaandMeditation	1	I
3	MMB806	VentureDiscovery	2	I
4	MMB808	BEC	1	II
5	MMB810	SoftSkills-1(WorkShop)	1	II
6	MMB812	CBA-2	1	III
7	MMB814	SoftSkills-2(WorkShop)	1	III
8	MMB816	BusinessSimulationGame	2	IV
		Total	**10**	

- **In case of PCDs , the student has to earn minimum of 7 credits out of 10 creditsofferedacross4 semestersto getthe degreeandcreditsearned shall be shown in IV semester only.**

CourseCode: MAN802	Course Title: Web And Social Media Analytics	
SEMESTER:IV	CourseType:Core	Credits:3
HomeProgramme(s):MBA (BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

CoursedescriptionandCourseObjectives

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 theproperjustificationofspend with the return ofinvestmentthat canbeobtained. This equation becomes more complex as the marketing spend now gets divided into many platforms, channels, and mediums that are available bothintheofflineandonlineworld.Wesee marketingasanewparadigmandWSMA for marketing will help all the marketers to streamline their efforts, and justify spending with measurable and meaningful metrics covering both theofflineandonlineworld.This analyticscourse has been created keeping in focusa marketing professional, and with the prerequisite that the professionals are already familiar with the basics of digital marketing concepts.

CourseObjectives

This courseaimsto

•   helpdevelop a working proficiency ofstatistical conceptsfor decision making

Course outline and indicative content Unit – I:(6 sessions) (CO1 &L2, L3, L4)

Understanding Digital Data, Understanding Consumer Behavior, Digital Marketing - Biggest Business Use Case, Data Types and Data Generation

Unit–II:(6sessions) (CO2& L3,L4)

Google trends and analysis, Google Ads, Understanding the Web Metrics – Basic, Understand the web metrics – Inferential, Understanding the web metrics – Advanced

Unit–III:(6sessions)(CO4& L3,L4)

Understanding Google Analytics**,** Understanding Google Analytics - Google Merchandise Platform Understanding Google Analytics - Setting Goals

Unit–IV:(6sessions)(CO3&L3,L4)

Business Case - Google Merchandise Store, WSMA - Business Case - Google

Merchandise Store Evolution and Measurement

Unit–V:(6sessions)(CO5&L5)

TextMining:Overview,TextMining:ProcessFlow,TextMining&Sentiment Analysis Process Flow, Text mining: Executing Hands-on, Text & Sentiment Analysis Hands-on

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	Understandandappreciatethemostwidelyusedtoolsofweb analyticswhichformthebasisfor rationalandsoundonline business decisions	A1,A4,A2
CO2	Createaneffectiveonlinemarketingstrategyforclientsacross industries	A3
CO3	Optimizeaccountsandeffectivelyallocatebudget	A1,A4
CO4	Developskillsinanalysisandinterpretationofdata	A1,A4
CO5	Handlechallengingproblemsusingappropriateanalysistools	A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written	20
A2	Coursera	Individual	Presentation	10
A3	Project	Group	Presentation&Report	20
A4	End-termexamination	Individual	Written(short/long)	50

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						

Conceptual knowledge		CO1(A2)	CO1(A1) CO3(A1) CO4(A1)	CO1(A4) CO3(A4) CO4(A4)	CO2(A3) C05(A3)	
Procedural knowledge						
Metacognitive knowledge						

Learningand teachingactivities

Lectures, Case studies, Discussions; You will be exposed to R Software fordata analysis and application. **Teaching and learning resources**

TextBook:

Khan Gohar F, Seven Layers of Social Media Analytics, Createspace Independent Publishing Platform

References:

IreshA.Dhotre, DECODE-SocialMediaAnalyticsforSPPU,SPPU,Decode, B.E.SEM-IIIT,9789333200790,TechnicalPublications

Blokdyk Gerardus, Social Media Analytics Complete Self-Assessment Guide, 5starcooks

Yun Fu Editor, Human-Centered Social Media Analytics, Springer International Publishing AG

COPOMapping

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

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CourseCode:MAN804	CourseTitle:NEURALNETWORKS	
SEMESTER:IV	CourseType:Core	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Neural Networks is an advanced Analytics techniques which helps us cluster andclassifyourdatatomakemeaningfulpredictions.Itiswidelyusedinvoice and image data recognition. It is also used in various other domains.

CourseObjectives

This courseaimsto

• helpdevelop a working proficiency ofstatistical conceptsfor decision making

Course outline andindicative content Unit – I: (6 sessions) (CO1 & L2)

Introduction to Neural Network, Neural Networks - What are they and What they do

Unit – II:(6 sessions) (CO2 & L3) Activation Functions – Examples **Unit – III:(6 sessions)(CO3 &L3)**

Traindata-PickaNeuralNetwork,TrainingAlgorithm-BackPropagation
Unit–IV:(6sessions)(CO4&L4)

Handling Complexities in Neural Networks, Neural Network - Hyper parameters and Applications

Unit–V:(6sessions)(CO5&L3)

HandsonNeuralNetworkUsingR,WordEmbedding

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	Developanunderstandingoftheunderlyingcoreconceptsof Neural Networks	A1,A2,A4
CO2	UnderstandNeuralNetworksActivationFunction,Back Propagation	A5
CO3	LearntohandlecomplexitiesinNeuralNetworks	A5
CO4	LearnaboutapplicationsofNeuralNetworks	A3
CO5	LearnaboutWordEmbedings	A5

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/ Q&A/viva	10
A3	Project	Group	Presentations/ Report with Q&A/Viva	20
A4	End-term examination	Individual	Written(short/ long)	30
A5	Practical	Individual	Workingon System	20

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		CO1(A1,A4)				
Procedural knowledge		CO1(A2)	CO2(A5) CO3(A5) CO5(A5)	CO4(A3)		

Metacognitive knowledge						

Learningand teachingactivities

Lectures, Case studies, Discussions; You will be exposed to R Software for data analysis and application. **Teaching and learning resources**

TextBook:

YegnanarayanaB.,Artificial NeuralNetworks,

Prentice-HallofIndiaPvt.Ltd**References:**

Callan,TheEssenceofNeuralNetworks,Pearson

Rashid Tariq, Make Your Own Neural Network, Create space Independent Publishing Platform

Freeman, Neural Networks: Algorithms, Applications, and Programming Techniques 1st Edition, Pearson

COPOMapping

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

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

CourseCode:MFI842	CourseTitle:FinancialRiskManagement	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA	Batch/Academic Year : 2020-21 Admitted Batch	
Course Leader: Dr K LubzaNihar		

Coursedescriptionand CourseObjectives

The course offers an introduction into the evolving and expanding practice of financialrisk 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 financialriskmanagement.Riskmanagementhas emerged as oneofthemostimportant

areain finance. The evolutionofthis

subject hasbeenattractingtheinterestof bothpractitionersand academia.Therefore,thecourseisablendoftheoryandapplication.Realdata analysis is an important part of this course. A student successfully completing this course will be familiar with the main current

practicesof financialriskmanagement.

Courseobjectives:

• To provide understanding of essential terms, conceptsand principlesoffinancialriskmanagement.

• Tobuildthe requiredskillsandabilitytoapply

principlesoffinancialriskmanagementfor corporate decision making

   • Todevelopskills in studentstouse the techniques for riskmanagement.

UnitI(CO1,CO2,L2,L3)

FinancialRisk:AnOverview,Evolution,and theEnvironment.Risksdefinition(market, credit,liquidity,operational),morespecifically ontheidentificationofdifferentformsofrisk(currency,interestrate, equity,commodity) – Stock pricing model- Black ScholesModel and Greeks.

UnitII(CO2,L2&L3)

Market Data Analysis, Probability and distributions of asset prices, measuring return and risk, Modeling Risk Factors, Using implied volatility in Value- atRisk 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)

UnitIII (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 analysisinglobalinvesting,riskenvironmentinIndianforexmarkets,forwards and non-deliverable forwards, cross-currency risk analysis.

UnitIV(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.

UnitV(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.

Onsuccessfulcompletion ofthis course,studentswillbeableto:

Courseoutlineand indicativecontent

	CourseOutcomes	Assessment
CO1	Understandingof terminologies and conceptsof management financialrisk	A1,A4
CO2	ApplyToolsandtechniquesdeployedinorganizationsacrossthe risk classes to manage risks	A1,A4
CO3	AnalyzeinformationandapplyquantitativemethodsusedinRisk Management to support decision making	A2,A4
CO4	EvaluateCredit/Market/OperationalRisks	A2,A4
CO5	Formulateariskmanagementstrategy	A2,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	MidExam	Individual	Written	20
A2	Coursera/onlinecourse	Individual	Onlinelearning andassessment	10
A3	Case/Project	Individual/Groups	Presentations, Report	20
A4	End-termexam	Individual	Written(short/ long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1(A1,A4)				
Conceptual Knowledge			CO2 (A1, A4)			
Procedural Knowledge			CO2 (A1, A4)	CO3 (A2,A4)	CO4 (A2,A4)	
Meta Cognitive Knowledge				CO4 (A2,A4)		CO5 (A2,A4)

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, directed study, independent study via X-Learn, case studies, projects and practical activities (individual & group).
Teachingand learningresources

Soft copies of teaching notes/cases etc. will be uploaded onto the X-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 thisbook and should exploreothersources onyour own.Youneed 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.

ReadingMaterial:

FRMExamprepbyKaplanUniversity

<u>COPOMapping</u>

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

CourseCode:MFI844	CourseTitle:International FinancialManagement	
Semester:IV	CourseType: Elective	Credits:3
HomeProgramme(s):MBA(20-21)AdmittedBatch		
CourseLeader:		

Coursedescriptionand CourseObjectives

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 ofInternationalFinancialManagement(IFM). The increasingcontagioneffectsoffinancialcrisis triggeredtotherestoftheworld hascompelledtheCFOsofevenfirms withpurelydomesticfocus.Thiscoursedrawsits 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 thefirm level, especially inaninternational context.

CourseObjectives

Thebroadobjectiveofthiscourseistoexposethestudentstothevariousissues related Investment, Financing and Risk Management functions of Corporate FinancialManagementinaninternationalcontext.Inthisprocessitaimsatthe following specific objectives

• To differentiate International Financial Management from Financial Management

• Tounderstandtheenvironment whichaddnewdimensionstothesubject

• To appreciate the conceptual underpinnings in practicing theFinance function in an international context

• To apply afew specific techniques for effectivedecision making

Course outline and indicative content

UNIT-I:CO1,L1,L4

International Finance: Finance function in aglobal context, globalfinancial markets,InternationalMonetarySystem- IntroductiontoIDR-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,exchangerateregimesandtheforeignexchangemarketinIndia(NP)

UNIT-III: CO3,L1, L2,L3,L4

ManagementofCurrencyExposure:Measurementofexposureandrisk, managingtransactionexposure,operating exposure,short-termfinancialmanagementinmultinational corporation(NP). Currency Derivatives – Netting – forfeiting.

UNIT-IV:CO4,L2,L3,L4

International Financing Decision : Evaluating borrowing options, funding avenuesinglobal corporatemarkets,international equityfinancing, 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).

Onsuccessfulcompletionofthiscoursestudentswillbeableto:

CO	LearningOutcomes	Assessment
CO1	Understandtheinternationalfinancial environment	A1,A3,A4
CO2	Apply&evaluateexchangerateregimes&arbitrageprocess	A1,A3,A4
CO3	Evaluatealternativestodecideriskexposures	A3
CO4	Applyfunding&borrowing optionsto takefinancial decisions in MNCs.	A2,A4
CO5	Evaluatecapitalbudgetingdecisions	A2,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written–L3level	20
A2	Coursera/Online course	Individual	Viva/Presentation on completion of the course	10
A3	Casestudy/ Project	Group/ Individual	Discussion and Presentation-L5 level	20
A4	End-term examination	Individual	Written(short/long)–L4level	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge	CO1 (A1,A3,A4)	CO2 (A1,A3,A4)				
Conceptual Knowledge	CO1 (A1,A3,A4)	CO2 (A1,A3,A4)				
Procedural Knowledge		CO4 (A2,A4)	CO2 (A1,A3,A4)	CO3 (A3)	CO5 (A2,A4)	
Meta Cognitive Knowledge				CO4 (A2,A4)	CO5 (A2,A4)	

Learningand teachingactivities

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). Students shall be encouraged to enrol in Massive Open Online Courses (MOOCs) for courses relevant to International Financial Management. It is expected that an average student will be required to spend about two hour for each hour of contact session. Problem sets and small cases whenever given are a means of focusing on central issues, concepts of knowledge. Your ability to solve them is also a reflectionoftheextentto which you haveunderstoodtheconceptsreadbyyou.

Teachingand learningresources

Softcopiesofteachingnotes/casesetc.willbeuploadedontotheG-learn.   Wherever necessary, printouts, handouts etc. will be distributed in the class.

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,StoneHill,andMuffet,*MultinationalFinancialManagement,*

COPOMapping

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

CourseCode:MFI846	CourseTitle:CorporateValuation	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA	Batch/AcademicYear:2020-21AdmittedBatch	
CourseLeader:Dr.M.S.VPrasad		

Coursedescriptionand CourseObjectives

The primary objectiveof afirmisto maximizeshareholders'value through effective financialmanagement.Henceitisimperative thatallfinancialmanagersunderstandthedriversof 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 maximizingshareholders'valuewillprove beneficial tomanagers as well as organizations.

Courseobjectives:

- TounderstandtheconceptsofValuation andto evaluate various valuation techniques

- To understand the conceptsof Merger and Acquisition and to evaluate the financialimplications of M&A

- To apply the techniques learnt to valuea company

- Tounderstandtheconceptsofvalue creation from Divestitures

Course outline and indicative content Unit I(6 sessions) (CO1, CO2, L2, L3)

Context of Valuation: Concept of value, need for valuationand myths of valuation, Approaches to Valuation.

UnitII (6sessions)(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 (6sessions)(CO2,CO3,CO4,CO5,L3,L4,L5)

Conceptof MergersandAcquisitions:Typesand
benefits, major laws involvedin M&A - Companies Act 1956, Competition Act
2002 and SEBI Regulations.

UnitIV(6sessions)(CO1,CO3,L2,L4)

Valuationof MergersandAcquisitions:

Significance of share exchange ratio, significance of P/E Ratio and EPSanalysis in
themerger process, calculation of minimum and maximum share exchange ratios.
(NP)

Unit V(6sessions)(CO1,CO4,L2,L4)

Takeover Strategies and Defensive Strategies: Value creation from divestitures,
sources of value creation using divestitures and managing divestitures.

Onsuccessfulcompletionofthis course,students will beableto:

	CourseOutcomes	Assessment
CO1	UnderstandingofterminologiesandconceptsofMergers&Acquisition and Valuation	A1,A3
CO2	ApplyDCFApproachtoMergers&Acquisitionand Valuation	A1,A3&A4
CO3	Analyzethesignificanceofshare exchange ratio,significanceofP/E RatioandEPSanalysisinthemergerprocess	A2,A4
CO4	MakeuseofConceptofMergersandAcquisitions	A2,A4
CO5	EvaluatetheTakeoverStrategiesandDefensiveStrategies	A2&A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera/online course	Individual	Onlinelearningand assessment	10
A3	Case/Project	Individual/Groups	Presentations,Report	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1 (A1,A4)				
Conceptual Knowledge			CO2 (A1,A3)			
Procedural Knowledge		CO1 (A1,A4)	CO2 (A1,A4)	CO3 (A2,A4)	CO4 (A2,A4)	
MetaCognitive Knowledge				CO4 (A2,A4)	CO5 (A2,A4)	

Learningand teachingactivities

- CaseAnalysis

- SituationAnalysis

- Chalk&Talk

- StudentPresentations

Teachingand learningresources

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 thisbook andshould exploreothersources onyour own.Youneed 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.

It is expected thatan average student willbe required to spend about two hour foreachhourofcontactsession.Problemsetsandsmallcaseswhenevergiven areameansoffocusingoncentralissues,conceptsofknowledge.Yourability tosolvethemis alsoa reflectionoftheextent to which you haveunderstoodthe concepts read by you.

Teaching and learning resources

TEXT BOOK

Prasanna Chandra, Corporate Valuation and Value Creation, Tata McGrawHill, New Delhi, 2013

REFERENCES
Damodaran. A, "Valuation", New Jersey: John Wiley & Sons, 2006

JOURNALS
- StrategicManagement Journal,JohnWiley&Sons

- GITAM Journal of Management, GITAMInstituteof Management, GITAM(DeemedtobeUniversity),Visakhapatnam

COPOMapping

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

Course Code:MFI 848	Course Title:Financial Derivatives	
Semester:IV	Course Type:Elective	Credits:: 3
HomeProgramme(s):MBA	Batch/Academic Year:(20-21)Admitted batch	
Course Leader:M.S.VPrasad		

Coursedescriptionand CourseObjectives

Financial Markets are the lifeblood of an economy and country. Since the financial deregulationsin 1991, Indian economy hasgrownsignificantlyandbusinesseshavelearntand 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 financialanalysts in organizationsneedto manage client fundsmoreefficientlybyhedging the financialriskexposure.Financial Derivative products are oneofthe effectivetoolsfor hedging financialrisk.

Courseobjectives:

Thiscoursewillhelp:

• To understand thebasicconceptsofForwards Trading, Futures, Trading & Options Trading.

• To understand thebasicconceptsofCurrency and Interest Rates Swaps and apply them to hedge risk
exposure

• To understand the basic conceptsof Option Pricing Models (Binomial and Black Scholes)

Course outline and indicative content Unit I (6sessions)(CO1,CO2,L2,L3)

IntroductionofFinancialDerivatives-typesofderivatives-Tradingmechanism and contracts of the main Financial Derivatives instruments: Clearing and settlement of trades, margin trading

UnitII (6sessions)(CO2,CO3,CO4,L2,L3,L4)

Forwards and Futures trading and differences between them: Trading in Forwards,Futures:theory,pricingandhedgingstrategiesforforeignexchange, short and long-term interest rate and Index Futures.

UnitIII (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;

OptionGreeks; ExoticOptions(NP)

UnitIV(6sessions)(CO1,CO3,L2,L4)

Options trading Strategies- Spreads (BullSpreads,Bear Spreads and ButterflySpreads)-Combinations (Straddles, Strangles, Strips and Straps)

UnitV(6sessions)(CO3,CO4,L2,L4)

Swaps Markets: Structure, currency, interest-rate, equity and commodity Swaps-pricing of swaps -pricing simulations. (N.P. - Numerical Problems)

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Understandingofterminologiesand conceptsoffinancial Derivatives	A1,A4
CO2	Applytechniquesofapplyingforwardsandfuturestrading mechanism using hedging strategies.	A1,A2&A4
CO3	Analyzeoptionscontractsusingvariouspricingtools	A2&A4
CO4	Evaluatedifferentoptionstradingstrategies	A2&A4

Assessmentmethods

	Task	**Tasktype**	**Taskmode**	**Weightage(%)**
A1	MidExam	Individual	Written	20

A2	Coursera /online course	Individual	Onlinelearningand assessment		10
A3	Case / Project	Individual/ Groups	Presentations,Report		20
A4	Endexam- term	Individual	Written(short/long)		50

MappingCOs-Bloom'slevels-AssessmentTools

Knowledge dimension /Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1 (A1,A4)				
Conceptual Knowledge			CO2 (A1, A4)			
Procedural Knowledge		CO1 (A1,A4)	CO2 (A1, A4)	CO3 (A2,A4)	CO4 (A2,A4)	
Meta Cognitive Knowledge				CO4 (A2,A4)	CO4 (A2,A4)	

Learningand teachingactivities

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)

Teachingand learningresources

Soft copies of teaching notes/cases etc. will be uploaded onto 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 tothisbook and should explore other sources on your own.Youneed toreaddifferentbooksandjournalpaperstomastercertainrelevantconcepts

to analyze cases and evaluate projects. Some of these reference books givenbelow will be available in our library.

PrescribedTextBook

• Gupta,S.L.,"FinancialDerivatives, Theory, Concepts&Problems",PHI Learning Pvt. Ltd., New Delhi, 2013.

References

- Ranganatham,M.,&Madhumathi, R.,"DerivativesandRisk Management", Pearson, New Delhi, 2014

- Kevin,S.,"CommodityandFinancial Derivatives", Pearson, New Delhi, 2014(LatestEdition)

- JohnCHullandShankarshanBasu"Options and futures andother derivatives"ninthedition,2015, PearsonPublishers.

Journals

- Harvard BusinessReview, Harvard BusinessSchool Publication Co.USA

- Vikalpa,Indian Institute of Management, Ahmedabad

- GITAM Journal of Management, GITAMInstituteof Management, GITAM University, Visakhapatnam

COPOMapping

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

Course Code:MFI 850	Course Title: CISI – 2 International Introduction to Securities & Investments	
Semester:IV	Course Type:Elective	Credits:3
HomeProgramme(s):MBA(20-21)AdmittedBatch		
CourseLeader:		

Coursedescriptionand CourseObjectives

CISIisa recognizedUKbodythat offersspecific courses catering tothefinancialindustry,whichis highly soughtout by banking industry.While takingthismodule,studentsshouldregisterwithCISItoobtaintraining material and completetheonline testto obtain certification from CISI. This module will provide introduction to the basic instruments like equities, bonds etc and their characteristics.

CourseObjectives(missing)

Course outline and indicative content Unit I (6 sessions) (CO1A1 &A2, A4)

Financial ServicesIndustry-features, roleofdifferent partiesin the financialservices industry. Economic Environment-factors, types-state controlled, market, mixed, open-supply of goods and services-need for credit-causes/ impact/control ofInflation/deflation-GDP/BOP/Unemployment.

UnitII (6sessions)(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.

UnitIII (6sessions)(CO3,A3,A4)

Bonds-characteristics, types, duration, YTM, Derivatives –features, types, futures, options, swaps.

UnitIV(6sessions)(CO4,A3,A4)

Investment Funds-Mutual funds-Open/closed, REITs, ETFs; Financial services Regulation-financialcrime,insidertradingandEthics

UnitV(6sessions)(CO5,A3,A4)

Other Financial Products- features, types, retirement plans, mortgages, loans and Life assurance.Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	Course Outcomes Assessment	Assessment
CO1	To understand the services industry. basics of financial	A1
CO2	To understand the basic economic environment.	A2
CO3	To understandthe industry. basic financial services	A3
CO4	To apply the learning in managing investment funds.	A4
CO5	Toapply the CISI module certification. learning in the test and obtain	A4

Assessmentmethods

	Task	Tasktype	Taskmode	Wieghtage(%)
A1	Coursera/Online	Individual	Online	10
A2	Midexam	Individual	Written	20
A3	Case Analysis/ Project	Individual	Presentation/Report	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge	CO1A1& A2, A4	CO1A1&A2, A4				
Conceptual Knowledge			CO2A2 &A3,A4	CO2A2& A3,A4	CO3, A3,A4	
Procedural Knowledge				CO4,A3, A4	CO4,A3, A4	
Meta Cognitive Knowledge						(CO5,A3, A4)

Learningand teachingactivities

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).

Teachingand learningresources

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 thisbook andshould exploreothersources onyour own.Youneed to read different books and journal papers to master certain relevant concepts to analyse cases and evaluate projects. Some of these reference books given below will be available in our library. It is expected that an average student will be required to spend about two hour for each hour of contact session. Problem sets and small cases whenever given are a means of focusing on centralissues,conceptsofknowledge.YourabilitytosolvethemisAlsoareflectionoftheextent to which you haveunderstoodthe concepts read by you.

References

- CISI:InternationalIntroductiontoSecurities&Investment

- Capital Markets,FifthEdition

- Institutions,Instruments,andRiskManagement byFrankJ. Fabozzi

- Introductiontofuturesandoptionsmarkets(3rdedition) byjohnhull
- AllaboutderivativesbyMichaelDurbin.

COPOMapping

ThisistomapthelevelofrelevanceoftheCourseOutcome(CO)with Programme Outcome (PO).

0=NoRelevance;1=LowRelevance;2=MediumRelevance;3=High Relevance

GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

CourseCode:MFI852	CourseTitle:InsuranceManagement	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(General)	Batch/AcademicYear: 2020-21 Admitted Batch	
CourseLeader:Prof.P.Sheela		

Coursedescriptionand CourseObjectives

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 typesofrisk.Thevalueofinsuranceliesintheprotectionitaffordsfromlosses arising from risk control failures or from other causes.

This courseis designedto:

•   Enable the students to understand the way in which business and society make an assessment of, control and manage risk.

•   Introduces to thestudents insurance asa 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.

•   Developthestudents'criticalawarenessofthecontemporary   debates relevant to insurance management from the business and individual point of view.

•   Demonstrateknowledgeofcommoninsurance   policies and the industry operations.

Courseoutlineandindicativecontent

Unit I(10sessions)(CO1,CO2,CO3-L2,L3,L4)

Risk: Introduction to Risk, Risk Identification, Chances of loss, peril and hazard,classificationofrisk,typesofpurerisk,burdentothesociety,methods of handling

risk, Risk Management: Objective of risk management, Steps in risk management process, Benefits of risk management, Risk reporting.

UnitII(10sessions)(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.

UnitIII(12sessions)(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, classificationof annuities,Group Insurance, Types of Group insurance Schemes,Group and Pension Insurance Policies, calculation of premium.

UnitIV(10sessions)(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.

UnitV(12sessions)(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:**Marketingof Insurance Products,Reinsurance.

Casestudy(CO1,CO2,CO3,CO4,CO5-L2,L3,L4,L5)

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Touseappropriateriskmanagementtechniquesinsituations	A1,A2,A3,A4
CO2	Effectivelycommunicateriskmanagementandinsurance, concepts, practices, and applications	A1,A2,A3,A4
CO3	Applytheinsurancemechanisminriskmanagementinbothlife and general	A1,A2,A3,A4
CO4	Toanalyzevariousproductsofferedbytheinsurancecompanies andtheirsignificance;	A1,A2,A3,A4

Assessmentmethods

Task		Tasktype	Taskmode	Weightage (%)
A1	Two mid examinations will be conducted for 20 marks each. Bestoftwowillbeconsideredfor final 20marks.	Individual	**Written**	20
A2	Class room Presentations/Seminars and Case analysis/ workshop/training/ Assignments/survey/projectworkfor 20 marks	Groups	**Group Presentations/ Group wise Reports**	20
A3	Courseracourse/onlineCourse(Upon which student need to give presentation/viva)	Individual	**Viva/ presentationon completion of course**	10
A4	Semester-endExamination	Individual	**Written**	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1 A1,A2				
Conceptual Knowledge		CO1 A1,A2	CO3 A1,A2			
Procedural Knowledge		CO2 A1,A4	CO3 A1,A2,A4	CO4 A1,A2,A3	CO5 A2,A4	
Meta Cognitive Knowledge				CO4 A1,A2,A4	CO5 A1,A2,A4	

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course.Classroom based face to face teaching, self study, case study discussion, group projects, and presentations.

Teachingand learningresources

Soft copiesofteachingnotes/casesetc.willbeuploadedonto theG-learn.

Wherever necessary, printouts, handouts etc. will be distributed in the class. However, student should not limit to the books uploaded on the G-Learn and he/sheshouldexploreothersourcesontheirown.Studentneedtoreaddifferent books and journal papers to master certain relevant concepts to analyze cases and while preparing project reports. Some of these reference books given below will be available in institute as well as Knowledge Resource Centre.

TextBook

•   George   E.Rejda,"Principles   of   Risk   Management &   Insurance",Pearson,   New   Delhi,2014

References

•   ScottHarington,   "RiskManagement& Insurance",Tata   McGraw-HillEducation,New Delhi,2014

•   Richard   Jones,"RiskBasedManagement",GulfPub, 2014

•   RakeshAgarwal,"GeneralInsurance Agents",K.M.Rai Mittak for MittalPublications,2013

Journals

•   Journal of   Insuranceand   RiskManagement,BIM   Tech,   New   Delhi
•   Indian Journal of Riskmanagement, Institute of Management,Nirma University of Science and Technology,Ahmedabad

•   GITAM Journal of Management, GITAMInstituteof Management, GITAM University, Visakhapatnam

•   Indian Journal of PublicEnterprise, Instituteof PublicEnterpriseResearch.

•   TheIUP Journal of Risk&Insurance, Hyderabad

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- SAARJ Journal of Banking and InsuranceResearch,SouthAsian AcademicResearchJournal.

- ICFAI Journal of Risk&Management, Hyderabad.

- InsuranceChronicle, ICFAI,Hyderabad.

- InsuranceTimes,Kolkata.

- Yogakshema,LICofIndia,Mumbai.

COPOMapping

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

CourseCode:MMK842	CourseTitle:RURALMARKETING	
SEMESTER:IV	CourseType:Elective	Credits:3
HomeProgram(s):MBA(BA)		
CourseLeader:Prof.M.Jyothsna		

Coursedescriptionand CourseObjectives

Rural Marketing has emerged as an important internal sub-division within marketing discipline particularly in the context of a large rural economylike India. In India the rural economy contributes nearly half of the country's GDP andthesizeoftheruralmarketisgrowinginasteadyphaseandcompaniesare redesigningsomeoftheirproductstomatchruralconsumers'affordability.An insight into amoreholistic perspective ofruralmarketing which includesrural marketing environment, buying behavior, STP approach and Pricing would be beneficialto ManagementstudentswhowishtomoveintothisemergingareaofRuralMarketing.

Courseobjectives:

This courseintends thestudent

•   To discuss the various aspects of rural marketing as an integral part of marketing management and develop an understanding of rural marketing.

•   Differentiatetheruralmarketenvironmentfromtheurbanandsemiurbanmarkets

•   Understandthefactorsinfluencingtheruralconsumerbehaviorandtheir brandloyalty

•   To analyze rural markets through marketing mix while applying the marketing concepts suitable to the rural markets.

•   To evaluatepricinganddistributionstrategies forruralconsumers

Course outline andindicative content

UNIT-I:

A Conceptual Framework, Nature, Characteristics of Rural Market, Challenges & Opportunities. An Overview of Indian Rural Market, ruralmarketing mix. Bottom of the Pyramid.

UNIT-II:

RuralMarketingEnvironment:DefiningruralIndia, evolutionofrural marketing,ruralmarketstructure- demographic environment, physical environment, economic environment and technologicalenvironment.

UNIT-III:

Rural Consumer Behaviour: Consumer buying behavior models, factors affecting consumer buying behaviour, characteristics of rural consumers, consumer buying process, opinion leadership, brand loyalty.

UNIT-IV:

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.

UNIT-V:

Pricing: Pricingstrategy, Internal influences, pricing objectives, external influences pricingstrategies, marketingentrystrategies,distribution strategy, channels of distribution, behavior of the channel andcommunicationstrategy.

CaseAnalysis(NotExceeding200 words)

Onsuccessfulcompletionofthis course,studentswillbeableto:

S. No.	CourseOutcomes(COs)	Assessment
CO1	DiscussruralmarketChallenges&Opportunitiesinadynamic market.	A1
CO2	ExplainandinterpretRuralMarketingEvolutionandStructure	A3
CO3	Applytheconceptsrelatingtoconsumerbuyingbehaviour	A3&A2
CO4	Differentiateanddesignmarketingstrate g i e sforruralspecificproducts.	A3&A2
CO5	Assessandinterprettherelevanceofpricinganddistribution strategies.	A2

Assessmentmethods

Task	Tasktype	Taskmode	Weightage(%)
A1MidExam	Individual	Written	20
A2Coursera	Individual	Quiz/Assignment	10
A3Project/Case	Group	Presentations&Report	20
A4End-term	Individual	Writtenstudy exam	50

MappingCos–Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge	CO1 (A1,A3)	CO1 (A1,A3)	CO1 (A1,A3)			
Conceptual knowledge				CO3,CO4 (A2,A3)	CO3,CO4, CO5(A2,A3)	
Procedural knowledge						CO3,CO4 (A2)
Metacognitive knowledge						

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment etc.

TEXTBOOK

PradeepKashyap,"RuralMarketing",Pearson,NewDelhi,2016

REFERENCES

1.Rural Marketing: Text and Cases, 2e Paperback – 2011by Krishnamacharyulu2.AshrafImam,MassoumehNasrollah,ZadehandAph,"RuralMarketing",2013

3. Mathur, U.,"TheRuralMarketingBook",2013
4. SanalKumar,"RuralMarketing",SagePublications,NewDelhi,2012

JOURNALS

1. International Journal of Rural Management, Sage Publications

2. **Journal of Rural Studies, Elsevier**

3. Prabandhan: Indian *Journal* of Management.

4. Journal of Marketing, India

5. Journal of Marketing Research, India

6. GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam

COPOMapping

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

CourseCode:MMK844	Course Title:ServicesMarketing	
Semester:IV	Course Type:Elective	Credits:3
Home Programme(s):MBA-BA	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Since the service sector is growing so 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 isgrowing 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 so 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.

Courseobjectives:

• To ableto differentiatebetweenproductandservicesmarketing.

• To apply the extended marketing mix and STP process to various service sectors

• To identify the quality dimensions for differentservices and will be able develop SERVQUAL, service blueprint and service recovery strategies.

• To Able to identify different service strategies and various steps involved in new service development process as well as service distribution.

• To Familiarizewiththecontemporarytrendsofservicesmarketing.

Courseoutlineand indicativecontent

UnitI (8sessions +2sessions forCaseStudies)(CO1,L2)

Understanding Services: Introduction - meaning of service concepts, nature and scope of services, marketing of services versus physical goods, growth of services sectorin India, Classification of
services. Customer involvement in service process and managing service encounters.

UnitII (8sessions +2sessions forCaseStudies)(CO2,L3)

Services Marketing: The distinguishing key characteristics of services, Consumer behavior in services. Services marketing mix - Product, Pricing, Place, Promotion, People, Physical Evidence and Process. - Service triangle - Segmenting, Targeting and positioning for services marketing.

UnitIII (8sessions+2sessionsforCaseStudies)(CO3,L4)

Role of Quality in Service – Service Quality management, Dimensions of service quality, – gap model - SERVQUAL – demand management services strategies–serviceblueprinting-ServicefailuresandRecoverystrategies,etc. **Unit IV (8 sessions + 2 sessions for Case Studies) (CO4, L4)**

Overview of Strategies for Services marketing - strategies to deal with intangibility, inventory inconsistency and inseparability of Services - basic service package – new service development stages. Pricing objectives and strategies – service distribution.

UnitV(8sessions+2sessionsforCaseStudies)(CO5,L5)

Contemporary issues in service marketing - Current trends in services marketing. E-commerce and e-marketing – e-CRM - Innovations in services marketing- self-service technologies - Marketing of varied services.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	Todevelopanunderstandingofservicesandservicemarketing.	A1,A2,A3,A4
CO2	TodifferentiatetheSegmentation,Targeting,Positioningprocessin services.	A1,A3
CO3	ToilluminatethestudentsabouttheservicequalitydimensionsandSERVQUAL model.	A1,A2,A3,A4
CO4	Toapprehendtheoverviewanddifferentstrategiesformarketingof services.	A3,A4
CO5	Toacquiretheknowledgeofcontemporaryissuesinservices marketing.	A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written-L3level	20

A2	Coursera/ Online Course	Individual	Courseracourse/online Course – L3 level	10
A3	Case	Group	Casediscussionand presentation–L5level	20
A4	End-term examination	Individual	Written(short/long)– L4 level	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1 (A1,A2)		CO4 (A2,A3,A4)		
Procedural Knowledge			CO2 (A1,A2, A3,A4)	CO3 (A1,A2,A3, A4)	CO5 (A3,A4)	
MetaCognitive Knowledge						

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment etc.

Teachingand learningresources

E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

COPOMapping

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

CourseCode:MMK846	CourseTitle:MARKETINGRESEARCH	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-22	
CourseLeader:Dr.P.Giribabu		

Coursedescriptionand CourseObjectives

Thiscourseprovidesacomprehensiveintroductiontomarketingresearch,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 itssignificancefora business enterprise.Besides an overviewofmarketingresearch,thecoursecovers research with qualitative data, and methods used for analyzing research data to make decisions.

CourseObjectives(LOs)

• Discuss the scope and managerial importance of Market Research and its role in the development of marketing strategy

• ProvideadetailedoverviewofthestagesintheMarketResearchprocess

• Develop research questions and objectives that can be addressed in a research design

• Use contemporary statistical packages to calculate and report descriptive statistics from quantitative data

• Interpretdata analysis in the context ofthe identified business problems andCommunicateresearchresultsinwrittenreport and oralpresentationformats

Courseoutlineandindicative content Unit I (07 Sessions) (CO1, L1, L2)

Dynamics of Marketing Research

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

Unit II (08 Sessions (CO2,L2,L3) Planning the Research Process

Introduction, Stages in planning the market research, Interview Techniques, Designing questionnaires andinterview guides, Building Attitude Exploration into questionnaires

UnitIII(10Sessions)(CO3,L4,L5) Measurementand ScalingTechniques

Introduction,Importanceof Measurement and Scaling inMarketing Research, ScalesofMeasurement:FundamentalProperties,PrimaryScalesofMeasurement, Attitude Measurement Scales, Qualitative Research and its Implementation,Qualitative ResearchMethodology,AnalysisandInterpretationofQualitativeResearchData.

UnitIV(10 Sessions)(CO4,L5 &L6) Applications of Marketing Research

Audience and Advertising Research- Introduction, Purpose, populations involvedinaudienceandadvertisementresearch,proceduresforadvertisement research, Publication considerations in advertisement research. Social Research- - Introduction, Purpose, populations involved in social research, procedures for social researchReport Writing and Presentation, Interpretation of Marketing Research Reports, Applications of Marketing Research.

UnitV(10(CO5,L6)

SessionsRecentTrendsinMarketingResearch

Online Marketing Research, Recent Trends in Marketing Research, Research inLifestyleRetail,MarketingResearchandSocialMarketing,RuralMarketing Research, Trends in Services Marketing Research, Brand Equity Research, International Marketing and Branding Research

Onsuccessfulcompletionofthis course,studentswillbeableto:

S. No.	CourseOutcomes(COs)	Assessment
CO1	UnderstandtheoreticalaspectsofMarketingResearchanditsrole in 21st century.	A1,A4
CO2	UnderstandtheplanningtheResearchprocessanddesigningthe questionnaire.	A1,A4
CO3	AnalysemeasuringanddifferentscalingtechniquesinMarketing Research.	A1,A3,A4
CO4	EvaluatedifferentapplicationsinMarketingResearchand communicate through report writing	A2,A4
CO5	Applypersonalandinterpersonalrecentresearchtrendsin different Marketing areas.	A1,A4

AssessmentMethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Quiz/Assignment	10
A3	Project/Casestudy	Group	Presentations&Report	20
A4	End-termexam	Individual	Written	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge	CO1 (A1,A4)	CO1,CO2 (A1, A4)	CO2 (A1A4)			
Procedural Knowledge				CO3(A1,A3, A4)	CO3, CO4(A1, A2, A3, A4)	CO4, CO5 (A1,A2,A4
MetaCognitive Knowledge						

Learningandteachingactivities

• ClassroomTeaching

• PowerPointPresentation

• Applicationinreallifesituation

• ProblemSolving

• Project

• Assignmentetc.

Teachingandlearningresources

Text Books:

•   Naresh K. Malhotra et.al., "Marketing Research – An Applied Orientation", 5th Edition, Pearson, UK, 2017

•   Nigel Bradley, "Marketing Research - Tools and Techniques", 3rd 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", 4thEdition, Tata McGraw Hill, New Delhi

OtherReadings:

•   BusinessResearchMethods,NavalBajpai,Pearson,Edn-2013

•   Sage Handbook of QualitativeResearch 4th Ed.by Denzin and Lincoln

•   GITAMJournalof Management

•   Harvard Business Review, Harvard Business School Publication Co. USA

•   Vikalpa,IndianInstituteofManagement,Ahmedabad

COPOMapping

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

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

CourseCode:MMK848	Course Title: Customer Relationship Management	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA-BA	Batch/AcademicYear:2020-22	
CourseLeader:		

CoursedescriptionandCourseObjectives

Customer Relationship Management is all the tools, technologies and procedures to manage, improve, or facilitate sales, support and related interactions with customers, prospects, and business partners throughout 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 customersinascalableway.Thegoalofthesystemistotrack,record,storein database, and thendetermine the information in a way that increasescustomer relations.Atitscore,aCRMtoolcreatesasimpleuserinterfaceforacollection of data that helps businesses recognize and communicate with customers in a scalable way.

Courseobjectives:This courseintendsthestudentto
• Know the basic concepts of Customer Relationship Management and study the relationship between customer loyalty and retention.
• Learntheanalyticaltools andtechniquesusefulto maintainCRM
• Recognize various aspects of marketing related to CRM and the significanceofmarketingchannelsandcommunicationchannelsinCRM
• StudythefacetsofimplementationofCRM
• ExaminethesectoralapplicationofCRM

Course outline andindicative content Unit I (10Sessions) (CO1,L1, L2) IntroductiontoCRM

Definition, concept, factors ledtoevolutionof CRM,Needand benefits of CRM, IDIC model for building relationship, Features & advantages of e-CRM, process of CRM, types of CRM, CRM Cycle.Customer Retention: Need & Importance, Determinants of retention, Strategies to boost customer retentionCustomer Loyalty: attitudinal vs Behavioural loyalty, types of loyalty,loyalty ladder, loyaltyclassificationonprofitabilityand duration,typesofloyaltyprogrammes,Processofdesigning loyalty programme.

Unit II (08Sessions)(CO2, L3)Analytical tools and techniques in CRM

ManagementofData:Customerdatabase,PassivemarketingdatabaseandActive marketing databaseData 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

UnitIII(08Sessions)(CO3,L4) CRM: Marketing aspects
Web marketing, digital marketing, analyzing customer buying behavior, customer behavior prediction, customer life-cycle, customer life-time value,CRM &MarketingchannelsDistribution 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

UnitIV((9Sessions)(CO4,L4) Implementation of CRM:
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

UnitV(10Sessions)(CO5,L5,L6)SectoralapplicationofCRM
CRM in retailing, Business organizations (B2B), Rural marketing CRM in services marketing: Quality dimensions and service gaps **Case Analysis (Not Exceeding 200 words)**
Onsuccessfulcompletionofthis course,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Describe the concepts of Customer Relationship Management Examinetherelationshipbetweenloyalty,retentiontoCRM	A1,A2,A4
CO2	ApplythetoolsandtechniquesofCRMinCustomerSegmentation, Customer Churn Prediction, Market Basket Analysis	A1,A4
CO3	Analyzetheinfluenceofdistribution andcommunication channelson CRM.	A1,A4
CO4	ExplaintheissuesinimplementationofCRM	A1,A4
CO5	AssesstheprocessofCRMindifferentindustriesanddevelopplans under changing scenarios	A3,A4

Assessmentmethods

Task	Tasktype	Taskmode	Weightage(%)
A1MidExam	Individual	Written	20
A2Coursera	Individual	Quiz/Assignment	10
A3Project/Case study	Group	Presentations&Report	20
A4End-termexam	Individual	Written	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge Dimension/ Cognitive Dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge	CO1 (A1,A2,A4)	CO1 (A1,A2,A4)	CO2 (A1,A4)			
Conceptual Knowledge				CO3,CO4 (A1, A4)	CO5 (A3,A4)	
Procedural Knowledge						CO5 (A3,A4)
MetaCognitive Knowledge						

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, PPTs, directed study, independent study via G-Learn, case studies, projects and practical activities(individual & group)

Teaching and learning resources

TEXT BOOKS

1.   Jagadish. N.Sheth, Atul Parvatiyar & G.Shainesh - Customer Relationship Management –Emerging Concepts, Tools & Applications- TATA McGrawHill , 2001

2.   Mallika Srivastava, CustomerRelationship Management, Vikas Publications, New Delhi,2016.

3.   G. Shainesh and Jagdish N Sheth (2006),'Customer Relationship Management– AStrategicPerspective'TrinityPress(LaxmiPublications): New Delhi

REFERENCES

1. Alex Berson, Stephen Smith, Kurt Thearling., Building DataMining Applications for CRM. Tata McGraw Hill, New Delhi,2014.

2. Mohammed, H.Peeru and A.Sagadevan,CustomerRelationship Management, Vikas Publishing House, New Delhi,2013.

3. PaulGreenberge,CRM-EssentialCustomerStrategiesforthe21stCentury. Tata McGraw Hill, New Delhi,2013.

JOURNALS

1. GITAM Journal of Management, GITAM University, Visakhapatnam, India.

2. HarvardBusinessReview,HarvardBusinessSchoolPublicationCo.,USA

3. Marketing Mastermind, IUP Publications (A Division of the ICFAI Society), Hyderabad, India

COPOMapping

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

CourseCode:MMK850	CourseTitle:B2BMARKETING	
Semester:IV	Course Type:Elective	Credits:3
Home Programme(s):MBA(BA)	Batch/AcademicYear:2020-22	
Course Leader: Dr.T.Venkateswarlu		

Coursedescriptionand CourseObjectives

Business to Business (B2B) marketing in India is undergoing a phenomenal change; what was looked upon as an underdeveloped nation is now regardedas a potential economic powerhouse, providing multinational companies with unparalleledopportunities.Withliberalizationandprivatizationtakingplacein almost all major sectors of the economy, the dynamics of industrial marketing is rapidly changing to gain competitive advantage. It is imperative that ManagementstudentsaimingtomoveintoB2Bmarketingsectorbesensitized to the value implications of B2B market environment and have a basic idea aboutthe fundamentalconceptsof B2Bmarketing, industrialbuyer behaviour, B2B marketing opportunities, B2B Branding and marketing strategy.

Courseobjectives:

•   TounderstandthebasicconceptsofB2B marketing
•   To examine the organizational buyer behavior and enrich the knowledge on relevant models and methods of B2B buyer behavior.
•   TounderstandandevaluateB2BMarketingStrategies andtools
•   To evaluate how market segmentation, targeting, positioning is carried out in B2B Markets.
•   Toaccess theimpact ofMarketingCommunicationMixonB2BMarkets.

Course outline and indicative content

Unit I (5 Sessions) (CO1, CO2, L1 & L2)

Introduction to new generation Business-to-Business Marketing: Business and Consumer marketing-A contrast, B2B value chain, Trends and changes in B2B marketing.

UnitII (6Sessions)(CO2,L2&L3)

Organizational buying process: Classifying Products, Customers and Organizations, Types of organizational customers and their unique characteristics, Organizational buying behaviour, Organizational buying process- Various models.

UnitIII (10Sessions)(CO2,CO3,L12,L3&L4)

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, Organizationaldemandanalysis,determiningmarketandsalespotential,Sales forecasting methods.

UnitIV(10Sessions)(CO3,CO4,L13&L4)

Managing Innovation and Marketing Mix: New product development process,Direct&Indirectchannels,Distributors&manufacturersrep,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.

Unit V(12Sessions)(CO3,CO4,L3,L4&L5)

StrategicPerspectivesinBusiness Marketing Planning: Managing services for Business Markets, Use of technology and AI as a strategic intervention for profitmaximization,e-commerce for businesscustomersande-Supplychainsin industrial markets, Planning, implementation and control of B2B marketing.

Onsuccessfulcompletionofthis course,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	UnderstandB2BMarketingConceptsforBusinessDecision Making	A1
CO2	Studytheorganizationalbuyer'sdecision processandinfluences thatshape buyingdecisions.	A3
CO3	GetanoverallexposuretovariousB2BModelsofvarious businesses.	A3&A2
CO4	Analyse strategies adopted by B2B formats concerning segmentation, targetingandpositioningandotherCommunicationaspectsof B2B Businesses.	A3&A2
CO5	EvaluatepromotionalstrategiesthatwoulddriveB2Bsales.	A2

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	CourseraCase Study	Group	Presentation	10
A3	Project	Group	FieldVisit	20
A4	End-term examination	Individual	Written	50

Case Analysis

Field Visit

ResearchProjects

Problem Solving

StudentsPresentations

MappingCOs-Bloomslevels-AssessmentTools

knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge			CO1 (A1)			
Procedural Knowledge				CO2(A3), CO3(A2&A3)	CO4(A2) CO5(A2)	
Meta Cognitive Knowledge						

Teachingand learningresources

E-Resources,Cases,E-Books,Websites,E-Library,Handout

1.   B2B Marketing Text &Cases ,Havaldar&Dasari, MHE,5e(should be in stands by July 2020)

2.   Michael D. Hutt, DheerajSharma,Thomas W. Speh, "Business Marketing Management: B2B", 10th Ed., Cengage Learning India Pvt. Ltd., New Delhi, 2012

3.   Robert Vitale, WaldemarPfoertsch and Joseph Giglierano, "Business to Business Marketing", Pearson Publications, New Delhi, 2011

4.   James C Anderson and Seshadri, D. V. R., "Business Market Management (B2B): Understanding, Creating and Delivering Value", 3rd Ed.,PearsonPublications,NewDelhi,2011

5.   Armstrong, Gary and Philip Kotler, "Principles of Marketing", Prentice Hall, New Delhi, 2006

6.   HarvardBusinessReview,HarvardBusiness SchoolPublicationCo.USA

7.   Vikalpa,IndianInstituteofManagement,Ahmedabad

8.   GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem

Solving,Project,Assignment et

COPOMapping

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

CourseCode:MMK852	CourseTitle:Global Marketing	
Semester:IV	CourseType: Elective	Credits:3
Home Programme(s):MBA(BA)	Batch/AcademicYear:2020-22	
CourseLeader:		

Coursedescriptionand CourseObjectives

In an increasingly global economy, businesses need to employ marketing strategies that can advantageously position them in a competitive world market. Globalmarketing necessitatesa firmtounderstand the environments associated with servicing customers locally with global standard solutions or products, and localize that product as required to maintain an optimal balance of cost,efficiency, customizationandlocalizationina control - customization continuum to meet local, national and global requirements. The objectives of this course is to make the students well versed with Marketing in the global scenario to understand the environmentin whichtheglobal companies operate, and the importanceof marketresearch and various strategies applicable to global markets.

Courseobjectives:

Thiscourseintends thestudentto

• To gain a comprehensive understanding of core concepts of global marketing and the ecosystem

• To knowaboutGlobalMarketingIntelligenceandits organization

• Toanalyzehowglobalmarketsaresegmented.

• To realize the global marketing strategies that affect a company's future performance.

• To get acquainted with multinational sales management and export procedure and documentation.

Course outline andindicative content Unit I (07Sessions) (CO1, L1 & L2)

Globalization & Environment

Globalization: Scope and Objectives – Multinational Corporations – Entry strategies

Environmental factors affecting global business: Economic Environment - Cultural Environment - Political Environment - Legal Environment – Regional Integration.

Unit II (10Sessions)(CO2, L3) GlobalMarketingIntelligence

Global Marketing Research and Information - Information Requirements of GlobalMarkets-OrganizationforGlobalMarketResearch-GlobalMarketing Information System

UnitIII(08 Sessions)(CO3,L4) Global Market Segmentation

Segmenting the Global Market- Segmenting Basis and Process- Global Markets and Criteria for Grouping Countries.

UnitIV(10 Sessions)(CO4,L5 &L6) Global Marketing Decisions

Product Policy and Planning- Global Pricing Strategies- Global Channels of Distribution - Global Advertising.

UnitV((10Sessions)(CO5,L4)

Sales Management&ExportDocumentation

Multinational Sales Management and Foreign Sales Promotion - Export Procedure and Documentation - Special Economic Zones.

CaseAnalysis(NotExceeding200 words)

Onsuccessfulcompletionofthis course,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	Defineglobalizationandexamine various strategiestoenternewglobalmarketsconsideringenvironmentalfactorsaffectingglobal business.	A1,A4
CO2	Determine thesignificanceofglobal Marketing ResearchandInformation	A1,A4
CO3	Analyzethebasesandprocessforglobalmarketssegmentationand explain the criteria for grouping countries.	A1,A4
CO4	Assess howmodificationofproduct, price andchannels arerequired tooperate in a global market.	A2,A3,A4
CO5	Explaintheexportprocedureanddocumentationrequiredtooperate globally.	A1,A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Quiz/Assignment	10
A3	Project/Case study	Group	Presentations& Report	20
A4	End-termexam	Individual	Written	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge Dimension/ Cognitive Dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge	CO1 (A1,A4)	CO1 (A1,A4)	CO2 (A1,A4)			
Conceptual Knowledge				CO3,CO5 (A1, A4)	CO4 (A2,A3,A4)	
Procedural Knowledge						CO4 (A2,A3,A4)
Meta Cognitive Knowledge						

Learningand teachingactivities
Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, PPTs, directed study, independent study via G-Learn, case studies, projects and practical activities(individual & group)

Teaching and learning resources

TEXT BOOKS
1.   Masaaki Kotabe, KristiaanHelsen,Global Marketing Management, 7th Edition, Wiley, 2016.
2.   SvendHollensen,GlobalMarketing,7[th]Edition,Pearson,2016.

3.   Philip R. Cateora , John Graham , Mary C Gilly InternationalMarketing, 17th Edition, McGraw-Hill Education, 2015.
4.   Warren J.Keegan., Global Marketing Management, 8[th]Edition, Pearson, 2013 (latest).

JOURNALS

1. GlobalBusiness Review,InternationalManagementInstitute,NewDelhi.
2. International JournalofGlobalBusiness andCompetition
3. GITAM Journal of Management, GITAM Institute ofManagement, GITAM University,Visakhapatnam.
4. E-BooksandE-Journals

COPOMapping

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

CourseCode:MHU842	CourseTitle: EmploymentLaws-II	
Semester:IV	CourseType: Elective	Credits:3
Home Programme(s):MBA(BA)	Batch/AcademicYear:2020-22	
Course Leader:Dr.ShaikShamshuddin		

Coursedescriptionand CourseObjectives

In the present economic scenario, Labour and Employment laws assume great importance and relevance and therefore an in-depth knowledge of labour laws is necessary for Human Resource Management. Understanding the basics required legal conceptual knowledge to sharpen one's managerial excellence enables Human Resoucrce Manager to take right decisions at appropriate times, which would avoid litigations of varied nature and help in maintaining industrial peace and harmony.

Courseobjectives:

•   Tounderstandthebasicconceptsofvariouslabour legislations

•   Toacquireskillsinpresentingtheviewsduringlitigationsina court of law

•   Toacquaint withthedocumentationthat needstobesubmittedto various labour departments

Course outline and indicative content Unit

I(8 Sessions) (CO1, CO2, L1 &L2) The

Employees State Insurance Act, 1948.

UnitII (7Sessions)(Co2)(Lo2)

TheEmployeesCompensation Act,1923 andthePaymentofGratuityAct,1976.

Unit III (6Sessions)(CO2,CO3,L1&L3)

The Employees Provident Fund and Miscellaneous Provisions Act, 1952 and theMaternity Benefit Act, 1961

Unit IV(7Sessions)(CO1,O3, ,L1&L3)

ThePayment ofBonus Act,1965and,theEqualRemunerationAct,1976

UnitV(9Sessions)(CO2,CO3,,L3)

The Child Labour (Prohibition & Regulation) Act, 1986 andthe A.P. Shops &Establishments Act, 1988

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Studentwillbeableto understandthesignificanceof legalknowledge.	A1,A2&A3
CO2	StudentcanunderstandLegalinterventionsanditseffectson organisations.	A1,A3&A3
CO3	Studentscanunderstandtheroleofvariousenactments and applicability.	A2,A3&A3
CO3	Attheendstudentwillbeabletouunderstandthepurposes, relevance and Various precedents, Judgments, Amendments.	A3,
CO3	Applymultidisciplinaryapproachtotheemploymentand Legal context	A3,

Assessmentmethods

	Task	**Tasktype**	**Taskmode**	**Weightage(%)**
A1	MidexamBestofTwo)		Written–L3level	20
A2	SurpriseQuiz		Onlinetest–L3level	10
A3	Case discussion/ Assignment submission/ class room activities		Assignment L4	10
A4	Coursera/OnlineCourse		Quiz	10
A5	End-termexamination		Written(short/long) –L3,L4&L5level	50

MappingCOs-Bloomslevels-AssessmentTools:

Knowledge dimension/ Cognitive dimension	11. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge			CO1 (A1,A2 A3)			
Procedural Knowledge				CO2 (A2,A3, A4) CO3 (A2,A3, A4)	CO4(A3, A4) CO5(A3, A4)	
Meta Cognitive Knowledge						

Learningand teachingactivities
Lecturing, Power Point Presentations, Class room Presentations, On line quiz, Role Plays, Presentations etc.,

Teachingandlearningresources
TEXT BOOK
Padhi, P.K., "Labour and Industrial Laws", Prentice Hall of India, New Delhi, 2012
REFERENCES
Singh B.D., "Labour Laws for Managers", Excel Books, New Delhi, 2014 Malik P. L., "Industrial and Labour Laws", Eastern Book Company, 2013 Mishra S.N., "Labour and Industrial Laws", Central Law Publication, 2012

JOURNALS
LabourLawReporterLabourLawJournal

COPOMapping

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

CourseCode:MHU844	CourseTitle:IndustrialRelationsand DraftingStatutoryComplianceforms	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:DrKVSandhyavani		

Coursedescriptionand CourseObjectives

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 un-certainties 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.

Courseobjectives:

•   Understand theconceptofindustrialrelationsandthekeyactorsinvolved.
•   Understand why industries are dynamic and how the relations between the key actorsinfluencethe working of anindustry

Course outline andindicative content

UNIT-I :(CO1 L2, L4)

Industrial Relations: Definition of IR andsignificance of key actors inIR; Approaches to IR; Factors affecting IR; Prerequisites for successful IR; Emerging trends in IR; Impact of Globalization and technology on IR
IR; Factors affecting IR; Prerequisites for successful IR; Emerging trends in IR; Impact of Globalization and technology on IR

UNIT-II (CO2L2,L4)

Trade Union Concept: Evolution oftradeunions in India; Functions ofTrade Unions in India; Problems of Trade Unions; Role of trade unions in IR; employersorganizations - functionsand their role in IR;the role of Statein IR and different types of interventions;

UNIT-III:(CO3L2)

Industrial Conflicts: Classificationofindustrial disputes;causesand 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;

UNIT-IV:(CO4L2,L3)

Discipline: Grievances -causes of grievances, grievance redressal mechanism; Discipline- managing discipline, code of discipline and its objectives; unfair laborpractices;Misconduct,actsofmisconduct;Domesticenquiry -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.

UNIT-V:(CO5L2,L3)

Drafting of Statutory Compliance Forms: important provisions of Labour Laws- Section 2A, 11-A and 17-B under the industrial disputes act; statutory compliances – drafting the various compliance forms.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Recognizethedynamicsofindustrialrelationsinorganizations	A1,A2,A4
CO2	Examinethecausesofpoorindustrialrelationsinorganizations	A1,A3,A4
CO3	Describethedifferentmechanismsformaintaininggoodindustrial relations	A1,A3,A4
CO4	Applythevariousprinciplesandproceduresformaintaining discipline in organisations	A3,A4
CO5	Discussthestatutorycompliancesinanorganizationto maintain good industrial relations	A3,A4

Assessmentmethods

	Task	**Tasktype**	**Taskmode**	**Weightage (%)**
A1	Midexam	Individual	Written–L3level	20
A2	Casestudy/Project	Group/Individual	Discussion and Presentation-L5level	20

A3	Coursera/Onlinecourse	Individual	Viva/Presentation oncompletionof the course	10
A4	End-termexamination	Individual	Written(short/long) –L4level	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1 (A1,A3,A4) CO5(A2,A4)		CO1(A1, A3,A4)		
Procedural Knowledge		CO3(A1,A2, A4) CO4(A2,A4)	CO3(A1, A2,A4)CO4 (A2,A4) CO5(A2,A4)	CO2(A1, A3,A4)		
MetaCognitive Knowledge						

Learningand teachingactivities

• Lecturemethodofteaching concepts

• Case methodology tomakethestudentpracticeapplication ofconcepts.

• Group discussions and presentations can also be adopted to evaluate the various employability skills of students

Teachingand learningresources

E-Resources, Cases, E-Books, Websites, E-Library, Handouts. The teaching material in the form of presentations or word documents, extra material from journals, internet, and websites related to labor department, e-books from GIM library will be uploaded for the student in G-learn.

Referencesbooks:

1.   H.L. Kumar; Law relating to disciplinary proceedings in industries; Universal Law Publications, New Delhi.

2.   Memoria & Memoria, "Dynamics of Industrial Relations", Himalaya Publishing House, New Delhi.

3.   P.K.Padhi;Labour andIndustrialLaws;PrenticeHall;

4.   S.N. Mishra; Labour and Industrial Laws, Central Law Publications; New Delhi.

5.   Singh, B. D., "Industrial Relations - Emerging Paradigms", EXCEL BOOKS, New Delhi

Journals

1.   GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam

2.   HumanCapitalLabourLawReporter

3.   IndianJournalof IndustrialRelations

4.   Personneltoday

COPOMapping

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

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CourseCode:MHU846	Course Title: GlobalHuman Resource Management	
Semester:IV	Course Type:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch /Academic Year : MBA (2020-2022)	
CourseLeader:Dr.B.KrishnaKumari		

Coursedescriptionand CourseObjectives

In the emerging global economic environment, even companies which operate indomesticmarketshavetocontendwithglobalcompetition.TheriseofIndia and its growth story highlights the growing role of multinational companies in India and Indian multinationals in global economy. Among the various dimensionsofinternationalbusiness,thepeopledimensionorthemanagement of humanresources withallits crossculturalcomplexitiesandculturefit issuesinmergers and acquisitions assume greater significanceand posemajorchallenges.

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 pertainingto allcategoriesofstaffing operatingin different functional, taskandmanagerial 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.

CourseObjectives:

• To understandthebasicconceptsof'GlobalHumanResource Management'.

• Tounderstandtheeffect of'Culture'inglobalexcellence.

• Toidentify theIssues andChallenges arises inGlobalContext.

• ToacquireknowledgeregardingBestHR practices inGlobalcontext.

Courseoutlineandindicativecontent

UnitI

International Human Resource Management: Concept,scope and significance,approachestoInternationalHumanResource Management, differences between domestic and international HR activities, organisational structure of multinational corporations.

UnitII

Recruitment and selection criteria for international assignments, culture - theories of culture and its impact on organisations.

UnitIII

Training and development, methods of training, management development in international assignments, process for repatriation.

UnitIV

Compensation; multinational corporations and compensation system; performance management in MNCs.

UnitV

Labour Relations in multinational corporations; issues and challenges of IHRM.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcome	Assessment
CO1	Understandtheconceptsof'GlobalHumanResourceManagement'in terms of PCN, HCN and TCN.	A1,A2&A3
CO2	Understandtheculturaltheories,employeerecruitmentandselectionand their relevance in GHRM.	A1,A2&A3
CO3	UnderstandtheIssuesandChallengesarisesinGlobalContext(Expatriate compensation, Expatriate training, Reassignment etc) and leverage the diversity for organizational development.	A3&A4
CO4	UnderstandglobalemployeerelationsanditschallengestoHRmanagers.	A3&A4
CO5	AttheendstudentwillbeabletounderstandregardingBestHRpractices in Global context	

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Certificate/Coursera Assignment	10
A3	Case/Project	Groups	Presentations, Report	20
A 4	End-term exam	Individual	Written(short/long)	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						

Conceptual Knowledge			CO1 (A1,A2A3)			
Procedural Knowledge				CO2(A1,A2) CO3(A3,A4)	CO4 (A2, A4) CO5 (A2, A4)	
Meta Cognitive Knowledge						

Learningand teachingactivities

Lectureswillbesupportedbyactiveclassroomparticipation,presentationsand   group discussion with relevant organisational practices. Case analysis and discussion will enlighten the students regarding expatriation and repatriation challenges in the global context.

Teachingandlearningresources

Soft copies of uncovered topics in the text books and case material will be made available through X-Learn/G-learn. Students are required to go through E- Resources (Gitam.edu) and suppose to come prepared to the class given study material & handouts along with the following suggested readings.

PrescribedTextbook:

•   Peter J. Dowling, Denice E. Welch., **International Human Resource Management**. Thomson, India: Latest version.

•   Anne-WilHarzingJoriz Van Ruysseveldt., International Human Resource Management. Sage Publications. New Delhi: 2006.

•   CharlesM.VanceYongsunPaik.,ManagingaGlobalWorkforce.Prentice–   Hall. New Delhi: 2007.

•   K. Aswathappa, Sadhna Dash., International Human Resource Management. Tata McGraw – Hill Publishing Company Limited. New Delhi: 2007.

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COPOMapping

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

CourseCode:MHU848	CourseTitle:StrategicHuman Resource Management	
Semester:IV	CourseType: Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:Dr.YVVSSSVaraPrasad		

Coursedescriptionand CourseObjectives

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 thatthereis innovation and flexibility.

StrategicHuman Resource Managementrequires the accepting of the Human resource function as a partner in the formulation of the company's strategiesandalsointheimplementationofthosestrategiesthroughthehuman resource activities of the company.

Strategic Human Resource Management deals with taking care of theorganization's human resource and managing the human resource appropriately to helpinthegenerationofthe organization'sprofitandalsodrivetheorganization towards achieving its goals.

Courseobjectives:

At theendofthecoursestudent will beableto….

demonstrateanunderstanding ofstrategyanditsroleinHRM

understandthebasic concepts ofSHRM

learn variousmodelsofSHRMtofullfilthebusinessneeds

learntheprocess ofmakingstrategies

evaluateandconductHRaudit

Course outline and indicative content

Unit I (6 sessions) (CO1, CO2, L1 & L2)

Introduction: 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.

Unit II (6sessions)(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;

Unit III (6sessions)(CO2, CO3,L12,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.

Unit IV(6sessions)(CO3,CO4,L13&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, profitsharing, employee stock option plans, executive compensation.

Unit V(6sessions) (CO3,CO4,L3, L4&L5)

Systems of high-performance human resource practices; Human resource Evaluation; Measures of Evaluation; HR Audit.

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

	Course outcomes	**Assessment**
CO1	understand the relationship of HR strategy with other functional and overall corporate strategy	A1,A2&A4
CO2	how to formulate HR strategy, apply different models to business needs	A1,A2,A3&A4
CO3	apply different models to develop strategies, where different HR practices requires	A1,A3&A4
CO4	evaluate and audit different practices of HR	A1,A3&A4

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual	Written	20
A2	Coursera/open elective	Individual	Coursecompletion certificatewith Assessment	10
A3	Case/Project/ Assignment	Groups*or Individual	Presentations/Report/ Assignment with Q&A/Viva	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCOs-Blooms levels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge	CO1(A1,A4)	CO1, CO2 (A1,A2,A4)				
Conceptual Knowledge			CO2 (A2,A4)			
Procedural Knowledge				CO3(A1&A2, A4)		
Meta Cognitive Knowledge					CO4(A2, A3, A4)	

Learningand teachingactivities

ClassroomTeaching,PowerPointPresentation,Applicationinreallifesituation,
ProblemSolving,Case,Assignmentetc.

Teachingand learningresources

E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

Teachingand learningresources

Softcopiesofuncoveredtopicsinthetextbooksandcasematerialwillbemade   available
through X-Learn/G-learn. Students are required to go through E- Resources

(Gitam.edu) and required study material & handouts along with the following suggested readings..

• 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.

COPOMapping

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

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

CourseCode:**MHU850**	CourseTitle:**HR&TECHNOLOGY**	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:Dr.KVSandhyavani		

CoursedescriptionandCourseObjectives

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 a HR manager within the organization can be used for talent management. This course is designed to create an awareness of the significant roleof humancapitalmetricsinmanagingtalentinorganizations.Employee valuepropositioncanbecreated by making decisions based on data available in an organization. Onsuccessful completion of this course, students will be able to:

CourseObjectives

At theendofthecoursestudent will beableto

- Understandtheconceptsofhumancapitalmetrics

- Understandsignificanceofanalyticsindecision making in HRdomain

- Designandimplement HRIS inorganizations

Courseoutlineandindicative content UNIT-I :(CO1 L2, L4)

Introduction toAnalytics:Meaningofanalytics;
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.

UNIT-II (CO2L2,L3,L4)

Thenewfaceofworkforceplanning:Theworkforceplanning;Segmentation of skills; Compensation for attracting, motivating and retaining employees; Measuring employee engagement; Disorder and disengagement; Signs of departure-behavior based signs, event based signs, data based signs of departure.

UNIT-III: (CO3L2,L3, L4, L5,L6)

Thebusiness playbook:Conceptof businessplaybook;
significanceof business playbook; scenario planning; contents of a playbook; process of creating a playbook; HR playbook

UNIT-IV:(CO4L2,L3)

IntroductiontoHRIS:Definition andsignificanceofHRIS; Typesof HRIS; System Development processofHRIS; Database concepts- Data, information and knowledge; DBMS concepts- Entities, Attributes, Relationships, Primary keys and Foreign keys; Data and users in HRIS.

UNIT-V:(CO5L2,L3)

Designing HRIS: 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, physicaldesign,vendorselection,assessingsystemfeasibility;ERPlifecycle; projectmanagementinHRIS –ITperspective,HRperspective,investmentsin HRIS cost benefit analysis, implementation costs, estimatingindirectbenefits.

Onsuccessfulcompletionofthis course,students will beableto:

	CourseOutcome	Assessment
CO1	Explainthesignificanceofhuman capitalmetricsincreatingvalue proposition for the organization	A1,A3,A4
CO2	AnalyzetheapplicationofanalyticstomakevariousHRdecisions	A1,A2, A3,A4
CO3	Createabusinessplaybook	A2
CO4	DesignaHRISbasedonorganizationneeds	A1,A2
CO5	ImplementHRISinanorganizationusingconceptsofProject management	A1,A4

AssessmentMethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written–L3level	20

A2	Coursera/Online course	Individual	Viva/Presentation on completion of the course	10
A3	Casestudy/Project	Group/Individual	Discussion and Presentation-L5level	20
A4	End-term examination	Individual	Written(short/long) –L4level	50

MappingCOs-Bloomslevels-Assessment

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		**CO1(A1,A3, A4) CO4CO5**		**CO1(A1, A3, A4)**		
Procedural Knowledge		**CO2 (A1, A2, A3, A4) CO3 (A3)CO4(A1, A2)CO5(A1, A4)**	**CO2(A1, A2,A3,A4) CO3(A2) CO4(A1,A2) CO5(A1,A4)**	**CO2(A1, A3, A2, A4) CO3 (A2)**	**CO3(A2)**	
Meta Cognitive Knowledge						

Learningandteachingactivities

• Lecturemethodofteaching concepts

• Case methodology tomakethestudentpracticeapplication ofconcepts.

• Group discussions and presentations can also be adopted to evaluate the various employability skills of students.

Teachingand learningresources

E-Resources, Cases, E-Books, Websites, E-Library, Handouts. The teaching material in the form of presentations or word documents, extra material from journals,internet,andwebsitesrelatedtolabordepartment,e-booksfrom GIM library will be uploaded for the student in G-learn.

References

1.   JACFitzeng:TheNewHRAnalytics

2.   Kavangah, Human Resource Information systems: Basics, Applications and Future Direction, New Delhi: Sage Publications

3.   Badgi , Practical Guide to Human Resource Information Systems, New Delhi : PHI.

4.   Rajesh Ray,Enterprise Resource Planning, New Delhi: Tata McGraw Hill.

5.   Ashok K Gupta , Developing Human Resource Information System, New Delhi: DayaPublishing House.

6.   Goyal, D.P,Enterprise Resource Planning a Managerial Perspective, New Delhi: Tata McGraw Hill.

COPOMapping

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

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GITAM Institute of Management (GIM)
GandhiInstituteofTechnologyandManagement(GITAM)
(DeclaredasDeemedtobeUniversityu/s3ofUGCAct.1956)
Visakhapatnam–45.

CourseCode:MHU852	CourseTitle:ChangeManagement	
Semester:IV	Course Type:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:Dr.KVSandhyavani		

CoursedescriptionandCourseObjectives

In a changing world, progress is rarely achieved only by 'reasonable' man. Leadership,vision,andinspirationareessentialforsuccessinhandlingchange. 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.

CourseObjectives

At theendofthecoursestudent will beableto

•   Understand theconceptofchangeanditsconsequences

•   Understand organizationalcultureandit'schangeconsequences

•   Appreciate the process of organizational development and OD interventions

Course outline andindicative content

UNIT-I :(CO1 L2, L4)

OrganizationalChange:Introduction,forces ofchange,plannedinternalchange,

plannedexternalchange,types ofchange.

UNIT-II (CO2L2,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:(CO3L2)

Organizational Culture and Change: Corporate culture, a systematic approach to making change, ten keys to effective Change Management.

UNIT-IV:(CO4L2)

Organizational Development: Characteristics, assumptions of OD, Model of OD Action Research.

UNIT-V:(CO5L2,L3)

OD Interventions: Selecting an OD intervention, classification of OD interventions, OD interpersonal interventions, OD team development interventions, OD intergroup development interventions.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcome	Assessment
CO1	Understandtheconceptofchangeandconsequencestochangein organisations	A1,A2,A4
CO2	Analyzethedifferentmodelsofchangeandunderstandtheprocessof changes	A1,A2,A4
CO3	Analyzetheimpactoforganizationalcultureintheprocessofchange	A1,A3,A4
CO4	UnderstandtheconceptofOrganizationaldevelopment	A1,A4
CO5	UnderstandthevariousODinterventions	A2,A4

AssessmentMethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	Written–L3level	20
A2	Coursera/Online course	Individual	Viva/Presentation on completionofthecourse	10
A3	Casestudy/Project	Group/ Individual	Discussion and Presentation-L5level	20
A4	End-termexamination	Individual	Written(short/long)–L4 level	50

MappingCOs-Blooms levels-AssessmentTools

Knowledgedimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
FactualKnowledge						
ConceptualKnowledge		CO1,CO3 CO4 CO5		CO1		
ProceduralKnowledge		CO2	CO2, CO5	CO2		

MetaCognitive Knowledge						

Learningand teachingactivities
- Lecturemethodofteaching concepts
- Case methodology tomakethestudentpracticeapplication ofconcepts.
- Group discussions and presentations can also be adopted to evaluate the various employability skills of students.

Teachingand learningresources
E-Resources, Cases, E-Books, Websites, E-Library, Handouts. The teaching material in the form of presentations or word documents, extra material from journals,internet,andwebsitesrelatedtolabordepartment,e-booksfromGIM library will be uploaded for the student in G-learn.

TextBook
1. Kavitha Seth, "Organization Change and Development", Excel Books, 2014

References

2. Radha R. Sharma, "Change Management", Tata McGraw Hill, New Delhi, 2012

3. Nilakant and Ramanarayan, "Change Management", Response Books, New Delhi, 2012

4. Kirpatrick, D. L., "Managing Change Effectively", Butterworth, New Delhi, 2012

Journals
1. StanfordSocialInnovationReviewStanfordUniversity
2. HarvardBusiness Review,HarvardBusiness School,USA
3. Vikalpa,IndianInstituteofManagement,Ahmedabad

COPOMapping

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

CourseCode:MOP842	Course Title:MaterialsManagement	
Semester:IV	Course Type:Elective	Credits:3
HomeProgramme(s):MBA	Batch/AcademicYear:2020-21	
CourseLeader:		

Coursedescriptionand CourseObjectives

The cost ofmaterialsisasignificant componentinthe over-allcost of productionin manufacturing & services. To keep costs low, purchase of material, storage and inventory control becomes essential. Materials management is in fact a bridgebetween optimal acquisition of input materials and theeventual smooth transferintooutputofproductsandservices.Prudentmanagementofmaterials becomesthusacoreactivity.ThevariousconceptsandtechniquesofMaterials

managementwouldbenefitcontemporaryas well asthe evolvingfuturistic organizations, for their stability and prosperity. This would also facilitate meeting global competitiveness effectively for organizations.

Courseobjectives:

Courseoutlineandindicativecontent

UnitI (numberofsessions)(CO1,CO2,L1&L2)

Materials management an Overview: Strategic importance of materials management and its relationship with various functional managements, purchase, stores and inventory control functions.

UnitII(numberof sessions)(CO2,L2&L3)

MaterialsForecasting&Sourcing:
Demandforecasting,sourcingofmaterials,vendordevelopingandsellersrelationship.

UnitIII(number ofsessions)(CO2,CO3,L12,L3&L4)

Materials Planning and Control: Materials planning and budgeting, functions ofinventory,Inventorysystemsandmodelling,processofinventoryandspare parts management.

UnitIV(numberofsessions)(CO3,CO4,L13 &L4)

Stores management: Storesfunctions, material codification, materials standardization, location of stores, stores securityand lossfunctionand storesaccounting.

UnitV(numberofsessions)**(CO3,CO4,L3,L4&L5)**

Materials Management - Organization & Appraisal: Materials management organization, M.I.Sfor Materialsmanagement, Materialsmanagement control and its performance appraisal.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	TounderstandthebasicconceptsofMaterialsManagementforenhancing competitiveness in organizations	A1
CO2	Torecognizethefundamentalconceptsofvariousdecisionmaking tools used in the Materials Management	A3
CO3	TounderstandtheframeworkofInventoryControlinOrganizations	A2
CO4	ToacquireskillsinformulatingMaterialsmanagementstrategy	A3
CO5	Evaluateanoperationforsustainablematerialsmanagement.	A3

Assessmentmethods

Assessment Tool	Nature	Participation	Assessmentmode	Weightage(%)
A1	Midexam	Individual	Written–L3level	20
A2	Coursera/online	Individual		10
A3	Project	Group	Report(15-20pages)– L5 level	20
A4	End-term examination	Individual	Written(short/long)– L4 level	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension / Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
FactualKnowledge						
ConceptualKnowledge			CO1(A1)			
ProceduralKnowledge				CO2(A3), CO3 (A2&A3)	CO4(A2) CO5(A2)	
MetaCognitive Knowledge						

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment etc.

Teachingand learningresources

E-Resources,Cases,E-Books,Websites,E-Library,Handouts

<u>COPOMapping</u>

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

CourseCode:MOP844	CourseTitle:QualityManagement	
Semester:IV	CourseType:Elective	Credits:3
Home Programme(s):MBA(BA)	Batch/AcademicYear:2020-22	
CourseLeader:Prof.Ch.Venkataiah		

Coursedescriptionand CourseObjectives

Quality is regarded as a vital component of every organization and will continue to remain important for improving organizational performance and achieving competitiveadvantage inafirm'sindustry be ita service or a manufacturingorganization.

Therefore,this courseis designedto:

- Expose the students with the contemporary quality management principles, practices and tools.

- Enhance their skills and abilities to identify, analyze and understand the impacts of quality management systems in any organization.

Course objectives: (missing) Course outline andindicative content

UNIT–I: UNDERSTANDINGQUALITY(8Hours)(CO1,CO2,L1 & L2)

The concepts of total quality and performance excellence and their applicability to manufacturing, services, health care, education, and modern principles of total quality and its relationship with agency theory.

UNIT –II:QAULITYPHILOSOPHIES(8Hours)(CO2, L2&L3)

Foundations of performance excellence: Deming Philosophy, Juran Philosophy, Crosby Philosophy, Feigenbaum Philosophy, Taguchi and Kaoru Ishikawa Philosophy.

UNIT–III:QUALITYTOOLSFORPROCESSMANAGEMENT(8 Hours) (CO2,CO3,L2,L3&L4)

The sevenQCtools(Old& New),QualityFunctionDeployment(QFD),Failure Mode and Effect Analysis (FMEA).

UNIT – IV: QUALITY TOOLS FOR CONTINUOUS IMPROVEMENT (8 Hours) (CO3, CO4, L3, L4& L5)

5S Methodology, Kaizen, Kanban, PDCA/PDSA Cycle, Six – Sigma, Lean Thinking,Benchmarking & Re-engineering.

UNIT – V: QUALITY MANAGEMENT SYSTMES (QMS) (8 Hours) (CO1, CO2, L1, L2 & L3)

ISO 9001-2000, Process Approach, Relationship with ISO 9004, ISO 9000 – 2000 certification procedure, ISO 14000: Environmental Management and Quality Audit Guidelines.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Understandvariousqualityconcepts.	A1,A3,A4
CO2	UnderstandTQMPhilosophy.	A1,A2,A3,A4
CO3	ApplyTQMimprovementtoolstoenhancecustomersatisfaction and improve processes within their organizations	A2,A3&A4
CO4	.ImplementtheTQMapproachinanorganizationforcontinuous quality improvement.	A3,A4

Assessmentmethods

	Task	**Tasktype**	**Taskmode**	**Weightage(%)**
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Presentation	10
A3	Case/Project	Group	Presentation& Report	20
A4	EndTermExam	Individual	Written (short/long)	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1(A1,A4)	CO1 (A1, A3, A4)			
Procedural Knowledge				CO2(A1,A3), CO3 (A2,A3,A4)	CO4 (A2, A3, A4)	
Meta Cognitive Knowledge						

Learningand teachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment etc.

Teachingand learningresources

E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

COPOMapping

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

CourseCode:MOP846	**CourseTitle:MarketingofLogistics Services**	
Semester:IV	**CourseType:Elective**	**Credits:3**
HomeProgramme(s):MBA	**Batch/AcademicYear:2020-22**	
Course Leader:		

Coursedescriptionand CourseObjectives

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.

Course Objectives

Therefore,this courseis designedto:

- Understand the integral and on-going relationship between marketing, logistics, distribution (transportation), marketing channels and the broader aspects of marketing.

- Understandtheimportanceofmarketinglogisticsinterface.

Course outline and indicative content

UNIT-I(8 Hours)(CO1, CO2, L1 &L2)

INTRODUCTIONTOMARKETINGLOGISTICS

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

Themarketingandlogisticsinterface,Importanceofcustomerretention, conceptofrelationshipmarketing,Defining customerservice&Developing aMarket-driven logistics strategy- Shift from brand value to customer value – Costs of ownershipandCustomerProfitability 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 responselogistics,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.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	Assessment
CO1	Understandtheimportanceofmarketinglogistics.	A1,A3,A4
CO2	Understandtheroleofmarketingandlogisticsstrategies	A1,A2,A3, A4
CO3	Realizetheimportanceofmarketinglogisticsinterface	A2,A3&A4
CO4	Understandtherolelogisticsandcustomervalue	A3,A4
CO5	Realizetheimportanceoftimebasedcompetition	A1,A3,A4

Assessmentmethods

	Task	Task type	Taskmode	Weightage(%)
A1	MidExam	Individual	Written	20
A2	Coursera	Individual	Presentation	10
A3	Case/Project	Group	Presentation&Report	20
A4	EndTermExam	Individual	Written(short/long)	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge						
Conceptual Knowledge		CO1(A1, A4)	CO1(A1, A3,A4)			
Procedural Knowledge				CO2(A1, A3),CO3 (A2,A3, A4)	CO4(A2, A3), CO5(A4)	
Meta Cognitive Knowledge						

Learningandteachingactivities

Classroom Teaching, Power Point Presentation, Applicationin real life situation, Problem Solving, Project, Assignment etc.

Teachingand learningresources

E-Resources, Cases,E-Books,Websites,E-Library,Handouts.

COPOMapping

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

CourseCode:MOP848	CourseTitle:StrategicLogistics Management	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	AdmittedBatch2020-21	
CourseLeader:Prof.SaiSudhakarNudurupati		

Coursedescriptionand CourseObjectives

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,overthepasttwodecades, perceptionsonthishave changed dramatically and "logistics" gained attention to be included in the strategic planningprocesses of firms.It hasincreaseditsimportancefroma"minimum necessaryfunction"to(i)an activity of significantcost 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. 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.

==Courseobjectives:(missing)==

Course outline and indicative content Unit

I(4 sessions) (CO1, CO2; L1 – L6)

Introduction to strategic logistics planning: conceptual framework of logistics; logistics mix, logistics – a system concept; logistics for business excellence; customer service – a key element in logistics; service attributes; valueaddedlogistical services;logistics outsourcing –benefits, 3PLs& 4PLs; logistics andcompetitivestrategy: gaining competitive advantage through logistics; the mission of logistics management; the changing logistics environment

UnitII (5sessions)(CO2,CO3;L1–L6)

Transportation,storageandmaterialhandling: 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.

UnitIII (4sessions)(CO3;L1–L6)

Inventory management & logistics information systems: Inventory: Its functions; costs related to inventory and controls; Kanban; just-in-time; Logisticsinformationsystems(LIS):informationneeds,designingLIS;roleof technology;automatic identification technology;communicationtechnology;simulation

Unit IV(3sessions) (CO3,CO4;L1–L6)

Network design analysis: Facility location analysis:network design, itsalternativesandcostsassociatedwiththem;theinfinite set approach-centreofgravityof supply and demand; the feasible set approach - location weighted score method

Unit V(5sessions)(CO5;L1–L6)

Reverse logistics and humanitarian logistics: 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

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

	CourseOutcomes	**Assessment**
CO1	Understandtheroleoflogisticsin strategic planning.	A1,A2
CO2	Explore theroleoftransportation, storage,distributionandrisk management in strategic planning	A2,A4
CO3	Evaluate the storage capacity and other factors for better utilization of warehouse space	A3
CO4	Analysethenetworkdesigntoevaluate the location decisions	A4
CO5	Evaluatestrategiesforreverselogistics and humanitarian logistics	A4

Assessmentmethods

Task	Tasktype	Taskmode	Weightage (%)
A1.Midexam	Individual	Written	20
A2.Coursera/onlineCourse	Individual	Report/Presentation	10
A3.Casestudy	Groups*	PPTpresentations	20
A4.End-termexam	Individual	Written	50

MappingCOs-Bloomslevels-AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual Knowledge		CO1				
Conceptual Knowledge			CO2			
Procedural Knowledge				CO4	CO5	
MetaCognitive Knowledge					CO3	

Learningand teachingactivities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, directed study, independent study via X-Learn, case studies, projects and practical activities (individual & group)

Teachingand learningresources

Soft copies of teaching notes/cases etc. will be uploaded onto the X-learn. Wherever necessary, printouts, handouts etc. will be distributed in the class. Prescribedtextbookwillbeprovidedtoall.Howeveryoushouldnotlimityourself 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 analyse cases and evaluate projects. Some of these reference books given below will be available in our library.

Prescribedtext book:

Sople, V.V. (2013). Logistics management (3rdedition). Pearson publications: New Delhi.

Referential text books andjournalpapers:

Harrison, A., Van Hoek, R., (2011). *Logistics management strategy: competing through the supply chain*, Fourth edition. Harlow: Financial Times Prentice Hall.

Chopra,S.andMeindl,P.(2014).*SupplyChainManagement:Strategy,*

Planning andOperation,Sixthedition.Chennai:PearsonEducation.

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. andSpens, 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 Toolsand Performance Measurement for Sustainable Supply Chain Management", *International Journal of Production Research*, Vol.53,No.21, pp. 6473-6494

Suggestedjournals:
• International Journal of Physical Distribution & Logistics ManagementJournal of Supply Chain Management
• Supply ChainManagement,AnInternationalJournal
• Journalof OperationsManagement
• ProductionandOperationsManagement
• International JournalofProductionandOperationsManagement
• InternationalJournalofProductionEconomics
• International Journal of Production Research • Production Planning and Control

COPOMapping

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

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

CourseCode:MAN842	CourseTitle:DataAnalysisWith Python	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Python is an open source high level interpreter based language. Python is interactive and object oriented language with wide range of applications.
Pythoniscommonlyusedintheareaofdatascienceandwebbasedanalytics.

CourseObjectives

- Understandtheanalyticsfeatures ofpython

- Gethands onexperienceinbuilddataapplications withpython

Course outline and indicative content Unit I (6 sessions) (CO1 & L2)

Introduction toPython: Keywords andIdentifiers,
Statements and Comments,Input-OutputandImport,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 (6sessions)(CO2&L2)

FunctionsandOOPConcepts: Definingandc a l l i n g afunction,Types   of   Function, Recursion, Python Modules, Packages, OOP Concepts: OOP concepts in Python – Class, Inheritance, Multiple Inheritance, Operator Overloading

UnitIII (6sessions)(CO3& L2,L3)

IPython, NumPy and Pandas:IPython Basics, code development in IPython, IPythonfeatures,NumPyBasics,NumPyArrays,VectorizedComputation,

Indexing   and   sorting   arrays,   Structured   arrays,   Pandas   Basics,   Pandas   data structures,Descriptivestatistics,Handlingmissingdata,HierarchicalIndexing,   Vectorized string operations, working with time series

Unit IV(6sessions)(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(6sessions)(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

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	UnderstandthelanguageelementsofPython	A1,A2
CO2	UnderstandtheOOPconceptsinPython	A1,A4
CO3	Writeprogramsinpython	A1,A4,A5
CO4	Usepythonfordataanalysis	A3
CO5	Usepythonfordatavisualization	A5

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A/viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-term examination	Individual	Written(short/long)	30
A5	Practical	Individual	WorkingonSystem	20

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Appl	L4. Analyze	L5. Evalu	L6. Create
Factual knowledge						
Conceptual knowledge		**CO1(A1,A4) CO2(A1,A4) CO3(A1,A4)**				

Procedural knowledge		CO1(A2)	CO3(A5) CO5(A5)	CO4(A3)		
Meta cognitive knowledge						

Learningand teachingactivities

Classroom Lectures, Application cases and exercises, Demonstration, Lab Sessions

Teachingand learningresources

Computer Lab, Python Software, Textbooks, Ebooks, Reference Materials, Web resources

COPOMapping

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

CourseCode:MAN844	CourseTitle:BIGDATAANALYTICS WITH HADOOP	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

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

CourseObjectives

- Toacquaintthestudents withtheconcepts ofbig data

- Toprovidehands onexperienceinworkingwithHadoop

Course outline andindicative content

Unit I (6 Sessions) (CO1 & L2)

Introduction to Big Data: Concept, Features of big data, big data challenges, Hadoop and its features, Hadoop Ecosystem, Hadoop Components, Hadoop Architecture, Hadoop Cluster, Hadoop Storage: HDFS

Unit II (6Sessions)(CO2&L2,L3)

Hadoop Mapreduce: Concept, YARN components, YARN architecture, YARN mapreduce applicationexecutionflow,YARN workflow,Anatomyofmapreduceprogram, distributed cache,MRunit,ReduceJoin,Custominput format,sequenceinputformat

UnitIII (6Sessions)(CO3&L2.L3)

IntroductiontoApachePIG:PIGComponents&Execution,PIGdatatypes, Data models in PIG, Programming in PIG

Unit IV(6Sessions)(CO4&L2,L3)

APACHE HIVE: Introduction, Architecture and components, data types and data models, HIVE partitioning and bucketing, HIVE tables, HIVE QL: joining tables, dynamic partitioning

UnitV(6Sessions)(CO5,CO6&L4)

APACHE Hbase: Introduction, Architecture and components, Run modes, configuration, data models, HIVE data loading techniques,
Introductionto ApacheSpark

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcome	Assessment
CO1	Understandtheconceptofbigdataandtheprocessofbigdata analytics	A1,A2
CO2	WriteprogramsinHadoopMapreduce	A4,A5
CO3	WriteprogramsinAPACHEPIG	A4A5
CO4	WorkwithAPACHEHive	A4,A5
CO5	UnderstandthecomponentsinAPACHEHBase	A4,A5
CO6	PerformBigDataAnalyticswithHadoopTechnologies	A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A/viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-termexamination	Individual	Written(short/long)	30
A5	Practical	Individual	WorkingonSystem	20

MappingCos–Blooms Levels–AssessmentTools

Knowledgedimension/ Cognitivedimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factualknowledge						
Conceptualknowledge		CO1(A1) CO2(A4) CO3(A4) CO4(A4) CO4(A4)				
Proceduralknowledge		CO1(A2)	CO2(A5) CO3(A5) CO4(A5) CO4(A5)	CO6(A3)		
Metacognitive knowledge						

Learningand teachingactivities

Classroom Lectures,Applicationcases,Demonstration,Lab Sessions

Teachingand learningresources

Computer Lab, Hadoop Software, Textbooks, Ebooks, Reference Materials, Web resources

COPOMapping

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

CourseCode:MAN846	CourseTitle:MachineLearning– II	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Machine learningisanapplicationofartificial intelligence(AI)thatprovides systemsthe ability to automatically learn and improve from experience without being explicitly programmed.

CourseObjectives

- Understand differentcategories ofMachineLearning

- Understand differentalgorithmsinMachineLearning

Course outline andindicative content

Unit – I : (6 sessions) (CO1 & L2)

Semi Supervised Learning: Introduction, Algorithms – Self Training, Generative Models, S3VMs, Graph based Algorithms, Multi view Algorithms

Unit II: (6sessions)(CO2&L2,L3)

Association Rule mining: The applications of Association Rule Mining: Market Basket, Recommendation Engines, etc., A mathematical model for association analysis; Large item sets; Association Rules, Apriori Algorithm

Unit – III:(6 sessions) (CO3 &L2, L3)

ReinforcementLearning: MarkovDecision,MonteCarlo Prediction

Unit–IV:(6sessions) (CO4&L2,L3)

Introduction to Deep Learning : Concept,ArtificialNeural Networks:Basic StructureofANN, Types ofANN, Definingand Training of ANN

Unit–V:(6sessions)(CO5& L2,L4)

Applications of Machine Learning: Sales and Marketing, Financial Services, Social Media Management, Self Driving Cars, Fraud Detection

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcomes	Assessment
CO1	Understandtheconceptsofsemisupervisedlearning	A1
CO2	UnderstandAssociationrulemining	A4,A5
CO3	UseatooltoimplementReinforcementLearningAlgorithms	A4,A5
CO4	UnderstandhowANNworks	A4,A5
CO5	UnderstanddifferentapplicationsofMachineLearning	A2,A3

Assessmentmethods

	Task	Tasktype	Taskmode	Weightage(%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A/viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-termexamination	Individual	Written(short/long)	30
A5	Practical	Individual	WorkingonSystem	20

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		Co1(A1) Co2(A4) Co3(A4)Co4(A4)				
Procedural knowledge		CO5(A2)	Co2(A5) Co3(A5) Co4(A5)	Co5(A3)		
Meta cognitive knowledge						

Learningand teachingactivities

Classroom Lectures,Problemsolvingexercises,Demonstration,LabSessions

Teachingand learningresources

Textbooks, Ebooks, Reference Materials, Web resources, Computer Lab, ML Software

COPOMapping

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

CourseCode:MAN848	CourseTitle:E-BUSINESS	
Semester:IV	CourseType:Elective	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Ecommerce (e-commerce) or electronic commerce, a subset of business is the purchasing, selling, and exchanging of goods and services through computer networkssuch asinternet.E-Businesshasexploded overthelastfewyearsand businesses are playing catch - up to ensure they don't miss the bus. Understanding the emerging world of E-business through analytical and technical framework will be instrumental to deal successfully with various levels of E-Business viz., B2B, B2C, C2C, C2B, and the possible advantages and disadvantages of E-Business strategy.

CourseObjectives

- Tounderstandthesignificanceof E-Business

- To provide an understanding on how E-Business can be used by any business for getting competitive edge.

Course outline andindicative content

Unit I (6 sessions) (CO1 &L2, L3)
Introduction to E-Commerce: Types of e-commerce,Benefits & Limitations of e-commerce.

Unit II (6sessions)(CO2& L2,L3)
IntroductiontoM-Commerce:Benefits&limitationsofm-commerce, consumerperspective,businessmodelofElectronicMarketing-B2B, B2C.

UnitIII (6sessions)(CO3&L4)
On line Advertising Methods: Electronic payment system, security schemes in electronic payment systems, security measures in the electronic payment system-firewall.

Unit IV(6sessions)(CO4& L2,L5)
Encryption: Decryption and Digital Signature Electronic Credit Card System on the Internet –Smart Card.

Unit V(6sessions)(CO5&L5)

Introduction to E-Business Technologies: Evaluating the current e- business technologies, aiding the development of e-business tactics.

Onsuccessfulcompletionofthis course,students will beableto:

CO	CourseOutcomes	Assessment
CO1	UnderstanddifferentModels,typesofE-Commerce&typesof Networks	A1,A4
CO2	UnderstandtheconceptsofM-Commerce	A1,A4
CO3	ComprehendtheprocedureforInternetShopping&Online Advertising Methods	A1,A4
CO4	Evaluatethesecuritymeasuresine-shopping	A1,A4,A2
CO5	EvaluatetheopportunitiesandriskfactorsinvolvedinconductingE-Business	A3

Assessmentmethods

Task		Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual	written	20
A2	Coursera	Individual	Presentation/Q&A/ viva	10
A3	Project	Group	Presentations/Report with Q&A/Viva	20
A4	End-termexam	Individual	Written(short/long)	50

MappingCos–BloomsLevels–AssessmentTools

Knowledge dimension /Cognitive dimension	L1. Remember	L2. Understand	L3. Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		CO1(A1) CO2(A1) CO4(A2)	CO1(A4) CO2(A4)	CO3(A4)	CO4(A3) CO5(A3)	

Procedural know ledge						
Meta cogni tive knowl edge						

Learningand teachingactivities

ClassroomLectures,ApplicationCases,LabSessions

Teachingand learningresources

Textbooks,Ebooks,ReferenceMaterials,Webresources,ComputerLab

COPOMapping

- **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**

CourseCode:MAN850	CourseTitle:ArtificialIntelligence	
SEMESTER:IV	CourseType:Elective&Theory	Credits:3
HomeProgramme(s):MBA(BA)	Batch/AcademicYear:2020-2022	
CourseLeader:		

Coursedescriptionand CourseObjectives

Artificial Intelligence has its foundationin Boolean algebra. With the introduction of computers, AI hasgained 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 concepts of AI, Expert Systems and Machine Learning.

CourseObjectives

- To understandthestrategies ofstatespace.

- TounderstandAIKnowledgerepresentation.

- Tounderstandexpert systems,machinelearningandfuzzylogic.

Course outline andindicative content

Unit I (6 sessions) (CO1 & L3)

Introduction to the Propositional and Predicate Calculus, Inference Rules and use for Predicate Calculus Expression

Unit II (6sessions)(CO2& L3,L5)

Graph Theory, Strategies for State Space Search and Control Strategies, Heuristic Search, Monotonicity and Informedness

UnitIII (6sessions)(CO3&L4)

Recursion based search, Pattern-Directed search, AI Challenge Knowledge Representation, Problem reduction and game playing,

Unit IV(6sessions)(CO4&L4)

LogicConceptsandLogicProgramming,PrologProgramming,Expert System and Applications, Uncertainty measurement: Probability Theory, Fuzzy Set and Fuzzy Logic

Unit V (6sessions) (CO5&L2,L4)

Machine Learning Paradigms, Artificial Neural Networks, Introduction to Intelligent Agents, Natural Language Processing.

Onsuccessfulcompletionofthiscourse,studentswillbeableto:

CO	CourseOutcomes	Assessment
CO1	UnderstandtheconceptofPropositionalandPredicate Calculus	A1
CO2	Applystatespacesearch	A3
CO3	ApplyRecursionbasedsearch	A3
CO4	PerformLogicprogrammingusingProlog	A4
CO5	UnderstandExpertSystemsandfundamentalsofMachine Learning.	A4,A2

Assessmentmethods

Task		Tasktype	Taskmode	Weightage (%)
A1	Midexam	Individual		20
A2	Coursera	Individual		10
A3	Project	Group		20
A4	End-termexamination	Individual		50

MappingCos–Blooms Levels–AssessmentTools

Knowledge dimension/ Cognitive dimension	L1. Remember	L2. Understand	L3 Apply	L4. Analyze	L5. Evaluate	L6. Create
Factual knowledge						
Conceptual knowledge		CO5(A2)	CO1(A1) CO2(A1)	CO3(A3) CO4(A4) CO5(A4)	CO2(A4)	
Procedural knowledge						
Metacognitive knowledge						

Learningand teachingactivities

ClassroomLectures,Problem solvingexercises,Demonstration,LabSessions

Teachingandlearningresources

Textbooks, Ebooks, Reference Materials, Web resources, Computer Lab, Prolog
Software

COPOMapping

**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**

PROFESSIONAL COMPETENCY DEVELOPMENTCOURSES (MMB 802 TOMMB 816 & VDC 111)

ProfessionalCompetencyDevelopmentCourses(PCD)consistsofeightCoursesspreadoverallthesixsemesters. PCDcomprisesof:

Sl. No.	CourseCode	Course	Credits	Marks
1	MMB802	CBA-1	1	50
2	MMB804	YogaandMeditation	1	50
3	VDC111	VentureDiscovery	2	100
4	MMB808	BEC	1	50
5	MMB810	SoftSkills-1(WorkShop)	1	50
6	MMB812	CBA-2	1	50
7	MMB814	SoftSkills-2(WorkShop)	1	50
8	MMB816	BusinessSimulationGame	2	50
		Total	**10**	**450**

The total credits offered under PCD are 10. The student can earn thesecredits and get included in the markslist only upon successful completion of the programme.Allc r e d i t s pertaining tothiscategorywillbereflectedinthe Ⅰ Ⅴ Semesteronly.
The credits will not bereflectedincase the student failsto securepass grade.

Thestudentisrequiredtoacquire **7credits**outofthe10availablecreditstobe eligible for the award of the degree. Incase the student is able to secure morethan 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 Yoga & Meditation, Business Simulation and BEC courses.

MMB804: YOGA &MEDITATION INTRODUCTION

Stressmanagementistheneedofthehour.Arecentsurveyshowedthat7090% of us feelstressed at work and outside.Today's fast paced life style is putting a tolloneveryone.Stress, eitherquickor constant, caninducerisky body -mind disorders.

The corporate world is a new syndrome that man has coined for himselfwhich brings with it a whole new lifestyle and existence. Odd working hours, irregular food habitsand difficult work situationsand inadequatecopingresourcesare apart of the corporate world. To survive in the world of work and reach one's greatest potential, all the energy blockers in the body and mind need to be cleared so that one can function at their highest level.

Yogaand meditation does morethanjust offerexercises forrelaxation.

Virtually every one can see physical benefits from yoga, and its practice can also give psychological benefits, such as stress reduction and a sense of well - being. As yoga and meditation combines several techniques used for stress reduction, it can be said to provide the combined benefits of breathing exercises, stretching exercises, fitness programs, meditation practice,etc.

CourseObjectives:

To introduce yogapractice to the student at youngage. To help students maintain good health.

AfterattendingYogaPracticesessionsregularly,thestudents willbeableto

1. Experience body flexibilityafterattendingyoga classes.

2. Enhancetheirattentionskills.

3. Becomemorefocusedontheirstudiesandimprovetheirhealth.

ACTIVITYSTRUCTURE

PracticalandtheoryclassesonYogaandmeditationwillbeconductedbya YogaMaster.20sessionswillbescheduled.AttheendoftheCourse   the studentwouldbeevaluatedbothonhis/herunderstandingoftheoretical concepts, as well as the practical approach.

Theassessment wouldbefor50marks.

MMB810& MMB814:SOFTSKILLS-1& 2(Workshop)

INTRODUCTION

Managementinvolvesutilisingthehumancapitalofanenterprisetocontribute to the success of the enterprise. Management is the act of coordinating the efforts of people to accomplish desired goal susing avail able resources efficiently and effectively.

Today's work force comes from varied social and cultural backgrounds, with differing standards of behaviour. These may not always beinsync with the norms of the organization.The ability to deal with differences, multicultural is mand diversity is needed more than ever. It is important, for students who wouldbe entering thecorporate worldfor

thefirsttime,toinculcatebehaviour

that is appropriate for the workplace. The importance of personal grooming, business etiquette, verbal and non-verbal communication, telephoneetiquetteandgeneralprofessionalconduct,canneverbeundermined.

SoftSkillsisnowrecognisedaskeyto making businesses moreprofitableand betterplacesto work. Increasingly, companies aren't just assessing their current staff and future recruits on their business skills. They are now as sessing them on a whole host of soft skill competencies around how well they relate and communicate to others.

It has been found thats of skills can be developed and honed on anon-going basis through good training, insightful reading, observation, and ofcourse, 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 andetiquette will help one to develop poise andconfidence.Thiswillsignificantly impacttheimagethatone has in any formal, professional and social situations

Course Objectives

1. Tounderstandandenhancesocialskills

2. Todeveloplogical reasoning andquantitativeabilities

3. Tohelpbuildgreaterconfidencewhen interactingwithpeople

4. Tobuildontheabilitytomakeapositivefirstimpression

5. Tohelpimprovetheoverallappearance

Course Outcomes

Softskills wouldenablethestudentin

1. Understandingthestrengthsandweaknessesofoneselfand

2. Gainingconfidenceinparticipatingingroup discussiononcurrenttopics.

3. Improving problem solving abilities (Quantitative and Logical)

ACTIVITY STRUCTURE DURING WORKSHOP

Theidealdurationoftheworkshopwouldbe6days,howevertheInstitutemay   decide   the
duration of the workshop according to the requirements.

Students would be focusing on the following major activities during the workshop:

a) Grooming&etiquette

b) Introspection,selfawareness andselfintroduction

c) CVwriting

d) Facinginterviews

e) Trainingin aptitudeandemployabilitytests.

Guidance on the above issues would be given by an expert and the deputed
Facultywould be guiding them through one-to-one interaction. Assessing them on
their performance would be done by the concerned Faculty.

Theassessment wouldbefor50marks.

CourseCode:VDC111	**CourseTitle**:VentureDiscovery	
Semester:I	**Course Type:**PCDInternal	**Credits**: 2
Program: AllMBAProgrammes		
CourseLeader:VentureDiscoveryCentre		

Coursedescriptionand CourseObjectives

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 commoncourseforallthedisciplinesisafoundationonventuredevelopment.Itisanexperientialcourse that letsstudents ventureandfindoutwhatisabusiness,financialandoperating modelsofabusinessare.Howto designandprototypeasolutionsthatmeetstheircustomers' needs and generate revenue for the business.

CourseObjectives

- Discoverwhoyouare–Values, Skills,andContributiontoSociety.

- Gain experienceinactuallygoingthrough theinnovation process.

- Conductfield research to testorvalidate innovationconceptswithtargetcustomers.

- Understand innovation outcomes: issues around business models, financing forstart-ups,intellectualproperty, technologylicensing, corporate ventures, and productlineorserviceextensions.

Courseoutlineandindicative content Unit I

(6 sessions)

Personal Values: Defining your personal values, Excite&Excel,BuildaTeam,Define purpose for a venture. Four stages:Personal Discovery,Solution Discovery, Business Model Discovery, Discovery Integration.

Unit II (6sessions)

Solution Discovery: Craft and mission statement, Experience design, Gaining user insight, Concept design and positioning, Product line strategy, Ideation & Impact.

UnitIII (6sessions)

Business Model Discovery: Prototyping solutions, Reality Checks, Understandyourindustry,Typesof businessmodels,Define RevenueModels,DefineOperatingModels

Unit IV(6sessions)

Discovery Integration: Illustrate business models, Validate business models, Define company impact

UnitV(6sessions)

Tell a Story: Can you make money, Tell your venture story.

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

	LearningOutcome	Assessment
1	Understandconceptualframeworkofthefoundationofaventure	A1,A2
2	Understandtheconceptofpurpose,missionandvalue-addservice offered by a venture	A3
3	Analyzedesignandpositioningoftheproduct	A3
4	Demonstrateprototyping	A3
5	Analyzebusiness,revenueandoperatingmodels	A3

Assessmentmethods

Task	Tasktype	Taskmode	Weightage(%)
A1.Assignments	Individual	Report/Presentation	20
A2.Case / Project/ Assignment	Groups*or Individual	Presentations/Report/ Assignment	40
A3.Project	Individual/Group	Report/Pitch	40

TransferrableandEmployabilitySkills

	Outcomes	Assessment
1	Knowhowtouseonlinelearningresources:G-Learn,onlinejournals, etc.	A1&A2
2	Communicateeffectivelyusingarangeofmedia	A1&A2
3	Applyteamworkandleadershipskills	A2
4	Find,evaluate,synthesize&useinformation	A1&A2
5	Analyzerealworldsituationcritically	A3
6	Reflect ontheir own professional development	A3
7	Demonstrateprofessionalism&ethicalawareness	A2
8	Applymultidisciplinaryapproachtothecontext	A2

Learningand teachingactivities

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)

Teachingand learningresources

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.

*PrescribedModules***:**

AccesstoNU-IDEAonlinemoduleswillbeprovided.

*Referential text books andjournalpapers***:**

PersonalDiscoveryThroughEntrereneurship,MarcH.MeyerandChaewon   Lee,   The Institute of Enterprise Growth, LLC Boston, MA.

Suggestedjournals:

Vikalpa,IndianInstituteofManagement,Ahmedabad

Journal of General Management, Mercury House Business Publications, Limited

HarvardBusiness Review,HarvardBusiness School PublishingCo.USA

MMB808:BUSINESSENGLISHCERTIFICATE (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 areaware, that place has been taken by English language. However, the words of business are different to everyday use so it's not really something every one picks up intuitively. Business English Certificate (BEC) programmeis 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.

Course Objectives

- To understand the nuancesof Business English To enhance the student's English speaking skills

- To clearly understand the difference between business English andcolloquial English

- Toachieve maximum proficiencyin businessEnglish

LearningOutcomes

Uponcompletion ofthis course,studentswill-

- Learntoconfidentlycommunicatein Englishattheworkplace

- Acquire the following Business English skills in accordance with their BECLevels:

- BEC Preliminary: read reports, charts and advertisements; write short emailormemo;understandshortconversations;giveshortpresentations.

- BEC Vantage : read longer business reports and company documents; write letters or proposals; listen to short discussions; contribute to a discussion about a businesstopic.

- 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.

ACTIVITYSTRUCTURE:

BEC is offered at three levels namely, BEC Preliminary, BEC Vantage and BEC Higher, based on four skills - Reading, Writing, Listening and Speaking. BEC Preliminary is a lower intermediate level and is meant for candidates havinglimitedconfidence in their usage of

English.

BEC Vantage is at an intermediate level and is suitable for candidates who have fluency in English.

BEC Higher and English and is very social an advanced for candidates confidently in situations.level who both certificate can use professional The students would be evaluated based on their performance in various tests conducted. The tests include:

- Diagnostictest

- Speakingtest

- MocktestconductedbytheInstitute

- TestconductedbyBritishCouncil.

PerformanceinBECwouldbeevaluatedfor 50markseach.Acertificate wouldbeawardedto those students who clear the test conducted by the British Council.

MMB 802 & MMB 812: CURRENT BUSINESS AFFAIRS (CBA) - 1&2

INTRODUCTION

KnowledgeisPower-SirFrancisBacon.

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 be come well informed citizens who can make intelligent decisions based upon their understanding and awareness of everyday situations. Equipped with knowledge, aperson 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 in culcating 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.

LEARNINGOBJECTIVES

1. Improve readinghabit
2. Tocreateawarenessoncurrent businessmatters
3. Improve criticalthinkingonbusinessissues

4. Equipstudentswithknowledgeandskilltosucceedinjobinterviews

LEARNING OUTCOMES

On participation in the discussion and giving the on line test On Current Business Affairs thestudent would

1. Gain anunderstandingontheissues beingdealtcurrentlyinthecountry.

2. Gainconfidenceinparticipatingingroup discussionon current topics.

COURSE STRUCTURE

ThestudentisrequiredtoreadaBusinessmagazinesuppliedbytheInstitution and appear for a weekly online quiz conductedoneach Issue. During the class session (two sessions per week) Group Discussion is conducted (group of 6-8)oncurrenttopicsrelevanttothatperiodandwhichareconsideredimportant for Management students.

REFERENCES

Suggestedreadings:

Newspapers:

EconomicTimesMint

BusinessLineThe
Hindu

Magazines:

BusinessWorldBusinessIndiaIndiaTodayBusinessToday

MMB 816:BUSINESSSIMULATION

INTRODUCTION

Peoplelearnbestby 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 in volvement is essential to motivate in quiry, to retain information, and to develops trategic thinking skills.

Students learn more and give better evaluations when they enjoy their educational experience. Simulations teachusing the ultimate educational combinationofreading,lectureandhands-onexperience.Studentsmayforget what they read and hear, but few forget a simulation- based course because they inject realism, enthusias mandinter activity in to education. Interaction is "anecessary 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. Capstonebusiness simulation teaches business strategy using a more complex business model operating in a multilayered market place.

Course Outcomes

- Demonstrate effectiveness of multi-discipline teams working together To use strategic thinking to an advantage

- Understand overallinteraction and impact of various parts of a business on one another

- Growawarenessofcompetitioninthebusiness world

- To gain knowledge through experiential learning, as to how a business operates, understand key financialmetrics, and leverageteam- mates' expertise.

Course Objectives

Bytheendofthetri-semester,students shouldbeableto:

Demonstrate understandingof theunderlyingprinciplesof marketing, management,finance,andaccounting and the interrelatednessandimpactofthese

areasonbusinessstrategy.

Demonstrate problem - solving skills involving quantitative and statistical analys is Demonstrate effective oral and written communication skill through case analysis,class discussion and presentations

ACTIVITYSTRUCTURE

Students would be assigned into teams and would be given a simulationexercise 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.

Theassessment wouldbefor50marks.

SemesterIVContemporary Courses offered

Sl.No.	Course Code	Course Type	Course	Sessions			Marks			Credits
				T	P	To	CA	SEE	Total	
1	MCC801	Elective	CSR&Sustainable Development	2		2	50		50	2
2	MCC802 842	Elective	SocialInnovation	2		2	50		50	2
3	MCC803	Elective	BehavioralEconomics	2		2	50		50	2
4	MCC804	Elective	TechnologyManagement	2		2	50		50	2
5	MCC805	Elective	EnvironmentalSciences	2						2
6	MCC806	Elective	Intellectual Property Systems	2						2
7	MCC807	Elective	Technological Entrepreneurship	2						2
8	MCC808	Elective	AlternateDispute Resolution	2						2
9.	MCC809	Elective	AlternativeInvestments	2						2
10.	MCC810	Elective	FinancialMetrics				50		50	3
11.	MCC811	ective	Contemporary HR Practices				50			2

12.	MCC812	ective	HRinKnowledge Managem ent					50			2
13.	MCC813	Elective	Psychometrics	2		2	50			50	2
14.	MCC814	Elective	HRAnalytics								2
			Total								**29**

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ContemporaryCourses

MBA IV SEMESTER
MCC 801:CSR & SUSTAINABLE DEVELOPMENT INTRODUCTION

</div>

Corporate SocialResponsibility(CSR)assumespivotalsignificance in the worldwide debate on sustainabledevelopment. 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.

CourseObjectives

- To understand the need of corporate social responsibility (CSR) Recognizing varioussocialsectorswhereCSRcan b e ofsignificance

- Analysing the importance of public-private partnership (PPP) in social development

- Sensitize the students about fragile issues of sustainable and responsible business development.

COURSESYLLABUS

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.

UnitV: Investigatingcorporatesocialirresponsibility.

CourseOutcomes

Oncompletingthis coursethestudent

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 firmtheyassociatewithineffective implementationofCSR strategies

TEXTBOOK

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 Theoryand 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

JournalofBusiness Ethics

Vikalpa,IndianInstituteofManagement,Ahmedabad

MCC 802: SOCIALINNOVATION

INTRODUCTION

Social innovation refers to new strategies, concepts, ideas and organizations thatmeet 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 hasbecome thetheme in many fields. They include: (1) Socialentrepreneurship (2)Technology (3) Public Policy (4) Cities and Urban Development (5) Social Movements (6) Community Development.

LearningObjectives

The objectives of the course therefore are to enable students to apply conceptualframeworksandtoolkitstoevaluatingsocialandenvironmental(ir) responsibility;tounderstandwhenandhowbusinessesmaydobetterbydoing good; and to anticipate new market opportunities to develop a competitive advantage in an era of higher social and environmental expectations.

COURSESYLLABUS
Unit 1: Market failure, recognizing problems/opportunities, future of the world.
Unit2: SocialInnovation-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.

CourseOutcomes

ThecourseonSocialInnovationenablesthestudents to:

1. Developsensitivitytothesocialendofthebusiness-societyspectr

    Identify innovative ideas that could be tailored to become socially innovative products/service on the lines of business plans.

    Where ever possible bring about a social sensitivity within the organizations they are employed in.

TEXTBOOK

"Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs, Muhammad Yunus", Reviewed By Rodney Schwartz, Public Affairs 2010

ONLINERESOURCES

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.or g/picture/File/ Social%20Enterpeuneur -

The%20Case%20of%20Definition.pdfhttps://www.ashoka.org

JOURNALS

- Stanford Social Innovation Review Stanford University Online Magazine http://changemaking.ashoka.org/

MMC803:-BEHAVIORAL ECONOMICS

Introduction

This course provides anon-technical introduction to behavioural economics a. 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 generatea more accurateunderstandingof 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 applyingthesefindings to topics in marketing, management and finance.

CourseObjectives:

- Tolearnthe rational and cognitive decision making and DecisionFatigue.

- Toknowperceptionbasisand inertial effects.

- ItunderstandstheconceptsofBehavoiural financeandadvancedbehaviouraleconomic concepts.

Syllabus:

Unit I : Introduction to Behavioral Economics: Understanding Human Behavior - Behavioral Traits - Preferences, Actual Processes, Non-economic information, Decision Fatigue, Manipulation, Bounded Rationality –Optimal Satisificing,Cognitive Surplus-Kahneman's CognitiveSystem

Unit II: Economic Behavior: Heuristics for complex choices – Utility Function, Cardinal Utility, Satisficing, DirectedCognition, ChoiceArbitrariness; 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 MarketHypothesis – ValueInvesting – Noise Trading – Positive Economics – Equity Premium Puzzle -

Unit V: Advances in Behavioral Economics: Neuroeconomics –Cognitive Processes, Cognitive Mistakes; Risk-as-Feelings Hypothesis – ExperimentalEconomics - Nudging as a tool to influence Behavior freedom of choice – Policy

CourseOutcomes:
Onthecompletionofthis coursestudents wouldbeableto

- Students can explain behavioural concepts in individual decision making

- Student would understandbehaviouralconcepts in strategic interaction

- Students couldapply simplebehavioural concepts to newsituations.

Recommendedtextbook:

1. BehavioralEconomics,EdwardCartwright,Routledge,Secondedition,2011.

ReferenceBooks:

1. Human Agency and Behavioral Economics: Nudging Fast and Slow, Cass R Sunstein, Palgrave MacMillan, 2017
2. Misbehaving:TheMakingof BehavioralEconomics,RichardThaler,W.
3. W.Norton&Company,2015
4. Behavioral Finance: Understanding the Social, Cognitive and Economic Debates, Edwin T Burton and Sunit N Shah, John Wiley & Sons, 2013.
5. Exotic Preferences: Behavioral Economics and Human Motivation, George Lowenstein, Oxford University Press, 2007

MCC 805: TECHNOLOGY MANAGEMENT INTRODUCTION

Technology Management is the set of management disciplines that allows organizations to manage their technological fundamentals to create competitive advantage. Technology Management is an integrated planning, design, optimization, operation and control of technological products, processes and services. To enable businesses gain competitive advantage throughtechnology,itisimperativethatManagementeducationprovidesbasic knowledge of product innovation, technology transfer and R&D processes.

CourseObjectives

- Tounderstand theconcepts andsignificance of technologymanagement

- To develop knowledge in the area of technologymanagement

- To enable students to facilitate organisational change and sustainable improvements at the enterprise level through competitive work systems and effective knowledge management

COURSESYLLABUS

Unit I: Technology Management (TM): Concept, components, features, drivers, significance,challenges and scope of
TM.

Unit II: Technology Planning and Policy: Technology planning, appropriate technology, tools for technology analysis.

Unit III: Technology Acquisition and Innovation: Methods of acquisition, trendsofacquisition,decisionsofacquisition;typesandsourcesofinnovation, process of innovation.

UnitIV: TechnologyTransfer:Classification, significance,t y p e s andprocess; technologytransfer
model,modesoftechnologytransfer.

Unit V: Technology Diffusion and Absorption: Importance, integrated diffusionstrategy,technologyabsorptionandintegratedabsorptionknowledge model.

CourseObjectives

ThestudentwillbeabletoInterpret and apply current emerging business concepts in today's technological business environment.

Demonstrate competencieswithcomputersoftwareapplications

TEXTBOOK

TarikKhalil, "TechnologyManagement",TataMcGrawHill, New Delhi,2013.

REFERENCES

Krishnamacharyulu, C. S. G., &Lalitha Rama Krishnan, "Management of Technology

- Text &Cases",HimalayaPublishingHouse,Mumbai,2011.

Rastogi, P.N., "Management of Technology", Response Books, Sage Publications, New Delhi, 2011.

Robert Szakonyi, "Technology Management", Viva Books Private Limited, New Delhi, 2013.

JOURNALS

IndianJournalof IndustrialRelations

GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam

MBAIV Semester

MCC 805: ENVIRONMENTAL SCIENCE INTRODUCTION

As the world is overwhelmedby India's astounding growth trajectory, there is a minimal acknowledgement of the ecological costs of the obsession with growth. The current model of economic growth involving commercialization of natural resources and corporate takeover of commons, is ecologically unsustainable.Fastpacedbusinessdevelopmentinitiativesposechallengesto the environment in the country. Therefore, more than ever, it is now essential to sensitize future managers to environmental responsibility of corporate decision making and to the necessity to integrate environmentally responsible practices into the management of resources and operations.

CourseObjectives

- To provide insights into the complexity of policy, governance and environmental issues

- To enable the students to identify resource needs and advocate environmentally sustainable practices
- To facilitatetheapplicationofscientificknowledgetothinkcriticallyaboutenvironmental management issues in a variety of settings

COURSESYLLABUS

UnitI: CommonPropertyResources:Conceptofcommonpropertyresources, issue of privatization of common property resources, managing common property resources through public private partnership (PPP).

Unit II: Renewable Energy Systems: Sources of renewable energy, potential of renewable energy in India, renewable energy: A policy perspective.

UnitIII: ClimateChange:Understandingclimatechange,GreenHouseEffect, UnitedNationsFrameworkConventiononClimateChange,managingclimate change, clean development mechanisms.

Unit IV: Waste Management: Industrial waste management and managing effluents,common effluent treatment plants, e-wasteManagement.

Unit V: Corporate Environmental Responsibility, market forces and environmental CSR, policies and environmental CSR, welfare effects of environmental CSR.

CourseOutcomes

Aftercompletion ofthecoursethestudentis

1. Able to understand the interdependence of Environment and Human Well Being.

2. Would Learn the importance of Biodiversity for the sustainability of future generations on this planet earth.

3. Would understand the relevance of Legal Principles in preserving and protecting the Environment in which we live.

TEXTBOOK

Pretty,J.etal,(2007),"TheSageHandbookofEnvironmentandSociety",New Delhi, Sage

REFERENCES

Russo, M.V. (2008). "Environmental Management: Readings and Cases". New Delhi, Sage.

Srivastava, A., & Kothari, A., (2012), "Churning the Earth: The Making of Global India", Penguin, New Delhi, 2012

JOURNALS

Vikalpa,IndianInstituteofManagement,Ahmedabad

GITAMJournalofManagement,GITAMInstituteofManagement,GITAM University, Visakhapatnam

MCC 806 :INTELLECTUAL PROPERTY SYSTEMS INTRODUCTION

The explosion of internet has made proprietary information easily accessible, which has also seen an increase in the number of copyright infringement law suits. Intellectual Property Rights (IPR) is legal rights, which result from intellectual a c t i v i t y inanyf i e l d .Theser i g h t s s a f e g u a r d

creators   andother   producers   of intellectualgoods&servicesbygrantingthemcertaintimelimitedrights.Basic knowledge in IPRs and their importance for organizational competitiveness is essential for those functioning in business.

CourseObjectives

To understand the basic concepts like IPR, Patents Trademarks and Copyrights To understand the process of patentregistration

COURSESYLLABUS

Unit I: IPRs: Meaning, origin and importance of IPRs, the concepts of Patents, Trade Marks, Copy Rights and Industrial Designs.

Unit II: Conventions: TRIPs Agreement, Patent Cooperation treaty, role of WIPO in management of IPRS.

Unit III: Patents: Main features, registration of patents - Indian Patent Act; Trade Marks - Importance and kinds of Trade Marks, passing off, and Industrial Designs.

Unit IV: Copyrights: Meaning, importance of copyrights, universal copyright convention international society on copy rights.

Unit V: Emerging Issues: Geographical indications, traditional knowledge, plant varieties and farmers' Rights, and case studies on Basmati Rice, Neem and Turmeric.

CourseOutcomes

Aftercompletion ofthecoursethestudent

- Would be able to learn the impact of IPRs on the economic development of a country in the present information era.

- Learns the process of registering patents, Trade Marks, and the Legal Aspects of various IPRs as recognized by WTO.

TEXTBOOK

Wadehra, B. L., "Law relating to Intellectual Property", Universal law Publishing Co., New Delhi, 2012

REFERENCES

Sople, V. V., "Managing Intellectual Property", Prentice Hall, Mumbai, 2012 Anurag K. Agarwal; Business and Intellectual Property; Business Books IIMA;

RandomHouse;NewDelhi2010

JOURNALS

Vikalpa,IndianInstituteofManagement,Ahmedabad

GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam

MCC 808: ALTERNATIVE DISPUTE RESOLUTION INTRODUCTION

The movement towards alternative dispute resolution (ADR) was the result of inability of the regular courts to dispose of the cases speedily. Interminable time consuming, complex and expensive Court procedures impelled Jurists to search for alternative forum, less formal, more effective and speedy, for resolution of disputes, avoiding procedural claptrap.

A number of disputes in the industry are capable of being disposed of by alternative methods such as, arbitration, conciliation, mediation and negotiation, as compared with the conventional system of settlement of disputes by ordinary regular Courts.

CourseObjectives

To understand the importance of alternative methods of dispute settlement To highlight the role of arbitration, conciliation and mediation, and itsapplication

To elucidate the main feature of Arbitration and Conciliation Act, 1996 1..

COURSESYLLABUS

Unit I: Alternative Dispute Resolution (ADR): concept, origin and scope of ADR; constitutional background of ADR; legislative recognition of ADR.

Unit II: Arbitration and Conciliation: meaning and importance of; LokAdalats; concept, organisation and powers of LokAdalat.

Unit III: Other forms of ADR; mini LokAdalats; Village Courts; Mediation Centres; Centres for Women; The Family Courts Act of 1984; The Industrial Disputes Act, 1947.

Unit IV: Mediation and Negotiations: meaning and basic rules of mediation; mediationa n d arbitration; benefits of mediation;

negotiationsmeaningandimportance;AccordandSatisfaction.

Unit V: The Arbitration and Conciliation Act, 1996; Arbitration agreement, composition and jurisdiction of Arbitral tribunals; conduct of Arbitral proceedings; award and Conciliation.

CourseOutcomes

Aftercompletion ofthecoursethestudent

- WouldAcquainthimselfwithalternativemethodsofdisputesettlementsuch as Conciliation, Arbitration, and Mediation and their importance over adjudication.

- Learns the main features the Indian Arbitration and Conciliation Act, 1996 in settlement of Disputes, especially CommercialDisputes

TEXTBOOK

Avatar Singh, "Law or Arbitration and Conciliation", Eastern Book Company, Lucknow, 2011

REFERENCES

Rao, P.C., "Alternative Dispute Resolution", United India Publications, New Delhi, 2001

JOURNALS

IUP Journal of Alternative Dispute Resolution The Business Law Reports Labour Law

Reporter

Digest ofSupremeCourtCases

MMC809:ALTERNATIVEINVESTMENTS

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 andtheirrisk-return profile. This courseisdesignedto equip the students with the knowledge and techniques to analyse alternative investment assets.

Syllabus

1. TheHedgeFundSector
2. DueDiligenceofHedgeFunds
3. FundamentalStrategies:EquityLong-Short&DedicatedShortBias
4. Quantitative Equity Strategies: Equity Market Neutral and Statistical Arbitrage
5. Arbitrage:EventDriven,ConvertibleBonds&Fixed Income
6. MacroStrategies:GlobalMacro,ManagedFuturesand emerging markets
7. InvestinginCommodityFutures
8. HedgeFundBenchmarks
9. VentureCapital
10. LBOs
11. RealEstate
12. PrivateEquity,CloselyHeldCompaniesandDistressedSecurities

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, amozon

Textbooks:

1. Mark J. P. Anson: Handbook of Alternative Assets 2nd John Wiley &Sons
2. HedgeFundStrategies byLasseH.Pedersen
3. Real Estate, Thirteenth Edition, by James D. Shilling, Thomson SouthWestern.
4. Evaluating Hedge Fund Performance, by Vinh Q. Tran, John Wiley &Sons.

MMC810:FINANCIAL METRICS INTRODUCTION

Financialanalysishelpsinanalyzingthe financialstatementsand forecast possible future financial scenarios.Itcanhelpinimprovingthe performanceofabusiness.Financialanalysissoftwarecanspeedup the creation of reports and present the data in a graphical presentation that iseasier to read and interpret.

CourseObjectives

- Tounderstand different financialstatistics and their usage

- Understandfinancialsecurities

- Understand tradingstrategies 1)

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

UnitIII: TimeSeriesAnalysis:ExaminingTimeSeries,StationaryTimeSeries,   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 ReasoningwithinPositions, Entries, Exits, Profitability, Short-TermVolatility, The State Machine

CourseOutcomes

- Perform financialstatisticsforagiven financedata

- Guage the market sentiment by using different techniques Get insight to the trading strategies

TEXTBOOK

Mark J. Bennet, Dirk L. Hugen (2016), Financial Analytics with R, Cambridge: CambridgeUniversityPress.

REFERENCE BOOKS:

- Michael Samonas (2015), Financial Forecasting, Analysis and Modelling: A Framework for Long-Term Forecasting, New Delhi: Wiley Publishing.

- Chandan Sengupta (2011), Financial Analysis and Modeling using Excel and VBA, New Delhi: Wiley India.

- Scott Proctor K (2010), Building Financial Models with Microsoft Excel, New Delhi: Wiley India

MCC 815:PERSONALTAXPLANNING

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 toacquaint the student with basic personal tax planning procedure and filing of the return.

CourseObjectives

- Thestudentgetsbasics of personalconcepts

- Thestudentgetscalculation of personaltax undervariousprovisions

- 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 knowhowtofileonlinereturns

COURSESYLLABUS

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 taxauthorities powers-responsibilities.

Unit II: Introduction to various types of tax heads -introduction to income fromsalary-definition of salary -feature of
salary-componentsof salary-exemptedsalary.

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).

UnitV: Computationoftaxliability-exemptions undersection80- Tax planningTaxrates - calculation of tax liability --filing return offilingreturns - ITR (NP).Forms-online

CourseObjectives

Oncompletionofthe course
1. Studentwould beabletocalculatePersonalTax
2. Studentwouldabletopaytax aftervariousexemptions
3. StudentisabletofileTaxReturns

RecommendedBook:

V.P Gaur, D.B. Narang, Puja Gaur and Rajeev Puri, "Income Tax Law and Practice" assessmentyear 2017-18.

References:
G.K Singania, Tax man series "Income Tax Law and Practice" assessment year 2017-18.

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INTRODUCTION
MBAIVSemester

MCC 811:CONTEMPORARYHRPRACTICES

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HRM is a concept as well as a practice has travelled a long way. Its present form and scope has evolved through a process of additions in the responsibilities, enactment of labour laws and the realities of globalization. The HRM function started as procurementoflabourto administrativeofficerandfinallytooktheshapeof personnel manager dealing exclusively with personnel functions. Owning the last decade, emphasis is placed on the development and growth aspects of employees and a large no. of organisations created a new department dealing with Human Resource Development. A number of new concerns in the fieldofHRMhaveemerged inthelast decade orso.Thispapertriestocoversomecontemporary issues of HR in the present millennium.

CourseObjectives

- To highlight the changing environmentof HRM in the 21st century To understand some contemporary issues of HR

- To focus onnewdimensionsofHR

COURSESYLLABUS

UNIT I: HRM in the present era: Meaning importance and scope of employee engagement, Models of employee engagement; Building blocks of employee engagement.

UNIT II: Emotional intelligence; Meaning and importance of Emotional Intelligence; Functions of Emotional Intelligence, Role of Emotional Intelligence in organizational effectiveness.

UNIT III: E-Work; Meaning and importance of E-work; The Micro and Macro levels of E-work. E-work and Indian Scenario.

UNIT IV: Managing workforce diversity: importance of workforce diversity in MNCs; Modes of managing work force diversity; Role of culture and the role of HR manager;

UNIT V: Quality of Work Life: Meaning and importance of Quality of Work Life; Human, Technological and Organizational approach to Quality of Work Like; Quality Work Life in Indian Contest:

CourseOutcomes

- After competition of the course, the student is able to learn The meaning and the models of employee engagement

- The concept of Emotional Intelligence and its role in organizational effectiveness.

- The new concept of E-work, Work Force Diversity and Quality of Work life Balance.

TEXT BOOK:

Mirza Saiyaddin, Contemporary issues in HRM, Himalaya Publishing House 2013

REFERENCE BOOKS:

G.R. Jones; J. M. George; Contemporary Management; TATA Mc. Graw Hill, 2010

JOURNALS:

HumanCapital PersonnelTodayHRDNetWork

MCC813: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 behaviorandanawarenessofscientific assessmentofbehavioral factors significantatwork.

Course Objectives

1. To facilitate a theoretical and applied understanding of human behavior at work.
2. ToequiptheHR manager to scientifically assessbehavioratworkusing the methods
3. Tostandardizedtools of psychometry.

COURSESYLLABUS

UnitI: PsychologicalAssessment:ParametersofAssessment;Psychophysical Methods; Psychological Scaling; Reaction Time; Illusins and embedded figures; Thresholds.

UnitII: TestConstruction:ItemWriting;ItemAnalysis;Reliability;Validity; Norm Development.

Unit III : Abilities: Assessment of General Abilities - Intelligence, Aptitudes; Assessment of Special Abilities; Standard Progressive Matrices; David's Battery of DifferentialAbilities; 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 PersonalityType 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.

CourseOutcomes

Thecourseonpsychometricsenablesthestudentto:
1. IdentifyareaswherepsychometricscanaidinHRdecisionmaking
2. Enlist and use psychometric techniques and tools to aid HR decision making
3. Design techniquesas per variousHR requirements in the event ofunavailabilityoftoolsin specific areas.

TEXTBOOK
Furr, R.M. & Bacharach, V.R. (2014). Psychometrics: An Introduction. Thousand Oaks:Sage.

REFERENCE BOOKS:

Anastasi, A.(1997).Psychologicaltesting.NewYork:MacMillan.2013Ciminero, A.R. (1986). Handbook of behavioral assessment.New York: John Wiley.2013Kaplan,R.&Saccuzzo(2007).Psychological testing.Wadsworth: Cengage2013

JOURNALS

PsychologicalAssessment
Journal of Psychopathology andBehavioralAssessment

MBA IV Semester
MCC814:HRANALYTICS

INTRODUCTION

We are on the threshold of most exciting and promising phaseof 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 alsoknown as HCM: 21. It is holistic predictive management model and operating system for human resources function. HCM: 21 is a four-phase process that startswithscanningthemarketplaceandendswithanintegrated measurement system.Inthemiddleitaddressesworkforceandsuccessionplanninginanew way and shows how to optimize and synchronize the delivery of HR services.

CourseObjectives:
- TounderstandtheConcepts ofpredictiveanalytics andHCM:21.
- ToanalysepredictivemanagementmodelanditsprocessandHCM:21process
- To make a detailed study of case studies from Government and private companies.

COURSESYLLABUS
Unit I: MeaningofAnalytics;Classification;Importance HCMs; Role and Perspectiveof 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.

UnitIV: Qualityemployee engagement:EmployeeEngagement Definition and Measurement; EngagementDrivers; Disorder and Disengagement; Behaviour Based Signs of Departure, Event based Signs of Departure, DatabasedSigns of Departure;

Unit V : Meaning of Metrics; The our Human Capital Performance Metrics; TheSecondGenerationandThirdGenerationMetricsConnectingtheMetrics; Predictive Analytics for Human CapitalManagement.

CourseOutcomes
- After completion of the course the student is able to learn The conceptual understanding of HRAnalytics
- TheHCMModelofHRAnalytics
- The meaning of Metrics, the first, second, and third generationmetrics

TEXTBOOK
JACFitzeng:TheNewHRAnalytics

**PROFESSIONAL COMPETENCY DEVELOPMENT COURSES
(MMB 802 TO MMB 816 & VDC 111)**

Professional Competency Development Courses (PCD) consists of eight Courses spread over all the six trimesters.PCD comprises of:

Sl. No.	CourseCode	Course	Credits	Marks
1	MMB802	CBA-1	1	50
2	MMB804	YogaandMeditation	1	50
3	VDC 111	VentureDiscovery	2	100
4	MMB808	BEC	1	50
5	MMB810	Soft Skills-1(WorkShop)	1	50
6	MMB812	CBA-2	1	50
7	MMB814	Soft Skills-2(WorkShop)	1	50
8	MMB816	BusinessSimulationGame	2	50
		Total	**10**	**450**

The total credits offered under PCD are 10. The student can earn these credits and get included in the marks list only upon successful completion of the programme.Allc r e d i t s pertaining tothiscategory will bereflected in theIVSemester only.Thecreditswillnotbe reflected in case the student failsto securepass grade.

The studentisrequired to acquire 7 creditsoutof the 10 available creditsto be eligible for the award of the degree. In case the student is able to secure more than7credits,forcalculationofCGPA,thebestgradepointsof7creditcourses will be considered.

In case the student does not secure minimum pass grade point (in securing 7 credits),he/sheisrequiredtoappearalongwiththefollowingbatchofstudents. Reappearing for PCD courses is not allowed in the Yoga & Meditation, Business Simulation and BEC courses.

MMB804: YOGA &MEDITATION INTRODUCTION

Stress management is the need of the hour. A recent survey showed that 7090% of us feel stressed at work and outside. Today's fast paced lifestyle is putting a toll on everyone. Stress, either quick or constant, can induce risky body-mind disorders.

The corporate world is a new syndrome that man has coined for himself which brings with it a whole newlifestyle and existence. Odd working hours, irregular foodhabitsand d i f f i c u l t worksituations and inadequatecopingresourcesareapart ofthecorporateworld.Tosurviveintheworld of work and reach one's greatest potential, all the energy blockers in the body and mind need to becleared so that one can function at their highest level.Yoga and meditation does more than just offer exercises for relaxation. Virtually everyone canseephysical benefitsfromyoga, and its practice can also give psychologicalbenefits, suchas stress reduction and a sense ofwell-being. As yoga and meditation combines several techniques used for stress reduction, it canbe said toprovide the combined benefits of breathing exercises,stretchingexercises,fitness programs,meditationpractice, etc.

COURSOBJECTIVES:
Tointroduceyogapracticetothestudentatyoungage.Tohelpstudentsmaintain good health.

COURSE OUTCOMES
AfterattendingYogaPracticesessionsregularlythestudents willbeableto
1. Experiencebodyflexibilityafterattending yogaclasses.
2. Enhancetheirattentionskills.
3. Becomemorefocusedontheir studies andimprovetheir health.

ACTIVITYSTRUCTURE
Practical and theory classes on Yoga and meditation will be conducted by a Yoga Master. 20 sessions will be scheduled. At the end of the Course the student would be evaluated both on his/her understanding of theoretical concepts, as well as the practical approach.

Theassessment wouldbefor50marks.

MMB 810 & MMB 814: SOFT SKILLS - 1&2 (Workshop)
INTRODUCTION

Managementinvolvesutilisingthe humancapitalofanenterprisetocontribute 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 corporateworldforthefirsttime,toinculcatebehaviour thatisappropriate 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.

SoftSkillsisnowrecognisedaskeyto making businesses moreprofitable 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 thatsoft 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 andconfidence.Thiswillsignificantly impacttheimagethatone has in any formal, professional and social situations

COURSE OBJECTIVES
1. To understand and enhance social skills
2. To develop logical reasoning and quantitative abilities
3. To help build greater confidence when interacting with people
4. To build on the ability to make a positive first impression
5. To help improve the overall appearance

COURSE OUTCOMES
Softskills wouldenablethestudentin

1. Understandingthestrengthsandweaknessesofoneselfand

2. Gainingconfidenceinparticipatingingroup discussiononcurrenttopics.

3. Improvingproblemsolvingabilities(QuantitativeandLogical)

ACTIVITYSTRUCTURE DURINGWORKSHOP
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 andself-introduction
c) CVwriting
d) Facinginterviews
e) Trainingin aptitudeandemployabilitytests.

Guidance on the above issues would be given by an expert and the deputed Facultywouldbeguidingthemthroughone-to-oneinteraction.Assessingthem on their performance would be done by the concerned Faculty.

Theassessment wouldbefor50marks.

Course Code:	Course Title: Venture Discovery
Semester: I	Course Type:PCDInternalCredits: 2
Program: AllMBAProgrammes	
CourseLeader:VentureDiscoveryCentre	

Courseoutlineand indicative content

UnitI (8sessions)
Personal Values: Definingyour personal values, Excite&Excel,BuildaTeam,Define purpose for aventure. Four stages:Personal Discovery, SolutionDiscovery, Business Model Discovery, Discovery Integration.

Unit II (8sessions)
Solution Discovery: Craft and mission statement, Experience design, Gaining user insight, Concept designand positioning,Productline strategy,Ideation&Impact.

UnitIII (8sessions)
Business Model Discovery: Prototyping solutions, Reality Checks, Understand your industry,Typesof businessmodels, Define Revenue Models, Define Operating Models

Unit IV(8sessions)
Discovery Integration: Illustrate business models, Validate business models, Definecompanyimpact

UnitV(8sessions)

Tasktype Taskmode			Weightage(%)
A1.Assignments	Individual	Report/Presentation	20
A2. Case/ Project/ Assignment	Groups*or Individual	Presentations/Report/ Assignment	40
A3. Project	Individual/ Group	Report/Pitch	40

Tell a Story: Can you make money, Tellyour venture story. Assessment methods Transferrable andEmployabilitySkills

Sl. No.	Course Outcomes	Assessment
1	Know how to use online learning resources: G-Learn, online journals, etc.	A1&A2
2	Communicateeffectivelyusingarangeofmedia	A1&A2
3	Applyteamworkand leadershipskills	A2
4	Find, evaluate,synthesize&useinformation	A1&A2
5	Analyzerealworld situationcritically	A3
6	Reflect on theirownprofessional development	A3
7	Demonstrateprofessionalism&ethicalawareness	A2
8	Applymultidisciplinary approachtothecontext	A2

Learningand teachingactivities

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)

Teachingand learningresources

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 sourceson 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.

PrescribedModules:

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,IndianInstituteofManagement,Ahmedabad

Journal of General Management, Mercury House Business Publications, Limited Harvard Business Review, Harvard Business School Publishing Co. USA

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)programmeisone ofthevalueadded programmesofferedby GITAM Institute of Management in collaboration with University of Cambridge & British Council. BEC is used by hundreds of employers, either as part of their staff development programme or as a qualificationthattheylook forwhenrecruitingstaff.BECisaglobally recognized qualificationanditenhances thejobprospectsandaddsvaluetotheCV of the student. BEC gives the opportunity to learn practical workplace English skills. Preparing forBECimproves one's confidencein using business English, particularly speaking. Many Universities internationally recognize BEC for business courses.

COURSE OBJECTIVES

- To understand the nuancesof Business English To enhance the student's English speaking skills
- To clearly understand the difference between business English and colloquial English
- To achieve maximum proficiencyin business English

COURSE OUTCOMES

Uponcompletion ofthis course,studentswill–

- Learntoconfidentlycommunicate in English at the workplace
- Acquire the following Business English skills in accordance with their BEC Levels:
- BEC Preliminary: read reports, charts and advertisements; write short email or memo; understand short conversations; give short presentations.
- BEC Vantage: read longer business reports and company documents; write letters or proposals; listen to short discussions; contribute to a discussion abouta business topic.
- 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.

ACTIVITYSTRUCTURE:

BEC is offered at three levels namely, BEC Preliminary, BEC Vantage and BEC Higher, based on four skills - Reading, Writing, Listening and Speaking.

- BEC Preliminary is a lower intermediate level and is meant for candidates having limitedconfidenceintheirusageof English.
- BEC Vantage is at intermediate level and is suitable for candidates who havefluencyinEnglish.
- BECHigherisanadvancedlevelcertificate and is for candidates who can use both professional English and very social confidently in situations.

The students would be evaluated based on their performance in various tests conducted. The tests include:

cDiagnostictestcSpeaking testcMock test conducted by the Institute c Test conducted by British Council.

Performancein BECwouldbeevaluatedfor50markseach.Acertificate wouldbeawardedtothosestudents whoclearthetestconductedbytheBritishCouncil.

MMB 802 & MMB 812: CURRENT BUSINESS AFFAIRS (CBA) -1&2

INTRODUCTION

Knowledgeis Power-SirFrancisBacon.

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 forimprovingone'sreputationand influence. Thismeansapersonhasthe 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,apersoncan projecta confidentdemeanour.Managementstudents,aspiringtoenterthecorporateworld,needtoknowwhat 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 - businessand other, listen to newsand keep a healthy interaction with the whole world.

COURSE OBJECTIVES
1. Improve readinghabit
2. Tocreateawarenessoncurrent businessmatters
3. Improve criticalthinkingonbusinessissues
4. Equipstudentswithknowledgeandskill tosucceedinjobinterview

COURSE OUTCOMES
On participation in the discussion and giving the online test On Current Business Affairs thestudent would
1. Gainanunderstanding ontheissues beingdealt currentlyinthecountry.

2. Gain confidence in participating in group discussion on current topics.

COURSESTRUCTURE
ThestudentisrequiredtoreadaBusinessmagazinesuppliedbytheInstitution and appear for a weekly online quizconducted on each Issue. During the class session (two sessions per week) Group Discussion is conducted (group of 6-8) on currenttopicsrelevanttothat period and which are considered important for Management students.

REFERENCES
Suggestedreadings:
Newspapers:
Economic Times Mint Business Line The Hindu Magazines:
BusinessWorldBusinessIndiaIndiaTodayBusinessToday

MMB816: BUSINESS SIMULATION

INTRODUCTION

Peoplelearnbest bydoing.

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 whattheyreadandhear,butfewforgetasimulation-basedcoursebecausethey 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 ecision making experience in R&D, marketing, production andfinance. Capstone business simulation teaches business strategyusing a more complex business model operating in a multi-layered marketplace.

COURSE OBJECTIVES

Demonstrate effectiveness of multi-discipline teams working together To use strategic thinking to anadvantage Understand overall interaction and impact ofvariouspartsofabusinessononeanotherGrowanawarenessofcompetition in the business world To gain knowledge through experiential learning, as to howabusinessoperates,understandkeyfinancialmetrics,andleverage team- mates' expertise.

COURSE OUTCOMES

Bytheendofthetri-semester,students shouldbeableto:

- Demonstrate understanding of the underlying principles of marketing, management, finance, and accounting and the interrelatedness and impactof these areas on business strategy.
- Demonstrate problem-solving skills involving quantitative and statistical analysisDemonstrateeffectiveoralandwrittencommunicationskillthrough
- caseanalysis,class discussionandpresentations

ACTIVITYSTRUCTURE

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,thestrategiesusedandtheperformanceoftheindividualaswell as their firm The assessment would be for 50 marks.

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