SCHOOL OF MANAGEMENT& COMMERCE

DEPARTMENT OF MANAGEMENT

TEACHING SCHEME & SYLLABUS

MASTER OF BUSINESS ADMINISTRATION
(Batch 2020-22)

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VISION

To create knowledge based society with scientific temper, team spirit and dignity of labor to face global competitive challenges.

Mission

To evolve and develop skill based systems for effective delivery of knowledge so as to equip young professionals with dedication and commitment to excellence in all spheres of life.

Quality Policy

To provide Quality Education through Faculty development, updating of facilities and continual improvement meeting University norms and keeping stake holders satisfied.

Knowledge Wheel

At Poornima, the academic atmosphere is a rare blend of modern technical as well as soft skills and traditional systems of learning processes.

MASTER OF BUSINESS ADMINISTRATION (MBA)

2 year, 4 Semester Full Time Programme

Choice Based Credit System (CBCS), Grading System and Outcome Based Education Pattern

Premble

1. The revised MBA Curriculum builds on the implementation of the Choice Based Credit System (CBCS) and Grading System. The curriculum takes the MBA programme to the next level in terms of implementing Outcome Based Education along with the Choice Based Credit System (CBCS) and Grading System.

Need for Revision of the Curriculum

2. There was a need for revision of the curriculum in view of the dynamism in the industry practices, evolution in technology and the evolving expectations of key stakeholders viz. students, the industry and faculty members at large. It also has relevance due to changed technological, social, cultural and economic environment of the nation.

3. Specifically, the triggers for the comprehensive revamp of the curriculum are

   (a) New Skills & Competencies desired due to dynamic business environment: Jobs of today were perhaps not created about 5 years ago. This aspect has a direct linkage with contents and structure of syllabus across the Knowledge, Skills and Attitude (KSA) dimensions, which calls for frequent and meaningful updating of the curriculum.

   (b) Concerns expressed by the Industry: The industry has expressed concerns about the need for improvement in the communication skills, inter-personal skills, domain knowledge basics, business environment awareness, technology proficiency, and attitude of the MBA graduates. Newer and innovative evaluation methods are necessary to address these concerns of the industry.

   (c) Application Orientation: There is a pressing need to imbibe application oriented thinking, based on sound knowledge of management theories, principles and concepts. Management education needs to move out of the classrooms and instead focus on group activity, field work, experiential learning, etc. This can be achieved only through a radical change in the evaluation pattern and course delivery methodology.

   (d) Changing mind-set of the Learner. The profile of the students for the management programme, their learning styles and the outlook towards higher education has

undergone a gradual transformation. The expectations of the students from the MBA programme have changed over the last decade.

(e) <u>Integrate a basket of skill sets</u>. B-Schools are expected to imbibe varied aspects of 'learning beyond the syllabus through innovative curriculum design, contemporary syllabus, effective delivery and comprehensive evaluation.

(f) <u>Entrepreneurial aspirations and preparedness for the same</u>. The youth now aspires to become masters of their own and wish to start up their new ventures. These will create further growth opportunities.

Definitions

Outcome Based Education

4.   (a) <u>Outcome Based Education (OBE) Approach.</u>   Outcomes are about performance, and this implies:-

   (i)   There must be a performer – the student (learner), not only the teacher
   (ii)   There must be something performable (thus demonstrable or assessable) to perform.
   (iii)   The focus is on the performance, not the activity or task to be performed

(b)   <u>Programme Educational Objectives (PEOs).</u> Programme Educational Objectives are a set of **broad future-focused student performance outcomes** that explicitly identify what students will be **able to do with what they have learned**, and **what they will be like** after they leave school and are **living full and productive lives**. Thus PEOs are what the programme is preparing graduates for in their **career and professional life** (to attain within a **few years** after graduation).

(c)   <u>Graduate Attributes (GAs).</u>Graduate Attributes (GAs) are the **qualities, knowledge and capabilities** that students are encouraged to take responsibility for developing throughout their studies and are the **defining characteristics** of the students passing out of the MBA program. These attributes include, but go **beyond, the disciplinary expertise or technical knowledge**.

(d)   <u>Programme Outcomes (POs).</u>Programme Outcomes are a set of **narrow statements** that describes what students (learners) **of the programme** are expected to know and be able to perform or attain **by the time of graduation**.

(e)   <u>Programme Specific Outcomes (PSOs).</u>   Programme Outcomes are a set of **narrow statements** that describes what students (learners) **of a particular specialization of the programme** are expected to know and be able to perform or attain **by the time of graduation**. PSOs are also a function of the various course combinations offered by the Institute.

(f)   <u>Learning Outcomes.</u> A learning outcome is what a student CAN DO as a result of a learning experience. It describes a **specific task** that he/she is able to perform at a **given level of competence under a certain situation**. The three broad types of learning outcomes are:

(i)   Disciplinary knowledge andskills

(ii)   Generic skills

(iii)   Attitudes and values

(g)   <u>Course Outcomes (COs).</u>   A set of specific statements that describes the **complex performances** a student should be capable of as a result of **learning experiences within a course.**

(h)   <u>Teaching and Learning Activities (TLAs).</u>   The set of **pedagogical tools and techniques** or the teaching and learning activities that aim to **help students to attain** the intended learning outcomes and engage them in these learning activities through the teaching process.

(i)   <u>Outcome Based Assessment (OBA).</u>An assessment system that asks course teachers to <u>first identify what it is that we expect students to be able to do once they have completed a course or program</u>. It then asks course teachers to provide evidence that they are able to do so. In other words, how will each learning outcome be assessed? What **evidence of student learning** is most **relevant for each learning outcome** and **what standard or criteria** will be used to evaluate that evidence? Assessment is therefore a key part of outcome-based education and used to determine whether or not a qualification has been achieved.

Choice Based Credit System

5.   Choice Based Credit System (CBCS) offers wide ranging choice for students to opt for courses based on their aptitude and their career goals. CBCS works on the fundamental premise that students are mature individuals, capable of making their own decisions.

6.   CBCS enables a student to obtain a degree by accumulating required number of credits prescribed for that degree. The number of credits earned by the student reflects the knowledge or skill acquired him / her. Each course is assigned a fixed number of credits based on the contents to be learnt & the expected effort of the student. The grade points earned for each course reflects the student's proficiency in that course. CBCS is a process of evolution of educational reforms that would yield the result in subsequent years and after a few cycles of its implementation.

Key Features of CBCS

7.   (a)   **Enriching Learning Environment**.   A student is provided with an academically rich, highly flexible learning system blended with abundant provision for skill practice and activity orientation that he/she could learn in depth without sacrificing his/her creativity. There is a definite movement away from the traditional lectures and written examination.

(b)   **Learn at your own pace**: A student can exercise the option to decide his/her own pace of learning- slow, normal or accelerated plan. Students can select courses according to their aptitude, tastes and preferences.

(c)   **Continuous Learning & Student Centric Continuous Evaluation.** CBCS makes the learning process continuous and the evaluation process is not only made continuous but also made learner centric. The evaluation is designed to recognize the capability and talent of a student.

(d)   **Active Student-Teacher Participation**. CBCS leads to quality education with active teacher-student participation. This provides avenues to meet student's scholastic needs and aspirations.

(e)   **Industry Institute Collaboration**. CBCS provides opportunities for meaningful collaboration with industry and foreign partners to foster innovation, by introduction of electives and half credit courses through the cafeteria approach. This will go a long way in capacity building of students and faculty.

(f)   **Interdisciplinary Curriculum**.   Cutting edge developments generally occur at the interface of two or more discipline. Interdisciplinary approach enables integration of concepts, theories, techniques, and perspectives from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline.

(g) **Employability Enhancement**.   CBCS shall ensure that students enhance their skill/employability by taking up project work, entrepreneurship and vocational training.

(h) **Faculty Expertise**.   CBCS shall give the Schools the much needed flexibility to make best use of the expertise of available faculty.

Pre-requisites for successful implementation of CBCS

8.   The success of the CBCS also requires certain commitments from both the students and the teachers.

(a) The student should be regular and punctual to his classes, studious in carrying out the assignments and should maintain consistency in his tempo of learning. He should make maximum use of the available library, internet and other facilities.

(b) The teachers are expected to be alert and punctual and strictly adhere to the schedules of teaching, tests, seminars, evaluation and notification of results.

(c) All teachers should notify the tentative schedule of teaching and tests of the entire semester, including the dates of tests, dates of score notification and all other schedules, which can be planned in advance.

(d) The teachers are expected to adhere to unbiased and objective evaluation and marking of continuous evaluation scores (internal examinations) which will not only maintain the confidence of the students, but, at the same time, ensure that merit is given due credit.

(e) Transparency, objectivity and quality are the key factors that will sustain a good CBCS system.

(f) At the post-graduate level, and in a professional programme, the syllabus is to be looked upon as the bare minimum requirement to be fulfilled and sufficient emphasis shall be laid on contemporary aspects, going beyond the syllabus.

Time Schedule

9.   An academic year is divided into two terms – I and II. Each term has one semester. Term I shall have SEM I and III, whereas Term II shall have SEM II and IV. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes.

10.   For students, each week has 40 working hours spread over 5/6 days a week consisting of lectures, tutorials, assignments, class participation, library work, special counseling, Sports, project work, field visit, youth welfare and social activities.

Academic Planning

11.   (a)   Credit. *In terms of credits, for a period of one semester of 15weeks.*

   (i)   Every ONE hour session per week of L amounts to 1 credit per semester

   (ii)   A minimum of TWO hours per week of T amountsto1credit per semester.

   (iii)   A minimum of TWO hours per week of P amounts to1credit per semester,

Each credit is a combination of 3 components viz. Lecture (L) + Tutorials (T) + Practice (Practical / Project Work / Self Study) (P) i.e. LTP Pattern. Indicative LTP, for each course, is documented in the syllabus.

The course teacher may modify the LTP of the course in view of the course requirements, nature of the course, the level of learners and the type of pedagogy and assessment tools proposed. The modified LTP shall have to be approved by the Dean/School Board of the University.

(b)   Session. Each teaching-learning, evaluation session shall be of 60 minutes. However, the Department shall have the flexibility to define their time slots in a manner as to use their faculty and infrastructure resources in the best possible way and ensure effective learning.

(c)   Course Announcement.   The Department shall announce the elective courses and specializations it proposes to offer the students out of the wider course basket. It is not mandatory to offer all the specializations and all the electives. The decision of the Dean/HOD shall be final in this case. However, in the spirit of Choice Based Credit System, school should offer choices to the students for the elective courses and not offer only the minimum number of electives.

(d)   Course Registration. It is mandatory for every student, to register every semester, for the courses opted for that semester. Each student, on admission shall be assigned to a Faculty Advisor who shall advise her/him about the academic programs and counsel on the choice of courses considering the student's profile, career goals and courses taken in the earlier semesters. With the advice and consent of the Faculty Advisor, the student shall register for a set of courses he/she plans to take up for the Semester. Students shall have to register for the courses for the semester within first week of Semester I and immediately after conclusion of the preceding term for subsequent Semesters II, III and IV.

MBA Programme Focus

12.   Programme Educational Objectives(PEOs)

(a) **PEO1:**   Graduates of the MBA program will successfully integrate core, cross-functional and inter-disciplinary aspects of management theories, models and frameworks with the real world practices and the sector specific nuances to provide solution store al world business, policy and social issues in a dynamic and complex world.

(b) **PEO2:**   Graduates of the MBA program will possess excellent communication skills, excel in cross-functional, multi-disciplinary, multi-cultural teams, and have an appreciation for local, domestic and global contexts so as to manage continuity, change, risk, ambiguity and complexity.

(c) **PEO3:**   Graduates of the MBA program will be appreciative of the significance of Indian ethos and values in managerial decision making and exhibit value centered leadership.

(d) **PEO4:**   Graduates of the MBA program will be ready to engage in successful career pursuits covering a broad spectrum of areas in corporate, non-profit organizations, public policy, entrepreneurial ventures and engage in life-long learning.

(e) **PEO5:**   Graduates of the MBA program will be recognized in their chosen fields for their managerial competence, creativity & innovation, integrity & sensitivity to local and global issues of social relevance and earn the trust & respect of others as inspiring, effective and ethical leaders, managers, entrepreneurs, and change agents.

13. **Programme Outcomes (POs).** At the end of the MBA programme the learner will possess the

(a) P0 – 1 - **Generic and Domain Knowledge.** Ability to articulate, illustrate, analyze, synthesize and apply the knowledge of principles and frameworks of management and allied domains to the solutions of real-world complex business issues.

(b) P0 – 2 - **Problem Solving & Innovation.** Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem solving tools and techniques.

(c)   P0 – 3 - **Critical Thinking.** Ability to conduct investigation of multidimensional business problems using research based knowledge and research methods to arrive at data driven decisions.

(d)   P0 – 4 - **Effective Communication.** Ability to effectively communicate in cross-cultural settings, in technology mediated environments, especially in the business context and with society at large

(e)   P0 – 5 - **Leadership and Team Work.** Ability to collaborate in an organizational context and across organizational boundaries and lead themselves and others in the achievement of organizational goals and optimize outcomes for all stakeholders.

(f)   P0 – 6 - **Global Orientation and Cross-Cultural Appreciation.** Ability to approach any relevant business issues from a global perspective and exhibit an appreciation of Cross Cultural aspects of business and management.

(g)   P0 – 7 - **Entrepreneurship.** Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing startups as well as professionalizing and growing family businesses.

(h)   P0 – 8 - **Environment and Sustainability.** Ability to demonstrate knowledge of and need for sustainable development and assess the impact of managerial decisions and business priorities on the societal, economic and environmental aspects.

(i)   P0 – 9 - **Social Responsiveness and Ethics.** Ability to exhibit a broad appreciation of the ethical and value underpinnings of managerial choices in a political, cross-cultural, globalized, digitized, socio-economic environment and distinguish between ethical and unethical behaviors & act with integrity.

(j)   P0 – 10 - **Life Long Learning.** Ability to operate independently in new environment, acquire new knowledge and skills and assimilate them into the internalized knowledge and skills.

14. **Programme Specific Outcomes (PSOs).** It is expected that the Department of MBA **define the PSOs** for **each specialization**. PSOs shall also vary based upon the **customized combination** of Generic Core, Generic Elective, Subject Core, Subject Elective, Foundation, and Enrichment & Alternative Study Credit Courses that they offer.

15. **Graduate Attributes (GAs).** At the end of the MBA programme the learner shall exhibit:-

(a)   **GA1**: Managerial competence

(b)   **GA2**: Proficiency in Communication, Collaboration, Teamwork and Leadership

(c)   **GA3**: Competence in Creativity & Innovation

(d) **GA4**: Research Aptitude, Scholarship & Enquiry

(e) **GA5**: Global Orientation

(f) **GA6**: Proficiency in ICT & Digital Literacy

(g) **GA7**: Entrepreneurship & Intrapreneurship Orientation

(h) **GA8**: Cross-functional & Inter-disciplinary Orientation

(i) **GA9**: Results Orientation

(j) **GA10**: Professionalism, Ethical, Values Oriented & Socially Responsible behaviour

(j) **GA11**: Life-Long Learning Orientation

8. MBA Programme Course Types & Evaluation Pattern.

Sr. No.	Course Type	Credits	Nature	Comprehensive Concurrent Evaluation (CCE)	End Semester Evaluation (ESE) Marks	Total Marks
BASIC COURSE TYPES						
1	Generic Core (GC)	3	Compulsory	40	60	100
2	Subject Core (SC)	3	Compulsory (Specialization specific)	40	60	100
3	Generic Elective (GE)	2	Elective	60	40	100
4	Subject Elective (SE)	2	Elective (Specialization specific)	60	40	100
5	Summer Project (SIP)	6	Project (Compulsory)	60	40	100
ADDITIONAL COURSE TYPES						
1	Enrichment Courses	1	Elective	50	0	50

	(ENR)					
2	Foundation (FOU)	1	Elective	50	0	50
3	Alternative Study Credit Courses (ASCC)	2	Elective	60	40	100
4	Open Electives (OE)	3 / 2	Subject Core/Subject Elective	40 or 60	60 or 40	100 or 100

Course Types.

16. (a) **Foundation Course.** These courses focus on developing the basic abilities that support the understanding of other courses.

(b) **Core Courses.** These are the compulsory courses for all the students. Core Courses are of two types: Generic Core & Subject Core.

(c) **Generic Core.** This is the course which should compulsorily be studied by a candidate as a core requirement to complete the requirement of a degree in a said discipline of study. Therefore, Generic Core courses are mandatory and fundamental in nature. These courses cannot be substituted by any other courses. Such courses are also known as Hard Core Courses.

(d) **Subject Core.** A Core course may be a Subject Core if there is a choice or an option for the candidate to choose from a broad category (grouping) of subjects (specializations/electives). These are also known as Soft Core Courses.

(e) **Elective Course.** Elective course is a course which can be chosen from a pool of courses. It may be:

(i) Very Specialized or advanced course focusing on a specific aspect

(ii) Supportive to the discipline of study

(iii) Providing an extended scope

(iv) Enabling an exposure to some other discipline/domain

(v) Nurturing candidate's proficiency/skills.

(f) **Generic Elective.**   An elective course which is common across disciplines / subjects is called a generic elective. 'Generic Elective' courses develop generic proficiencies amongst the students. These courses are supportive to the discipline of study and focus on the knowledge aspect of competence building. It also develop inter-personal, technical and other skills aspect of competence building.

(i) **Subject Elective.** A 'Discipline (specialization) centric' elective is called 'Subject Elective.' Subject Elective courses, in the Semester II, III and IV are focused on a specialization.

(j) **Open Elective.** A subject elective course chosen generally from another Discipline / specialization / subject, with an intention to seek cross-functional exposure is called an Open Elective. A Subject Elective offered in one specialization area may be treated as an Open Elective by another specialization area and vice-a-versa.

(k) **Enrichment Course.** This is a course generally offered to students which is beyond the curriculum. Enrichment/Add-on Course shall be a 1 Credit Course. The course may be of the nature of Course of Independent Study (CIS) or in other practical form. It may be offered to the students who are keen to do the course.

(l) **Alternative Study Credit Courses.** These courses prepare the learners for a VUCA (Volatile Uncertain, Complex and Ambiguous) world by going beyond the boundaries of their campus. Apart from core and elective courses, these courses engage students in discussion, debate and solution of real world challenges.

(m) **Massive Open Online Courses (MOOCs)[2].**Massive Open Online Courses (MOOCs) are such online courses which are developed as per the pedagogy stated in the AICTE regulation (2016) or equivalent;

Specializations Offered.

17. The following specializations shall be offered to the students of MBA:

(a) Marketing Management

(b) Banking &Finance Management

(c) Human Resources Management

Open Elective(s).

18.   (a)   Learners who intend to learn specific courses from other specialization(s) can opt for Subject Elective (SE) courses from other specializations in lieu of the Subject Elective (SE) courses from their native specialization.

(b)   These open electives MAY BE from two different specializations.

(c)   Open Electives can be opted for only in Sem III and Sem IV.

(d)   Students can opt for maximum 1 Subject Elective (SE) course in Sem III and Sem IV each. I.e. Students can opt for maximum 2 Open Electives (total 4credits).

Options & Guidelines for Choice ofSpecialization.

19.   Students can opt for any one specialization. However, in order to opt for Banking & Finance specialisation, the student need to undergo a "Finance Aptitude/Inclination Test'. Those who will be in merit will be given the "Banking & Finance Specialization'.

Foundation Courses.

20.   (a)   All the Foundation Courses shall be of 1 credit each.
(b)Foundation Courses will only be given in Sem-I & Sem II and CANNOT be opted for in Sem III and in Sem IV.
(c)   Foundation Courses shall be offered to the students if it was found that the basic competencies are lacking in the specific course. Foundation courses can also be taught by the course teacher in workshop mode.

Enrichment Courses.

21.   (a) All the Enrichment Courses shall be of 1 credit each.

(b) Criteria will be stipulated from time to time for offering the enrichment course once the competencies of the students are assessed.

(c) Since enrichment course is a guided self-study course, 40-45 hours of work shall be equivalent to one credit. The faculty shall oversee the progress of the learner as well as evaluate the learner for 50marks/1credit.

(b)   The learners shall document and submit details such as questionnaires, interview schedules, interview transcripts, observation sheets, photographs, testimonials from the

organizations / persons interacted with, permission letters, acceptance letters, field work sampling plans, etc.

(c) Enrichment Courses can be carried out in the campus library / in the campus IT lab/in a local community setting/ in a start-up/ in a government undertaking/in a NGO/ in a cooperative/ in a corporate entity/in open market wherever possible.

(d) A well-documented and comprehensive spiral bound report / publication, with appropriate referencing, is essential for all the enrichment courses. Relevant Audio, Video Material, should be included as a part of the report.

(e) The Evaluation for the Enrichment Courses shall be as per the nature of the course.

22. **Alternative study credit courses.**

(a) All the ASCC shall be of 2 credits each.

(b) Alternative study credit courses (ASCC) can be opted for, only in lien of generic elective courses. However, it can't be more than 6 credits in a semester.

(c) It is not mandatory for a learner to opt for alternative study credit courses. However, faculty member may advise a credit student to enroll for alternative study courses after a methodical assessment of the relevant competencies of the student and the same should be approved by dean of the school/v c.

(d) A minimum of 60% of the total credits earned by a learner through ASCC shall either be from MOOCS or from professional certificate programmes.

(e) Since ASCC is a guided self-study course 40-45 min of work shall be equivalent to 1 credit. The faculty shall oversee the progress of the learner as well as evaluate the learner for 60 marks

(f) The list of ASCC is provided along with the syllabus.

23. **Summer Internship Project.**

(a) At the end of Second Semester each student shall undertake a Summer Internship Project (SIP) for a **minimum of 8 weeks**. For SIP, 1 credit is equivalent to minimum 40-45 hours of effective work. SIP shall have 6 credits. It is mandatory for the student to seek advance written approval from the faculty guide and the Dean of the School about the topic and organization before commencing the SIP.

(b) The student may take up a SIP in his/her intended area of specialization or in any other functional area of management. Ideally the student should opt the SIP in his/her own intended area of specialization. SIP can be carried out in a Corporate Entity / NGO / SME / Government Undertaking / Cooperative Sector. SIP may be a research project – based on

primary / secondary data or may be an operational assignment involving working by the student on a given task/assignment/project/ etc. in an organization / industry. It is expected that the SIP shall sensitize the students to the demands of the workplace.

(c) **Each student shall maintain a SIP Progress Diary detailing the work carried out and the progress achieved on a daily basis.** The student shall submit a written structured SIP report based on work done during this period. The student shall submit the SIP Progress Diary along with the SIP Report.

(d) **Students shall also seek a formal evaluation of their SIP from the company guide**. The formal evaluation by the company guide shall comment on the nature and quantum of work undertaken by the student, the effectiveness and overall professionalism. The learning outcomes of the SIP and utility of the SIP to the host organization must be specifically highlighted in the formal evaluation by the company guide. The SIP evaluation sheet duly signed and stamped by the industry guide shall be included in the final SIP report.

(e) The SIP report must reflect 8 weeks of work and justify the same. The SIP report should be well documented and supported by–

    (i)   School's Certificate

    (ii)   Certificate by the Company

    (iii)   Formal feedback from the company guide

    (iv)   Executive Summary

    (v)   Organization profile

    (vi)   Outline of the problem/task undertaken

    (vii)   Research methodology & data analysis (in case of research projects only)

    (viii) Relevant activity charts, tables, graphs, diagrams, AV material, etc.

    (ix)   Learning of the student through the project

    (x)   Contribution to the host organization

    (xi)   References in appropriate referencing styles. (APA, MLA, Harvard, Chicago Style etc.)

(f) The completion of the SIP shall be certified by the respective Faculty Guide & approved by the Dean of the school. The external organization (Corporate/ NGO/ SME/ Government Entity/Cooperative/etc.) shall also certify the SIP work.

(g)   The students shall submit a spiral bound copy of the SIP report by 15thAugust. The School shall conduct an internal viva-voce for hard bound evaluation of the SIP for 60 marks between 15thAugust to 30thAugust. The Panel shall comprise of two evaluators appointed by the Dean/HOD of the School is encouraged to involve senior alumni, industry experts, recruiters to conduct the internal viva-voce. The internal viva-voce panel shall provide a detailed assessment of the SIP report and suggest changes required, if any.

(h)   After the internal viva-voce, the student shall finalize the SIP report by incorporating all the suggestions and recommendations of the internal viva-voce panel. The internal guide shall then issue the School's Certificate to the student.

(i)   The student shall submit TWO hard copies & one soft copy (CD) of the project report before 15thSeptember in Sem III. One hard copy of the SIP report is to be returned to the student by the school after the External Viva-Voce. In the interest of environmental considerations, students are encouraged to print their project reports on both faces of the paper. Spiral bound copies will not be accepted.

(j)   There shall be an external viva-voce for the SIP for 40 marks.

(k)   The Internal & the External viva-voce shall evaluate the SIP based on:

(i)   Adequacy of work undertaken by the student

(ii)   Application of concepts learned in Sem I and II

(iii)   Understanding of the organization and business environment

(iv)   Analytical capabilities

(v)   Technical Writing & Documentation Skills

(vi)   Outcome of the project – sense of purpose

(vii)   Utility of the project to the organization

(viii) Variety and relevance of learning experience

(l)   Copies of SIP report and records of evaluation shall be maintained by the School for a period of 3 academic years.

Comprehensive Concurrent Evaluation (CCE)/Concurrent Internal Evaluation(CIE):

24. (a) The course teacher shall prepare the scheme of Comprehensive Concurrent Evaluation (Formative Assessment) before commencement of the term. The scheme of Comprehensive Concurrent Evaluation shall explicitly state the linkages of each CCE with the Course Outcomes and define the targeted attainment levels for each CO.

(b) The Dean / Head of the Department / designated academic authority shall approve the scheme of Comprehensive Concurrent Evaluation with or without modifications.

(c) The course teacher shall display, on the notice board, the approved CCE/CIE scheme of the course and the same shall also be hosted on the website, not later than the first week of the term.

(d) Each CCE/CIE item shall be of minimum 25marks.

(e) For a 3 Credit Course there shall be a MINIMUM of three CCE/CIE items. The final scores shall be converted to 40, using an average formula.

(f) For 2 Credit Course/ Elective/ Practical Course shall be a MINIMUM of three CCE/ CIE items. The final scores shall be converted to 60.

(g) For a 1 Credit Course there shall be a MINIMUM of one CCE/CIE item.

(h) CCE/CIE shall be spread through the duration of course and shall be conceptualized, executed, assessed and documented by the course teacher along with student-wise and class-wise attainment levels of the COs and the attainment levels of the course.

(i) The assessment outcome of each CCE/CIE shall be duly signed by the course teacher, programme

coordinator/academicheadandtheDean/HeadoftheDepartment/designatedacademicauthor ityofthe school.

(j) A copy of the duly signed CCE/CIE *outcome* shall be displayed on the notice boards, within a week of the assessment and course teachers shall guide the students on a need basis.

(k) The School/Department may conduct additional make up/remedial CCE/CIE items of those students who score below 30% marks, but at the discretion of the school.

(l) At the end of the term aggregate CCE/CIE scores / grades shall be calculated and the CO attainment levels shall be calculated by the course teacher. The same shall be displayed on the noticeboard.

25. **Comprehensive Concurrent Evaluation/ Concurrent Internal Evaluation Methods.**
Course teachers shall opt for a combination of one of more CCE/CIE methods listed below.

(a)   Group A (Individual Assessment) – Not more than 1 per course

(i) Class Test	(ii) Open Book Test
(iii) Written Home Assignment	(iv) In-depth Viva-Voce

(b)   Group B (Individual Assessment) – At least 1 per course

(i) Case Study	(ii) Case let
(iii) Situation Analysis	(iv) Presentations

(c)   Group C (Group Assessment) – Not more than 1 per course

(i) Field Visit / Study tour and report of the same	(ii) Small Group Project & Internal Viva-Voce
(iii) Model Development	(iv) Role Play
(v) Story Telling	(vi) Fish Bowls

(d)   Group D (Creative - Individual Assessment) – Not more than 1 per course

(i) Learning Diary	(ii) Scrap Book / Story of the week / Story of the month
(iii) Creating a Quiz	(iv) Designing comics trips
(v) Creating Brochures / Bumper Stickers /Fliers	(vi) Creating Crossword Puzzles
(vii) Creating and Presenting Posters	(viii) Writing an Advice Column
(ix) Library Magazines based assessment	(x) Peer assessment
(xi) Autobiography/Biography	(xii) Writing a Memo
(xiii) Work Portfolio	

(e)   Group E (Use of Literature / Research Publications- Individual Assessment) – Not more than 1 per course

(i) Book Review	(ii) Drafting a Policy Brief
(iii) Drafting an Executive Summary	(iv) Literature Review

(v) Term Paper	(vi) Thematic Presentation
(vii) Publishing a Research Paper	(viii) Annotated Bibliography
(ix) Creating Taxonomy	(x) Creating Concept maps

(f)　Group F (Use of Technology - Individual Assessment) – Not more than 1 per course

(i) Online Exam	(ii) Simulation Exercises
(iii) Gasification Exercises	(iv) Presentation based on Google Alerts
(v) Webinar based assessment	(vi) Creating Webpage / Website / Blog
(vii) Creating info graphics/ infomercial	(viii) Creating podcasts /Newscast
(ix) Discussion Boards	

(g)　Group G (Practical Implementation) - Individual Assessment – Not more than 1 per course

(i) Practical Implementation	(ii) Field Survey
(iii) On ground activities	

26.　**Rubrics: The course teacher shall design Rubrics for each CCE/CIE.** Rubrics are scoring tools that define performance expectations for learners. The course teacher shall seek approval for the rubrics from the Dean/other designated competent academic authority of the institute. The course teacher shall share the approved Rubrics with the students at the start of the course. The rubric shall detail the following:

(a)　Linkages of the CCE/CIE to COs.

(b)　A description of the assessment - brief concept note

(c)　Criteria that will be assessed - the expected learning outcomes.

(d)   Descriptions of what is expected for each assessment component - the expectations from the student.

(e)   Substantive description of the expected performance levels indicating mastering of various components - the assessment criteria.

(f)   The team composition, if applicable.

(g)   The format and mode of submission, submission time lines

(h)   Any other relevant details.

27.   **Safeguards for Credibility of CCE/CIE.**   The following practices are encouraged to enhance transparency and authenticity of concurrent evaluation:

(a)   Involving faculty members from other management institutes.

(b)   Setting multiple question paper sets and choosing the final question paper in a random manner.

(c)   One of the internal faculty members (other than the course teacher) acting as jury during activity based evaluations.

(d)   Involvement of Industry personnel in evaluating projects / field based assignments.

(e)   Involvement of alumni in evaluating presentations, role plays, etc.

(f)   100% moderation of answer sheets, in exceptional cases.

28.   **Retention of CCE/CIE Documents.** Records of CCE shall be retained for 3 years from the completion of the Academic Year. i.e. **Current Academic Year (CAY) + 3 years.** Likewise records of assessments to decide the learning needs of students for opting for **Foundation Courses / capabilities for Enrichment Courses/ ASCC/ start-up option** etc. shall be retained for 3 years from the completion of the Academic Year.

End Semester Evaluation(ESE):

29.   (a)   The End Semester Evaluation (Summative Evaluation) for the Generic Core (GC), Subject Core (SC), Generic Elective (GE)and the Subject Elective (SE) course shall be conducted by the University itself.

(b)   The ESE shall have 5 questions each of 12marks/8 marks.

(c)   All questions shall be compulsory with internal choice within the questions.

(d)   The Board structure of the ESE question paper shall be as follows.

Programme Flexibility

30. **Average credits per semester.** It is expected that a student registers for following credits in the MBA programmes

Sr. No.	Semester	Credits
1	I	30
2	II	30
3	III	30
4	IV	20

31. **Fast Learner.**   They may be permitted to register for upto 6 additional credits per semester, subject to fulfilling the pre – requisites defined for a course, if any. However, the degree shall be awarded not earlier than the end of the 2 Academic years since the first admission to the MBA programme.

32. **Slow Learner.**   They may be permitted to register for less than the normal credits defined for a semester but shall have to complete the programme with in the stipulated maximum duration of 4 academic years since the first admission to the MBA programme.

33. However, the decision of the courses/credits with respect to first learner and slow learner will be subject to the approval of Dean.

Question Number	Cognitive Abilities Evaluated	Nature
Q.1	REMEMBERING	Answer any 6 out of 9 (2 marks each)
Q.2	UNDERSTANDING	Answer any 2 out of 3 (6 marks each)
Q.3	APPLYING	Answer 3 (a) or 3 (b) (12 marks)
Q.4	ANALYSING	Answer 4 (a) or 4 (b) (12 marks)
Q.5	EVALUATING	Answer 5 (a) or 5 (b) (12 marks)
	CREATING	

(e)   Similarly for the evaluation for 40 marks paper.

Question Number	Cognitive Abilities Evaluated	Nature

Q.1	REMEMBERING	Answer any 4 out of 7 (2 marks each)
Q.2	UNDERSTANDING	Answer any 2 out of 3 (4 marks each)
Q.3	APPLYING	Answer 3 (a) or 3 (b) (8 marks)
Q.4	ANALYSING	Answer 4 (a) or 4 (b) (8 marks)
Q.5	EVALUATING	Answer 5 (a) or 5 (b) (8 marks)
	CREATING	

Credit Transfer for MOOCs:

34. (a) Learners are encouraged to opt for MOOCs (Massive Online Open Courses) through **SWAYAM, NPTEL, EdX, Coursera, Udemy** as a part of credit transfer program. However, the same has to be pre-approved by the dean of the school.

(b) Priority shall be given to the SWAYAM platform. If a course is not available of SWAYAM, other online platforms may be used.

(c) Not more than 20% of the total credits shall be earned through the MOOCs.

(d) Notmorethan20%ofthecreditspersemesterout of total credit of semester shall be earned through the MOOCs.

(e) Since MOOC is a guided self-study course 40-45 hours of work shall be equivalent to one credit. The faculty shall oversee the progress of the learner as well as evaluate the learner for 40 marks/60 marks as per the concurrent evaluation pattern.

(f) Students shall apply to the Dean/HOD/Other designated competent academic authority of the school in advance and seek permission for seeking credit transfer for the proposed MOOCs, he/she wishes to pursue.

35. Online courses of SWAYAM or equivalent platform shall be allowed if:

a) There is non-availability of suitable teaching staff for running a course in the department or

b) The facilities for offering the elective papers (courses), sought for by the students are not on offer in the department, but are available on the SWAYAM or equivalent platform.

Professional certification Programmes

36. (a) Learner may opt for professional certification programmes as a part of ASCC. These professional certification programmes shall be offered by national, International organizations, apex bodies, chamber of commerce, professional certifying bodies, E learning companies of repute.

(b) Not more than 20% of the total credit should be earned through PCC.

(c) Not more than 20% of the credit per semester shall be earned through the PCC.

(d) Students shall apply to the Dean/HOD/other designated competent academic authority of the university in advance and seek permission for seeking credit transfer for the proposed PCC, he/she wishes to pursue.

(e) For PCC,40-45 hrs of work shall be equivalent to one credit. The faculty shall oversee the progress of the learner as well as evaluate the learner for 60 marks for 2 credits.

(f) A valid certificate regarding successful completion of the PCC shall be submitted by the learner to the department/school for claiming the 2 credits.

Evaluation of MOOCS throughSWAYAM.

37. (a) In case of SWAYAM, the students shall be evaluated as a part of the MOOC itself by the host organization (i.e. organization who has launched the MOOC through SWAYAM).

(a) The evaluation should be based on predefined norms and parameter and shall be based on a concurrent comprehensive evaluation throughout the length and breadth of course based on specified instruments like discussions, forms, quizzes, assignments, sessional examinations and final examination.

(b) After conduct of the examination and completion of the evaluation, the host organization shall award marks/grade as per the evaluation scheme announced and communicate the marks/grade to the students as well the parent organization/department of the student, within 4 weeks from the date of completion of the final examination.

(c) The parent school shall, incorporate the marks/grade obtained by the student, as communicated by the Host organization of the SWAYAM course in the marks sheet of the student that counts for final award of the degree/diploma by the University with the provision that the programs in which Lab/Practical Components involved, the parent school/university will evaluate the students for the practical/Lab component and accordingly incorporate these marks/grade in the overall marks/grade.

(d) A certificate regarding successful completion of the MOOCs course shall be signed by the parent school/university and issued through the Host Institution and sent to the Parent University.

Passing Standards.

38. A student shall be said to have earned the credits for a course if he/she earns minimum 40% marks.

Rationale for adoption of the Credit and Grading System

39. (a) **Learner's Perspective**. The current practice of evaluation of student's performance at the end of a semester is flawed. The students are expected to express their understanding or mastery over the content included in their curriculum for a complete semester within a span of three hours and their efforts over the semester are often completely ignored. It also promotes to an unhealthy practice of cramming before the examinations and focusing on marks rather than on learning.

(b) **Evaluation Perspective**: The present system of evaluation does not permit the flexibility to deploy multiple techniques of assessment in a valid and reliable way. Moreover, the current practice of awarding numerical marks for reporting the performance of learners suffers from several drawbacks and is a source of a variety of errors. Further, the problem gets compounded due to the variations in the marks awarded in different subjects. The 'raw score' obtained by the learner, is, therefore, not a reflection of his true ability.

40. In view of the above lacunae, it is desirable that the marking system used for the declaration of results is replaced by the grading system. The system of awarding grades provides a more realistic picture of learner's ability than the prevailing marking system. Excellence in quality education can be achieved by evaluating the true ability of the learners with the help of continuous evaluation.

Salient Features of the Grading System

41. (a) In this system, students (learners) are placed in ability bands that represent a range of scores. This ability range may be designated with alphabetical letters called as 'GRADE'.

(b) Grading reflects an individual learner's performance in the form of a certain level of achievement.

(c) The Grading system ensures natural classification in qualitative terms rather than quantitative terms since it expresses a range /band of scores to which a learner belongs such as O, A, B, C, D, E & F.

(d) Grades can be interpreted easily and directly and can be used to prepare an accurate 'profile' of a learner.

(e) A properly introduced grading system not only provides for a comparison of the learners' performance but it also indicates the quality of performance with respect to the

amount of efforts put in and the amount of knowledge acquired at the end of the course by the learners.

Basics of Credit and Grading System

42.   Grading is a method of reporting the result of a learner's performance subsequent to his evaluation. It involves a set of alphabets which are clearly defined and designated and uniformly understood by all the stake holders. Grading is carried out in a variety of ways. The classification of grades depends upon the reference point.

43.   With 'Approach towards Grading' as the reference point, Grading may be classified as:

(a)   <u>Direct grading</u>.   When the performance exhibited by the examinees is assessed in qualitative terms and the impressions so obtained by the examiners are directly expressed in terms of letter grades, it is called, 'Direct Grading'.

(b)   <u>Indirect grading.</u>   When the performance displayed by the examinees is first assessed in terms of marks and subsequently transformed into letter grades by using different modes, it is called, 'Indirect Grading.'

44.   With 'Standard of Judgment', as the reference point Grading may be classified as:-

(a)   <u>Absolute grading</u>:   The method that is based on a predetermined standard which becomes a reference point for the learner's performance is called 'Absolute Grading'.   This involves direct conversion of marks into grades irrespective of the distribution of marks in a subject.

(b)   <u>Relative grading</u>:   Relative Grading is popularly known as grading on the curve. The curve refers to the normal distribution curve or some symmetric variant of it. This method amounts to determining in advance approximately what percentage of learners can be expected to receive different grades, such as O,A,B,C,D,E,F. In this grading system the grade is not determined by the learner's performance but on the basis of group performance.

45.   Absolute grading has several advantages such as

(a)   the procedure is simple and straightforward to use

(b)   each grade is distinctly understandable

(c)   the learner has the freedom to strive for the attainment of the highest possible grade and

(d)   It enables the learners to know their strengths and weaknesses.

46.   The few limitations in Absolute Grading method are that:-

(a) The distribution of scores is taken at its face value regardless of the errors of measurement creeping in due to various types of subjectivity.

(b) Besides, the cut-offs of different categories are also arbitrarily decided.

47. **Grading System.**The Indirect and Absolute Grading System shall be used, i.e. the assessment of individual Courses in the concerned examinations will be on the basis of marks. However the marks shall later be converted into Grades by a defined mechanism wherein the overall performance of the learners can be reflected after considering the Credit Points for any given course. The overall evaluation shall be designated in terms of Grade. The 10 point standard scale mandated by UGC shall beused.

48. The performance of a student will be evaluated in terms of two indices, viz.

(a) Semester Grade Point Average (SGPA) which is the Grade Point Average for a semester

(b) Cumulative Grade Point Average (CGPA) which is the Grade Point Average for all the completed semesters at any point in time

Assessment & Grade Point Average

49. The performance of a student will be evaluated in terms of two indices, viz. a) Semester Grade Point Average (SGPA) which is the Grade Point Average for a semester b) Cumulative Grade Point Average (CGPA) which is the Grade Point Average for all the completed semesters at any point in time.

50. **Semester Grade Point Average (SGPA)**.   At the end of each semester, SGPA is calculated as the weighted average of GPI of all courses in the current semester in which the student has passed, the weights being the credit values of respective courses.

   SGPA = Grade Points divided by the summation of Credits of all Courses.

   $\sum$ {C * GPI} SGPA / $\sum$C for a semester.

   Where GPI is the Grade and C is credit for the respective Course.

51. **Cumulative Grade Point Average (CGPA):** Cumulative Grade Point Average (CGPA) is the grade point average for all completed semesters. CGPA is calculated as the weighted average of all GPI of all courses in which the student has passed up to the current semester.

   Cumulative Grade Point Average (CGPA) for the Entire Course

   CGPA = $\sum$ {C * GPI} / $\sum$C for all semesters taken together.

   Where GPI is the Grade and C is credit for the respective Course.

Assessment and Grade Point Average

52. (a) The system of evaluation will be as follows

    (i) Each Continuous Evaluation / Assessment and ESE (ETE) will be evaluated in terms of marks. The marks for Continuous Assessment and ESE (ETE) will be added to convert into a grade and later a grade point average. There is no grade independently for CA or ESE (ETE).

    (ii) Result of a student will be declared for each semester after the ESE (ETE) only.

    (iii) The student will get a Grade Sheet with total grades earned and a Grade Point Average, after earning the minimum number of credits towards the completion of a PG program.

Marks	Grade	Grade Point
80-100	O : Outstanding	10
70-79	A+ : Excellent	9
60-69	A : Very Good	8
55-59	B+ : Good	7
50-54	B : Above Average	6
45-49	C : Average	5
40-44	P : Pass	4
0-39	F : Fail	0
-	Ab : Absent	0

53. **Maximum Duration for completion of the Programme.** The candidates shall complete the MBA Programme **within 4 years** from the date of admission.

54. **Indicative list is provided below**

    (a)   Business English certificate (cambridge)/IELTS/TOEFL certification

    (b)   Foreign language certification equivalent to A1/A2 or above.

    (c)   Google/Microsoft/Oracle/Sun certification

    (d)   NSE/BSE/NISM certification

    (e)   Sap Financial Accounting(FI)/Controlling(co)/Sales & Distribution (SD)/ Production Planning(PP)/ Materials Management(MM)/Quality Management (QM) Human Capital Management(HCM)/CRM certification.

    (f)   Six sigma certification

    (g)   ISO certification (as an auditor)

(h)   Tally ERP certification

(i)   NLP certification

Grade Improvement.

55.   (a)   A Candidate who has secured any grade other than F (i.e. passed the MBA programme) and desires to avail the Grade Improvement option, may apply under Grade Improvement Scheme within four years from the date of admission.

(b)   He /she shall appear for University Evaluation for the Generic Core/Subject Core Courses (except SIP) for the purpose of Grade Improvement.

(c)   Generic Elective (GE), Subject Elective (SE) cannot be selected for Grade Improvement.

Miscellaneous.

56.   (a)   **Attendance:** The student must meet the requirement of **75% attendance per semester per course** for grant of the term. The university has the right to withhold the student from appearing for examination of a specific course if the above requirement is not fulfilled. Students those who don't maintain a minimum of 75% attendance in a particular semester will not be promoted to next semester unless until it is condoned by the committee headed by the Vice Chancellor or Pro-Vice Chancellor in the absence of Vice Chancellor.

(g)   **Medium of Instruction:** The medium of Instruction & Evaluation shall be English.

(h)   LTP indicated in the syllabus is indicative.

(i)   Numbers indicated against each unit indicate L+T. These are indicative in nature. Course teachers may modify based on teaching & assessment, evaluation methods adopted.

(j)   Text Books and Reference Books refer to latest edition.

ACADEMIC YEAR 2020 – 22 BATCH

Detailed Programme Structure

MARKETING SPECIALISATION

Ist SEMESTER

Sr. No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
101	GC-01	Managerial Accounting	3	1	40	60	100
102	GC-02	Organisational Behaviour	3	1	40	60	100
103	GC – 03	Economic Analysis for Business Decisions	3	1	40	60	100
104	GC – 04	Business Research Methods	3	1	40	60	100
105	GC – 05	Basics of Marketing	3	1	40	60	100
106	GC - 06	Digital Business	3	1	40	60	100
		Generic Elective Courses					
107	GE-01	Management Fundamentals	2	1	60	40	100
108	GE-02	Legal Aspect of Business	2	1	60	40	100
109	GE-03	MS Excel & Advanced Excel Lab	2	1	60	40	100
110	GE-04	Verbal Communication Lab	2	1	60	40	100
111	GE-05	Managerial Statistics	2	1	60	40	100
112	GE-06	Entrepreneurship Development	2	1	60	40	100
		Additional Courses – Foundation Courses					
113	FOU-01	Elementary English	1	1	50		50
			31		650	600	1250

MARKETING SPECIALISATION

IIND SEMESTER

Sr. No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
201	GC-07	Marketing Management	3	II	40	60	100
202	GC-08	Financial Management	3	II	40	60	100
203	GC-09	Human Resources Management	3	II	40	60	100
204	GC-10	Operations & Supply Chain Management	3	II	40	60	100
		Generic Elective Courses					
205	GE-07	Qualitative Research Methods	2	II	60	40	100
206	GE-08	Statistical Software Lab & SPSS	2	II	60	40	100
207	GE-09	Selling & Negotiation Skills Lab	2	II	60	40	100
208	GE-10	Desk Marketing Research Lab	2	II	60	40	100
		Subject Core Courses (SC)					
209	SC-Mkt-01	Marketing Research	3	II	40	60	100
210	SC-Mkt-02	Consumer Behaviour	3	II	40	60	100
		Subject Elective Courses (SE)					
211	SE-Mkt-01	Integrated Marketing Communication	2	II	60	40	100
212	SE-Mkt-02	Product & Brand Management	2	II	60	40	100
		Additional Courses – Foundation Courses					
213	FOU-02	Elementary MS Word & Power Point	1	1	50		50
		Total	31		650	600	1250

BANKING & FINANCE SPECIALISATION

IIND SEMESTER

Sr. No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
201	GC-07	Marketing Management	3	II	40	60	100
202	GC-08	Financial Management	3	II	40	60	100
203	GC-09	Human Resources Management	3	II	40	60	100
204	GC-10	Operations & Supply Chain Management	3	II	40	60	100
		Generic Elective Courses					
205	GE-07	Qualitative Research Methods	2	II	60	40	100
206	GE-08	Statistical Software Lab & SPSS	2	II	60	40	100
207	GE-09	Selling & Negotiation Skills Lab	2	II	60	40	100
208	GE-10	Desk Marketing Research Lab	2	II	60	40	100
		Subject Core Courses (SC)					
209	SC-Fin-01	Financial Markets & Banking Operations	3	II	40	60	100
210	SC-Fin-02	Personal Financial Planning	3	II	40	60	100
		Subject Elective Courses (SE)					
211	SE-Fin-01	Security Analysis & Portfolio Management	2	II	60	40	100
212	SE-Fin-02	Banking Laws & Regulations	2	II	60	40	100
		Additional Courses – Foundation Courses					
213	FOU-02	Elementary MS Word & Power Point	1	1	50		50
		Total	31		650	600	1250

HUMAN RESOURCES SPECIALISATION

IIND SEMESTER

Sr. No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
201	GC-07	Marketing Management	3	II	40	60	100
202	GC-08	Financial Management	3	II	40	60	100
203	GC-09	Human Resources Management	3	II	40	60	100
204	GC-10	Operations & Supply Chain Management	3	II	40	60	100
		Generic Elective Courses					
205	GE-07	Qualitative Research Methods	2	II	60	40	100
206	GE-08	Statistical Software Lab & SPSS	2	II	60	40	100
207	GE-09	Selling & Negotiation Skills Lab	2	II	60	40	100
208	GE-10	Desk Marketing Research Lab	2	II	60	40	100
		Subject Core Courses (SC)					
209	SC-HR-01	Competency Based HRM	3	II	40	60	100
210	SC-HR-02	Employee Relations & Labour Legislation	3	II	40	60	100
		Subject Elective Courses (SE)					
211	SE-HR-01	Learning & Development	2	II	60	40	100
212	SE-HR-02	Labour Welfare	2	II	60	40	100
		Additional Courses – Foundation Courses					
213	FOU-02	Elementary MS Word & Power Point	1	1	50		50
		Total	31		650	600	1250

MARKETING SPECIALISATION

IIIRD SEMESTER

Sr. No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
301	GC-11	Strategic Management	3	III	40	60	100
302	GC-12	Decision Science	3	III	40	60	100
303	GC-13	Management Information Systems / BPR	3	III	40	60	100
304		Summer Project*	6	III	60	40	100
		Generic Elective Courses					
305	GE-11	Personality Development Lab	2	III	60	40	100
306	GE-12	Use of Social Media Marketing	2	III	60	40	100
307	GE-13	Project Management	2	III	60	40	100
308	GE-14	Corporate Governance	2	III	60	40	100
		Subject Core Courses (SC)					
309	SC-Mkt-03	Services Marketing	3	III	40	60	100
310	SC-Mkt-04	Sales & Distribution Management	3	III	40	60	100
		Subject Elective Courses (SE)					
311	SE-Mkt-03	Business to Business Marketing	2	III	60	40	100
312	SE-Mkt-04	International Marketing	2	III	60	40	100
313	SE-Mkt-05	Marketing of Financial Services - I	2	III	60	40	100
		Additional Courses – Enrichment Courses					
314	Enr-Mkt-01	Verbal Communication & Presentation Skills	1	III	50		50
		Total	30		670	580	1250

BANKING & FINANCE SPECIALISATION

IIIRD SEMESTER

Sr. No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
301	GC-11	Strategic Management	3	III	40	60	100
302	GC-12	Decision Science	3	III	40	60	100
303	GC-13	Management Information Systems / BPR	3	III	40	60	100
304		**Summer Project***	6	III	60	40	100
		Generic Elective Courses					
305	GE-11	Personality Development Lab	2	III	60	40	100
306	GE-12	Use of Social Media Marketing	2	III	60	40	100
307	GE-13	Project Management	2	III	60	40	100
308	GE-14	Corporate Governance	2	III	60	40	100
		Subject Core Courses (SC)					
309	SC-Fin-03	Advanced Financial Management	3	III	40	60	100
310	SC-Fin-04	International Finance	3	III	40	60	100
		Subject Elective Courses (SE)					
311	SE-Fin-03	Direct Taxation	2	III	60	40	100
312	SE-Fin-04	Digital Banking	2	III	60	40	100
313	SE-Fin-05	Fundamentals of Life Insurance – Products & Underwritings	2	III	60	40	100
		Additional Courses – Enrichment Courses					
312	Enr-Fin-01	Verbal Communication & Presentation Skills	1	III	50		50
		Total	30		670	580	1250

HUMAN RESOURCE MANAGEMENT SPECIALISATION

IIIRD SEMESTER

Sr. No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
301	GC-11	Strategic Management	3	III	40	60	100
302	GC-12	Decision Science	3	III	40	60	100
303	GC-13	Management Information Systems / BPR	3	III	40	60	100
304		**Summer Project***	6	III	60	40	100
		Generic Elective Courses					
305	GE-11	Personality Development Lab	2	III	60	40	100
306	GE-12	Use of Social Media Marketing	2	III	60	40	100
307	GE-13	Project Management	2	III	60	40	100
308	GE-14	Corporate Governance	2	III	60	40	100
		Subject Core Courses (SC)					
309	SC-HR-03	Strategic Human Resource Management	3	III	40	60	100
310	SC-HR-04	HR Operations	3	III	40	60	100
		Subject Elective Courses (SE)					
311	SE-HR-03	Talent Management	2	III	60	40	100
312	SE-HR-04	International HR	2	III	60	40	100
313	SE-HR-05	Compensation & Reward Management	2	III	60	40	100
		Additional Courses – Enrichment Courses					
314	Enr-HR-01	Verbal Communication & Presentation Skills	1	III	50		50
		Total	30		670	580	1250

MARKETING SPECIALISATION

IVTH SEMESTER

Sr. No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
401	GC-14	Enterprise Performance Management	3	IV	40	60	100
402	GC-15	Indian Ethos & Business Ethics	3	IV	40	60	100
		Generic Elective Courses					
403	GE-15	Cyber Law	2	IV	60	40	100
404	GE-16	CSR & Sustainability	2	IV	60	40	100
		Subject Core Courses (SC)					
405	SC-Mkt-05	Marketing 4.0	3	IV	40	60	100
406	SC-Mkt-06	Marketing Strategy	3	IV	40	60	100
		Subject Elective Courses (SE)					
407	SE-Mkt-06	Tourism & Hospitality Marketing	2	IV	60	40	100
408	SE-Mkt-07	Retail Marketing	2	IV	60	40	100
		Total	20		400	400	800

BANKING & FINANCE SPECIALISATION

IVTH SEMESTER

Sr. No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
401	GC-14	Enterprise Performance Management	3	II	40	60	100
402	GC-15	Indian Ethos & Business Ethics	3	II	40	60	100
		Generic Elective Courses					
403	GE-15	Cyber Law	2	II	60	40	100
404	GE-16	CSR & Sustainability	2	II	60	40	100
		Subject Core Courses (SC)					
405	SC-Fin-05	Financial Laws	3	II	40	60	100
406	SC-Fin-06	Current Trends & Cases in Finance	3	II	40	60	100
		Subject Elective Courses (SE)					

407	SE-Fin-06	Fixed Income Securities	2	II	60	40	100
408	SE-Fin-07	Strategic Cost Management	2	II	60	40	100
		Total	20		400	400	800

HUMAN RESOURCES SPECIALISATION

IVTH SEMESTER

Ser No	Course Code	Name of the Course	Credits	Semester	Internal	External	Total Marks
		Generic Core Courses					
401	GC-14	Enterprise Performance Management	3	II	40	60	100
402	GC-15	Indian Ethos & Business Ethics	3	II	40	60	100
		Generic Elective Courses					
403	GE-15	Cyber Law	2	II	60	40	100
404	GE-16	CSR & Sustainability	2	II	60	40	100
		Subject Core Courses (SC)					
405	SC-HR-05	Organisational Diagnosis & Development	3	II	40	60	100
406	SC-HR-06	Current Trends & Cases in HRM	3	II	40	60	100
		Subject Elective Courses (SE)					
407	SE-HR-06	Best Practices in HRM	2	II	60	40	100
408	SE-HR-07	Labour Legislation	2	II	60	40	100
		Total	20		400	400	800

Summary

Sr. No.	Specialisation	Semester	No. of Subjects	Credit	Internal Marks	External Marks	Total Marks
1	Marketing	I	13	31	650	600	1250
2	Marketing	II	13	31	650	600	1250
3	Marketing	III *	13	30	670	580	1250
4	Marketing	IV	8	20	400	400	800
	Total		47	112	2370	2180	4550

*Summer Projects   6   60   40   100

Sr. No.	Specialisation	Semester	No. of Subjects	Credit	Internal Marks	External Marks	Total Marks
1	Banking & Finance	I	13	31	650	600	1250
2	Banking & Finance	II	13	31	650	600	1250
3	Banking & Finance	III *	13	30	670	580	1250
4	Banking & Finance	IV	8	20	400	400	800
	Total		47	112	2370	2180	4550

*Summer Projects   6   60   40   100

Sr. No.	Specialisation	Semester	No. of Subjects	Credit	Internal Marks	External Marks	Total Marks
1	Human Resource	I	13	31	650	600	1250
2	Human Resource	II	13	31	650	600	1250
3	Human Resource	III *	13	30	670	580	1250
4	Human Resource	IV	8	20	400	400	800
	Total		47	112	2370	2180	4550

* Summer Projects   6   60   40   100

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POORNIMA UNIVERSITY								
School of Management & Commerce								
MBA (Common to All Branches), Batch: 2020-22								
Teaching Scheme for First Year - First Semester								
Course Code	**Course Name**	**Teaching Scheme (Hrs. per Week)**			**Marks Distribution**			**Credits**
		Lecture (L)	**Tutorials (T)**	**Practical (P)**	**IE**	**ESE**	**Total**	
A.	**Core Courses**							
MBX01101	Managerial Accounting	4	-	-	40	60	100	3
MBX01102	Organisational Behaviour	4	-	-	40	60	100	3
MBX01103	Economic Analysis for Business Decisions	4	-	-	40	60	100	3
MBX01104	Business Research Methods	4	-	-	40	60	100	3
MBX01105	Basics of Marketing	4	-	-	40	60	100	3
MBX01106	Digital Business	4	-	-	40	60	100	3
MBX01106	Anandam Course	1	-	-	40	60	100	2
B.	**Department Elective**							
MBX01108	Management Fundamentals	3	-	-	40	60	100	3
MBX01109	Legal Aspect of Business	3	-	-	40	60	100	2
MBX01110	MS Excel & Advanced Excel Lab	-	-	3	60	40	100	2
MBX01111	Advanced Communication Skills - I	-	-	3	60	40	100	2
MBX01112	Managerial Statistics	4	-	-	40	60	100	2
MBX01113	Entrepreneurship Development	3	-	-	40	60	100	2
C.	**Open Elective**							
D.	**Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)**							
MBX01211.1	Professional English	3	-	-	40	60	100	2
E.	**Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship**							
F.	**Social Outreach, Discipline & Extra Curricular Activities**							
	Total	41		6				
	Total Teaching Hours	33						34

POORNIMA UNIVERSITY

School of Management & Commerce

MBA Batch: 2020-22

Teaching Scheme for First Year - Second Semester

Course Code	Course Name	Teaching Scheme (Hrs. per Week)			Marks Distribution			Credits
		Lecture (L)	Tutorials (T)	Practical (P)	IE	ESE	Total	
A.	**Core Courses**							
MBX02101	Marketing Management	3	-	-	40	60	100	3
MBX02102	Financial Management	3	-	-	40	60	100	3
MBX02103	Human Resources Management	3	-	-	40	60	100	3
MBX02104	Operations & Supply Chain Management	3	-	-	40	60	100	3
B.	**Department Elective**							
MBX02106.1	Marketing Research				40	60	100	3
MBX02106.2	Marketing Research	3	-	-				
MBX02107.1	Consumer Behavior				40	60	100	3
MBX02107.2	Consumer Behavior	3	-	-				
MBX02108.1	Integrated Marketing Communication				40	60	100	2
MBX02108.2	Integrated Marketing Communication	3	-	-				
MBX02109.1	Security Analysis & Portfolio Management				40	60	100	2
MBX02109.2	Learning & Development	3	-	-				
C.	**Open Elective**							
D.	**Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)**							
MBX02211.1	Qualitative Research Methods	-	-	2	60	40	100	2
MBX02211.2	Statistical Software Lab & SPSS	-	-	2	60	40	100	2
MBX02211.3	Selling & Negotiation Skills Lab	-	-	2	60	40	100	2
MBX02211.4	Desk Marketing Research Lab	-	-	2	60	40	100	2
MBX02212	Anandam Course	-	-	1	60	40	100	2
E.	**Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship**							
MBX02311.1	Elementary MS Word & Power Point	-	-	2				1
F.	**Social Outreach, Discipline & Extra Curricular Activities**							
	Total	24		11				
	Total Teaching Hours	35						33

POORNIMA UNIVERSITY

School of Management & Commerce
MBA Batch: 2020-22
Teaching Scheme for Second Year - Third Semester

Course Code	Course Name	Teaching Scheme (Hrs. per Week)			Marks Distribution			Credits
		Lecture (L)	Tutorials (T)	Practical (P)	IE	ESE	Total	
A.	**Core Courses**							
MBX03101	Strategic Management	3	-	-	40	60	100	3
MBX03102	Decision Science	3						3
MBX03103	Management Information Systems / BPR	3						3
MBX03204	Summer Project (Practical)	2	-	-	60	40	100	6
B.	**Department Elective**							
MBX03104.1	Services Marketing				40	60	100	3
MBX03104.2	Services Marketing	3	-	-				
MBX03105.1	Business to Business Marketing				40	60	100	2
MBX03105.2	Business to Business Marketing	3	-	-				
MBX03106.1	Advanced Financial Management				40	60	100	3
MBX03106.2	Strategic Human Resource Management	3	-	-				
MBX03107.1	Banking Laws & Regulations				40	60	100	2
MBX03107.2	Talent Management	2	-	-				
MBX03108.1	Marketing of Financial Services - I				40	60	100	2
MBX03108.2	Labour Welfare	2	-	-				
D.	**Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)**							
MBX03111.1	Personality Development - I	-	-	2	60	40	100	2
MBX03111.2	Use of Social Media Marketing	-	-	2	60	40	100	2
MBX03111.3	Project Management	2	-	-	40	60	100	2
MBX03111.4	Corporate Governance	2			40	60	100	2
MBX03212	Anandam Course	-	-	1	60	40	100	2
E.	**Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship**							
MBX03311.1	Advanced Communication Skills – II	-	-	2	60	40	100	2
F.	**Social Outreach, Discipline & Extra Curricular Activities**							
	Total	28		7				
	Total Teaching Hours	35						39

POORNIMA UNIVERSITY

School of Management & Commerce

MBA (Common to All Branches), Batch: 2020-22

Teaching Scheme for First Year - Fourth Semester

Course Code	Course Name	Teaching Scheme (Hrs. per Week)			Marks Distribution			Credits
		Lecture (L)	Tutorials (T)	Practical (P)	IE	ESE	Total	
A.	**Core Courses**							
MBX04101	Enterprise Performance Management	5	-	-	40	60	100	3
MBX04102	Indian Ethos & Business Ethics	4	-	-	60	40	100	3
B.	**Department Elective**							
MBX04103.1	Marketing 4.0	4	-	-	40	60	100	3
MBX04103.2	Marketing 4.0							
MBX04104.1	Retail Marketing	4	-	-	40	60	100	2
MBX04104.2	Retail Marketing							
MBX04105.1	Financial Market & Banking Operations	4	-	-	40	60	100	3
MBX04105.2	Employee Relations & Labour Legislation							
MBX04106.1	Direct Taxation	4	-	-	40	60	100	2
MBX04106.2	International HR							
D.	**Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)**							
MBX04211.1	Cyber Law	1	-	2	60	40	100	2
	CSR & Sustainability	1	-	2	60	40	100	2
MBX04212	Anandam Course	-	-	2	60	40	100	2
E.	**Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship**							
MBX04311.1								
F.	**Social Outreach, Discipline & Extra Curricular Activities**							
	Total	27		8				
	Total Teaching Hours	35						22

Code: MBX01101	Managerial Accounting	3 Credits [LTP: 4-1-1]

Unit No.	Title of the unit	Time required for the unit(Hours)
1.	**Basic Concepts**	6
2.	**Financial Statements**	9
3.	**Cost Accounting**	10
4.	**Short Term Business Decision Techniques**	10
5.	**Exercising Control**	10

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO– 01	Analyzing	ANALYZE the basic concepts related to Accounting, Financial Statements, Cost Accounting, Marginal Costing, Budgetary Control and Standard Costing
CO– 02	Applying	APPLY the theoretical concepts taught through the syllabus
CO– 03	Applying	PERFORM all the necessary calculations through the relevant numerical problems
CO - 04	Analyzing	ANALYSE the situation and decide the key financial as well as non-financial elements involved in the situation.
CO– 05	Creating	CREATE a case study on the financial impact of the decision.

Unit	Contents
1.	**Basic Concepts**
	Forms of Business Organization. Meaning and Importance of Accounting in Business Organization, Basic concepts and terms used in accounting, Capital & Revenue Expenditure, Capital & Revenue Receipts, Users of Accounting Information. Accounting Concepts and Conventions, Fundamental Accounting Equation, Journal, Ledger and Trial Balance.
2.	**Financial Statements**
	Meaning of Financial Statements, Importance and Objectives of Financial Statements. Preparation of Final Accounts of sole proprietary firm.
3.	**Cost Accounting**
	Basic Concepts of Cost Accounting, Objectives, Importance and Advantages of Cost Accounting, Cost Centre, Cost Unit, Elements of Cost, Classification and Analysis of Costs, Relevant and Irrelevant Costs, Differential Costs, Sunk Cost, Opportunity Cost, Preparation of Cost Sheet.

4.	Short Term Business Decision Techniques
	Marginal Costing: Meaning, Principles, Advantages and Limitations, Contribution, P/V Ratio, Break-Even Point (BEP), Cost Volume Profit (CVP) Analysis, Short Term Business Decisions–Product Mix Decisions, Make or Buy (Outsourcing) Decisions, Accept or Reject Special Order Decisions, Shutting Down Decisions.
5	Exercising Control
	Budgetary Control & Standard Costing: Budgetary Control: Meaning of Budget and Budgeting, Importance, Advantages and Disadvantages, Functional Budgets–Raw Material Purchase & Procurement Budget, Cash Budget and Flexible Budget. Standard Costing: Meaning, Importance, Advantages and Disadvantages, Cost Variance Analysis. Material Variances– Material Cost Variance, Material Rate Variance, Material Usage Variance, Material Mix Variance and Material Yield Variance. Labour Variances –Labour Cost Variance, Labour Rate Variance, Labour Efficiency Variance, Labour Mix Variance, Labour Idle Time Variance and Labour Yield Variance.

➢ **Teaching Pedagogy:**

Unit	Tools	Expected Outcome
Unit 1	➢ Power Point Presentation	➢ Understand the nature and role of the Managerial Accounting
Unit 2	➢ Power Point Presentation ➢	➢ Develop an awareness and understanding of the accounting process and fundamental accounting principles that underpin the development of financial statements
Unit 3	➢ Power Point Presentation, lecture method	➢ Ability to read, interpret and analyze cost accounting concepts with other information.
Unit 4	➢ Power Point Presentation ➢ lecture method& Case Studies	➢ Apply course concepts to analyse common business management decisions such as Break-Even Point, Cost Volume Profit decisions from a financial perspective
Unit 5	➢ Power Point Presentation ➢ lecture method& Case Studies	➢ It will help the students to apply the various different techniques of Budgetary Controlling in decision making.

➢ **Recommended Study Material**

S. No	Title of the Book	Authors	Publication
01	Management Accounting	Khan and Jain	Tata McGraw Hill

02	Managerial Accounting	, Dr. Mahesh Abale and Dr. Shriprakash Soni	Himalaya Publishing House
03	Fundamentals of Management Accounting	H. V.Jhamb	Global Professional
04	Management Accounting	Dr. Mahesh Kulkarni	Nirali Prakashan
05	Financial Accounting for Managers	Sanjay Dhmija	Pearson Publications
06	Management Accounting	Mr. Anthony Atkinson, Robert Kaplan	Pearson
07	Financial Accounting for Management	Shankarnarayanan Ramanath	CENGAGE Learning

Code: MBX01102	Organisational Behaviour	3 Credits [LTP: 4-0-0]

Unit No.	Title of the unit	Time required for the unit(Hours)
1.	Fundamentals of OB	7
2.	Perception	5
3.	Group and Team Dynamics	4
4.	Conflict Management	7
5.	Stress at workplace	7

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO– 01	Analyzing	ANALYZE the key concepts of organizational behavior.
CO–02	Applying	APPLY theories about how managers should behave to motivate and control employees.
CO– 03	Evaluating	To ACCESS the aspects of organizational culture and interpret cultural diversity.
CO- 04	Creating	CREATE a case study on people and leadership skills essential for managerial success.
CO– 05	Analysing	ANALYSE causes of conflict and OUTLINE conflict management strategies that managers can use to resolve organizational conflict effectively

Unit	Contents
1.	**Fundamentals of OB**
	Evolution of management thought , five functions of management, Definition, scope and importance of OB, Relationship between OB and the individual, Evolution of OB, Models of OB (Autocratic, Custodial, Supportive, Collegial & SOBC), Limitations of OB. Values, Attitudes and Emotions: Introduction, Values, Attitudes, Definition and Concept of Emotions, Emotional Intelligence - Fundamentals of Emotional Intelligence, The Emotional Competence Framework, Benefits of Emotional Intelligence , difference between EQ and IQ. Personality & Attitude: Definition Personality, importance of personality in Performance, The Myers-Briggs Type Indicator and The Big Five personality model, Johari Window , Transaction Analysis , Definition Attitude Importance of attitude in an organization, Right Attitude, Components of attitude, Relationship between behavior and attitude. (7+2)
2.	**Perception**
	Meaning and concept of perception, Factors influencing perception, Selective perception,

	Attribution theory, Perceptual process, Social perception (stereotyping and halo effect). Motivation: Definition & Concept of Motive & Motivation, The Content Theories of Motivation (Maslow's Need Hierarchy & Herzberg's Two Factor model Theory), The Process Theories (Vroom's expectancy Theory & Porter Lawler model), Contemporary Theories- Equity Theory of Work Motivation. (8+2)
3.	**Group and Team Dynamics**
	The Meaning of Group & Group behavior & Group Dynamics, Types of Groups, The Five -Stage Model of Group Development Team Effectiveness & Team Building. Leadership: Introduction, Managers V/s Leaders. Overview of Leadership- Traits and Types, Theories of Leadership.- Trait and Behavioral Theories. (8+2)
4.	**Conflict Management**
	Definition and Meaning, Sources of Conflict, Types of Conflict, Conflict Management Approaches. Organizational Culture: Meaning and Nature of Organization Culture - Origin of Organization Culture, Functions of Organization Culture, Types of Culture, Creating and Maintaining Organization Culture, Managing Cultural Diversity. (7+2)
5	**Stress at workplace**
	Work Stressors – Prevention and Management of stress – Balancing work and Life, workplace spirituality. Organizational Change: Meaning, definition & Nature of Organizational Change, Types of Organizational change, Forces that acts as stimulants to change. Kurt Lewin's- Three step model, How to overcome the Resistance to Change, Methods of Implementing Organizational Change, Developing a Learning Organization. (5+2)

➢ **Teaching Pedagogy:**

Unit	Tools	Expected Outcome
Unit 1	Power Point Presentation, Case Studies	It will help to explain the importance, scope and functions of Organizational Behavior
Unit 2	Power Point Presentation Case Studies	Students will learn and implement the applications of Perception , its importance in Performance and Factors influencing perception, Selective perception
Unit 3	Power Point Presentation Case Studies	It will highlight on the Meaning of Group & Group behavior & Group Dynamics,& team building
Unit 4	Power Point Presentation Case Studies	Students will develop the skills of Assessing the potential effects of organizational level factors such as structure, culture and change on the organizational behavior.
Unit 5	Power Point Presentation Case Studies	It will help the students to Analyse organizational behavioural issues in the context of organizational behavior theories, models and concepts.

➢ **Recommended Study Material**

S. No	Title of the Book	Authors	Publication
01	Organizational Behaviour	Robins	Pearson
02	Organizational Behaviour	Nelson & Quick	Cengage Learning
03	Organizational Behaviour	Fred Luthans	Mc-Graw - Hill
04	Organizational Behaviour	Stephen Robins, Timothy Judge, Neharika Vohra	Pearson
05	Organizational Behaviour	M N Mishra	Vikas Publishing
06	Organizational Behaviour	K Ashwathappa	Himalaya Publishing House
07	Understanding OB	Uday Pareek	Oxford University Press
08	Change & Knowledge Management	Ravindra and Shubha Murlidhar	Dreamtech Press

| Code:MBAX01103 | Economic Analysis and Business Decisions | 3 Credits [LTP: 4-0-0] |

Unit No.	Title of the unit	Time required for the unit(Hours)
1.	**Managerial Economics**	7
2.	**Utility & Demand Analysis**	9
3.	**Supply & Market Equilibrium**	9
4.	**Revenue Analysis and Pricing Policies**	12
5.	**Consumption Function and Investment Function**	8

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO– 01	Analyzing	ANALYZE the key terms in economics.
CO– 02	Creating	Create a case study on the reasons for existence of firms and their decision making goals.
CO– 03	Applying	MAKE USE OF the basic concepts of Demand, Supply, Demand Forecasting, Equilibrium and their determinants.
CO - 04	Analysing	ANALYSE cost function and the difference between short-run and long-run cost function and establish the REATIONSHIP between production function and cost function.
CO– 05	Analysing	EXAMINE the effect of non-price factors on products and services of monopolistic and oligopoly firms.

Unit	Contents
1.	**Managerial Economics**
	Concept of Economy, Economics, Microeconomics, Macroeconomics. Nature and Scope of Managerial Economics, Managerial Economics and decision-making. Concept of Firm, Market, Objectives of Firm: Profit Maximization Model, Economist Theory of the Firm, Cyert and March's Behavior Theory, Marris' Growth Maximisation Model, Baumol's Static and Dynamic Models, Williamson's Managerial Discretionary Theory. (6+1)
2.	**Utility & Demand Analysis**
	Utility – Meaning, Utility analysis, Measurement of utility, Law of diminishing marginal utility, Indifference curve, Consumer's equilibrium - Budget line and Consumer surplus. Demand - Concept of Demand, Types of Demand, Determinants of Demand, Law of Demand, Elasticity of Demand, Exceptions to Law of Demand. Uses of the concept of elasticity. Forecasting: Introduction, Meaning and Forecasting, Level of Demand Forecasting, Criteria for Good Demand

		Forecasting, Methods of Demand Forecasting, Survey Methods, Statistical Methods, Qualitative Methods, Demand Forecasting for a New Products. (Demand Forecasting methods - Conceptual treatment only numericals not expected) (8+1)
3.	**Supply & Market Equilibrium**	
	Introduction, Meaning of Supply and Law of Supply, Exceptions to the Law of Supply, Changes or Shifts in Supply. Elasticity of supply, Factors Determining Elasticity of Supply, Practical Importance, Market Equilibrium and Changes in Market Equilibrium. Production Analysis: Introduction, Meaning of Production and Production Function, Cost of Production. Cost Analysis: Private costs and Social Costs, Accounting Costs and Economic costs, Short run and Long Run costs, Economies of scale, Cost-Output Relationship - Cost Function, Cost-Output Relationships in the Short Run, and Cost-Output Relationships in the Long Run. (8+1)	
4.	**Revenue Analysis and Pricing Policies**	
	Introduction, Revenue: Meaning and Types, Relationship between Revenues and Price Elasticity of Demand, Pricing Policies, Objectives of Pricing Policies, Cost plus pricing. Marginal cost pricing. Cyclical pricing. Penetration Pricing. Price Leadership, Price Skimming. Transfer pricing. Price Determination under Perfect Competition- Introduction, Market and Market Structure, Perfect Competition, Price-Output Determination under Perfect Competition, Short-run Industry Equilibrium under Perfect Competition, Short-run Firm Equilibrium under Perfect Competition, Long-run Industry Equilibrium under Perfect Competition, Long-run Firm Equilibrium under Perfect Competition. Pricing Under Imperfect Competition- Introduction, Monopoly, Price Discrimination under Monopoly, Bilateral Monopoly, Monopolistic Competition, Oligopoly, Collusive Oligopoly and Price, Leadership, Pricing Power, Duopoly, Industry Analysis. Profit Policy: Break Even analysis. Profit Forecasting. Need for Government Intervention in Markets. Price Controls. Support Price. Preventions and Control of Monopolies. System of Dual Price. (11+1)	
5	**Consumption Function and Investment Function**	
	Introduction, Consumption Function, Investment Function, Marginal efficiency of capital and business expectations, Multiplier, Accelerator. Business Cycle: Introduction, Meaning and Features, Theories of Business Cycles, Measures to Control Business Cycles, Business Cycles and Business Decisions. (7+1)	

➢ **Teaching Pedagogy:**

Unit	Tools	Expected Outcome
Unit 1	➢ Power Point Presentation	➢ Understand and apply the various economic principles for the purpose of decision making in real life business settings
Unit 2	➢ Power Point Presentation	➢ Apply the concept of elasticity of demand for making various demand related decisions.

	➤ Survey Analysis	
Unit 3	➤ Power Point Presentation ➤ Case Studies	➤ Analysis and interpret the dynamics of supply ➤ Understand production and cost analysis, and different markets to handle business decisions accordingly.
Unit 4	➤ Power Point Presentation ➤ Case Studies	➤ Evaluate features of different kinds of markets and analyzing pricing strategies
Unit 5	➤ Power Point Presentation ➤ Case Studies	➤ Understand the stabilization Policies, business cycles and Analyze real-world business problems with a systematic theoretical framework.

➤ **Recommended Study Material**

S. No	Title of the Book	Authors	Publication
01	Managerial Economics	Peterson, Lewis, Sudhir Jain	Pearson, Prentice Hall
02	Managerial Economics	D. Salvatore	McGraw Hill, New Delhi
03	Managerial Economics	Pearson and Lewis	Prentice Hall, New Delhi
04	Managerial Economics	G.S. Gupta	T M H, New Delhi
05	Managerial Economics	Mote, Paul and Gupta	T M H, New Delhi
06	Managerial Economics	H L Ahuja	S Chand & Co. New Delhi

Code:MBX01104	Business Research Methods	3 Credits [LTP:4-0-0]

Unit No.	Title of the unit	Time required for the unit(Hours)
1.	Foundations of Research	(6+1)
2.	Research Design	(7+1)
3.	Data & Measurement	(8+1)
4.	Sampling	(9+1)
5.	Data Analysis & Report Writing	(10+1)

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO– 01	Analyzing	ANALYZE various concepts & terms associated with scientific business research.
CO– 02	Applying	APPLY the various types of measurement scales & attitude scaling techniques and their application in the context of business research.
CO– 03	Applying	Design a variety of data collection instruments for contemporary business research issues and apply the principles of sampling and sample size determination to contemporary business research problems
CO--04	Analysing	Analyse and graphically present quantitative data and derive actionable inferences from the same from a decision making perspective.
CO– 05	Creating	CREATE different types of testable hypotheses and interpret the statistical test outcomes.

Unit	Contents
1.	**Foundations of Research**
	Definition of Research, Need of business research, Characteristics of scientific research method, Typical Research applications in business and management. Questions in Research: Formulation of Research Problem – Management Question – Research Question – Investigation Question. The process of business research: Literature review - Concepts and theories - Research questions - Sampling - Data collection - Data analysis - Writing up - The iterative nature of business research process, Elements of a Research Proposal. Practical considerations: Values – researcher & organization. Ethical principles - Harm to participants, Lack of informed consent, Invasion of privacy, Deception, Reciprocity and trust, Affiliation and conflicts of interest. Legal considerations - Data management, Copyright. (6+1)
2.	**Research Design**
	Concept, Features of a robust research design. Exploratory, Descriptive, Quasi Experimental, Experimental research designs, Concept of Cause and Effect, Difference between Correlation and

	causation. Types of Variables – Independent, Dependent, concomitant, mediating, moderating, extraneous variables, Basic knowledge of Treatment & Control group, Case study design. Cross-sectional and Longitudinal designs, Qualitative and Quantitative research approaches, Pros and Cons of various designs, choice of a research design. Hypothesis: Definition, research Hypothesis, Statistical hypothesis, Null hypothesis, Alternative Hypothesis, Directional Hypothesis, Non-directional hypothesis. Qualities of a good Hypothesis, Framing Null Hypothesis & Alternative Hypothesis. Concept of Hypothesis Testing - Logic & Importance. (7+1)
3.	**Data & Measurement**
	Meaning of data, Need for data. Secondary Data: Definition, Sources, Characteristics, Advantages and disadvantages over primary data, Quality of secondary data - Sufficiency, adequacy, reliability and consistency. Primary Data: Definition, Advantages and disadvantages over secondary data. Measurement: Concept of measurement, What is measured? Problems in measurement in management research - Validity and Reliability, Levels of measurement - Nominal, Ordinal, Interval, Ratio. Attitude Scaling Techniques: Concept of Scale – Rating Scales viz. Likert Scales, Semantic Differential Scales, Constant Sum Scales, Graphic Rating Scales – Ranking Scales – Paired Comparison & Forced Ranking - Concept and Application. Questionnaire: Questionnaire Construction - Personal Interviews, Telephonic survey Interviewing, Online questionnaire tools. (8+1)
4.	**Sampling**
	Basic Concepts: Defining the Universe, Concepts of Statistical Population, Sample, Characteristics of a good sample. Sampling Frame, determining the sample frame, Sampling errors, Non Sampling errors, Methods to reduce the errors, Sample Size constraints, Non Response. Probability Sample: Simple Random Sample, Systematic Sample, Stratified Random Sample, Area Sampling & Cluster Sampling. Non Probability Sample: Judgment Sampling, Convenience Sampling, Purposive Sampling, Quota Sampling & Snowballing Sampling methods. Determining size of the sample: Practical considerations in sampling and sample size, (sample size determination formulae and numericals not expected) (9+1)
5	**Data Analysis & Report Writing**
	Data Analysis: Cleaning of Data, Editing, Coding, Tabular representation of data, frequency tables, Univariate analysis - Interpretation of Mean, Median Mode; Standard deviation, Coefficient of Variation. Graphical Representation of Data: Appropriate Usage of Bar charts, Pie charts, Line charts, Histograms. Bivariate Analysis: Cross tabulations, Bivariate Correlation Analysis - meaning & types of correlation, Karl Person's coefficient of correlation and spearman's rank correlation. Chi-square test including testing hypothesis of association, association of attributes. Linear Regression Analysis: Meaning of regression, Purpose and use, Linear regression; Interpretation of regression co-efficient, Applications in business scenarios. Test of Significance: Small sample tests: t (Mean, proportion) and F tests, Z test. Non-parametric tests: Binomial test of proportion, Randomness test. Analysis of Variance: One way and two-way Classifications. Research Reports: Structure of Research report, Report writing and Presentation. (10+1)

Teaching Pedagogy:

Unit	Tools	Expected Outcome
Unit 1	‣ Power Point Presentation	‣ Basic knowledge of scientific business research.
Unit 2	‣ Power Point Presentation ‣ Case study	‣ Students will learn and implement the applications of Business Research.
Unit 3	‣ Power Point Presentation	‣ It will highlight the data collection and sampling concepts.
Unit 4	‣ Power Point Presentation	‣ Students will develop the skills of Analyse and graphically present quantitative data and gaining knowledge on sampling techniques.
Unit 5	‣ Power Point Presentation ‣ MS Excel / SPSS / Systat	‣ It will help the students to apply the different types of testable hypotheses and interpret the statistical test outcomes.

Recommended Study Material

S. No	Title of the Book	Authors	Publication
01	Business Research Methods	Donald Cooper & Pamela Schindler	TMGH.
02	Business Research Methods	Alan Bryman & Emma Bell	Oxford University Press
03	Research Methods for Social Work	Allen	Earl R. Babbie
04	Research Methods in Business Studies: A Practical Guide	Pervez Ghauri	Dr Kjell Gronhaug

05	Business Research Methods	William G. Zikmund	Barry J. Babin
06	Approaches to social research	Royce Singleton	Bruce C. Straits
07	Research Methods: The Basics	Nicholas S. R. Walliman	Nicholas Walliman
08	Research Methodology In Management	Dr.V.P.Michael	Himalaya Publishing House

Code: MBX01105	Basics of Marketing	3 Credits [LTP: 2-1-1]

Unit No.	Title of the unit	Time required for the unit(Hours)
1.	Introduction to Marketing	(5+2)
2.	Marketing Environment	(5+2)
3.	Segmentation, Target Marketing & Positioning: Segmentation	(7+2)
4.	Consumer Behavior	(7+2)
5.	Marketing Mix	(10+2)

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO– 01	Analyzing	ANALYZE the various concepts, terms in marketing and the various company orientations towards the market place.
CO– 02	Applying	APPLY the various components of the marketing environment of a firm and explain the same in detail.
CO– 03	Applying	APPLY principles of segmentation, targeting and positioning to real world marketing offering (commodities, goods, services, e-products/e-services.)
CO - 04	Analysing	BREAKDOWN the consumer buying behavior journey into various components and DISTINGUISH between various buying roles for a real world marketing offering (commodities, goods, services, e-products/ e-services.)
CO– 05	Creating	CREATE the marketing mix for real world marketing offering (commodities, goods, services, e-products/ e-services.)

Unit	Contents
1.	**Introduction to Marketing**
	Definition & Functions of Marketing- Scope of Marketing, Evolution of Marketing, Core concepts of marketing – Need, Want, Demand, Customer Value, Exchange, Customer Satisfaction, Customer Delight, Customer loyalty, Concepts of Markets, Marketing V/S Market Competition, Key customer markets, market places, market spaces, Meta-markets, Digital Markets, Brick & Click Model. Impact of Globalization, Technology and Social Responsibility on Marketing. New Consumer Capabilities, New Company Capabilities. Functions of Marketing Manager. Linkage of Marketing functions with all functions in the organization. Company orientation towards market place: Product – Production - Sales – Marketing –Societal – Relational, Holistic Marketing Orientation. Selling versus marketing. Concept of Marketing Myopia. Marketing Process, Understanding Marketing as Creating, Communicating, and Delivering Value (5+2)

2.	**Marketing Environment**
	Concept of Environment, Macro Environment & Micro Environment – Components and characteristics, Needs & Trends, Major forces impacting the Macro Environment & Micro Environment, Need for analyzing the Marketing Environment. Analyzing the Political, Economic, Socio-cultural, Technical and Legal Environment. Demographics. (5+2)
3.	**Segmentation, Target Marketing & Positioning: Segmentation**
	Concept of Environment, Macro Environment & Micro Environment – Components and characteristics, Needs & Trends, Major forces impacting the Macro Environment & Micro Environment, Need for analyzing the Marketing Environment. Analyzing the Political, Economic, Socio-cultural, Technical and Legal Environment. Demographics. (5+2)
4.	**Consumer Behavior**
	Meaning & importance of consumer behavior, Comparison between Organizational Buying behavior and consumer buying behavior, Buying roles, Five steps consumer buyer decision process – Problem Recognition, Information Search, Evaluation of Alternatives, Purchase Decision, Post Purchase behavior. Moment of Truth, Zero Moment of Truth, ZMOT, Moderating effects on consumer behavior. (7+2)
5	**Marketing Mix**
	Origin & Concept of Marketing Mix, 7P's - Product, Price, Place, Promotion, People, Process, Physical evidence. Product Life Cycle: Concept & characteristics of Product Life Cycle (PLC), Relevance of PLC, Types of PLC and Strategies across stages of the PLC. (10+2)

➢ **Teaching Pedagogy:**

Unit	Tools	Expected Outcome
Unit 1	Power Point Presentation	➢ Basic knowledge of Market & Marketing will be developed amongst students ➢ Students will acquainted with basic functions of Marketing
Unit 2	Power Point Presentation	➢ Students will learn marketing environment.
Unit 3	Power Point Presentation	➢ Students will learn and implement the applications of segmentation which will enhance their skills in the field of marketing
Unit 4	Power Point Presentation Case Studies	➢ Students will learn consumer buying behavior.
Unit 5	➢ Power Point Presentation ➢ Case Studies	➢ It will highlight on the core marketing concepts namely 'Marketing Mix'

➢ **Recommended Study Material**

S. No	Title of the Book	Authors	Publication
01	Marketing Management	Philip Kotler	Kevin Lane Keller
02	Marketing Management	Rajan Saxena	TMGH 3. Marketing
03	Principles of Marketing	Philip Kotler, Gary Armstrong, Prafulla Agnihotri, Ehasan Haque	Pearson
04	Marketing Management	Tapan K Panda	Excel Books
05	Marketing Management	Ramaswamy & Namakumari	Macmillan

Code: MBX01106	Digital Business	3 Credits [LTP: 4-1-1]

Unit No.	Title of the unit	Time required for the unit(Hours)
1.	Electronic Commerce	(7+2)
2.	Mobile Commerce, Social Commerce and IoT	(7+2)
3.	Digital Business Ecosystem	(7+2)
4.	Digital Business Applications – I	(7+2)
5.	Digital Business Applications – II	(7+2)

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO– 01	Analyzing	ANALYZE the conceptual framework of e-commerce, mobile commerce and social commerce.
CO– 02	Applying	APPLY the impact of information, mobile, social, digital, IOT and related technologies on society, markets & commerce.
CO– 03	Applying	ILLUSTRATE value creation & competitive advantage in a digital Business environment
CO - 04	Analysing	EXAMINE the changing role of intermediaries, changing nature of supply chain and payment systems in the online and offline world.
CO– 05	Creating	CREATE the digital business models into various groups and OUTLINE their benefits and limitations.

Unit	Contents
1.	**Electronic Commerce**
	The Digital Revolution and Society, The Digital and Social Worlds - The Digital Economy, The Digital Enterprise, Virtual Communities, Online Communities, Defining Electronic Commerce, Emerging E-Commerce Platforms. E-Business, Electronic Markets and Networks; The Content and Framework of E-Commerce, Classification of E-Commerce by the Nature of the Transactions and the Relationships Among Participants, E-Commerce Business Models, Integrating the Marketplace with the Marketspace, Web 2.0. Drivers, Benefits and Limitations of E-Commerce, Impact of E-Commerce on business, government, customers, citizens and society. (7+2)
2.	**Mobile Commerce, Social Commerce and IoT**
	Mobile Commerce, Attributes Applications and Benefits of MCommerce, Mobile Marketing - Shopping and Advertising. Social Commerce: Social Commerce, Social Business (Enterprise), Social Business Networks and Social Enterprise, Social Media, Platforms for Social Networking; Social Media Marketing,

	Enterprise 2.0, Improved Business Models. Entrepreneur Networks, Enterprise Social Networks, The Benefits and Limitations of Social Commerce, Benefits to Customers, Retailers, Employees, players in the ecosystem. Social Collaboration (Collaboration 2.0) - Essentials of Social Collaboration, Consumer-to-Consumer Electronic Commerce (C2C), Person-to-Person models. Internet of Things: Concept of IoT, Smart Homes and Appliances, Smart Cities, Smart Cars, Wearable Computing and Smart Gadgets. (7+2)
3.	**Digital Business Ecosystem**
	Electronic Commerce Mechanisms, Online Purchasing Process, E-Marketplaces - Types, Components and Participants, Disintermediation and Reintermediation; Customer Shopping Mechanisms - Webstores, Malls, and Portals, Webstores, Electronic Malls , Web (Information) Portals. Intermediaries: Roles of Intermediaries in E-Marketplaces, Merchant Solutions: Electronic Catalogs, Search Engines, and Shopping Carts, Electronic Catalogs, E-Commerce Search Activities, Auctions - Traditional Auctions Versus E-Auctions, Dynamic Pricing. Changing Supply Chains: Structure of the Supply Chain, EC Order Fulfillment Process, Speeding Up Deliveries, Partnering Efforts and Outsourcing Logistics, Order Fulfillment in Make-to- Order (MTO) and Mass Customization. Digital Payments: Smart Cards, Stored-Value Cards, EC Micropayments, Payment Gateways, Mobile Payments, Digital and Virtual Currencies, Security, Ethical, Legal, Privacy, and Technology Issues. (7+2)
4.	**Digital Business Applications – I**
	Electronic Retailing: B2C Electronic Retailing, Characteristics, Advantages, Limitations, E-Tailing Business Models, Classification of Models by Distribution Channel, Referring Directories, Malls with Shared Services. Social Shopping – Concept, Benefits and Drivers, Social Shopping Aids – Recommendations, Reviews, Ratings, and Marketplaces, Real-Time Online Shopping. The Online Versus Off-Line Competition, Click-and-Brick models, Product and Service Customization and Personalization. Fintech: E-Banking, Mobile Banking, Pure Virtual Banks, Insurance, and Stock Trading, Other Mobile Finance Applications. Digital Government: Government-to-Citizens, Government-to-Business, Government-to-Government, Government-to-Employees Models, Internal Efficiency and Effectiveness, E-Government and Social Networking, M-Government. E-Learning, E-Training, and E-Books: Basics of ELearning, Characteristics, Advantages, Limitations, Distance Learning and Online Universities, Online Corporate Training, Social Networks and E-Learning, E-Learning Management Systems, Electronic Books. (7+2)
5	**Digital Business Applications – II**
	Online Travel and Tourism Services: Characteristics of Online Travel, Benefits, Limitations, and Competition in Online Travel Services. E-Employment: Online Job Market, Social Networks Based Job Markets, Social Recruiting, Virtual Job Fairs and Recruiting Events, Benefits and Limitations of the Electronic Job Market. E-Health: Definition, Electronic Medical Record Systems (EMR), Doctors' System, Patients Services, Medical Devices and Patients Surveillance. Entertainment, Media & Gaming: Service Industry Consumer Applications. Digital Products, Internet TV and Internet Radio, Social Television (TV) Mobile Entertainment, Mobile Marketing, Mobile Streaming Music and Video Providers, Entertainment in

Cars; Gaming - Mobile Games, Social Games and Gamification, Business of Social Games, Educational Social Games; Mobile Gambling, Mobility and Sports; Social Entertainment. (7+2)

➢ **Teaching Pedagogy:**

Unit	Tools	Expected Outcome
Unit 1	‣ Power Point Presentation	‣ Students will learn E-commerce, M-Commerce & Social Commerce.
Unit 2	‣ Power Point Presentation	‣ Students will learn impact of technology.
Unit 3	‣ Power Point Presentation	‣ It will highlight on the digital business environment.
Unit 4	‣ Power Point Presentation	‣ Students will examine the changing role of intermediaries, changing nature of supply chain and payment systems in the online and offline world.
Unit 5	‣ Power Point Presentation	‣ It will help the students to classify the prevalent digital business models into various groups and outline their benefits and limitations

➢ **Recommended Study Material**

S. No	Title of the Book	Authors	Publication
01	E-Business and E-Commerce Management- Strategy, Implementation and Practice	Dave Chaffey	Pearson Publication
02	Electronic Commerce – A Managerial Perspective	Efraim Turban, David King, Dennis Viehland, Jae Lee	Pearson Education
03	Introduction to E Commerce & Social Commerce	Turban E , Whiteside J , King D	Spinger

OVERVIEW AND OBJECTIVES: The Anandam program aims to instill the joy of giving in young people, turning them into responsible citizens. Who will build a better society through daily action, it will build the habit of service in students across colleges and universities in Rajasthan. The students will have to undertake the course each semester starting with the 2020-21 academic year.

Course Outcomes

Each student will be able to work as team member

.) Student will learn social activities.

) Students will be familiar with society.

DETAILED SYLLABUS

 Do at least one act of individual service each day

) Record this act of service in a dedicated Register/ Personal Diary

) Share this Register/ Personal Diary day in the 30-minute Anandam time slot dedicated by the college.

) Undertake one group service project for 64 Hours every term (outside college hours)

) Upload the report on the group project on the Anandam platform

) Participate in a sharing and presentation on the group service in the discussion session held once a month.

Code:MBX01108   **Management Fundamentals**   **2 Credits [LTP: 2-0-0]**

Unit No.	Title of the unit	Time required for the unit(Hours)
1.	**Basic Concepts**	**5**
2.	**Planning**	**6**
3.	**Marketing Mix**	**4**
4.	**Product Mix and Price Mix**	**5**
5.	**Place Mix and Promotion Mix**	**6**

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO – 01	Analyzing	ANALYZE various managerial competencies and approaches to management
CO – 02	Evaluating	TO ACCESS the role and need of Planning, Organizing, Decision Making and Controlling.
CO – 03	Applying	MAKE USE OF the principles of goal setting and planning for simple as well as complex tasks and small projects.
CO - 04	Analysing	COMPARE and CONTRAST various organizational structures of variety of business and not-for-profit entities in a real world context.
CO – 05	Creating	CREATE a decision making criteria used by practicing managers, leaders and entrepreneurs in routine and non-routine decision making situations.

Unit	Contents
1.	**Basic Concepts**
	Manager, Managing, Workplace, Organization, Management Functions, Mintzberg's Managerial Roles, The Universality of Management, Approaches to Management - Early Management, Classical Approach, Behavioral Approach, Quantitative Approach, Contemporary Approaches. Managerial Competencies: Communication, team work, planning and administrative, strategic and global competencies; Managerial Skills; How Isthe Manager's Job Changing?, Importance of Customers to the Manager's Job, Importance of Innovation to the Manager's Job, Importance of Sustainability to the Manager's Job. (5)

2.	**Planning**
	Concept, need, nature, Management By Objectives (MBO) - Process of MBO - Benefits of MBO, Planning and Performance, Goals and Plans, Types of Goals, Types of Plans, Setting Goals and Developing Plans, Approaches to Setting Goals, Developing Plans, Approaches to Planning, Planning Effectively in Dynamic Environments. (6)
3.	**Organizing**
	Organization, Organizing, Organizational Structures, Principles of Work Specialization , Departmentalization, Chain of Command, Span of Control, Centralization and Decentralization, Formalization. Mechanistic and Organic Structures, Factors Affecting Structural Choice - Strategy, Size, Technology, Environmental Uncertainty. Traditional Organizational Designs - Simple Structure, Functional Structure, Divisional Structure, Matrix Structure, Team Structures, Project Structure, Adaptive Organizations – Boundary less Organization, Virtual Organizations, Learning Organization, Flexi Work, Tele-working, Global Organizations. (7)
4.	**Decision Making**
	The Decision-Making Process - Identifying a Problem - Identifying Decision Criteria - Allocating Weights to the Criteria - Developing Alternatives - Analyzing Alternatives - Selecting an Alternative - Implementing the Alternative - Evaluating Decision Effectiveness. Making Decisions: Rationality, Bounded Rationality, The Role of Intuition, The Role of Evidence-Based Management. Types of Decisions & Decision-Making Conditions. Decision-Making approaches - Quantitative approach, Environmental Approach, System Approach, Ethical Approach, Intuitive Approach, Case Study Approach Decision-Making Styles - Linear–Nonlinear Thinking Style Profile, DecisionMaking Biases and Errors. Effective Decision Making in Today's World - Correctness of decision, Decision environment, Timing of decision, Effective communication of Decision, Participation in decision Making- Implementation of decision. (7)
5	**Controlling**
	Controlling, Definition, need and Importance, The Control Process, Managerial Decisions in Controlling, Feed-forward / Concurrent / Feedback Controls. Financial Controls, Information Controls, Benchmarking of Best Practices. (5)

➢ **Teaching Pedagogy:**

Unit	Tools	Expected Outcome
Unit 1	➢ Power Point Presentation	➢ Basic knowledge of Manager, Managing, Workplace, Organization, Management Functions ➢ Students will acquainted with basic functions of Manager from ancient to current time
Unit 2	➢ Power Point Presentation ➢ Survey Analysis	➢ Students will learn and implement the theory of Management by Objective (MBO)
Unit 3	➢ Power Point Presentation ➢ Case Studies	➢ It will highlight the importance of Organizing in Management
Unit 4	➢ Power Point Presentation ➢ Case Studies	➢ Students will develop the skills Decision Making in the field of Management
Unit 5	➢ Power Point Presentation ➢ Case Studies	➢ It will help the students to understanding controlling from the perspective of management

➢ **Recommended Study Material**

S. No	Title of the Book	Authors	Publication
01	Fundamentals of Management	Robbins, S.P. and Decenzo, D.A.,	Pearson Education Asia, New Delhi.
02	Management	Koontz and Wechrich, TMGH 3. Management, Stoner	Prentice Hall of India, New Delhi.
03	Management	Hellregel	Thomson Learning, Bombay
04	Management	Robbins & Coulter	Prentice Hall of Hall of India, New Delhi.
05	Management	Richard L. Draft	Thomson South-Western

Unit No.	Title of the unit	Time required for the unit(Hours)
1.	The Contract Act, 1872	9
2.	Sale of Goods Act, 1930	6
3.	The Negotiable Instrument Act, 1881	7
4.	The Companies (Amendment) Act, 2015	7
5.	The Consumer Protection Act, 1986	7

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO – 01	Analyzing	ANALYZE the key terms involved in each Act
CO – 02	Analyzing	ANALYZE the key legal provisions of each Act.
CO – 03	Applying	ILLUSTRATE the use of the Acts in common business situations.
CO - 04	Creating	CREATE the various facets of basic case laws of each Act from a legal and managerial perspective.

Unit	Contents
1.	The Contract Act, 1872
	Essential Elements of Valid Contract, Essential elements of Valid Contracts, Contracts of Indemnity & Guarantee, Contingent Contract, Quasi Contract, Discharge of contract, Breach of contract-Meaning & remedies, Agency - Creation of Agency – Agent and Principal (Relationship/rights), Types of agency.
2.	Sale of Goods Act, 1930
	Contract of sale of goods, Conditions & warranties, Transfer of property or ownership, Performance of the Contract of Sale, Rights of unpaid seller, Sale by Auction.
3.	The Negotiable Instrument Act, 1881
	Negotiable Instruments – Meaning, Characteristics, Types. Parties, Holder and holder in due course, Negotiation and Types of Endorsements, Dishonor of Negotiable Instrument – Noting and Protest
4.	The Companies (Amendment) Act, 2015
	Company – Definition, Meaning, Features and Types, One Person Company, Incorporation

	of Company – Memorandum of Association (MOA), Articles of Association (AOA), Share capital & Debentures, Acceptance of deposits, Appointment of director including woman Director.
5	**The Consumer Protection Act, 1986**
	Unfair & Restrictive Trade Practices, Dispute Redressal Forums – District, State & National Forum, Composition, Jurisdiction, Powers, Appellate Authority. Information Technology Act, 2000, Digital Signature, Electronic Governance, Electronic Records E – Contracts, E – Business models, E – Commerce & Security, Cyber Crimes. Intellectual Property Laws – Understanding of concepts of patents, copyrights, trademarks and designs.

➢ **Teaching Pedagogy:**

Unit	Tools	Expected Outcome
Unit 1	➢ Power Point Presentation Case Studies	➢ Basic knowledge of Contract Act will be developed amongst students ➢ Students will acquainted with basic elements of Contract Act
Unit 2	➢ Power Point Presentation ➢ Case Studies	➢ Students will learn about key legal provisions of Sales of goods Act
Unit 3	➢ Power Point Presentation ➢ Case Studies	➢ It will illustrate the use of the Acts in common business situations.
Unit 4	➢ Power Point Presentation ➢ Case Studies	➢ It will outline the various facets of basic case laws of each Act from a legal and managerial perspective.
Unit 5	➢ Power Point Presentation ➢ Case Studies	➢ It will help the students to gain the knowledge of various consumer protection rights.

➢ **Recommended Study Material**

S. No	Title of the Book	Authors	Publication
01	Business Legislations for Management	M.C. Kuchhal	Vikas Publishing
02	Elements of Mercantile Law	N.D.Kapoor	Sultan Chand & Sons
03	Business and Corporate Laws	Dr. P.C. Tulsian	SChand Publications
04	Legal Aspects of Business	Ravinder Kumar	Cengage Learning India Private Limited
05	Business Laws	S. D. Geet	Nirali Prakashan
06	Business Laws	S.S. Gulshan	Excel Books India
07	Legal Aspects of Business	Akhileshwar Pathak	Tata McGraw-Hill Education

| Code: MBX01110 | MS Excel and Advanced Excel Lab | 2Credits [LTP: 0-0-3] |

COURSE OVERVIEW AND OBJECTIVES: To familiarize Students with basic to intermediate skills for using Excel in the classroom vis-à-vis Business Applications. To provide students hands on experience on MS Excel Utilities. To gain proficiency in creating solutions for Data Management and Reporting

A. OUTLINE OF THE COURSE

Unit No.	Title of the unit	Time Required for the Unit (Hours)
1	Understanding Excel's Files, Ribbon and Shortcut	6
2	Working with Dates and Times & Text	6
3	Creating Formulas for Financial Applications	6
4	Using Custom Number Formats	5
5	Analyzing Data with the Analysis Tool Pak	6

B. DETAILED SYLLABUS

Unit	Unit Details
1	**Understanding Excel's Files, Ribbon and Shortcut**
	Understanding Excel's Files, Ribbon and Shortcut: Create a workbook , Enter data in a worksheet , Format a worksheet , Format numbers in a worksheet , Create an Excel table , Filter data by using an AutoFilter , Sort data by using an AutoFilter. Essential Worksheet Operations: Using Help (F1), Key Board Shortcuts . Working with Cells and Ranges: Formatting Cells, Name Manager . Visualizing Data Using Conditional Formatting: Apply conditional formatting . Printing Your Work : Print a worksheet , Using Print Preview & Other Utilities . Lab based Evaluation
2	**Working with Dates and Times & Text**
	Working with Dates and Times & Text: Working with Dates & Time, Creating Formulas that Manipulate Text – Upper, Proper, Lower, Concatenate, Text to column . Creating Formulas That Count, Sum, Subtotal:Create a formula, Use a function in a formula. Creating Formulas That Look Up Values: VLookup, HLookup, Match & Index . Lab based Evaluation

3	Creating Formulas for Financial Applications
	Introduction to formulas e.g. PV, PMT, NPER, RATE, Creating Balance Sheet, Investment Calculations, Depreciation calculations .**Creating Charts and Graphics:** Chart your data, Creating Sparkline Graphics, Using Insert Tab Utilities .**Lab based Evaluation**
4	Using Custom Number Formats
	Using Custom Number Formats: Right click, Format Cells window . Using Data Tab and Data Validation: Getting external Data ,Remove Duplicates, Apply data validation & using utilities from Data Tab ..Protecting Your Work: Using Review Tab Utilities Performing Spreadsheet What-lf Analysis:Create a macro, Activate and use an add-in. Lab based Evaluation
5	Report Writing
	Analyzing Data with the Analysis Tool Pak:Anova,Correlation, Covariance,. Descriptive Statistics, Histogram, Random Number Generation, Rank and Percentile, Regression, t-Test, Z Test. Using Pivot Tables for Data Analysis: Create Data Base for Pivot, Analysing Data with Pivot Tables, Producing Report with a Pivot Table . Lab based Evaluation

B. RECOMMENDED STUDY MATERIAL

S. N.	Book	Author	Publication
1	Excel 2010 Bible [With CDROM]	John Walkenbach	John Wiley & Sons, 2010 Edition
2	Excel 2007 for Dummies	Greg Harvey	
3	New Perspectives on Microsoft Office Excel 2007		
List of Journals/Periodicals/Magazines/Newspapers/Websites			

www.hrdiap.gov.in/Downloads/04.MS%20Excel.pdf
www.stern.nyu.edu/~jsimonof/classes/1305/pdf/excelreg.pdf
www.goodwin.edu/computer_resources/pdfs/excel_2010_tutorial.pdf
www.microagecs.com/apps/training/courseware/excel.pdf
www.lfpl.org/jobshop/docs/Intermediate-Excel.pdf
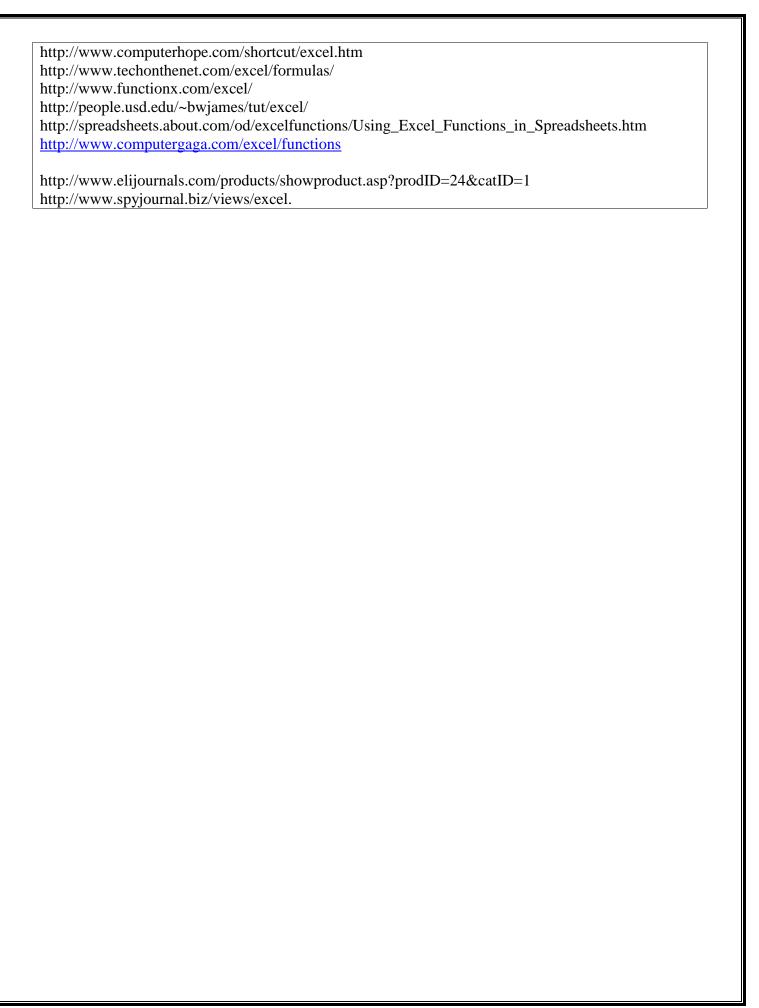
http://office.microsoft.com/en-us/
http://office.microsoft.com/en-us/excel-help/excel-help-and-how-to-FX102693827.aspx
http://office.microsoft.com/en-us/excel/
http://office.microsoft.com/en-us/excel-help/excel-functions-by-category-HP005204211.aspx
http://www.baycongroup.com/el0.htm
http://spreadsheets.about.com/od/tipsandfaqs/f/excel_use.htm

http://www.computerhope.com/shortcut/excel.htm
http://www.techonthenet.com/excel/formulas/
http://www.functionx.com/excel/
http://people.usd.edu/~bwjames/tut/excel/
http://spreadsheets.about.com/od/excelfunctions/Using_Excel_Functions_in_Spreadsheets.htm
http://www.computergaga.com/excel/functions

http://www.elijournals.com/products/showproduct.asp?prodID=24&catID=1
http://www.spyjournal.biz/views/excel.

| Code: MBX01111 | Advanced Communication Skills – I | 2 Credits [LTP: 3-0-] |

Course Outcomes:

On successful completion of the course the learners will be able to

CO	Cognitive Abilities	Course Outcomes
CO-01	Creating/ Applying	Develop their skills in interpersonal communication and in expressing their views in a clear and succinct manner.
CO-02	Creating/ Applying	Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation & develop confidence in relationship to their interviewing skills.
CO-03	Applying	Application of grammar and formatting in email preparation &understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks & to enhance the speaking tone, pace & common phrases that's appropriate for phone conversations.
CO-04	Creating / Applying	Use an understanding of self-image to increase effectiveness in personal and professional relationships.
CO-05	Analyzing	Analyze the importance of experiential learning as a method of career researching and some of the key programs and resources available to them.

A. OUTLINE OF THE COURSE

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Formal Group Discussion	8
2	Technicality of Job Interview & Resume Building	8
3	Professional Email & Telephonic Conversation	8
4	Techniques of Confidence Building	6
5	Career Option & Role Selection	2

B. DETAILED SYLLABUS

Unit	Unit Details	
1.	**Formal Group Discussion**	**Method**
	Introduction of the Course & the topic	Theory/Practical
	Practice Sessions	Practical
	Conclusion & Summary of the Unit	Theory/Practical
2.	**Technicality of Job Interview & Resume Building**	
	Introduction of the topic	Theory/Practical
	Basics of Job Interviews: Job interview basics	Theory/Practical
	Patterns & Composition of Questions	Theory/Practical
	Body Language and Cues	Practical
	Correcting the Common Interview Pitfalls	Theory/Practical
	How to Sustain in Difficult Situations during Interview	
	Technical/ HR Interview	
	Questions on Management Response Quotient (MRQ) or Situational Response Tests (SRT)	Practical
	Stress Interview	Practical
	Behavioural Event interviews	Practical
	Practice Session	Practical
	Resume Updation	Practical
	Conclusion & Summary of the Unit	Theory/Practical
3.	**Professional Email &Telephonic Conversation**	
	Introduction of the topic	Theory/Practical
	Email Etiquette	Practical
	Practice Session	Practical
	Important Telephonic phrases	Theory/Practical
	Practice Session	Practical
	Conclusion & Summary of the Unit	Theory/Practical
4.	**Techniques of Confidence Building**	
	Introduction of the topic	Theory/Practical
	Pyramid of Success in Negotiation.	Practical
	Different Phases of Negotiation.	Practical
	Barriers & Overcoming the barriers.	Practical
	Practice Session	Practical
	Conclusion & Summary of the Unit	Theory/Practical
5.	**Career Option & Role Selection**	
	Introduction of the topic	Theory/Practical
	Brain Storming Sessions	Practical
	Conclusion & Summary of the Unit	Theory/Practical

Code:MBX01112	Managerial Statistics	2 Credits [LTP: 4-0-0]

Unit No.	Title of the unit	Time required for the unit (Hours)
1.	**Probability Distributions**	9
2.	**Sampling and Sampling Distributions**	10
3.	**Hypotheses Testing I**	10
4.	**Hypotheses Testing II**	8
5.	**Simple Linear Regression &Nonparametric Methods**	8

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO – 01	Applying	APPLY the basic concepts of statistical techniques in the business area using theory and practical applications.
CO – 02	Applying	APPLY basic concepts of statistical techniques in the business area using theory and practical applications.
CO – 03	Creating	CREATE the statistical analysis through computer by using MS EXCEL, Minitab and SPSS.
CO - 04	Analyzing	EVALUATE uses of statistics in business and economics through Indian case studies
CO – 05	Analyzing	EVALUAT Euses of statistics in business and economics through Indian case studies

Unit	Contents
1.	Probability Distributions
	Mean, Variance and Standard Deviation of Discrete Distribution; Binomial Distribution; Poisson Distribution; Normal Distribution using Standard Normal Table; Normal Approximation of Binomial Probabilities

2.	Sampling and Sampling Distributions
	Sampling Distribution of Sample Mean; Sampling Distribution of Sample Proportion ; Point Estimation and Properties of Point Estimator; Interval Estimation [only for Mean]using Z-statistic; Interval Estimation [only for Mean] using t-statistic; Determination of the Sample Size
3.	Hypotheses Testing I
	Developing Null and Alternative Hypotheses ,Type I and Type II Errors; Level of Significance, Acceptance region, Rejection region and Critical Value; Hypothesis Testing for A Single Population Mean using the Z-statistic; Hypothesis Testing for A Single Population Mean using the t-statistic; Inferences about the Difference between Two Population Means using the Z-statistic; Inferences about the Difference between Two Population. Means using the t-statistic with case of a small random sample; Inferences about the Difference between Two Population Means using the t-statistic with case of matched samples; Inferences about the Difference between Two Population Variances (F distribution).
4.	Hypotheses Testing II
	Analysis of Variance: One-way and Two-way; Chi-Square Tests of Independence: Two-way Contingency Analysis Square Test.
5	Simple Linear Regression &Nonparametric Methods
	Simple Linear Regression Model; Least Squares Method, Coefficient of Determination and Standard Error of Estimate; Using the Estimated Regression Equation for Estimation and Prediction. Introduction to Nonparametric Methods; Mann-Whitney U Test; Wilcoxon Matched-Pairs Signed Rank Test and Kruskal-Wallis Test; Spearman's Rank Correlation.

Teaching Pedagogy:

Unit	Tools	Expected Outcome
Unit 1	➢ Presentation& Problem Solving	➢ Basic knowledge of Mean, Variance and Standard Deviation of Discrete Distribution ➢ Students will acquainted with basic Binomial Distribution; Poisson Distribution; Normal Distribution using Standard Normal Table; Normal Approximation of Binomial Probabilities
Unit 2	➢ Presentation& Problem Solving ➢	➢ Students will learn Sampling Distribution, Point Estimation and & Interval Estimation and shall learn practical applications
Unit 3	➢ Power Point Presentation ➢ Survey ➢ Case Studies	➢ It will highlight on Hypotheses Testing ➢ Shall understand the importance of Hypothesis Testing
Unit 4	➢ Power Point Presentation ➢ Case Studies	➢ Students will develop the skills using Analysis of Variance& Chi Square Tests
Unit 5	➢ Power Point Presentation ➢ Case Studies	➢ It will help the students to apply the various techniques of Simple Linear Regression&Nonparametric Methods

➢ Recommended Study Material

S. No	Title of the Book	Authors	Publication
01	Statistical Techniques in Business and Economics	Lind Douglas, Marchal William and Wathen Samuel	13th Ed, Tata Mc Graw Hill, ISBN: 978-0-07-044707-5
02	Business Statistics. 3rd Ed	Sharma, JK (2012).	PEARSON: New Delhi
03	Statistics for Management, 7th Ed.,	Levin, R.I. and Rubin, D.S. (1998)	PEARSON: New Delhi, ISBN: 978-81-775-8584-1.
04	Statistics for Business and Economics. 6th Ed	Newbold, P., Carlson, W.L. and Thorne, B. (2011)	Pearson Education: New Delhi, ISBN: 978-81-3171-927-5

05	Fundamentals of Statistics. 7th Ed	Gupta, S.C. (2012)	Himalaya Publishing House: Mumbai, ISBN: 978-93-5051-769-7
06	Statistics for Business & Economics. 11th Ed	Anderson, D.R., Sweeney, D.J., and Williams, T.A. (2011)	CENGAGE Learning, New Delhi, ISBN: 978-81-315-1705-5
07	Statistics for Management. 2nd Ed.	Srivastava, T.N., and Rego, S. (2012).	The McGraw –Hill Companies, ISBN: 978-12-5900-493-3
08	Business Statistics. 1st Ed.	Vohra, N.D. (2013)	The McGraw –Hill Companies, ISBN: 978-1-25-900487-2.
09	Statistics for Business and Economics	Hooda, R.P. (2013).	Vikas Publishing House Pvt Ltd., ISBN: 973-93-259-6120-3.

Code:MBX01113	Entrepreneurship Development	2 Credits [LTP: 3-0-0]

Unit No.	Title of the unit	Time required for the unit (Hours)
1.	Entrepreneurship	5
2.	Theories of entrepreneurship	6
3.	Entrepreneurship development:	5
4.	Role of Central Government and State Government in promoting Entrepreneurship:	6
5.	Enterprise Promotion	5

➢ **Course Outcomes: On successful completion of the course the learner will be able to:**

CO	Cognitive Abilities	Course Outcomes
CO – 01	Analyzing	ANALYZE the key terms, LIST the Attributes and Characteristics of Entrepreneurs features and ENUMERATE the Factors influencing Entrepreneurship Growth.
CO – 02	Analyzing	ANALYZE the various theories of entrepreneurship.
CO – 03	Creating	CREATE a framework for a typical EDP
CO - 04	Analyzing	OUTLINE the role of Government and various support organizations in encouraging and supporting Entrepreneurship.
CO – 05	Evaluating	COMPOSE an inventory of possible entrepreneurial opportunities in contemporary local, regional and national context.

Unit	Contents
1.	**Entrepreneurship**
	Concept of Entrepreneur. Intrapreneur, Entrepreneurship and Manager. Difference between Entrepreneur and Intrapreneur, Entrepreneur and Entrepreneurship. Attributes and Characteristics of successful entrepreneurs. Functions of an Entrepreneur, Classification of Entrepreneurs. Role of Entrepreneur in Indian Economy, Developing entrepreneurial culture, Factors influencing Entrepreneurship Growth - Economic, Non-Economic Factors, For profit

	or Not for profit entrepreneurs, Constraints for the Growth of Entrepreneurial Culture, Entrepreneurship as a career, Entrepreneurship as a style of management, Emerging Models of Corporate Entrepreneurship, India's start up revolution–Trends, Imperatives, benefits; the players involved in the ecosystem, Business Incubators-Rural entrepreneurship, social entrepreneurship, women entrepreneurs, Cases of Tata, Birlas, Kirloskar and new generation entrepreneurs in India. (6)
2.	**Theories of entrepreneurship**
	Innovation Theory by Schumpeter & Imitating, Theory of High Achievement by McClelland, ☐X-Efficiency Theory by Leibenstein, ☐Theory of Profit by Knight, Theory of Social change by Everett Hagen. (4)
3.	**Entrepreneurship development**:
	Entrepreneurial Competencies, Developing Competencies. Concept of entrepreneurship development, Entrepreneur Training and developing, Role of Entrepreneur Development Programs (EDP), Role of DIC, SISI , EDII , NIESBUD, NEDB, EDP - Objectives – contents – methods - execution. Role of Mentors. Innovation and Entrepreneurship, Design Thinking Process. Role of consultancy organizations in promoting Entrepreneurs, Problems and difficulties of Entrepreneurs - Marketing Finance, Human Resource, Production; Research - external problems, Mobility of Entrepreneurs, Entrepreneurial change, occupational mobility - factors in mobility. (6)
4.	**Role of Central Government and State Government in promoting Entrepreneurship**:
	Introduction to various incentives, subsidies and grants, Export Oriented Units, Fiscal and Tax concessions available, Women Entrepreneurs - Role, Problems and Prospects, Reasons for low women Entrepreneurs, Assistance Programme for Small Scale Units – Institutional Framework – Role of SSI Sector in the Economy – SSI Units – Failure, Causes and Preventive Measures – Turnaround Strategies. Future of Entrepreneurship Development and Government, Start Up India, Make in India. (5)
5	Enterprise Promotion
	Creating Entrepreneurial Venture, Entrepreneurship Development Cycle, Business Planning Process, The business plan as an entrepreneurial tool, Elements of Business Plan, Objectives, Market Analysis, Development of product / idea - Resources, Capabilities, and strategies, identifying attributes of strategic resources, Opportunity Analysis, innovator or imitator, SWOT analysis, Internal and External Environment Analysis, Industry Analysis, Embryonic Companies and Spin

off's, Porter's five forces model, Identifying the right Business Model Canvas, Seven Domains of John Mullins, Opportunities in Emerging/Transition/Decline industries, Opportunities at the bottom of the pyramid, Opportunities in social sector, Opportunities arising out of digitization, Marketing, Finance, Organization & Management, Ownership - Franchising, networking and alliances, Buying an existing business, Critical risk contingencies of the proposal, Scheduling and milestones. (9)

> **Teaching Pedagogy:**

Unit	Tools	Expected Outcome
Unit 1	➢ Presentation	➢ Basic knowledge of Entrepreneur and Entrepreneurship ➢ Students will acquainted with development of product / idea - resources, capabilities, and strategies, identifying attributes of strategic resources & opportunity Analysis
Unit 2	➢ Presentation	➢ Students will learn various theories related to Entrepreneurship
Unit 3	➢ Power Point Presentation ➢ Case Studies	➢ It will highlight entrepreneurial competencies and various fields in an organization.
Unit 4	➢ Power Point Presentation ➢ Case Studies	➢ Students will understand the role of Central Government and State Government in promoting Entrepreneurship.
Unit 5	➢ Power Point Presentation ➢ Case Studies	➢ It will help the students to understand creating of Entrepreneurial Venture and its promotion.

> **Recommended Study Material**

S. No	Title of the Book	Authors	Publication
01	Dynamics of Entrepreneurship Development	Vasant Desai	Himalaya Publishing House
02	Entrepreneurship: New Venture Creation	David H. Holt	Prentice Hall
03	Entrepreneurship Development New Venture Creation	Satish Taneja, S.L.Gupta	Galgotia Publishing Company
04	Project Management	K. Nagarajan	New Edge International Publishers
05	Entrepreneurship: Strategies and Resources	Marc J. Dollinger	Pearson
06	The Culture of Entrepreneurship	Brigitte Berger	IcsPr
07	Innovation and Entrepreneurship	Peter F. Drucker	Elsevier
08	Entrepreneurship	Robert D. Hisrich, Michael P. Peters, Dean A. Shepherd	McGraw Hill Education; 9 edition
09	Entrepreneurship As Strategy	G. Dale Meyer, Kurt A. Heppard	SAGE Publications Inc

| Code: MBX01211.1 | Professional English | Credits   [LTP: 0-0-3] |

Course Outcomes:

On successful completion of the course the learners will be able to

CO	Cognitive Abilities	Course Outcomes
CO-01	**Understanding/ Applying**	Prepare and deliver a clear and fluent demonstrative, informative, and persuasive presentation and enlarge their vocabulary by keeping a vocabulary journal.
CO-02	**Creating/ Applying**	Gain broad, multi-faceted knowledge cutting across several disciplines outside the learner's normal academic subjects & develop effective speech composition and delivery.
CO-03	**Applying**	Application of grammar and formatting in email preparation & understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
CO-04	**Creating / Applying**	Understand the speaking tone, pace & common phrases that's appropriate for phone conversations.
CO-05	**Creating/Applying**	Improve analytical abilities to think on a particular given topic & generate more ideas and a structured presentation of a topic.

C. OUTLINE OF THE COURSE

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	**Public Speaking & Vocabulary Enhancement**	8
2	**Professional Writing Skills**	8
3	**Social English& its Application**	8
4	**Business Correspondence**	4
5	**Formal Group Discussion**	4

D. DETAILED SYLLABUS

Unit	Unit Details	
1.	**Public Speaking & Vocabulary Enhancement**	**Method**

	Introduction of the Course & the topic	Theory/Practical
	Self- Introductory Speech	Practical
	Informative & Persuasive Speech	Practical
	Special Occasion Speech	Practical
	Situational Vocabulary Practice	Practical
	Conclusion & Summary of the Unit	Theory/Practical
2.	**Professional Writing Skills**	
	Introduction of the topic	Theory/Practical
	Structuring paragraphs	Practical
	Cohesive Devices & Referencing	Practical
	Quick Conclusions	Practical
	Conclusion & Summary of the Unit	Theory/Practical
3.	**Social English & its Application**	
	Introduction of the topic	Theory/Practical
	The first five minutes	Practical
	Speed networking – the elevator pitch	Practical
	Small talk, turn taking	Practical
	Business conventions	Practical
	Conclusion & Summary of the Unit	Theory/Practical
4.	**Business Correspondence**	
	Introduction of the topic	Theory/Practical
	Emails– register, style, standard phrasing	Practical
	Notes and memos writing	Practical
	Business specific language phrases	Practical
	Conclusion & Summary of the Unit	Theory/Practical
5.	**Formal Group Discussion**	
	Introduction of the topic	Theory/Practical
	Practice Sessions on trending Issues	Practical
	Conclusion & Summary of the Unit	Theory/Practical

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