REVISIONS IN SYLLABUS

MBA PROGRAMME
[2022 - 2024]

SEMESTER IV

December 2023

C O N T E N T S

MASTER OF BUSINESS ADMINISTRATION (MBA) 2022-2024
(Choice Based Credit System)

THE PROGRAMME

1. The full-time, two-year MBA programme offered by the Department of Management (GRG School of Management Studies), PSGR Krishnammal College for Women, comprises four semesters of about 90 working days each.
2. The programme requires a minimum of 90 credits equivalent of courses to be completed by students. One credit is equivalent to approximately 15 hours of contact sessions.
3. Students may choose to do up to a maximum of 110 credits equivalent of courses.
4. The programme includes Foundation Courses, Advanced Courses, and Applied Courses.

The graduates of the MBA programme from GRGSMS are expected:

1. to contribute to human development through application of critical and analytical thinking, creativity and innovation, problem solving and decision making, and communication and interpersonal skills
2. to assume leadership roles in business and society
3. to be able to resolve business and social problems with concern for the environment
4. to be responsible members of the organisations they choose to serve, including their own, with adequate/appropriate knowledge, skills, aptitude and commitment
5. to be lifelong learners with curiosity and quest for knowledge
6. to be global citizens and demonstrate human values and ethical standards of behaviour
7. to be able to lead fulfilling lives with personal humility and professional will

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO1: To enable students to acquire knowledge in core, functional, and interdisciplinary areas of management at foundational, advanced, and applied levels
PEO2: To impart critical and analytical thinking, decision making, communication, interpersonal, entrepreneurial and leadership skills to students
PEO3: To promote ethical, societal and environmental consciousness among students
PEO4: To augment the necessary competencies of students for undertaking diverse careers in management

PROGRAMME OUTCOMES (PO)

The Programme Outcomes are the expected Learning Outcomes of the MBA Programme. After completion of the MBA Programme, the student will be able to

PO1: Apply conceptual foundations of management to solve ethically business, environment, and societal problems for sustainable development
PO2: Develop global outlook and cross-cultural understanding in business
PO3: Evaluate and determine solutions to business problems using critical thinking and problem-solving skills
PO4: Utilize leadership, interpersonal, team working and communication skills in chosen profession to accomplish shared objectives
PO5: Analyse business opportunities and discover entrepreneurial spirit

PO6: Utilize ICT to design strategies for business growth and development
PO7: Develop lifelong learning to acquire new knowledge and skills

PROGRAMME OUTCOMES AND COMPETENCIES

Programme Outcomes	Competencies for Measuring Outcomes			
PO1: Apply conceptual foundations of management to solve ethically business, environment, and societal problems for sustainable development	Critical Thinking	Problem Solving	Decision Making	Social Responsibility
PO2: Develop global outlook and cross- cultural understanding in business	Global Orientation	Decision Making	Learning Skills	
PO3: Evaluate and determine solutions to business problems using critical thinking and problem-solving skills	Critical Thinking	Problem Solving	Decision Making	Learning Skills
PO4: Utilize leadership, interpersonal, team working and communication skills in chosen profession to accomplish shared objectives	Leadership	Interpersonal	Teamwork	Oral and Written Communication
PO5: Analyse business opportunities and discover entrepreneurial Spirit	Entrepreneurship	Social Responsibility	Learning Skills	
PO6: Utilize ICT to design strategies for business growth and development	Critical Thinking	Decision Making	Learning Skills	
PO7: Develop lifelong learning to acquire new knowledge and skills	Learning Skills			

PEO AND PO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
PEO1	3	3	3	3	3	3	3
PEO2	3	3	3	3	3	2	3
PEO3	3	3	3	3	3	3	3

PEO4	3	3	3	3	3	3	3

3- High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

CURRICULUM OBJECTIVES

The curriculum is designed to:

- Provide a strong foundation to the students on fundamentals of business and management
- Facilitate students to learn in depth in courses that they wish to focus on
- Enhance their skills for pursuing successful professional careers
- Provide opportunities to serve the society through Community Immersion Programme
- Provide exposure to current and contemporary industry practices through Internship
- Provide global exposure through Study Abroad Programme and courses that provide global perspective
- Assist students to gain managerial and professional skills through development of Design Thinking, Critical Thinking, Problem Solving, Decision Making, Team Work, Interpersonal and Communication skills
- Enable the MBA graduates to lead satisfying and rewarding personal and professional lives by way of experiential learning through Leadership Skills 2 and 3

TYPES AND LEVELS OF COURSES

1. An induction programme is offered to the students to inculcate in them the ethos and culture of the institution, the systems and processes, and bond with other students and faculty members
2. The "Bridge" Course is intended to prepare the students for the MBA programme
3. The "Foundation" Courses are intended to provide basic and fundamental knowledge on subjects such as economics, accounting, human values, management of information systems, management of organizations, public administration, financial management, human behaviour at work, human resource management, technology management and marketing management
4. The "Advanced" Courses are intended to be those that the students choose to study in their areas of interest and those that provide integrative knowledge of business and management
5. The "Applied" Courses are intended to be those that will help students enhance their skills for pursuing successful professional careers
6. The "Community Immersion Programme" (CIP) is intended to be a year-long work carried out by the students, in teams, during the second and third semesters of the MBA programme. Students are expected to serve the community by addressing the issues identified.
7. The "Internship" (INP) is intended to be a semester-long work carried out by the students during the second year of the MBA Programme. Students are expected to apply their knowledge and skills to specific management problems/ issues
8. The "Study Abroad Programme" (SAB) is intended to provide global exposure and cross cultural appreciation
9. The course "Business Review" (BSR) is intended to keep the students abreast with the changes in the business environment

CHOICE OF ELECTIVE COURSES

Students may choose elective courses (advanced level) in any functional area/domain of management based on their interest and competence, by choosing to do six (6) elective courses and one multidisciplinary elective course.

AUDIT COURSE(S)

Students may choose to register for Audit courses. Audit course(s) allow a student to take up additional course(s) to acquire knowledge. Audit courses do not count towards completing degree requirements. Students can register for a maximum of two course(s) per semester, upon approval from the respective course facilitator and register with the programme administrator. Students should attend classes regularly, complete assigned reading and class activities and participate in discussions, but they are exempted from taking up end semester examinations.

Audit course(s) will be included in the transcript with an indication as "completed" or "not completed" depending on the recommendation of the respective course facilitator, however it will not be included in the calculation of CGPA.

ONLINE COURSE(S)

Students may choose to register and earn credits for online courses approved by the committee consisting of Director, Dean and Faculty Advisor. Students can take up online courses from NPTEL, SWAYAM or other platforms to a maximum of 36 credits during the two year duration of the MBA Programme, subject to a maximum of three courses per semester. The coverage of such online courses should be appropriate and relate to the coverage of the courses offered in the curriculum. Students who successfully complete the online courses will be exempt from taking up the equivalent courses offered by GRGSMS. The committee will monitor the progress of the student and evaluate their performance in 100% CIA pattern.

MBAPLUS

The primary objective of the MBAPLUS scheme is to provide additional inputs and enable selected students to realize their potential for leadership after graduation. Students for this scheme will be identified through a sequence of steps, including their willingness, scoring in a set of assessment questionnaires, and a personal interview. The MBAPLUS scheme comprises about 60 hours of sessions spread across the two years of the MBA programme under six topics (Three in Year 1 and Three in Year 2). Students who have undergone the stipulated sessions for MBAPLUS will be eligible for being awarded four credits - two credits each at the end of Year 1 and Year 2.

Topics for I MBA (30 hours)	Topics for II MBA (30 hours)
Time Management	Consciousness and Collaboration
Communication	Responsible Citizenship
Adaptability to Change	Globalization, Boundaryless Thinking and Envisioning

ATTENDANCE

1. Students are expected to attend a minimum of 75% of all scheduled classroom sessions during each semester.
2. The Principal/Director may condone the shortage in attendance in exceptional circumstances, up to a maximum of 10%.

3. Students falling short of the required attendance will not be permitted to appear for the End Semester Examination of the semester.
4. Students who do not complete a semester on account of such shortage of attendance may seek to repeat the semester in the subsequent academic year.

COMPLETION OF THE MBA PROGRAMME

Students are required to complete their MBA programme in all respects within a maximum of four years from the date of their first joining the programme, or as per the rules and regulations of the Bharathiar University in this regard.

PEDAGOGY, ASSESSMENT AND EVALUATION

1. The concerned course facilitator shall announce to the students the broad outline of the pedagogy and assessment to be adopted for each course which is in-line with the AICTE Examination reforms. The details of the pedagogy will also be a part of the session plan and course details uploaded on technology-enabled Learning Management System of GRGSMS.
2. Assessment/evaluation of students" performance will be based on both Continuous Internal Assessment (CIA) and End Semester Examination (ESE) for Core and Elective courses. CIA shall carry a weightage of 60% and the ESE 40%. The ESE will be conducted at the end of each semester.
3. The CIA shall comprise multiple components of assessment such as assignments, case discussion, simulation, classroom participation, student presentations, field study, exercise, peer evaluation and quiz. The faculty concerned may decide appropriate mixture of components for their courses, provided that the quiz component of CIA shall carry 10% weightage. The remaining weightage of the CIA shall comprise four – five other components.
4. For the courses that do not have End Semester Examination, the concerned faculty shall decide three to five assessment components for CIA.
5. For courses that have End Semester Examination, a quiz shall be conducted of 60 minutes duration through online mode comprising of objective questions towards the end of each semester. The Quiz shall comprise of 50 questions equally distributed across the parts of the course coverage, of which at least 30 % of the questions (15 questions) will be of K3 and K4 levels of Blooms Taxonomy for Foundational Level courses; and at least 50 % of the questions (25 questions) will be of K3 and K4 levels for Applied and Advanced courses.
6. There will not be any ESE for the following, and 100% of the marks will be through CIA:
   - Bridge Course (MB22BRC)
   - Design Thinking (MB22DTG)
   - Decision Science (MB22DSN)
   - Leadership Skills-1(MB22LS1)
   - Business Research Methods (MB22BRM)
   - Business, Organization and Society (MB22BOS)
   - Data Science (MB22DTS)
   - Government and Public Administration (MB22GPA)
   - Multidisciplinary Elective (MB22MDE)
   - MBAPLUS-1 (MB22MP1)
   - Legal Aspects of Business (MB22LAB)
   - Study Abroad Programme (MB22SAB)
   - AI for Business and Management (MB22AIM)

- Internship (MB22INP)
- MBAPLUS-2 (MB22MP2)

7. There will not be any minimum marks stipulated for passing CIA. However, in the ESE, students shall be required to secure a minimum of "B" grade [50%] for passing. In order to successfully complete a Course, students will need to secure a minimum total of 50% (50 out of 100 marks – "B" grade) in CIA and ESE put together.

8. Courses offered in Coursera have been grouped and offered under the courses "Business, Organization and Society" and "AI for Business and Management". Students are required to complete the requirements for these courses as laid by Coursera and by the respective course facilitator. These two courses will be yearlong courses.

9. Universal Human Values, Leadership Skills-2 and Leadership Skills-3, Business Review and Community Immersion Programme will be non-credit courses and be evaluated and graded as "Completed/Not Completed". Students securing "Not Completed" grade in any of these courses will need to repeat the same when it is offered next time. A student may request for exemption from the Leadership Skills-3 by submitting requisition with relevant documents. The Director/ Dean is entitled to approve or reject the same.

10. Students who are not satisfied with the CIA score for any Course may appeal for a review to the Director/ Dean, whose decision in the matter shall be final and binding.

11. The records of CIA and ESE for each student and each Course shall be maintained in safe custody for a period of six months.

SCHEME OF EXAMINATION

The End Semester Examinations shall be of three hours duration. The maximum marks in ESE shall be 100 to be pro-rated to 40%. The End Semester Examination question papers shall follow the below pattern:

Level of Course	Section A	Section B
Foundation	Five questions with internal choice, each question set corresponding to each part (each question carrying eight marks) and will be of K1 and K2 levels of Blooms Taxonomy	Five questions with internal choice, each question set corresponding to each part (each question carrying twelve marks) and will be of K2, K3 and K4 levels of Blooms Taxonomy
Advanced	Five questions with internal choice, each question set corresponding to each part (each question carrying eight marks) and will be of K2 and K3 levels of Blooms Taxonomy	Five questions with internal choice, each question set corresponding to each part (each question carrying twelve marks) and will be of K3 and K4 levels of Blooms Taxonomy

GRADING

The assessment of performance of students in examinations will be based on grade points received instead of numerical marks. For this purpose, letter grades will be used to assess standards of performance. The following letter grades will be used:

Range of Marks	Grade Point	Letter Grade/	Description

90 – 100	9.0 – 10	O	Outstanding
90 – 99	9.0 – 9.9	D+	Excellent
75 – 79	7.5 – 7.9	D	Distinction
70 – 74	7.0 – 7.4	A+	Very Good
60 – 69	6.0 – 6.9	A	Good
50 – 59	5.0 – 5.9	B	Average
00 – 49	0.0	U	Re-appear
ABSENT	0.0	AAA	Absent

The Semester Grade Point Average (SGPA) is the ratio of the sum of the product of the number of credits with the grade points scored in all the courses and the sum of the number of credits of all courses undergone during the semester.

SGPA (Si) = Σ(Ci x Gi)/ ΣCi where Ci is the number of credits of the ith course and Gi is the grade point scored in the ith course.

The Cumulative Grade Point Average (CGPA) is the ratio of the sum of the product of the number of credits with the grade points scored in all the courses and the sum of the number of credits of all courses undergone during the entire programme. CGPA = Σ (Ci x Si) / ΣCi where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

COMPETENCIES AND RUBRICS

Critical Thinking: Comprehensive exploration of issues, ideas or events before accepting or formulating an idea or opinion or conclusion			
Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Identifying and summarizing the issue	Does not identify, or is confused or identifies a different issue	Identifies the main issue	Identifies the basics of the issue and also recognizes the nuances of the issue
Evidence	Does not draw support/evidence from source(s)	Draws support/evidence from source(s) with sufficient evaluation/interpretation to develop a clear idea.	Draws support/evidence from source(s) with sufficient evaluation/interpretation to develop a clear idea. Viewpoints of others are evaluated thoroughly
Key assumptions	Does not surface the assumptions and ethical issues that underlie the issue	Identifies some of the key assumptions and ethical issues	Identifies and questions the validity of the key assumptions and addresses the ethical dimensions that underlie the issue

Personal perspective and position	Fails to clarify presented position relative to one's own	Identifies, appropriately, one's own position on the issue	Identifies, appropriately, one's own position on the issue and also acknowledges other's points of view
Conclusions, implications, and consequence	Fails to identify conclusions, implications, and consequences of the issue	Identifies and discusses conclusions and implications	Identifies and discusses conclusions, implications, and consequences

Decision Making: Selecting effective course of action from among the alternatives			
Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Problem statement	Identifies and states the problem without providing evidence to support the problem	Identifies and states problem, provides evidence of the problem using at least 2 facts	Identifies and states the problem, provides evidence of the problem using at least 3 facts
Identification of alternatives	Identifies alternatives that are not all seemingly equal, reflects limited understanding of the situation	Identifies alternatives that are seemingly equal and that reflect a basic understanding of the situation	Identifies alternatives that are seemingly equal and that reflect an in-depth understanding of the situation
Identification of criteria for assessing alternatives and analyzing the criteria	Identifies only some important criteria	Identifies the important criteria that should be considered	Identifies the important criteria reflecting a thorough understanding of the situation
Making decision	Selects an alternative, but is not able to present a well-supported answer to the problem statement	Selects an alternative and presents a well-supported answer to the problem statement	Selects an alternative and presents a well-supported answer to the problem statement, provides insights that arose during the selection process. Considers ethics in the decision making

Problem Solving: Discovering, analysing and solving business problems systematically			
Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)

Problem statement	Identifies and states the problem without providing evidence to support the problem	Identifies and states problem, provides evidence of the problem using at least 2 facts	Identifies and states the problem, provides evidence of the problem using at least 3 facts
Identification of alternatives	Identifies alternatives that are not all seemingly equal, reflects limited understanding of the situation	Identifies alternatives that are seemingly equal and that reflect a basic understanding of the situation	Identifies alternatives that are seemingly equal and that reflect an in-depth understanding of the situation
Making decision	Selects an alternative, but is not able to present a well-supported answer to the problem statement	Selects an alternative and presents a well-supported answer to the problem statement	Selects an alternative and presents a well-supported answer to the problem statement, provides insights that arose during the selection process. Considers ethics in the decision making
Implementing the solution	Applies the tools/formula to reach a solution. Several errors are present	Adequately applies the tools/formula to reach a valid solution. Minor errors are present	Accurately applies the tools/formula to reach a valid, accurate solution. No errors are present
Evaluating the results	Reviews results superficially in terms of the problem defined with no consideration of need for further work	Reviews results in terms of the problem defined with little, if any, consideration of need for further work	Reviews results relative to the problem defined with thorough, specific considerations of need for further work

Quantitative Problem Solving: Ability to understand and solve quantitative problems			
Criteria	Below Expectation (0)	Meets Expectation (1)	Exceeds Expectation (2)
Understanding the problem	Poor understanding of the problem	Part of the problem misunderstood or misinterpreted	Complete understanding of the problem
Planning a solution	No or poor attempt, or inappropriate plan	Partially correct plan based on part of the problem being interpreted correctly	Plan could have led to a correct solution if implemented properly

Getting an answer	Incorrect answer based on an inappropriate plan	Copying error; computational error; partial answer for a problem with multiple answers	Correct answer and correct label for the answer

Global Orientation: Understanding the opportunities and challenges while operating in a global business environment			
Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Applying knowledge to global contexts	Defines global challenges in basic ways	Formulates elementary solutions to global challenges that use at least two disciplinary perspectives	Applies knowledge and skills while addressing global problems using interdisciplinary perspectives
Global, ethical and social awareness	Identifies basic ethical dimensions of some local or national decisions that have global impact	Explains to some extent the ethical, social, and environmental consequences of local and national decisions on global systems	Explains clearly the ethical, social, and environmental consequences of local and national decisions on global systems
Cultural diversity	Demonstrates some openness to varied cultures	Explains and connects two or more cultures with some acknowledgement of power structures	Adapts and applies a deep understanding of two or more cultures and how power structures affect global businesses

Learning Skills: Purposeful continuous learning activity undertaken with the objective of improving knowledge, skill and competence			
Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Observations made	Unclear and Imprecise observations	Adequate degree of observations	Sophisticated and thoughtful observations
Depth of reflection	Demonstrates little or no understanding of the reflections presented	Demonstrates limited understanding of the reflections presented	Demonstrates thorough understanding of the reflections presented
Insights obtained	Provides little or no insight, more descriptive than reflective	Provides some insight, reflections presented but lacks depth	High degree of insights, in-depth reflections presented

Social Responsibility: Considering the effects of business decisions on the social system			
Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)

Social and ethical awareness	Fails to demonstrate an awareness of social and ethical responsibilities	Demonstrates an awareness of social and ethical responsibilities	Demonstrates an in-depth awareness of social and ethical responsibilities
Recognize the importance of standards of ethical business conduct	Fails to identify how standards of ethical business conduct impact decisions	Identifies the most obvious ways that standards of ethical business conduct impact decisions	Identifies multiple ways that standards of ethical business conduct impact decisions
Recognize the environmental, social, and ethical implications of business decisions	Fails to identify more than one dimension in a business context	Identifies environmental, social and ethical factors in a business context but incompletely articulates their complexity	Identifies environmental, social and ethical factors in a business context and articulates their complexity

Leadership: Influencing the activities of an individual or a group towards achievement of an objective or outcome			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Vision	Vision is unclear	Hints at their vision	Demonstrates clear vision
Planning and delivery	Lacks a clear plan to achieve the vision	Plans clearly as how to achieve the vision	Plans clearly as how to achieve the vision and manages the challenges
People management	Finds people, but does not motivate them to work towards the vision	Finds people and motivates them to work towards the vision	Finds the right people and constantly motivates them to work towards the vision
Communication	Does not communicate clearly vision to others	Communicates clearly the vision to others	Communicates clearly the vision to others and listens to ideas
Mentorship	Does not motivate or develop the leadership capacities of others	Has the capacity to motivate and develop the leadership capacity of others	Motivates and develops the leadership capacities of others
Integrity	Does not exhibit integrity or led by example	Shows some integrity, led by example	Exhibits a high standard of integrity, led by example, maintains high personal standards

Accountability	Does not hold self-accountable for actions	Inconsistently holds self-accountable for actions	Holds self and others accountable for their actions
Involvement	Does not seek involvement opportunities	Seeks involvement opportunities for self and others	Seeks and generates opportunities for involvement for self and others

Teamwork: Working effectively with a group of people to achieve a shared objective			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Participation in activities	Constantly need prompting to participate in activities or discussion	Participates in activities and discussions with minimal prompting	Consistently participates in activities and discussions without prompting
Attitude towards peers	Consistently demonstrates a negative and disrespectful attitude toward peers and usually has a negative attitude about group tasks	Demonstrates a positive and respectful attitude towards peers and often has a negative attitude about group tasks	Consistently demonstrates a positive and respectful attitude toward peers and always has a positive attitude about group tasks
Working with Others	Rarely listens to, shares with, or supports others and is often disruptive to peers in the group	Sometimes listens to, shares with, and supports others and is sometimes disruptive to peers in the group	Always listens to, shares with, and supports others and is rarely disruptive to peers in the group
Efforts	Demonstrates no effort	Demonstrates efforts but not consistently	Demonstrates consistent efforts

Interpersonal: Interacting effectively with people both individually and in groups			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Communication	Does not communicate clearly	Communicates clearly using appropriate words, displays minimal non-verbal communication	Communicates clearly using appropriate words and displays appropriate non-verbal communication
Listening	Does not listen to peers or responds to them	Listens to peers and responds sometimes	Listens actively to peers and responds well

Emotional intelligence	Not able to manage one's own emotions and understand emotions of others	Manages ones' own emotions reasonably and understands others' emotions sometimes	Manages ones' own emotions well and understands others' emotions
Conflict resolution	Not able to work with others to resolve interpersonal conflict and disagreements in a positive way	Works with others to resolve interpersonal conflict and disagreements in a positive way but not consistently	Consistently works with others to resolve interpersonalconflict and disagreements in a positive way
Respect	Sometimes impolite to members of the group and does not work cooperatively	Helpful and polite to members of the group. Does not respect individual differences	Helpful and polite to others in the group, respects individual differences

Entrepreneurship: Identifying an opportunity and converting it into a business plan

Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Business idea generation	Generates business idea that is not well thought out, and does not improve the life of others, is not needed, or not appropriate	Generates business idea that is mostly well thought out, and improves the life of others but not necessarily needed or original	Generates business idea that is well thought out, original, needed, and improves the life of others
Innovative thinking	Proposes solutions by reformulating a collection of available ideas/ solutions, that does not create new opportunities and/or solve business problems	Proposes solutions, which are not necessarily novel and unique, to create new opportunities and/or solve business problems	Proposes novel or unique solutions to create new opportunities and/or solve business problems
Opportunity recognition	Poorly understands the opportunity evaluation tools to identify outcome-driven business opportunities	Understands the opportunity evaluation tools to identify outcome-driven business opportunities	Clearly understands and applies opportunity evaluation tools to identify outcome- driven business opportunities
Business plan	Develops a business plan with	Develops a business plan with	Fully develops a business plan with a realistic idea;

	an idea which is not realistic, is not well planned, and each part of the business plan is not developed	somewhat realistic idea, partially well planned, and a few sections of the business plan are not fully developed	and each part of the business plan is fully developed

Oral Communication: Expressing ideas clearly, logically and persuasively in oral Format

Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Eye Contact	No eye contact with audience, as entire report is read from notes	Consistent use of direct eye contact with audience, but still returns to notes	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes
Voice	Vocal delivery is too soft to hear, too fast to understand and/or long,unintended silences and speech disruptions (repetitions; filled pauses, e.g., "um") frequently distract audience	Vocal delivery is clear and distinct. Rate, volume, and tone facilitate audience comprehension	Vocal delivery is varied and dynamic. Speech rate, volume, and tone enhance listener interest and understanding
Organisation	Cannot understand presentation because there is no sequence of information	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which audience can follow
Language	Grammar, pronunciation,and/or word choice are severely deficient	Delivery is free of serious errors in grammar, pronunciation, and/or word usage	Delivery is free of errors in grammar and pronunciation; word choice aids clarity and vividness
Sources and Evidence	No citations, sources are not credible, references are not presented at the end	Almost all sources are mentioned, appropriate sources, presents a few references at the end	Appropriate citations, credible and appropriate sources, presents references at the end
Multimedia support and visual aids	Little or no multimedia or uses it in distracting or ineffective manner (difficult to read, has lots of errors)	Balanced use of appropriate multimedia that enhances the overall presentation	Creative and impactful use of multimedia that enhances the effectiveness of the presentation

Written Communication: Expressing ideas clearly, logically and persuasively in written format			
Criteria	Below Expectation (1)	Meets Expectation(2)	Exceeds Expectation (3)
Structure and organisation	Lack of logical flow, poor sentence and paragraph structure, no alignment	Logical flow, paragraphs and sentences could be structured better, not properly aligned at a few places	Logical flow, well-structured paragraphs and sentences, proper alignment
Content and clarity	Irrelevant information mostly copy pasted from internet. No information or conclusion	Appropriate subtopics included but not completely covered. Provides reasonable introduction and conclusion. Presents in own words	Addresses the topic with relevant introduction/ broad area; details with appropriate sub headings; presents with examples in real life scenario;concludes with a projection/ vision/ or a strong close. Frames the contents completely on one's own
Grammar	Numerous spelling errors, non- existent or incorrect punctuation, severe errors in grammar, incomplete sentences	Very few spelling errors, correct punctuation, grammar, complete sentences	No spelling errors, correct punctuation, grammar, complete sentences
Academic integrity	Other sources are not acknowledged	Other sources are acknowledged to some extent	Appropriate use of others work, acknowledges via in-text citations/ references

*The choice of rubrics for CIA will be based on the requirements of each course. For quantitative papers, quantitative problem solving rubrics will be applicable.

REVISIONS IN MBA (2022-24) SYLLABUS

Semester	Course Code	Course Title	Newly Introduced/ Revised/ Renamed	Percentage of Revision
IV	MB22PRM	Project Management	Revised	80
	MB22MKA	Marketing Analytics	Revised	-

GRG School of Management Studies
PSGR Krishnammal College for Women, Coimbatore

MBA (2022-24) Curriculum
[Choice Based Credit System]

Code	Title	Level	Mode	Credits
SEMESTER 1				
MB22BRC	Bridge Course	Foundation	CIA	3
MB22AFM	Accounting for Management	Foundation	ESE	3
MB22DSN	Decision Science	Applied	CIA	3
MB22DTG	Design Thinking	Applied	CIA	3
MB22ECM	Economics for Management	Foundation	ESE	3
MB22LS1	Leadership Skills-1	Applied	CIA	3
MB22MIS	Management of Information Systems	Foundation	ESE	3
MB22OBH	Organisational Behaviour	Foundation	ESE	3
MB22LS2#	Leadership Skills-2	Applied		
	Total			**24**
SEMESTER 2				
MB22BOS	Business, Organization and Society	Foundation	CIA	3
MB22BRM	Business Research Methods	Applied	CIA	3
MB22DTS	Data Science	Applied	CIA	3
MB22FMT	Financial Management	Foundation	ESE	3
MB22GPA	Government and Public Administration	Foundation	CIA	3
MB22HRM	Human Resource Management	Foundation	ESE	3
MB22ITB	Information Technology for Business	Foundation	ESE	3
MB22MMT	Marketing Management	Foundation	ESE	3
MB22MDE	Multidisciplinary Elective	Advanced	CIA	3
MB22LS3#	Leadership Skills-3	Applied		
MB22UHV#	Universal Human Values	Foundation		
MB22MP1*	MBAPLUS-1	Advanced		2
	Total (Excluding MBAPLUS-1)			**27**
SEMESTER 3				
MB22IBM	International Business and Management	Advanced	ESE	3
MB22LAB	Legal Aspects of Business	Advanced	CIA	3
MB22VEG	Values, Ethics and Governance	Advanced	ESE	3
	Elective – 01	Advanced	ESE	3
	Elective – 02	Advanced	ESE	3
	Elective – 03	Advanced	ESE	3
	Elective – 04	Advanced	ESE	3
MB22BSR#	Business Review	Advanced		
MB22CIP#	Community Immersion Programme	Applied		
MB22SAB*	Study Abroad Programme	Advanced	CIA	3
	Total (Excluding Study Abroad Programme)			**21**
SEMESTER 4				

MB22AIM	AI for Business and Management	Applied	CIA	3
MB22SMT	Strategic Management	Advanced	ESE	3
	Elective – 05	Advanced	ESE	3
	Elective – 06	Advanced	ESE	3
MB22INP	Internship	Applied	CIA	6
MB22MP2*	MBAPLUS-2	Advanced		2
	Total (Excluding MBAPLUS-2)			**18**
	TOTAL CREDITS			**90**

* for selected students
# will be non-credit courses

LIST OF ELECTIVE COURSES
Each elective course will carry 3 credits

No.	Code	Title
ENTREPRENEURSHIP		
1	MB22ENF	Entrepreneurial Finance
2	MB22EEP	Essentials of Entrepreneurship
3	MB22FBM	Family Business Management
4	MB22INM	Innovation Management
5	MB22NPM	New Product Management
6	MB22SEN	Social Entrepreneurship
FINANCE		
1	MB22BAI	Banking and Insurance
2	MB22FNA	Financial Analytics
3	MB22FNM	Financial Markets
4	MB22FNS	Financial Services
5	MB22IFM	International Financial Management
6	MB22SAP	Security Analysis and Portfolio Management
GENERAL MANAGEMENT		
1	MB22DSM	Disaster Management
2	MB22LDO	Leadership in Organisations
3	MB22OSC	Essentials of Operations and Supply Chain Management
4	MB22PRM	Project Management
5	MB22TQM	Total Quality Management
HUMAN RESOURCES MANAGEMENT		
1	MB22HRA	HR Analytics
2	MB22IHR	International HRM
3	MB22LAD	Learning and Development
4	MB22ODC	Organisation Development and Change
5	MB22PMS	Performance Management System
6	MB22TAD	Talent Acquisition and Deployment
MARKETING		
1	MB22BMT	Brand Management

2	MB22CBR	Consumer Behavior
3	MB22DMK	Digital Marketing
4	MB22IMC	Integrated Marketing Communication
5	MB22MKA	Marketing Analytics
6	MB22SVM	Services Marketing

SYLLABUS AND COURSE OUTLINE

SEMESTER IV COURSES

Code	Title	Level	Mode	Credits
MB22AIM	AI for Business and Management	Applied	CIA	3
MB22SMT	Strategic Management	Advanced	ESE	3
	Elective – 05	Advanced	ESE	3
	Elective – 06	Advanced	ESE	3
MB22INP	Internship	Applied	CIA	6
MB22MP2*	MBAPLUS-2	Advanced		2
	Total (Excluding MBAPLUS-2)			**18**

* for selected students

Course Title: **AI FOR BUSINESS AND MANAGEMENT**
Course Code: **MB22AIM**

Course Outcomes

CO1: Examine the significance of AI and its future applications (K4)
CO2: Utilise Watson AI services for business applications (K3)
CO3: Propose the steps for creating an AI powered chatbot (K6)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	3	3
CO2	3	-	-	-	-	3	3
CO3	3	-	3	-	-	3	-

 3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (15 hours)
Introduction to Artificial Intelligence
Introduction to AI - Applications and Examples of AI - AI Concepts, Terminology, and Application Areas – AI Issues, Concerns and Ethical Considerations - The Future with AI, and AI in Action

Part 2 (15 hours)
Getting Started with AI using IBM Watson
Watson AI Overview - Watson AI Services – Application of Watson AI Services - CommonUse Cases for AI

Part 3 (15 hours)
Building AI Powered Chatbots without Programming
Introduction - Building AI Powered Chatbots

Pedagogy

Discussion, Assignment, Seminar

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Assignment	Critical Thinking, Learning Skills	20
CO2	Seminar	Critical Thinking, Problem Solving, Learning Skills	20
CO3	Seminar	Critical Thinking, Problem Solving	20
CO1 – CO3	External Assessment		40

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Course Title: **STRATEGIC MANAGEMENT**
Course Code: **MB22SMT**

Course Outcomes

CO1: Analyze the internal and external environmental factors that influence a business (K4)
CO2: Compare the strategies at different levels of organization (K5)
CO3: Explain different strategic decisions required in an organization (K4)
CO4: Design appropriate strategies for managing a business successfully in a global context (K6)
CO5: Formulate various control measures required in an organization for decision making (K6)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	-	-	-	3
CO2	3	3	3	-	-	-	3
CO3	3	-	-	-	-	-	3
CO4	3	3	3	-	-	-	3
CO5	3	-	3	-	-	-	3

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Strategic Leadership
Strategic Leadership – Competitive Advantage – Strategy Making Process – External Analysis

Part 2 (9 hours)
Strategy Formulation
Internal Analysis - Competitive Advantage through Functional level Strategies

Part 3 (9 hours)
Business Level Strategy
Business Level Strategy – Business Level Strategy and the Industry Environment – Strategy and Technology

Part 4 (9 hours)
Corporate Level Strategy
Strategy in the Global Environment - Corporate Level Strategy: Horizontal Integration, Vertical Integration and Strategic Outsourcing – Corporate Level Strategy: Related and Unrelated Diversification

<u>Part 5</u> (9 hours)
Strategy Implementation and Control
Implementing Strategy through Organization - Methods of Control - Balanced Scorecard

Pedagogy

Lecture, Case Discussion, Article Review and Responsive Learning

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Peer Evaluation	Critical Thinking, Global Orientation, Learning Skills	10
CO2	Seminar	Critical Thinking, Global Orientation, Learning Skills	10
CO3	Seminar	Critical Thinking, Learning Skills	10
CO4	Assignment	Critical Thinking, Global Orientation, Learning Skills	10
CO5	Case Discussion	Critical Thinking, Learning Skills	10
CO1 - CO5	Quiz		10
CO1 - CO5	End Semester Examination		40

Text Book
Hill, Charles W.L., Schilling Melissa A., and Gareth Jones R. (2022). *Strategic Management: Theory: An Integrated Approach*, 12/e; New Delhi: Cengage Learning

Reference Books
1. Thomas Wheelen L., David Hunger J., Alan Hoffman N., Charles Bamford E. and Purva Kansal (2018). *Strategic Management and Business Policy*: Globalization, Innovation and Sustainability, 15/e; New Delhi: Pearson Education
2. Pearce, A. John, Robinson, B. Richard and Mital, Amita (2017). *Strategic Management: Formulation, Implementation and Control*, 12/e (Special Indian Edition); New Delhi: McGraw Hill Education
3. Dess Gregory G., McNamara Gerry, Lee Seyng-Hyun (2021). *Strategic Management*, 9/e; New Delhi, McGraw Hill Education.

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Course Title: **INTERNSHIP**
Course Code: **MB22INP**

Course Outcomes

CO1: Apply critical thinking to analyze the issue or problem or an opportunity identified (K3)
CO2: Propose alternative solutions (K6)
CO3: Evaluate the proposed alternatives and choose the best solution (K5)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3	-	-	-	-
CO2	3	-	3	3	-	-	-
CO3	3	-	3	-	-	-	-

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Guidelines for Internship

The primary objective of the "Internship" (INP) programme is to enable students gain an exposure to industry and understand the current and contemporary management practices by spending about 8-10 weeks in an organization, and apply their critical thinking and analytical skills in management learnt in class by working on an issue or problem or opportunity identified in the organization. The scope of internship will also include students working on projects and industry problem statements curated and approved by the institution. The Internship programme runs throughout the fourth semester of the MBA programme.

Such a work would involve a detailed study, collection of data and information from many resources (including the company, if necessary), sharing and discussing their work with other students and the faculty guide, and preparing and submitting a report. International students can submit the internship report in the form of a project report / dissertation.

The expected outcomes from the Internship programme may include:
- Learning through application of management concepts, theories and framework inpractice
- Preparation and development of a case study
- Publication of a paper, in collaboration with the faculty
- Placement' in the company

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Seminar	Critical Thinking, Learning Skills	15
CO2	Seminar	Critical Thinking, Decision Making	25
	Report / Dissertation	Written Communication	10
CO3	Viva Voce	Critical Thinking, Decision Making, Learning Skills	50

The first two Course Outcomes put together shall constitute the CIA.

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Course Title: SOCIAL ENTREPRENEURSHIP
Course Code: MB22SEN

Course Outcomes

CO1: Compare social and commercial entrepreneurship (K4)
CO2: Examine how to create value through social enterprise models (K4)
CO3: Analyse how to manage social ventures successfully (K4)
CO4: Explain various formats of social enterprises (K5)
CO5: Design a social business plan that can create a sustainable change in the society (K6)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	3
CO2	3	-	3	-	3	-	-
CO3	3	-	3	-	-	-	-
CO4	3	-	-	-	-	-	3
CO5	3	-	3	-	3	-	3

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Social Entrepreneurship
Social Entrepreneurship Definition – The Pioneers – Functions of Social Entrepreneurs – Difference between Social and Business Entrepreneurship - Qualities of Successful Social Entrepreneurs - Theories and Models of Social Entrepreneurship

Part 2 (9 hours)
Key Elements of Social Entrepreneurship
Value Creation – Entrepreneur and Stakeholders Perspective – Global Context – The Role of Culture in forming Social Ventures – The Role of Innovation in Developing Solutions for Social Problems – Relevance of UN SDGs

Part 3 (9 hours)
Management of Social Ventures
The Process of Social Entrepreneurship – Design Thinking for Social Innovation - Social Business Model and Plan - The Founding Team in the Social Venture – Managing the Social Venture

Part 4 (9 hours)
Financing Social Ventures
Non-profit and For-profit Social Ventures – Sources of Funds – Legal Structure -

Barriers of Social Change – Social Intrapreneurship

<u>Part 5</u> (9 hours)
Creating a Sustainable Change
Measuring Success - Creating an Impact – Scaling the Social Venture – Sustainability - Support Ecosystem – Future of Social Entrepreneurship

Pedagogy

Lecture, Case Discussion, Seminar, Exercise, Social Venture Plan

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Case Discussion	Critical Thinking, Learning Skills	10
CO2	Exercise	Critical Thinking, Social Responsibility, Entrepreneurship	10
CO3	Seminar	Critical Thinking	10
CO4	Assignment	Decision Making, Learning Skills	10
CO5	Social Venture Plan	Critical Thinking, Social Responsibility, Entrepreneurship, Learning Skills	10
CO1 - CO5	Quiz		10
CO1 - CO5	End Semester Examination		40

Reference Books
1. Kickul, Jill and Lyons S. Thomas (2020) *Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever-Changing World*, New York: Routledge
2. Coleman, Susan, Kariv, Dafna (2015). *Creating the Social Venture*, New York: Routledge
3. Bornstein, David, Davis, Susan (2018). *Social Entrepreneurship: What Everyone Needs to Know*, New Delhi: Oxford University Press
4. Keohane, Georgia Levenson (2013). *Social Entrepreneurship for the 21st Century: Innovation Across the Nonprofit, Private, and Public Sectors*, New York: McGraw Hill Education
5. Wei-Skillern, J., Austin, J., Leonard, H., & Stevenson, H. (2007). *Entrepreneurship in the Social Sector (ESS)*, New Delhi: Sage Publications

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Course Title: **FINANCIAL ANALYTICS**
Course Code: **MB22FNA**

Course Outcomes

CO1: Explain the various sources of financial data and application of Financial

Analytics
(K5)
CO2: Analyse the characteristics of time series data (K4)
CO3: Test the models of forecasting and understand the relationship between data
(K4)
CO4: Test and model volatility (K6)
CO5: Explain the relationship between variables using dynamic models (K5)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	-	-	-	2
CO2	-	-	2	-	-	-	2
CO3	-	-	2	-	-	-	2
CO4	-	-	2	-	-	-	2
CO5	2	-	-	-	-	-	2

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Introduction to Financial Analytics and Sources of Data
Definition - Relevance and Scope of Financial Analytics - Recent Trends in Financial Analytics - Sources of Data - Internal and External Sources - Cleaning and Pre-processing financial data

Part 2 (9 hours)
Testing and Characteristics of Time Series Data
Types of data - Financial time series – Characteristics – Review of the Statistical Properties - Time Series Econometrics - Basic Concepts – Stochastic Processes - Unit Root – Tests of Stationarity - The Augmented Dickey–Fuller (ADF) test

Part 3 (9 hours)
Forecasting Models
Introduction to OLS - Autoregressive Integrated Moving Average (ARIMA) –
Assumptions - Modelling and Residual Diagnostics

Part 4 (9 hours)
Modelling Volatility
Volatility Clustering, Hetroskedasticity - The ARCH and GARCH Models – Estimation

Part 5 (9 hours)
Dynamic Models

Cointegration Test - Granger Causality Test – Introduction to Vector Error Correction (VEC) Model and Vector Auto Regression (VAR)

Pedagogy

Lecture, Case Discussion, Seminar, Exercises, Article Review

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Article Review	Decision Making, Learning Skills	10
CO2	Assignment	Decision Making, Learning Skills	10
CO3	Exercise	Critical Thinking, Learning Skills	10
CO4	Exercise	Critical Thinking, Learning Skills	10
CO5	Article Review	Decision Making, Learning Skills	10
CO1 - CO5	Quiz		10
CO1 - CO5	End Semester Examination		40

Reference Books

1. Damodar Gujarati, Dawn Porter, Manoranjan Pal (2020). *Basic Econometrics*; McGraw- Hill Education
2. Brooks, Chris (2019). *Introductory Econometrics for Finance*, 4/e, Cambridge University Press
3. Michael Rees (2018). *Principles of Financial Modelling: Model Design and Best Practices Using Excel and VBA*; Wiley India
4. James, James. H and Mark, Watson. W (2017). *Introduction to Econometrics*, 3/e, Pearson Education

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Course Title: INTERNATIONAL FINANCIAL MANAGEMENT
Course Code: MB22IFM

Course Outcomes

CO1: Examine the dimensions of financial management in the global context (K4)
CO2: Evaluate the various international financing options (K5)
CO3: Examine the Foreign Exchange Market and its development (K4)
CO4: Choose an appropriate derivative contract to manage foreign exchange risk (K5)
CO5: Choose an appropriate corporate exposure management strategy (K5)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7

CO1	2	3	-	-	-	-	-
CO2	3	3	3	-	-	-	-
CO3	2	3	-	-	-	-	2
CO4	3	3	3	-	-	-	3
CO5	3	3	3	-	-	-	3

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Financial Management in a Global Context
World Economy – The Global Financial Markets – The Indian Economy and Financial Market – The Emerging Challenges - The Nature and Measurement of Exposure and Risk – Exchange Rates - Interest Rates - Inflation Rates and Exposure

Part 2 (9 hours)
Global Financial Markets
Domestic and Off-Shore Markets – Euromarkets – Interest Rates in Global Money Markets – An Overview of Money Market Instruments –Long-Term Borrowings in the Global Capital Markets – Equity Financing in the International Markets

Part 3 (9 hours)
Foreign Exchange Market
Structure of the Foreign Exchange Market – Types of Transactions and Settlements –The Indian Exchange Rate Scenario - Exchange Rate Regimes

Part 4 (9 hours)
Managing Foreign Exchange Risk with Derivatives
Forwards - Swaps and Interest Parity – Currency and Interest Rate Futures – CurrencyOptions – Financial Swaps

Part 5 (9 hours)
Corporate Exposure Management
Corporate Exposure Management - The Risk Management Process - ExposureManagement – Transactions Exposure – Operations Exposure – Interest Rate Exposure

Pedagogy

Lecture, Case Discussion, Exercises, Seminar

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks

CO1	Assignment	Critical Thinking, Global Orientation	10
CO2	Exercise	Critical Thinking, Global Orientation	10
CO3	Seminar	Critical Thinking, Global Orientation, Learning Skills	10
CO4	Case Discussion	Critical Thinking, Global Orientation, Learning Skills	10
CO5	Case Discussion	Critical Thinking, Global Orientation, Learning Skills	10
CO1 - CO5	Quiz		10
CO1 - CO5	End Semester Examination		40

Note: The coverage in this course will not have numerical problems

Text Book
Apte P.G., Kapshe (2020). *International Financial Management*, 8/e; Chennai: McGraw Hill Education
Reference Books
1. Eun S. Cheol, Resnick G. Bruce. (2017). *International Financial Management*, 7/e;New Delhi: McGraw Hill Education
2. Thummuluri Siddaiah (2016). *International Financial Management: An AnalyticalFramework,* 2/e; Chennai: Pearson India Education Services Private Limited.

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Course Title: PROJECT MANAGEMENT
Course Code:MB22PRM

Course Outcomes

CO1: Explain the foundational concept of project management(K5)

CO2: Analyse the elements pf project planning (K4)

CO3: Examine the project analysis and financial estimation (K4)

CO4: Evaluate the various techniques of project selection and financing (K5)

CO5: Develop a project plan to meet the expected outcome within the timeline (K6)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	3	-	3	-	-	-	2
CO3	3	-	3	-	-	-	2
CO4	3	-	-	-	-	-	2
CO5	3	-	3	-	-	-	2

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Introduction to Project Management
Project – Definition – Forms of Project Organisation – Project Life Cycle - Project Management process - Human aspects of Project management – Essence of Project Management

Part 2 (9 hours)
Project Planning
Project Planning - Capital Investments- Types of Capital Investments- Phases – Levels of Decision Making - Strategy and Resource Allocation- Strategic Planning and Capital Budgeting - Generation and Screening of Project Ideas

Part 3 (9 hours)
Project Analysis
Market and Demand analysis- Demand Forecasting – Technical analysis – Product Mix – Plant Capacity- Financial estimates – Financial projections

Part 4 (9 hours)
Project Selection and Financing
Project Selection – Criteria for Selection – Project Risk analysis – Judgemental, Behavioural, Strategic and Organisational Considerations - Financing of projects – Capital Structuring

Part 5 (9 hours)
Project Implementation and Review
Project Control – Pre-requisites for Successful Project Implementation - Network Techniques - Development of Project Networks – Time Estimation – PERT Model – CPM Model- Project Review and Administrative Aspects

Pedagogy

Lecture, Case Discussion, Exercise, Seminar

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Assignment	Critical Thinking	10
CO2	Online Course	Critical Thinking , Learning Skills	10
CO3	Exercise	Critical Thinking, Learning Skills	10

CO4	Case Discussion	Critical Thinking, Decision Making, Learning Skills	10
CO5	Project Plan	Critical Thinking, Learning Skills	10
CO1 – CO5	Quiz		10
CO1 – CO5	End Semester Examination		40

Text Book

Chandra, Prasanna (2023). *Projects- Planning, Selection, Financing, Implementation and Review*, 10/e; New Delhi: McGraw Hill Education

Reference Books

1. Jack Gido, Jim Clements and Rose Baker (2018), *Successful Project Management*, 7/e;New Delhi: Cengage Learning
2. Timothy J. Kloppenborg, Vittal S. Anantatmula (2019), *Contemporary Project Management*, 4/e, Cengage Learning

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Course Title: **HR ANALYTICS**
Course Code: **MB22HRA**

Course Outcomes

CO1: Examine the significance of HR analytics in the current business context (K4)
CO2: Choose the appropriate analytics technique for the given scenario (K3)
CO3: Explain the various metrics used in talent sourcing and acquisition (K2)
CO4: Compare the metrics used for measuring individual and team performance (K4)
CO5: Develop a talent engagement and retention survey (K6)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	2
CO2	3	-	2	-	-	2	2
CO3	3	-	-	-	-	-	-
CO4	3	-	-	-	-	-	2
CO5	3	-	3	-	-	-	2

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Introduction to Metrics and Analytics
HR Sources of Data and Information - HR Metrics Overview - Types of Metrics – HR Value Impact Measures - Moving from Metric to Analytics - Meaning and Definition of People Analytics – Purpose – Future Trends - Internet of Things and AI - HR Forecasting – HR Planning – HR Auditing – Organizational Attractiveness

Part 2 (9 hours)
Analytics Techniques
Analytics levels – Quantitative Techniques - Descriptive Analytics - Creating HR Dashboards using MS Excel and Power BI - Diagnostic Analytics - Predictive Analytics - Factor Analysis, Cluster Analysis, Correlation, Regression, Discriminant Analysis - Qualitative Techniques - Content Analysis, Focus Group Discussion, Personal Interview Method, Projective Techniques, Sentiment Analysis

Part 3 (9 hours)
Talent Sourcing and Acquisition Analytics
Importance – Sourcing – Application Phase – Pre-interview Assessment Analytics – Interviews – Selection Analytics - Psychographic Profiling – Using Social Media Platforms for Recruitment and Selection – Analytics for Organisational Socialization

Part 4 (9 hours)
Performance Management Analytics
Linking Individual Objectives to Organisational Objectives – Defining Performance Measures – Performance Incentives and Promotion – Providing Insights to Senior Management – Analytics for Individual, Team and Leadership Performance – Analytics for High performance HR Practices – Analytics for Organizational Culture

Part 5 (9 hours)
Talent Engagement and Retention Analytics
Importance of Employee Engagement – Employee Engagement Surveys – Making Employee Engagement Surveys Predictive – Moving beyond the Survey – Employee Engagement Measures - Proactive Talent Retention Models – Data for Talent Attrition – Predictive Modeling – The Segmentation Strategy of Talent Retention Model Insights

Pedagogy

Lecture, Case Discussion, Exercises, Seminar

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Seminar	Critical Thinking, Learning Skills	10
CO2	Case Discussion	Critical Thinking, Problem Solving, Learning Skills	10
CO3	Seminar	Decision Making	10

CO4	Exercise	Decision Making, Learning Skills	10
CO5	Assignment	Decision Making, Learning Skills	10
CO1 - CO5	Quiz		10
CO1 - CO5	End Semester Examination		40

Text Book

Swati Dhir and Suparna Pal (2021). *Human Resource Analytics: Theory and Application Techniques*, 1/e; New Delhi: Cengage Learning

Reference Books

1. Nishant Uppal (2021). *Human Resource Analytics: Strategic Decision Making*, 1/e New Delhi: Pearson Education
2. Sesil James C. (2017). *Applying Advanced Analytics to HR Management Decisions: Methods for Selection, Developing Incentives and Improving Collaboration*,1/e; New Delhi: Pearson Education
3. Pratyush Banerjee, Jatin Pandey and Manish Gupta (2019). *Practical Applications of HR Analytics*, 1/e; New Delhi: SAGE Publications
4. Pease Gene, Byerly Boyce and Fitz-enz Jac (2016). *Human Capital Analytics*, New Delhi: Wiley India

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Course Title: **ORGANISATION DEVELOPMENT AND CHANGE**
Course Code: **MB22ODC**

Course Outcomes

CO1: Discuss how contingencies related to the change situation affect the design of effective organization development interventions (K6)

CO2: Explain the diagnostic issues associated with interpersonal relations and group dynamics interventions (K5)

CO3: Explain and evaluate the motivational approach to work design (K6)

CO4: Discuss the human resources management interventions related to workforce diversity (K6)

CO5: Examine how integrated strategic change intervention represents the revolutionary
    and systemic characteristics of transformational change (K4)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	3
CO2	3	-	3	-	-	-	3
CO3	3	-	3	-	-	-	3
CO4	3	-	-	-	-	-	3
CO5	3	-	3	-	-	-	3

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Introduction to Organizational Development
Overview - Evolution in Organizational Development – Theories of Planned Change – General Model of Planned Change - Competencies of an Effective OD Practitioner - Entering into an OD Relationship – Developing a Contract – The Need for Diagnostic Models - Organization-Level Diagnosis, Group-level Diagnosis, Individual – Level Diagnosis - Collecting, Analyzing and Feeding back Diagnostic Information - Designing Interventions - Managing Change - Evaluating and Institutionalizing OD

Part 2 (9 hours)
Human Process Interventions
Diagnostic Issues in Interpersonal and Group Process Interventions – Process Consultation – Third Party Interventions – Team Building - Organizational Process Approaches – Organization Confrontation Meeting – Intergroup Relations Interventions – Large Group Interventions

Part 3 (9 hours)
Techno structural Interventions
Restructuring Organizations - Structural Design, Downsizing – Reengineering - Employee Involvement - Employee Involvement Interventions - Work Design - The Engineering Approach – The Motivational Approach – The Sociotechnical Systems Approach – Designing Work for Technical and Personal Needs

Part 4 (9 hours)
Human Resource Interventions
Performance Management - A model of Performance Management – Goal Setting – Performance Appraisal – Reward Systems - Talent Management - Coaching and Mentoring – Management and Leadership Development Interventions – Career Planning and Development Interventions - Workforce diversity and Wellness - Employee Stress and Wellness Interventions

Part 5 (9 hours)
Strategic Change Interventions
Transformational Change – Characteristics - Organization Design – Integrated Strategic Change – Culture Change - Continuous Change - Dynamic Strategy Making - Self-designing Organizations - Learning Organizations - Trans organizational Change – Rationale - Strategic Alliance and Network Interventions

Pedagogy

Lecture, Exercises, Assignment, Seminar, Case Discussion

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Assignment	Learning Skills	10
CO2	Class Exercise	Critical Thinking, Learning Skills	10
CO3	Case Discussion	Critical Thinking, Learning Skills	10
CO4	Case Discussion	Critical Thinking, Problem Solving , Learning Skills	10
CO5	Assignment	Decision Making, Learning Skills	10
CO1 - CO5	Quiz		10
CO1 - CO5	End Semester Examination		40

Text Book
Cummings, T. G., & Worley, C. G. (2015), *Organization Development and Change*,10/e, Cengage Learning

Reference Books
1. Burnes, Bernard (2020), *Managing Change*, 7/e, Pearson Education
2. Mukherjee, Kumkum (2016), *Organizational Change and Development*, 1/e, Pearson Education

<p align="center">********</p>

Course Title: **BRAND MANAGEMENT**
Course Code: **MB22BMT**

Course Outcomes

CO1: Explain the significance of brands and brand management process (K5)
CO2: Examine the role of brand strategies in building strong brands (K4)
CO3: Analyze the influence of marketing communications in reaching target markets in the digital era (K4)
CO4: Measure the sources and outcomes of brand equity (K5)
CO5: Evaluate strategies for growing and sustaining brand equity in a global Environment (K5)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	3
CO2	3	-	3	-	-	-	-
CO3	3	-	3	-	-	-	-
CO4	3	-	3	-	-	-	3
CO5	3	3	2	-	-	-	3

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Brands and Brand Management
Brands versus Products – Role of Brands - Branding Challenges and Opportunities –

Strategic Brand Management Process - Customer-based Brand Equity – Future Brand Priorities

Part 2 (9 hours)
Developing a Brand Strategy
Sources of Brand Equity - Establishing Brand Positioning – Brand Resonance – Brand Value Chain - Choosing Brand Elements

Part 3 (9 hours)
Designing and Implementing Brand Marketing Programmes
Designing Marketing Programmes – Integrating Marketing Communications – Branding in the Digital Era - Leveraging Secondary Brand Associations

Part 4 (9 hours)
Measuring and Interpreting Brand Performance
Brand Audits – Brand Tracking Studies - Brand Equity Management System - Measuring Sources of Brand Equity – Measuring Outcomes of Brand Equity

Part 5 (9 hours)
Growing and Sustaining Brand Equity
Brand Architecture – Brand Hierarchy – Corporate Branding – Managing Brands over Time - Managing Brands over Geographic Boundaries and Market Segments

Pedagogy

Lecture, Case Discussion, Seminar, Market Study, Brand Audit

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Case Discussion	Critical Thinking, Learning Skills	10
CO2	Seminar	Critical Thinking, Learning Skills	10
CO3	Market Study	Critical Thinking, Learning Skills	10
CO4	Brand Audit	Critical Thinking, Learning Skills	10
CO5	Case Discussion	Decision Making, Global Orientation, Learning Skills	10
CO1 - CO5	Quiz		10
CO1 - CO5	End Semester Examination		40

Text Book
Keller, Kevin Lane., Swaminathan, Vanitha., Parameswaran, M.G. Ambi and Jacob, Isaac (2020). *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*, 5/e; New Delhi: Pearson Education

Reference Books
1. Chernev, Alexander (2020). *Strategic Brand Management*, 3/e; Cerebellum Press
2.Minsky, Laurence, Geva, Ilan (2020). *Global Brand Management*, 1/e; NY: Koganpage

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Course Title: **MARKETING ANALYTICS**
Course Code: **MB22MKA**

Course Outcomes

CO1: Examine the use of marketing analytics in current business context (K4)
CO2: Analyze data and provide insights for marketing mix decisions (K4)
CO3: Propose a model for calculating customer lifetime value (K6)
CO4: Examine the use of attribution models to calculate Marketing ROI (K4)
CO5: Inspect the role of Google analytics in shaping marketing strategies (K4)

CO -PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3	-	-	3	-
CO2	3	-	3	-	-	3	2
CO3	3	-	3	-	-	3	2
CO4	3	-	3	-	-	3	2
CO5	3	-	3	-	-	3	2

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (8 hours)
Introduction
Introduction to Marketing Analytics - Data Types - Modeling Types - Marketing Analytics Process - Data Understanding, Preparation and Transformation

Part 2 (9 hours)
Marketing-Mix Analytics
Cluster Analysis for Segmentation - Conjoint Analysis - Interpreting Conjoint results - Applications - Multiple Regression in Marketing - Mix Models - Design of Price and advertising elasticity models - Media Selection Models

Part 3 (9 hours)
Customer Analytics
Customer Analytics – Calculating Customer lifetime value - Allocating marketing resources between customer acquisition and retention

Part 4 (9 hours)
Social Media Analytics and Attribution Models
Sentiment Analysis – Sentiments – Opinions – Emotions and topics – Social Metrics – Social Analytics – Mobile Analytics – Mobile Platform – Multi Channel Attribution – Attribution Models

<u>Part 5</u> (10 hours)
Google Analytics
Importance of Google Analytics (GA4) - Setting up account - Account Structure - Access levels - KPIs - Type of reports - Integration - Linking Google Ads

Pedagogy

Lecture, Exercise, Seminar, Online Course

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Case Discussion	Decision Making	10
CO2	Assignment	Critical Thinking, Learning Skills	10
CO3	Seminar	Critical Thinking, learning Skills	10
CO4	Exercise	Decision Making, Learning Skills	10
CO5	Online Course	Learning Skills	10
CO1 – CO5	Quiz		10
CO1 – CO5	End Semester Examination		40

Text Book
Maity Moutusy, Gurazada Pawankumar (2021), *Marketing Analytics – For Strategic Decision making*, New Delhi: Oxford University Press.

Reference Books
1. Venkatesan Rajkumar, Farris Paul, Wilcox T. Ronald (2019), *Cutting-Edge, Marketing Analytics*, Noida: Pearson
2. Ganis, Kohirkar (2017). *Social Media Analytics*, 1/e, New Delhi: Pearson Education
3. Hemann Chuck, Burbary Ken (2018), *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*, 2/e, Pearson Education

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