



GRG School of Management Studies
PSGR Krishnammal College for Women



REVISIONS IN SYLLABUS

**MBA PROGRAMME
[2023 - 2025]**

SEMESTER II

December 2023

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MASTER OF BUSINESS ADMINISTRATION (MBA) 2023-2025 (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 students 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 the 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 organisational behaviour, economics, accounting, human values & sustainable development, information technology, cyber security, financial management, human resource management, operations 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 “Small Business Consulting” (SBC) will be a non-credit 30 hour field work that will be undertaken by the students at the end of Semester 2 to enable industry exposure.
7. The “Community Immersion Programme” (CIP) is intended to be a year-long work carried out by the students, in teams, during the second year of the MBA programme. Students are expected to serve the community by addressing the issues identified.
8. The “Internship” (INP) is intended to be a semester-long work carried out by the students during the fourth semester of the MBA Programme. Students are expected

to apply their knowledge and skills to specific management problems/ issues.

9. The “Study Abroad Programme” (SAB) is intended to provide global exposure and cross cultural appreciation.
10. The “Soft Skills” (SFT) is intended to sharpen the soft skills of the students through rigorous practice sessions.

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 (1) 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 with the programme administrator, upon approval from the Director / Dean. 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 20 credits, including MBAPlus and SAB during the two-year duration of the MBA Programme, in addition to the minimum 90 credits requirement. Students who successfully complete the online courses will be exempted 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 |
| Essentials of Leadership | 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 25% and the ESE 75%. 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, with the quiz component of equal weightage.
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 (MB23BRC)
 - Design Thinking (MB23DTG)
 - Decision Science (MB23DSN)
 - Leadership Skills-1(MB23LS1)
 - Human Values & Sustainable Development (MB23HSD)
 - Business Research Methods (MB23BRM)
 - Essentials of Data Management (MB23EDM)
 - Business Analytics for Management (MB23BAM)
 - Multidisciplinary Elective (MB23MDE)

- Legal Aspects of Business (MB23LAB)
 - Soft Skills (MB23SFT)
 - Cyber Security (MB23CYS)
 - MBAPlus-1 (MB23MP1)
 - Community Immersion Programme (MB23CIP)
 - Small Business Consulting (MB23SBC)
 - Study Abroad Programme (MB23SAB)
 - AI for Business and Management (MB23AIM)
 - Internship (MB23INP)
 - MBAPlus-2 (MB23MP2)
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 “Essentials of Data Management” 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 and will 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.
 9. “Soft Skills” and “Community Immersion Programme” will be pure practice courses with credits and will 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.
 10. “Cyber Security”, “Leadership Skills-2”, “Leadership Skills-3”, “Human Values & Sustainable Development” and “Small Business Consulting” 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. In case of specific medical conditions, 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.
 11. 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.
 12. 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 75%. The End Semester Examination question papers shall flow 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.

$SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$ where C_i is the number of credits of the i th course and G_i is the grade point scored in the i th 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. $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$ where S_i is the SGPA of the i th semester and C_i 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 interpersonal conflict 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 thoughtout, 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 | Understands the opportunity evaluation tools to identify outcome-driven business | Clearly understands and applies opportunity evaluation tools to identify outcome- driven business opportunities |

| | | | |
|---------------|--|--|---|
| | business opportunities | opportunities | |
| Business plan | Develops a business plan with an idea which is not realistic, is not well planned, and each part of the business plan is not developed | Develops a business plan with somewhat realistic idea, partially well planned, and a few sections of the business plan are not fully developed | Fully develops a business plan with a realistic idea; 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 |

| Language Proficiency: Ability to effectively use the language necessary for fulfilling careers and to meet the needs of businesses and of society | | | |
|--|---|--|--|
| Criteria | Below Expectation (1) | Meets Expectation (2) | Exceeds Expectation (3) |
| Attention to details | Pays less focus and attention to the information and details conveyed | Pays moderate focus and attention to the information and details conveyed | Ability to pay thoughtful and complete attention to the information conveyed |
| Retention of Information | Not able to remember facts & establish connections and recall information | Able to partially remember facts, establish connections and recall information | Being able to effectively remember facts ,establish connections and recall information |

| | | | |
|-----------------------------|---|--|---|
| Reciprocating with Accuracy | Difficulty in expressing information and communicating with the speaker | Moderate ability to express information and communicating with the speaker | Mutually responding with precision and correctness in communication or action |
| Clarity | Difficulty in communicating verbally with right choice of words and flow of speech | Mediocre ability to communicate clearly and maintain flow | Expressing thoughts clearly when communicating verbally with right choice of words and flow |
| Pronunciation | Level of articulation lower than anticipated. Correct sounds and emphasis is poor | Being able to partially articulate and knows correct sounds and emphasis for most of the words | Most Accurate and clear way of articulating words or sounds. Has high level of proficiency and correctness. |
| Fluency | Unable to maintain natural pace of speech and has difficulty in choice of words to convey information | Can communicate reasonably well, with a moderate degree of ease and accuracy, but there may still be some limitations in terms of vocabulary | Able to communicate effectively, express themselves with confidence and has exceptional vocabulary |
| Content | Relevance of information while speaking/writing is low | Conveys information with reasonable relevance while speaking/writing | Spoken/Written words are meaningful, relevant, and convey a complete message or information |
| Making Connections | Direct questioning may be needed to understand information Searches for details or answers unsuccessfully | Most questions require prompting. Some details or answers of the story are recalled with prompting | The question is answered correctly and without prompting. Independently searches the story for details or answers |

| | | | |
|------------------|---|--|---|
| Sequencing | Unable to identify the beginning, middle, and end of the text. Refuses to answer or makes no attempts to search the text with prompting. | Can recall what happens in the beginning, middle, and end with little or no prompting. | Can recall what happens in the beginning, middle, and end without prompting. Details are included without prompting. There is logical sequencing. |
| Draw Conclusions | Can't draw conclusions based on prior knowledge and text evidence | Draws conclusions but does not use text evidence to support the conclusion. | Uses both prior knowledge and text evidence to draw conclusions that make logical sense |
| Organization | Poorly organized. Incomplete coverage of topic. Not enough complex sentences are used. | Presentation is generally logical. Most information on topic is included. Uses complex sentences. | Writing and flow is well organized. Topic is discussed thoroughly with |
| Grammar | Consistently makes errors with grammar, word order, spelling, and noun/adj agreement. Errors with simple and basic structures. Verb conjugations and tenses are inaccurate. | Makes frequent mistakes with grammar, word order, spelling, and noun/adj. agreement | Uses correct grammar, word order, spelling, and noun/adj. agreement. Correct sentence structure is used |
| Style | The sentences and phrases are simplistic, unvaried, or wordy. Writing is stiff, awkward, and difficult to follow | Some sentences and phrases are repetitive, bland, or awkward. Writing is occasionally difficult to follow. | Uses varied sentence structure |

*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 (2023-25) SYLLABUS

| Semester | Course Code | Course Title | Newly Introduced/ Revised/ Renamed | Percentage of Revision |
|-----------------|--------------------|------------------------|---|-------------------------------|
| II | MB23ME3 | Digital Transformation | Revised | 20 |
| | MB23SFT | Soft Skills | Revised | 50 |
| | MB23CYS | Cyber Security | Revised | - |

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

MBA (2023-25) Curriculum
[Choice Based Credit System]

| Code | Title | Level | Mode | Credits |
|-------------------|---|------------|------|-----------|
| SEMESTER 1 | | | | |
| MB23BRC | Bridge Course | Foundation | CIA | |
| MB23AFM | Accounting for Management | Foundation | ESE | 3 |
| MB23DSN | Decision Science | Applied | CIA | 3 |
| MB23DTG | Design Thinking | Applied | CIA | 3 |
| MB23ECM | Economics for Management | Foundation | ESE | 3 |
| MB23ITB | Information Technology for Business | Foundation | ESE | 3 |
| MB23LS1 | Leadership Skills-1 | Applied | CIA | 3 |
| MB23OBH | Organisational Behaviour | Foundation | ESE | 3 |
| MB23HSD# | Human Values & Sustainable Development | Foundation | CIA | |
| MB23LS2# | Leadership Skills-2 | Applied | | |
| | Total | | | 21 |
| SEMESTER 2 | | | | |
| MB23BAM | Business Analytics for Management | Applied | CIA | 3 |
| MB23BRM | Business Research Methods | Applied | CIA | 3 |
| MB23EDM | Essentials of Data Management | Foundation | CIA | 3 |
| MB23FMT | Financial Management | Foundation | ESE | 3 |
| MB23HRM | Human Resource Management | Foundation | ESE | 3 |
| MB23MMT | Marketing Management | Foundation | ESE | 3 |
| MB23MDE | Multidisciplinary Elective | Advanced | CIA | 3 |
| MB23OPM | Operations Management | Foundation | ESE | 3 |
| MB23SFT | Soft Skills | Applied | CIA | 3 |
| MB23CYS# | Cyber Security | Foundation | CIA | |
| MB23LS3# | Leadership Skills-3 | Applied | | |
| MB23MP1* | MBAPlus -1 | Advanced | CIA | 2 |
| | Total (Excluding MBAPlus -1) | | | 27 |
| SEMESTER 3 | | | | |
| MB23IBM | International Business and Management | Advanced | ESE | 3 |
| MB23LAB | Legal Aspects of Business | Advanced | CIA | 3 |
| MB23VEG | 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 |
| MB23CIP | Community Immersion Programme | Applied | CIA | 3 |
| MB23SBC# | Small Business Consulting | Applied | CIA | |
| MB23SAB* | Study Abroad Programme | Advanced | CIA | 3 |
| | Total (Excluding Study Abroad Programme) | | | 24 |
| SEMESTER 4 | | | | |

| | | | | |
|----------|-------------------------------------|----------|-----|-----------|
| MB23AIM | AI for Business and Management | Applied | CIA | 3 |
| MB23SMT | Strategic Management | Advanced | ESE | 3 |
| | Elective - 05 | Advanced | ESE | 3 |
| | Elective - 06 | Advanced | ESE | 3 |
| MB23INP | Internship | Applied | CIA | 6 |
| MB23MP2* | MBAPlus -2 | Advanced | CIA | 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 |
|-----------------------------------|---------|--|
| MULTIDISCIPLINARY | | |
| 1 | MB23ME1 | Environmentology |
| 2 | MB23ME2 | Positive Psychology |
| 3 | MB23ME3 | Digital Transformation |
| ENTREPRENEURSHIP | | |
| 1 | MB23ENF | Entrepreneurial Finance |
| 2 | MB23EEP | Essentials of Entrepreneurship |
| 3 | MB23FBM | Family Business Management |
| 4 | MB23INM | Innovation Management |
| 5 | MB23NPM | New Product Management |
| 6 | MB23SEN | Social Entrepreneurship |
| FINANCE | | |
| 1 | MB23BAI | Banking and Insurance |
| 2 | MB23FNA | Financial Analytics |
| 3 | MB23FNM | Financial Markets |
| 4 | MB23FNS | Financial Services |
| 5 | MB23IFM | International Financial Management |
| 6 | MB23SAP | Security Analysis and Portfolio Management |
| GENERAL MANAGEMENT | | |
| 1 | MB23DSM | Disaster Management |
| 2 | MB23LDO | Leadership in Organisations |
| 3 | MB23LSC | Logistics and Supply Chain Management |
| 4 | MB23PRM | Project Management |
| 5 | MB23TQM | Total Quality Management |
| HUMAN RESOURCES MANAGEMENT | | |
| 1 | MB23HRA | HR Analytics |
| 2 | MB23IHR | International HRM |
| 3 | MB23LAD | Learning and Development |

| | | |
|------------------|---------|-------------------------------------|
| 4 | MB23ODC | Organisation Development and Change |
| 5 | MB23PMS | Performance Management System |
| 6 | MB23TAD | Talent Acquisition and Deployment |
| MARKETING | | |
| 1 | MB23BMT | Brand Management |
| 2 | MB23CBR | Consumer Behavior |
| 3 | MB23DMK | Digital Marketing |
| 4 | MB23IMC | Integrated Marketing Communication |
| 5 | MB23MKA | Marketing Analytics |
| 6 | MB23SVM | Services Marketing |

SYLLABUS AND COURSE OUTLINE

SEMESTER II - COURSES

| Code | Title | Level | Mode | Credits |
|----------|------------------------------------|------------|------|-----------|
| MB23BAM | Business Analytics for Management | Applied | CIA | 3 |
| MB23BRM | Business Research Methods | Applied | CIA | 3 |
| MB23EDM | Essentials of Data Management | Foundation | CIA | 3 |
| MB23FMT | Financial Management | Foundation | ESE | 3 |
| MB23HRM | Human Resource Management | Foundation | ESE | 3 |
| MB23MMT | Marketing Management | Foundation | ESE | 3 |
| MB23MDE | Multidisciplinary Elective | Advanced | CIA | 3 |
| MB23OPM | Operations Management | Foundation | ESE | 3 |
| MB23SFT | Soft Skills | Applied | CIA | 3 |
| MB23CYS# | Cyber Security | Foundation | CIA | |
| MB23LS3# | Leadership Skills-3 | | | |
| MB23MP1* | MBAPLus -1 | Advanced | CIA | 2 |
| | Total (Excluding MBAPLUS-1) | | | 27 |

will be non-credit courses

* for selected students

Course Title: BUSINESS ANALYTICS FOR MANAGEMENT
Course Code: MB23BAM

Course Outcomes

CO1: Apply built-in functions in Excel for structuring data (K3)
 CO2: Make use of built-in functions to validate data, perform database operations (K3)
 CO3: Utilize Power BI for creating dashboards and generating reports (K3)
 CO4: Apply appropriate forecasting techniques to predict business scenario (K3)
 CO5: Make use of prescriptive modeling and analysis for making business decisions (K3)

CO-PO Mapping

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

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

Course Coverage

Part 1 (9 hours)

Structuring the Data

Formulas - Basic Formulas - Advanced Formulas - Functions - Application of Functions - Financial Functions - Lookup Functions - Vlookup - Hlookup - Data Validation - Exercises

Part 2 (9 hours)

Database Operations and Decision Making Tools

Database Operations - Sorting - Filtering - Simple and Composite Criteria - Pivot Table - Grouping, Slicing and Dicing - Presentation of Data using Charts - What if Analysis - Goal Seek, Data Table, Scenario Building - Data Visualization using Tableau

Part 3 (9 hours)

Creating Dashboards using Power BI

Introduction to Dashboards - Establishing Relationships - Add Visuals - Preparing and Publishing Reports

Part 4 (9 hours)

Predictive Modelling and Analysis

Time Series Analysis and Forecasting - Econometric Models - Regression based Trend Models - Operational Models - Financial Models - Marketing Models

Part 5 (9 hours)

Prescriptive Analytics and Decision Making

Introduction to Prescriptive Analytics - Optimization Models - Application of Linear Optimization - Simulation Models

Pedagogy

Lecture, Exercises using Spreadsheet, Power BI and Tableau

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|----------------|-----------------------|------------------------------------|-------|
| CO1 | Exercises | Critical Thinking, Learning Skills | 10 |
| | Practical Examination | | 10 |
| CO2 | Exercises | Problem Solving, Learning Skills | 10 |
| | Practical Examination | | 10 |
| CO3 | Exercises | Decision Making, Learning Skills | 10 |
| | Practical Examination | | 10 |
| CO4 | Assignment | Critical Thinking, Learning Skills | 10 |
| | Practical Examination | | 10 |
| CO5 | Exercises | Problem Solving, Learning Skills | 10 |
| | Practical Examination | | 10 |

Reference Books

1. Albright, S. Christian and Winston, L. Wayne (2023). *Business Analytics - Data Analysis and Decision Making*, 7/e; New Delhi: Cengage Learning
2. Evans, R. James (2021). *Business Analytics - Methods, Models and Decisions*, 3/e; Noida: Pearson Education
3. Hillier S Frederick, et.al., (2019), *Introduction to Management Science*, 6/e, New Delhi: McGraw Hill Publication
4. Errin O" Connor (2020), *Microsoft Power BI Dashboards*, 1/e, New Delhi: Pearson Education

Course Title: BUSINESS RESEARCH METHODS
Course Code: MB23BRM

Course Outcomes

- CO1: Demonstrate knowledge in different types of research methods and techniques (K2)
 CO2: Propose a research design to address a problem (K6)
 CO3: Design a research questionnaire to collect data to address a problem (K6)
 CO4: Discuss the findings of the research study (K6)

CO-PO Mapping

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

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

Course Coverage

Part 1 (11 hours)
Introduction to Business Research

Objectives and Types of Business Research - Scientific Approach - Process of Conducting Business Research - Challenges - Ethics and Business Research - Defining and Refining the Research Problem

Part 2 (11 hours)

Literature Review and Research Design

Critical Literature Review - Theoretical Framework and Hypothesis Development - Research Design - Qualitative Research

Part 3 (11 hours)

Measurement, Questionnaires and Instruments, and Sampling

Measurement - Reliability and Validity - Measurement Scales - Designing Instruments - Sampling Types - Data Collection Methods

Part 4 (12 hours)

Data Analysis and Preparing Research Report

Quantitative Data Analysis - Preparation of Data - Basic Analysis of Data - Measures of Central Tendency - Dispersion - Correlation and Regression - ANOVA - Factor Analysis - Application of SPSS - Types of Reports - Contents of Research Report - Report Presentation - Oral and Written

Pedagogy

Lecture, Data Analysis Sessions, Exercises, Research Project

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|----------------|------------------------|-----------------------------------|-------|
| CO1 | Assignment | Critical Thinking | 20 |
| CO2 | Research Plan | Problem Solving, Learning Skill | 20 |
| CO3 | Research Questionnaire | Critical Thinking, Learning Skill | 20 |
| CO4 | Exercise | Problem Solving, Learning Skill | 10 |
| | Research Report | Written Communication | 10 |
| CO1 - CO4 | Quiz | | 20 |

Text Book

Cooper, R. Donald, and Pamela, S. Schindler (2019). *Business Research Methods*, 12/e (Special Indian Edition); Chennai: McGraw Hill Education

Reference Books

1. Sekaran, U. and Bougie, R. (2019). *Research Methods for Business: A Skill Building Approach*, 8/e; New Delhi: Wiley India
2. Mark Saunders, Philip Lewis and Adriant Thornhill (2017). *Research Methods for Business Students*, 8/e; Pearson Education

Course Title: ESSENTIALS OF DATA MANAGEMENT
Course Code: MB23EDM

Course Outcomes

CO1: Analyse data using Excel (K4)
 CO2: Develop dashboards to present data (K3)
 CO3: Organise information using effective presentations (K3)

CO-PO Mapping

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

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

Course Coverage

Part 1 (25 hours)

Excel Skills for Business

Critical Core of Excel - Performing Calculations - Formatting - Working with Data - Printing - Charts

Part 2 (9 hours)

Data Visualisation and Dashboards with Excel and Cognos

Data Visualisation - Creating Dashboards - Application of Cognos

Part 3 (11 hours)

Using PowerPoint

Preparation - Developing a Presentation - Enhancing the Appearance of Presentations - Delivering a Presentation

Pedagogy

Discussion, Assignment, Exercise

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|----------------|---------------------|-----------------|-------|
| CO1 | Exercise | Learning Skills | 20 |
| CO2 | Assignment | Learning Skill | 20 |
| CO3 | Seminar | Learning Skill | 20 |
| CO1 - CO3 | External Assessment | | 40 |

Course Title: FINANCIAL MANAGEMENT
Course Code: MB23FMT

Course Outcomes

- CO1: Explain the significance of finance function and ascertain the value of money (K5)
 CO2: Analyse long term investment decisions of a firm (K4)
 CO3: Select appropriate sources of funds (K5)
 CO4: Examine the association between dividend decisions and firm's value (K4)
 CO5: Explain the significance of working capital management (K5)

CO-PO Mapping

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

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

Course Coverage

Part 1 (9 hours)

Finance Function

Overview and Scope of Financial Management - Objectives - Benefits - Organization of Finance Function - Emerging Role of Finance Managers in India - Compounding and Present Value Techniques - Time Value of Money

Part 2 (9 hours)

Investment Decision

Capital Budgeting - Principles and Evaluation Techniques - Concept and Measurement of Cost of Capital - Measurement of Specific Costs and Overall Cost of Capital

Part 3 (9 hours)

Financing Decisions

Sources of Finance - Operating and Financial Leverage - Capital Structure Theories - Net Income Approach, Net Operating Income Approach, Modigliani-Miller Approach, and Traditional Approach

Part 4 (9 hours)

Dividend Decisions

Management of Profits- Retained Earnings and Dividends - Dividend Decision - Theories - Dividend and Firm Valuation - Determinants of Dividend Policy

Part 5 (9 hours)

Working Capital Decisions

Working Capital Decisions - Management of Cash, Inventory and Receivables - Types of Working Capital and its Importance - Determinants of Working Capital - Computing Working Capital Requirements

Pedagogy

Lecture, Exercise, Assignment, Case Discussion

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|--|-------------------|------------------------------------|-------|
| CO1 | Case Discussion | Critical Thinking, Learning Skills | 10 |
| CO2 | Exercise | Critical Thinking, Learning Skills | 10 |
| CO3 | Case Discussion | Critical Thinking, Learning Skills | 10 |
| CO4 | Assignment | Critical Thinking, Learning Skills | 10 |
| CO5 | Exercise | Critical Thinking, Learning Skills | 10 |
| CO1 - CO5 | Quiz | | 10 |
| *The CIA marks will be prorated to 25 %; The End Semester Examination marks will be prorated to 75 % | | | |

Note: The coverage of this course will have 50 % numerical problems and 50% theory.

Text Book

Pandey, I.M. (2022). *Essentials of Financial Management*, 5/e; Pearson Education, India.

Reference Books

1. Pandey, I.M. (2021). *Financial Management*, 12/e Pearson Education, India.
2. Khan, M.Y. and Jain, P.K. (2019). *Financial Management: Text, Problems and Cases*, 8/e; New Delhi: McGraw Hill Education
3. Chandra, Prasanna (2019). *Financial Management, Theory and Practice*, 10/e; New Delhi: McGraw Hill Education

Course Title: HUMAN RESOURCE MANAGEMENT
Course Code: MB23HRM

Course Outcomes

- CO1: Discuss the significance of HRM, and the important labor laws in India and recent amendments made (K6)
 CO2: Explain the process of job analysis for a job position (K5)
 CO3: Examine the concept of HR planning (K4)
 CO4: Design a reward and benefit programme to improve employee engagement (K6)
 CO5: Discuss the challenges of managing global human resources (K6)

CO-PO Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | - | - | - | - | - | 3 |
| CO2 | 3 | - | 2 | - | - | - | 3 |
| CO3 | 3 | - | 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)***Introduction to Human Resource Management and Labour Legislation***

Introduction to Human Resource Management - Labour Legislations in India - Laws related to Industrial Relationship, Wages, Working Hours, Conditions of Services and Employment - Equity and Empowerment of Women - Social Security - IT/ITeS Sector - Sexual Harassment - Recent Amendments in Laws

Part 2 (9 hours)***HR Management Strategy and Analysis***

Human Resource Management Strategy and Analysis -Strategic Management Process - HR Metrics, Benchmarking and Analysis - Job Analysis and the Talent Management Process

Part 3 (9 hours)***Recruiting, Training and Development***

Personnel Planning and Recruiting - Employee Testing and Selection - Training and Developing Employees

Part 4 (9 hours)***Managing Performance and Compensation***

Performance Management and Appraisal - Managing Careers and Retention - Establishing Strategic Pay Plans - Pay for Performance and Financial Incentives - Benefits and Services

Part 5 (9 hours)***Employee Relations - Global Human Resources***

Building Positive Employee Relations - Managing Global Human Resources - Global Work Culture - Repatriation Problems and Solutions - International Industrial Relations

Pedagogy

Lecture & Discussion, Exercises, Assignment, Seminar, Case Discussion

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|--|-------------------|--|-------|
| CO1 | Seminar | Learning Skills | 10 |
| CO2 | Exercise | Critical Thinking, Learning Skills | 10 |
| CO3 | Assignment | Critical Thinking, Learning Skills | 10 |
| CO4 | Case Discussion | Critical Thinking, Problem Solving , Learning Skills | 10 |
| CO5 | Case Discussion | Decision Making, Learning Skills | 10 |
| CO1 - CO5 | Quiz | | 10 |
| *The CIA marks will be prorated to 25 %; The End Semester Examination marks will be prorated to 75 % | | | |

Text Book

Dessler, Gary and Biju Varkkey (2020). *Human Resource Management*, 17/e; NewDelhi: Pearson Education

Reference Books

- Aswathappa, K (2021). *Human Resource Management: Text and Cases*, 9/e; New Delhi: McGraw- Hill Education
- Noe, Hollenback, Gerhart, Wright (2020). *Fundamentals of Human Resource*

Management, 9/e; New Delhi, McGraw- Hill Education

Course Title: MARKETING MANAGEMENT
Course Code: MB23MMT

Course Outcomes

- CO1: Explain the significance of holistic marketing in designing and implementing effective marketing programmes (K5)
 CO2: Evaluate the significance of product and pricing strategies in attaining market leadership (K5)
 CO3: Examine how market offerings can be communicated and delivered to the target audience in a competitive environment (K4)
 CO4: Determine the significance of channel strategies in influencing and reaching target markets (K5)
 CO5: Develop a marketing plan to demonstrate how values can be created (K6)

CO-PO Mapping

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

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

Course Coverage

Part 1 (9 hours)

Understanding Marketing Management

Defining Marketing for the New Realities - Marketing Planning and Management - Analyzing Consumer Markets - Identifying Market Segments and Target Customers - Crafting a Customer Value Proposition and Positioning - Recent Trends

Part 2 (9 hours)

Designing Value

Designing and Managing Products - Designing and Managing Services - Developing New Market Offerings - Building Strong Brands - Managing Pricing and Sales promotions

Part 3 (9 hours)

Communicating Value

Managing Marketing Communications - Integrated Marketing Communications - Deciding the Communication Media - Personal Selling and Direct Marketing

Part 4 (9 hours)

Delivering Value

Designing and Managing Distribution Channels - Channel Management Decisions - Managing Market Logistics - Managing Retailing - The Modern Retail Environment - Managing Omni-channel Retailing- Wholesaling

Part 5 (9 hours)**Marketing Strategy**

The Strategic Planning Process and The Marketing Plan - Situational Analysis- SWOT Analysis - Strategy Formulation - Implementation & Control - Building Customer Loyalty

Pedagogy

Lecture, Case Discussion, Market Study, Marketing Plan

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|---|-------------------|------------------------------------|-------|
| CO1 | Case Discussion | Critical Thinking, Decision Making | 10 |
| CO2 | Seminar | Critical Thinking | 10 |
| CO3 | Assignment | Critical Thinking, Learning Skills | 10 |
| CO4 | Assignment | Critical Thinking, Learning Skills | 10 |
| CO5 | Marketing Plan | Critical Thinking, Learning Skills | 10 |
| CO1 - CO5 | Quiz | | 10 |
| <i>*The CIA marks will be prorated to 25 %; The End Semester Examination marks will be prorated to 75 %</i> | | | |

Text Book

Kotler, Philip; Kevin Lane Keller, Chernev Alexander, Sheth N. Jagdish, Shainesh G (2022). *Marketing Management*, 16/e; New Delhi: Pearson Education

Reference Books

1. Grewal Dhruv, Levy Michael (2021). *Marketing*, 6/e; New Delhi: McGraw Hill Education
2. Ramasamy V.S, Namakumari S., (2018). *Marketing Management: Indian Context Global Perspective*, 6/e; New Delhi: Sage Publications India Pvt Ltd

Course Title: MULTIDISCIPLINARY ELECTIVE

Overview

Multidisciplinary elective provides an opportunity for the students to explore an area of interest apart from business and management by choosing a course of their choice from disciplines like arts, humanities, science, computational sciences, psychology etc., offered on campus/online mode. Students are required to complete the assignments/exercises/assessments as specified by the course facilitator. Of the three multidisciplinary electives offered, students may choose an elective of their choice.

Course Title: ENVIRONMENTOLOGY
Course Code: MB23ME1

Course Outcomes

CO1: Demonstrate understanding of the characteristics of the ecosystem, its services and management of the resources for sustainable development (K2)

- CO2: Analyze the ecosystem services and their significance and develop conservation strategies to protect the nature (K4)
- CO3: Analyse the resources available, human impact on it and propose improvements in the existing management policies (K4)
- CO4: Assess the ecosystem services and manage it through Environmental Protection Acts, policies and programs (K5)
- CO5: Apply the recent trends in environmentally sustainable management through community participation in resource management (K3)

CO-PO Mapping

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

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

Course Coverage

Part 1 (9 hours)

Introduction to Ecosystem and its Components

Ecosystems- Definition - Structure: Biotic and Abiotic Factors and Function of Ecosystem: Food Chain, Food Web, Ecological Pyramid, Types of Ecosystem - Pond Ecosystem, Gross Productivity - Net Productivity - Limiting Factors in Ecosystems - Plant Animal Interaction

Part 2 (9 hours)

Ecosystems Services

Overview of Ecosystem Services - Introduction - Conceptual Bases - Provisioning Services: Food, Raw Material, Fresh Water and Medicinal Resources - Regulatory Services: Climate, Habitat Loss, Air Quality, Water Quality. Cultural Services: Tourism and Recreation - Global Value of Ecosystem Services - Threats to Ecosystem Services

Part 3 (9 hours)

Ecosystem Sustainance

Ecosystems and Sustainable Human Well-Being - Human Impacts - Ecological Foot Prints - Indian Scenario - Afforestation, Restoration of Water Resources - Solid Waste Management and Ecosystem Restoration - Carbon Sequestration - Biological - Geological - Technological

Part 4 (9 hours)

Environmental Acts and Policies

Wild Life (Protection) Act 1972 - Water (Prevention and Control of Pollution) Act 1974 - Air (Prevention and Control of Pollution) Act 1981 - Environmental Protection Acts 1986 - Solid Waste Management Rules 2016; E-Waste (Management) Amendment Rules 2018, Plastic Waste Management (Amendment) Rules 2021 - India's National Action Plan on Climate Change

Part 5 (9 hours)

Recent Trends in Environmental Management

Industrial Ecology and Recycling Industry - Role of Natural Products and Bio- Diversity

in International Trade - Energy Production and Trade - Energy Balance and Energy Audit
- Eco-Marketing - Role of GIS and Remote Sensing in Environmental Management

Pedagogy

Lecture, Discussion, Seminar, Case Discussion, Eco Tour

Evaluation and Grading

| Course Outcome | Assessment Component | Competencies | Marks |
|----------------|----------------------|-------------------------------------|-------|
| C01 | Assignment | Learning Skill | 20 |
| C02 | Report | Critical Thinking, Learning Skill | 20 |
| C03 | Case Discussion | Learning Skills | 20 |
| C04 | Case Discussion | Global Orientation, Learning Skills | 20 |
| C05 | Seminar | Oral Communication, Learning Skills | 20 |

Reference Books

1. Grunewald, Karsten, Bastian, Olaf (2015). *Ecosystem Services - Concept, Methods and Case Studies*: Springer Publications
2. McCarthy, D. & Morling, P. (2014). *A Guidance Manual for Assessing Ecosystem Services at Natura 2000 Sites*: Royal Society for the Protection of Birds: Sandy, Bedfordshire
3. Mark Everard (2015). *Ecosystem Services - Key issues*: Routledge

Course Title: POSITIVE PSYCHOLOGY
Course Code: MB23ME2

Course Outcomes

- C01: Demonstrate the fundamentals of positive psychology (K2)
C02: Analyse the approaches to wellbeing and assessment strategies (K4)
C03: Apply the goal pursuit and self-change concepts (K3)
C04: Analyse the nature of emotions and apply the regulation skills (K4)
C05: Apply the stress coping strategies based on the situations (K3)

CO-PO Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|-----|-----|-----|-----|-----|-----|-----|
| C01 | - | - | - | - | - | - | 2 |
| C02 | - | - | - | - | - | - | 2 |
| C03 | - | - | - | - | - | - | 2 |
| C04 | - | - | - | - | - | - | 2 |
| C05 | - | - | - | - | - | - | 2 |

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

Course Coverage

Part 1 (9 hours)

Introduction

Positive Psychology: Historical Roots - Basic Concepts - Good Life - Positive and Negative

Emotions - Flourishing Vs. Languishing - Positive Social Relationships - Strengths and Virtues - Compassion and Empathy - Myths about Positive Psychology - Scope and its Future

Part 2 (9 hours)

Science of Wellbeing and Happiness

Definitions - Benefits of Wellbeing - Determinants of Happiness - Genetics and Personality - Life Circumstances - Intentional Activities - Models of Happiness Boosters - Eudaimonic Activity - Positive Activity - Hedonic Adaptation Prevention - Prioritizing Positivity - Determinants of Happiness

Part 3 (9 hours)

Goal Pursuit and Change

Definition - Goals and Wellbeing - Goal Pursuit - Different Models - Goal Characteristics - Measuring Goals - Initiating Changes - Transitions Model - Bridget's Model - Transtheoretical Model

Part 4 (9 hours)

Positive Emotions and Emotional Intelligence

Emotions: Nature and Functions - Emotional Literacy - Managing and Communicating - Biology of Emotions - Role of Cognition and Behavior - Broaden and Built Theory - Emotional Intelligence - Definition - Models - Ability Model - Competency Model - Emotional - Social Intelligence Model - Trait Model

Part 5 (9 hours)

Stress, Posttraumatic Growth and Resilience

Stress: Definition - Types - Consequences - Coping Strategies - Measures of Coping Strategies - Resilience - Adaptation following Adversities - Predictors - Outcomes - Posttraumatic Growth - Models - Measuring - Outcomes - Facilitators

Pedagogy

Lecture, Discussion, Case Discussion, Seminar, Exercises, Field Study

Evaluation and Grading

| Course Outcome | Assessment Component | Competencies | Marks |
|----------------|----------------------------|-----------------|-------|
| CO1 | Assignment | Learning Skills | 20 |
| CO2 | Group Discussion | Learning Skills | 20 |
| CO3 | Self- reflective Exercises | Learning Skills | 20 |
| CO4 | Journaling | Learning Skills | 20 |
| CO5 | Seminar | Learning Skills | 10 |
| | Quiz | Learning Skills | 10 |

Reference Books

- Hart (2021). *Positive Psychology the Basics*. Routledge
- William C. Compton Edward Hoffman (2020). *Positive Psychology: The science of happiness and flourishing*: Sage Publications
- Stephen Joseph (2015). *Positive Psychology in Practice*: Wiley Publications

Course Title: DIGITAL TRANSFORMATION
Course Code: MB23ME3

Course Outcomes

CO1: Explain the strategic implications of digital transformation (K2)
 CO2: Explain the principles of digital innovation and agile digital transformation (K2)
 CO3: Examine how digital platforms shape the business practices (K4)
 CO4: Analyze the adoption and program management issues in digital transformation (K4)
 CO5: Infer the different applications of extended reality in business (K4)

CO-PO Mapping

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

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

Course Coverage

Part 1 (9 hours)

Principles of Digital Innovation and Transformation

Introduction to Digital Transformation and Innovation - Classification of Digital Transformations - Social Media Transformations - Building Digital Capabilities - Challenges in going Digital - Digital Transformations in the space of Cloud computing - Prepare and Drive Digital Transformations

Part 2 (9 hours)

Agile Business Transformation

Introduction to Agile Transformation - Framework for Agile Transformation - Agile Digital Transformation - Agile Approach to Digital Transformation - Why Agile Drives Digital Transformation - Core principles of Agile Digital Transformation - Benefits - Case Study

Part 3 (9 hours)

Managing Digital Platforms

Understanding various types of Platforms - Platform Economies - Architecture and Governance of Platforms - Platform Competition - Participating on Platforms - Decision Rights

Part 4 (9 hours)

Adoption and Program Management Issues in Digital Transformation

Change Management - Role of Leadership in Digital Transformation - Adoption Issues and Implementation Challenges - Understanding your Organization Readiness for Digital Transformation - Roadmap to make your Digital Journey Successful and sustaining it

Part 5 (9 hours)

Extended Reality (XR) in Business

Introduction to XR and its various types - XR Hardware and Software - XR in Education - XR in Healthcare - XR in Marketing - XR in Training and Development - XR Product Design and Prototyping - XR in Retail and E-Commerce - XR in Gaming and

Entertainment.

Pedagogy

Lecture, Discussion, Seminar, Case Discussion
Evaluation and Grading

| Course Outcome | Assessment Component | Competencies | Marks |
|----------------|----------------------|------------------------------------|-------|
| CO1 | Assignment | Critical Thinking, Learning Skills | 20 |
| CO2 | Case Discussion | Critical Thinking, Learning Skills | 20 |
| CO3 | Case Discussion | Critical Thinking, Learning Skills | 20 |
| CO4 | Assignment | Critical Thinking, Learning Skills | 20 |
| CO5 | Seminar | Critical Thinking, Learning Skills | 20 |

Reference Books

1. Turban, Efraim, Linda Volonino and Wood, R., Gregory (2015). *Information Technology for Management - Advancing Sustainable, Profitable Business Growth*, 10/e, New Delhi: Wiley India.
2. Shrinivas R Pingali, Prakash Shankar (2021), *Digital Transformation Strategies-Theory and Practice*, New Delhi : Wiley India
3. O'Brien, James A., George M. Marakas, and Ramesh Behl (2019). *Management Information System*, 11/e; New Delhi: McGraw Hill Education
4. Laudon, Kenneth C., Laudon (2020). *Management Information System*, 16/e; New Delhi: Pearson education
5. Bernard Marr (2021), *Extended Reality in Practice: Augmented, Virtual and Mixed Reality Explored*, Wiley Publications.

Course Title: OPERATIONS MANAGEMENT
Course Code: MB23OPM

Course Outcomes

- CO1: Demonstrate the understanding of concepts of operations management and key challenges facing OM (K2)
CO2: Identify the appropriate performance metrics for different type of organizations (K3)
CO3: Evaluate the role of operations strategy in gaining competitive advantage (K5)
CO4: Examine how technology is impacting the design of manufacturing and service
CO5: Identify the right tools for measuring quality in operations (K3)

CO-PO Mapping

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

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

Course Coverage

Part 1 (9 hours)

Introduction to Operations Management

Operations Management - Overview - OM in Workplace - Understanding Goods and Services - Concept of Value - Value Chain Framework - Input-output Framework - Pre-Post production Services Framework - History of Change and Challenge

Part 2 (9 hours)

Measuring Performance in Operations and Value Chain

Types of Performance Measures - Analytics in Operations Management - Designing Measurement Systems in Operations - Models in Organizations performance

Part 3 (9 hours)

Operations Strategy

Gaining Competitive Advantage - Evaluating Goods and Services - Competitive Priorities - OM and Strategic Planning - A Framework for Operations Strategy

Part 4 (9 hours)

Technology and Operations Management

Understanding Technology in Operations - Technology in Value Chain - Designing Goods and Services - Process Design - Facility Design and Work Design

Part 5 (9 hours)

Quality Management and Control

Understanding Quality - Gap Model - ISO Standards - Six Sigma - Cost of Quality - Seven QC Tools - Quality Control Systems - Lean Tools

Pedagogy

Lecture, Case Discussion, Exercise, Seminar

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|--|-------------------|------------------------------------|-------|
| CO1 | Case Study | Decision Making | 10 |
| CO2 | Exercise | Critical Thinking, Learning Skills | 10 |
| CO3 | Seminar | Critical Thinking, Learning Skills | 10 |
| CO4 | Assignment | Critical thinking, learning Skills | 10 |
| CO5 | Exercise | Critical Thinking, Learning Skills | 10 |
| CO1 - CO5 | Quiz | | 10 |
| *The CIA marks will be prorated to 25 %; The End Semester Examination marks will be prorated to 75 % | | | |

Text Book

Collier A David, Evans R James (2021). *Operations & Supply Chain Management*, 2/e, New Delhi: Cengage Learning

Reference Books

1. Stevenson, J. William (2022). *Operations Management*, 13/e; New Delhi: McGraw Hill Education
2. Krajewski, J. Lee, Ritzman, P. Larry, and Malhotra, K. Manoj (2019). *Operations Management: Processes and Value Chains*, 12/e; New Delhi: Pearson Education

Course Title: SOFT SKILLS
Course Code: MB23SFT

Course Outcomes

- CO1: Develop communication skills (K6)
 CO2: Develop competencies for career readiness (K6)

CO-PO Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|-----|-----|-----|-----|-----|-----|-----|
| CO1 | - | - | - | 2 | - | - | 2 |
| CO2 | - | - | - | 3 | - | - | 2 |

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

Guidelines

The primary objective of the Soft Skills is to enable the students to enhance their personal and professional attributes. This will be an individual assignment, and each student shall select topics relating to different types of activities to enhance their communication skills. Each student will make a presentation on the insights obtained on the chosen topics. Apart from the presentation, each student is expected to maintain a reflective diary on the learning from each of the presentations made which will be evaluated by the faculty. This course runs across the first two semesters.

Course CoveragePart 1 (15 hours)*Basics of Soft Skills*

Introduction to Soft Skills - Listening Skills - Communication and Conversation Skills

Part 2 (15 hours)*Career Readiness*

Strategic Business Presentations - Group Discussions and Personal Interviews - Professional Networking

Pedagogy

Hands-on Exercises, Seminars, Discussions

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|----------------|-------------------|--------------|-------|
|----------------|-------------------|--------------|-------|

| | | | |
|-----|--------------------|---------------------------------------|----|
| CO1 | Seminar, Exercises | Language Proficiency, Learning Skills | 50 |
| CO2 | Seminar, Exercises | Language Proficiency, Learning Skills | 50 |

Course Title: CYBER SECURITY
Course Code: MB23CYS

Course Outcomes

- CO1: Understand the core concepts in cyber security and cyber security landscape (K2)
CO2: Apply the methods to identify the cyber-attacks and crimes (K3)
CO3: Analyze the legal landscape concerning cybercrime in India and compare it with legal frameworks employed by other nations (K4)
CO4: Assess the data privacy and security issues related to personal data privacy and security (K5)

CO-PO Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1 | - | - | - | - | 2 | 2 |
| CO2 | 1 | - | - | - | - | 2 | 2 |
| CO3 | 1 | 1 | - | - | - | 2 | 2 |
| CO4 | 1 | - | - | - | - | 2 | 2 |

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

Course Coverage

Part 1 (6 hours)

Introduction to Cyber Security

Overview of Cyber security: Cyber security terminologies- Cyberspace- Cyber-attack- Cyber Threats - Cyber Terrorism - Cyber Warfare.

Part 2 (9 hours)

Cyber Crime

Cybercrimes: Cyber Crimes targeting computer system and mobiles- Online scam frauds: emails Scams- Phishing- Vishing- Smishing- Online job fraud- online sextortion- Debit and credit card fraud- Online payment fraud- cyber bullying - Impersonation- Identify theft - Job scams- Misinformation - Fake news, Cybercrime against persons - Cyber grooming -Child pornography - Cyber stalking - Cyber police station -Cyber Crime reporting portal

Part 3 (6 hours)

Cyber Laws

Cyber laws and legal and ethical aspects related to new technologies: AI/ML-IoT- Block chain-Darknet and Social media- Cyber laws of other countries.

Part 4 (9 hours)

Data Privacy and Data Security

Defining data- Meta-Big data- Non personal data- Data protection-General Data Protection Regulations (GDPR)- 2016 Personal Information Protection and the Electronic document Act(PIPEDA)- Social Media Data privacy and Security issues, Privacy settings, Security controls for Computer and Mobile Phones, Cyber Security Audit

Pedagogy

Blended Mode - In-class lectures and discussions, Recorded Videos

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|----------------|-------------------|------------------------------------|-------|
| CO1 | Assignment | Critical thinking, Learning Skills | 20 |
| CO2 | Online Exercise | Critical thinking, Learning Skills | 20 |
| CO3 | Assignment | Critical thinking, Learning Skills | 20 |
| CO4 | Online Exercise | Critical thinking, Learning Skills | 20 |
| CO1-CO4 | Quiz | - | 20 |

Reference Books

1. Anand Shinde (2021), *Introduction to Cyber Security - Guide to the world of Cyber Security*, Notion Press
2. Sumit Belapure, Nina Godbole (2011), *Cyber Security understanding Cybercrimes, Computer Forensics and Legal Perspectives*, Wiley India Pvt Ltd.
3. Dorothy F. Denning (1998), *Information Warfare and Security*, Addison Wesley.
4. Henry A. Oliver, (2014), *Security in the Digital Age: Social Media Security Threats and Vulnerabilities*, Social Wise Media Group
5. Nataraj Venkataramanan, Ashwin Shriram (2016), *Data Privacy Principle and Practice*, CRC Press
6. W. KragBrothy (2006), *Information Security Governance Guidelines for Information Security Manager*, Wiley Publication.
7. Martin Weiss, Michael G. Solomon (2015), *Auditing IT Infrastructure for Compliance*, 2/e, Jones Bartlett Learning.

Course Title: LEADERSHIP SKILLS-3
Course Code: MB23LS3

Course Outcomes

- CO1: Demonstrate leadership responsibilities (K2)
 CO2: Make use of effective communication to influence team members (K3)
 CO3: Function effectively in teams (K4)
 CO4: Propose viable solutions for challenging situations (K6)
 CO5: Develop competencies for career growth (K3)

CO-PO Mapping

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

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

Overview

Leadership Skills-3 focuses on inculcating the sense of team spirit, enhancing the interpersonal, communication, and leadership skills and building competency for teamwork among students through a series of indoor and outdoor activities. Leadership Skills-3 will be offered by an external agency. The agency provides feedback regarding the performance of students quantitatively on the dimensions namely critical thinking, leadership, communication, teamwork, interpersonal, problem solving, and learning skills.

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies |
|----------------|-------------------|---|
| CO1 | Exercises | Leadership, Learning Skills |
| CO2 | Exercises | Communication Skills, Learning Skills |
| CO3 | Exercises | Teamwork, Interpersonal Skills, Learning Skills |
| CO4 | Exercises | Problem Solving, Learning Skills |
| CO5 | Exercises | Critical Thinking, Learning Skills |

Course Title: SMALL BUSINESS CONSULTING
Course Code: MB23SBC

Course Outcomes

CO1: Explain the management functions and practices of a chosen MSME or Startups (K2)
 CO2: Develop appropriate measures/ strategies to support the development of the chosen MSME or Startups (K6)

CO-PO Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | - | - | - | - | - | 2 |
| CO2 | 3 | - | 3 | - | - | - | - |

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

Guidelines for Small Business Consulting

The primary objective of the “Small Business Consulting” (SBC) is to enable students to understand business functions and management practices adopted by MSMEs/Startups, and apply their knowledge to identify the scope for contributing to the development of the business in various possible ways such as streamlining processes, solving existing problems etc through a 30-hour field work in the chosen organisations. This programme bridges

classroom learning with hands-on experience in various business functions. It also will provide the students with opportunities to develop and deepen their business skillset and knowledge. Such a work would involve a detailed study of the business, collection and analysis of relevant information to achieve the objectives, submission of a report and presentation of the learning and work done.

Evaluation and Grading

| Course Outcome | Assessment Method | Competencies | Marks |
|----------------|----------------------|------------------------------------|-------|
| CO1 | Presentation | Critical Thinking, Learning Skills | 50 |
| CO2 | Presentation, Report | Critical Thinking, Learning Skills | 50 |
