

Shree Warana Vibhag Shikshan Mandal's

**WARANA UNIVERSITY,
WARANANAGAR**

(A State Public University established under Section 3 (6) of MPUA, 2016)

॥ विद्या सर्वस्य भूषणम् ॥



Warana University

Estd. 2025

Structure and Syllabus

of

First Year M. B. A.

Department of Master of Business

Administration

Under

Faculty of Commerce and Management

Structure and Syllabus in Accordance With

National Education Policy - 2020

With effective from Academic Year 2025-26 Onwards



Shree Warana Vibhag Shikshan Mandal's
TATYASAHEB KORE INSTITUTE OF ENGINEERING AND TECHNOLOGY
(AUTONOMOUS), WARANANAGAR, KOLHAPUR



Lead Institute of



WARANA UNIVERSITY, WARANANAGAR
(A State Public University)

Department of Master of Business Administration

Post Graduate (P.G.) Programme

Under

Faculty of Commerce and Management

From Academic Year 2025-26

MASTER OF BUSINESS ADMINISTRATION (MBA)

Name of the Programme : **Master of Business Administration (M.B.A.)**

Nature of the Programme : M.B.A. (Master of Business Administration) is a 2 Year Full-Time Master's Degree Programme of 'Tatyasaheb Kore Institute of Engineering and Technology (TKIET), Warananagar'; A Lead Institute under 'Warana University, Warananagar, Kolhapur (A State Public University)'.

Eligibility Criterion : As per the Directives of the 'Directorate of Technical Education', Government of Maharashtra.

Preamble :

In alignment with the visionary framework of the **National Education Policy (NEP) 2020**, Warana University, Warananagar, is proud to present a reimagined and future-ready **M.B.A. Programme Curriculum**. The implementation of NEP 2020 marks a transformative shift in higher education in India, moving towards a more holistic, flexible, multidisciplinary and learner-centric model. This revised M.B.A. curriculum embodies the essence of NEP 2020, designed to foster critical thinking, innovation, ethical leadership and lifelong learning among future business leaders.

Previously, the M.B.A. curriculum followed a conventional structure emphasizing theoretical knowledge and rigid specialization. In contrast, the **NEP 2020-enabled curriculum** adopts a competency-based approach, integrating **interdisciplinary learning, multiple entry-exit options, skill development** and **industry-relevant practices**. This transition reflects our commitment to developing **globally competent, socially responsible and entrepreneurially inclined professionals**.

Major Changes Under NEP 2020 Compared to the Previous Curriculum:

- **Flexibility & Choice-Based Learning:** Students now have the autonomy to choose from a wide array of electives, vocational courses and interdisciplinary modules, encouraging personalized academic pathways.
- **Multiple Entry and Exit Points:** The curriculum supports modular learning with certifications at different stages (Certificate after 1 year, Diploma after 2 years, etc.), empowering students to learn at their own pace.
- **Skill Integration:** A stronger emphasis on digital literacy, entrepreneurship, data analytics, design thinking, communication and emerging technologies (e.g., AI, FinTech) ensures industry alignment.
- **Experiential & Project-Based Learning:** Inclusion of capstone projects, internships, live case studies and community engagement fosters real-world understanding and social responsibility.
- **Value-Based Education:** The curriculum embeds Indian knowledge systems, ethics, sustainability and leadership grounded in values, as per NEP guidelines.

Benefits for Students:

- **Industry Readiness:** Students graduate with contemporary skillsets aligned with current and future industry demands.
- **Enhanced Employability:** The curriculum promotes soft skills, critical thinking, innovation and decision-making abilities that are highly valued by employers globally.
- **Academic Mobility:** Modular structure allows students to pause and resume their education, pursue interdisciplinary interests, or earn qualifications along the way.
- **Global Competence:** The curriculum nurtures cultural intelligence, global awareness and entrepreneurship – essential traits for thriving in an interconnected world.
- **Lifelong Learning Foundation:** The NEP model cultivates curiosity, adaptability and a mindset geared towards continuous learning and upskilling.

Incorporation of Bloom's Taxonomy:

The curriculum has been consciously designed to reflect **Bloom's Taxonomy**, ensuring a progressive cognitive development from foundational knowledge acquisition to higher-order thinking:

L1. Remembering:

Students recall and recognize fundamental concepts, theories, definitions, and frameworks in management, economics, finance, marketing, and other core disciplines.

L2. Understanding:

Students demonstrate comprehension by explaining ideas, interpreting business models, summarizing case studies, and discussing the implications of theoretical concepts.

L3. Applying:

Students use acquired knowledge in practical contexts such as simulations, business planning, market research, and financial analysis.

L4. Analyzing:

Students examine and break down complex business problems, identify patterns, draw connections between concepts, and differentiate between strategies.

L5. Evaluating:

Students critically assess business scenarios, argue points of view, make data-driven decisions, and assess ethical and sustainability impacts.

L6. Creating:

Students generate new ideas, design innovative business models, propose strategic solutions, and develop entrepreneurial ventures.

The taxonomy provides a **structured framework** for designing learning outcomes, teaching strategies and assessment methods that are **measurable, outcome-oriented and student-centric**.

Thus, the restructured M.B.A. curriculum of Warana University, under NEP 2020, stands as a blueprint for excellence in management education—blending **academic rigor, industry relevance** and **social consciousness**. It aims to empower students not only to excel in their careers but also to contribute meaningfully to society and the economy. With this forward-thinking curriculum, we reaffirm our commitment to nurturing **adaptive, ethical and visionary leaders of tomorrow**.

Programme Educational Objectives (PEOs) :

- **PEO1** : Graduates will integrate management concepts with real-world practices to address business, policy, and social challenges.
- **PEO2** : Graduates will excel in communication, teamwork, and decision-making in diverse and global contexts.
- **PEO3** : Graduates will apply Indian ethos and ethical values in managerial decision-making and leadership.
- **PEO4** : Graduates will pursue successful careers across sectors and engage in lifelong learning.
- **PEO5** : Graduates will be recognized for competence, creativity, integrity, and ethical leadership in addressing local and global issues.

Programme Outcomes (POs) :

- **PO1 : Generic and Domain Knowledge -** Ability to articulate, illustrate, analyze, synthesize, and apply management principles and allied domain frameworks to effectively address complex real-world business challenges.
- **PO2 : Problem Solving & Innovation -** Ability to identify, formulate, and design innovative solutions for complex business and social problems by systematically applying modern quantitative and qualitative tools and techniques.
- **PO3 : Critical Thinking -** Ability to investigate multidimensional business problems by applying research-based knowledge and methods to arrive at data-driven decisions.
- **PO4 : Effective Communication -** Ability to effectively communicate in cross-cultural settings, in technology mediated

environments, especially in the business context and with society at large.

- **PO5 : Leadership and Team Work -** Ability to collaborate within and across organizational boundaries, while leading self and others to achieve organizational goals and optimize outcomes for all stakeholders.
- **PO6 : Global Orientation and Cross -** Ability to approach business issues from a global perspective and demonstrate appreciation of cross-cultural dimensions in business and management.
- **PO7 : Entrepreneurship -** Ability to identify entrepreneurial opportunities and apply managerial and leadership skills to create and lead startups, and to professionalize and grow family businesses.
- **PO8 : Environment and Sustainability -** Ability to understand the need for sustainable development and evaluate the impact of managerial decisions and business priorities on societal, economic, and environmental dimensions.
- **PO9 : Social Responsiveness and Ethics -** Ability to appreciate the ethical and value foundations of managerial decisions in political, cross-cultural, globalized, and digital socio-economic contexts, and to distinguish between ethical and unethical behavior while acting with integrity.
- **PO10 : Life-Long Learning -** Ability to operate independently in unfamiliar environments, acquire new knowledge and skills, and integrate them into existing competencies.

Abbreviations :

Sr. No.	Acronym	Definition
1	ISE	In-Semester Examination
2	ESE	End Semester Examination
3	ISA	In-Semester Assessment (Term Work)
4	L	Lecture
5	T	Tutorial
6	P	Practical
7	C	Credit
8	CH	Contact Hours
9	POE	Project Oral Examination

Course Categories :

Sr. No.	Acronym	Definition
1	PCC	Professional Core Course
2	DSEC	Discipline Specific Elective Course
3	GEC	General Elective Course
4	RMC	Research Methodology Course
5	OJT	On-Job Training
6	RP	Research Project
7	FP	Field Project
8	SEC	Skill Enhancement Course
9	AEC	Ability Enhancement Course
10	VAC	Value Added Course

Semester-Wise Credit Distribution :

Semester	I	II	III	IV	Total
Credits	28	28	28	20	104

Course/ Subject Code

2	5	0	1	P	M	B	A	P	C	C	1	0	1
Year	Institute Code of TKIET under Warana University, Warananagar.			PG Programme	Name of Programme			Course Category			Sem.	Course No.	

Professional Electives' Course Code

2	5	0	1	P	M	B	A	D	S	E	C	3	0	1	HR	01
Year	Institute Code of TKIET under Warana University, Warananagar.			PG Programme	Name of Programme			Discipline Specific Elective Course			Sem.	Course No.	Elective Abbreviation	Elective Course No.		

Duration of Programme :

The duration of the M.B.A. Programme is Two (02) Academic Years. Every Student admitted to this Programme must complete all the academic activities within these 02 years. In certain exceptional conditions, on providing appropriate documents with valid reasons, student may complete this programme in (n+2) years as specified from time-to-time by the appropriate authorities. Where 'n' stands for standard duration of Programme within which student has to complete the programme. In the case of M.B.A.; 'n' is 02 Years.

Multiple Entry and Multiple Exit Policy :

1. Exit Options and Award Structure

Duration Completed	Credits Earned	Exit Qualification
After 1 Semester	28 + 4 Credits (4 Credits to be earned through OJT)	Postgraduate Certificate in Management (PGCM)
After 2 Semesters (1 Year)	56 + 4 Credits (4 Credits to be earned through OJT)	Postgraduate Diploma in Management (PGDM)
After 4 Semesters (2 Years)	104 Credits	Master of Business Administration (M.B.A.)

2. Entry and Re-entry Pathways

- **Academic Bank of Credits (ABC):**

Warana University will register students on the **UGC Academic Bank of Credits (ABC)** platform to digitally store and manage credits for smooth transfer and continuation of education.

- **Bridge/Refresher Courses:**

Students re-entering after an exit may be required to complete **bridge courses** or **skill refreshers** to ensure academic continuity and alignment with updated course content.

Pattern of Examination and Evaluation :

Course Category	Credits Offered as per Category	Examination / Evaluation Pattern		
		ISE	ESE	ISA
PCC / DSEC / RMC/AEC/ SEC	03	40 Marks	60 Marks	--
IKS	02	--	--	50 Marks
GEC	02	--	--	50 Marks

Note:

1. ISE: 40 Marks

- **Class Test – 20 Marks**

(Average of the Class Test 1- 20 Marks and Class Test 2- 20 Marks)

- **Activities- 20 Marks**

(Case Studies/ Presentations/ Field Visits/ Seminars/ Report Writings/ Assignments/ Book Reviews etc. be finalized in discretion of concern Course Coordinators.)

2. ESE: 60 Marks

- University Written Examination at the end of every semester for 60 Marks.

3. ISA: 50 Marks

- Case Studies/ Presentations/ Field Visits/ Seminars/ Report Writings/ Assignments/ Book Reviews/ Small Group Projects/ Internal Viva-Voce/ Management Activities like Role Playing/ Story Telling/ Quizzes/ Poster Presentations/ Simulation and Mind-Mapping Exercises/ Debate/ Group Discussions and allied Evaluation etc. be finalized in discretion of concern Course Coordinators.

Gradation Chart:

Marks Obtained	Numerical Grade (Grade Point)	CGPA	Letter Grade
Absent	0(zero)	-	-
0 – 34	0 to 4	0.0 – 4.99	F(Fail)
35 – 44	5	5.00 – 5.49	C
45 – 54	6	5.50 – 6.49	B
55 – 64	7	6.50 – 7.49	B+
65 – 74	8	7.50 – 8.49	A
75 – 84	9	8.50 – 9.49	A+
85 – 100	10	9.50 – 10.0	O (Outstanding)

Note:

1. Marks obtained ≥ 0.5 shall be rounded off to next higher digit.
2. The SGPA & CGPA shall be rounded off to 2 decimal points.

Calculation of SGPA & CGPA:

1. Semester Grade Point Average (SGPA)

SGPA = $\frac{\text{Course credits} \times \text{Grade points obtained of a semester}}{\text{Course credits of respective semester}}$

2. Cumulative Grade Point Average (CGPA)

CGPA = $\frac{\text{Total credits of a semester} \times \text{SGPA of respective semester of all semesters}}{\text{Total course credit so far semesters}}$

RESULT - The result of each semester shall be declared as Pass or Fail with grade/grade points.

Question Paper Pattern (For End-Semester Examination) :

Instructions:

- a) All Questions are compulsory
- b) Figures to the right indicates full marks
- c) Use of non-programmable calculator is allowed
- d) Assume suitable data if required

		Marks	B.L	CO
Q.1	Attempt the Following (Unit 1& 2)	12		
a)				
b)				
Q.2	Attempt the Following (Unit 3 & 4)	12		
a)				
b)				
Q.3	Attempt any two (Unit 5)	12		
a)				
b)				
c)				
Q.4	Attempt any two (Unit 6)	12		
a)				
b)				
c)				
Q.5	Attempt any one (Case Study)	12		
a)	Unit-1,2,3			
b)	Unit-4,5,6			

Passing Criterion / Promotional Policy for Students :

1. Passing Criterion:

Student has to obtain **Minimum 40% Marks** in ESE, ISE or ISA separately; to get clear the respective course successfully.

2. Promotion from Semester I to Semester II:

A candidate who fails in any number of courses (subject heads) in Semester I shall be allowed to proceed to Semester II.

3. Promotion from First Year to Second Year (S.Y. MBA):

- A candidate who fails in less than or equal four (4) subjects during the first year (Semester I and II combined) shall be eligible for admission to the Second Year (S.Y. MBA) under the Allowed to Keep Terms (A.T.K.T) Scheme.
- A candidate with more than four (4) backlog subjects in the first year shall not be eligible for promotion to the second year until the number of backlogs is reduced to four or fewer.

4. Promotion from Semester III to Semester IV:

A candidate who fails in any number of courses (subject heads) in Semester III shall be allowed to proceed to Semester IV.

M.B.A. Programme Structure :

Year (2Yr PG)	Level	Sem. (2 Yr)	Major Courses		RMC	OJT / FP	RP	Cum. Cr.	Degree
			PCC/DSEC	IKS/ GEC/ SEC/ AEC/ VAC					
I	6.0	Sem I	24 (3 x 8)	4 (2 x 2)	--	--	--	28	PG Certificate (28 + 4*)
		Sem II	21 (3 x 7)	4 (2 x 2)	3	--	--	28	PG Diploma (56 + 4*)
Cum. Cr. For PG Diploma			45	8	3	-	-	56	
<p>-----Exit Option-----</p> <p>1. PG Certificate in Management (28 + 4* Credits) after Three Year UG Degree</p> <p>2. PG Diploma in Management (56 + 4* Credits) after Three Year UG Degree</p>									
II	6.5	Sem III	24 (3 x 8)	--	--	4	--	28	2 Yr. PG Degree After '3-Yr. UG' -----OR----- 1 Yr. PG Degree after '4- Yr. UG'
		Sem IV	06 (3 x 2)	--	--	8	6	20	
Cum. Cr. for 1st Yr. of PG Degree			45	8	3		--	56	
Cum. Cr. for Total 2 Yr. PG Degree			75	8	3	12	6	104	
<ul style="list-style-type: none"> 2 Years-4 Sem. PG Degree (104 Credits) after Three Year UG Degree or 1 Year-2 Sem PG Degree (52 Credits) after Four Year UG Degree. 									

*- OJT of 4 Credits.

M.B.A. Semester- I Credit Framework :

Category	Course Code	Course Title	Teaching Scheme					Examination & Evaluation Scheme			
			L	T	P	C	CH	Component	Marks	Min. for Passing	
PCC	2501PMBAPCC101	Principles of Management	3	-	-	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC102	Business Economics Environment	3	-	-	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC103	Managerial Accounting	3	-	-	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC104	Entrepreneurship Development	3	-	-	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC105	Organizational Behaviour	3	-	-	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC106	Information Technology for Managers	3	-	-	3	3	ESE	60	24	40
								ISE	40	16	
AEC	2501PMBAAEC107	Business Law	3	-	-	3	3	ESE	60	24	40
								ISE	40	16	
AEC	2501PMBAAEC108	Professional Communication	3	-	-	3	3	ESE	60	24	40
								ISE	40	16	
IKS	2501PMBAIKS109	IKS for Business	1	-	2	2	3	ISA	50	20	20
GEC	2501PMBAGE110X	General Elective- 1	1	-	2	2	3	ISA	50	20	20
Total			25	-	06	28	30	--	900	---	--

X – Serial no. General Elective Course from given List of General Electives

M.B.A. Semester- II Credit Framework :

Category	Course Code	Course Title	Teaching Scheme					Examination & Evaluation Scheme			
			L	T	P	C	CH	Component	Marks	Min. for Passing	
PCC	2501PMBAPCC201	Financial Management	3	--	--	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC202	Human Resource Management	3	--	--	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC203	Marketing Management	3	--	--	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC204	Business Analytics	3	--	--	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC205	Decision Science	3	--	--	3	3	ESE	60	24	40
								ISE	40	16	
PCC	2501PMBAPCC206	Production and Operations Management	3	--	--	3	3	ESE	60	24	40
								ISE	40	16	
RMC	2501PMBARMC207	Business Research Methods	3	--	--	3	3	ESE	60	24	40
								ISE	40	16	
SEC	2501PMBASEC208	Strategic Management	3	--	--	3	3	ESE	60	24	40
								ISE	40	16	
GEC	2501PMBAGE209X	General Elective- 2	1	--	2	2	3	ISA	50	20	20
GEC	2501PMBAGE210X	General Elective- 3	1	--	2	2	3	ISA	50	20	20
Total			25	--	06	28	30	--	900	--	--

X – Serial no. General Elective Course from given List of General Electives

List of General Electives :

Semester	General Elective No.	Course Code	Course Title#
I	1	2501PMBAGE1101	Technology Tools for Business Management
		2501PMBAGE1102	Business Ideas and Proposals
		2501PMBAGE1103	Women Empowerment- Case Study on Warana Mahila Gruh Udyog
II	2	2501PMBAGE2091	Administrative Practices- Case Study of Warana Industrial and Educational Complex
		2501PMBAGE2092	Corporate Social Responsibility
		2501PMBAGE2093	Sustainable Development Goals
II	3	2501PMBAGE2101	Business Ethics
		2501PMBAGE2102	Financial Education and Investment Awareness
		2501PMBAGE2103	Stress Management

- Student has to choose any one General Elective Course from the above basket of courses for respective Semester. However, the departmental appropriate authorities will hold a right to suggest / advise / finalize the general elective if sufficient students are not opted any specific course to conduct further academic delivery in smoother manner.

Semester-I

Nature of Course- Professional Core Courses

2501PMBAPCC101- Principles of Management

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Explain the fundamental concepts, principles, evolution, and contemporary trends in management, and differentiate between management and administration.
CO2:	Apply planning and decision-making techniques such as MBO, MBE, forecasting, and rational/behavioral decision models to real-life business scenarios.
CO3:	Analyze organizational structures, managerial practices, and global operations to evaluate their effectiveness in diverse environments.
CO4:	Demonstrate effective communication, direction, and motivation strategies by applying relevant theories to enhance managerial effectiveness.

CO5:	Evaluate control systems, quality benchmarks, and best practices to improve organizational performance and competitiveness.
CO6:	Develop innovative responses to contemporary management challenges such as TQM, workforce diversity, technology management, CSR, and ethical workplace practices.

Syllabus	Hours
<p>Module 1: Introduction to Management -Introduction, Meaning, Nature, Objectives, Importance, Difference between Administration and Management, Levels of Management, Types of Managers, Managerial Skills, Managerial Competencies, Scope of Management, Functions of Management, Evolution of Management Thought, Fayol’s fourteen principles of Management,</p> <p>Activity-1: Role-play exercise where students act as different levels of managers (top, middle, lower) to solve a common organizational problem.</p>	7
<p>Module 2: PLANNING AND DECISION MAKING</p> <p>Planning – Meaning, Objectives, Nature, and Importance of Planning; Process, Policies, Procedures and Strategy; Types of Plans; Levels of Planning; Steps in Planning; Making Effective Plans, Management By Objective (MBO); Management By Exception (MBE); Forecasting and Decision Making – Nature of Decision Making - Types of Decisions – Decision Making Process – Rational Perspectives and Behavioural Aspects of Decision Making, Problems in Decision Making</p> <p>Activity-2: Prepare a planning chart showing Students own short-term, medium-term, and long-term goals.</p> <p>Decision-making in crisis – analyze how Indigo Airlines managed during the COVID-19 disruption.</p>	8
<p>Module 3: Organizing: Organization, Organizing, Organizational Structures, Principles of Work Specialization, Departmentalization, Chain of Command, Span of Control, Centralization and Decentralization, Formalization. Mechanistic and</p>	7

<p>Organic Structures, Factors Affecting Structural Choice - Strategy, Size, Technology, Environmental Uncertainty. Traditional Organizational Designs - Simple Structure, Functional Structure, Divisional Structure, Matrix Structure, Team Structures, Project Structure, Adaptive Organizations – Boundary less Organization, Virtual Organizations, Learning Organization, Flexi Work, Tele-working, Global Organizations.</p>	
<p>Activity-3: Study the organizational structure of Infosys/Wipro and how it adapted to global operations.</p>	
<p>Module 4: Directing, Communicating and Motivation - Meaning and Nature of Direction, Principles of Direction; Communication - Meaning and Importance, Communication Process, Barriers to Communication, Steps to overcome Communication Barriers, Types of Communication; Motivation theories – Maslow’s Need Hierarchy Theory, Herzberg’s Two Factor Theory, Mc. Gregor’s X and Y theory.</p>	8
<p>Activity-4: Pick out the motivation situations/ videos/ quotes and discuss among group.</p>	
<p>Module 5: Controlling: Controlling, Definition, need and Importance, The Control Process, Managerial Decisions in Controlling, Feed-forward / Concurrent / Feedback Controls. Financial Controls, Information Controls, Benchmarking of Best Practices.</p>	8
<p>Activity-5: Study how Toyota used benchmarking and quality control to become an industry leader.</p>	
<p>Module 6: CONTEMPORARY ISSUES AND CHALLENGES IN MANAGEMENT: Total Quality Management; Work Force Diversity; Technology Management; Talent and Knowledge Management; Leadership; Organizational Change and Development; Enterprise Mobility;, Virtual Teams; Work from Home; Ethical Workplace; Corporate Social Responsibility</p>	7
<p>Activity-6: Discuss the new issues in addition to above.-Classroom discussion Session</p>	

Textbooks and References

1	Fundamentals of Management by Robbins, S.P. and Decenzo, D.A., Pearson Education Asia, New Delhi.
2	Management, Koontz and Wechrich, TMGH
3	Management, Stoner, et. al., Prentice Hall of India, New Delhi.
4	Essentials of Management Koontz McGraw Hill 8e, 2014
5	Principles of Management Ramesh B. Rudani Tata McGraw-Hill 2013

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	1	2	1	1	2	2
CO2	3	3	2	1	2	1	2	2	1	2
CO3	3	2	3	1	3	3	2	1	2	2
CO4	2	2	2	3	3	2	2	1	2	2
CO5	2	3	3	2	2	1	2	3	3	2
CO6	3	3	2	2	2	3	2	3	3	3

Nature of Course- Professional Core Courses

2501PMBAPCC102 – Business Economic Environment

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Explain the scope & significance of Managerial Economics.
CO2:	Apply demand analysis and forecasting tools.
CO3:	Analyze cost-output relationships and break-even
CO4:	Evaluate Indian Business Environment factors.
CO5:	Assess industrial policies & budgetary impacts.
CO6:	Understand political & legal influences on business

Syllabus	Hours
<p>Module 1: Introduction: Managerial Economics:</p> <p>Meaning, Nature, Scope & Significance, Uses of Managerial Economics, Role and Responsibilities of Managerial Economist. Theory of the Firm: Firm and Industry, Objectives of the firm, alternate objectives of firm. Managerial theories: Baumol's Model, Marris's model of growth maximization, Williamson's model of managerial discretion.</p>	
<p>Activity-1: To apply managerial economics concepts to real-world business decisions.</p> <p>Case: Flipkart continues to expand logistics, warehouses, and technology instead of focusing only on profit distribution.</p> <p>Questions: Which theory of the firm best explains Flipkart's behavior?</p> <p>Why is managerial economics important for Flipkart's decision-making?</p>	7
<p>Module 2: Demand Analysis</p> <p>Law of Demand, Exceptions to the Law of Demand, Elasticity of Demand, Classification of Price, Income & Cross elasticity, Promotional elasticity of demand. Uses of elasticity of demand for Managerial decision making, Measurement of elasticity of demand. Law of supply, Elasticity of supply. Demand forecasting: Meaning & Significance, Methods of demand forecasting. (Problems on Price elasticity of demand, and demand forecasting using Time-series method).</p>	8
<p>Activity-2: Mini Forecasting Exercise</p> <p>Imagine you are starting a small business (choose: bakery, coaching class, or online clothing store).</p> <p>Answer the following:</p>	

<p>Which method of demand forecasting would you use before launching (Survey / Statistical / Qualitative)?</p> <p>List three factors that may affect demand for your product/service.</p> <p>In 3–4 sentences, explain how forecasting will help you avoid losses.</p>	
<p>Module 3: Cost Analysis & Production Analysis</p> <p>Concepts of Production, production function with one variable input - Law of Variable Proportion, Laws of returns to scale, Indifference Curves, ISO-Quants & ISO-Cost line, Economies of scale, Diseconomies of scale. Types of cost, Cost curves, Cost – Output Relationship in the short run and in the long run, Long- Run Average Cost (LAC)curve Break Even Analysis–Meaning, Assumptions, Determination of BEA, Limitations, Margin of safety, Uses of BEA in Managerial decisions (Theory and simple problems).</p>	
<p>Activity-3: Amul, India’s largest dairy cooperative, processes millions of liters of milk every day. By expanding production, Amul benefits from economies of scale:</p> <p>Bulk purchasing of raw materials reduces per-unit cost.</p> <p>Large-scale processing plants lower average cost of production.</p>	7
<p>Module 4: Indian Business Environment</p> <p>Nature, Scope, Structure of Indian Business Environment, Internal and External Environment. Political and Legal Environment, Economic Environment, Socio–Cultural Environment, Global Environment. Private Sector, Growth, Problems and Prospects, SMEs, Significance in Indian economy, challenges and prospects. Fiscal policy and Monetary Policy: Meaning of Fiscal policy, three main types of fiscal policy – neutral policy, expansionary, and contractionary. Monetary policy: Meaning, Objectives of monetary policies: Controlling inflation, managing employment levels, and Maintaining long-term interest rates. (Theory only)</p>	8

<p>1 Activity-4: Case: Impact of GST on Indian SMEs</p> <p>In 2017, the Government of India introduced the Goods and Services Tax (GST) to simplify the indirect tax system. Earlier, businesses had to pay multiple taxes like VAT, excise, service tax, etc. GST brought all of them under one system</p>	
<p>Module 5: Indian Industrial Policy: New industrial policy 1991, Production Linked Incentive (PLI) scheme for Promoting manufacturing of Telecom & Networking Products in India, New economic initiatives proposed by Indian government for economic growth Private Sector-Growth- like Atma Nirbhar Bharath Abhiyan.</p>	
<p>Activity-5: Analyze the impact of the Union Budget on different sectors of the Indian economy, fiscal discipline and disinvestment proposals of the GOI and presentation on the same</p>	7
<p>Module 6: Political and Legal Environment of Business:</p> <p>Critical elements of Political Environment; Government and Business; Changing dimensions of Legal Environment in India; MRTP & FEMA and Licensing Policy; Consumer Protection Act</p>	8
<p>Activity-6: A study on the effect of monetary policy on banking and NBFCs. A debate can be held on the pros and cons of the monetary policy</p>	

Textbooks and References	
1	Managerial Economics by Dr. A.B. Kalkundrikar and Dr.Rajendra M. Inamdar, 2022
2	Managerial Economics by Geethika,Ghosh & Choudhury, McGrawHill 2/e,2011
3	Managerial Economics by Dominick Salvatore, Oxford Publishers, 2e, 2016
4	Justin Paul, Business Environment Text and Cases, 3e TMH.
5	Shaik Saleem, Business Environment, 2E, Pearson, 2010

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	2	2			1		2	2	2
CO2	3	2	2		1					2
CO3	3	3	2							2
CO4	3	3	3	2	1	2				3
CO5	3	3	3	2	1	2		2	2	3
CO6	2	2	2			2	3	3	3	3

Nature of Course- Professional Core Courses**2501PMBAPCC103 – Managerial Accounting**

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	10 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Understand the fundamental concepts, conventions, and importance of financial and cost accounting in business organizations.
CO2:	Apply the double-entry system to record transactions, post to ledgers, and prepare a trial balance.
CO3:	Prepare financial statements of sole proprietorships with necessary adjustments and analyze business results.
CO4:	Prepare cost sheets, classify costs, and evaluate inventory management techniques for effective cost control.
CO5:	Apply marginal costing techniques to managerial decision-making using BEP, P/V Ratio, and CVP analysis.
CO6:	Develop budgets, apply budgetary control, and analyze variances through standard costing for managerial control.

Syllabus	Hours
Module 1: Introduction to Financial Accounting: Meaning and Importance of Accounting in Business Organization, Basic concepts and terms used in accounting, Users of Accounting Information. Accounting Concepts and Conventions. Accounting Process, Problems on Journal, Personal Ledger and Preparation of Trial Balance.	7
Activity-1: Record 10 sample transactions of a startup in journals, and prepare a trial balance.	

Module 2: Meaning of Financial Statements, Importance and Objectives of Financial Statements. Preparation of Final Accounts of sole proprietary firm.	8
Activity-2: Prepare the Trading Account, Profit & Loss Account, and Balance Sheet of a small proprietorship firm	
Module 3: Cost Accounting: Basic Concepts of Cost Accounting, Objectives, Importance and Advantages of Cost Accounting, Types of Cost, Elements of Cost, Classification and Analysis of Costs, Preparation of Cost Sheet.	7
Activity-3: Prepare a Cost Sheet for a manufacturing company using hypothetical data (material cost, labor cost, overheads, etc.).	
Module 4: Inventory valuation by FIFO & LIFO, Control Techniques: Determination of various stock levels- Problems on Level Setting and Computation of EOQ; ABC Analysis, FSN Inventory, VED Inventory, HML Inventory, KANBAN, JIT Inventory Management technique.	8
Activity-4: List out the 10 companies and identify the inventory control techniques used by them.	
2 Module 5: Marginal Costing: Meaning, Principles, Advantages and Limitations, Contribution, P/V Ratio, Break-Even Point (BEP), Cost Volume Profit (CVP) Analysis	7
Activity-5: Solve problems on BEP, P/V Ratio, and Margin of Safety and prepare a graphical representation of CVP analysis for decision making.	
3 Module 6: Cost Control Techniques: Budgetary Control & Standard Costing: Budgetary Control: Meaning of Budget and Budgeting, Importance, Advantages and Disadvantages, Cash Budget and Flexible Budget, Standard Costing: Meaning, Importance, Advantages and Disadvantages.	8
Activity-6: Prepare a cash budget for a start up for 3 months.	

Textbooks and References

1	Management Accounting- Khan and Jain, Tata McGraw Hill.
2	Fundamentals of Management Accounting - H. V. Jhamb.
3	Managerial Accounting - Dr. Mahesh Abale and Dr. Shriprakash Soni.
4	Management Accounting - Dr. Mahesh Kulkarni
5	Bahi – Khata: The Traditional Accounting System of India – A. N. Aggarwal.
6	Ancient India Accountancy: A Study – Krishna Mohan Tummala.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	1	1	1	1	2	2
CO2	3	3	2	1	1	1	1	1	2	2
CO3	3	3	3	2	1	1	2	2	2	2
CO4	3	3	3	1	1	1	2	2	2	2
CO5	3	3	3	2	2	1	2	2	2	3
CO6	3	3	3	2	2	1	2	2	2	3

Nature of Course- Professional Core Courses

2501PMBAPCC104 - Entrepreneurship Development

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :		ISA :	--
Credits :		POE :	--
Total Credits :	3	Total Marks :	100 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Explain the nature, role, and evolution of entrepreneurship, including entrepreneurial mind set and ecosystem
CO2:	Identify and evaluate business opportunities through idea generation, feasibility analysis, and business planning.
CO3:	Apply functional aspects of entrepreneurship such as legal forms, registration, finance, marketing, operations, and HR in a startup context.
CO4:	analyse innovation, leadership, scaling strategies, and ethical issues in entrepreneurial ventures through case studies
CO5:	Demonstrate understanding of company incorporation, intellectual property rights, and ethical responsibilities of entrepreneurs

CO6:	Assess emerging trends in digital, social, and rural entrepreneurship and their relevance to sustainable development
------	--

Syllabus	Hours
<p>Module 1: Introduction to Entrepreneurship</p> <p>Definition, Nature and Characteristics of Entrepreneurship, Types of Entrepreneurs and Entrepreneurial mind-set, Role of Entrepreneurship in Economic Development, Evolution of Entrepreneurship in India and globally, Women and Social Entrepreneurs in India, Entrepreneurial Ecosystem: Institutions and support systems (EDII, NIESBUD, NSIC, SIDBI, etc.).</p>	7
<p>Activity-1:</p> <p>Students will select a well-known entrepreneur or a successful start-up. Then, they will analyse how their entrepreneurial mind set and characteristics contributed to their success? Discussion will be held on the evolution of their business in the context of economic development.</p>	
<p>Module 2: Opportunity Identification & Business Planning</p> <p>Idea Generation and Opportunity Scanning, Market Research and Feasibility Study (Technical, Financial and Market Feasibility), Business Model Canvas, Preparing a Business Plan: Components and Structure, Pitch Deck Preparation and Presentation, Lean Startup Approach and MVP (Minimum Viable Product), Risk and Uncertainty in Entrepreneurship.</p>	8
<p>Activity-2:</p> <p>Students will conduct a feasibility analysis for a business idea (technical, financial and market). Students will select a business idea, analyse its feasibility and then presentation will be conducted to understand their findings.</p>	
Module 3: Functional Aspects of Entrepreneurship	

<p>Legal Forms of Business Ownership (Sole Proprietorship, Partnership, LLP, Pvt. Ltd, etc.), Regulatory Requirements: Registration, Licensing, IP, Taxation, Financial Planning for Startups: Funding Sources (Bootstrapping, Angel Investors, Venture Capital, Govt. Schemes), Budgeting, Break-even Analysis and Working Capital Management, Marketing for Entrepreneurs: Market Segmentation, Positioning, Branding, Digital Marketing, Operations & Human Resource Management in Startups.</p>	
<p>Activity-3:</p> <p>In groups, students will simulate a pitch to potential investors, preparing a business plan for a new startup. The focus should be on financial planning, funding sources and budget forecasting.</p>	7
<p>Module 4: Innovation, Scaling and Ethical Leadership</p> <p>Design Thinking and Innovation in Entrepreneurship, Intrapreneurship and Corporate Entrepreneurship, Growth Strategies and Scaling a Startup, Leadership in Entrepreneurial Context, Ethical Challenges and Social Responsibility in Entrepreneurship, Failures in Entrepreneurship: Learning from Case Studies, Exit Strategies: Mergers, Acquisitions, IPO.</p>	8
<p>Activity-4:</p> <p>Students will identify and study a failed startup (e.g., a tech startup that didn't scale properly). Discussion will be held on the innovation or leadership decisions that led to its failure and what could have been done differently. For this, student will analyze a case study that focuses on innovation, scaling and leadership challenges.</p>	
<p>Module 5: Process of Company Incorporation</p> <p>Process of Company Incorporation; process of registration of a private limited company, a public limited company, a partnership; Characteristics of a limited liability partnership; Four stages of Start Up, Intellectual property protection and Ethics: Patents , Copyright – Trademark- Geographical indications , Ethical and social responsibility and challenge</p>	7

Activity-5: Students prepare a step-by-step plan for incorporating a hypothetical startup, including legal registration and IP protection measures.	
<p>Module 6: Emerging Trends in Entrepreneurship Development</p> <p>Digital Entrepreneurship, meaning, scope and opportunities. Social Entrepreneur, Meaning of Social Entrepreneur, Motivation for a Social Entrepreneur; Supporting and Evaluating Social Entrepreneurship in India. Rural Entrepreneur, Meaning of Rural Entrepreneur, Potential opportunities for Rural entrepreneurship in India</p>	8
Activity-6: Students research an emerging trend (digital/social/rural entrepreneurship) and present a case study highlighting its relevance to sustainable development in India.	

Textbooks and References	
1	Khanka, S. S. Entrepreneurship development. S. Chand..
2	Hisrich, R. D., Peters, M., & Shepherd, D. Entrepreneurship. Publisher.
3	Drucker, P. F. Innovation and entrepreneurship. Publisher.
4	Kumar, A. Entrepreneurship: Creating and leading an entrepreneurial organization. Pearson India.
5	Desai, V. Dynamics of entrepreneurial development and management. Himalaya Publishing House.
6	Charantimath, P. M. Entrepreneurship development and small business enterprises. Pearson India.
7	Government of India. Startup India, MSME, NITI Aayog documents and reports. Retrieved from their official websites.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	1	2	1	2	1	2
CO2	2	3	2	3	2	2	1	2	2	2
CO3	2	3	3	3	2	3	2	2	2	3
CO4	2	2	2	3	2	2	2	3	2	2
CO5	2	2	3	2	2	2	2	3	2	2
CO6	1	2	2	2	3	2	3	2	2	3

Nature of Course- Professional Core Courses

2501PMBAPCC105 – Organizational Behaviour

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

- CO1: Remember** foundational concepts and interdisciplinary influences within Organizational Behaviour to understand its relevance in business.
- CO2: Understand** how individual differences, perceptions, attitudes and emotions shape workplace behaviour and management approaches.
- CO3: Apply** theories of motivation, leadership and communication to enhance individual and team effectiveness in organizational settings.
- CO4: Analyze** group dynamics, team processes, conflict resolution and negotiation strategies to foster collaborative work environments.
- CO5: Evaluate** the impact of organizational structure, culture and change management strategies on overall organizational performance.
- CO6: Create** strategic interventions and solutions for contemporary OB challenges, including global diversity, ethics, technology, and future work trends.

Syllabus	Hours
<p>Module 1: Foundations of Organizational Behaviour</p> <p>Introduction to Organizational Behaviour, Historical Evolution of OB, Contributing Disciplines to OB, Challenges and Opportunities for OB.</p> <p>Activity-1:</p> <ul style="list-style-type: none"> • Activity 1.1 (Group Discussion): Divide students into small groups. Each group discusses and presents "Three reasons why understanding OB is crucial for an MBA graduate in today's business world." • Activity 1.2 (Concept Definition Relay): Flash key OB terms (e.g., 'attitude', 'perception', 'motivation', 'leadership', 'organizational culture') one by one. Students rapidly write down their basic definition. Follow with a class discussion to consolidate understanding. • Activity 1.3 (Historical Timeline Creation): In pairs, students research a key historical figure or event in OB (e.g., Elton Mayo, Frederick Taylor) and create a short summary highlighting their contribution to the field. 	8
<p>Module 2: Individual Behaviour in Organizations</p> <p>Perception and Individual Decision Making, Attitudes and Job Satisfaction, Personality and Values, Learning in Organizations, Emotions and Moods.</p> <p>Activity-2:</p> <ul style="list-style-type: none"> • Activity 2.1 (Case Study Analysis): Provide a short case study describing an employee's behaviour. Students identify and explain the underlying personality traits, perceptual biases, or attitudes influencing their actions. • Activity 2.2 (MBTI/Big Five Self-Assessment & Reflection): Students take a free online version of MBTI or Big Five test (or a simplified questionnaire). They then reflect on how their personality traits might influence their work preferences and interactions, discussing in small groups how different personalities can complement each other in a team. • Activity 2.3 (Role-play - Managing a Dissatisfied Employee): Students role-play a manager-employee conversation where the 	8

<p>employee is dissatisfied. The "manager" tries to understand the employee's attitudes and find solutions, while the "employee" embodies a specific job attitude.</p>	
<p>Module 3: Motivation, Leadership & Communication Motivation Theories, Leadership, Communication in Organization.</p>	
<p>Activity-3:</p> <ul style="list-style-type: none"> • Activity 3.1 (Motivation Program Design): Students, in groups, are given a hypothetical company scenario (e.g., a call center with high turnover) and tasked with designing a motivation program based on at least two motivation theories discussed in class. They present their rationale and expected outcomes. • Activity 3.2 (Leadership Style Application): Students analyze a real-world organizational challenge (e.g., merging two departments). They then select and justify the most appropriate leadership style(s) from the theories discussed to navigate this challenge, explaining how they would apply it step-by-step. • Activity 3.3 (Communication Barrier Role-play): Students role-play a scenario where miscommunication occurs due to a specific barrier (e.g., filtering from a subordinate to a manager, emotional interference). After the role-play, the class analyzes what went wrong and suggests strategies to overcome the barrier. 	7
<p>Module 4: Group Dynamics, Teamwork, Conflict & Negotiation Group Dynamics and Teamwork, Conflict and Negotiation, Power and Politics</p>	
<p>Activity-4:</p> <ul style="list-style-type: none"> • Activity 4.1 (Team Building Challenge & Analysis): Students participate in a structured team-building exercise (e.g., building a tower with limited materials). After the activity, they analyze their group's dynamics, communication patterns, roles, and decision-making process, identifying strengths and areas for improvement. 	7

<ul style="list-style-type: none"> • Activity 4.2 (Conflict Resolution Case Study): Present a complex organizational conflict scenario. Students, in groups, analyze the sources of conflict, evaluate different conflict management styles, and propose a resolution strategy, justifying their choice. • Activity 4.3 (Negotiation Simulation): Students engage in a mock negotiation exercise (e.g., buying/selling a car, salary negotiation). After the simulation, they analyze their own and their opponent's strategies, identifying integrative vs. distributive elements and assessing their BATNA. 	
<p>Module 5: Organizational Structure, Culture & Change Management Organizational Structure and Design, Organizational Culture, Organizational Change and Stress Management.</p>	
<p>Activity-5:</p> <ul style="list-style-type: none"> • Activity 5.1 (Organizational Structure Redesign Project): Students are given a case study of an organization facing specific challenges (e.g., slow decision-making, lack of innovation). They evaluate its current structure, identify weaknesses, and propose a redesigned structure, justifying how it would address the challenges. • Activity 5.2 (Organizational Culture Audit & Presentation): Students select a well-known company (e.g., Google, Zappos). They research its organizational culture using public information (websites, news articles, employee reviews) and present an audit, evaluating its characteristics, strengths, weaknesses, and impact on employees. • Activity 5.3 (Change Management Plan Critique): Provide students with a hypothetical (or real-world simplified) organizational change plan. Students, in groups, critically evaluate the plan based on Kotter's model and other change theories, identifying potential areas of resistance and suggesting improvements. 	7
<p>Module 6: Contemporary Issues & Future of OB Global Organizational Behaviour and Cross-Cultural Management, Diversity, Equity, and Inclusion (DEI), Workplace Ethics and Corporate Social</p>	8

<p>Responsibility (CSR), Positive Organizational Scholarship (POS), Impact of Technology on OB, Designing OB Interventions.</p>	
<p>Activity-6:</p> <ul style="list-style-type: none"> • Activity 6.1 (DEI Strategy Development Project): Students, in groups, are given a scenario of a company struggling with DEI. They are tasked with designing a comprehensive DEI strategy, including specific initiatives, policies, and metrics for success. • Activity 6.2 (Ethical Dilemma Resolution Framework): Students analyze a complex ethical dilemma faced by an organization (e.g., data privacy, environmental impact vs. profit). They then create a step-by-step framework for how an organization should approach and resolve such dilemmas. • Activity 6.3 (Future of Work OB Intervention Design): Students identify a significant emerging trend or challenge in the future of work (e.g., managing a fully remote global team, integrating AI into decision-making, ensuring employee well-being in a 24/7 connected world). They then design an "OB Intervention Plan" to address this challenge, detailing objectives, activities, and expected outcomes. 	

Textbooks and References	
1	Articles from <i>Academy of Management Journal</i> , <i>Administrative Science Quarterly</i> .
2	Articles from <i>Academy of Management Review</i> , <i>Journal of Business Ethics</i> , <i>Work, Employment and Society</i> .
3	Articles from <i>Journal of Applied Psychology</i> , <i>Personnel Psychology</i> .
4	Books on Corporate Social Responsibility and Sustainable Business Practices.
5	Cameron, K. S., & Spreitzer, G. M. (Eds.). (2012). <i>The Oxford Handbook of Positive Organizational Scholarship</i> . Oxford University Press.
6	Carver, C. S., & Scheier, M. F. (Current Edition). <i>Perspectives on Personality</i> . Pearson Education.

- 7 Cox Jr, T. (1993). *Cultural Diversity in Organizations: Theory, Research & Practice*. Berrett-Koehler Publishers.
- 8 Articles from *Academy of Management Review*, *Journal of Business Ethics*, *Work, Employment and Society*.
- 9 Articles from *Journal of Applied Psychology*, *Personnel Psychology*.
- 10 Books on Corporate Social Responsibility and Sustainable Business Practices.
- 11 Cameron, K. S., & Spreitzer, G. M. (Eds.). (2012). *The Oxford Handbook of Positive Organizational Scholarship*. Oxford University Press.
- 12 De Dreu, C. K. W., & Gelfand, M. J. (Eds.). (2008). *The Psychology of Conflict and Conflict Management in Organizations*. Lawrence Erlbaum Associates.
- 13 Fisher, R., Ury, W., & Patton, B. (Current Edition). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books.
- 14 Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- 15 Harvard Business Review (HBR) articles on foundational management principles.
- 16 Harvard Business Review articles on leadership, motivation, and communication.
- 17 Harvard Business Review articles on teamwork, conflict, and negotiation.
- 18 Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall. (For team-building).
- 19 Kotter, J. P. (1996). *Leading Change*. Harvard Business Review Press.
- 20 Lunenburg, F. C. (2011). "Communication: The Process, Barriers, And Improving Effectiveness." *International Journal of Management, Business, and Administration*, 15(1), 1-10.
- 21 Luthans, F. (Current Edition). *Organizational Behavior: An Evidence-Based Approach*. McGraw-Hill Education.
- 22 Morgan, G. (1997). *Images of Organization*. Sage Publications. (For organizational structures).

- 23 Nelson, D. L., & Quick, J. C. (Current Edition). *Organizational Behavior: Science, The Real World, and You*. Cengage Learning.
- 24 Northouse, P. G. (Current Edition). *Leadership: Theory and Practice*. SAGE Publications.
- 25 Online resources on personality tests (e.g., 16Personalities.com for MBTI, psychologytoday.com for general personality insights).
- 26 Pinchot, G., & Pinchot, E. (1994). *The End of Bureaucracy and the Rise of the Intelligent Organization*. Berrett-Koehler Publishers. (For job design and involvement).
- 27 Reports from World Economic Forum, Gartner, McKinsey on the future of work and AI.
- 28 Robbins, S. P., Judge, T. A., & Vohra, N. (Current Edition). *Organizational Behavior*. Pearson Education.
- 29 Schein, E. H., & Schein, P. A. (2017). *Organizational Culture and Leadership* (5th ed.). Jossey-Bass.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	1	1	1	1	1	1	2
CO2	3	1	1	3	2	1	1	1	1	1
CO3	3	3	2	2	3	1	1	1	1	2
CO4	2	3	3	2	3	1	1	1	1	2
CO5	3	2	3	1	2	2	1	3	2	2
CO6	2	3	2	2	2	3	2	2	3	3

Nature of Course- Professional Core Courses

2501PMBAPCC106 - Information Technology for Managers

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

- CO1: Remember** foundational IT concepts, components, and their role in modern business operations.
- CO2: Understand** how various enterprise systems and applications are integrated to support core business functions.
- CO3: Apply** database management and business intelligence tools to make data-driven decisions and solve business problems.
- CO4: Analyze** the strategic implications of e-commerce, digital marketing, and cybersecurity on business models and risk management.
- CO5: Evaluate** the potential of emerging technologies like cloud computing, AI, and IoT to innovate and transform an organization.
- CO6: Create** a comprehensive IT strategy and governance framework for an organization to achieve its business objectives.

Syllabus	Hours
<p>Module 1: Foundations of Information Technology Introduction to Information Technology, Hardware and Software Fundamentals, Networking and Communication, Types of Information Systems</p> <p>Activity-1:</p> <ul style="list-style-type: none"> • Activity 1.1 (Concept Mapping): Students, in groups, create a visual concept map illustrating the relationship between the core components of IT and how they support a specific business function (e.g., a retail store's inventory management). • Activity 1.2 (Hardware & Software Identification): Students are given a list of business tasks (e.g., preparing a budget, managing customer data). They identify and list the specific hardware and software tools required for each task, explaining their rationale. • Activity 1.3 (IT News Analysis): Students read a recent news article about an IT development or a company's use of IT. They summarize the article and identify the specific IT concepts discussed, such as hardware, software, or networking. 	8
<p>Module 2: Business Applications & Enterprise Systems IT in Functional Business Areas, Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Supply Chain Management (SCM), Knowledge Management Systems (KMS).</p> <p>Activity-2:</p> <ul style="list-style-type: none"> • Activity 2.1 (ERP Case Study): Students analyze a case study of a company that implemented an ERP system. They identify the key reasons for the implementation, the challenges faced, and the ultimate outcomes, presenting their findings in a group. • Activity 2.2 (System Comparison): Students research and compare two competing enterprise systems (e.g., Salesforce vs. HubSpot for CRM or SAP vs. Oracle for ERP). They create a summary table highlighting features, target users, and key differences. 	8

<ul style="list-style-type: none"> • Activity 2.3 (Process Mapping): Students choose a simple business process (e.g., an online order fulfillment). They then create a flowchart to show how IT systems (e.g., e-commerce platform, warehouse management system, SCM) interact to complete the process. 	
<p>Module 3: Database Management & Business Intelligence Introduction to Databases, Data Warehousing and Data Marts, Business Intelligence (BI) and Analytics, Data Management and Governance.</p>	
<p>Activity-3:</p> <ul style="list-style-type: none"> • Activity 3.1 (Database Design Project): Students are given a simple business scenario (e.g., managing a university's student information). They design a conceptual database schema with entities, attributes, and relationships. They present their ER diagram and justify their design. • Activity 3.2 (Data Querying): Using a provided sample dataset and a simple SQL simulator, students write basic queries to answer specific business questions (e.g., "Find the total sales for each product category," "Identify customers who have not made a purchase in the last six months"). • Activity 3.3 (BI Dashboard Creation): Students are given a small business dataset (e.g., sales data for a retail store). Using a free BI tool (like Google Data Studio or a trial version of Tableau), they create a dashboard with at least three different visualizations (e.g., bar chart, pie chart, line graph) to answer a specific business question. 	7
<p>Module 4: E-commerce, Digital Marketing & Cybersecurity E-commerce and Digital Business Models, Digital Marketing and Analytics, Introduction to Cybersecurity, Risk Management and Security Frameworks.</p>	
<p>Activity-4:</p> <ul style="list-style-type: none"> • Activity 4.1 (E-commerce Business Analysis): Students select a well-known e-commerce company (e.g., Amazon, Flipkart, Myntra). They analyze its business model, revenue streams, and key strategies for customer acquisition and retention. • Activity 4.2 (Phishing Email Deconstruction): Students are presented with a sample phishing email. They analyze it, identifying the red flags and 	7

<p>psychological tactics used to deceive the recipient. They then outline what a company should do to train employees to spot such threats.</p> <ul style="list-style-type: none"> • Activity 4.3 (Security Risk Assessment): Students are given a hypothetical scenario for a small business (e.g., a local bakery with an online ordering system). They conduct a simple risk assessment, identifying potential security vulnerabilities and proposing mitigation strategies. 	
<p>Module 5: Emerging Technologies & Innovation Artificial Intelligence (AI) & Machine Learning (ML), Cloud Computing, Internet of Things (IoT), Blockchain Technology, Data Science and Big Data.</p>	
<p>Activity-5:</p> <ul style="list-style-type: none"> • Activity 5.1 (Technology Assessment Debate): Divide the class into two groups for a debate on a controversial emerging technology topic (e.g., "Is AI a threat to job security or a tool for human augmentation?"). Students must prepare and present arguments for both sides. • Activity 5.2 (Cloud Strategy Evaluation): Students are given a hypothetical company profile and tasked with evaluating whether a public, private, or hybrid cloud strategy would be most suitable. They present their recommendation and justify it with a cost-benefit analysis. • Activity 5.3 (AI Application Proposal): Students, in pairs, select a specific industry (e.g., healthcare, logistics, retail) and propose a new business application that leverages AI or Machine Learning. They outline the problem, the proposed solution, and the potential business value. 	7
<p>Module 6: IT Strategy, Governance & Future Trends Aligning IT and Business Strategy, Digital Transformation (DT) and Change Management, IT Governance Future of IT and Business.</p>	
<p>Activity-6:</p> <ul style="list-style-type: none"> • Activity 6.1 (IT Strategy Formulation): Students are given a case study of a struggling company. They are tasked with acting as a consulting team to develop a comprehensive, three-year IT strategy to help the company achieve its business goals. 	8

- **Activity 6.2 (Digital Transformation Roadmap):** Students select a traditional, brick-and-mortar business (e.g., a local library or a small manufacturing company). They create a step-by-step digital transformation roadmap for the business, detailing the technologies to be adopted and the expected impact on operations and customer experience.
- **Activity 6.3 (IT Policy Creation):** Students draft a simple IT policy for a new company, including sections on data usage, security, and employee conduct. They present their policy and justify the key clauses.

Textbooks and References

1. Turban, E., Volonino, L., & Wood, G. (Current Edition). *Information Technology for Management: Advancing Digital Transformation*. John Wiley & Sons.
2. Laudon, K. C., & Laudon, J. P. (Current Edition). *Management Information Systems: Managing the Digital Firm*. Pearson.
3. Carr, N. G. (2003). "IT Doesn't Matter." *Harvard Business Review*.
4. Monk, E. F., & Wagner, B. (Current Edition). *Concepts in Enterprise Resource Planning*. Cengage Learning.
5. Kalakota, R., & Robinson, M. (2001). *e-Business 2.0: Roadmap for Success*. Addison-Wesley.
6. Davenport, T. H., & Prusak, L. (2000). *Working Knowledge: How Organizations Manage What They Know*. Harvard Business School Press.
 7. Sharda, R., Delen, D., & Turban, E. (Current Edition). *Business Intelligence, Analytics, and Data Science: A Managerial Perspective*. Pearson.
 8. Ramakrishnan, R., & Gehrke, J. (Current Edition). *Database Management Systems*. McGraw-Hill.
 9. Few, S. (2006). *Information Dashboard Design: The Effective Visual Communication of Data*. O'Reilly Media.
 10. Chaffey, D. (Current Edition). *Digital Business and E-commerce Management*. Pearson Education.

11. Schneier, B. (2004). *Beyond Fear: Thinking Sensibly About Security in an Uncertain World*. Copernicus Books.
12. Turban, E., King, D., Lee, J. K., Liang, T. P., & Turban, D. C. (Current Edition). *E-commerce: A Managerial and Social Networks Perspective*. Springer.
13. Brynjolfsson, E., & McAfee, A. (2014). *The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies*. W. W. Norton & Company.
14. Al-Jaroodi, J., & Mohamed, N. (2019). *Business-Oriented IoT: A Systematic View on Business Applications*. Springer.
15. Tapscott, D., & Tapscott, A. (2016). *Blockchain Revolution: How the Technology Behind Bitcoin Is Changing Money, Business, and the World*. Portfolio/Penguin.
16. Weill, P., & Ross, J. W. (2004). *IT Governance: How Top Performers Manage IT Decision Rights for Superior Results*. Harvard Business School Press.
17. Westerman, G., Bonnet, D., & McAfee, A. (2014). *Leading Digital: Turning Technology into Business Transformation*. Harvard Business Review Press.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	1	1	1	1	1	1	2
CO2	3	2	3	2	2	2	1	1	2	2
CO3	3	3	3	1	2	2	1	1	2	3
CO4	3	3	3	2	3	2	2	1	3	3
CO5	3	3	3	2	3	3	2	2	3	3
CO6	3	3	3	2	3	3	2	2	3	3

Nature of Course- Ability Enhancement Courses

2501PMBAAEC107 – Business Law

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	learn about the important provisions of some of the important, newly Introduced & amended business laws.
CO2:	Understand & Summarize the Key Legal Provisions of Each Act.
CO3:	Understand Legal Aspects of Business With Respect To Indian Economy.
CO4:	Relate Various Legal Provisions To Relevant Business Aspects And Situations.
CO5:	Apply & Illustrate the Use of the Acts in Common Business Situations.
CO6:	Analysing Outline the Various Facets of Basic Case Laws of Each Act from a Legal and Managerial Perspective.

Syllabus	Hours
Module 1: Indian Contract Act 1872 Essential Elements of a Contract, Performance and Discharge of a Contract, Offer and Acceptance, Consideration, Legality of Object, Capacity to Contract, Free Consent, Modes of Discharge, Breach and Remedies, Quasi Contracts.	8
Activity-1: Conduct discussions and set up a mock court	

<p>Module 2: Sale of Goods Act 1930</p> <p>Formation of a Contract of Sales and its Features, Conditions and Warranties, Rights of an Unpaid Seller, Types of Goods, Distinction Between Sale and Agreement to Sell, Performance of Contract.</p>	8
<p>Activity-2: Case study</p>	
<p>Module 3: Companies Act, 2013</p> <p>Comparative Study of the Companies Act, 1956 and the Companies Act, 2013 on the Basis of the following Kinds of Companies, Formation of a Company, Memorandum of Association (M/A), Articles of Association (A/A), Prospectus, Meetings, Appointment and Removal of Directors, Shares, Types of Shares and Dividends. Income Tax and GST.</p>	7
<p>Activity-3: Research Project</p>	
<p>Module 4: Consumer Protection Act, 1986</p> <p>Introduction, Consumer and Consumer Disputes, Definitions of Consumer, Complainant, Goods, Service - Meaning of Consumer Dispute Complaint-Unfair Trade Practices – Restrictive Trade Practices Rights of Consumers, Consumer Disputes Redressal Agencies, Consumer Protection Councils, Objectives and Need of The Competition Act, 2002.</p>	7
<p>Activity-4: Debate & presentation</p>	
<p>Module 5: Introduction to IPR Laws</p> <p>A) The Copy Right Act, 1957 B) The Patents Act, 1970 C) The Trade Marks Act, 1999</p>	7
<p>Activity-5: Intellectual property identifier; cases</p>	
<p>Module 6: Security Issues in E-Commerce</p> <p>Security Risks of E-Commerce-Types and Sources of Threats; Protecting Electronic Commerce Assets and Intellectual Property; Firewalls; Client Server Network Security; Data and Message Security; Security Tools; Digital Identity and Electronic Signature; Encryption Approach to E- Commerce Security. Salient Provisions for Security and Privacy; Legal and Regulatory Environment for E-Commerce, Cyber Laws in India and their Limitations.</p>	8
<p>Activity-6: Group Discussion & quiz; Cases</p>	

Textbooks and References

1	M.C. Kucchal, Mercantile Law, 8th Edition. (n.d.). (n.p.): Vikas Publishing House.
2	Kapoor, N. D. (2020). Elements of Mercantile Law (38th ed.). Sultan Chand & Sons.
3	Dr. B. L Wadehra, Law Relating To Intellectual Property, Universal Law Publication.
4	Dr. M. Dasgupta, Cyber Crime In India.
5	Avtar Singh, Law Of Arbitration And Conciliation
6	Lee Reach, Business Laws, Oxford University Press, UK.
7	M.C. Kucchal & Vivek Kucchal, Business Legislation For Management, Vikas Publishing House (P) Ltd.
8	Electronic Commerce – A Managerial Perspective, Efraim Turban , David King, Jae Lee
9	Cyber Law- Text & Cases, 3rd Edition, Gerald Ferrera, Jeffrey M, Aresty, Cengage Learning.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	1	1	1	1	1	3	2
CO2	3	2	3	1	1	1	1	1	3	2
CO3	3	1	2	1	1	2	1	1	3	2
CO4	3	2	3	2	2	2	1	1	3	3
CO5	3	3	3	2	3	2	1	1	3	3
CO6	3	3	3	2	3	2	1	1	3	3

Nature of Course- Ability Enhancement Courses**2501PMBAAEC108 –Professional Communication**

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Demonstrate effective oral, written, and non-verbal communication skills in professional settings.
CO2:	Apply communication principles for preparing business documents and professional correspondence.
CO3:	Exhibit effective presentation and public speaking skills for professional contexts.
CO4:	Demonstrate teamwork, leadership, and conflict resolution through group communication exercises..
CO5:	Practice cross-cultural, digital, and interpersonal communication skills in business contexts.
CO6:	Integrate ethical, empathetic, and persuasive communication strategies in managerial decision-making.

Syllabus	Hours
<p>Module 1: Fundamentals of Professional Communication: Meaning and Importance of Communication in Business, Process and Types of Communication (Verbal, Non-verbal, Written, Visual), Principles of Effective Communication, Barriers to Communication and Methods to Overcome Them, 7 Cs of Communication.</p>	7
<p>Activity-1: Group discussion on communication barriers</p>	
<p>Module 2: Business Writing Skills: Principles of Business Writing, Email Etiquette and Netiquette, Business Letters (Inquiry, Complaint, Sales, Adjustment, Acknowledgment), Memorandums, Notices, Circulars, Report Writing and Executive Summaries.</p>	8
<p>Activity-2: Writing professional emails and letters.</p>	
<p>Module 3: Oral Communication and Presentation Skills: Art of Public Speaking, Planning and Delivering Effective Presentations, Voice Modulation, Body Language, and Audience Engagement, Handling Q&A Sessions and Feedback, Presentation Tools (PowerPoint, Canva, Prezi)</p>	7
<p>Activity-3: Mock interview and group presentation</p>	
<p>Module 4: Interpersonal and Group Communication: Importance of Interpersonal Skills in Management, Listening Skills and Feedback Techniques, Teamwork and Leadership Communication, Conflict Management and Negotiation Skills, Meetings: Agenda, Minutes, and Participation</p>	8
<p>Activity-4: Role play activity on Negotiation.</p>	
<p>Module 5: Cross-Cultural and Digital Communication: Communicating in a Globalized Business Environment, Cultural Dimensions and Etiquette, Virtual Communication and Digital Collaboration Tools, Email, Video Conferencing, and Social Media Etiquette, Challenges in Multicultural Communication.</p>	7
<p>Activity-5: Case study on cross-cultural communication failure</p>	
<p>Module 6: Managerial and Ethical Communication: Persuasive and Assertive Communication, Communication for Decision Making, Ethics and Corporate Social Responsibility in Communication, Emotional Intelligence and Empathy in Communication, Crisis and Corporate Communication.</p>	8
<p>Activity-6: Case study on Crisis in Communication.</p>	

Textbooks and References

1	Asha Kaul, “Business Communication” - Eastern Economy Edition, Prentice – Hall of India Private Limited
2	Communication Skills-Sanjay Kumar,Pushpa Lata 3 rd edition by Global Job Readiness
3	Communication Skills for Professionals-Nira Konar –PHI publication
4	Business Communication-Shalini Kalia,Shailja Agarwal-Willey
5	Taylor & Chandra, “Communication for Business: A Practical Approach,” Pearson
6	Communication Skills for Engineers and Scientists-Sangeeta Sharma, Binod Mishra

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	2	3	2	2	1	1	2	3
CO2	2	2	2	3	1	2	2	1	2	3
CO3	2	2	2	3	2	2	2	1	2	3
CO4	2	2	2	3	3	2	2	1	2	3
CO5	2	2	2	3	2	3	2	1	2	3
CO6	2	3	3	3	2	2	2	1	3	3

Nature of Course- INDIAN KNOWLEDGE SYSTEM

2501PMBAIKS109 – IKS for Business Administration

Teaching Scheme		Evaluation Scheme	
Lecture:	1 Hrs. per Week	ISE:	--
Credit :	1	ESE :	50 Marks
Tutorial :	2 Hrs. per Week	ISA :	--
Credits :	1	POE :	--
Total Credits :	2	Total Marks :	50

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

- CO1:** Comprehend the fundamental principles and diverse domains of Indian Knowledge Systems (IKS).
- CO2:** Analyze the applicability of ancient Indian management philosophies and ethical frameworks to modern business challenges.
- CO3:** Integrate IKS-derived concepts of holistic well-being, sustainability and innovation into organizational strategies and develop a critical perspective on global management theories by comparing them with indigenous Indian approaches.
- CO4:** Cultivate leadership qualities rooted in values, self-awareness and a sense of duty, fostering responsible and patriotic business leaders.

Syllabus	Hours
Module 1: Foundations of Indian Knowledge Systems and Management Ethos Introduction to Indian Knowledge Systems (IKS), Philosophical Underpinnings of IKS for Management, Ethical Leadership and Values in Indian Thought.	8
Activity-1:	

<ul style="list-style-type: none"> • Discussion Forum: "How can the concept of 'Dharma' be operationalized in a modern corporate setting?" Students will present scenarios and discuss ethical dilemmas. • Case Study Analysis: Analyze a contemporary business ethics case (e.g., a corporate scandal, CSR misstep) through the lens of Indian philosophical principles like Dharma and Karma Yoga, contrasting it with Western ethical frameworks. • Personal Reflection Essay: Students write a short essay on how understanding 'Purusharthas' might influence their career goals and approach to leadership. • Guest Lecture: Invite a scholar or practitioner experienced in integrating IKS principles into management. 	
<p>Module 2: Strategic Management and Governance from Ancient Indian Texts Kautilya's Arthashastra: A Treatise on Statecraft and Management, Management Lessons from Indian Epics, Governance and Corporate Social Responsibility (CSR).</p>	
<p>Activity-2:</p> <ul style="list-style-type: none"> • Arthashastra Role-Play: Students form groups and role-play a scenario (e.g., launching a new product, forming a strategic alliance, dealing with a competitor) applying Kautilyan principles. • Case Study on Epic Narratives: Analyze a specific leadership challenge or conflict from the Mahabharata or Ramayana and derive actionable management lessons applicable to a modern business context. • Debate: "Is Kautilya's Arthashastra more relevant than modern strategic management theories for businesses operating in a complex global environment?" • Presentation: Students research and present on "Indian Management Gurus" (e.g., Chanakya, Vidura, Bhishma) and their enduring wisdom. 	7
<p>Module 3: Holistic Well-being, Sustainability and Innovation from IKS Ayurveda and Corporate Wellness, Sustainable Practices in Ancient India for Modern Business, Innovation and Technology from IKS.</p>	7
<p>Activity-3:</p>	

<ul style="list-style-type: none"> • Corporate Wellness Plan Development: Students design a corporate wellness program for a hypothetical company, integrating Ayurvedic and Yogic principles. • Sustainability Audit and Solution: Students identify an existing business process (e.g., supply chain, manufacturing) and propose IKS-inspired sustainable solutions. • "Ancient Innovation, Modern Application" Project: Students choose an ancient Indian scientific or technological concept and present on its potential application or inspiration for a modern business innovation. • Field Visit/Virtual Tour: Arrange a visit to a sustainable farm, a traditional artisan village, or a historical site showcasing ancient Indian engineering/architecture (or a virtual tour if physical visit isn't feasible). 	
<p>Module 4: Global Relevance and Future of Indian Management Thought</p> <p>IKS in Global Context: Comparative Management, Addressing Contemporary Business Challenges through IKS, Building Patriotic Citizens through Business (IKS & Nation Building), Future of IKS in Management Education and Practice.</p>	
<p>Activity-4:</p> <ul style="list-style-type: none"> • Panel Discussion: Organize a panel discussion with industry leaders, IKS scholars and management consultants on "The Future of Indian Management: Bridging Ancient Wisdom with Modern Practice." • Research Paper/Project: Students undertake a mini-research project on a specific IKS concept and its potential application in a chosen business function (e.g., "Applying the concept of 'Anuvrata' (small vows) in corporate sustainability reporting"). • Global Case Study: Analyze a global business challenge (e.g., climate change impact on supply chains, ethical sourcing) and propose solutions informed by IKS principles. • "My Vision for an IKS-Inspired Business" Presentation: Students present their ideas for a new business or a transformation of an existing one, explicitly demonstrating how IKS principles would be at its core, contributing to both profit and societal well-being. 	<p>8</p>

Textbooks and References

- 1 **Shivacharya, S. (c. 12th Century CE).** *Siddhanta Shikhamani*. (M. Sivakumara Swamy, Trans. & Ed.). (2007). Shaiva Bharati Shodha Pratishthan, Jangamwadi Math.
- 2 **Mahadevan, B., Bhat, Vinayak Rajat, & Pavana, R. N. Nagendra (2022).** *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd. (This is a widely recommended introductory text).
- 3 **Kautilya.** *Arthashastra*. (Various translations are available, R.P. Kangle's or L.N. Rangarajan's are highly regarded. Focus on chapters related to administration, finance and leadership).
- 4 **Bhaktivedanta Swami Prabhupada, A. C. (Translator).** *Bhagavad Gita As It Is*. The Bhaktivedanta Book Trust. (Focus on chapters related to Karma Yoga, Gnana Yoga and leadership).
- 5 **Kapoor, Kapil & Singh, Avadhesh (2021).** *Indian Knowledge Systems Vol – I & II*. Indian Institute of Advanced Study, Shimla.
- 6 **Sharma, Subhash (2019).** *New Earth, New Management: Lessons from Ancient Indian Wisdom for Sustainable Leadership*. Sage Publications.
- 7 **Garde, Ashok R. (2013).** *Canakya on Management*. Jaico Publishing House.
- 8 **Singh, Nagendra P. (2007).** *The Vedic Philosophy of Management: Principles and Practices*. Indian Institute of Management Calcutta.
- 9 **Radhakrishnan, S. (Various Editions).** *Indian Philosophy (Volume 1 & 2)*. Oxford University Press. (For deeper philosophical context).
- 10 **Sanskrita Bharati.** *Pride of India: A Glimpse into India's Scientific Heritage*.
- 11 **Online Courses (MOOCs):** Explore IKS courses offered on platforms like SWAYAM (e.g., "Introduction to Indian Knowledge System" by IIM Bangalore/NPTEL).
- 12 **Research Papers and Articles:** Encourage students to search academic databases (e.g., Google Scholar, ResearchGate) for contemporary articles on

"Indian Management," "Ethical Leadership in India," "Sustainability in Indian Context," etc.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	2	1	2	1	2	3	2
CO2	3	3	3	2	2	2	2	3	3	3
CO3	3	2	3	2	2	3	2	3	3	3
CO4	2	2	2	2	3	2	2	2	3	3

Nature of Course- General Electives

2501PMBAGE1101 - Technology Tools in Business Management

Teaching Scheme		Evaluation Scheme	
Lecture:	2 Hrs. per Week	ISE:	---
Credit :	2	ESE :	--
Tutorial :		ISA :	50 Marks
Credits :		POE :	
Total Credits :	2	Total Marks :	50 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Apply MS Word tools to create professional business documents with formatting, mail merge, and collaboration features.
CO2:	Design corporate-style presentations using MS PowerPoint with SmartArt, charts, animations, and Slide Master.
CO3:	Use basic MS Excel functions to organize, analyse, and present data for personal and business decision-making.
CO4:	Apply intermediate Excel features (sorting, filtering, logical/date functions, and charts) for effective data analysis.
CO5:	Demonstrate the use of Salesforce CRM for managing customer relationships, sales tracking, and reporting.
CO6:	Explore applications of Artificial Intelligence (AI) and Project Management tools for business efficiency and decision-making

Syllabus	Hours
Module 1: MS Word: Interface and navigation, creating and saving documents, formatting text and paragraphs, page layout and sections, headers, footers, and page numbering, border, watermark, adding fonts, line spacing, page break, table splits, references, use of AI, spell checks, mail merge, track changes and comments, creating tables and charts.	

<p>Activity-1: Create a professional report in MS Word on the topic “Impact of Digital Tools on Education.”</p> <p>Use page layout, headers/footers, page numbers, watermark.</p> <p>Insert at least 1 table and 1 chart.</p> <p>Apply track changes and add a comment.</p> <p>Use mail merge to prepare the first page as a personalized letter to 3 recipients.</p>	5
<p>Module 2: MS PowerPoint: Interface and navigation, creating and saving presentations, slide design and layout, adding text, images, and videos, using SmartArt and charts, designing custom animations and transitions, presenter view and notes, creating interactive presentations, exporting and sharing presentations, converting PPT into JPEG/PDF, slide master, free templates, corporate presentations</p>	
<p>Activity-2: prepare a corporate-style PowerPoint presentation (5–7 slides) on “Green Initiatives by Businesses.”</p> <p>Insert SmartArt and at least 1 chart.</p> <p>Add custom animations and transitions.</p> <p>Use Slide Master to maintain consistent formatting.</p> <p>Export your presentation as a PDF and also as JPEG slides.</p>	5
<p>Module 3: Basics of Excel (Part 1): Introduction to spreadsheets, understanding Microsoft Excel, Excel workbook windows, basic spreadsheet skills, Excel help system, opening and closing workbooks, understanding workbook file formats, creating new workbooks, selecting cells, auto sum and auto fill function, cell referencing and request, formatting cells, formatting numbers, placing cell alignment, cell, rows, and columns, understanding worksheets, editing, copying, and moving cells, page layouts in Excel, proofing workbooks, basic options, ribbons, and toolbar.</p>	5

<p>Activity-3: Create an Excel sheet for “Monthly Expense Tracker” with the following:</p> <p>At least 10 rows of expenses (Food, Rent, Travel, etc.).</p> <p>Use AutoSum to calculate totals.</p> <p>Apply cell referencing to calculate percentages (e.g., % of income spent).</p> <p>Format rows/columns with alignment, borders, and number formats.</p>	
<p>Module 4: Basics of Excel (Part 2): Defining names in Excel, sorting data, using Excel tables, filtering data in Excel, understanding charts, chart design options and tools, chart format tools, combo charts, functions within Excel, understanding date function, information functions, logical functions, find and replace, headers and footers, adding comments, conditional formatting</p>	
<p>Activity-4: Prepare an Excel sheet for “Sales Data of a Small Business” (10–15 entries).</p> <p>Apply sorting and filtering.</p> <p>Use at least 2 functions (e.g., IF, TODAY, LEN).</p> <p>Create a combo chart (sales vs. profit).</p> <p>Apply conditional formatting (highlight sales above a target)</p>	5
<p>Module 5: Customer Relationship Management (CRM) and Communication Tools: Salesforce: Introduction to Salesforce CRM, managing customer relationships, sales tracking, automation of sales processes, customer service, creating dashboards, generating reports, using Salesforce Trailhead for hands-on practice</p>	5
<p>Activity-5: Using Salesforce Trailhead (free practice):</p> <p>Create a mock customer account.</p> <p>Track at least 2 sales opportunities.</p>	

Module 6: Artificial Intelligence, Project Management and Marketing Tools AI Tools: Introduction to AI and Chat GPT, Applications in Business, saving work time through AI Tools, setting up and using Chat GPT, Paid Chat GPT Features	
Activity-6: Use ChatGPT (or another AI tool) to: Generate a marketing tagline for a new product. Create a project task list (with deadlines) for launching a new café/online store. Reflect in 4–5 sentences how AI saved time in this task.	5

Textbooks and References	
1	Frye, C. (2018). Microsoft Word 2019 Step by Step. Microsoft Press.
2	Lambert, J. (2018). Microsoft PowerPoint 2019 Step by Step. Microsoft Press.
3	Alexander, M., & Kusleika, D. (2018). Excel 2019 Bible: The Comprehensive Tutorial Resource. Wiley.
4	Salesforce.com, Inc. (n.d.). Salesforce Trailhead Modules. Retrieved from https://trailhead.salesforce.com
5	Russell, S., & Norvig, P. (2020). Artificial Intelligence: A Modern Approach (4th ed.). Pearson
6	Russell, S., & Norvig, P. (2020). <i>Artificial Intelligence: A Modern Approach</i> (4th ed.). Pearson.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	1			2	1
CO2	2	3	2	2	2	1			2	1
CO3	3	2	3	2	2	2			2	2
CO4	3	2	3	3	2	2			3	2
CO5	2	2	3	2	3	2	1		2	2
CO6	2	3	2	3	3	2	1	1	3	2

Nature of Course- General Elective

2501PMBAGE1102 - Business Ideas and Proposals

Teaching Scheme		Evaluation Scheme	
Lecture:	2 Hrs. per Week	ISE:	--
Credit :	2	ESE :	--
Tutorial :	--	ISA :	50 Marks
Credits :	--	POE :	
Total Credits :	2	Total Marks :	50 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Understand the fundamentals of creativity, innovation, and idea generation in business
CO2:	Evaluate the feasibility and viability of business ideas using appropriate tools and frameworks.
CO3:	Develop structured business proposals that align with market needs and investor expectations.
CO4:	Present and defend business proposals effectively to different stakeholders.

Syllabus	Hours
Module 1: Introduction to Business Ideas Concept of entrepreneurship and innovation Characteristics of a good business idea Sources of business ideas: personal experiences, market gaps, trends, technology, government policies Techniques of idea generation: brainstorming, mind mapping, SCAMPER, design thinking	7
Activity-1: Brainstorming session – generate 3 innovative business ideas per group.	

<p>Module 2: Screening and Feasibility Analysis of Ideas</p> <p>Idea screening process and criteria Feasibility study: technical, market, financial, operational feasibility SWOT analysis of business ideas Tools for opportunity evaluation (PESTEL, Porter’s Five Forces, Business Model Canvas basics)</p>	7
<p>Activity-2: Conduct feasibility analysis of selected ideas using SWOT & PESTEL</p>	
<p>Module 3: Developing a Business Proposal</p> <p>Structure of a business proposal: executive summary, product/service description, market analysis, marketing plan, operations plan, financial plan, risk assessment Importance of clarity, logic Common mistakes in business proposals Role of innovation and sustainability in proposals</p>	8
<p>Activity-3: Draft a mini business proposal (group assignment).</p>	
<p>Module 4: Presenting and Pitching Business Proposals</p> <p>Essentials of business presentations and pitching Communication and persuasion skills Investor expectations and due diligence Case studies of successful business pitches (e.g., Shark Tank, Start-up India examples)</p>	8
<p>Activity-4: Group presentation of business proposal (pitch deck format).</p>	

Textbooks and References	
1	Barringer, B. R., & Ireland, R. D. (2019). <i>Entrepreneurship: Successfully Launching New Ventures</i> (6th ed.). Pearson.
2	Taneja, S. (2021). <i>Entrepreneurship Development and Business Ideas</i> . Oxford University Press.
3	Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). <i>Entrepreneurship</i> (11th ed.). McGraw-Hill.
4	Ries, E. (2011). <i>The Lean Startup</i> . Crown Business.
5	Blank, S., & Dorf, B. (2012). <i>The Startup Owner’s Manual</i> . Wiley.
6	Osterwalder, A., & Pigneur, Y. (2010). <i>Business Model Generation</i> . Wiley.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	-	-	-		1	2	1
CO2	2	3	3	2	-	-	-	3	3	2
CO3	2	2	3	-	-	2	2	2	-	-
CO4	2	2	3	2	-	2	-	2	-	3

Nature of Course- General Elective

2501PMBAGE1103- Women Empowerment- Case Study on Warana

Mahila Gruh Udyog

Teaching Scheme		Evaluation Scheme	
Lecture:	--	ISE:	--
Credit :	--	ESE :	--
Practical :	4 Hrs. per Week	ISA :	50 Marks
Credits :	2	POE :	--
Total Credits :	2	Total Marks :	50

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

- | | |
|-------------|--|
| CO1: | Understand the significance of women empowerment in rural India and the role of social enterprises in this process. |
| CO2: | Analyses the model of Warana Mahila Gruha-Udyog and its impact on rural women's socio-economic status. |
| CO3: | Apply key principles of micro-enterprise development, cooperative models and leadership in women-led businesses. |
| CO4: | Evaluate the challenges and opportunities in scaling women empowerment initiatives through case studies and real-world examples. |

Syllabus	Hours
<p>Module 1: Understanding Women Empowerment and its Importance</p> <p>Concept and Definition of Women Empowerment, Key Pillars of Women Empowerment (Social, Economic, Political, Cultural), Global and Indian Context of Women Empowerment, Role of Education, Healthcare and Economic Participation in Empowerment, Government Policies & Schemes for Women Empowerment (e.g., Beti Bachao Beti Padhao, Pradhan Mantri Ujjwala Yojana), Women Empowerment and Sustainable Development Goals (SDGs).</p>	15
<p>Activity-1:</p> <p style="padding-left: 40px;">Short Report on latest Government Schemes dedicated to Women Empowerment.</p>	
<p>Module 2: Introduction to Warana Mahila Gruha-Udyog</p> <p>History and Evolution of Warana Mahila Gruha-Udyog, The Warana Model: A Case Study of Empowering Rural Women through Entrepreneurship, Key Stakeholders: Women Entrepreneurs, Cooperative Management and the Warana Cooperative Network, The Role of Warana Mahila Gruha-Udyog in Strengthening Rural Economy, Financial Models and Sustainability of Warana Mahila Gruha-Udyog, Production of Traditional Products: Impact on Local Economy and Global Markets.</p>	15
<p>Activity-2:</p> <p style="padding-left: 40px;">Report on various cooperative sector organizations in India.</p>	
<p>Module 3: Micro-Enterprise Development and Cooperative Models</p> <p>Micro-enterprise Development and Women Entrepreneurship, Concept of Cooperatives and Collective Farming: Lessons from Warana, Capacity Building and Skill Development for Women Entrepreneurs, Financial Management for Women-Led Businesses: Credit, Microfinance and Access to Capital, Marketing and Branding Strategies for Women Entrepreneurs, Case Studies of Successful Women-led Cooperatives and Micro-Enterprises in India.</p>	15
<p>Activity-3:</p>	

Analysis of various Case Studies of Successful Women-led Cooperatives and Micro-Enterprises in India.	
<p>Module 4: Challenges, Opportunities and Scaling Women Empowerment Initiatives</p> <p>Challenges Faced by Women Entrepreneurs in Rural India (Social, Financial and Cultural Barriers), Overcoming Gender Biases and Gender Norms in Business and Society, Government Support and Corporate Social Responsibility (CSR) for Women Empowerment, Social Media and Technology in Scaling Women-led Initiatives, Future Prospects for Women Empowerment Models in India, Evaluation and Analysis of Warana Mahila Gruha-Udyog's Future Sustainability and Scalability.</p>	15
<p>Activity-4:</p> <p>Report on Evaluation and Analysis of Warana Mahila Gruha-Udyog's Future Sustainability and Scalability.</p>	

Textbooks and References	
1	Shah, N. D. <i>Empowering women: A case study of women entrepreneurs in rural India.</i>
2	Chavan, S. B. <i>Warana Mahila Gruha-Udyog: A model for rural women's empowerment.</i>
3	Devaki, T. M. <i>Women entrepreneurship: Challenges and opportunities.</i>
4	Patil, M. G. <i>Empowered women: Empowering the world.</i>
5	Poonia, P. M. <i>The role of women in rural development.</i>
6	National Bank for Agriculture and Rural Development (NABARD). <i>Research reports on women empowerment and cooperatives.</i> NABARD.
7	Various Authors. <i>Journals and articles on women empowerment & rural enterprises.</i>

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	3	3	2	3	2
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3

Semester-II

Nature of Course- Professional Core Courses**2501PMBAPCC201 – Financial Management**

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE:	60 Marks
Tutorial :	--	ISA:	--
Credits :	--	POE:	--
Total Credits :	3	Total Marks:	100 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Demonstrate understanding of the meaning, objectives, modern approaches, and scope of financial management, and explain the functions of a finance manager.
CO2:	Apply the principles, steps, and techniques of financial planning to design sound financial plans for different types of organizations.
CO3:	Compute the specific cost of capital (equity, preference, debt, retained earnings) and Weighted Average Cost of Capital (WACC) using book value and market value weights.
CO4:	Analyze the working capital requirements of a business considering its operating cycle, components, and influencing factors.

CO5:	Evaluate different sources of finance, cost of capital, and leverage to recommend an optimal capital structure for business organizations.
CO6:	Apply traditional and modern capital budgeting techniques (ARR, Payback, NPV, IRR, PI) to assess the financial viability of investment projects.

Syllabus	Hours
Module 1: Introduction: Introduction to Finance, Meaning and Definition of Financial Management, Objectives of Financial Management- (Profit Maximization and Wealth Maximization), Modern Approach to Financial Management- (Investment Decision, Financing Decision, Dividend Policy Decision), Finance and its relation with other disciplines, Functions of Finance Manager.	7
Activity-1: Case study discussion: <i>Compare Profit Maximization vs. Wealth Maximization with real corporate examples.</i>	
Module 2: Financial Planning: Financial Planning- meaning, objectives, types, factors affecting financial planning, steps, principles of sound financial planning, advantages and disadvantages.	7
Activity-2: Prepare a financial plan for a startup with limited resources.	
Module 3: Cost of capital: Cost of Capital- meaning, types, significance. Computation of specific cost of capital- Cost of equity, Cost of preference shares, Cost of Retained earnings, Cost of debt. Computation of weighted average cost of cost of capital, Book value weights and Market value weights.	7
Activity-3: Case study: <i>Why is WACC important for investment decision-making?</i>	

Module 4: Working Capital Management: Meaning of Working Capital, its components & types, Operating Cycle, Factors affecting working capital, Estimation of working capital requirement.	8
Activity-4: Role play: <i>Finance Manager advising CEO on short-term liquidity decisions.</i>	
Module 5: Capital Structure: Meaning and Factors affecting Capital Structure, Different sources of finance, EBIT- EPS Analysis, Concept of Leverages and its types.	8
Activity-5: Group discussion: <i>Impact of debt–equity mix on risk and return.</i>	
Module 6: Capital Budgeting: Meaning, Definition of Capital Budgeting, Time value of money. Tools of evaluation of the project based on traditional techniques and modern techniques - ARR, Payback Period, Discounted Payback Period, NPV, PI & IRR	8
Activity-6: Numerical assignment: <i>Evaluate a project using NPV, PI, and IRR.</i>	

Textbooks and References

1	Financial Management Khan M. Y. & Jain P.K, TMH 7/e.
2	Financial Management Prasanna Chandra TMH 9/e.
3	Financial Management: A Strategic Perspective Nikhil Chandra Shil & Bhagaban Das Sage Publications 1/e, 2016
4	Financial Management I M Pandey Vikas Publishing 11/e, 2012
5	Cases in Financial Management I.M.Pandey & Ramesh Bhat McGraw Hill Education 3/e, 2015

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	0	2	0	0	0	0	0	0	0
CO2	3	2	2	0	0	0	0	0	0	0
CO3	3	3	0	0	0	0	0	0	0	0
CO4	3	2	2	0	0	0	0	0	0	0
CO5	3	2	0	0	2	0	0	0	2	0
CO6	3	3	2	0	0	0	0	2	0	0

Nature of Course- Professional Core Courses

2501PMBAPCC202 – Human Resource Management

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Remember the foundational concepts, functions, and the strategic importance of Human Resource Management.
CO2:	Understand the processes of human resource planning, recruitment, selection, and on boarding to acquire a skilled workforce.
CO3:	Apply best practices in training, performance management, and career development to build and retain talent.
CO4:	Analyse the complexities of compensation, benefits administration, and employee relations to maintain a motivated and compliant workforce.
CO5:	Evaluate the role of global HRM and the alignment of HR strategy with overall business objectives
CO6:	Create data-driven HR solutions and ethical frameworks to address contemporary and future challenges in the workplace.

Syllabus	Hours
<p>Module 1: Foundations of Human Resource Management</p> <p>Introduction to HRM, Functions of an HR Manager, HRM Environment, Legal and Ethical Framework:</p>	
<p>Activity-1:</p> <ul style="list-style-type: none"> • Activity 1.1 (HR Role-play): Students are assigned different HR roles (e.g., Recruiter, Training Manager, Compensation Analyst). They give a brief presentation on the functions and responsibilities of their assigned role. • Activity 1.2 (Company HR Analysis): Students select a company and research its HR department. They prepare a brief summary outlining the company's HR functions and how they are structured. • Activity 1.3 (Ethical Dilemma Discussion): Present a short ethical dilemma related to HR (e.g., hiring a friend's under-qualified child). Students discuss and debate the ethical implications and propose a solution. 	8
<p>Module 2: Human Resource Planning & Acquisition</p> <p>Human Resource Planning (HRP), Job Analysis and Design, Recruitment, Selection, Onboarding and Socialization:</p>	
<p>Activity-2:</p> <ul style="list-style-type: none"> • Activity 2.1 (Job Description & Specification Project): Students are given a new, hypothetical job role within a company (e.g., a "Digital Transformation Officer"). They create a detailed job description and job specification for the role, justifying the skills and qualifications. • Activity 2.2 (Recruitment Strategy Design): Students, in groups, are given a hiring need for a specific position (e.g., a software engineer at a tech startup) and asked to design a comprehensive recruitment strategy, including sources and methods, to attract the best candidates. • Activity 2.3 (Mock Interview): Students participate in a role-play where one acts as the interviewer and the other as a candidate. The class provides feedback on both the interviewer's questioning techniques and the candidate's responses. 	8

<p>Module 3: Training, Development & Performance Management Training and Development, Performance Management, Career Management, Talent Management.</p>	
<p>Activity-3:</p> <ul style="list-style-type: none"> • Activity 3.1 (Training Program Design): Students are given a business problem (e.g., low customer satisfaction in a sales team). They design a training program using the ADDIE model, including objectives, content, delivery methods, and evaluation criteria. • Activity 3.2 (Performance Appraisal Role-play): Students role-play a performance review meeting. The "manager" must use a specific appraisal method (e.g., MBO) and provide constructive feedback, while the "employee" responds and asks questions. • Activity 3.3 (Succession Planning Exercise): Students are given an organizational chart and a scenario where a key manager is retiring. They are tasked with identifying and developing two or three potential successors, outlining a development plan for each. 	7
<p>Module 4: Compensation, Benefits & Employee Relations Compensation Management, Employee Benefits and Services, Employee and Labor Relations.</p>	
<p>Activity-4:</p> <ul style="list-style-type: none"> • Activity 4.1 (Compensation Package Design): Students are given a profile of a company (e.g., a startup, a large MNC) and a specific role. They design a comprehensive compensation and benefits package for the role, justifying their choices based on market competitiveness and internal equity. • Activity 4.2 (Grievance Handling Simulation): Students role-play a scenario where an employee files a grievance. The "HR manager" must listen, investigate, and propose a solution, while the class observes and provides feedback. • Activity 4.3 (Union Negotiation Analysis): Students are provided with a case study of a union negotiation. They analyze the key demands from both 	7

<p>the management and the union, identifying the bargaining power of each side and proposing a negotiation strategy.</p>	
<p>Module 5: Global HRM & Strategic HR</p>	
<p>Global HRM, Strategic HRM (SHRM), HR as a Change Agent:</p>	
<p>Activity-5:</p> <ul style="list-style-type: none"> • Activity 5.1 (Global Expansion Case Study): Students are given a case study of a company planning to expand to a new country. They analyze the cultural, legal, and HR challenges and propose a staffing and compensation strategy for the new location. • Activity 5.2 (Strategic HR Audit): Students are given a simplified business strategy for a company. They conduct a strategic HR audit, evaluating how well the current HR practices (e.g., recruitment, performance management, compensation) support that strategy. • Activity 5.3 (Change Management Role-play): Students role-play a meeting where an HR manager presents a plan for a major organizational change (e.g., a shift to remote work) to the senior leadership, addressing concerns and justifying the HR's role in the process. 	7
<p>Module 6: Contemporary Issues & Future of HR</p>	
<p>HR Analytics and Workforce Planning, Diversity, Equity, and Inclusion (DEI), Technology in HR, The Future of Work.</p>	
<p>Activity-6:</p> <ul style="list-style-type: none"> • Activity 6.1 (HR Analytics Project): Students are provided with a simple dataset of employee data. They are tasked with using a spreadsheet program to analyze the data and create a dashboard to answer a key business question (e.g., "What are the key drivers of employee turnover in this company?"). • Activity 6.2 (DEI Policy Creation): Students are asked to draft a DEI policy statement and outline three specific, actionable initiatives to promote diversity and inclusion within a company. • Activity 6.3 (Future of Work Proposal): Students select a contemporary HR challenge (e.g., managing a global remote team, ensuring digital well-being). They then create a proposal for a new HR initiative or a technology- 	8

based solution to address this challenge, detailing objectives and implementation steps.	
--	--

Textbooks and References

1. Dessler, G. (Current Edition). *Human Resource Management*. Pearson Education.
2. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (Current Edition). *Human Resource Management: Gaining a Competitive Advantage*. McGraw-Hill Education.
3. Mondy, R. W., & Martocchio, J. J. (Current Edition). *Human Resource Management*. Pearson.
4. Harvard Business Review articles on the strategic role of HR.
5. Society for Human Resource Management (SHRM) publications and best practices.
6. Taylor, S. (Current Edition). *Resourcing and Talent Management*. Kogan Page.
7. Gatewood, R. D., Feild, H. S., & Barrick, M. R. (Current Edition). *Human Resource Selection*. South-Western College Pub.
8. Milkovich, G. T., Newman, J. M., & Gerhart, B. (Current Edition). *Compensation*. McGraw-Hill Education.
9. Bohlander, G., & Snell, S. (Current Edition). *Managing Human Resources*. Cengage Learning.
10. Articles from *Human Resource Management Journal* and *Compensation & Benefits Review*.
11. Stone, R. J. (2019). *International Human Resource Management*. John Wiley & Sons.
12. Ulrich, D., Younger, J., & Brockbank, W. (2008). *The New HR Competencies: Business Partner, Strategist, and Change Agent*. Harvard Business Review Press.
13. Articles from *Journal of World Business* and *The International Journal of Human Resource Management*.

14. Fitz-enz, J., & Mattox, J. (2014). *Predictive HR Analytics: Mastering the HR Metric*. Wiley.
15. Bersin, J. (2017). *The End of the HR Department: Why HR is Now a Service-Centric Function*. Josh Bersin.
16. Articles from *Workforce Management*, *HR Magazine*, and the *Harvard Business Review*.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	1	2	2	1	1	1	2
CO2	3	2	2	2	3	2	1	1	1	2
CO3	3	3	2	2	3	2	2	2	2	2
CO4	3	3	3	2	3	1	1	1	3	2
CO5	3	2	3	2	3	3	2	2	2	3
CO6	3	3	3	2	3	2	2	2	3	3

Nature of Course- Professional Core Courses

2501PMBAPCC203 – Marketing Management

Teaching Scheme		Evaluation Scheme	
Lecture:	3Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--

Total Credits :	3	Total Marks :	100 Marks
-----------------	---	---------------	--------------

Course Outcomes (COs)	
After Study of this Course successfully; Student will able to –	
CO1:	Explain the fundamental concepts of marketing and service marketing.
CO2:	Apply marketing research techniques to analyze consumer and market trends.
CO3:	Demonstrate understanding of market segmentation, targeting, and positioning strategies.
CO4:	Analyze consumer behaviour and its influence on marketing decisions.
CO5:	Evaluate product, branding, packaging, and pricing strategies in real business scenarios.
CO6:	Design effective promotion and distribution strategies for products and services.

Syllabus	Hours
Module 1: MARKETING CONCEPTS. Introduction to marketing–Nature and scope of marketing, the core concepts of marketing. Company orientation towards market place, Marketing environment. Marketing of services – Nature and Characteristics of service, classification of services, importance of marketing in service sector.	7
Activity-1: Case Study on Service Marketing	

<ul style="list-style-type: none"> • Instructions: Provide students with a case (e.g., marketing in banking/healthcare/hospitality). • Task: Identify the service characteristics (intangibility, variability, perishability, inseparability) and explain how marketing is done. 	
<p>Module 2: MARKETING RESEARCH:</p> <p>Marketing Information System - Definition, purpose, scope, procedure, and applications of marketing research, problems of conducting marketing research in India.</p>	8
<p>Activity-2: Design a Questionnaire</p> <ul style="list-style-type: none"> • Task: Students design a 10-question survey for a product (mobile, food delivery app, etc.). • Outcome: Learn research design basics. 	
<p>Module 3: Marketing segmentation</p> <p>Meaning and concept, benefits of segmentation, Basis of segmentation, Selection of segments, Market segmentation strategies, Product positioning.</p>	7
<p>Activity-3: Segmentation Brainstorming</p> <ul style="list-style-type: none"> • Task: Identify segmentation bases for 3 industries (FMCG, automobile, education). • Outcome: Students learn <i>application of STP</i>. 	
<p>Module 4: Consumer Behaviour</p> <p>Meaning and definition of consumer behaviour, determinants of consumer behaviour, importance, factors influencing consumer behaviour, buying process.</p>	8
<p>Activity-4: Case Study – E-Commerce Consumer Behaviour</p> <ul style="list-style-type: none"> • Task: Study Amazon/Flipkart reviews. Analyze why customers are satisfied/dissatisfied. • Outcome: Learn behavioral patterns in online platforms. 	

<p>Module 5: PRODUCT & PRICING STRATEGY</p> <p>Product decision and strategies – What is product? Types of products, product mix decisions, product line decisions.</p> <p>Branding and packaging decisions – Brand name and trademark, branding decisions, advantages and disadvantages of branding, packaging, features and functions of packaging.</p> <p>Product life cycle concept, marketing mix at different stages, new product development and strategy.</p>	7
<p>Activity-5: New Product Idea Project</p> <ul style="list-style-type: none"> • Task: Students create a product idea → decide name, brand, packaging, and pricing. • Presentation: Pitch to class. 	
<p>Module 6: PROMOTION & DISTRIBUTION STRATEGY</p> <p>Marketing communication – The promotion mix, Advertising and Publicity – 5 M’s of advertising management.</p> <p>Personal selling and sales promotion – Personal selling – nature, process, importance, Sales promotion – nature and importance, techniques. Distribution Strategy- Importance of channels of distribution, Alternative channel of distribution, selecting an appropriate channel. Logistic management.</p>	8
<p>Activity-6: Debate – Pricing Strategy</p> <ul style="list-style-type: none"> • Task: Team A supports penetration pricing, Team B supports skimming pricing. 	

Textbooks and References

1	Kotler, P., Keller, K. L., Koshy, A., & Jha, M. (2022). <i>Marketing management</i> (16th ed.). Pearson Education India
2	Ramaswamy, V. S., & Namakumari, S. (2021). <i>Marketing management: Global perspective, Indian context</i> (6th ed.). McGraw Hill.
3	Etzel, M. J., Walker, B. J., & Stanton, W. J. (2020). <i>Fundamentals of marketing</i> (14th ed.). McGraw Hill.
4	Schiffman, L. G., & Wisenblit, J. L. (2019). <i>Consumer behavior</i> (12th ed.). Pearson.
5	Saxena, R. (2019). <i>Marketing management</i> (6th ed.). McGraw Hill Education.
6	Boyd, H. W., & Massy, W. F. (2018). <i>Marketing research: Text and cases</i> . Richard D. Irwin.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
	CO1	3	2	2	1	2	0	0	0	0
CO2	3	3	3	1	0	2	0	2	0	1
CO3	3	2	3	1	2	0	0	0	2	1
CO4	3	3	2	0	2	0	3	0	1	1
CO5	3	3	3	0	2	1	2	0	1	1
CO6	3	2	3	0	2	3	0	2	1	1

Nature of Course- Professional Core Courses

2501PMBAPCC204 - Business Analytics

Teaching Scheme		Evaluation Scheme	
Lecture:	3Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Understand the fundamentals of business analytics, types of analytics, and the importance of data in decision-making.
CO2:	Apply analytical decision-making approaches to formulate and solve business problems.
CO3:	Demonstrate the use of data visualization and basic analytical tools for generating business insights.
CO4:	Analyze business analytics applications in marketing and finance for effective strategies.

CO5:	Evaluate HR and operations practices using analytics for process improvement and workforce management.
CO6:	Evaluate HR and operations practices using analytics for process improvement and workforce management.

Syllabus	Hours
<p>Module 1: Business Analytics Basics</p> <p>Definition of analytics, Evolution of analytics, The Growing Role of Business Analytics, Business analytics vs business analysis, Business intelligence vs Data Science, Data Analyst Vs Business Analyst, Types of Analytics - Descriptive, Diagnostic, Predictive, Prescriptive, Concept of insights. Importance of data in business analytics, Differences between data, information and knowledge, Quality of data, 5Vs of Big Data, Big Data Collection and Ethics, Data sources and collection methods, Data privacy, security, and ethical considerations.</p>	7
<p>Activity-1: Data Audit Exercise</p> <ul style="list-style-type: none"> • Task: Students collect a small dataset (e.g., sales records, survey responses). • Activity: Identify differences between <i>data</i>, <i>information</i>, <i>knowledge</i>. Classify data according to 5Vs of Big Data. 	
<p>Module 2: Analytical decision-making</p> <p>Analytical decision-making process, characteristics of the analytical decision-making process. Breaking down a business problem into key questions that can be answered through analytics, Characteristics of good questions, Skills of a good business analyst</p>	8
<p>Activity-2: Case-Based Problem Solving</p>	

<ul style="list-style-type: none"> • Task: Provide a business scenario (e.g., declining sales). • Activity: Students break the problem into 3–5 key analytical questions and propose what data is needed. 	
<p>Module 3: Basic Tools of Business Analytics</p> <p>Data exploration and visualization (using tools like Excel, Tableau, or Power BI), Concept of Statistical analysis and hypothesis testing (Hypothesis testing numerical / tests not expected) Data Visualization: Concept of Data Visualization, Popular Data Visualization tools, Exploratory Data Analysis(EDA), Data Cleaning, Data Inspection.</p>	7
<p>Activity-3: Data Visualization Project</p> <ul style="list-style-type: none"> • Tool: Excel / Tableau / Power BI (beginner-level). • Task: Students clean a dataset (e.g., student marks, company sales, product feedback) and create at least 3 meaningful visualizations. 	
<p>Module 4: Business Analytics in Marketing and Finance</p> <p>Marketing Analytics, Customer segmentation, targeting, and positioning, Campaign management and ROI measurement, Data-driven marketing strategies. Financial Analytics - Risk management and credit scoring, Financial forecasting and planning,</p>	8
<p>Activity-4: Campaign ROI Analysis</p> <ul style="list-style-type: none"> • Task: Give students digital marketing campaign data (clicks, impressions, conversions, cost). • Activity: Calculate ROI, identify customer segments, and suggest improvements. 	
<p>Module 5: Business Analytics in HR and Operations</p> <p>HR Analytics, Workforce planning and talent management, Employee engagement and performance measurement, Case studies: Enhancing HR practices</p>	7

with analytics. Operations Analytics - Process optimization and efficiency improvement, Supply chain analytics and logistics management,	
<p>Activity-5: HR Dashboard / Supply Chain Case</p> <ul style="list-style-type: none"> • Option A (HR): Students create a simple dashboard (Excel) showing attrition, performance, and engagement. • Option B (Operations): Analyze a case on supply chain delays and suggest KPIs to track. 	
<p>Module 6: Business Analytics in Health Care and Agri Business</p> <p>Health Care Analytics - Patient care optimization and resource management, Predictive analytics for health outcomes, Case studies: Improving health care delivery with analytics. Agri Business Management Analytics - Crop yield prediction and supply chain management, Market analysis and risk management in agriculture,</p>	8
<p>Activity-6: Predictive Case Study</p> <ul style="list-style-type: none"> • Task: Provide a dataset (e.g., hospital patient records, crop yield data). • Activity: Students identify variables that could predict outcomes (readmission risk, crop yield, etc.). 	

Textbooks and References	
1	Davenport, T. H., & Harris, J. G. (2007). "Competing on analytics: The new science of winning". Harvard Business School Press.
2	Provost, F., & Fawcett, T. (2013). "Data science for business: What you need to know about data mining and data-analytic thinking". O'Reilly Media.

3	Sharda, R., Delen, D., & Turban, E. (2019). "Business intelligence, analytics, and data science: A managerial perspective" (4th ed.). Pearson.
4	Hastie, T., Tibshirani, R., & Friedman, J. (2009). "The elements of statistical learning: Data mining, inference, and prediction" (2nd ed.). Springer.
5	Knaflic, C. N. (2015). "Storytelling with data: A data visualization guide for business professionals". Wiley
6	Narayanan, A., & Bhattacharya, A. (2023). "Big data in finance: Data analytics in financial services and banking". Wiley.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	2	3	2	3	1	2
CO2	3	3	3	1	0	3	0	2	2	3
CO3	3	2	3	1	2	3	2	3	0	3
CO4	3	3	2	0	2	3	2	3	3	2
CO5	2	3	3	1	2	3	2	3	2	3
CO6	2	2	2	1	3	3	3	2	1	2

Nature of Course- Professional Core Courses

2501PMBAPCC205 – Statistics and Decision Science

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit:	3	ESE:	60 Marks
Tutorial:	--	ISA:	--
Credits:	--	POE:	--
Total Credits:	3	Total Marks:	100 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Demonstrate the ability to collect, organize, present, and analyze data using measures of central tendency and dispersion for business decision-making.
CO2:	Apply correlation and regression techniques to analyze relationships between business variables and predict outcomes.
CO3:	Utilize time series methods to identify trends and forecast future business performance.
CO4:	Formulate and solve linear programming problems to support decision-making in business and management functional areas.
CO5:	Apply transportation models to optimize cost-effective allocation of resources in logistics and supply chain.

CO6:	Apply assignment problem techniques to optimally allocate tasks and resources in business scenarios.
-------------	--

Syllabus	Hours
<p>Module 1: Introduction to Statistics: Meaning and Definition, functions, scope and limitations, Collection of data, frequency distribution, measures of central tendency - Mean, Median, Mode. Measures of dispersion: Range – Quartile Deviation –Standard Deviation – Coefficient of Variance.</p>	8
<p>Activity-1: Collect Sales data for 5 Companies, prepare a frequency distribution and calculate Mean, Median, Mode, and Standard Deviation in excel.</p>	
<p>Module 2: Correlation and Regression: Scatter Diagram, Karl Pearson correlation, Spearman’s Rank correlation (one way table only), Regression (problems on simple regression only).</p>	7
<p>Activity-2: Collect marks of students in two subjects and calculate Karl Pearson’s correlation and Spearman’s Rank correlation.</p>	
<p>Module 3: Time Series Analysis – Objectives, - Methods of Estimating Trend: Moving Average Method (3 Years and 5 Years) - Least Square Method.</p>	8
<p>Activity-3: Use past 10 years’ Net Profit data of a company to estimate trend using 3-year and 5-year moving averages using Excel.</p>	
<p>Module 4: Introduction: Importance of Decision Sciences & role of quantitative techniques in decision making. Linear Programming: Concept, Applications related to management functional areas, Formulation of L.P. Problems, Graphical Solutions.</p>	7
<p>Activity-4: Assignment: Formulate and solve a linear programming problem.</p>	
<p>Module 5: Transportation Problems: Concept, formulation, Basic initial solution using North West Corner rule, Least Cost method & Vogel’s Approximation Method (VAM), Optimal solution using Modified Distribution (MODI) Method. Concept of degeneracy.</p>	8
<p>Activity-5: Solve transportation problems using NWCR, LCM, VAM, and MODI methods.</p>	

Module 6: Assignment Problems: Concept, balanced Assignment problem, unbalanced Assignment problem, Hungarian method.	7
Activity-6: Assignment: Solve a balanced and unbalanced assignment problem using Hungarian method.	

Textbooks and References

1	Fundamentals of Statistics S C Gupta Himalaya Publications 2012
2	Research Methodology Ranjit Kumar Sage Publications 2018
3	Statistical Methods Dr. S P Gupta Sultan Chand Publications 2014
4	Operation Research: An Introduction H.A. Taha Pearson Publication 2012
5	Operation Research J K Sharma McMillan Publications 2014
6	Quantitative Techniques in management N D Vohra McGraw Hill 2015

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	0	0	0	0	0	1
CO2	3	3	2	1	0	0	0	0	0	1
CO3	3	3	2	0	0	0	0	0	0	1
CO4	3	3	3	0	0	0	0	0	0	1
CO5	3	3	2	0	0	1	0	2	0	1
CO6	3	3	2	0	0	1	0	0	0	1

Nature of Course- Professional Core Courses

2501PMBAPCC206 – Production and Operations Management

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--

Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100

Course Outcomes (COs)	
After Study of this Course successfully; Student will able to –	
CO1:	Remember the foundational concepts, historical evolution, and key functions of Production and Operations Management.
CO2:	Understand the critical importance of demand forecasting, capacity planning, and facility location decisions in business operations.
CO3:	Apply core principles of lean management, quality control, and inventory management to optimize business processes.
CO4:	Analyze complex supply chain and logistics networks to identify areas for cost reduction and performance improvement.
CO5:	Evaluate different project management methodologies and tools to effectively plan and execute business initiatives.
CO6:	Create a comprehensive operations strategy that leverages technology and aligns with a firm's competitive goals.

Syllabus	Hours
<p>Module 1: Foundations of Operations Management</p> <p>Introduction to POM, Strategic Role of POM, Historical Evolution of POM, POM and Other Functions.</p>	8
<p>Activity-1:</p> <ul style="list-style-type: none"> Activity 1.1 (Operational Process Mapping): Students, in groups, select a simple business process (e.g., ordering a coffee at a cafe, a retail return). They create a visual flowchart to map the inputs, transformation steps, and outputs of the process. 	

<ul style="list-style-type: none"> • Activity 1.2 (POM in Daily Life): Students identify and explain three examples of operations management principles they encounter in their daily life (e.g., the checkout process at a supermarket, an airline's boarding procedure). • Activity 1.3 (Historical Timeline): Students create a brief timeline highlighting the major milestones and influential figures in the history of operations management. 	
<p>Module 2: Forecasting, Capacity, and Location Planning Demand Forecasting, Capacity Planning, Facility Location and Layout.</p>	
<p>Activity-2:</p> <ul style="list-style-type: none"> • Activity 2.1 (Forecasting Exercise): Students are provided with historical sales data for a product. They use a spreadsheet program (e.g., Excel) to apply a moving average and exponential smoothing to forecast future demand. • Activity 2.2 (Capacity Planning Scenario): Students are given a case study of a service business (e.g., a hospital's emergency room). They analyze the current capacity and propose solutions to handle fluctuations in demand. • Activity 2.3 (Location Decision Matrix): Students use a factor-rating method to evaluate three potential locations for a new factory or service center, based on a set of weighted criteria. 	8
<p>Module 3: Process, Quality, and Inventory Management Lean Management and Just-in-Time (JIT), Quality Management, Inventory Management.</p>	
<p>Activity-3:</p> <ul style="list-style-type: none"> • Activity 3.1 (Quality Control Chart Exercise): Students are given a small dataset of a manufacturing process. They plot the data on an X-bar and R chart to determine if the process is "in control" and identify any potential issues. • Activity 3.2 (Lean Simulation): Students participate in a paper airplane manufacturing simulation. The first round is traditional, and the second 	7

<p>round is "lean," with students identifying and eliminating waste to improve the process.</p> <ul style="list-style-type: none"> • Activity 3.3 (Inventory Calculation): Students are given a set of data (annual demand, ordering cost, holding cost) for a product. They calculate the EOQ, reorder point, and total inventory costs, and discuss how to apply the findings. 	
<p>Module 4: Supply Chain and Logistics Management Introduction to Supply Chain Management (SCM), Logistics and Transportation, Supplier and Customer Relationship Management, Global Supply Chains.</p>	
<p>Activity-4:</p> <ul style="list-style-type: none"> • Activity 4.1 (Supply Chain Case Study Analysis): Students are given a case study of a company with a complex supply chain (e.g., Apple, Zara). They analyze the company's supply chain strategy, identify its strengths and weaknesses, and propose improvements. • Activity 4.2 (Logistics Network Design): Students design a logistics network for a new e-commerce company, deciding on the number and location of warehouses, and the transportation methods to be used. • Activity 4.3 (Supplier Selection Matrix): Students use a weighted matrix to select the best supplier for a critical component, based on criteria like cost, quality, delivery, and reliability. 	7
<p>Module 5: Project Management Introduction to Project Management, Project Planning and Scheduling, Project Risk Management, Project Monitoring and Control.</p>	
<p>Activity-5:</p> <ul style="list-style-type: none"> • Activity 5.1 (Project Planning): Students are given a scenario for a new project (e.g., planning a company event or launching a new website). They create a WBS and a Gantt chart to plan the project, identifying key tasks, dependencies, and timelines. • Activity 5.2 (PERT/CPM Calculation): Students are given a list of project activities with their durations and dependencies. They construct 	7

<p>a network diagram and calculate the critical path, identifying the minimum time required for project completion.</p> <ul style="list-style-type: none"> • Activity 5.3 (Project Risk Assessment): Students, in groups, conduct a risk assessment for a hypothetical project, identifying at least five potential risks and developing a mitigation plan for each. 	
<p>Module 6: Contemporary POM & Operations Strategy Service Operations Management, Technology and Operations, Sustainability and Ethics in Operations, Capstone Operations Strategy Project.</p>	
<p>Activity-6:</p> <ul style="list-style-type: none"> • Activity 6.1 (Service Blueprinting): Students select a service (e.g., a fast-food restaurant, a hotel check-in process). They create a service blueprint, mapping out all customer actions, employee actions, and supporting processes. • Activity 6.2 (Technology Implementation Proposal): Students select a business and propose a specific technology (e.g., a robotic warehouse system, an AI-powered forecasting tool) to solve an operational problem. They present a proposal detailing the technology's benefits and implementation steps. • Activity 6.3 (Operations Strategy Capstone): Students, in groups, work on a comprehensive case study. They analyze the company's business model and competitive environment and develop a detailed, multi-year operations strategy to achieve a sustainable competitive advantage. 	<p>8</p>

Textbooks and References
<div style="border: 1px dashed black; padding: 10px;"> <ol style="list-style-type: none"> 1. Heizer, J., Render, B., & Munson, C. (Current Edition). <i>Operations Management: Sustainability and Supply Chain Management</i>. Pearson. 2. Krajewski, L. J., Ritzman, L. P., & Malhotra, M. K. (Current Edition). <i>Operations Management: Processes and Supply Chains</i>. Pearson. 3. Harvard Business Review articles on operations strategy and management. </div>

4. Chase, R. B., Jacobs, F. R., & Aquilano, N. J. (Current Edition). *Operations Management for Competitive Advantage*. McGraw-Hill Education.
5. Armstrong, J. S. (2001). *Principles of Forecasting*. Springer.
6. Liker, J. K. (2004). *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*. McGraw-Hill.
7. Crosby, P. B. (1979). *Quality Is Free*. McGraw-Hill.
8. Stevenson, W. J. (Current Edition). *Operations Management*. McGraw-Hill Education.
9. Chopra, S., & Meindl, P. (Current Edition). *Supply Chain Management: Strategy, Planning, and Operation*. Pearson.
10. Simchi-Levi, D., Kaminsky, P., & Simchi-Levi, E. (Current Edition). *Designing and Managing the Supply Chain: Concepts, Strategies, and Case Studies*. McGraw-Hill Education.
11. Kerzner, H. (Current Edition). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*. Wiley.
12. The Project Management Institute (PMI) standards and guides.
13. Fitzsimmons, J. A., & Fitzsimmons, M. J. (Current Edition). *Service Management: Operations, Strategy, and Information Technology*. McGraw-Hill Education.
14. Articles from *Operations Management Research* and *Journal of Operations Management*.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	1	2	2	1	2	1	2
CO2	3	3	3	1	2	2	1	3	2	3
CO3	3	3	3	2	2	2	2	3	2	3
CO4	3	3	3	2	3	2	2	2	2	3
CO5	3	3	3	2	3	3	2	3	2	3

CO6	3	3	2	1	2	2	1	2	1	2
------------	---	---	---	---	---	---	---	---	---	---

Nature of Course- Research Methodology Course

2501PMBARMC207 - Business Research Methods

Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit :	3	ESE :	60 Marks
Tutorial :	--	ISA :	--
Credits :	--	POE :	--
Total Credits :	3	Total Marks :	100

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Remember the fundamental concepts, terminology, and key steps of the business research process.
CO2:	Understand the principles of different research designs, distinguishing between exploratory, descriptive, and causal approaches.
CO3:	Apply appropriate data collection techniques and sampling methods to gather relevant information for a research problem.
CO4:	Analyze both quantitative and qualitative data using appropriate tools and techniques to identify patterns and insights.
CO5:	Evaluate the validity, reliability, and ethical dimensions of a research study and its findings.
CO6:	Create a comprehensive and actionable research proposal or report to address a specific business challenge.

Syllabus	Hours
<p>Module 1: Foundations of Business Research</p> <p>Introduction to Business Research, The Research Process, Types of Business Research, Ethics in Business Research.</p>	8
<p>Activity-1:</p> <ul style="list-style-type: none"> • Activity 1.1 (Problem Statement Brainstorm): Students, in groups, are given three broad business scenarios (e.g., a new product launch failure, high employee turnover). They must brainstorm and write a clear problem statement and at least three specific research questions for each. • Activity 1.2 (Ethical Scenario Debate): Present a case study of a research project with a clear ethical dilemma (e.g., a company using employee data 	

<p>without consent). Students debate the ethical issues and propose a more ethical approach.</p> <ul style="list-style-type: none"> • Activity 1.3 (Concept Definition Relay): Flash key terms from the module (e.g., 'primary data,' 'hypothesis,' 'sampling frame') and have students quickly write down their definitions, followed by a class discussion to consolidate understanding. 	
<p>Module 2: Research Design & Sampling Types of Research Designs, The Concept of Causality, Sampling Design, Sampling Size Determination.</p>	
<p>Activity-2:</p> <ul style="list-style-type: none"> • Activity 2.1 (Research Design Scenarios): Students are given three different business problems (e.g., "Why are our sales declining?" vs. "What is our customer demographic profile?" vs. "Does a new ad campaign increase brand recall?"). They must identify the most suitable research design for each, justifying their choice. • Activity 2.2 (Sampling Plan Development): In groups, students design a detailed sampling plan for a hypothetical research study (e.g., "Investigating employee satisfaction at a large IT company"). They must specify the population, sampling frame, method, and sample size, explaining their reasoning. • Activity 2.3 (Debate on Sampling): Hold a class debate on the pros and cons of probability vs. non-probability sampling for different research goals. 	8
<p>Module 3: Data Collection Methods Primary vs. Secondary Data, Qualitative Data Collection Methods, Quantitative Data Collection Methods.</p>	
<p>Activity-3:</p> <ul style="list-style-type: none"> • Activity 3.1 (Questionnaire Design Project): Students, in groups, design a 10-15 question survey questionnaire for a specific business problem (e.g., "customer satisfaction with a new mobile app"). They must include different question types and scales. 	7

<ul style="list-style-type: none"> • Activity 3.2 (Mock Focus Group): One group acts as a focus group for a product, while a student acts as the moderator. The rest of the class observes and takes notes on the group dynamics and information gathered. • Activity 3.3 (Interview Protocol Creation): Students create a structured interview protocol for a specific research question (e.g., "Understanding the challenges of managing a hybrid team"), including open-ended and probing questions. 	
<p>Module 4: Data Analysis Quantitative Data Analysis, Qualitative Data Analysis, Data Interpretation</p>	
<p>Activity-4:</p> <ul style="list-style-type: none"> • Activity 4.1 (Descriptive Analysis): Students are provided with a small dataset in Excel (e.g., survey responses). They must use pivot tables and formulas to calculate descriptive statistics and create charts to summarize the data. • Activity 4.2 (Qualitative Thematic Analysis): Students are given a small set of interview transcripts or open-ended survey responses. They must read through the text, identify key themes, and code the data accordingly. • Activity 4.3 (Data Interpretation Exercise): Students are given a simple statistical report with charts and tables. They must analyze the data and write a short executive summary of the key findings in a business context. 	7
<p>Module 5: Research Ethics, Validity & Report Writing Reliability and Validity, Ethical Reporting and Best Practices, Research Report Writing.</p>	
<p>Activity-5:</p> <ul style="list-style-type: none"> • Activity 5.1 (Research Report Critique): Students are given a sample business research report. They must act as a peer reviewer, providing a critical evaluation of the report's methodology, findings, and ethical considerations. 	7

<ul style="list-style-type: none"> • Activity 5.2 (Data Visualization Makeover): Students are given a poorly designed chart or table. They must "make over" the visualization to effectively and accurately communicate the data. • Activity 5.3 (Executive Summary Draft): Students select a published research paper and draft a one-page executive summary that highlights the problem, methodology, key findings, and actionable business recommendations. 	
<p>Module 6: The Capstone Research Project Project-Based Learning, Research Proposal Development, Project Implementation, Final Report and Presentation</p>	
<p>Activity-6:</p> <ul style="list-style-type: none"> • Activity 6.1 (Research Proposal Pitch): Each student or group pitches their research proposal to the class, receiving peer and instructor feedback. • Activity 6.2 (Peer Review Sessions): Students exchange drafts of their research reports and provide constructive feedback to one another. • Activity 6.3 (Final Project Presentation): Students present their final research project to the class and a panel of faculty or industry guests, acting as if they are presenting to a company's management team. 	<p>8</p>

Textbooks and References
<div style="border: 1px dotted black; padding: 10px;"> <ol style="list-style-type: none"> 1. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (Current Edition). <i>Business Research Methods</i>. Cengage Learning. 2. Cooper, D. R., & Schindler, P. S. (Current Edition). <i>Business Research Methods</i>. McGraw-Hill Education. 3. Creswell, J. W., & Creswell, J. D. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Sage Publications. </div>

4. Malhotra, N. K., & Dash, S. (Current Edition). *Marketing Research: An Applied Orientation*. Pearson Education.
5. Babbie, E. R. (Current Edition). *The Practice of Social Research*. Cengage Learning.
6. Sample size calculators and guides from online resources like SurveyMonkey or Qualtrics.
7. Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. John Wiley & Sons.
8. Krueger, R. A., & Casey, M. A. (2014). *Focus Groups: A Practical Guide for Applied Research*. Sage Publications.
9. Survey design guides from Qualtrics, SurveyMonkey, and other professional survey platforms.
10. Field, A. (Current Edition). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publications. (For a deeper look into statistics).
11. Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications.
12. YouTube tutorials on data analysis in Excel or other free tools.
13. Babbie, E. R. (Current Edition). *The Practice of Social Research*. Cengage Learning. (For reliability and validity).
14. Kotler, P., & Keller, K. L. (Current Edition). *Marketing Management*. Pearson. (For the business application of research findings).

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	1	1	1	2	2	1	2
CO2	3	2	3	1	1	1	2	3	2	2
CO3	3	3	3	1	2	1	2	2	2	2
CO4	3	3	3	1	2	1	1	3	2	3

CO5	3	2	3	1	1	1	3	1	3	3
CO6	3	3	3	2	2	1	1	1	3	3

Nature of Course- Skill Enhancement Course			
2501PMBASEC208– Strategic Management			
Teaching Scheme		Evaluation Scheme	
Lecture:	3 Hrs. per Week	ISE:	40 Marks
Credit:	3	ESE:	60 Marks
Tutorial:	--	ISA:	--
Credits:	--	POE:	--
Total Credits:	3	Total Marks:	100 Marks
Course Outcomes (COs)			
After Study of this Course successfully; Student will able to –			
CO1:	Explain the nature, importance, and process of strategic management, and analyze the link between strategy and business models.		
CO2:	Evaluate the external environment of an organization using industry analysis, Porter’s Five Forces, and key success factor frameworks.		
CO3:	Assess an organization’s internal environment through vision, mission, objectives, resources, and tools like SWOC, RBV, Value Chain, and Benchmarking.		
CO4:	Formulate business and corporate-level strategies using models such as Porter’s Generic Strategies, Ansoff’s Matrix, and Growth & Stability approaches.		
CO5:	Analyze retrenchment and international business strategies to recommend suitable approaches for organizational survival and expansion.		
CO6:	Apply strategic control tools and techniques to evaluate and monitor the effectiveness of organizational strategies.		

Syllabus	Hours
Module 1: Strategic Management: Meaning and Nature of Strategic Management, its Importance and Relevance and. Characteristics of Strategic Management, The Strategic Management Process. Relationship Between a Company’s Strategy and its Business Model.	7

Activity-1: Case study: Analyze the business model and strategy of companies like Amazon, Reliance Jio, or Zomato.	
Module 2: External Analysis: Strategically Relevant Components of a Company's External Environment – Industry Analysis - Factors Driving Industry Change and its Impact - Porter's Dominant Economic Feature - Competitive Environment Analysis - Porter's Five Forces Model – Key Success Factors Concept and Implementation.	8
Activity-2: Assignment: Perform Porter's Five Forces analysis for the automobile or telecom industry.	
Module 3: Internal Analysis: Describe Strategic Vision, Mission, Goals, Long Term Objectives, Short-Term Objectives and Discuss Their Value to the Strategic Management Process, Resources, Capabilities, Competencies, Resource Based View of the firm (RBV), Balanced Score Card, SWOC Analysis, Value Chain Analysis, Benchmarking.	7
Activity-3: Conduct a SWOC analysis for a local startup or your college.	
Module 4: Strategy Formulation: Business Strategies –Porter's Generic Strategies: Low Cost, Differentiation, Best Cost, Focused Low Cost and Focused Differentiation, Corporate Strategies – Growth Strategies (Internal Growth, External Growth, Integration, Diversification, Mergers, Strategic Alliances), Ansoff's Matrix, Stability Strategies (No-Change, Profit and Proceed with Caution)	8
Activity-4: Formulate business and corporate-level strategies using 7models such as Porter's Generic Strategies, Ansoff's Matrix, and Growth & Stability approaches.	
Module 5: Strategy Formulation: Retrenchment Strategies (Turnaround, Divestment and Liquidation), International Business Level Strategies.	7
Activity-5: Study cases of companies like Nokia, Jet Airways, or Kodak to analyze turnaround and divestment strategies.	
Module 6: Strategic Control: Focus of Strategic Control, Establishing Strategic Controls (Premise Control, Strategic Surveillance, Special Alert Control, Implementation Control), Exerting Strategic Control (through Competitive Benchmarking, Performance and Formal and Informal Organisations).	8

Activity-6: Case study: Examine how Infosys or TCS uses benchmarking and performance monitoring as strategic control mechanisms.

Textbooks and References

1	Strategic Management: A South-Asian Perspective Michael A. Hitt R. Duane Ireland Robert E. Hoskisson S. Manikutty Cengage Learning 9/e 2016
2	Strategy: Theory & Practice Stewart Clegg Chris Carter Marting Kornberger Jochen Schweitzer Sage Publications 3/e ,2020
3	Strategy Management: Theory & Practice John Parnell Biztantra 2004
4	Strategic Management: Planning for Domestic and Global Competition John A. Pearce Richard B. Robinson McGraw Hill Education 14/e 2015

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	0	0	0	0	0	1
CO2	3	3	3	1	0	2	0	2	0	1
CO3	3	2	3	1	2	0	0	0	2	1
CO4	3	3	2	0	2	1	3	0	1	1
CO5	3	3	3	0	2	3	2	0	1	1
CO6	3	2	3	0	2	1	0	2	1	1

Nature of Course- General Electives

**2501PMBAGE2091 - Administrative Practices- Case Study of Warana
Industrial and Educational Complex**

Teaching Scheme		Evaluation Scheme	
Lecture:	1 Hrs. per Week	ISE:	--
Credit :	1	ESE :	--
Practical :	2 Hrs. per Week	ISA :	50 Marks
Credits :	1	POE :	--
Total Credits :	2	Total Marks :	50

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Understand the foundational principles of cooperative management and administrative practices.
CO2:	analyse the operational and governance structures of successful cooperatives, focusing on Warana Udyog Samuha.
CO3:	Develop strategic solutions to address challenges faced by cooperatives in managing resources and operations.
CO4:	Design and implement effective management strategies for cooperatives to achieve long-term sustainability and community empowerment.

Syllabus	Hours
Module 1: Introduction to Cooperative Administrative Practices <ol style="list-style-type: none"> 1. Introduction to Cooperatives: 2. Governance Structure of Cooperatives: 3. Leadership in Cooperatives: 4. Decision-making Process in Cooperatives: 	12
Activity-1: Report of any one cooperative sector organization giving full details about its Governance Structure.	
Module 2: <ol style="list-style-type: none"> 1. Strategic Planning in Cooperatives: 2. Organizational Structure: 	11

<p>3. Staffing and Recruitment:</p> <p>4. Financial and Operational Control:</p>	
<p>Activity-2:</p> <p>Preparation of report analysing SWOT for any cooperative organization.</p>	
<p>Module 3: Case Study of ‘Warana Udyog Samuha’</p> <ol style="list-style-type: none"> 1. Background of Warana Udyog Samuha: 2. Governance Structure of Warana Udyog Samuha: 3. Administrative Practices: 4. Financial Management and Sustainability: 5. Impact of Warana Udyog Samuha on Local Communities. 	<p>11</p>
<p>Activity-3:</p> <p>Report on any one organization under ‘Warana Udyog Samuha’ giving full details of its structure and operations.</p>	
<p>Module 4: Challenges and Opportunities in Cooperative Administration</p> <ol style="list-style-type: none"> 1. Challenges in Cooperative Administration: 2. Human Resource Challenges in Cooperatives: 3. Opportunities for Innovation and Growth: 4. Best Practices in Cooperative Administration: 	
<p>Activity-4:</p> <ul style="list-style-type: none"> ○ Mini-Project- In groups, students will present a detailed administrative plan for a hypothetical cooperative. The plan should include organizational structure, leadership models, staffing, and financial control mechanisms. ○ Assignment 1: Write a research paper on the impact of cooperatives on rural development and community welfare. ○ Assignment 2: Prepare a report on the legal and ethical challenges faced by cooperatives in India, with reference to Warana Udyog Samuha. 	<p>11</p>

Textbooks and References	
1	Reddy, C. G. <i>Cooperative management.</i>

2	Puthran, D. G. <i>Cooperative management: A global perspective.</i>
3	Ghosh, A. <i>Cooperative governance: A practical guide.</i>
4	Nair, B. S. <i>Cooperatives in India: Theory, history, and practice.</i>
5	Dandekar, H. C. <i>Human resource management in cooperatives.</i>

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
	CO1	3	1	2	2	2	2	1	2	3
CO2	3	2	3	2	3	2	1	2	3	3
CO3	3	3	3	2	3	2	1	3	3	3
CO4	3	3	3	2	3	3	2	3	3	3

Nature of Course- General Electives

2501PMBAGE2092 – Corporate Social Responsibility

Teaching Scheme		Evaluation Scheme	
Lecture:	2Hrs. per Week	ISE:	--
Credit :	2	ESE :	--
Tutorial :	--	ISA :	50 Marks
Credits :	--	POE :	--
Total Credits :	2	Total Marks :	50 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Understand the concept, evolution, and models of Corporate Social Responsibility (CSR) in India and globally.
CO2:	Analyse the legislative framework of CSR in India and its implementation under the Companies Act 2013.
CO3:	Examine the relationship between CSR, stakeholders, ethical practices, and corporate governance, including reporting and performance measurement.
CO4:	Evaluate CSR initiatives in organizations through case studies, social audits, and practical engagement with CSR activities.

Syllabus	Hours
Module 1: Corporate Social Responsibility Concept History & Evaluation of CSR, Concept of charity, Corporate Philanthropy, Corporate Citizenship; Relation between CSR and Corporate Governance; Models of CSR in India; Drivers of CSR; Major Codes on CSR; CSR initiatives in India	
Activity-1: Visit any organization and observe the CSR initiatives taken by the organization and submit a report on it.	8
Module 2: CSR- legislation in India; Section 135 of Companies Act 2013; Scope for CSR Activities under Schedule VII; Appointment of Independent Directors on the Board and Computation of Net Profit's implementing process in India. Lease Financing and Hire Purchase: meaning, advantages and disadvantages, difference. Taxation benefits; Tax benefits and tax concessions	7
Activity-2: Select any company study the implementation of CSR Provisions under companies Act 2013	
Module 3: CSR and Stakeholders CSR and Stakeholder Engagement CSR Reporting and Disclosure Practices Measuring CSR Performance:	8

Social Audit and KPIs Ethical Issues in CSR Practices Role of NGOs and Civil Society in CSR	
Activity-3: Prepare a CSR report analysing stakeholder engagement and social impact of a selected company.	
Module 4: Global CSR practices; sustainability and corporate responsibility; CSR in the context of ESG (Environmental, Social, Governance); digital CSR initiatives	7
Activity-4: Select a multinational company and analyze its global CSR practices. Prepare a brief report or presentation on your findings.	

Textbooks and References

1	Carroll, A. B., & Buchholtz, A. K. (2014). <i>Business and Society: Ethics, Sustainability, and Stakeholder Management</i> . Cengage Learning..
2	Blowfield, M., & Murray, A. (2019). <i>Corporate Responsibility</i> . Oxford University Press.
3	Visser, W. (2012). <i>The Age of Responsibility: CSR 2.0 and the New DNA of Business</i> . Wiley
4	Companies Act 2013, Ministry of Corporate Affairs, Government of India.
5	Indian Institute of Corporate Affairs (IICA) reports on CSR.
6	Government of India. <i>CSR Guidelines and Schemes</i>

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	3	1	3	3	3
CO2	3	3	3	2	2	3	2	3	3	2
CO3	3	3	3	2	2	2	1	3	3	2
CO4	3	3	3	3	3	3	2	3	2	3

Nature of Course- General Elective

2501PMBAGE2093 – Sustainable Development Goals

Teaching Scheme		Evaluation Scheme	
Lecture:	2 Hrs. per Week	ISE:	--
Credit :	2	ESE :	--
Tutorial :	--	ISA :	50 Marks
Credits :	--	POE :	--
Total Credits :	2	Total Marks :	50 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Explain the origin, principles, and significance of SDGs and evaluate their role in integrating economic, social, and environmental dimensions of development.
CO2:	Analyse global and local initiatives for selected SDGs (No Poverty, Zero Hunger, Good Health, Quality Education) and critically assess best practices and challenges.
CO3:	Apply monitoring frameworks, indicators, and evaluation tools to measure SDG progress, and assess challenges of data collection and accountability.
CO4:	Design strategies and community-level action plans incorporating innovation, partnerships, and sustainable practices to achieve specific SDG targets.

Syllabus	Hours
<p>Module 1: Introduction to Sustainable Development Goals: Overview of the 17 Sustainable Development Goals (SDGs) established by the United Nations in 2015, purpose and significance of the SDGs, global commitment to achieving the SDGs by 2030, historical background leading to the SDGs including the Millennium Development Goals (MDGs), fundamental principles of sustainable development, importance of integrating economic growth, social inclusion, and environmental protection.</p>	8
<p>Activity-1: Compare MDGs vs SDGs – identify key improvements, gaps filled, and why the shift was necessary.</p>	
<p>Module 2: Detailed Study of Selected SDGs: Focus on specific goals such as No Poverty (SDG 1), Zero Hunger (SDG 2), Good Health and Well-being (SDG 3), and Quality Education (SDG 4), targets and indicators associated with each goal, initiatives and strategies implemented globally and locally, success stories and best practices, challenges and barriers faced, role of governments, NGOs, and other stakeholders.</p>	8
<p>Activity-2: Identify the different skills introduced under different SGD and prepare report on it.</p>	
<p>Module 3: Monitoring and Evaluation of SDGs: Frameworks and methodologies for monitoring and evaluating progress towards the SDGs, role of data, indicators, and statistical tools, challenges of data collection and reporting, importance of accountability and transparency, role of national and international institutions in monitoring and evaluation.</p>	7
<p>Activity-3: Study how Bhutan tracks Gross National Happiness as an alternative to GDP for evaluating development.</p>	
<p>Module 4: Strategies and Action Plans for Achieving SDGs: Development of practical strategies and action plans, approaches and tools for planning, implementing, and scaling up sustainable development initiatives, focus on innovation, partnership, and community engagement, designing projects and action plans to address specific SDG related challenges in communities or professional fields.</p>	7
<p>Activity-4: Case study on SDG in India.</p>	

Textbooks and References

1	"Transforming Our World: The 2030 Agenda for Sustainable Development" by United Nations.
2	"The Age of Sustainable Development" by Jeffrey D. Sachs.
3	"Sustainable Development Goals: Harnessing Business to Achieve the SDGs through Finance, Technology and Law Reform" by Julia Walker, Alma Pekmezovic, and Gordon Walker.
4	"Sustainable Development Goals: Understanding the United Nations' 2030 Agenda for Sustainable Development" by Wendy Steele.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	3	1	3	3	2
CO2	3	3	3	2	2	3	2	3	3	2
CO3	3	3	3	2	2	2	1	3	2	3
CO4	3	3	3	3	3	3	2	3	3	3

Nature of Course- General Electives
2501PMBAGE2101 - Business Ethics

Teaching Scheme		Evaluation Scheme	
Lecture:	2 Hrs. per Week	ISE:	--
Credit :	2	ESE :	--
Tutorial :	--	ISA :	50 Marks
Credits :	--	POE :	
Total Credits :	2	Total Marks :	50 Marks

Course Outcomes (COs)	
After Study of this Course successfully; Student will able to –	
CO1:	Explain the fundamental concepts, scope, and importance of business ethics in modern organizations.
CO2:	Apply ethical decision-making frameworks to resolve dilemmas in business situations.
CO3:	Analyze the role of corporate governance and CSR in ensuring accountability and social responsibility.
CO4:	Evaluate ethical challenges in global business environments and propose responsible solutions.

Syllabus	Hours
Module 1: Introduction to Business Ethics: Definition and scope of business ethics, importance of ethics in business, historical development of business ethics, key ethical theories and philosophies (utilitarianism,	8

deontology, virtue ethics), distinction between ethics, morals, and values, relevance of ethics in contemporary business environments	
Activity-1: Case study discussion on ethical dilemmas in day-to-day business.	
Module 2: Ethical Decision Making in Business: Frameworks for ethical decision making, stages of moral development (Kohlberg's theory), factors influencing ethical decision making (individual, organizational, societal), tools and techniques for ethical analysis, role of ethical leadership, ethical issues in various business functions (marketing, finance, HR, operations)	8
Activity-2: Role-play activity on ethical decision-making scenarios.	
Module 3: Corporate Governance and Corporate Social Responsibility (CSR): Concepts and principles of corporate governance, role of boards of directors and executives, importance of transparency and accountability, codes of conduct and ethical guidelines, definition and significance of CSR, approaches to CSR (philanthropy, sustainability, shared value), impact of CSR on business performance and society.	7
Activity-3: Group presentation on CSR practices of selected companies.	
Module 4: Ethical Issues in Global Business: Cross-cultural ethical issues and challenges, ethical implications of globalization, international business ethics standards (e.g., UN Global Compact, OECD Guidelines), ethical practices in international trade and investment, role of multinational corporations in promoting ethical practices, case studies of global business ethics issues	7
Activity-4: Case analysis of an international ethical controversy	

Textbooks and References

1	Crane, A., & Matten, D. (2016). <i>Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization</i> (4th ed.). Oxford University Press
2	Weiss, J. W. (2014). <i>Business Ethics: A Stakeholder and Issues Management Approach</i> (6th ed.). Berrett-Koehler Publishers.
3	Fernando, A. C. (2019). <i>Business Ethics and Corporate Governance</i> (4th ed.). Pearson India
4	Hartman, L. P., DesJardins, J., & MacDonald, C. (2017). <i>Business Ethics: Decision Making for Personal Integrity and Social Responsibility</i> (4th ed.). McGraw-Hill.
5	Velasquez, M. G. (2018). <i>Business Ethics: Concepts and Cases</i> (8th ed.). Pearson.
6	Treviño, L. K., & Nelson, K. A. (2020). <i>Managing Business Ethics: Straight Talk about How to Do It Right</i> (8th ed.). Wiley.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
	CO1	3	2	2	-	-	-	-	-	1
CO2	2	3	2	2	-	-	-	-	1	2
CO3	2	2	3	-	-	2	-	1	2	3
CO4	2	2	3	3	-	2	2	2	2	2

Nature of Course- General Electives

2501PMBAGE2102 – Financial Education and Investment Awareness

Teaching Scheme		Evaluation Scheme	
Lecture:	2 Hrs. per Week	ISE:	--
Credit :	2	ESE :	--
Tutorial :	--	ISA :	50 Marks
Credits :	--	POE :	--
Total Credits :	--	Total Marks :	50 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Understand the fundamentals of financial literacy and apply principles of budgeting, saving, and time value of money in personal and professional contexts.
CO2:	Demonstrate awareness of banking, insurance products, and the role of regulators in ensuring financial safety and consumer protection.
CO3:	Evaluate different investment avenues and analyze risk-return trade-offs for informed investment decision-making.
CO4:	Design effective financial and investment plans integrating tax, retirement, and risk management strategies for sustainable wealth creation.

Syllabus	Hours
Module 1: Introduction to Financial Education: Meaning and Importance of Financial Literacy, Personal Financial Planning – Budgeting, Saving, and Managing Expenses, Time Value of Money – Simple & Compound Interest, Future Value, Present Value, Risk and Return Basics.	7

Activity-1: Prepare a personal monthly budget plan and track expenses.	
Module 2: Banking and Insurance Awareness: Overview of Banking System – Accounts, Deposits, Loans, Digital Banking, Basics of Insurance – Life, Health, General Insurance, Role in Risk Management, Role of RBI, IRDAI, and Other Regulators in Protecting Consumers, Digital Fraud Awareness and Cybersecurity in Finance.	8
Activity-2: Visit a bank or insurance company (field project) and prepare a short report on available products.	
Module 3: Investment Avenues and Capital Market Basics: Investment Options – Fixed Deposits, Bonds, Mutual Funds, Equities, Real Estate, Gold, Retirement Plans, Introduction to Capital Markets – Stock Exchanges, SEBI, Primary & Secondary Market. Introduction to SIPs, ETFs, and Index Funds.	7
Activity-3: Prepare a comparative chart of traditional vs modern investment options (e.g., FD vs Mutual Fund).	
Module 4: Financial Planning and Investment Strategies: Retirement and Pension Planning, Tax Planning Basics and its Role in Investment Decisions, Behavioral Aspects of Investment – Investor Psychology and Common Biases, Building a Diversified Portfolio – Strategies for Different Life Stages.	8
Activity-4: Case Study: Warren Buffett’s long-term investment strategies vs short-term trading strategies.	

Textbooks and References

1	Prasanna Chandra, Investment Analysis and Portfolio Management Tata McGraw-Hill Education.
2	Pandey, I. M. Financial Management, Vikas Publishing.
3	Gitman, Lawrence J., & Zutter, Chad J., Principles of Managerial Finance Pearson Education.
4	NSE Academy Publications, Personal Financial Planning and Investment Awareness Modules, National Stock Exchange of India.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

COs \ POs	POs									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	1	2	2	2	3
CO2	3	2	2	2	2	2	2	2	3	2
CO3	3	3	3	2	2	2	3	2	2	3
CO4	3	3	3	3	2	2	3	2	3	3

Nature of Course- General Elective

2501PMBAGE2103– Stress Management

Teaching Scheme

Evaluation Scheme

Lecture:	2 Hrs. per Week	ISE:	--
Credit :	2	ESE :	--
Tutorial :		ISA :	50 Marks
Credits :		POE :	--
Total Credits :	2	Total Marks :	50 Marks

Course Outcomes (COs)

After Study of this Course successfully; Student will able to –

CO1:	Understand the meaning, nature, and types of stress, and identify common workplace and personal stressors.
CO2:	Analyze behavioural aspects of stress, including adaptive and maladaptive responses, across different stages of life.
CO3:	Evaluate the impact of stress on work performance, communication, emotional intelligence, and relationships.
CO4:	Apply stress management strategies such as time management, relaxation techniques, yoga, and meditation for personal well-being.

Syllabus	Hours
<p>Module 1: Meaning and nature of stress:</p> <p>Difference between eustress and distress; Frustration, conflict and pressure; Meaning of stressors; common stressors at work place: Stressors unique to age and gender.</p>	
<p>Activity-1: Group Brainstorm – Stressors by Age & Gender</p> <ul style="list-style-type: none"> • Task: Divide students into groups. Each group lists typical stressors for teenagers, adults, and seniors, highlighting gender differences. • Outcome: Understanding that stressors vary across age and gender 	8
<p>Module 2: Behavioural aspects of Stress:</p> <p>Adaptive and Maladaptive Behaviour; Individual and Cultural Differences: Sources of Stress- Across the Lifespan; College and Occupational Stress.</p>	
<p>Activity-2: Case Study Discussion – College/Work Stress</p> <ul style="list-style-type: none"> • Task: Analyze a short case study on workplace or college stress and suggest strategies to cope. • Outcome: Apply theory to real-life stress situations. 	8
<p>Module 3: Stress and Work performance:</p> <p>Role of communication in managing stress and work performance: Emotional regulation and coping; Emotional intelligence and conflict management: Emotional Basis and Stress; Stress and Conflict in Relationships.</p>	
<p>Activity-3: Self-Assessment – Stress & Coping Styles</p> <ul style="list-style-type: none"> • Task: Students take a short questionnaire to identify their coping style (problem-focused, emotion-focused, avoidance). • Outcome: Self-awareness and identifying personal strengths/weaknesses in stress handling. 	7
<p>Module 4: Preparing for the Future:</p> <p>Care of the Self: Nutrition and Other Lifestyle Issues: Stress reduction practices: Time management; Exercise; Relaxation techniques; yoga; meditation.</p>	7
<p>Activity-4: Guided Relaxation / Meditation Session</p>	

<ul style="list-style-type: none"> • Task: Conduct a 15–20-minute guided meditation, deep breathing, or mindfulness session. • Outcome: Practical experience in stress reduction techniques. 	
--	--

Textbooks and References

1	Greenberg, J. S. (2016). <i>Comprehensive stress management</i> (14th ed.). McGraw-Hill Education.
2	Kinicki, A., & Kreitner, R. (2013). <i>Organizational behavior: Key concepts, skills & best practices</i> (5th ed.). McGraw-Hill Education.
3	Girdano, D. A., Everly, G. S., & Dusek, D. E. (2009). <i>Controlling stress and tension</i> (9th ed.). Pearson.
4	Weiten, W. (2016). <i>Psychology: Themes and variations</i> (10th ed.). Cengage Learning.
5	Lazarus, R. S., & Folkman, S. (1984). <i>Stress, appraisal, and coping</i> . Springer.
6	Quick, J. C., & Quick, J. D. (2013). <i>Preventive stress management in organizations</i> . American Psychological Association.

Programme Outcomes (POs) vs Course Outcomes (COs) Mapping

POs \ COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	3	1	3	3	2
CO2	3	3	3	2	2	3	2	3	3	2
CO3	3	3	3	2	2	2	1	3	2	3
CO4	3	3	3	3	3	3	2	3	3	3

BoS Coordinator

Dean
Faculty of Commerce and Management